

# Specification

**BTEC Specialist qualifications**

**Edexcel BTEC Level 2 Certificate in Science, Technology,  
Engineering and Maths Leadership Skills (QCF)**

**For first teaching September 2009**

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

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

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# BTEC Specialist qualification titles covered by this specification

## Edexcel BTEC Level 2 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/](http://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 2 Certificate in Science, Technology, Engineering and Maths Leadership Skills 500/7321/7

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 2 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 2 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.



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# What are BTEC Level 2 Specialist qualifications?

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

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

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

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

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

There are three sizes of qualification in the QCF:

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

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

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

The credit value of a unit is based on:

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

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

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

## **Edexcel BTEC Level 2 Certificate**

The Edexcel BTEC Level 2 Certificate extends the work-related focus from the Edexcel BTEC Level 1 Certificate (QCF) and covers some of the knowledge and practical skills required for the science sector.

### **Key features of the Edexcel BTEC Level 2 Certificate in Science, Technology, Engineering and Maths Leadership Skills**

The Edexcel BTEC Level 2 Certificate in Science, Technology, Engineering and Maths Leadership Skills has been developed to give:

- 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 essential for successful performance in working life.

### **Preparation for work**

The Edexcel BTEC Level 2 Award/Certificate/Diploma in Science, Technology, Engineering and Maths Leadership Skills relates to the Asset Skills Employability Matrix.

# Rules of combination

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

## Rules of combination for the Edexcel BTEC Level 2 qualifications

When combining units for an Edexcel BTEC Level 2 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 2 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 2 Certificate in Science, Technology, Engineering and Maths Leadership Skills

The Edexcel BTEC Level 2 Certificate in Science, Technology, Engineering and Maths Leadership Skills is a 13 credit and 130 guided learning hour (GLH) qualification that consists of 5 mandatory units **plus** optional units that provide for a combined total of 13 credits.

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

# Assessment

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

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

## Quality assurance of centres

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Edexcel BTEC Level 2 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 2 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 2 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 2 qualifications are set out in centre guidance which is published on our website ([www.edexcel.com](http://www.edexcel.com)).

# Programme design and delivery

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## Mode of delivery

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

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

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

## Resources

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

## Additional and specialist learning

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

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

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

## Functional skills

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

## Access and recruitment

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

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

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



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

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

## **Restrictions on learner entry**

The Edexcel BTEC Level 2 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](http://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

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

Each unit has the following sections.

## Unit title

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

## Unit code

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

## QCF level

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

## Credit value

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

## Guided learning hours

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

## Unit aim 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

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Unit 1: Developing Personal Skills for Leadership	15
Unit 2: Practising Leadership Skills with Others	21
Unit 3: Learning with Colleagues and Other Learners	27
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# Unit 1: Developing Personal Skills for Leadership

**Unit code:** K/501/5904

**QCF Level 2:** BTEC Specialist

**Credit value:** 2

**Guided learning hours:** 20

## Unit aim

In this unit, learners gain an understanding of the main features of leadership and how to prepare themselves to demonstrate leadership skills in an appropriate leadership activity.

## Unit introduction

Leaders use a set of valuable skills useful in a variety of situations. In this unit, learners will be introduced to the main features of leadership skills and try to relate them to the qualities they already possess. How to use identified leadership skills to lead others in a practical situation is then explored. Some analysis of their leadership in relation to the chosen activity is expected, plus reflection on how to prepare themselves for future leadership roles.

## 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 the main features of leadership	1.1 Describe the main features of leadership 1.2 Explain how their own skills and qualities relate to the main features of leadership
2 Plan how to demonstrate leadership skills	2.1 Describe the range of skills they will use to lead others 2.2 Explain how they will put these skills into practice in order to lead others

Learning outcomes	Assessment criteria
3 Prepare for a leadership activity	3.1 Select a suitable activity to demonstrate their leadership skills 3.2 Explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills



## Unit content

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### 1 Understand the main features of leadership

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

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

### 2 Plan how to demonstrate leadership skills

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

### 3 Prepare for a leadership activity

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

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

## Essential guidance for tutors

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### Delivery

Presenting a series of video clips of well-known people in leadership roles can be used to start off discussion on this issue. The expertise of colleagues with business experience can also be used as a source of discussion points. Equally, considering examples of leadership in different situations will add to a discussion about types of leadership skills.

Using role play/scenarios in small groups is a good way of illustrating the main features of leadership especially if these are then related to learners' own skills for learning outcome 1. Learners should be encouraged to think about what leadership skills they could use if they were in charge of a group or team of people. To follow up, groups could be brought together to discuss the main features of leadership. Using flipcharts etc these features can be listed and kept on display for future reference. Learners could work in pairs and note how their own skills relate to the class list on the features of leadership. The tutor may need to encourage learners to think positively about what skills and qualities they possess.

Learning outcomes 2 and 3 can be delivered together. Some tutors may decide to start with 3.1. Working individually or in small groups, learners should choose an activity and plan the range of skills they will use to lead the activity (3.1 and 2.1)]. Learners should be encouraged to use leadership skills relevant to their classroom activities and discuss why their chosen activity allows them to demonstrate these skills (3.2).

Working in groups, learners can explain how the skills identified in learning outcome 1 are/could be used by them in leading an activity (2.2). If learners are taking part in existing activities which show leadership skills then witness statements or tutor observation will provide a wealth of evidence backed up by one-to-one questioning.

Learners should be able to decide for themselves how to present the evidence for this unit. A mixture of verbal and written presentations, one-to-one discussions with the assessor, and observed discussions in their groups are all possible. The tutor needs to emphasise that each learner must present their own work to be assessed against the criteria.

### Assessment

Understanding of the main features of leadership skills (1.1, 1.2) can be assessed through one-to-one discussion and/or logbooks learners kept as they worked through the and discussed scenario. It is possible that if learners are involved in a leadership activity they could be observed and then discuss this with the assessor in terms of the skills and qualities required for that leadership role.

