

Edexcel Level 1 Award in Developing Work Related Skills through Vocational Training (QCF)

Edexcel Level 2 Award in Developing Work Related Skills through Vocational Training (QCF)

Edexcel Level 3 Award in Developing Work Related Skills through Vocational Training (QCF)

Edexcel Level 4 Award in Developing Work Related Skills through Vocational Training (QCF)

Specification

Edexcel specialist qualification

First teaching November 2012

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All information in this specification is correct at time of publication.

Authorised by Martin Stretton

Prepared by Joe Clarke

Publications Code BA033566

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Edexcel Specialist qualifications

What are Edexcel Specialist qualifications?

Edexcel Specialist qualifications are qualifications from Entry to level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

There are three sizes of Edexcel specialist qualification in the QCF:

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

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

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

2 Qualification summary and key information

Qualification title	Edexcel BTEC Level 1 Award in Developing Work Related Skills through Vocational Training (QCF)
QCF Qualification Number (QN)	600/7029/8
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	16–18 19+
Credit value	1
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	10
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Edexcel BTEC Level 2 Award in Developing Work Related Skills through Vocational Training (QCF)
QCF Qualification Number (QN)	600/7030/4
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	16–18 19+
Credit value	1
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	7
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Edexcel BTEC Level 3 Award in Developing Work Related Skills through Vocational Training (QCF)
QCF Qualification Number (QN)	600/7037/7
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	16–18 19+
Credit value	1
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	6
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

Qualification title	Edexcel BTEC Level 4 Award in Developing Work Related Skills through Vocational Training (QCF)
QCF Qualification Number (QN)	600/7028/6
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2012
Age range that the qualification is approved for	16–18 19+
Credit value	1
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	5
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>)

QCF qualification title and Qualification Number

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF Unit Reference Number (URN).

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Edexcel Information Manual* on our website at www.edexcel.com

Objective of the qualifications

Employers provide training to enhance their employee's skills but, at present, there is no formal qualification that accredits learners for demonstrating that they have undertaken training in a particular skill. Therefore, we are offering four qualifications, of one unit credit each, at four levels to give learners the opportunity to gain accreditation for developing a skill.

These qualifications give learners and centres a unique opportunity to approach training and education in a flexible and holistic way. The learning applies across most sectors, disciplines and subjects and focuses on the knowledge, skills and understanding that underpin developing skills through training. These qualifications, therefore, will go hand in hand with the majority of other qualifications learners wish to pursue.

Each qualification's unit focuses on the skills that are needed to learn and develop, rather than the vocational sector, allowing centres to tailor the content to suit their learners. The qualifications units aim to help learners identify their personal skills gaps and enable them to develop and demonstrate skills proactively to help them to attain their career objectives.

When delivering the training centres should consult learners to decide the level at which the training should take place. This will ensure learners are placed at the appropriate level that best suits their ability.

Relationship with previous qualifications

These qualifications are a direct replacement for the Edexcel Level 1–3 Awards in Developing Skills (QCF), which have now expired. — provides information about how the new and old units relate to each other.

Progression opportunities through Edexcel qualifications

One way of using these qualifications is to offer them as a taster session for learners still looking for a career, giving them a realistic view of an industry, helping them develop a skill in this industry and giving them a valuable insight into a vocational area.

These qualifications may provide an opportunity for progression as they are based on developing skills in an area a learner currently works in or is interested in working. Due to the generic structure of the units, which apply to many different skills and industries, the qualifications can be used for continuing professional development or other training.

Industry support and recognition

These qualifications are supported by Lantra, the Sector Skills Council for land-based and environmental industries, providing land-based training and helping people find environmental and agricultural jobs.

3 Centre resource requirements

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

- Centres must have a course profile available that:
 - outlines the skill(s) that will be developed throughout the qualifications
 - outlines the competences of the skill(s) that learners will need to demonstrate
 - sets out the criteria that will be used to assess learner understanding and application of the skill(s).
- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structures

Edexcel Level 1 Award in Developing Work Related Skills through Vocational Training (QCF)

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

Minimum number of credits that must be achieved	1
Minimum number of credits that must be achieved at level 1 or above	1
Number of mandatory credits that must be achieved	1

Unit Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
A/504/4372	Developing Work Related Skills through Vocational Training	1	1	10

Edexcel Level 2 Award in Developing Work Related Skills through Vocational Training (QCF)

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

Minimum number of credits that must be achieved	1
Minimum number of credits that must be achieved at level 2 or above	1
Number of mandatory credits that must be achieved	1

