

# Specification

BTEC Specialist qualifications

Edexcel BTEC Level 1 Certificate in Leadership Skills (QCF)

For first teaching September 2011



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

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# Welcome to BTEC level 1 Certificate in Leadership Skills

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

## Focusing on the BTEC Level 1 Certificate in Leadership Skills

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

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

## Straightforward to implement, teach and assess

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

## Engaging for everyone

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

## Recognition

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

## All you need to get started

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

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

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



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# What are BTEC Level 1 Specialist qualifications?

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

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks. They attract achievement and attainment table points that equate to similar-sized general qualifications.

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

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

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

There are three sizes of qualifications in the QCF:

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

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

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

The credit value of a unit is based on:

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

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

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

## **Edexcel BTEC Level 1 Certificate in Leadership Skills (QCF)**

The Edexcel BTEC Level 1 Certificate covers some of the knowledge and practical skills required for learners to develop leadership skills while engaged in a course of learning.

### **Key features of the Edexcel BTEC Level 1 Certificate in Leadership Skills**

The Edexcel BTEC Level 1 in Leadership Skills has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 1 vocationally-related qualification
- progress to related general and/or vocational qualifications.

# Rules of combination

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

## Rules of combination for the Edexcel BTEC Level 1 qualification

When combining units for an Edexcel BTEC Level 1 in Leadership Skills (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### Edexcel BTEC Level 1 Certificate in Leadership Skills (QCF)

- 1 Qualification credit value: a minimum of 13 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.
- 3 All credits must be achieved from the units listed in this specification.

## Edexcel BTEC Level 1 Certificate in Leadership Skills (QCF)

The Edexcel BTEC Level 1 Certificate in Leadership Skills (QCF) (QCF) is a 13 credit qualification that consists of five mandatory units **plus** optional units that provide for a combined total of 13 credits (where at least 10 credits must be at Level 1 or above).

Edexcel BTEC Level 1 Certificate in Leadership Skills (QCF)			
Unit	Mandatory units	Credit	Level
12	Developing Personal Skills for Leadership	2	1
13	Practising Leadership Skills with Others	2	1
14	Learning with Colleagues and Other Learners	2	1
15	Communicating Solutions to Others	2	1
18	Learning from More Experienced People	2	1
Unit	Optional units	Credit	Level
10	Self-Assessment	1	1
17	Working in a Team	3	1
31	Planning an Enterprise Activity	1	1
32	Running an Enterprise Activity	1	1
33	Producing a Product	1	1

# Assessment

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

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

## Guidance

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

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

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

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

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

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

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

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

In the Edexcel BTEC Level 1 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## Quality assurance of centres

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The Edexcel quality assurance processes for BTEC Specialist qualifications involve:

- **Centre approval** for centres not currently approved to offer BTEC qualifications
- **Qualification approval.** For existing centres, this can normally be done online via Edexcel online
- **Quality Review and Development.** This checks centre processes and prescribes remedial action where necessary.

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

- **Accreditation of lead internal verifiers.** This involves online training and standardisation of Lead Internal Verifiers via our Online Training and Standardisation system. Please note that not all qualifications are available for online training and standardisation.
- **Standards verification.** This involves sampling of assessment evidence by Edexcel's standards verifiers to ensure quality and standards. This takes place where:
  - a centre's Lead Internal Verifier has not yet achieved accreditation
  - a qualification is being sampled to confirm that it meets national standards
  - a BTEC Specialist qualification is not covered by online training and standardisation
  - learners are registered for the qualification as part of an apprenticeship programme.

## Approval

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

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

## Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 1 qualifications are set out in centre guidance which is published on our website ([www.edexcel.com](http://www.edexcel.com)).

# Programme design and delivery

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## Mode of delivery

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

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

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

## **Delivery approach**

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 1 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

## **Additional and specialist learning**

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

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

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

## **Functional skills**

Edexcel Level 1 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualifications rules of combination. Functional skills are offered as standalone qualifications.

# Access and recruitment

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

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

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

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

## Restrictions on learner entry

The Edexcel BTEC Level 1 Certificate in Leadership Skills (QCF) is accredited on the QCF for learners aged 14 and above.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ/competence qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010 and any subsequent amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Reasonable Adjustment and Specials Considerations for BTEC and Edexcel NVQ Qualifications* which can be found on the Edexcel website.

## Recognition of Prior Learning

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

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

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

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

# Unit format

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All units in the Edexcel BTEC Level 1 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

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

## Unit code

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

## QCF level

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

## Credit value

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

## Guided learning hours

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

## Unit aim

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

## Unit introduction

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

## Learning outcomes

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

## Assessment criteria

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

## Unit content

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

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

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

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

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

### **Content structure and terminology**

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

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

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

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.



# Units

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Unit 1: Developing Personal Skills for Leadership	19
Unit 2: Practising Leadership Skills with Others	25
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Unit 10: Producing a Product	77



# **Mandatory units**



# Unit 1: Developing Personal Skills for Leadership

**Unit code:** J/503/2838

**QCF Level:** Level 1

**Credit value:** 2

**Guided learning hours:** 20

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## Unit aim

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

## Unit introduction

The development of leadership skills is often an important or desirable aspect of 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 the learner to the concept of leadership and its main features. Additionally, 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 another important aspect of leadership and is also introduced in this unit.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know about 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

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### 1 Know about the main features of leadership

*Types of leadership:* leaders in the widest context eg prime minister, managing directors of large companies, managers of sports teams; familiar leaders who have formal responsibility for others eg head of school/college, tutor, line manager/supervisor, community leaders; informal leadership eg sports team captains, prefects/monitors, leaders of project teams, leaders of social groups

*Main features of leadership:* responsibility for others eg making sure other people carry out their tasks or meet goals; giving instructions eg allocating work to others, telling people what they need to do; giving and receiving feedback eg telling someone they have done something right or that they needed to do something differently, listening to the opinions of others; making decisions eg deciding on what the others need to do and how they should do it