Depending on how tutors guide learners in working on learning outcomes 2 and 3, evidence will be presented in different orders and ways. Tutors should encourage the use of a range of presentation methods ensuring the work is completed individually and learners can give the explanations needed for 1.2, 2.2 and 3.2.

Assessors should be looking for reasons in learner explanations, evidence they have thought for themselves and an understanding of the principles of leadership in different situations.

Some learners may have carried out research on leadership styles and skills but assessors should look for how this has been applied in the activity they have chosen for 3.1.

**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 where they delegate tasks to others.

**Indicative resource materials**

**Websites**

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



## Unit 2: Practising Leadership Skills with Others

**Unit code:** D/501/5916

**QCF Level 2:** BTEC Specialist

**Credit value:** 2

**Guided learning hours:** 20

### Unit aim

In this unit, the learner will be able to practise their leadership skills with other members of a group and evaluate their ability to lead others.

### Unit introduction

It is important that learners understand how to use leadership skills effectively as part of a team. In this unit learners will be introduced to the skills leaders need and gain an understanding of how to apply them. Leaders have responsibilities to their team members and learners will have the opportunity to demonstrate their leadership skills and qualities by working with a team of people. They will learn about evaluation and its importance in improving leadership through looking at their own performances as a leader.

### 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 lead a group activity	1.1 Explain how their leadership skills will contribute to a given group activity

Learning outcomes	Assessment criteria
<p>2 Demonstrate effective leadership skills with others</p>	<p>2.1 Give support to other members of the group</p> <p>2.2 Allocate tasks and activities appropriately to other members of the group</p> <p>2.3 Give and receive appropriate feedback</p> <p>2.4 Make decisions about tasks and activities appropriately</p>
<p>3 Evaluate their leadership performance</p>	<p>3.1 Carry out an evaluation of their leadership performance</p> <p>3.2 Suggest areas for improvement of their leadership performance</p>

## Unit content

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### 1 Understand how to lead a group activity

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

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

### 2 Demonstrate effective leadership skills with others

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

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

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

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

### 3 Evaluate their leadership performance

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

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

## Essential guidance for tutors

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### Delivery

Tutors may decide to link this unit and *Unit 1: Developing Personal Skills for Leadership* together. It may be appropriate for tutors to give a short formal input to start this unit, building on the experiences from Unit 1. This could be a summary of leadership styles, the skills and qualities required of a leader and the different situations in which leadership can be displayed. The follow-up could be group/class discussions about how these leadership skills contribute to leading a group activity (1.1).

The challenge for tutors is ensuring that each learner has the opportunity to demonstrate leadership skills for this unit. Opportunities could be provided or learners could use the activities they are involved in to show their leadership skills. Whatever is chosen needs to be simple, limited and well defined.

If the leadership activity is classroom based, then each learner can choose an activity or task and think about the leadership skills required and how they are going to allocate jobs to their group members. (1.1, 2.2) Learners should be reminded to record, in some way, how they are undertaking these activities so they have evidence for 1.1 and 2.2. If learners have an outside activity, such as at work or in a social setting where these leadership skills are used, they should be encouraged to think about what evidence they have to match the criteria.

Although time consuming, observing learners leading group activity, giving instructions, making decisions and being involved in a dialogue with their team is probably the easiest way of making sure everybody in the class has the opportunity to be a leader. Less forthcoming learners may need to be encouraged to be a leader. At this point in the unit the tutor should be giving guidance and advice but also looking for assessment opportunities to observe.

For learning outcome 3 a short series of written questions or prompts may help to focus learners on evaluating what they have. Some find this difficult so some initial prompts to help them get started are always useful. One-to-one discussion will be inevitable at this stage of the work particularly if learners are struggling with how to evaluate their work. Feedback from within the group on leadership skills could be via a feedback form.

### Assessment

Evidence for learning outcome 1 will come from learners' notes made during the class discussion. These could be backed up by research carried out, providing it has been used within the method of presentation learners have chosen. Tutors should allow learners to choose their preferred method of presentation. Tutors should make observation and discussion notes for each learner to help the assessment process.

For learning outcome 2, observation may be the major assessment tool and another assessor may be required to help in the process. Learners should also provide other forms of evidence to ensure everything is covered. Witness statements from peers within the group can be used, especially as part of the assessment for 2.3. Learners will need guidance if this is to be part of the assessment process. Learners should be reminded that emails, notes to their group, memos etc are all means of communication for learning outcome 2.



For learning outcome 3, one-to-one reviews of the activity with each learner are an appropriate assessment tool. The assessor should be sure that learners have evaluated their performance and suggested areas for improvement. The assessor should ensure that a record is kept for internal and external verification purposes if this is through verbal discussion – video, tapes, written etc. The feedback forms are also a source of evidence for assessment.

### 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

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



## Unit 3: Learning with Colleagues and Other Learners

**Unit code:** Y/501/5915

**QCF Level 2:** BTEC Specialist

**Credit value:** 2

**Guided learning hours:** 20

### Unit aim

In this unit, learners will have the opportunity to demonstrate that they can work as part of a group in a learning and development context, understanding learning goals and interacting appropriately with their peer group.

