Specification

Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Maths Leadership Skills (QCF)

For first teaching September 2009

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BTEC Specialist qualification titles covered by this specification

Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Maths Leadership Skills

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

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

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

The Qualification Accreditation Number for the qualification in this publication is:

Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Maths Leadership Skills   500/7302/3

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

This qualification is accredited by Ofqual as being Stand Alone.

Welcome to BTEC Level 1 Certificate in Science, Technology, Engineering and Maths Leadership Skills

We are delighted to introduce our new qualification, which will be available for teaching from September 2009. 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 Science, Technology, Engineering and Maths Leadership Skills

This qualification is designed to support the development of leadership skills within a STEM framework. It can be taught as a separate qualification or within the teaching and learning of traditional STEM education. The qualification has been developed with the Centre for Science Education at Sheffield Hallam University.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit 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 and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the ASSET Skills SSC**.

All you need to get started

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

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

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

- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

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

Contents

What are BTEC Level 1 Specialist qualifications?

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

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. 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 1 Firsts and BTEC Level 3 Nationals have changed.

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

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)

- Certificate (13 to 36 credits)

- Diploma (37 credits and above).

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

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

The credit value of a unit is based on:

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

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

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

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

Edexcel BTEC Level 1 Certificate

The Edexcel BTEC Level 1 Certificate covers some of the knowledge and practical skills required to develop leadership skills in the science, technology, engineering and maths sectors.

Key features of the Edexcel BTEC Level 1 in Science, Technology, Engineering and Maths Leadership Skills

The Edexcel BTEC Level 1 in Science, Technology, Engineering and Maths Leadership Skills have been developed to give learners:

- opportunities for full-time learners to gain a nationally-recognised vocationally-specific qualification in the field of science, technology, engineering and mathematics (STEM)

- the knowledge, understanding and skills learners need to develop leadership skills within a STEM context

- opportunities for learners to focus on the development of the major key skills and the wider key skills, such as improving own learning and performance, problem solving and working with others, in a STEM context

- opportunities for learners to develop a range of skills and techniques, personal qualities and attributes for successful performance in working life.

Preparation for work

The Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Maths Leadership Skills relates to the ASSET Skills Employability Matrix.

Rules of combination

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

Rules of combination for the Edexcel BTEC Level 1 qualifications

When combining units for an Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Maths Leadership Skills, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Maths Leadership Skills

1   Qualification credit value: a minimum of 13 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 13 credits.

3   All credits must be achieved from the units listed in this specification.

Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Maths Leadership Skills

The Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Maths Leadership Skills is a 13 credit and 130 guided learning hour (GLH) qualification that consists of five mandatory units **plus** optional units that provide for a combined total of 13 credits.

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

Assessment

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

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

Guidance

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

- meet the standard determined by the assessment criteria and

- achieve the learning outcomes.

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

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

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

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

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

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

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

Qualification grade

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

In the Edexcel BTEC Level 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

Edexcel BTEC Level 1 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 1 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications

- approval for the Edexcel BTEC Level 1 qualifications and units

- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

- quality review of the centre verification practice

- centre risk assessment by Edexcel of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

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 a centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

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

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

- liaising with employers to ensure a course relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' 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.

Resources

Edexcel BTEC Level 1 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

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). 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 qualification(s) rules of combination. Functional skills are offered as stand alone qualifications.

Access and recruitment

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

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

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

assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

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

Restrictions on learner entry

The Edexcel BTEC Level 1 Certificate in Science, Technology, Engineering and Maths Leadership Skills is accredited on the QCF for learners aged 14 and above.

Access arrangements and special considerations

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

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

Recognition of Prior Learning

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

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

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

Unit format

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 and purpose

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

Unit introduction

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

Learning outcomes

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

Assessment criteria

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

Unit content

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

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

Relationship between content and assessment criteria

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

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

Content structure and terminology

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

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

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

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

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

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

Essential guidance for tutors

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

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

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

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

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

Units

Unit 1:   Developing Personal Skills for Leadership

Unit code: M/501/5869

QCF Level 1:   BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

This unit introduces the learner to the concept of leadership, decision-making, giving basic instructions to others and feedback within a leadership context.

Unit introduction

This unit enables learners to recognise and work with different leadership styles. Learners already may be leaders in certain aspects of their lives, and may become leaders in the future, so awareness of how decision making is affected by different leadership styles needs to be developed. Leadership styles also influence how instructions are given. Equally, the types of feedback given and received will depend on the particular leadership style adopted by an individual. Learners will also learn that no one leadership style is preferable to another and a leader may adopt different styles depending on circumstances. Learners should appreciate that as a team member understanding leadership styles is a valuable skill.

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about the main features of leadership	1.1 Identify different types of leadership
	1.2 Outline the main features of leadership
2 Understand how to make decisions	2.1 Identify a decision that needs to be made about a task or situation
	2.2 Describe the step or steps needed to make the decision

Learning outcomes	Assessment criteria
3 Understand how to give instructions to members of a group	3.1 Identify the instructions needed for members of a group to carry out an aspect of their tasks or activities
	3.2 Give instructions to group members
4 Understand how to give and receive feedback about a task or activity	4.1 Give examples of when they gave feedback about a task or activity to another group member
	4.2 Give examples of when they received feedback about a task or activity from another group member

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Unit content

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 others need to do and how they should do it

2 **Understand 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 the 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 **Understand 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 **Understand 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 a task

Essential guidance for tutors

Delivery

This unit develops understanding of leadership styles and the consequences of making decisions. As a result of issuing instructions and the actions taken, feedback is given and received. This unit could become a list of facts so it is better to deliver the unit using practical work and to help learners acquire skills through action.

Tutors could use photographs of famous leaders showing an obvious emotion, for example a football manager gesticulating and shouting, a politician directing their cabinet, a teacher shouting at a class and so on. Each learner could then write on a sticky note the type of leadership they are observing and put up on a large sheet of paper. The sticky notes are grouped so that similar characteristics are together. Tutors could use this to discuss types of leadership and their main features (learning outcome 1).