### 2 Know how to make decisions

*Types of decisions to be made:* eg making a decision in order to solve a problem, deciding on the best way of doing a task or activity, deciding which team member will do which activity

*Steps needed to make a decision:* eg 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

### 3 Know how to give instructions to members of a group

*Types of instructions:* eg 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

*Giving instructions to others:* ensuring instructions are clear and correct; giving instructions via most appropriate method of communication eg written, verbal, a presentation; giving instructions in an appropriate way eg at correct time and in a polite manner

### 4 Know how to give and receive feedback about a task or activity

*Types of feedback:* formal eg written reports, appraisal; informal eg verbal feedback to individuals, feedback to a team on performance of task

## Essential guidance for tutors

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### Delivery

Learners may find it helpful to be introduced to what leadership means through a wide context — anyone from politicians and well known figures from business or industry to sports captains. This could be done 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 the learner in identifying a decision to be made and then agree with them how it will be made — the step or steps they need to take in order to make the decision, for example thinking about the skills or talents of a team member would help the learner to decide which task should be allocated to that team member. Learners could 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, the learner 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.

## Assessment

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

In achieving 2.1 and 2.2, the tutor/line manager could support the learner in identifying a decision (and how to make the decision) via individual discussion between the learner and the tutor/line manager or in a group discussion. Evidence for 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 the learner identifies a straightforward decision that needs to be made and the step or steps they will take in arriving at an appropriate decision. The learner is not expected to deal with complex decision making that requires a sophisticated series of steps to be taken.

Evidence for 3.1 and 3.2 can either come from an observation of the learner by the tutor, line manager or other designated person or from written evidence. With support from the tutor, line manager or other appropriate person, the learner needs 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 need not 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 the learner 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 4.1 and 4.2 could come from either an individual discussion between the learner 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 the learner with examples of them giving and receiving feedback related to a task or activity. It may also be supported by written notes from the learner or the tutor/line manager. The learner should be able to give at least one example of giving feedback to others and at least one example of when they received feedback (the learner may have received feedback individually or as part of a group of people). The feedback given and received need not be complex or detailed.

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

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

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

**Essential resources**

Learners should have access to appropriate sources of information about 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.

**Websites**

[www.career-advice.monster.com](http://www.career-advice.monster.com)

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

[www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yIs-all.pdf](http://www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yIs-all.pdf)

[www.tellmehowto.net](http://www.tellmehowto.net)

## Unit 2: Practising Leadership Skills with Others

**Unit code:** L/503/2839

**QCF Level:** Level 1

**Credit value:** 2

**Guided learning hours:** 20

### Unit aim

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

### Unit introduction

Leadership skills need to be developed when working alongside others and evaluated in the light of interaction with others. In this unit, 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

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

Learning outcomes	Assessment criteria
1 Know 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

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### 1 **Know which leadership skills to use with others**

*Leadership skills:* leadership skills that involve interaction with others eg 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

### 2 **Be able to demonstrate leadership skills in a group**

*Leadership skills:* giving instructions eg 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 eg 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 eg written reports, appraisals, verbal feedback to individuals, feedback to a team on performance of a task

### 3 **Be able to review own practice of leadership skills**

*Carrying out a review:* different ways of evaluating leadership eg formal evaluation such as assessment forms, checklists or informal evaluation eg discussion with tutor/line manager; effectiveness of leadership eg 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 eg clear instructions were given to the group but time taken to give the instructions was too long

## Essential guidance for tutors

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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 Awards, 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.

**Assessment Guidance**

Evidence for 1.1 and 1.2 could come from a group discussion which shows the learner’s 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 the learner or the tutor/line manager. The learner needs 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 2.1 and 2.2 could come from an observation of the learner using their leadership skills, or an individual discussion between the learner and the tutor/line manager. Evidence may take the form of a taped discussion, video evidence, presentation or copies of written statements from the learner in which they give examples of when they showed leadership skills. It may also be supported by written notes from the learner or the tutor/line manager. The learner must give at least one example of how they have demonstrated their leadership skills.

The discussion may be supported by tutor observation notes of the learner taking part in a group activity.

An example for 2.2 could be making a decision about who should do a particular task, in which case the learner needs 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 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 the learner needs 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, for example, not giving clear feedback to a member of the group).

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

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

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

### **Essential resources**

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

### **Websites**

[www.career-advice.monster.com](http://www.career-advice.monster.com)

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

[www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yIs-all.pdf](http://www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yIs-all.pdf)

[www.tellmehowto.net](http://www.tellmehowto.net)



## **Unit 3: Learning with Colleagues and Other Learners**

**Unit code:** F/503/2840

**QCF Level:** Level 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

This unit looks at how the learner can learn effectively with their peers and other learners. Learners will be made aware of where learning can take place, how to record their progress in learning and that there are many different ways to learn.

### **Unit introduction**

It is important that learners understand how to learn in an effective manner with others who are working or learning at the same level. This may be as part of a defined team working towards common objectives or in a group working on the same piece of work, or it may be working across teams of people at a similar level within an organisation. In this unit, learners will be introduced to ways in which they can work alongside their peers in a learning context. They will learn about the value of discussing their learning and aiming for learning goals. They will also come to the important understanding that people have different learning styles and, therefore, learn in different ways.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know of situations where learning can take place	1.1 Outline learning situations with co-workers 1.2 Outline learning situations with other learners
2 Be able to interact with colleagues or other learners in a learning situation	2.1 Give opinions-about an aspect of own learning 2.2 Respond appropriately to others' opinions and feelings about an aspect of learning 2.3 Give and receive feedback about own learning
3 Know that people have preferred individual learning styles	3.1 Identify own preferred method of learning 3.2 Outline how this compares to how other people prefer to learn
4 Be able to record progress in learning	4.1 State own learning goal 4.2 Identify the progress made towards own identified learning goal 4.3 Outline what went well and what did not go so well in own learning 4.4 Create a new learning plan to achieve the next learning goal