### Unit introduction

It is important that learners understand how to learn in an effective manner with others working or learning at the same level. In this unit learners will experience the planning needed to work successfully with colleagues and also how to interact with them to achieve a common goal. They will learn about the value of discussion within a group and the need to be aware of each other's beliefs and opinions. Finally, they will look at the value to be gained from evaluating what they have learned from working with others in a 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 the importance of learning with colleagues or other learners	1.1 Explain why learning with their colleagues or other learners is important for their own development
2 Plan the learning they will undertake with colleagues or other learners	2.1 Describe a learning goal which they will be able to undertake with colleagues or other learners 2.2 Explain how they will work towards achieving the learning goal

Learning outcomes	Assessment criteria
<p>3 Be able to interact appropriately with colleagues or other learners in a learning situation</p>	<p>3.1 Respond appropriately to advice from others</p> <p>3.2 Express beliefs and opinions to others appropriately</p> <p>3.3 Give helpful feedback to others</p>
<p>4 Review the learning they have undertaken with colleagues or other learners</p>	<p>4.1 Give examples of how they have learned with colleagues or other learners</p> <p>4.2 Reflect on their experience of learning with a group of other colleagues or other learners</p>

## Unit content

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

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

### 2 **Plan the learning they will undertake with colleagues or other learners**

*Learning goals:* identifying an aspect of their learning they can undertake with co-workers or other learners; identifying a goal they can work towards or that is relevant to development in their field of work or study eg attend team training course to learn new customer service skills for a call centre, work in a group to carry out research for school assignment

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

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

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

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

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

### 4 **Review the learning they have undertaken with colleagues or other learners**

*Examples of learning with others:* informal learning situations eg 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, classes, workshops

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

## Essential guidance for tutors

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### Delivery

Tutors could set each learner the same simple task or problem to work on by themselves. Using their logbooks, learners could record how they would tackle the problem and the solution they arrived at. They could then work in small groups to look at the same problem again and how they would tackle it working with their group members. Tutors could ask learners to note down how the problem was tackled by the group, what was the same, what was different, did they come to the same solution? Learners could discuss in their group what interpersonal skills they used and whether they developed skills which they thought they did not have (learning outcome 1).

Setting a learning goal is something the group can do with tutor guidance. It must be achievable within the time constraints of the unit. If in the classroom, learners could decide to research a topic either related to this unit or another class activity they may all be undertaking. Once the learning goal is decided, the group will need to discuss how to achieve it. Learners should be reminded that their discussion is evidence and they must find some way of recording it, their logbook, video, audio tape etc (learning outcome 2/3). Observation of the discussion process by the tutor will be needed initially for guidance purposes but also as part of the assessment process. The tutor should introduce the idea of feedback forms which are commonly used on training courses. To ensure comparable results at this level, the tutor should give learners prepared questionnaire feedback forms to use. Each learner can use one for their work within the group.

For learning outcome 4 the whole class could be brought back together and asked to tell the other groups how they tackled their task and the solution they arrived at. Putting this on a smartboard or flipchart as a series of bullet points is sufficient. Tutors could use this to discuss how learners have learned within their groups and the whole class, and encourage them to review the learning process in terms of successes and improvements needed.

### Assessment

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

Evidence for 2.1 and 2.2 could come from a one-to-one discussion with the tutor. Learners should describe a learning goal they will be able to undertake with peers and explain how they will work towards achieving the learning goal.

Evidence for 3.1 to 3.3 should come from observation of learners by the assessor backed up by logbook material, a witness statement, observation notes or a video of learner interaction with other colleagues or learners. One-to-one discussion between learners and the assessor may be needed to confirm the aspects of the criteria in beliefs, opinions etc. Observation is the method of assessment here but it may require several observers to cover the whole class. Video and tape recordings would help especially for internal verification.

If learners have filled in feedback forms they could provide helpful suggestions about how to improve the course and what they found useful or not. The information should be able to be used by others to improve on training or development situations.

Evidence for 4.1 and 4.2 could come from one-to-one discussions between the tutor/line manager and learners or a small group discussion (for 4.1). For 4.2, the learners need to reflect on their shared learning experience, describing what they have learned, understood or gained from the experience of working/learning with others.

### **Essential resources**

Learners should have access to situations where they can learn alongside co-workers or other learners.

### **Indicative resource materials**

#### **Websites**

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

Life Coach Expert: Articles from experts on various life subjects

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

Mind Tools: Free career management tools





## Unit 4: Communicating Solutions to Others

**Unit code:** R/501/5895

**QCF Level 2:** BTEC Specialist

**Credit value:** 2

**Guided learning hours:** 20

### Unit aim

In this unit, learners will find out why a problem requires a solution, how to communicate possible solutions to others, deal appropriately with responses and review the effectiveness of their performance.

### Unit introduction

This unit enables learners to understand that being able to problem solve and find solutions are valuable skills. Equally important is the ability to communicate with others in order to explain solutions. Learners must also be aware that communication involves responding to questions and objections in a constructive way. The unit will build on self-evaluation skills in previous units. Learners will review developed their performance in terms of its effectiveness and areas for improvement.

### Learning outcomes and assessment criteria

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

#### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand why they need to solve a problem	1.1 Describe a possible problem to solve 1.2 Explain why the problem requires a solution 1.3 Describe a way to solve the problem

Learning outcomes	Assessment criteria
2 Communicate the solution effectively to others	2.1 Using appropriate communication methods, explain to others how the problem was solved 2.2 Use appropriate information to support their explanation
3 Provide appropriate responses to questions or objections	3.1 Identify possible questions or objections to their solutions to a problem 3.2 Plan how to deal with feedback and questions from others in the group 3.3 Respond appropriately to questions or objections from others
4 Evaluate their performance	4.1 Evaluate how effective their performance was 4.2 Suggest areas for improvement

## Unit content

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### 1 Understand why they need to solve a problem

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

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

*Ways to solve problems:* eg rewrite staff manual in plain English, consult staff about revised rotas, investigate possible effects of changing technical equipment before changing the equipment, submit an application for funding for a project, enrol on a training course to improve customer service skills

### 2 Communicate the solution effectively to others

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

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

### 3 Provide appropriate responses to questions or objections

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

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

### 4 Evaluate their performance

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

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

## Essential guidance for tutors

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### Delivery

The problems identified in *Unit 3: Learning with Colleagues and Other Learners* could be used and the two units might be run consecutively, but this would need careful monitoring. The tutor will need to decide on this in terms of the group's ability to cope with two units. Assuming this unit is being delivered separately then new problems can be identified for the unit. Problems need to be simple, relevant and achievable within the time constraints of the unit. If this is classroom based, a class discussion about problems learners raise could be used. The tutor should have a list ready in case some prompting is needed. Discussion with the class as to why solutions are needed and some approaches to solving problems would be useful (learning outcome 1).