Unit Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
F/504/4373	Developing Work Related Skills through Vocational Training	2	1	7

Edexcel Level 3 Award in Developing Work Related Skills through Vocational Training (QCF)

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

Minimum number of credits that must be achieved	1
Minimum number of credits that must be achieved at level 3 or above	1
Number of mandatory credits that must be achieved	1

Unit Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
J/504/4374	Developing Work Related Skills through Vocational Training	3	1	6

Edexcel Level 4 Award in Developing Work Related Skills through Vocational Training (QCF)

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

Minimum number of credits that must be achieved	1
Minimum number of credits that must be achieved at level 4 or above	1
Number of mandatory credits that must be achieved	1

Unit Reference Number	Mandatory units	Level	Credit	Guided Learning Hours
L/504/4375	Developing Work Related Skills through Vocational Training	4	1	5

5 Assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres can write assignment briefs for learners (if this is considered helpful), indicating which learning outcomes and assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements set out in the *Information for Tutors* section of the unit.

The centre can decide the form of assessment evidence (for example, performance observation, presentations, projects, practical assessment under controlled conditions, extended writing) as long as the methods chosen enable learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

There is more guidance about internal assessment on our website (please visit www.edexcel.com).

6 Recognising prior learning and achievement

Recognition of Prior Learning

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

Edexcel encourages centres to recognise learners' previous achievements and experiences 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 *Recognition of Prior Learning Policy*, which is on the Edexcel website (please visit www.edexcel.com).

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

7 Centre recognition and approved centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete an *Edexcel Vocational Centre and Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Edexcel will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use 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.

9 Programme delivery

Centres are free to offer the 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 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 the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.

10 Access and recruitment

Edexcel's policy regarding 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 any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Edexcel Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

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

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be 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.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Edexcel NVQ Qualifications*.

The documents are on our website at: www.edexcel.com/policies

12 Units

Units have the following sections:

Unit title

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

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in for example open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following:

- *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.

Learning outcomes

Learning outcomes set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Assessment Guidance

Assessment guidance offers tutors information on how to assess the learning outcomes and assessment criteria.

Edexcel Level 1 Award in Developing Work Related Skills through Vocational Training (QCF)

Unit reference number: A/504/4372

QCF level: 1

Credit value: 1

Guided learning hours: 10 hours

Unit aim

The aim of this unit is to give learners an understanding of the importance of developing skills through training. On completion of this unit, learners will be able to demonstrate competence in a skill identified in the course profile.

Information for tutors

It is anticipated that this unit will typically be delivered as a one-day programme that gives learners the opportunity to demonstrate a skill that they have learned during the training programme. To pass this unit the learner must show competence in the skill independently.

Evidence of assessment can include:

- witness statements
- observation checklists
- video recordings
- presentations.

In addition to evidence of assessment, learners must complete an authenticity statement (see the *Learner work authentication sheet* on the last page of this unit) to show that the work they have carried out is their own. The statement must be made available to internal or external verifiers.

Learning outcomes, assessment criteria, unit amplification and assessment guidance

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		Unit amplification		Assessment guidance	
1	Know the importance of training	1.1	Identify types of training	<ul style="list-style-type: none"> Types of training, eg online, face to face, distance learning, on-the-job 	<ul style="list-style-type: none"> Learners must identify at least two different types of training available to them Learners must give at least two different reasons why training is important to them 		
		1.2	Describe why training is important to the learner	<ul style="list-style-type: none"> Importance of training, eg new skills, confidence, being part of a team 			
2	Be able to develop a skill through training	2.1	Identify a skill to develop	<ul style="list-style-type: none"> Review skills required for the workplace and choose one suitable skill to develop 	<ul style="list-style-type: none"> Learners should identify a skill or area of learning that is required for the task. Learners should choose, with guidance, the most appropriate way to develop the new skill and make the necessary preparations 		
		2.1	Choose an appropriate method to develop the skill	<ul style="list-style-type: none"> Consider the different types of training for the situation, eg online, practical, seminar 			
		2.3	Make necessary preparations to develop the skill	<ul style="list-style-type: none"> Preparations, eg having the correct equipment, appropriate clothing, personal preparation for face to face training 			
3	Be able to demonstrate a skill through training	3.1	Demonstrate competence in the chosen skill against course objectives	<ul style="list-style-type: none"> Undertake skills training in a vocational area set out in the course profile 	<ul style="list-style-type: none"> Learners must complete training in a chosen skill and then demonstrate competence in this selected skill against set criteria, producing recorded evidence to an independent assessor (eg presentations, projects, tests) 		
		3.2	Know when to use the chosen skill in future situations	<ul style="list-style-type: none"> Consider when chosen skill can and should be used in the workplace 			