## Unit content

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### 1 Know of situations where learning can take place

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

*Learning situations with co-workers:* finding answers and solutions to tasks or problems through talking and working with co-workers eg solving a problem by using ideas from several people, rather than just own ideas

### 2 Be able to interact with colleagues or other learners in a learning situation

*Express opinions or feelings about an aspect of their learning:* eg likes and dislikes, how useful the presentation was

*Respond appropriately to others' opinions and feelings about an aspect of learning:* eg letting people have their say, not interrupting, not responding rudely, being polite and tactful

*Give and receive feedback about their learning:* feedback to other learners on how useful learning was, what could be improved; receiving feedback from others about contributions and opinions, attitudes and behaviours, whether something was successful

### 3 Know that people have preferred individual learning styles

*Methods of learning:* observing others at work, asking questions, listening to instructions or information, finding out information or doing research, attending courses, classes or training, taking a qualification, doing a practical task

### 4 Be able to record progress in learning

*Setting person learning goals:* identifying a personal goal that they can work towards or that is relevant to their area of work or study

*Recording progress:* recording progress (ie what has been learned) informally or formally; identifying learning goals and recording progress by using a learning plan, as part of an appraisal and development process

## Essential guidance for tutors

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### Delivery

Group or individual discussions would provide opportunities for learners to discuss a situation in which they will learn with people who are working or learning at the same level as them. Examples could include situations where they learn alongside colleagues or classmates, or with people who have the same level of experience as them – for example people they come into contact with during training courses or on induction sessions. These would be people who the learner comes into contact with, although this may not necessarily be on a day-to-day basis.

Examples of appropriate situations for learning outcome 2 could include a training course, teambuilding activity or development session in which the learner's peers are also present. In expressing their opinions or feelings about their learning, learners could be encouraged to consider their likes and dislikes and how they feel about different learning situations. They could ask themselves questions such as 'Am I finding it difficult or easy to participate in the activity?' or 'Is this an easy or difficult skill to learn?'

In supporting learners to achieve learning outcome 3, tutors could encourage them to think about the way in which they learn – how do they learn best and what do they feel helps them to learn? For example, do they enjoy observing others and learning from experience or do they need a more formal structure like a training course? Do they learn best from written information or by talking to others?

Tutors could also make use of a group situation with learners discussing their individual preferred way of learning and comparing this with the others in the group. Learners could also go on to discuss the advantages and disadvantages of each learning method. Learners should understand the value of different ways of learning and that one learning method is not necessarily better than another. The emphasis is on finding out what suits the needs of individual learners.

Tutors would find it helpful to encourage learners to think about how they could record progress in their learning. Learners should be able to agree an identified learning goal with tutors/line managers which can be achieved in a learning situation with peers, such as colleagues or other learners, and discuss their progress towards this learning goal through a peer learning situation.

## Assessment

Evidence for 1.1 and 1.2 could come from a group discussion that shows the individual learner's 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 the learner or the tutor/line manager. The learner must be able to describe a situation in which they can learn with other learners/students.

Evidence for 2.1 – 2.3 could come from either an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner needs to present the information appropriately and respond to others' views in an appropriate manner. The evidence could take the form of a witness statement, observation notes or a video of the learner's interaction with other co-workers or learners, along with supporting notes. If in a written format, evidence of the learner's communication should be provided (for example, copies of emails, memos or letters), with a supporting commentary from the tutor/line manager if appropriate.

The learner needs to be able to respond appropriately to others' opinions and feelings, for example being polite and tactful, even if they don't agree with the opinion or feeling that was expressed. Learners should also be able to give feedback about their learning in an appropriate way. They could, for example, fill in feedback forms at a training course and provide helpful information about how to improve the course and what they found useful or not. The learner should be able to receive feedback (general or specific) from other learners about a shared learning activity, for example whether or not the learning activity was a success, whether or not the learner made a positive contribution to the group, and whether or not the learner demonstrated to others that they understood and learned something.

Evidence for 3.1 and 3.2 could come from a group discussion which shows the individual learner's 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 the learner or the tutor/line manager. The learner needs to recognise their preferred method of learning and describe how this compares to those of others.

Evidence for 4.1, 4.2, 4.3 and 4.4 could come from a one-to-one discussion between the tutor/line manager and the learner, or from a small group discussion in which the learner describes the progress they have made towards an identified goal. The learner should create a new learning plan to achieve the next learning goal. The tutor should give appropriate advice and guidance but the learner should create their own plan.

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

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 20: Preparing for Work Placement	Unit 18: Learning from More Experienced People	Unit 13: Learning with Colleagues and Other Learners
Unit 21: Learning from Work Placement	Unit 19: Building Working Relationships with Colleagues	Unit 17: Learning from More Experienced People
	Unit 28: Preparing for Work Placement	Unit 18: Building Working Relationships with Colleagues
	Unit 29: Learning from Work Placement	Unit 26: Preparing for Work Placement
		Unit 27: Learning from Work Placement

**Essential resources**

Learners need access to situations where they learn alongside colleagues or other learners.