The tutor could break the class up into small groups, with each group taking several of the problems discussed in the whole class and deciding which one they want to tackle. Research time should be allowed to enable learners to find out more about the background to their chosen problem, what solutions are used and how firms or businesses go about problem solving. Input from outside speakers or colleagues with a business/human resources background would give another dimension to learner research (learning outcome 1). Tutors should remind the groups that they need to record, in some way, their work from the whole class and group discussion. Observation of group discussions will also be needed.

Learning Outcomes 2 and 3 centre on communication skills. To give learners an idea of how to use effective communication skills the tutor could give a demonstration by setting out a problem they had to solve, how they decided to solve it, and showing how the solution is being communicated. The tutor should use to start a discussion about communication and ask learners if the tutor could have carried it out in a different or better way, and if all questions were dealt with.

The tutor could ask learners to work individually to plan out 3.1 and 3.2 and note down, in some way, what questions they identify and how they plan to give feedback. Learners could then go back to their original groups and each learner could informally tell the others their solution to the problem they worked on earlier. The tutor should make sure the group members ask questions and the learner/presenter answers them. Learners should be reminded to record what is happening and that each group member must do this to meet the criteria.

For learning outcome 4, learners could fill in a feedback questionnaire provided by the tutor about the presenter, and the questionnaire, along with observation and other records, will help learners meet learning outcome 4.

### Assessment

Evidence for 1.1, 1.2 and 1.3 could come from observation of group discussions, learners' own records and one-to-one discussions. Learners need to describe a possible problem, explain why it needs to be solved and describe a possible way of solving it.

Evidence for 2.1 and 2.2 could come from an observation and/or learner records plus the feedback form from the other members of the group. Learners must demonstrate that they can explain how the problem was solved and use appropriate information to support their explanation.

Evidence for 3.1 and 3.2 will be covered by the work learners carry out by themselves in preparing to talk to their group. For 3.3, observation and the questionnaire forms are evidence, plus any one-to-one discussions with learners. Some learners may use emails or written responses to questions and objections and these will also meet 3.3.

Evidence for 4.1 and 4.2 could come from a one-to-one discussion in which learners evaluate how effective they were in communicating their solution to others. For 4.2, learners need to suggest areas for improvement in their performance.

### **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**

<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Life Coach Expert: Articles from experts on various life subjects
<a href="http://www.mindtools.com">www.mindtools.com</a>	Mind Tools: Free career management tools
<a href="http://www.tellmehowto.net">www.tellmehowto.net</a>	Tell Me How: Community site where people can share 'how to' ideas
<a href="http://www.wikihow.com">www.wikihow.com</a>	WikiHow: Collaboratively authored how to manuals
<a href="http://www.worketiquette.co.uk">www.worketiquette.co.uk</a>	Work Etiquette: Articles on workplace conduct



## Unit 5: Learning from More Experienced People

**Unit code:** R/501/5914

**QCF Level 2:** BTEC Specialist

**Credit value:** 2

**Guided learning hours:** 20

### Unit aim

In this unit, learners will learn how they can recognise what they have learned from senior or more experienced people and put these skills into practice for themselves.

### Unit introduction

This unit will give learners the opportunity to see how learning occurs when working with experienced people. Learners will already be aware of different learning styles but learning from more experienced people is an intrinsic part of gaining experience. Learners will become aware that experience is not synonymous with age and their peers will often have skills they can benefit from. They will also practise reviewing what they have learned from more experienced people.

### 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 situations where they might interact with more experienced people	1.1 Describe situations in which they might interact with more experienced people
2 Understand how more experienced people work effectively	2.1 Describe an effective way of working demonstrated by a more experienced person 2.2 Explain why this way of working was effective

Learning outcomes	Assessment criteria
3 Understand how they can improve their performance by learning from those who have more experience	3.1 Describe an example of a skill or process they have learned from others with more experience  3.2 Explain how they can use what they have learned to improve their performance
4 Review what they have learned from more experienced people	4.1 Carry out an evaluation of the skills, knowledge or understanding they have learned from more experienced people



## Unit content

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### 1 Understand situations where they might interact with more experienced people

*More experienced people:* more experienced team members or learners eg line managers, supervisors, managers, heads of department, team leaders; people in other teams eg finance department, human resources department; external experts or consultants, members of other organisations, clients, customers, tutors, teachers

*Situations of interacting with more experienced people:* receiving advice, instruction or teaching from more experienced people in formal and informal contexts eg classes, presentations, training sessions, workshops; working alongside more experienced people eg working in a team with more experienced colleagues or learners, observing more experienced people at work eg work shadowing, attending a meeting, attending a presentation

### 2 Understand how more experienced people work effectively

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

### 3 Understand how they can improve their performance by learning from those who have more experience

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

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

### 4 Review what they have learned from more experienced people

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

## Essential guidance for tutors

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### Delivery

The tutor could use a thought shower session with the whole class to build up a picture of situations where learning is gained from working with more experienced people, what skills experienced people show and how they show them.

This session could then be followed either with trainers from industry or colleagues in practical subjects where demonstration is frequently used as a learning tool. Video clips showing people learning from more experienced colleagues will enable learners to analyse what is going on. Learners should be encouraged to use homework time to explore their local shops and businesses and watch how training is carried out or how experienced staff deal with customers. They could even use their own questionnaire to survey how experienced people are used for training purposes, together with those on the receiving end of learning.

In groups or individually, learners need to consider their position with regard to learning from a more experienced person for learning outcome 3. A thought shower session might help so learners are aware of who from and how much to learn by watching and working with other more experienced people. The situations listed may be in school/college, as part of a leisure activity, work experience or working with a parent/carer at home.

Once each learner has identified a situation for themselves they can look at 3.2 and 4.1. Some guidance might be needed but the tutor should allow learners as much autonomy as possible. The tutor should be aware that learners may not always understand what is required in 3.2 so further explanation might be needed. Learners need to keep a careful record of what they undertake.