For learning outcomes 2 and 3, a series of scenarios could be written and given to learners working in small groups. Each learner in the group can be a leader, making decisions and giving instructions according to the type of leader they need to be. The cards can be passed on so that each group experiences different leadership styles. Any opportunities arising through class-based activities should form the focus of learning. Tutors could, for example, organise group tasks so that each learner has the opportunity to develop leadership skills.

Learner groups could interview science teaching staff, youth leaders, captains of sport teams and the head/principal, whoever is in a leadership position that interests learners. When complete, tutors could use the case studies and interviews as part of a full group discussion on what learners have found out. Sessions could end by discussing what types of feedback would be appropriate to give all the people involved in learning work (Learning outcome 4).

Tutors should summarise the unit with the whole group using the four learning outcome headings and encourage learners to use their own experiences, ideas and judgements as to what they have understood by the concept of leadership.

Assessment

The assessment process could begin with a series of questions based on scenarios which enable learners to identify different types of leadership and outline their main features (1.1 and 1.2).

If each learner is given a card with a scenario set out on it then they can demonstrate their ability to meet 2.1 and 2.2. The scenario can be based on something in their school or college, their sporting activities, the club they belong to ie anything which is realistic from their point of view.

If the scenario gives learners the opportunity to identify and give instructions then 3.1 can be met. Simulations are an excellent method of assessment where each learner can show how, in a given situation, they reached their decision and demonstrate giving instructions to their peers/rest of group. (3.1 and 3.2).

Observation of learners giving feedback during or after the tasks will provide evidence for 4.1 and receiving feedback from their peers will cover 4.2.

The assessor should not ignore naturally occurring opportunities such as when learners are team leaders for a class-based activity.

If observation is to be used as a method of assessment then the criteria learners will be judged against must be discussed with colleagues to make sure they use the correct criteria. Learners should be made aware in advance of an observational assessment exactly what the assessor will be judging them on. Feedback to learners immediately after the observation is essential.

The assessor should accept a variety of presentation methods, for example written, observations, witness statements, PowerPoint presentations or talks to the group.

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 they give instructions to others.

Indicative resource materials

Websites

www.monster.com	Monster: UK Job Search website
www.lifecoachexpert.co.uk	Life Coach Expert: Articles from experts on various life subjects
www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf	Resource site for the Scout movement: Young Leaders' Essential Factsheets
www.tellmehowto.net	Tell Me How: Community site where people can share 'how to' ideas

Unit 2: Practising Leadership Skills with Others

Unit code: T/501/5808

QCF Level 1: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

In this unit, learners will be able to practise their leadership skills with other members of a group and understand how to contribute to a group's tasks and activities in a leadership role.

Unit introduction

In an increasingly complicated world, working with and leading others is essential. Leadership skills are rarely used in isolation. This unit explores the leadership skills used when working with other people. Analysing the types of leadership skills that can be used, and how they affect co-leaders, forms part of the unit content. This unit requires learners to demonstrate their leadership skills practically within a group. In the final part of the unit allows learners can review the effectiveness of their leadership skills and analyse how successful or otherwise they felt they were.

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand leadership skills they could practise with others	1.1 Describe leadership skills they could practise with others
2 Demonstrate leadership skills in a group	2.1 Discuss instances when they have demonstrated leadership skills
3 Review their practice of leadership skills	3.1 Discuss the effectiveness of the leadership skills they have demonstrated
	3.2 Identify one aspect that went well and one that did not go so well

Unit content

1 **Understand leadership skills they could practise 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 **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 **Review their 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 the group or team achieved its goals, appropriateness of decisions made by the leader, feedback about the leader 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

Delivery

Tutors may feel that this unit and *Unit 1: Developing Personal Skills for Leadership* could be delivered together. If so, then the following should also be read alongside *Unit 1: Developing Personal Skills for Leadership.*

The unit could start with a class discussion of what leadership means. The class could be divided into small groups to list the skills involved in leadership, discuss how leadership skills can be demonstrated, and how the effectiveness of leadership skills can be judged.

Tutors could use some means of obtaining quick feedback from the groups, for example sticky notes with key words put up on a board are quite effective. The class could group key words together and come up with some consensus on leadership skills and how they are demonstrated.

With this introduction plus the activities from *Unit 1: Developing Personal Skills for Leadership*, learners can now identify leadership in the real world. Working in groups they need to identify leaders in the school or college, or perhaps in their community, and decide how they can approach them for an interview. They need to plan their questions carefully or even submit written ones if the interviewees prefer that. Tutor guidance is essential. Having carried out the interviews and collated the results, learners can consider the leadership skills identified and what ones they need to show to meet learning outcome 1.

Tutors should use the work outlined above s a starting point for learning outcome 2. Learners could begin a logbook or diary at the start of this unit and log all instances of when they think they demonstrate leadership skills. Learners should be given examples of, and opportunities to, for example, lead the group work in the class, chair the class council, lead a sports group. Tutors may need to carry out one-to-one tutoring to help learners to see that they demonstrate leadership perhaps without realising it. Observation of this outcome is valuable for assessment.

Depending on how well learners get on with each other the next part could be carried out in small groups. Each learner could write out or tell their group what leadership skills they have demonstrated, whether they thought they were effective and one thing that went well and one that did not. If the tutor feels small group work is not appropriate they could use a simulation or case study to cover learning outcome 3. Learners can then analyse their logbook entries in order to review their leadership skills (learning outcome 3).

Assessment

For 1.1, learners could summarise the results of their class and group discussions using a variety of methods, for example verbal, written, posters, diagrams, mind maps, flow charts.

For 2.1, observation of learners demonstrating leadership skills would be useful but as the criterion asks for a discussion this could be as part of a group or on a one-to-one basis. Assessing group contributions is difficult and best avoided. One-to-one sessions are time consuming but effective. Learners should be fully aware of the criteria they are being assessed against.