**Websites**

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

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

## **Unit 4: Communicating Solutions to Others**

**Unit code:** J/503/2841

**QCF Level:** Level 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

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

### **Unit introduction**

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

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to 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

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### 1 Know how to solve problems

*Identify a problem to solve:* different types of problems eg 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

*Ways to solve a problem:* find out all information required; use all sources of help; consider all possible solutions; evaluate different approaches eg advantages and disadvantages of possible solutions; choose course of action; amend action if necessary; review effectiveness of strategy

### 2 Know how to communicate the solution appropriately to others

*Methods of communication:* verbal eg a formal or informal meeting with other people; written eg an email, project, memo, letter

*Information needed:* what the problem was, who was involved, the chosen strategy for solving the problem, whether the problem was solved, how the strategy was used

### 3 Be able to communicate the solution appropriately to others

*Methods of presentation:* verbal presentation either formally eg as part of a meeting or informally eg in a discussion group, written presentation eg by email, flowchart, diagrams, letters, charts, posters

*Responding to others' views:* answering questions appropriately, listening politely to what others have to say, making suggestions

### 4 Be able to review own performance

*Carrying out a review:* discussion with tutor/line manager either formally or informally; identifying what went well and what did not go well eg learner included all relevant information in presenting the solution, but found it difficult to answer questions from others about the problem that had been solved

## Essential guidance for tutors

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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 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, and it is suggested that learners focus on problems which are 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 regarding 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 done informally and within small groups so that learners feel confident in their presentation. The learner could also choose other communication methods, for example if the other people the learner needs to contact are not immediately available, the learner could choose to draft an email or a memo which describes the problem and solution. These written documents need not 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 either a one-to-one or small group situation.

Depending on the context used within the unit, tutors/line managers may wish to access a range of information in delivering this unit. For example, this could be used as part of a cross-curricular project in a school or college setting, or could be used within 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 1.1 and 1.2 could come from a group discussion which shows the individual learner's 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 the learner or the tutor/line manager. The learner must identify at least one problem which they can solve. The problem should be straightforward and the learner needs to suggest at least one way in which they could solve it.

Evidence for 2.1 and 2.2 could come from a group discussion which shows the individual learner's 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 the learner or the tutor/line manager. The learner must describe the communication method or methods appropriate to the situation and identify appropriate information to be included in the presentation.

Evidence for 3.1 and 3.2 could come from either an observation of the learner by the tutor, line manager or other designated person or from written evidence. The learner must show that they understand how they should interact; in either written or oral communication with others, particularly if they need to respond to different views or views they do not necessarily agree with. The learner 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 the learner's 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 4.1 and 4.2 could come from a one-to-one discussion between the tutor/line manager and the learner in which the learner needs to identify one aspect of their performance they felt pleased with (for example being able to identify a solution no one else had thought of) and one that did not go so well (for example interrupting another member of the group). For the one that did not go well, the learner needs to be able to explain how they would handle the situation should it occur again.

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

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 17: Solving Work-related Problems	Unit 24: Solving Work-related Problems	Unit 14: Communicating Solutions to Others
Unit 19: Speaking Confidently at Work		Unit 23: Solving Work-related Problems

### **Essential resources**

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

### **Websites**

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

[www.tellmehowto.net](http://www.tellmehowto.net)

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

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



## **Unit 5: Learning from More Experienced People**

**Unit code:** Y/503/2844

**QCF Level:** Level 1

**Credit value:** 2

**Guided learning hours:** 20

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### **Unit aim**

This unit encourages learners to gain knowledge and understanding from a variety of experienced people both within and outside the workplace. Learners will reflect on their learning and consider how to apply their new knowledge and skills.

### **Unit introduction**

Being able to learn from senior or more experienced people is an important part of success in a place of work or study. In the world of work, many organisations encourage practices such as work shadowing and cross-company initiatives in which employees are expected to interact with, and learn from, more knowledgeable people. This unit introduces learners to ways in which they can learn, in a workplace or learning environment, from those who are more experienced in a particular field of work or study. Learners will learn about the different types of experienced people they could encounter. They will also consider the skills demonstrated by more experienced people and how they could use these skills in their own learning or work context.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to identify more experienced people	1.1 Identify people with more experience they could come into contact within the workplace or place of learning  1.2 Identify people with more experience they could come into contact with outside the workplace or place of learning
2 Be able to learn from people with more experience	2.1 Identify what is useful about the ways to learn from people with more experience  2.2 Identify appropriate ways to learn from someone with more experience  2.3 Use an appropriate method to learn from someone with more experience
3 Understand what they have learned from people with more experience	3.1 Identify skills that people with more experience have demonstrated  3.2 Describe how these skills could be used in own context

## Unit content

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### 1 Know how to identify more experienced people

*Range of people:* line managers, supervisors, managers, team leaders, team members with more experience, heads of department, clients or customers, visiting experts or consultants, tutors, teachers

### 2 Be able to learn from people with more experience

*Useful ways of learning:* learning techniques eg question-and-answer session provides opportunity to have specific queries answered; work shadowing provides opportunity for practical observation; watching a video allows learner to proceed at own pace, reading articles or letters

*Ways to learn:* selecting a method from observing others at work, work shadowing; discussing ideas and problems with others; reading or looking at what others have written, recorded or produced eg reports, memos, presentations, portfolios, video, interviews, letters, articles; questioning others about their work style and practices

*Learning from someone with more experience:* method used from above, with person from Learning Outcome 1

### 3 Understand what they have learned from people with more experience

*Examples of skills demonstrated by others:* eg positive behaviours and interpersonal skills in the workplace or place of learning, achieving successful outcomes for a task or piece of work, producing high-quality work, solving problems, overcoming difficulties or setbacks, making a positive contribution to a project or meeting, demonstrating different styles of working or learning

*How these skills will be used:* knowing how what has been learned could be applied to their own work or learning situation eg problem-solving skills to be used in solving a particular challenge in a project or workplace task, positive behaviours and interpersonal skills to be used when dealing with customers in the learner's workplace or with other learners in a place of learning

## Essential guidance for tutors

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### Delivery

Through group or individual discussion, learners should be able to identify a range of more experienced people that they are or could be in contact with. These will be more experienced people in the workplace or in a school, college or other place of learning. Examples could include managers, supervisors, other colleagues they have identified as being more experienced, tutors and visiting experts. These should be people either familiar to the learner or people the learner could reasonably expect to come into contact with in their workplace, college or school.