### Assessment

Evidence for 1.1 and 3.2 could come from a group discussion which shows the individual contribution of learners or an individual discussion with an assessor or observer. Evidence could be taped, on video or a presentation. It may also be supported by written notes from the learner or observer.

For 2.1 and 2.2 the evidence could come from the observations and surveys carried out by learners as they visited shops and businesses. Discussion with the assessor plus witness observations if they have worked with a more experienced person will also provide evidence for this outcome.

For 3.1, learners need to describe a skill or process they have learned from someone more experienced. They need to explain how this learning can help them improve their future performance.

Evidence for 4.1 can be from a one-to-one discussion or from a diary or logbook learners keep as they progress this unit. The evaluation process needs to be carried out if 4.1 is to be achieved.

### Essential resources

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

## Indicative resource materials

### Websites

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

Life Coach Expert: Articles from experts on various life subjects

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

Mind Tools: Free career management tools



## Unit 6: Self-assessment

Unit code: M/501/6164

QCF Level 2: BTEC Specialist

Credit value: 2

Guided learning hours: 20

### Unit aim

The aim of this unit is for the learner to assess their own strengths, weaknesses, skills and qualities. Additionally, the learner will learn how to set personal goals.

### Unit introduction

It is important that learners understand the value of taking time to assess their own strengths and weaknesses. In this unit, learners will examine the personal skills and qualities that will be important in all aspects of their lives. Learners will explore this process of reflecting on skills, strengths and weaknesses in a variety of ways. From this understanding, learners can set realistic short- and long-term goals and recognise how tracking their goals is a worthwhile exercise.

### 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 the importance of self-assessment	1.1 Explain the importance of self-assessment
2 Reflect on personal strengths and weaknesses	2.1 Describe their own personal strengths and weaknesses 2.2 Explain why it is important to continue developing their strengths 2.3 Describe why it is important to improve areas of weakness and some ways of doing so

Learning outcomes	Assessment criteria
3 Understand why personal skills and qualities are important to all areas of life	3.1 Analyse their own skills and qualities 3.2 Explain how these skills and qualities are important to their lives
4 Understand the process of personal goal setting	4.1 Describe how short-term goals will meet long term goals 4.2 Describe ways in which goals may be tracked over time
5 Be able to evaluate personal achievements	5.1 Identify their achievements over a given period 5.2 Discuss some examples of things they would have liked to achieve 5.3 Suggest some reasons why they achieved some things, but not others

## Unit content

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### 1 Understand the importance of self-assessment

*Importance of self-assessment:* to identify personal strengths, to identify personal weaknesses, to recognise personal skills, to recognise personal qualities; to plan for the future; to set achievable goals

### 2 Reflect on personal strengths and weaknesses

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

*Importance of improving weaknesses:* helps in setting realistic goals; may benefit personal life; can improve employment or career prospects

### 3 Understand why personal skills and qualities are important to all areas of life

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

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

### 4 Understand the process of personal goal setting

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

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

### 5 Be able to evaluate personal achievements

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

## Essential guidance for tutors

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### 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 prepared case studies of role models learners will 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.

Learners could progress from case study work into goal setting. It would be most realistic for learners to set their own goals, and these could be related to class work or personal interests.

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.

Learners will need support to develop their evaluation skills, particularly in understanding why they achieve in some areas more readily than others.

### Assessment

Evidence for assessment could be in the form of a logbook kept by learners as they progress through the unit. The case study work may form evidence for learning outcomes 1 and 4 where personal involvement is not specified. Ideally, learners' own experiences would be expected for learning outcomes 1 and 4 but a case study along with one-to-one discussions between the learner and assessor should be documented (written/video/tape recordings).

For learning outcome 2, where personal reflection is required, logbooks and one-to-one discussions are good ways of generating evidence for assessment. Some learners might like to do a 'Big Brother' type video log where they talk to a camera. They may find this more comfortable than a face-to-face discussion with an assessor. However, the assessor will still need to question learners at some point to ensure the criteria have been met.

In learning outcome 3, 'explaining' and 'analysis' are the key words and these are skills some learners will find difficult to demonstrate especially in a written format. Using their logbooks, video diaries etc could be the starting point for learners and the assessor to discuss what evidence there is to meet the criteria.



For learning outcome 4 learners need to show how they have worked with short- and long-term goals. The assessor needs to be sensitive to how learners perceive short- and long-term, and should not expect an adult view ie good education therefore good job. Learners may present a short-term goal of getting up in the morning with a long-term goal of being on time for all future activities. Hopefully, with encouragement, they can look further ahead than this.

To provide evidence for learning outcome 5, learners will need to have planned for start of the unit. Again, assessment of their logbook and discussions will provide evidence for this learning outcome.

### Essential resources

There are no essential resources for this unit.

### Indicative resource materials

#### Websites

<a href="http://www.monster.com">www.monster.com</a>	Monster: UK Job Search website
<a href="http://www.careersserviceni.com/Cultures/en-GB/CareerService">www.careersserviceni.com/Cultures/en-GB/CareerService</a>	Careers Service Northern Ireland: Careers advice website run by the Northern Ireland government
<a href="http://www.lifecoachexpert.co.uk">www.lifecoachexpert.co.uk</a>	Life Coach Expert: Articles from experts on various life subjects
<a href="http://www.mindtools.com">www.mindtools.com</a>	Mind Tools: Free career management tools
<a href="http://www.reed.co.uk/CareerTools/SelfAssessments.aspx">www.reed.co.uk/CareerTools/SelfAssessments.aspx</a>	Reed: Free career character assessment tool



## Unit 7: Working in a Team

Unit code: R/501/6058

QCF Level 2: BTEC Specialist

Credit value: 3

Guided learning hours: 30

### Unit aim

In this unit, learners will consider the advantages of teamwork. Learners will gain knowledge of how to work positively as a team member by contributing to a team task and how to reflect on the performance of a team.