Learner work authentication sheet

QCF title and level: Edexcel Level 1 Award in Developing Work Related Skills through Vocational Training

Learner:

Assessor:

Knowledge and understanding for this unit:	Type of evidence								
	EI	O	P	WT	S	RPL	Q&A date	EWE	PD
1.1 Identify types of training									
1.2 Describe why training is important to the learner									
2.1 Identify a skill to develop									
2.2 Choose an appropriate method to develop the skill									
2.3 Make necessary preparations to develop the skill									
3.1 Demonstrate competence in the chosen skill against course objectives									
3.2 Know when to use the chosen skill in future situations									

Learner Declaration

I declare that all the work submitted for this assignment is my own work or, in the case of group work, the work of myself and the other members of the group in which I worked, and that no part of it has been copied from any source. I understand that if any part of the work submitted for this assignment is found to be plagiarised, none of the work submitted will be allowed to count towards the assessment of the assignment.

Learner signature:

Date:

Assessor Declaration

I declare that the learner has produced the work without external assistance other than that which is acceptable under the scheme of assessment.

Assessor signature:

Date:

COLUMN KEY:	EI = EVIDENCE INDEX NUMBER	O = OBSERVATION	P = PERSONAL STATEMENT
	WT = WITNESS TESTIMONY	S = SIMULATION	RPL = RECOGNITION OF PRIOR LEARNING
	Q&A = QUESTIONS & ANSWERS	EWE = EXPERT WITNESS EVIDENCE	PD = PROFESSIONAL DISCUSSION

Edexcel Level 2 Award in Developing Work Related Skills through Vocational Training (QCF)

Unit reference number: F/504/4373

QCF level: 2

Credit value: 1

Guided learning hours: 7 hours

Unit aim

The aim of this unit is to give learners an understanding of the importance of developing their skills and knowledge through training. On completion of the unit, learners will have identified their own training needs, demonstrated competence in the skill they are developing and understood the benefits of developing this skill.

Information for tutors

It is anticipated that this unit will typically be delivered as a one-day programme that gives learners the opportunity to demonstrate a skill that they have learned during the training programme. To pass this unit the learner must show competence in the skill independently.

Evidence of assessment can include:

- witness statements
- observation checklists
- video recordings
- presentations.

In addition to evidence of assessment, learners must complete an authenticity statement (see the *Learner work authentication sheet* on the last page of this unit) to show that the work they have carried out is their own. The statement must be made available to internal or external verifiers.

Learning outcomes, assessment criteria, unit amplification and assessment guidance

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		Unit amplification	Assessment guidance
1	Understand the importance of learning skills through training	1.1	Describe types of training	<ul style="list-style-type: none"> Types of training, eg online, one to one, in-house, on-the-job 	<ul style="list-style-type: none"> Learners must be able to describe at least two different types of training available to learners should be described
		1.2	Explain why it is important for the learner to be well trained		
		1.3	Explain why it is important to an employer for their staff to be well trained		
2	Be able to demonstrate a skill through training	2.1	Make necessary preparations to develop the skill	<ul style="list-style-type: none"> Preparations, eg having the correct equipment, appropriate clothing, personal preparation for face to face training 	<ul style="list-style-type: none"> Learners should choose, with guidance, the most appropriate way to develop the new skill through training and make the necessary preparations
		2.2	Demonstrate competence in the chosen skill against course objectives	<ul style="list-style-type: none"> Undertake skills training in a vocational area as set out in the course profile 	<ul style="list-style-type: none"> Learners must complete training in a chosen skill and then demonstrate competence in this selected skill against set criteria, producing recorded evidence to an independent assessor (eg presentations, projects, tests)

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
3 Be able to assess the benefits of learning skills through training	3.1	Describe how the skill was learnt	<ul style="list-style-type: none"> □ Importance of reflecting on how learning took place □ Importance of knowing the benefits of learning □ Importance of looking at any problems, working out why they occur and strategies to solve or avoid the problem in future □ Review the outcomes of the training, eg it has given the learner confidence, the learner has a new approach to training, the training didn't meet the learner's needs 	<ul style="list-style-type: none"> □ The evidence of learning could be in the form of a training log, discussion or recorded evidence. This could include how the individual went about developing the skill, any challenges encountered and a review of the outcomes of the training
	3.2	Explain the benefits of learning the skill		
	3.3	Explain any problems encountered while learning the skill		
	3.4	Reflect on the impact of the training for the learner		