Tutors should encourage learners to think about how they learn in the workplace, school or college and to recognise that their learning could be informal or formal. For example, they may pick up all sorts of information about their organisation from attending meetings or talking to more experienced people in their team. They may observe others in different situations and, by observing, learn a new way of doing something. Alternatively, learners may be in a more formal situation, for example work shadowing or a presentation by a visiting expert, where they can ask the person questions about their work practice or field of study and use it to improve their own practice or knowledge. Group discussions and discussions with tutors/line managers would help the learner identify various ways they learn in their workplace, school or college — and the advantages or disadvantages of various ways of learning.

Opportunities to observe more experienced people demonstrating skills could come via a wide range of activities such as work shadowing, presentations by visiting experts, interviews with more experienced learners or colleagues, or even day-to-day-interaction with more experienced people in a place of learning or work. In identifying the skills learned from more experienced people, learners should also be encouraged to consider whether these are relevant to their own specific working practice or place of learning, and in which ways they are relevant.

### Assessment

Evidence for 1.1 – 2.3 could come from a group discussion which shows the individual learner's contribution, or from an individual discussion with the tutor/line manager. The evidence may take the form of a taped discussion, video evidence, presentation etc. It may also be supported by written notes from the learner or the tutor/line manager.

For 1.1 and 1.2 the learner must be able to identify at least two types of people they will interact with within the workplace and at least two people outside the workplace, who are experienced in the field of work or study.

For 2.1, 2.2 and 2.3, the learner needs to indicate what is helpful or unhelpful about the ways in which they could learn from these people and to select an appropriate method to use in an interaction with an experienced person. The learner should then undertake the interaction.

Evidence for 3.1 and 3.2 could come from a one-to-one discussion between the tutor/line manager and the learner, or via an appropriate small group situation in which the learner gives at least two examples of skills that more experienced people have demonstrated, and describes how they can use these skills themselves.

The examples must be clear and relevant to the learner's own work or learning context. For example, after observing a more experienced person at work, the learner intends to read through and use a spell check function for all their future emails before sending them out, or after a presentation by a visiting expert, the learner has specific ideas on where to find answers to some difficult questions in their current assignment.

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

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

Entry Level	Level 1	Level 2
Unit 20: Preparing for Work Placement	Unit 14: Learning with Colleagues and Other Learners	Unit 13: Learning with Colleagues and Other Learners
Unit 21: Learning from Work Placement	Unit 19: Building Working Relationships with Colleagues	Unit 17: Learning from More Experienced People
	Unit 28: Preparing for Work Placement	Unit 18: Building Working Relationships with Colleagues
	Unit 29: Learning from Work Placement	Unit 26: Preparing for Work Placement
		Unit 27: Learning from Work Placement

### Essential resources

Learners need access to a variety of people in the workplace, school or college who can demonstrate positive behaviours to them and who can answer questions or help with work shadowing.

### Websites

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

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



# Optional units



## Unit 6: Self-assessment

Unit code: A/503/2836

QCF Level: Level 1

Credit value: 1

Guided learning hours: 10

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### Unit aim

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

### Unit introduction

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Understand 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

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### 1 Understand personal strengths and weaknesses

*Personal strengths and weaknesses:* behaviour, personality and attitudes eg friendly, shy, confident, talkative, punctual, impatient, sensitive, determined, loyal

*How to remedy weaknesses:* take appropriate steps to remedy weaknesses eg 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 eg 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

### 2 Understand the importance of recognising personal skills and qualities

*Skills and qualities:* communication skills eg good listener, can use sign language; practical skills eg can use a computer, can drive a car; interpersonal skills eg good at encouraging, helping or motivating others, patient with elderly people or children

*Using skills and qualities in personal life and careers:* personal skills and qualities eg 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

### 3 Understand goal-setting

*Importance of long-term goals:* 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

*Importance of short-term goals:* 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

## Essential guidance for tutors

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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-term 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/line manager-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 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-term 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 1.1, the learner needs to give details at least two of their strengths. They should also provide details of two of their weaknesses.

For 1.2, the learner needs to explain how they could take steps to remedy both of the personal weaknesses in 1.1.

For 2.1, the learner needs to identify their personal skills and qualities. Evidence may be presented as a self-assessment checklist.

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

For 3.1, the learner needs 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 3.2, the learner must be able to identify one long-term goal.

For 3.3, the learner needs to identify three short-term goals. The short-term goals should help the learner achieve the identified long-term goal.

For 3.4, the learner must outline how two of the short-term goals (identified in 3.3) might be achieved.

For 3.5, the learner may refer to the strengths identified in 1.1 and the skills and qualities identified in 2.1, and include information about how these strengths, skills and qualities could help them to achieve one or more of their identified short-term goals.

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

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

<b>Entry Level</b>	<b>Level 1</b>	<b>Level 2</b>
Unit 10: Self-assessment	Unit 23: Setting and Meeting Targets at Work	Unit: 9 Self-assessment
Unit 11: Career Progression	Unit 11: Career Progression	Unit 10: Career Progression
Unit 16: Setting and Meeting Targets at Work		Unit 22: Setting and Meeting Targets at Work

### **Essential resources**

There are no special resources needed for this unit.

### **Websites**

[www.career-advice.monster.com](http://www.career-advice.monster.com)

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



## Unit 7: Working in a Team

**Unit code:** R/503/2843

**QCF Level:** Level 1

**Credit value:** 3

**Guided learning hours:** 30

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### Unit aim

This unit looks at how learners can be effective members of a team. Learners will identify the skills, roles and responsibilities needed to complete the team task and match their skills accordingly; will take part in team tasks and review their contribution.

### Unit introduction

Since very few people work in complete isolation in the workplace, most employers seek employees who are able to work effectively with others in a team or group setting. An effective team depends on the cooperation and skills of all team members.