For 3.1 and 3.2, learners need to look at their leadership skills. Again using a simulation may help learners to understand what is required. Logbooks are a source of evidence over a period of time especially if learners have used to think about how effective they have been as a leader. Tutors should look for evidence of some kind of analysis (probably along the lines of 'I thought I did …') and the identification of leadership aspect which went well and one that did not. Learners are not expected to remedy what did not go well, just identify it.

Essential resources

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

Indicative resource materials

Websites

www.monster.com	Monster: UK Job Search website
www.lifecoachexpert.co.uk	Life Coach Expert: Articles from experts on various life subjects
www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf	Resource site for the Scout movement: Young Leaders' Essential Factsheets
www.tellmehowto.net	Tell Me How: Community site where people can share 'how to' ideas

Unit 3: Learning with Colleagues and Other Learners

Unit code: K/501/5823

QCF Level 1: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

In this unit, learners will be introduced to ways in which they can work alongside their peers in a learning context.

Unit introduction

It is important that learners understand how to learn in an effective manner with others 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. In this unit, learners will be introduced to how 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. Learners 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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be aware of situations where they learn with others	1.1 Describe a situation in which they learn with co-workers or other learners
2 Know how to interact with colleagues or other learners in a learning situation	2.1 Express opinions or feelings about an aspect of their learning
	2.2 Respond appropriately to others' opinions and feelings about an aspect of learning
	2.3 Give and receive feedback about their learning

Learning outcomes	Assessment criteria
3 Understand that people have preferred methods of learning	3.1 Recognise own preferred method of learning
	3.2 Describe how this compares to others' methods of learning
4 Be able to record progress in learning	4.1 Describe the progress they have made towards an identified learning goal

Unit content

1 **Be aware of situations where they learn with others**

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

2 **Know how 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 **Understand that people have preferred methods of learning**

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

4 **Be able to record progress in learning**

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

Essential guidance for tutors

Delivery

Group or individual discussions would give learners opportunities for to discuss a situation where they will learn with people learning at the same level as them. Examples could include situations where they learn alongside classmates.

Examples of appropriate situations for learning outcome 2 could include classroom activities, a teambuilding activity or development session where their 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? Do they learn best from written information or by talking to others?

Tutors could also make use of a group situation where learners discuss their individual preferred way of learning and compare this with the others in the group. Learners could then 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.

Learners should be encouraged 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 could come from a group discussion which shows individual learner contributions or an individual discussion with the tutor. This may take the form of a taped discussion, video evidence or other appropriate format. It may also be supported by written notes from learners or the tutor. Learners must be able to describe a situation in which they learn with other learners.

Evidence for 2.1, 2.2 and 2.3 could come from either tutor observation of learners, or other designated person, or from written evidence. Learners need to present the information appropriately and respond to others' views in an appropriate manner. Evidence could take the form of a witness statement, observation notes or a video of learner interaction with other learners, along with supporting notes.

Learners need to be able to respond appropriately to others' opinions and feelings, for example being polite and tactful, even if they do not agree with the opinion or feeling being expressed. Learners should also be able to give feedback about their learning in an appropriate way. They could, for example, provide helpful information about how to improve the course and what they found useful or not. Learners 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 the learner made a positive contribution to the group, or whether or not learners demonstrated that they had 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. Learners need to recognise their own preferred method of learning and describe how this compares to those of others.

Evidence for 4.1 could come from a one-to-one discussion between the tutor/line manager and the learner, or from a small group discussion in which learners describe the progress they have made towards an identified goal.

Essential resources

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

Indicative resource materials

Websites

www.lifecoachexpert.co.uk	Life Coach Expert: Articles from experts on various life subjects
www.mindtools.com	Mind Tools: Free career management tools

Unit 4: Communicating Solutions to Others

Unit code: **L/501/5961**

QCF Level 1:   **BTEC Specialist**

Credit value: **2**

Guided learning hours: 20

Unit aim

In this unit, learners will be introduced to the ways in which they can communicate the solution to a problem that they have solved. The learner will also consider how effectively they have communicated a solution to others.

Unit introduction

This unit enables learners to understand the processes involved in problem solving, as well as the most appropriate ways of presenting solutions to others. Problem solving involves analytical skills and may result in finding more than one solution to a problem. Learners therefore need to develop the confidence to decide which solution to use and communicate their ideas to others in the group. Responding to feedback is also a leadership skill featured in this unit. Success can be measured in many ways but a review of learners' performance is the method covered 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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to solve possible problems	1.1 With support, identify an appropriate problem that they can solve
	1.2 Identify a way in which they can solve the problem
2 Understand how to communicate the solution appropriately to others	2.1 Describe appropriate communication methods needed to present the solution to others
	2.2 Identify the appropriate information that is needed to communicate the solution

Learning outcomes	Assessment criteria
3 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 Review their performance	4.1 Carry out a review of their performance
	4.2 Identify one aspect that went well and one that did not go so well

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Unit content

1 Understand how to solve possible 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 Understand 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 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, flow chart, diagrams, letters, charts, posters

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

4 Review their 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 about the problem that had been solved

Essential guidance for tutors

Delivery

Using case studies or simulations, either with the whole class or in groups, is a useful approach as many learners may find it difficult to think of problems they can solve.

Tutors could set up a scenario lasting two or three minutes, where in small groups, learners discuss a class-related problem, how to solve it and the different ways to present the solution. The tutor might want to choose the problem to make it realistic for learners.

Tutors could use this simulation to involve learners listing appropriate communication methods, what information has to be communicated and how they will collect other people's views and respond to them (parts of learning outcomes 2 and 3).

For an out of class activity, learners could identify problems which are of concern to them and they could solve. Some one-to-one support/guidance will be needed here. Once each learner has identified a suitable problem then small groups or individuals can look at the solutions possible. They are not required to solve the problem, just to identify a way in which it could be solved (learning outcome 1).