Learner work authentication sheet	
QCF title and level: Edexcel Level 2 Award in Developing Work Related Skills through Vocational Training	
Candidate:	Assessor:

Knowledge and understanding for this unit:	Type of evidence								
	EI	O	P	WT	S	RPL	Q&A date	EWE	PD
1.1 Describe types of training									
1.2 Explain why it is important for the learner to be well trained									
1.3 Explain why it is important to an employer for their staff to be well trained									
2.1 Make necessary preparations to develop the skill									
2.2 Demonstrate competence in the chosen skill against course objectives									
3.1 Describe how the skill was learnt									
3.2 Explain the benefits of learning the skill									
3.3 Explain any problems encountered while learning the skill									
3.4 Reflect on the impact of the training for the learner									

Learner Declaration	
I declare that all the work submitted for this assignment is my own work or, in the case of group work, the work of myself and the other members of the group in which I worked, and that no part of it has been copied from any source. I understand that if any part of the work submitted for this assignment is found to be plagiarised, none of the work submitted will be allowed to count towards the assessment of the assignment.	
Learner signature:	Date:

Assessor Declaration	
I declare that the learner has produced the work without external assistance other than that which is acceptable under the scheme of assessment.	
Assessor signature:	Date:

COLUMN KEY:	EI = EVIDENCE INDEX NUMBER	O = OBSERVATION	P = PERSONAL STATEMENT
	WT = WITNESS TESTIMONY	S = SIMULATION	RPL = RECOGNITION OF PRIOR LEARNING
	Q&A = QUESTIONS & ANSWERS	EWE = EXPERT WITNESS EVIDENCE	PD = PROFESSIONAL DISCUSSION

Edexcel Level 2 Award in Developing Work Related Skills through Vocational Training (QCF)

Unit reference number: J/504/4374

QCF level: 3

Credit value: 1

Guided learning hours: 6 hours

Unit aim

The aim of this unit is to give learners an understanding of the importance of developing skills, knowledge and understanding through training. The unit will help learners to identify their training needs, undergo training and assess their training goals for the future.

Information for tutors

It is anticipated that this unit will typically be delivered as a one-day programme that gives learners the opportunity to demonstrate a skill that they have learned during the training programme. To pass this unit the learner must show competence in the skill independently.

Evidence of assessment can include:

- witness statements
- observation checklists
- video recordings
- presentations.

In addition to evidence of assessment, learners must complete an authenticity statement (see the *Learner work authentication sheet* on the last page of this unit) to show that the work they have carried out is their own. The statement must be made available to internal or external verifiers.

Learning outcomes, assessment criteria, unit amplification and assessment guidance

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		Unit amplification		Assessment guidance	
1	Understand the importance of up-skilling	1.1	Explain why up-skilling is important to an individual	<ul style="list-style-type: none"> □ Importance of up-skilling, eg developing new skills and learning, motivation, promotion □ Improvements, eg keeps the company at the forefront of development, more efficient and well trained staff, less wastage of materials 	<ul style="list-style-type: none"> □ Learners should explain at least two reasons why it is important for individuals to up-skill □ There should be at least two reasons. As it is a discussion there should be a detailed explanation 		
		1.2	Discuss how up-skilling improves business practice				
2	Be able to demonstrate a skill through training	2.1	Make necessary preparations to develop the skill	<ul style="list-style-type: none"> □ Preparations, eg having the correct equipment, appropriate clothing, personal preparation for face to face training 	<ul style="list-style-type: none"> □ Learners should choose, with guidance, the most appropriate way to develop the new skill through training and make the necessary preparations 		
		2.2	Demonstrate competence in the chosen skill against course objectives			<ul style="list-style-type: none"> □ Undertake skills training in a vocational area as set out in the course profile 	<ul style="list-style-type: none"> □ Learners must complete training in a chosen skill and then demonstrate competence in this selected skill against set criteria, producing recorded evidence to an independent assessor (eg presentations, projects, tests)

