

Edexcel BTEC Level 2 Award in Achieving Excellence in Skills Performance (QCF)

Edexcel BTEC Level 3 Award in Achieving Excellence in Skills Performance (QCF)

Specification

Edexcel BTEC Specialist qualifications

First teaching February 2013

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Purpose of this specification

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

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

1 Introducing Edexcel Specialist qualifications

What are Edexcel Specialist qualifications?

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

There are three sizes of Edexcel qualification in the QCF:

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

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

The credit value of a unit is based on:

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

2 Qualification summary and key information

Qualification title	Edexcel Level 2 Award in Achieving Excellence in Skills Performance (QCF)
QCF Qualification Number (QN)	600/7867/4
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/02/2013
Age range that the qualification is approved for	16–18 19+
Credit value	6
Assessment	Centre-devised assessment, (internal assessment).
Guided learning hours	35
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>).

Qualification title	Edexcel Level 3 Award in Achieving Excellence in Skills Performance (QCF)
QCF Qualification Number (QN)	600/7868/6
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/02/2013
Age range that the qualification is approved for	16–18 19+
Credit value	6
Assessment	Centre-devised assessment, (internal assessment)
Guided learning hours	35
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>).

QCF qualification title and Qualification Number

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

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

Objective of the qualifications

These qualifications are designed to encourage learners to maximise the standard of the performance of their vocational skills both in competitions and in work related settings, and to acknowledge excellent achievement.

To maximise performance and to achieve performance excellence, learners have to be able to prepare and perform at the highest level, as well as monitor, analyse and reflect on their performance against performance requirements. On completion of the qualification, learners should be able to:

- demonstrate an understanding of performance requirements and know how to prepare psychologically and physically to meet this standard
- perform tasks to maximise performance whilst maintaining focus, monitoring progress and resolving issues at this standard
- review and clarify performance against required outcomes to achieve best possible results at this standard
- identify areas for future development reflecting on preparation, performance and other factors affecting development.

Relationship with previous qualifications

These qualifications are new to Edexcel. There is also a similar qualification newly available at Level 4 that would be suitable for progression purposes.

Progression opportunities through Edexcel qualifications

Due to the nature of these qualifications, learners can undertake these qualifications alongside other vocational/competence/specialist qualifications. As these qualifications recognise performance excellence or exceptional performance, it is likely that these learners will be role models in their vocational sector. They can also be taken as stand alone qualifications.

Industry support and recognition

These qualifications have been developed in partnership with the further education sector.

3 Centre resource requirements

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

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structures

Edexcel BTEC Level 2 Award in Achieving Excellence in Skills Performance (QCF)

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

Minimum number of credits that must be achieved	6
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Unit reference number	Choose <u>one</u> of the following units:	Level	Credit	Guided learning hours
A/504/6283	Maximising Skills Performance in Competition	2	6	35
F/504/6284	Maximising Skills Performance in a Work-related Setting	2	6	35

Edexcel BTEC Level 3 Award in Achieving Excellence in Skills Performance (QCF)

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

Minimum number of credits that must be achieved	6
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Unit reference number	Choose <u>one</u> of the following units	Level	Credit	Guided learning hours
J/504/6285	Maximising Skills Performance in Competition	3	6	35
L/504/6286	Maximising Skills Performance in a Work-related Setting	3	6	35

5 Assessment

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

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.

Evidence

It is important that the evidence is:

Valid	relevant to the standards for which knowledge /competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of Evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel's appointed standards verifier. A range of recording documents is available on the Edexcel website: www.edexcel.com. Alternatively, centres may develop their own.

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

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

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

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 as suggested above, 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.

6 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

Further guidance is available in *Recognition of Prior Learning Policy*, which is on the Edexcel website (please visit www.edexcel.com).

Credit transfer

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

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

7 Centre recognition and approved centre recognition

Centres need to apply for, and be granted, centre recognition as part of the approval process to offer these qualifications. Centres must complete an *Edexcel Vocational Centre and Qualification Approval Form (VCQA)*.

Approvals agreement

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

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel use quality assurance to check that all centres are working to national standards. This gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

Edexcel will produce on an annual basis the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Edexcel makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up-to-date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Edexcel. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres.

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- two visits per year from a Standards Verifier to check assessment decisions
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example, full-time, part-time, evening only, distance learning) that meets their learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

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

10 Access and recruitment

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

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

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

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

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

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

12 Units

Units have the following sections.

Unit title

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

Unit Reference Number

Each unit is assigned a Unit Reference Number (URN) that appears with the unit title on the Register of Regulated Qualifications.

QCF level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

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

Unit 1: **Maximising Skills Performance in Competition**

Unit reference number: A/504/6283

QCF level: 2

Credit value: 6

Guided learning hours: 35

Unit aim

The aim of this unit is to provide learners with the knowledge to maximise their performance, and to aim for performance excellence in competitions when demonstrating their selected skills at this level.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Know the performance requirements of a competition	1.1 Identify essential competition documentation including the rules and regulations	<ul style="list-style-type: none"> □ Essential documentation should include websites, brochures, competition rules and requirements. □ Competition means performance-related test or project.
		1.2 Summarise necessary information about competition requirements relating to performance	<ul style="list-style-type: none"> □ Learners should summarise the essential documentation needed for competition.
		1.3 Describe how experts can help to clarify competition requirements relating to performance	<ul style="list-style-type: none"> □ Using their summary, learners should detail how experts could help to clarify areas of uncertainty about the competition.
2	Be able to prepare for performance in competition	2.1 Identify skills needed for competition	<ul style="list-style-type: none"> □ Skills needed, e.g. time management, communication, organisational, physical skills, technical skills.
		2.2 Follow a training plan to prepare for competition	<ul style="list-style-type: none"> □ The training plan should include objectives, timescales and methods of preparation
		2.3 Use a training plan to improve skills for competition	<ul style="list-style-type: none"> □ Learners need to demonstrate how they used the training plan to improve their skills.
		2.4 Assess progress made from practising required skills for competition	<ul style="list-style-type: none"> □ Learners should reflect on and assess how far their skills have progressed during their preparation.