A full class discussion, plus interviewing staff within their school/college, would enable learners to find out how staff solve problems. This can be extended to the people the learner lives with, in terms of how problems such as getting everybody to school on time are solved (learning outcome 2 and 3).

This could be followed up with class discussions covering the learning outcomes in general and making learners think about what they have found out so far. They could be guided into looking at their information and what else needs to be researched and added to meet the criteria for learning outcomes 1 to 2.

Depending on what problem has been chosen, learners should be allowed to choose how they demonstrate learning outcome 3. It could be a presentation to their own group, another group, to the assessor, by email, PowerPoint presentations etc.

The review of learner performance is often carried out as a reflective piece of writing but learners should be allowed to choose their own method here. It is worth spending time with each learner to discuss what information they have and how they will present it as evidence against the criteria.

Assessment

Learners comfortable with using a word processor for writing up their work might use a series of bullet points for the criteria for learning outcomes 1 and 2. Equally the assessor could use the group/individual discussions plus learner notes to judge if the criteria have been met (this is quite difficult when learners are working in groups). Depending on the ability of individuals in the group, one-to-one discussions plus taped or video evidence would be appropriate.

The assessment of learning outcome 3 (3.1 and 3.2) is most easily carried out by observation if possible. This is where learners present their solution to others and respond to their views. Video evidence is needed here otherwise it becomes difficult for an internal verifier to ensure quality control. Learners must be made aware of the criteria they are being judged against in advance of the assessment session.

Ideally 4.1 and 4.2 are assessed via a one-to-one discussion with the assessor. If the class is very large it might be necessary to ask for a written or taped report from learners as one-to-one interviews can be time consuming.

Essential resources

Learners should be able to access appropriate sources of information on communicating solutions to problems such as books, websites and magazines.

Indicative resource materials

Websites

www.lifecoachexpert.co.uk	Life Coach Expert: Articles from experts on various life subjects
www.tellmehowto.net	Tell Me How: Community site where people can share 'how to' ideas
www.wikihow.com	WikiHow: Collaboratively authored how to manuals
www.worketiquette.co.uk	Work Etiquette: Articles on workplace conduct

Unit 5: Learning from More Experienced People

Unit code: J/501/5828

QCF Level 1: BTEC Specialist

Credit value: 2

Guided learning hours: 20

Unit aim

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.

Unit introduction

It is important that learners appreciate the value of learning from more experienced people whether they learn in school, college or the workplace. It is now common practice for newcomers to any organisation to be given a mentor or colleague who will show them how the team and the organisation works. This is increasingly a feature of the learning environment. This unit requires learners to understand the wealth of experience some people have and how to make the best of the opportunities offered by working with experienced colleagues. Finally, learners explain how they could use the skills they have observed their more experienced colleagues using.

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand a range of more experienced people with whom they could come into contact	1.1 Describe more experienced people they could come into contact with, both within and outside the workplace or place of learning
2 Understand how they can learn from more experienced people	2.1 Describe ways in which they could learn from more experienced people
	2.2 Describe what is helpful or not helpful about the ways they could learn from more experienced people

Learning outcomes	Assessment criteria
3 Understand what they have learned from more experienced people	3.1 Describe skills that more experienced people have demonstrated
	3.2 Describe how they will use these skills themselves

Unit content

1 **Understand a range of more experienced people with whom they could come into contact**

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 **Understand how they can learn from more experienced people**

Ways to learn: 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, videos, interviews, letters, articles; questioning others about their work style and practices

Helpful ways of learning: eg a question and answer session provides an opportunity to have specific queries answered, work shadowing provides an opportunity for practical observation, watching a video allows learners to proceed at own pace, reading articles or letters might not be so helpful if some of the information is out of date, presentations to a group might not provide an opportunity for audience members to ask questions

3 **Understand what they have learned from more experienced people**

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

Delivery

This unit could start with a brainstorming session on the concepts of experience and age. Learners could be referred to the title of the unit and their own experiences. Learners could be asked to describe/list all the experienced people they come into contact with. They might even consider themselves as an experienced colleague in relation to someone else in the class (learning outcome 1).

The tutor could use small group work to enable learners to discuss how they learn. The tutor could ask learners some of the following questions: Have they a preferred style of learning? What are the advantages and disadvantages of each learning method. (This links in well with Unit 3.) How do they like to learn – by observation, following instructions or just having a go? When the groups have sorted out these ideas and noted them they could consider how the more experienced person learned their skills or gained their knowledge – would it be their way of learning now? (Learning outcome 2).

The tutor could refer back to the list of experienced people started in learning outcome 1. Either in small groups or as a class learners could list what skills they expect experienced people to show, for example interpersonal skills, positive behaviour.

To make this realistic, learners need to observe these skills being demonstrated. The tutor should use as wide a range of situations as possible, with the obvious starting point being the school or college learners are studying in. Using academic staff and support staff will add to the diversity of skills to be seen. At this stage work shadowing is the best way of covering learning outcome 4 and in a school/college there will be lots of willing candidates to be work shadowed. If appropriate, learners could attend some meetings and talk to the people who attended and/or ran the meeting about the skills they were using.

Learners can follow this up by listing all the skills they have seen and how they could develop and use them. Finally, one more important communication skill can be added to learners' lists – that of acknowledging all the help given to them by the people they have worked with.

Although this involves a lot of discussion work, it can be interspersed with simulations and case studies and the use of flipcharts or smartboards for recording ideas and important points. This gives learners some ownership of the process. A variety of methods should be used so those with different learning styles are catered for.

Assessment

Evidence for 1.1, 2.1 and 2.2 could come from a group discussion which shows the individual learner's contribution or from an individual discussion with the tutor. 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 3.1, observation is the easiest way of assessing learners. Part of the assessment processes could be by a witness statement from the person being work shadowed. If witnesses are aware of the criteria they can give useful feedback about whether the learner met criterion 3.1. The tutor should ensure the witness is aware of the need to include verbal discussions etc they may have with the learner in their statement. A logbook of observations and comments made by learners as they carry out their shadowing will also provide evidence for 3.1, with an analysis to cover 3.2.