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
<p>3 Be able to set training objectives for the future, reflecting on the training completed</p>	3.1	Assess the overall effectiveness of the training	<ul style="list-style-type: none"> □ Learners should be encouraged to reflect on how useful the training was to them 	<ul style="list-style-type: none"> □ Learners will need to highlight the positives and negatives of the training and give an overall opinion. Learners could include the comments of their tutor, supervisor and colleagues on how successful the training was
	3.2	Review training options available for future training	<ul style="list-style-type: none"> □ Trainers should encourage learners to consider all the options available to them regarding training, eg apprenticeships, HE, FE, in-house opportunities. Considerations may include cost, time, travel, outcomes and accreditation 	<ul style="list-style-type: none"> □ This could be a detailed list showing the options, with positives and negatives for each option
	3.3	Create an action plan for future training with short and medium term goals	<ul style="list-style-type: none"> □ Trainers should encourage learners to keep focused on the next year of their training. 	<ul style="list-style-type: none"> □ The action plan should include: <ul style="list-style-type: none"> - timescales - SMART goals - objectives - type of learning - training options

Learner work authentication sheet	
QCF title and level: Edexcel Level 3 Award in Developing Work Related Skills through Vocational Training	
Candidate:	Assessor:

Knowledge and understanding for this unit:	Type of evidence								
	EI	O	P	WT	S	RPL	Q&A date	EWE	PD
1.1 Explain why up-skilling is important to an individual									
1.2 Discuss how up-skilling improves business practice									
2.1 Make necessary preparations to develop the skill									
2.2 Demonstrate competence in the chosen skill against course objectives									
3.1 Assess the overall effectiveness of the training									
3.2 Review training options available for future training									
3.3 Create an action plan for future training with short and medium term goals									

<p>Learner Declaration</p> <p>I declare that all the work submitted for this assignment is my own work or, in the case of group work, the work of myself and the other members of the group in which I worked, and that no part of it has been copied from any source. I understand that if any part of the work submitted for this assignment is found to be plagiarised, none of the work submitted will be allowed to count towards the assessment of the assignment.</p>	
<p>Learner signature:</p>	<p>Date:</p>

<p>Assessor Declaration</p> <p>I declare that the learner has produced the work without external assistance other than that which is acceptable under the scheme of assessment.</p>	
<p>Assessor signature:</p>	<p>Date:</p>

COLUMN KEY:	EI = EVIDENCE INDEX NUMBER	O = OBSERVATION	P = PERSONAL STATEMENT
	WT = WITNESS TESTIMONY	S = SIMULATION	RPL = RECOGNITION OF PRIOR LEARNING
	Q&A = QUESTIONS & ANSWERS	EWE = EXPERT WITNESS EVIDENCE	PD = PROFESSIONAL DISCUSSION

Edexcel Level 4 Award in Developing Work Related Skills through Vocational Training (QCF)

Unit reference number: L/504/4375

QCF level: 4

Credit value: 1

Guided learning hours: 5 hours

Unit aim

The aim of this unit is to give learners an understanding of how to train others. The learner will assess the training needs of others, prepare and conduct a training session for others and then assess its effectiveness. Learners should gain an understanding of the importance of maintaining a well-trained workforce and be able to take away a training plan for their workplace.

Information for tutors

It is anticipated that this unit will typically be delivered as a one-day programme that gives learners the opportunity to demonstrate a skill that they have learned during the training programme. To pass this unit the learner must show competence in the skill independently.

Evidence of assessment can include:

- witness statements
- observation checklists
- video recordings
- presentations.

In addition to evidence of assessment, learners must complete an authenticity statement (see the *Learner work authentication sheet* on the last page of this unit) to show that the work they have carried out is their own. The statement must be made available to internal or external verifiers.

Learning outcomes, assessment criteria, unit amplification and assessment guidance

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	Unit amplification	Assessment guidance
1 Understand the importance of a well trained workforce	1.1 Assess the importance to a business of keeping their staff well trained	<ul style="list-style-type: none"> Importance of well trained staff, eg keeps staff motivated, up to date, ahead of the completion. However, there are the costs of training, staff not available to work as away on training or mentoring others 	<ul style="list-style-type: none"> Learners will need to assess the importance to a business of training staff by providing a variety of real examples, detailing their benefits and costs
	1.2 Analyse the importance of a well trained workforce in a particular industry	<ul style="list-style-type: none"> Determine whether a well trained workforce leads to job satisfaction, higher pay, a more cohesive workforce 	<ul style="list-style-type: none"> Learners will need to analyse the level of training a workforce in a particular industry has and compare this with the level of training of staff in other industries. Are there any connections between well-trained staff and average pay or overall job satisfaction?