This unit helps learners to understand how they can contribute to the success of a team, based on an understanding of their own strengths, skills and experiences, as well as the nature of the task at hand.

Additionally, learners will develop an understanding of the key behaviours and attitudes required in order to communicate and cooperate with others in a team. They will also learn about the roles and responsibilities of all team members by completing a team task. Learners will consider their effectiveness as team members and identify areas for improvement.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know that effective teamwork requires team members to behave in certain ways	1.1 Outline positive behaviours necessary for teamwork
2 Know how to contribute to a team task	2.1 Outline own strengths, skills and experiences that might be relevant to team task 2.2 Identify team skills needed to complete team task 2.3 Outline how own strengths and skills could match the needs of the team task
3 Know the roles and responsibilities of team members (including their own) in relation to a given task	3.1 Identify what the task is about and what the team is working to achieve 3.2 Identify own role and responsibilities and those of others in the team 3.3 Outline how own role contributes to the work of the team as a whole
4 Be able to work positively as a member of a team	4.1 Give examples of listening to the ideas and suggestions of others 4.2 Give ideas and suggestions as to how the team might complete their task 4.3 Give examples of offering help or support to other team members 4.4 Give examples of accepting the help or advice of others 4.5 Complete the aspects of the allocated task, in line with the brief
5 Be able to review own performance as a member of a team	5.1 Identify which positive teamworking behaviours were demonstrated by self in undertaking the task 5.2 Identify own teamworking skills that could be improved

## Unit content

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### 1 **Know that effective teamwork requires team members to behave in certain ways**

*Behaviours for effective teamwork:* encouraging, considerate, ability to listen, respectful, tolerant, patient, flexible, loyal, ability to accept constructive criticism, able to motivate others

### 2 **Know how to contribute to a team task**

*Strengths, skills and experiences:* organising skills; practical skills eg computer literate, photography skills; previous experiences eg experience of planning an event; communication skills eg multi-lingual, skilled writer; interpersonal skills eg good listener, confident, punctual, reliable, patient

*Aspects of a task they could do well, based on identified strengths, skills and experience:* eg good spelling and language skills suited to task of proofreading written work produced by team, organising skills suited to drawing up timeline for completion of the team project

### 3 **Know the roles and responsibilities of team members (including their own) in relation to a given task**

*What team is working to achieve:* aim or aims of the team's task, assignment or project; goals, deadlines, timelines; particular quality or standard of work required

*Responsibilities within the team:* own individual roles and responsibilities agreed with whole team; individual roles and responsibilities of other team members

*Contribution of own role to work of whole team:* how own role affects roles of others in the team; how own role affects overall team success

### 4 **Be able to work positively as a member of a team**

*Listen to the ideas and suggestions of others:* paying attention to and showing respect for the advice, ideas, suggestions or opinions put forward by others eg by not interrupting, asking questions to clarify what was said

*Give ideas and suggestions as to how the team might complete their task:* participating in group discussions, problem-solving or 'thoughtshower' sessions, finding out information and reporting back to the group

*Offer help to other team members:* eg offer to help other team members complete their task, volunteer to take on the task of a team member who is absent

*Accept help or advice from other team members:* try out ideas or suggestions put forward by others; listen respectfully to advice from another team member; accept help from other team members in order to get individual task finished on time

*Complete own task in line with the given brief:* complete task to required standard and within stipulated timeframe

**5 Be able to review own performance as a member of a team**

*Positive teamworking behaviours demonstrated:* listened to opinions of others, responded politely to questions, satisfactorily completed the individual task assigned to them, helped others carry out their tasks or responsibilities, offered suggestions as to how the team's goals could be achieved, accepted advice from others, learner's own contribution contributed to success of whole task

*Identify teamworking skills that could be improved:* be more patient with other team members, don't interrupt when others are making suggestions, pay more attention to timings allocated for completion of own individual task

## Essential guidance for tutors

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### Delivery

The emphasis in this unit is on developing the learner's knowledge and understanding of teamwork through a practical teamworking task.

In order to understand the positive behaviours necessary for effective teamwork in learning outcome 1, it would be useful for learners to compare two different teamworking scenarios. This could be done in small groups. A question-and-answer session could determine the positive behaviours. Key words could be collated on a board or flipchart. Teams could work to design a poster or presentation which identifies positive behaviour. The posters or presentations could be displayed in the class or working area for learners to refer to during the rest of the unit. Alternatively, line managers could discuss with individual learners their impressions of different teamworking scenarios within the workplace. Learners could obtain input from colleagues regarding their ideas on positive behaviours required for teamwork.

Learning outcomes 2, 3, 4 and 5 require the identification of team and individual tasks which would enable the participation of all group members. Learners could be involved in selecting the group task. Teams could be made up of around 4-7 people. In teams, learners could discuss possibilities for tasks and then report back to the rest of the group. Learners could develop a whole group discussion to decide which tasks are manageable, achievable and match the skills and interests of the team members in 'What if?' scenarios.

For learning outcome 2, learners could make a list of their own strengths, skills and experiences and match them to individual tasks in the chosen group task.

For learning outcome 3, learners could work with team members for the group task to develop a mind map or flow chart-type diagram, using prompts and question-and-answer sessions until a picture of the whole task and the individual roles and responsibilities of each member is complete. Learners could present their ideas about how their own role contributes to the work of the team to the rest of the group.

Learners need to implement the agreed team task for learning outcome 4. Learners could work in groups to devise a checklist to log their involvement in the task.

Learners should be encouraged to analyse their own performance in the team task for learning outcome 5, using evidence from their checklist. Individual learners should concentrate on their behaviour and skills as a member of the team rather than how well the outcome was achieved. Ways for learners to develop teamworking skills could be explored through tutorials, small group discussions or discussions with a line manager or supervisor.