It is possible that 3.2 could be covered by a one-to-one meeting between the learner and assessor. Whatever methods are chosen, the evidence must be accessible to internal verifier.

Essential resources

Learners should have access to a variety of other people in the workplace, school or college who can demonstrate positive behaviours and who can be used for questioning or work shadowing purposes.

Indicative resource materials

Websites

www.lifecoachexpert.co.uk	Life Coach Expert: Articles from experts on various life subjects
www.mindtools.com	Mind Tools: Free career management tools

Unit 6:   Self-assessment

Unit code: M/501/5807

QCF Level 1:   BTEC Specialist

Credit value: 1

Guided learning hours: 10

Unit aim

This unit helps the learner to understand the importance of setting goals. The learner will find out how to set long- and short-term goals and how their skills and qualities may help them to achieve their short-term goals.

Unit introduction

This unit aims to give learners an understanding of goal setting and self-assessment. Whether working alone or as part of a group or team, learners need to be able to assess their strengths and weaknesses. Once these are recognised, learners can discuss how their skill can contribute to a situation and how weaknesses might be remedied. Thus learners can see the need to set short- and long-term goals. Once learners have set goals, they must plan for and implement ways of achieving them. Reflecting on strengths and weaknesses therefore is the first step in self-assessment.

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand personal strengths and weaknesses	1.1 Describe their own strengths and weaknesses
	1.2 Suggest how their weaknesses may be remedied
2 Understand how to use skills and qualities	2.1 Discuss how their own skills and qualities may be used

Learning outcomes	Assessment criteria
3 Understand the need for setting both short-and long-term goals in life	3.1 Describe why it is important to set short-and long-term goals
	3.2 With support, set one long-term goal and some short-term goals
	3.3 Describe how some of the short-term goals might be achieved
	3.4 Discuss how their skills, qualities and strengths may help in achieving their short-term goals

Unit content

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, 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 how to use skills and qualities**

Skill 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: 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 the need for setting both short-and long-term goals in life**

Importance of long-term goals: goals may be personal, work, course or study related; having a long-term goal gives individuals something specific to aim for; gives individuals a purpose/focus; is empowering, gives individuals control over their lives

Importance of short-term goals: they are steps towards a 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

Delivery

Careful planning is needed if this unit is to be delivered successfully. If it is not handled sensitively, learners may find the unit intrusive and difficult to deal with.

A possible starting point is to use case studies of role models learners know of. They can be analysed in small groups and/or within the whole class with structured feedback sessions as follow up.

Once the class feel confident with this type of analysis the tutor can help them apply the same techniques to themselves. Following on from the theme of the case studies, learners can write a case study of themselves and analyse it for their strengths and weaknesses. Either working by themselves or in pairs, learners could work out how to remedy what they see as their weaknesses. More positively, learners should also look at how their strengths can be used.

Tutor support, whether in group or individual work, is essential. The tutor may need to steer group discussions discreetly or set firm guidelines to protect learners who may feel vulnerable with this kind of self-analysis. Alternatively, logbooks could be used with tutor support if learners prefer to write down their work rather than take part in discussions.

Assessment

Tutors should encourage learners to use the method of presentation they feel best displays their knowledge and ideas. This could be a written or electronic logbook, taped discussions using video or audio tapes and witness statements.

Evidence for 1.1 and 1.2 will come from the analysis learners carried out on the case study of themselves. It is perfectly acceptable for learners to use a series of bullet points rather than long descriptive passages.

In 2.1 the use of case studies of famous people is a good way to show how many different occupations there are and the variety of skills needed. Learners could also look at the skills within their own family to get an idea of how skills are not the same as qualifications. However they do this they must eventually discuss their own skills and qualities and how they can be used.

For 3.1, 3.2, 3.3 and 3.4, learners should produce personal evidence and make sure one long-term goal is set to meet criterion 3.2. Learners need to understand the difference between long- and short-term goals, but it should be accepted that with young learners their time perspective is slightly different. For example, saving for a pension is not a long-term goal for teenagers. Discussion with the tutor will help to get some kind of time perspective before learners start to address this learning outcome.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Websites

www.monster.com	Monster: UK Job Search website
www.careersserviceni.com/Cultures/ en-GB/CareerService	Careers Service Northern Ireland: Careers advice website run by the Northern Ireland government
www.lifecoachexpert.co.uk	Life Coach Expert: Articles from experts on various life subjects

Unit 7: Working in a Team

Unit code: L/501/5832

QCF Level 1:   BTEC Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

This unit helps the learner to understand about how they can contribute to a team. The learner will participate in a team task and consider their own effectiveness as a team member.

Unit introduction

Most learners learn in teams even if they spend part of their time working alone. Teams are only successful and effective if the individuals in them cooperate. In this unit, learners will focus on behaviour, strengths, experiences and attitudes that contribute to working in a team. Learners will be introduced to what makes a team, how individuals, by their actions, can help team members feel useful and the importance of thinking about how improvements are always possible. At the end of the unit they should understand that a combination of different ways of working can be used within a successful team.