### Unit introduction

In this unit learners will discover the value of teamworking. They will look at teamwork from the point of view of taking a task or problem and working together to come to a solution. As they work through this unit, learners will cover the importance of the contribution individuals make to the team. They will also understand that teamwork requires cooperation via a code of conduct. Through self-evaluation, learners will look at their contribution to the team along with reviewing other group members' contributions.

### 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 the advantages and disadvantages of having a team complete a task	1.1 Explain the advantages and disadvantages of having a team complete a task
2 Understand the need for a team to work to an agreed code of conduct	2.1 Identify a code of conduct for effective team work 2.2 Explain the likely consequences of team members not following a code of conduct

Learning outcomes	Assessment criteria
<p>3 Be able to recognise the different strengths, skills and experiences different people bring to a team</p>	<p>3.1 Explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team</p> <p>3.2 Identify some relevant strengths, skills and experiences that other members bring to a particular team</p>
<p>4 Understand how to allocate roles and responsibilities within the team in relation to a given task</p>	<p>4.1 Agree with other team members the roles and responsibilities of each member of the team</p> <p>4.2 Explain how each role contributes to the team's objectives and the completion of the team task</p>
<p>5 Work positively as a member of a team</p>	<p>5.1 Describe ways in which respect was shown for the ideas and suggestions of others</p> <p>5.2 Identify relevant ideas and suggestions which were given and which helped the team to complete their task</p> <p>5.3 Describe ways in which help, support or advice was given to team members where appropriate</p> <p>5.4 Explain why it is important to respond positively to advice or constructive criticism</p> <p>5.5 Complete tasks allocated to the required standard and on time</p>
<p>6 Reflect on the performance of a team</p>	<p>6.1 Discuss how their individual performance contributed to the overall performance of the team</p> <p>6.2 Outline ways in which the team as a whole performed effectively</p> <p>6.3 Outline areas in which the team could improve its team work skills</p>

## Unit content

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

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

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

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

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

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

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

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

### 4 **Understand how to allocate roles and responsibilities within the team in relation to a given task**

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

## 5 Work positively as a member of a team

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

*Offer ideas or suggestions for team task:* offer ideas on ways to reduce time needed to achieve team task, make suggestions about how to improve the quality of the item the team is making

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

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

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

## 6 Reflect on the performance of a team

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

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

## Essential guidance for tutors

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### Delivery

This unit could start with a brief discussion on teamwork as it is seen in every part of life – the home, school, college, workplace – using examples learners can relate to. If speakers are available from businesses, human resources and/or colleagues within the school/college this can help learners to understand parts of learning outcomes 1, 3, 4 and 5.

The tutor should allow learners time after this input to carry out some research into teamworking in different situations. To encourage learners, the tutor could facilitate small group discussions based around a given scenario to help them begin to sort out their ideas for parts of learning outcomes 1, 2, 3 and 4. A large flow chart or some means of recording their work is needed for this scenario so they can refer to it when working on their real task.

The tutor should bring the whole class back together to summarise their findings and decide a list of tasks the groups could undertake. The tasks have to be achievable, realistic and relevant within the time constraints of the unit. The tutor should agree the task with each group before they begin. Groups should be reminded to use the lists they made in their scenario exercise to begin this real assessed work. Learners should be advised that records need to be kept, in some form, by all group members for assessment purposes. The tutor should be a facilitator and guide as the groups work their way through learning outcomes 1, 2, 3, 4 and 5. Groups should have access to video/tape recorders, computers and methods of displaying their work if they use posters or flipcharts as a means of recording what they are. The tutor will also need to note discussions with groups.

Throughout this process the tutor may find it useful to have several brief, whole class discussions, either at the start or end of a session to summarise what is going on and allow learners to exchange examples of good and poor practice and bounce ideas off each other. This is also an opportunity to emphasise that each learner must provide their own evidence for each criterion.

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

### Assessment

Assessment of this unit will rely quite heavily on assessor observation and the material learners produce, for example videos, logbooks, posters, charts, PowerPoint presentations, memos and emails. There will also be one-to-one discussions that will need to be recorded. As this may be time consuming, other assessors may need to help out.

Learning outcomes 1, 2 and 3 could be covered by the production of charts, bullet points and posters – providing that learners add comments to explain their reasoning.

Learning outcome 4 could be covered by a logbook or work diary recording what happens in the group discussions, adding comments or a summary as a reflection at a later stage.

Learning outcome 5 could be covered by use of a reflective diary plus observations of discussions and one-to-one discussions. A tutor-devised feedback questionnaire might also be used here. Learners within a group could use peer witness statements as evidence of support etc from other team members.

Using experiences from other units, learners should, by now, be able to review their work and those of the team for 6.1, 6.2 and 6.3.

### **Essential resources**

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

### **Indicative resource materials**

#### **Websites**

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

Monster: UK job search website

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

Life Coach Expert: Articles from experts on various life subjects

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

ProjectSmart: Project management and team-building information site

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

worksmart: Job advice site run by the Trade Union Congress (TUC)



## Unit 8: Planning an Enterprise Activity

Unit code: A/501/6300

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 10

### Unit aim

This unit aims to provide learners with a broad introduction for preparing to undertake an enterprise activity, including how to develop a product or service and assess some of the potential risks involved.

### Unit introduction

In this unit learners will come to understand the preparation that goes into any enterprise. They will also learn how enterprise activities are developed and the risks involved. By choosing an enterprise activity for themselves going through the entire process of planning and carry out a risk assessment, learners will understand the skills required to plan an enterprise activity ready for implementation.

### 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 choose a viable enterprise activity	1.1 Describe key aspects of a viable product or service 1.2 Describe why people might want to buy their product or service
2 Draw up a plan for an enterprise activity	2.1 Prepare a plan for implementing an enterprise activity
3 Understand the risks involved in running the enterprise activity	3.1 Assess the main risks that may occur in implementing the enterprise activity

## Unit content

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### 1 Understand how to choose a viable enterprise activity

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

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

### 2 Draw up a plan for an enterprise activity

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

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

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

## Essential guidance for tutors

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### Delivery

To make this unit realistic the tutor should look at *Unit 9: Running an Enterprise Activity* and *Unit 10: Producing a Product* and decide in which order to deliver them. *Unit 10: Producing a Product* may provide the products/services for use in *Unit 9: Running an Enterprise Activity* and this unit.