**Assessment**

For 1.1, the learner must outline at least two different positive behaviours that are needed for teamwork to be effective. This information could be evidenced in a number of different ways, for example a leaflet, presentation or poster.

For 2.1, 2.2, and 2.3 the learner need to refer to the identified group task when identifying their own strengths, skills and experiences and how these may help them complete aspects of the task. A chart could be suitable evidence for these criteria. The learner needs to be able to make the link between their own strengths, skills and experiences and the group task. Alternative methods of evidencing learning may be used.

The evidence required for 3.1, 3.2 and 3.3 could be combined into one task. The information could be evidenced in a number of ways such as PowerPoint slides, a poster or through one-to-one discussion with the tutor or line manager. The learner needs to refer to the chosen task and identify what the task is about and its intended outcome, and the role and responsibilities of all members of the team for 3.1 and 3.2.

For 3.3, the learner needs to outline at least two reasons why their own role is necessary for the successful completion of the group task.

The evidence required for 4.1, 4.2, 4.3, 4.4 and 4.5 may be provided in a logbook completed by the learner during the task. The logbook may take a variety of formats, depending on the needs of individual learners. The logbook needs to be verified by the tutor/line manager. Alternative methods of evidencing may be used, for example a witness statement or observation.

For 5.1, the learner needs to identify details about which positive teamworking behaviours (identified in 1.1) they demonstrated during the completion of the task. Giving two ways of improving their teamworking skills would provide the evidence for 5.2. Both these criteria could be assessed through one-to-one discussion with the tutor/line manager. Responses should be recorded for verification purposes.

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

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

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

### **Essential resources**

Learners must participate in a teamworking task.

### **Websites**

[www.career-advice.monster.com](http://www.career-advice.monster.com)

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

[www.projectsmart.co.uk/team-building.html](http://www.projectsmart.co.uk/team-building.html)

[www.worksmart.org.uk/career](http://www.worksmart.org.uk/career)



## **Unit 8: Planning an Enterprise Activity**

**Unit code:** R/503/2857

**QCF Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

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### **Unit aim**

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

### **Unit introduction**

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

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to 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

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### 1 **Know how to select a suitable enterprise activity**

*Strengths and weaknesses of enterprise activity ideas:* availability and cost of resources eg human and financial resources, materials, facilities, equipment, timescales, specific skills and knowledge required, potential demand for product or service, potential competition

### 2 **Know appropriate roles and skills required for the enterprise activity**

*Roles required:* eg planner, salesperson, manufacturer, administrator, financial controller

*Practical and personal skills required:* planning skills, budgeting and financial skills, manufacturing skills, communication, confidence, knowledge of product or service, customer service skills, promotional and selling skills

### 3 **Know the costs involved in producing and selling a product or service**

*Production costs:* ingredients, components, equipment, facilities, skills, time

*Selling costs:* advertising, printing of leaflets or flyers, facilities eg hire of stall at charity event or local market

*Pricing of the product or service:* realistic pricing; covering costs and making a profit

### 4 **Be able to use an appropriate promotional technique**

Promotional materials and methods: selection of relevant media for promotion eg poster, leaflet, flyer, launch event; using a logo or branding; using pricing strategies eg special introductory discount; conveying information about product or service in a way that is clear, accurate and attractive eg information about location, availability, contact information, features of product or service

## Essential guidance for tutors

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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 the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or carwashing. During the delivery of this unit, learners should be given as much practical experience as possible.

This unit has been designed so that it can be delivered with the units *Running an Enterprise Activity* and *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 regarding different types of products and services. It is important to emphasise that the activity must be possible within the learner's current skills. These ideas could be explored individually or through group activity.

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 within an enterprise activity and the personal skills involved. Learners could also 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 for them to watch 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 which is also readily available. Specific information on selling skills could be gained from a range of services including books, 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 costs of their chosen enterprise idea by 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 what prices customers are prepared to pay for a product or service. Business people could also be interviewed for advice on how to set a realistic profit margin.

To complete this unit, learners could explore and research a variety of advertising media and promotional events as they decide on the appropriate promotion materials for their enterprise activity.

**Assessment**

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

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

To achieve 2.1 – 2.2, the learner needs to identify the different key roles for their enterprise activity. These could include examples such as the role of researcher, promoter, salesperson and keeping financial records. Additionally, the learner must be able to identify practical and personal skills that would be required in the enterprise activity.

To achieve 3.1, the learner needs 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 3.2, the learner is 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 3.1.

For 4.1, the learner must produce some promotional material for their product or service such as a flyer or poster which 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.

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

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

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 33: Producing a Product	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product		Unit 30: Producing a Product

### Essential resources

There are no special resources needed for this unit.

### Websites

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

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

[www.enterpriseinschools.org.uk/enterpriseinschools/index.php](http://www.enterpriseinschools.org.uk/enterpriseinschools/index.php)

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

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

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

[www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation](http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation)

## **Unit 9: Running an Enterprise Activity**

**Unit code:** Y/503/2858

**QCF Level:** Level 1

**Credit value:** 1

**Guided learning hours:** 10

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### **Unit aim**

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, products, marketing and setting prices in relation to costs.

### **Unit introduction**

Enterprise activities offer opportunities to learn and develop the entrepreneurial characteristics of tenacity, independence, innovation, imagination, risk taking, creativity, intuition and leadership. The focus of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners 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

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

Learning outcomes	Assessment criteria
1 Know how to increase the likelihood of success in an enterprise activity	1.1 Identify features which 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

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### 1 **Know how to increase the likelihood of success in an enterprise activity**

*Features leading to effective delivery:* 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 best able to provide them

### 2 **Be able to complete an enterprise activity**

*Selling a product using practical and personal skills:* 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

### 3 **Be able to review the success of the enterprise activity**

*Producing records:* 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 eg quality of the product, venue, cost, weather, advertising

## Essential guidance for tutors

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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 the learner's own assessment evidence needs to be recorded separately.