Learning outcomes	Assessment criteria	Unit amplification	Assessment guidance
2 Be able to train learners in a vocational skill	2.1 Prepare training objectives for the learners 2.2 Demonstrate competence in training learners in the chosen skill against course objectives 2.3 Evaluate learners' performance in developing the chosen skill 2.4 Assess the overall effectiveness of the training	<ul style="list-style-type: none"> □ Create realistic training objectives for the learner based on their development needs □ Conduct the training of a skill in a vocational area as set out in the course profile □ Consider how learners fared in developing a vocational skill □ Reflect on how successful the training was in meeting the objectives of the course profile and the objectives of the learner 	<ul style="list-style-type: none"> □ This could be an extension of the course profile that details what the learner will get out of the training □ Learners must demonstrate competence in delivering training in a chosen skill against set criteria, producing recorded evidence to an independent assessor (eg attendance registers, checklist, video recording) □ Provision of constructive feedback to learners reflecting on their individual performance in developing the chosen skill □ Highlight the positives and negatives of the training and give an overall opinion. Individuals could include the comments of their learners on how successful the training was

Learning outcomes	Assessment criteria		Unit amplification	Assessment guidance
3 Be able to plan the training of staff to meet the needs of the individual and needs of the business	3.1	Review future training options available for staff	<ul style="list-style-type: none"> □ Consider all the options available regarding training, eg online training courses, on-the-job training, away days. Considerations may include cost, time, travel, outcomes and accreditation 	<ul style="list-style-type: none"> □ This could be a detailed list showing the options, with positives and negatives for each option
	3.2	Create a training plan for the workplace with short and medium term goals	<ul style="list-style-type: none"> □ Focus on the next year of training in the workplace 	<ul style="list-style-type: none"> □ The training plan should include: <ul style="list-style-type: none"> - timescales - SMART goals - costs - type of learning - training options

Learner work authentication sheet

QCF title and level: Edexcel Level 4 Award in Developing Work Related Skills through Vocational Training

Candidate:

Assessor:

Knowledge and understanding for this unit:	Type of evidence								
	EI	O	P	WT	S	RPL	Q&A date	EWE	PD
1.1 Assess the importance to a business of keeping their staff well trained									
1.2 Analyse the importance of a well trained workforce in a particular industry									
2.1 Prepare training objectives for the learners									
2.2 Demonstrate competence in training learners in the chosen skill against course objectives									
2.3 Evaluate learners' performance in developing the chosen skill									
2.4 Assess the overall effectiveness of the training									
3.1 Review future training options available for staff									
3.2 Create a training plan for the workplace with short and medium term goals									

Learner Declaration

I declare that all the work submitted for this assignment is my own work or, in the case of group work, the work of myself and the other members of the group in which I worked, and that no part of it has been copied from any source. I understand that if any part of the work submitted for this assignment is found to be plagiarised, none of the work submitted will be allowed to count towards the assessment of the assignment.

Learner signature:

Date:

Assessor Declaration

I declare that the learner has produced the work without external assistance other than that which is acceptable under the scheme of assessment.

Assessor signature:

Date:

COLUMN KEY:	EI = EVIDENCE INDEX NUMBER	O = OBSERVATION	P = PERSONAL STATEMENT
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	Q&A = QUESTIONS & ANSWERS	EWE = EXPERT WITNESS EVIDENCE	PD = PROFESSIONAL DISCUSSION

13 Further information and useful publications

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

- Edexcel: www.edexcel.com/contactus
- Work Based Learning: www.pearsonwbl.com/contactus
- books, software and online resources for UK schools and colleges: www.pearsonschools.co.uk/contactus

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually).

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

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

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their resources on our website at: www.edexcel.com/resources

14 Professional development and training

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

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

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

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Edexcel training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other Edexcel colleagues in your region. Sign up to the training you need at: www.edexcel.com/resources/training

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. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

Your Edexcel 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 Edexcel support team to help you whenever – and however – you need, with:

- Subject advisers: find out more about our subject adviser team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- Ask Edexcel: submit your question online to our Ask Edexcel service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Unit mapping overview

The table below shows the relationship between the new QCF qualifications in this specification and the predecessor qualifications:

Edexcel Level 1–3 Award in Developing Skills (last registration 31/08/2012)

501/0374/X Edexcel Level 1 Award in Developing Skills

501/0375/1 Edexcel Level 2 Award in Developing Skills

501/0376/3 Edexcel Level 3 Award in Developing Skills

Old units New units	Unit 1	Unit 2	Unit 3
Unit 1	P		
Unit 2		P	
Unit 3			P

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))

Publications Code BA033566 November 2012

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