The temptation will be for learners to try to start on their enterprise activity immediately, but learners should discuss the pitfalls of a lack of preparation. To emphasise this, clips from the 'Dragons' Den' TV programme could be used as follow-up discussion points.

Learners should now be ready to consider their own enterprise activity. They can either come up with a list of their own ideas or the tutor can provide a list for discussion. The tutor will need to provide guidance to each group as the activity needs to be realistic, viable and achievable within the constraints of the unit. Learners will need to consider what skills are needed and available, the costs and who their customers will be (learning outcome 1). Learners must record this work in some way.

Once the idea has been agreed on, a short presentation to the other groups could be made or reserved until learning outcome 2 has been completed. The plan needs to be in sufficient detail so that any one of the group could follow it through. Learners should decide how to present this plan.

Once all this is ready, a risk assessment is needed. This involves not only health and safety but other factors such as supplies, production methods, marketing and selling, which will affect the success of the enterprise.

### Assessment

As learners have gone through the preparatory activities they should keep a logbook, diary, video and/or tapes of their work. For learning outcome 1, learners need to show the key features of their activity clearly and why their chosen product or service will attract customers.

A written plan for learning outcome 2 needs to be in sufficient detail so that it can followed by an assessor and verifier not be familiar with the original discussions.

The risk assessment could partly be a checklist and partly a detailed explanation showing learners have considered what is involved in their enterprise.

### Essential resources

No essential resources are required for this unit.

## Indicative resource materials

### Websites

<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>	Business Link: Free business advice service
<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust: Business advice for young people
<a href="http://www.enterpriseinschools.org.uk">www.enterpriseinschools.org.uk</a>	Enterprise Village: Support for pupils learning enterprise skills
<a href="http://www.makeyourmark.org.uk">www.makeyourmark.org.uk</a>	Make Your Mark: Innovation incubation trust
<a href="http://www.speakeasydragons.com">www.speakeasydragons.com</a>	Speakeasy 4 Schools: Enterprise education firm
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Striding Out: Group who work with young people on promoting innovative enterprise
<a href="http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation">www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation</a>	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: H/501/6114

QCF Level 2: 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, as well as developing the ability to evaluate the success of their activity and review their personal involvement.

### Unit introduction

This unit gives learners the opportunity to research and experience the skills needed to run a successful enterprise activity. Learners will build on skills acquired in previous units to demonstrate selling and financial knowledge. Learners may work individually or as part of a group but they will be evaluating their contribution to the success of the enterprise, including using their financial records as evidence.

### 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 able to provide a strategy to ensure the success of an enterprise activity	1.1 Explain the features of an effective strategy to ensure success for their enterprise activity
2 Be able to complete an enterprise activity using appropriate skills and procedures	2.1 Demonstrate selling the product or service taking into account the practical and person skills needed, including customer care procedures 2.2 Explain the importance of handling money correctly in an enterprise activity

Learning outcomes	Assessment criteria
3 Be able to evaluate the success of the enterprise activity	3.1 Use financial records to explain the reasons for the success or failure of the enterprise activity
4 Know how to review their personal involvement in an enterprise activity	4.1 Describe their role in the enterprise activity and any skills they have gained

## Unit content

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

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

### 2 **Be able to complete an enterprise activity using appropriate skills and procedures**

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

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

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

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

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

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

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

## Essential guidance for tutors

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### Delivery

This unit links with *Unit 8: Planning an Enterprise Activity* and *Unit 10: Producing a Product* and some tutors may prefer to deliver *Unit 10: Producing a Product* before this unit so there is a product to use for the activities in this unit.

A summary of previous work carried out in other units may be a useful starting point or tutors may wish to deliver *Unit 10: Producing a Product* and this unit together as one large activity.

Whatever method is chosen, the tutor is a facilitator and guide, giving advice as and when needed but allowing learners the autonomy to make mistakes safely.

Input from business subject specialists or local business people would be useful at the start of this unit. It can enable learners to check that what they are planning is realistic.

Action plans in the form of checklists will be useful for learners and the tutor may decide to provide some basic lists to start with or hold a discussion on what these lists should contain.

Learning outcome 2 is practical and witness observation plus statements from customers and coworkers are all valuable evidence. Video recordings and reflective logbooks will also be useful for assessment purposes. Visiting speakers may have given learners hints about keeping financial records needed for learning outcome 3.

After all activities are finished, learners should reflect on their role in the activity and any skills they have gained. Learners may find it easier to talk this through with the assessor who can ask prompting questions. If the visiting expert is still present, their involvement in the activity would help learners formulate their experiences and provide an insight into what happened.

### Assessment

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

For learning outcome 1, learners should produce a strategy for achieving success in an enterprise activity as a written report, a brief presentation, as video-based evidence or completion of a log or record sheet.

For 2.1, witnessed evidence of the completion of the enterprise activity will be useful. The product or service should have been adequately prepared, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by learners. In addition, learners must be able to demonstrate appropriate customer service skills in providing the enterprise service or product. Photographic or video evidence could be used as well as a tutor witness statement.

For 2.2 learners need to explain why it is important to handle money correctly in an enterprise activity.

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



To achieve 4.1, there must be evidence of learners' own evaluation of their involvement in the activity and their comments on the skills they have gained through the activity. For example, this could be provided in written form as part of a brief presentation witnessed by a tutor or as a self-assessment activity.

### Essential resources

No resources are essential for this unit.

### Indicative resource materials

#### Websites

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



## Unit 10: Producing a Product

Unit code: L/501/6155

QCF Level 2: BTEC Specialist

Credit value: 1

Guided learning hours: 10

### Unit aim

In this unit, learners will learn how to choose and make an appropriate product or item, plan how to make the product or item and evaluate how the product or item was made.

