

Specification

BTEC Specialist qualifications

Edexcel BTEC Level 3 Certificate in Learning for Life (QCF)

Edexcel BTEC Level 2 Certificate in Learning for Life (QCF)

Edexcel BTEC Level 1 Certificate in Learning for Life (QCF)

Edexcel BTEC Entry 3 Certificate in Learning for Life (QCF)

For first teaching September 2011

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

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 3 Certificate in Learning for Life (QCF)

Edexcel BTEC Level 2 Certificate in Learning for Life (QCF)

Edexcel BTEC Level 1 Certificate in Learning for Life (QCF)

Edexcel BTEC Entry 3 Certificate in Learning for Life (QCF)

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are 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 titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualifications 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 Numbers for the qualifications in this publication are:

Edexcel BTEC Level 3 Certificate in Learning for Life	600/1078/2
Edexcel BTEC Level 2 Certificate in Learning for Life	600/1069/1
Edexcel BTEC Level 1 Certificate in Learning for Life	600/1077/0
Edexcel BTEC Entry 3 Certificate in Learning for Life	600/1079/4

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

These qualifications are accredited by Ofqual as being stand-alone.

Welcome to BTEC Level 3, Level 2, Level 1 and Entry 3 Certificates in Learning for Life (QCF)

We are delighted to introduce our new qualifications, which will be available for teaching from September 2011. These qualifications have been developed to conform with the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the BTEC Level 3, Level 2, Level 1 and Entry 3 Certificates in Learning for Life (QCF)

Learning for Life is an innovative, whole-school programme based on personal, learning and thinking skills (PLTS). It is a cohesive and holistic learning programme that motivates learners and allows them to understand the complexities of 21st-century education. Learning for Life is built on the principle that education should raise aspiration and provide both qualifications and life skills. The programme provides opportunities to learn new skills, ideas and approaches to support learners throughout their school life and into the future. It enables learners to acquire life skills and to develop the right attitudes to help them in their lives as well as in the world of work.

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 the link explicit 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.

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 3, Level 2, Level 1 Entry 3 Specialist qualifications?

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

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

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

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

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

There are three sizes of qualifications in the QCF:

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

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

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

The credit value of a unit is based on:

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

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

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

Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 Certificates

The Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 Certificates offer engaging programmes for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 Certificates can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Key features of the Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 Certificates in Learning for Life (QCF)

The Edexcel BTEC Certificates in Learning for Life have been developed to give learners the opportunity to engage in learning that is relevant to them and develops skills and competences to aid learning and life. The qualifications are designed to be taken alongside a programme of learning, and can be delivered discretely or in embedded within other courses.

Key features of the Edexcel BTEC Level 3 Certificate in Learning for Life (QCF)

The intention of the Level 3 qualification is for learners to develop skills in:

- Teamwork, where learners develop their skills of congruence and team leading
- Reflective learning, where learners assess, plan and take responsibility for their own learning and development
- Independent learning, where learners plan and implement learning strategies
- Creative learning, where learners create and assess ideas and challenge themselves.

The skills developed at Level 3 are designed to enable and facilitate progression into higher learning courses, or employment, and are designed to be of benefit throughout life.

Key features of the Edexcel BTEC Level 2 Certificate in Learning for Life (QCF)

The intention of the Level 2 qualification is for learners to develop skills in:

- Teamwork, where learners develop their skills of empathy and team organisation
- Reflective learning, where learners identify their own strengths and weaknesses and manage self development
- Independent learning, where learners plan own learning showing sustained commitment to learning and explore their own identity
- Creative learning, where learners explore problems, develop enquiry skills and challenge their self development.

The skills developed at Level 2 are designed to enable and facilitate progression into further learning courses, or employment, and are designed to be of benefit throughout life.

Key features of the Edexcel BTEC Level 1 Certificate in Learning for Life (QCF)

The intention of the Level 1 qualification is for learners to develop skills in:

- Teamwork, where learners develop their listening skills, and work in different roles in a group
- Reflective learning, where learners develop understanding of the value of prior learning, and explore pathways for progression
- Independent learning, where learners explore features of learning in different environments and learn to plan, prioritise and review their learning
- Creative learning, where learners generate an idea and explore challenge.

The skills developed at Level 1 are designed to enable and facilitate progression into Level 2 learning courses, and are designed to be of benefit throughout life.

Key features of the Edexcel BTEC Entry 3 Certificate in Learning for Life (QCF)

The intention of the Entry 3 qualification is for learners to develop skills in:

- Teamwork, where learners develop skills in contributing to a group, and listening to others
- Reflective learning, where learners make links between current and prior learning, and identify personal goals
- Independent learning, where learners identify requirements of tasks and review achievement
- Creative learning, where learners generate an idea with support and explore methods to improve learning.

The skills developed at Entry 3 are designed to enable and facilitate progression into Level 1 learning courses, and are designed to be of benefit throughout life.

Rules of combination

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

Rules of combination for the Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 (QCF) qualifications

When combining units for Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 Certificates in Learning for Life (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 3 Certificate in Learning for Life (QCF)

- 1 Qualification credit value: a minimum of 16 credits.
- 2 Minimum credit to be achieved at the level of the qualification: 12 credits.
- 3 All credits must be achieved from the units listed in this specification.
- 4 Units covering the same skills area may not be combined in a qualification.