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand that effective teamwork requires team members to behave in certain ways	1.1 Describe positive behaviours necessary for effective teamwork
2 Understand how own strengths, skills and experiences may contribute to a team task	2.1 Outline their own strengths, skills and experiences that might be relevant to a particular task
	2.2 State some aspects of a particular task that they think they could do well, based on their identified strengths, skills and experiences

Learning outcomes	Assessment criteria
3 Understand the roles and responsibilities of team members (including their own) in relation to a given task	3.1 Describe what the task is about and what the team is working to achieve
	3.2 Describe own role and responsibilities and those of others in the team
	3.3 Explain how their 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 when they listened to the ideas and suggestions of others
	4.2 Give ideas and suggestions as to how the team might complete their task
	4.3 Outline examples of when they offered to help or support other team members
	4.4 Outline examples of when they accepted the help or advice of others
	4.5 Complete the aspects of the task they were allocated, in line with the brief
5 Be able to consider their performance as a member of a team	5.1 Describe which positive team working behaviours they demonstrated in undertaking the task
	5.2 Identify some team working skills that they could improve

Unit content

1 **Understand 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 **Understand how own strengths, skills and experiences may 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 **Understand the roles and responsibilities of all 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: eg by participating in group discussions, problem solving or 'thought shower' 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: eg 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 consider their performance as a member of a team**

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

Identify teamworking skills that could be improved: eg be more patient with other team members, do not interrupt when others are making suggestions, pay more attention to timings allocated for completing of own individual task

Essential guidance for tutors

Delivery

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

Each group in the class could be given two case studies which show different behaviours within a team. Alternatively, video clips showing two different teams and their behaviour could be used. Group or class discussions could determine what positive behaviours are needed in a team for learning outcome 1.

A series of cards with tasks to be carried out by a team could be used to challenge learners for learning outcome 2. (The tasks need to be achievable for learning outcome 4.) Learners can choose a card and identify the strengths and weaknesses they would bring to such a team and how they think they could contribute to achieving the task. Keeping a logbook of what they discover and discussing learning outcomes 1 and 2 is a valuable record of evidence.

For learning outcome 3, all learners with the same task card could make up a group or team, but it would also be appropriate and realistic for learners to work on a class project related to their course of study. The team task will need to be substantial enough so that all learners can generate sufficient evidence to meet the assessment criteria.

In their groups learners have to decide what the task involves, what roles each learner will adopt and how this will help to get the task done. The tutor needs to encourage learners to note in their logbook what is happening within the group. Mind maps, spider diagrams, bullet points etc can be used to note down their discussions and decisions.

The work for learning outcome 4 needs careful organisation. Again, using their logbooks, learners must record their role in this task. Where possible, the assessor should observe what is going on, and if the task is limited, in the sense it can be carried out in the classroom, other observers could be used in the observation process.

Learning outcome 5 will probably need tutor guidance either given to learners in their team groups or on a one-to-one basis. Learners should be supported in using their logbooks to identify aspects of their teamworking skills to be improved and which of their behaviours made a positive contribution. A whole class discussion identifying positive behaviours and any skills learners have in common that need improving is a good way to round off this unit.

Assessment

Learners' logbooks will provide a range of evidence for all the criteria. Learners should identify, with the help of the tutor, which parts of their written material meet the criteria alongside observations and one-to-one discussions.

Tutors should allow learners to provide evidence using different methods, ensuring it is available for internal verification. One-to-one discussions might need to be recorded and the use of video clips and PowerPoint presentations are helpful in this unit.

Tutors should not expect each part of the learning outcomes to be covered in small, separate tasks as this would undermine the cohesiveness of the unit. Discussing, working on and analysing the final results of their given task will give the learners evidence for most of learning outcomes 2, 3 and 4.

Essential resources

Learners will need the opportunity to participate in a teamworking task.

Indicative resource materials

Websites

www.monster.com	Monster: UK Job Search website
www.lifecoachexpert.co.uk	Life Coach Expert: Articles from experts on various life subjects
www.projectsmart.co.uk/ team-building.html	ProjectSmart: Project management and team-building information site
www.worksmart.org.uk/career	worksmart: Job advice site run by the Trade Union Congress (TUC)

Unit 8: Planning an Enterprise Activity

Unit code: F/501/5942

QCF Level 1:   BTEC Specialist

Credit value: 1

Guided learning hours: 10

Unit aim

The aim 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 calculating the costs and responsibilities involved.

Unit introduction

This unit will introduce learners to one aspect of the world of work through planning an enterprise activity. Working alongside their peers, learners will consider the ideas and the skills required for their activity. Chosen activities are costed so learners will investigate the costing of their activity and how a final selling price is arrived at. Finally, because of the media-led world that business exists in, learners will develop their promotional skills.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to select a suitable enterprise activity	1.1 Describe the strengths and weaknesses of generated ideas for an enterprise activity
2 Know appropriate roles and skills required for the enterprise activity	2.1 List roles and the practical and personal skills required for the enterprise activity
3 Understand the costs involved in producing and selling a product or service	3.1 Use basic calculations to show the cost of items and processes related to producing and selling the product or service
	3.2 Use basic calculations to show the final pricing of the product or service

Learning outcomes	Assessment criteria
4 Know appropriate promotional techniques	4.1 Provide appropriate promotional materials and methods for promoting the product or service

Unit content

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 **Understand 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 **Know appropriate promotional techniques**

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

Delivery

This unit has been designed so that it can be delivered together with *Unit 9*: *Running an Enterprise Activity* and *Unit 10*: *Producing a Product*.

Tutors can consider several approaches could tutor to starting this unit.

Input from colleagues or outside speakers about business and commerce, and how companies started, is a good way of beginning a discussion. Alternatively, use TV clips, adverts etc showing how some businesses started — Marks & Spencer as a penny bazaar, Alan Sugar selling products from a barrow in a market, Microsoft in a garage and so on. Learners can then carry out some research and add their ideas.

This introduction can be followed up by a small group or full class discussion on achievable ideas for an enterprise activity (tutors should have a list of suggestions ready if this fails). Learners should be encouraged to think of ideas within the scope of a classroom activity, and that are relevant to their subject. Clips from programmes such as *Dragons' Den* or business start up programmes can be used to stimulate ideas. Tutors should finish this section for learning outcome 1 by asking learners to describe the weaknesses and strengths of the ideas considered.

The rest of the delivery can be concentrated on small group work ensuring each learner keeps some record of what they carry out for assessment purposes. Learners should be advised that they will be presenting their ideas for an activity to a *Dragons' Den*-style panel made up of their peers and assessors.