### Unit introduction

This unit gives learners experience of planning an activity, producing a product or service and running an enterprise. Learners will build on the skills used in other enterprise units that require planning of a product or item. Learners will explore how to identify and find out what new skills are needed and then work in a safe manner to produce the product or service. Finally, learners will develop further the skills of analysis and evaluation which they have used in previous units. In this unit, these skills are applied to the item learners produce as part of a quality control process.

### 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 plan the manufacture of a product or item	1.1 Prepare a plan that explains how to make a product or item, including the choice of materials and equipment, safety considerations and expected quality of product
2 Understand the new skills required to make the product or item	2.1 Explain the new skills needed to make the product or item 2.2 Explain how and where the new skills will be learned
3 Be able to produce the product or item safely	3.1 Demonstrate how the planned levels of safety were met in producing the product or item

Learning outcomes	Assessment criteria
4 Be able to evaluate the product or item produced	4.1 Describe how the plan for making the product or item affected the level of quality  4.2 Suggest possible future improvements that could be made in producing the product or item

## Unit content

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### 1 Understand how to plan the manufacture of a product or item

*Planning to make the product or item:* logical, cost-effective and realistic plan for the product or item to be made

*Choice of resources and materials for product or item:* cost, quality, availability all affect choice of equipment eg knowledge of using equipment

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

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

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

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

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

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

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

### 4 Be able to evaluate the product or item produced

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

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

## Essential guidance for tutors

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### Delivery

If this unit is delivered immediately after *Unit 8: Planning an Enterprise Activity* the tutor can help learners to build on the activity from that unit.

A whole class discussion could be used, looking at examples of entrepreneurs either from video clips or by inviting in local speakers. From this a more detailed action plan can be developed which shows understanding of how to plan production of an item or product. Learners can use a diary or logbook or flipchart/posters to show their plans (learning outcome 1). At this stage new skills and, if need be, their development should be logged and discussed (learning outcome 2).

Once this planning stage is approved learners, either individually or as part of a group, can begin the production phase. The tutor is guiding and advising here and may have to make arrangements to use workshop facilities. Group work is acceptable but learners must clearly show their part in the process. The use of photo, graphs, video tapes etc to record what is happening should be encouraged.

Before the product or item is offered for sale quality checks must be carried out and learners need to decide how these will occur and what criteria they will use to make a judgement. Tutors will almost certainly have to provide guidance here.

### Assessment

The assessment process for this unit is likely to be undertaken as learners carry out their work. Direct observation of some activities will be useful and learners can provide evidence based on video clips or written work in reflective diaries or logbooks. Descriptive passages about the whole process are required to cover learning outcomes 2 and 4.

For 1.1, a plan for producing a product or item must be prepared and presented, explaining the choice of materials and equipment, any relevant safety considerations and the expected quality of the product or item. The description of the intended quality of the product or item may be brief and straightforward, but must be clear. Tutors may support learners in finding suggestions of effective ways to plan the production of a product or item, but the plan must be chosen and compiled by the learner independently.

For 2.1, learners need to explain new skills that they will need to acquire in order to produce the product or item. These may be personal and practical skills.

For 2.2, learners should explain how and where the new skills referred to in 2.1 will be acquired.

To achieve 3.1, tutor observation of learners making the product or item safely, or making an aspect of the product or item safely, will need to be recorded. For 4.1, learners must describe how the plan for making the product or item affected the level of quality of the final product or item.

For 4.2, learners must suggest possible future improvement that could be made in producing the product or item. Suggestions should be appropriately recorded, for example in written form by learners or by the tutor as a result of learner participation in a discussion with the tutor or in a small group.

**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 need to know the location of first-aid supplies and support.

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

**Indicative resource materials****Websites**

<a href="http://www.businesslink.gov.uk">www.businesslink.gov.uk</a>	Business Link: Free business advice service
<a href="http://www.enterprise-education.org.uk">www.enterprise-education.org.uk</a>	Enterprise Education Trust: Business advice for young people
<a href="http://www.enterpriseinschools.org.uk">www.enterpriseinschools.org.uk</a>	Enterprise Village: Support for pupils learning enterprise skills
<a href="http://www.makeyourmark.org.uk">www.makeyourmark.org.uk</a>	Make Your Mark: Innovation incubation trust
<a href="http://www.speakeasydragons.com">www.speakeasydragons.com</a>	Speakeasy 4 Schools: Enterprise education firm
<a href="http://www.stridingout.co.uk">www.stridingout.co.uk</a>	Striding Out: Group who work to promote innovative enterprise
<a href="http://www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation">www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation</a>	Teachernet: links to thousands of resources for use in education





## Further information

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

## Useful publications

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Related information and publications include:

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

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

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

### 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](mailto:info@assetskills.org)

# Professional development and training

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

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

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

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

Our customer service numbers are:

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

Calls may be recorded for training purposes.

The training we provide:

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

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

# Annexe A

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## Glossary of Accreditation Terminology

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

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

<b>Section 96</b>	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
<b>Section 97</b>	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.
<b>Title</b>	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
<b>BTEC Level 7 Advanced Professional Qualifications</b> BTEC Advanced Professional Award, Certificate and Diploma	<b>7</b>	<b>BTEC Level 7 Professional Qualifications</b> BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 6 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>6</b>	<b>BTEC Level 6 Professional Qualifications</b> BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 5 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>5</b>	<b>BTEC Level 5 Professional Qualifications</b> BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 5 Higher Nationals</b> BTEC Level 5 HND Diploma
<b>BTEC Level 4 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>4</b>	<b>BTEC Level 4 Professional Qualifications</b> BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 4 Higher Nationals</b> BTEC Level 4 HNC Diploma
<b>BTEC Level 3 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>3</b>	<b>BTEC Level 3 Specialist Qualifications</b> BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 3 Nationals</b> BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

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

**NQF** = National Qualifications Framework

**QCF** = Qualifications and Credit Framework

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

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

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

Publications Code BA024954 October 2010

For more information on Edexcel and BTEC qualifications please  
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