Edexcel BTEC Level 2 Certificate in Learning for Life (QCF)

- 1 Qualification credit value: a minimum of 16 credits.
- 2 Minimum credit to be achieved at the level of the qualification: 12 credits.
- 3 All credits must be achieved from the units listed in this specification.
- 4 Units covering the same skills area may not be combined in a qualification.

Edexcel BTEC Level 1 Certificate in Learning for Life (QCF)

- 1 Qualification credit value: a minimum of 16 credits.
- 2 Minimum credit to be achieved at the level of the qualification: 12 credits.
- 3 All credits must be achieved from the units listed in this specification.
- 4 Units covering the same skills area may not be combined in a qualification.

Edexcel BTEC Entry 3 Certificate in Learning for Life (QCF)

- 1 Qualification credit value: a minimum of 16 credits.
- 2 Minimum credit to be achieved at the level of the qualification: 12 credits.
- 3 All credits must be achieved from the units listed in this specification.
- 4 Units covering the same skills area may not be combined in a qualification.

Edexcel BTEC Level 3 Certificate in Learning for Life (QCF)

For the qualification to be achieved at Level 3, a minimum of 16-credits is required, with a minimum of 12-credits **at** the level of the qualification. One unit may be selected from Level 2 units, but units covering the same skills area may not be combined in a qualification.

Edexcel BTEC Level 3 Certificate in Learning for Life			
Unit	Mandatory units	Credit	Level
1	Developing skills for team learning	4	3
2	Developing skills for reflective learning	4	3
3	Developing skills for independent learning	4	3
4	Developing skills for creative learning	4	3

Edexcel BTEC Level 2 Certificate in Learning for Life (QCF)

For the qualification to be achieved at Level 2, a minimum of 16-credits is required, with a minimum of 12-credits **at** the level of the qualification. One unit may be selected from Level 3 **or** Level 1 units, but units covering the same skills area may not be combined in a qualification.

Edexcel BTEC Level 2 Certificate in Learning for Life			
Unit	Mandatory units	Credit	Level
1	Developing skills for team learning	4	2
2	Developing skills for reflective learning	4	2
3	Developing skills for independent learning	4	2
4	Developing skills for creative learning	4	2

Edexcel BTEC Level 1 Certificate in Learning for Life (QCF)

For the qualification to be achieved at Level 1, a minimum of 16-credits is required, with a minimum of 12-credits **at** the level of the qualification. One unit may be selected from Level 2 **or** Entry Level 3 units, but units covering the same skills area may not be combined in a qualification.

Edexcel BTEC Level 1 Certificate in Learning for Life			
Unit	Mandatory units	Credit	Level
1	Developing skills for team learning	4	1
2	Developing skills for reflective learning	4	1
3	Developing skills for independent learning	4	1
4	Developing skills for creative learning	4	1

Edexcel BTEC Entry 3 Certificate in Learning for Life (QCF)

For the qualification to be achieved at Entry 3, a minimum of 16-credits is required, with a minimum of 12-credits **at** the level of the qualification. One unit may be selected from Level 1 units, but units covering the same skills area may not be combined in a qualification.

Edexcel BTEC Entry 3 Certificate in Learning for Life			
Unit	Mandatory units	Credit	Level
1	Developing skills for team learning	4	Entry 3
2	Developing skills for reflective learning	4	Entry 3
3	Developing skills for independent learning	4	Entry 3
4	Developing skills for creative learning	4	Entry 3

Assessment

All units within these qualifications 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.

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 3, Level 2, Level 1 and Entry 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

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

Quality assurance of centres

Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 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 3, Level 2, Level 1 and Entry 3 Certificates in learning for Life (QCF) 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 3, Level 2, Level 1 and Entry 3 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 3, Level 2, Level 1 and Entry 3 qualifications are set out in centre guidance which is published on our website (www.edexcel.com).

Programme design and delivery

Mode of delivery

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

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors.

Resources

Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 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 *Indicative resource materials* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the appropriate delivery of Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 Certificates in Learning for Life (QCF). The specification gives a balance of skills development and knowledge requirements, some of which can be theoretical in nature.

Functional skills (cross-curriculum links)

Edexcel Level 3, Level 2, Level 1 and Entry 3 BTEC Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualifications rules of combination. Functional skills are offered as stand-alone qualifications.

Access and recruitment

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

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

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

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

Restrictions on learner entry

The Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 in Learning for Life (QCF) qualifications are accredited on the QCF for learners aged 14 and above.

Access arrangements and special considerations

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

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

Unit format

All units in the Edexcel BTEC Level 3, Level 2, Level 1 and Entry 3 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 Register of Regulated Qualifications.

QCF level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Unit introduction

The unit introduction highlights the focus of the unit, and it gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit.

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

Level 3 units	17
Unit 1: Developing skills for team learning	19
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Level 3 units

Unit 1: Developing skills for team learning

Unit code: K/502/7793

QCF Level 3: BTEC Specialist

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to enable learners to lead group work, demonstrating effective skills of leadership, responsibility, communication and respect for others.