Learners may need help to choose, either individually or in small groups, an activity they want to develop. This will be the basis of learning outcomes 2, 3 and 4. Tutors should give learners time to research how to set up an enterprise activity using either websites or by talking to local businesses/companies.

Input from business study colleagues on how costings are carried out and from media tutors on advertising and promoting products or services will help learners and break up their work into discreet chunks. This makes it easier to give them deadlines based around these inputs. Setting out of school/college activities on watching TV/newspaper and website adverts will prove a popular activity. Frequent tutorial sessions should be used to track what the groups are doing.

The final assessment could be a presentation to a *Dragons' Den*-type panel. Remind the panel of the criteria they are judging learners against – it is not the presentation but content. Evidence needs to be backed up by written work, PowerPoint presentations, one-to-one sessions – whatever method is most suitable for each learner.

Assessment

Production of evidence for this unit will need careful monitoring and assessment should occur throughout the activities.

For 1.1, the results of the initial discussions will provide evidence but each learner must provide their own lists. Tutorial sessions can be used if learners prefer this method of assessment.

The evidence for the rest of the criteria will be assessed in several ways: from the assessors who sit on the panel, feedback from peers, the written material to back up the presentation, discussions with individuals.

For 3.1 and 3.2 a full accountancy spreadsheet is not required. The figures need to be realistic and appropriate for the product or service being proposed.

Evidence for 4.1 will be written in some way – either as posters, PowerPoint presentation, smartboard, or possibly on a website. The promotional material has to be appropriate for the chosen activity.

Essential resources

No essential resources are required for this unit.

Indicative resource materials

Websites

www.businesslink.gov.uk	Business Link: Free business advice service
www.enterprise-education.org.uk	Enterprise Education Trust: Business advice for young people
www.enterpriseinschools.org.uk	Enterprise Village: Support for pupils learning enterprise skills
www.makeyourmark.org.uk	Make Your Mark: Innovation incubation trust
www.speakeasydragons.com	Speakeasy 4 Schools: Enterprise education firm
www.stridingout.co.uk	Striding Out: Group who work with young people on promoting innovative enterprise
www.teachernet.gov.uk/ teachingandlearning/14to19/ ks4/enterpriseeducation	Teachernet: Information about teaching and learning: teaching strategy, teaching and learning tips, learning psychology, and links to thousands of resources

Unit 9: Running an Enterprise Activity

Unit code: F/501/5939

QCF Level 1:   BTEC Specialist

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to provide learners with the opportunity to carry out an enterprise activity. Learners will also develop an understanding of how to increase the chances of success in an enterprise activity and how to evaluate its performance.

Unit introduction

This unit will introduce learners to the world of work through running an enterprise activity. Building on the work developed in other units, learners will carry out an enterprise activity to meet the criteria in this unit. Learners may work alone or as part of a team. The skills required to run an enterprise activity will be assessed practically and from this work learners will develop an understanding of how to maximise the sale of their product or service. Learners will also understand the value of being able to analyse their own 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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to increase the likelihood of success in an enterprise activity	1.1 Describe features which would lead to the effective delivery of a chosen enterprise activity
2 Be able to complete an enterprise activity	2.1 Demonstrate selling a product or service, taking into account the practical and personal skills needed
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

Unit content

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 is 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

Essential guidance for tutors

Delivery

The activities in this unit can build on those started in *Unit 8: Planning an Enterprise Activity.* Alternatively, learners may decide they want to carry out a different activity for this unit. This needs to be discussed with the groups and individuals as there are obvious benefits to building on activities from Unit 8.

If the decision is taken to implement the activities developed in *Unit 8: Planning an Enterprise Activity* then the whole class needs to be involved in deciding how to proceed. A number of decisions need to be taken, so a session must be devoted to this and establishing a step-by-step list of what needs to be carried out, by whom, when and where. Business studies departments often have such proforma already available. Each learner needs to contribute to provide evidence for assessment (Learning outcome 1).

Constant monitoring is needed for learning outcome 2 as learners prepare their products or services and sell them. A lot of evidence here will be through observation, so the involvement of other assessors may be needed. Group discussions can focus learners on what they are carrying out. This will also enable them to think about the skills being developed and used. These sessions will also help learners to set realistic sales targets and decide what criteria they will use to judge their success. The role of the tutor here is very much as a facilitator as most of the formal input will have been in Unit 8 or for learning outcome 1 in this unit.

For learning outcome 3, learners will need help in sorting out their finances and recording profits and losses. Again, using a proforma from an established source is a useful research activity for learners. Inputs from business colleagues, local shopkeepers, the finance officers in the school/college are useful in helping learners realise that profit and loss do matter. This could be linked in with group and individual discussions about the successes and failures of learners enterprises in general. Some tutors may feel this input should be before the activity takes place. Others may feel that when learners have experienced their activity then inputs on costings and profit and loss have more relevance. This is something learners could be asked about at the start of the unit – when would they like such input?

Assessment

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

To achieve 1.1, learners must be able to discuss key features leading to the success of a chosen enterprise activity. This could be a simple business plan in the form of a written report or a brief presentation with written notes.

To achieve 2.1, learners must provide witnessed evidence that the enterprise activity has taken place. Photographic or video evidence could be used as well as tutor witness statements. Feedback from customers etc could also be gathered. Learners should also log their thoughts about the activity immediately after they have finished as this will provide evidence for 3.1.

For 3.1, some simple records need to be provided showing costs and revenue and a calculation of profit/loss made, providing a brief comment as to the reasons for the success or failure of the enterprise activity. Record sheets provided by the tutor may be used for this purpose.

Essential resources

There are no essential resources for this unit.