An enterprise activity does not have to be a large-scale activity. It can either be producing a product, for example greeting cards, baking biscuits, making sweets, making jewellery, or providing a service such as selling ice cream or car washing. During the delivery of this unit, learners should be given as much practical experience as possible.

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

At this level, learner activities will require them to carry out some multi-stepped tasks. In the completion of tasks for this unit, learners should demonstrate appropriate planning and preparation skills. Additionally, they must be given the opportunity to show competency in organisational skills and skills in reviewing the success (or failure) of the enterprise activity. A learner 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 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. Learners will require supervisory guidance and regular monitoring and review of progress in order to identify the knowledge and skills that have been developed.

Learners may 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 the learner understands 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 be produced as an individual piece of written work or as a PowerPoint presentation.

The learner's 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 need to be recorded to evaluate the overall successes and/or failures of the enterprise activity. Learners could seek advice from entrepreneurs or business people regarding which financial information to record and how to present it. They could also participate in a question-and-answer session with a visiting speaker.

### Assessment Guidance

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

For 1.1, the learner 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 would depend on the nature of the enterprise activity, but typically the learner should be able to discuss at least two key features for success.

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

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

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

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

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 33: Producing a Product	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product		Unit 30: Producing a Product

**Essential resources**

There are no special resources needed for this unit.

**Websites**

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

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

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

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

## **Unit 10: Producing a Product**

**Unit code: D/503/2859**

**QCF Level: Level 1**

**Credit value: 1**

**Guided learning hours: 10**

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### **Unit aim**

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

### **Unit introduction**

Being involved in a production activity can help learners develop a range of basic entrepreneurial skills.

In this unit, learners 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. They will also consider whether the quality of the finished item is in line with original expectations.

## Learning outcomes and assessment criteria

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

Learning outcomes	Assessment criteria
1 Know how to 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

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### 1 Know how to make a product or item

*Plan for making a product or item:* 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 eg tools, measuring instruments, appliances, containers, plan for safe use of equipment, use of safety clothing if required

### 2 Understand the skills required to make the product or item

*Skills required to make the product or item:* technical, personal or practical skills required to make the product; identify any skills gaps

### 3 Be able to produce the product or item safely

*Producing the product or item:* using appropriate materials and equipment

*Steps to safely produce the product or item:* use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required eg safety glasses, appropriate footwear, gloves; first-aid supplies available; produce safe item or product

### 4 Be able to assess how well the product or item was made

*Quality of the finished product or item:* 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

## Essential guidance for tutors

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### Delivery

This unit has been designed to be as practical as possible. Groupwork and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately.

Learners should be encouraged to gain an understanding of producing a product or item. Group working and group discussion would be appropriate, even where the learner's own assessment evidence needs to be recorded separately. 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.

Groupwork 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 undertaken 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 – it is the learners' learning experiences which are important.

Delivery of this unit could be carried out in conjunction with *Unit 31: Planning an Enterprise Activity* and *Unit 32: 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 1.1, 1.2 and 1.3 the learner 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 the learner 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 2.1, a question-and-answer session could be used as evidence for the learner to describe the skills required to make the product or item. Alternatively, the learner could include an outline of the required skills as part of the plan submitted for 1.1. The learner must outline at least two skills needed to make the product or item. These may be personal or practical skills. The learner must also be able to identify any new skills that might need to be acquired in order to make the product or item.

Criteria 3.1 and 3.2 should be combined so that the learner demonstrates 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 4.1 and 4.2, the tutor may prompt the learner with questions or comments about the item or product, but the learner 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. The learner could prepare a statement about the quality of the final product or item.

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

Alternatively for 4.1, 4.2 and 4.3, the tutor could record a discussion in which the learner comments on the quality of the finished item or product, and 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 1.1, the learner could cross-reference the quality of the product or item against the description of the product or item in the original planning template.

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

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

Entry Level	Level 1	Level 2
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product		Unit 30: Producing a Product

**Essential resources**

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

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

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

**Websites**

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

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

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

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

## Further information

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

## Useful publications

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Related information and publications include:

- Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes (Edexcel, distributed to centres annually)
- Functional skills publications – specifications, tutor support materials and question papers
- Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

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

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

# Professional development and training

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

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

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

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

Our customer service numbers are:

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

Calls may be recorded for training purposes.

The training we provide:

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

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

# Annexe A

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## The Edexcel/BTEC qualification framework for MySkills

Progression opportunities within the framework.

Level	BTEC specialist courses
3	Edexcel BTEC Level 3 Award and Certificate in Workskills (QCF)
2	Edexcel BTEC Level 2 Award, Certificate, Extended Certificate and Diploma in Workskills (QCF) Edexcel BTEC Level 2 Award and Certificate in Employability Skills (QCF) Edexcel BTEC Level 2 Certificate in Leadership Skills (QCF)
1	Edexcel BTEC Level 1 Award, Certificate, Extended Certificate and Diploma in Workskills (QCF) Edexcel BTEC Level 1 Certificate in Leadership Skills (QCF)
Entry	Edexcel BTEC Entry 3 Award and Certificate in Workskills (QCF)



# Annexe B

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## Wider curriculum mapping

Study of the Edexcel BTEC Level 1 qualification gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

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

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

### **Citizenship**

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

### **Environmental issues**

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

### **European developments**

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

### **Health and safety considerations**

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

### **Equal opportunities issues**

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



## Annexe C

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### Glossary of Accreditation Terminology

The following information about this qualification can also be found on the Edexcel website

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



## Annexe D

### BTEC Specialist and Professional qualifications

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

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

**NQF** = National Qualifications Framework

**QCF** = Qualifications and Credit Framework

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

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

QCF qualification sizes	
<b>Award</b>	1-12 credits
<b>Certificate</b>	13-36 credits
<b>Diploma</b>	37+ credits

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