Unit introduction

Learning for Life is a qualification that places learning skills at the heart of personal development and achievement. It will transform teaching and learning by making the competences of learning explicit, and empowering teachers to build learners' self-esteem, self-confidence, independent and interdependent learning.

The competences of the skills for Team, Reflective, Independent and Creative Learning form the foundation for success in learning and life.

Learners will understand that to become effective team learners they will need to apply the skills of leadership, responsibility, communication and respect to drive collaborative learning experiences. The context for team learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to use their ability to motivate others, identify the needs for responsible action, use communication skills of listening and explanation, collaborate and learn from others.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to motivate a group in order to achieve common goals	1.1 Use active listening skills to manage effective group ideas and views 1.2 Agree goals which drive a group exercise 1.3 Apply leadership skills to achieve the goals
2 Be able to take responsibility for their role in a group to facilitate task completion	2.1 Analyse the requirements of the task to fully understand it 2.2 Assess the extent of the work required from self and team members for the task 2.3 Demonstrate a positive role model during tasks
3 Be able to communicate, by listening to others and explaining ideas, within a given context	3.1 Use communication skills to facilitate team work 3.2 Use non verbal skills to facilitate team work
4 Be able to collaborate with, and learn from a group	4.1 Use negotiation skills to ensure collaboration and co-operation of all team participants 4.2 Represent the consensus of the group in team activities and outcomes 4.3 Review a team exercise, showing learning with and from others

Unit content

1 **Be able to motivate a group in order to achieve common goals**

Empathic listening: understand the emotional commitment of team members and responding to them with sensitivity

Goals: use short-, medium-, long-term, SMART goals as appropriate

Leadership skills: use inspiration, drive, compromise, to achieve a goal

2 **Be able to take responsibility for their role in a group task to facilitate task completion**

Task analysis: use appropriate questioning and listening skills to scope the task

Resource analysis: evaluate workload required to complete task and allocate roles accordingly

Role modelling: understand the positive impact of the individual on the team

3 **Be able to communicate, by listening to others and explaining ideas, within a given context**

Flexible communication: use of appropriate forms of communication, including non-verbal and verbal (conciliatory, assertive and humorous language)

Motivational communication: use of positive language and feedback with other team members

4 **Be able to collaborate with, and learn from a group**

Negotiation skills: use of compromise, win-win methods, with team members

Advocacy: representing the views of stakeholders accurately

Evaluation: identification of what has been learned and achieved, within and beyond the task

Essential guidance for tutors

Delivery

The four units (Team, Reflective, Independent and Creative Learner) within this qualification are interchangeable and it should be assumed that all four skills have a part to play in every learning experience. Planning of the programme of study needs to consider how the four units can be amalgamated into one holistic programme.

Delivery of the programme of study is best achieved through:

- Organisational considerations addressing opportunities to explicitly teach skills within structured tutorial sessions, lessons, student voice, extra-curricular events and regular review and celebrating achievement sessions.
- Teaching needs to be coherently and consistently embedded across the whole of the curriculum if learners are to improve their understanding of the learning process. This is readily achieved once TRICS – Team, Reflective, Independent and Creative Learner skills – are employed by the teacher in all lessons. Ideally, subject content can be delivered through these skills.
- Learning needs to be made explicit, using TRICS. Frequently, skills will be learned in explicit ways in tutorial sessions and in lessons. The gathering of evidence to demonstrate a grasp of the skills will be gained from all learning experiences. The wider this choice, the better the learner appreciates the context of their education. Evidence will be stored within a learner's portfolio which will show their increasing sophistication in the TRIC competences.

Template programmes of study can be easily accessed from www.studentcoaching.co.uk for each level of delivery in tutorial sessions and ideally in personal, social and citizenship lessons.

Learners need to take ownership of the competences of Team Learning (leadership, communication, responsibility, respect). Learning is collaborative. Learners drive learning experiences, guided by the teacher where appropriate. Sophisticated learning experiences need to be provided to reflect the responsibility learners must take to master these competences.

Assessment

Assessment will be driven through a learning portfolio where learners store their evidence of TRIC competence acquisition as defined by the assessment criteria. Ideally, the responsibility for compiling the portfolio should lie predominantly with the learner.

Learners should be encouraged to consider varied forms of evidence to enhance their portfolios. Identification of evidence could include: work produced from curriculum areas, peer and teacher observation, performances, photographs, video, audio, certificates and rewards. Extra-curricular activities and other forms of enrichment should be considered as evidence by learners.

A whole-school approach is required to facilitate this process. Mapping the curriculum to identify occasions when competences are met is one way to achieve this goal. Where TRICS are embedded into the curriculum and its enrichment activities, it is easier for learners to understand and evidence their learning.

Effective assessment should be coherent. A structured programme is needed to allow opportunities for learners to be guided and mentored through the process of evidence gathering. Differentiated guidance and support will reflect the level of assessment.

Indicative resource materials

All resources needed to deliver this Learning for Life qualification are available from www.studentcoaching.co.uk.