Indicative resource materials

Websites

www.businesslink.gov.uk	Business Link: Free business advice service
www.enterprise-education.org.uk	Enterprise Education Trust: Business advice for young people
www.enterpriseinschools.org.uk	Enterprise Village: Support for pupils learning enterprise skills
www.makeyourmark.org.uk	Make Your Mark: Innovation incubation trust
www.speakeasydragons.com	Speakeasy 4 Schools: Enterprise education firm
www.stridingout.co.uk	Striding Out: Group who work with young people on promoting innovative enterprise
www.teachernet.gov.uk/ teachingandlearning/14to19/ ks4/enterpriseeducation	Teachernet: information about teaching and learning: teaching strategy, teaching and learning tips, learning psychology

Unit 10:   Producing a Product

Unit code: T/501/5940

QCF Level 1:   BTEC Specialist

Credit value: 1

Guided learning hours: 10

Unit aim

In this unit, learners will learn 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.

Unit introduction

It is important that learners understand the complexities that can be involved in the production of an item. The coordination of materials and equipment, in addition to having the correct skills, need to be considered before a product or item can be produced. Cooperation within a group is another skill the learners will practise in this unit. They will also learn about producing items in a safe way. Quality control skills will be practised as part of the process of deciding if the finished item has met their original specifications for the product.

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.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to make a product or item	1.1 Produce a plan to make a product or item, listing the materials and equipment required and any relevant safety points
2 Understand the skills required to make the product or item	2.1 Describe the skills required to make the product or item, including any new skills that might be required
3 Be able to produce the product or item safely	3.1 Describe the appropriate steps taken to produce the product or item safely
4 Evaluate how well the product or item was made	4.1 Describe the quality of the finished product or item, including whether or not it met original expectations

Unit content

1 **Understand 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; identify any skills gaps

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

Steps to produce the product or item safely: 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 **Evaluate 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 specifications for quality of product or item

Essential guidance for tutors

Delivery

This unit could be delivered before *Unit 9: Running an Enterprise Activity* so that the products or items made in this unit are used for the selling activity in Unit 9. The team delivering *Unit 8: Planning an Enterprise Activity*, *Unit 9: Running an Enterprise Activity* and this unit need to look at them all before deciding on the order of delivery.

An introductory session looking at how various businesses started up can be used. Learners should concentrate on smaller businesses such as those producing logos and pictures on T-shirts, children's clothes etc and there should be an opportunity to link to aspects of the curriculum. Learners can carry out an internet search to find small businesses that make their products locally. Involving the local Chamber of Commerce may identify local people who work from home making items for sale. Tutors should use these activities to enable the class/group to decide how to tackle the sale of items.

For learning outcome 1, learners need to develop an action plan starting with what they have chosen to make and going through to the quality checks for the final product or item. A timescale is required and the whole action plan must be detailed enough so that the whole process can be followed by somebody not involved in the work. Tutors will be a guide, mentor, facilitator and adviser. The action plan, if detailed enough, is the evidence for learning outcome 1, in addition to comments from the tutor noting the help and advice given. There may be evidence for learning outcome 2 if the action plan has included information about skill requirements. Evidence for outcome 2 may also come from dry runs and learners practising making their item or product before the final version is ready for full production.

The activity for learning outcome 3 will be learner-led but will need careful tutor supervision. The use of workshops or a kitchen might be required and the help of other colleagues could be valuable if learners are working in a specialised area. The items produced can be the result of group work but each learner needs to take a full part in the production process if they are to meet the criteria for learning outcome 3. Encourage learners to keep a logbook as they work recording what they were doing, successes, failures, new skills developed etc. This will be very important if they make any of the product or item at home.

The delivery of learning outcome 4 depends on what is produced. Learners will need to record their quality control process in some way and their final opinion of their product. They could use their logbook.

Assessment

For learning outcome 1, the action plan, assessor observation and discussions can form the basis of the assessment process. The action plan or discussion may provide evidence for learning outcome 2 so the assessor should be aware of this.

Most of the evidence for 3.1 could come from assessor observation and questioning of learners as the practical work is undertaken. The use of photographs or videos as the work is being carried out is good evidence and enables the internal verifier to see some of the activities the assessor has written about in the observation report. Learners should be encouraged to keep a logbook as they work so the assessor can discuss this as part of the assessment process.

Criterion 4.1 can be assessed by learners using their logbook as a starting point for a one-to-one discussion. Learners should be able to show that they can link their opinion of the final product to the original specification they had in their action plan. The opinion of peers is another valuable source of evidence for assessment purposes.

Essential resources

Learners will need access to an area suitable for the practical activities being 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 learners will be producing, appropriate safety gear and equipment will be required and learners will need to know the location of first aid supplies and support.

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

Indicative resource materials

Websites

www.businesslink.gov.uk	Business Link: Free business advice service
www.enterprise-education.org.uk	Enterprise Education Trust: Business advice for young people
www.enterpriseinschools.org.uk	Enterprise Village: Support for pupils learning enterprise skills
www.makeyourmark.org.uk	Make Your Mark: Innovation incubation trust
www.speakeasydragons.com	Speakeasy 4 Schools: Enterprise education firm
www.stridingout.co.uk	Striding Out: Group who work with young people on promoting innovative enterprise
www.teachernet.gov.uk/ teachingandlearning/14to19/ ks4/enterpriseeducation	Teachernet: information about teaching and learning: teaching strategy, teaching and learning tips, learning psychology

Further information

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

Useful publications

Related information and publications include:

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

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

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

- the current Edexcel publications catalogue and update catalogue.

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

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

How to obtain the Asset Skills Employability Matrix

Asset Skills
2 The Courtyard
48 New North Road
Exeter
EX4 4EP

Tel: 01392 423 399/0845 678 2 888
Fax: 01392 423 373
info@assetskills.org

Professional development and training

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

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

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

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

Our customer service numbers are:

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

Calls may be recorded for training purposes.

The training we provide:

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

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

Annexe A

Glossary of Accreditation Terminology

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

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.

Annexe B

BTEC Specialist and Professional qualifications

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

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

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

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

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

QCF qualification sizes

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