Learning outcomes		Assessment criteria	Unit amplification
3	Be able to prepare the performance area to maximise achievement of competitive skills	3.1 Lay out competition performance area to maximise success	<ul style="list-style-type: none"> □ Learners should justify the reasons for their personal choice of layout of their work area. □ Performance area, e.g. work area.
		3.2 Test all equipment and check materials to ensure they meet competition and health and safety requirements	<ul style="list-style-type: none"> □ A checklist can be used to ensure all equipment and materials are ready for competition.
4	Be able to mentally prepare before a competition to maximise performance	4.1 Describe factors that could affect own competition performance	<ul style="list-style-type: none"> □ Factors described could include, e.g. nerves, environment, lack of sleep, motivation, familiarity with tasks, lack of experience.
		4.2 Develop a plan to mentally prepare in the days leading up to a competition	<ul style="list-style-type: none"> □ Plan can include dates and times when positive steps will be used to address preparation needs.
		4.3 Explain the importance of keeping calm and focused under pressure in competition	<ul style="list-style-type: none"> □ Importance of remaining focused, e.g. can adapt to different competition environments, optimal performance, avoid distractions, ability to keep calm under time pressures, look at real-life examples.
5	Be able to perform tasks to competition standards	5.1 Demonstrate selection of appropriate methods and processes to maximise competition performance	<ul style="list-style-type: none"> □ An appropriate work method, e.g. such as putting tasks in the logical order of completion.
		5.2 Conduct performance appropriately to meet competition rules	<ul style="list-style-type: none"> □ Learners should give details of how their actions, work methods and processes during performance were in line with competition rules.
		5.3 Solve problems and resolve issues during competition performance	<ul style="list-style-type: none"> □ Learners should demonstrate how problems and barriers were overcome.

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to reflect on competition performance in the pursuit of achieving excellence	5.4	Maintain focus and concentration throughout competition performance	<ul style="list-style-type: none"> □ Learners should demonstrate their level of concentration and focus during the performance.
		6.1	Compare final competition results against performance requirements	<ul style="list-style-type: none"> □ Identify what went well and what did not go so well in relation to personal objectives.
		6.2	Gain feedback from two different but appropriate sources about own performance in competition	<ul style="list-style-type: none"> □ Feedback should be sought from two of the following categories: peers, mentors, scouts, judges and competition staff.
		6.3	Identify areas for future competition improvement in the pursuit of excellence	<ul style="list-style-type: none"> □ Learners should identify weaknesses and set themselves objectives to improve in the pursuit of excellence.

Unit 2: Maximising Skills Performance in a Work-related Setting

Unit reference number: F/504/6284

QCF level: 2

Credit value: 6

Guided learning hours: 35

Unit aim

The aim of this unit is to enable learners to develop the knowledge to maximise their skills performance at this level and to aim for performance excellence in a work-related setting, when demonstrating their selected skills.

Learning outcomes, assessment criteria, unit amplification and assessment guidance

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

Learning outcomes		Assessment criteria		Unit amplification	
1	Know the industry/ sector standards for performing selected vocational skills in a work-related setting	1.1	Identify essential information about an identified set of standards required to demonstrate competence in performance in selected vocational skills in a work-related setting	<ul style="list-style-type: none"> Types of information required are the essential elements of an identified set of standards, e.g. National Occupational Standards, qualification and unit specification, learning outcomes, assessment criteria, work-related performance standards. 	
		1.2	Describe how to improve own work performance in relation to an identified set of industry performance standards	<ul style="list-style-type: none"> Learners should select an identified set of standards, e.g. National Occupational Standards, describe how to meet these, then suggest ways to improve own performance, e.g. ways to exceed once minimum standards are met. Examples could include multi-tasking, preparation beyond minimum expectations, mental attitude, e.g. in control, manage problems calmly, seek advice, anticipate and deal with problems. 	
		1.3	Describe how experts can offer advice on strategies to improve performance of selected vocational skills	<ul style="list-style-type: none"> Learners should describe how experts can offer advice to improve performance, e.g. clarify meaning of standards required, suggest ways of demonstrating improvement and maximising performance, encouragement and support. 	

Learning outcomes		Assessment criteria	Unit amplification
2	Be able to identify areas of own vocational skills capable of improvement to maximise performance	2.1	<p>Identify the challenge in terms of the specific skills elements which need to improve to maximise performance</p> <ul style="list-style-type: none"> □ Challenge could be either existing weakness in a particular area, or an area of strength where the learner could with extra work or practice, excel. □ Learners should either identify areas of weakness and/or strength, i.e. those skills relating to NOS, which need work or improvement or those areas where the learner could excel with extra practice.
		2.2	<p>Discuss the challenge presented by the skills selected with peers and workplace mentor</p> <ul style="list-style-type: none"> □ Learners should identify their own existing competence against identified performance standards.
3	Be able to implement a performance improvement plan for selected skills in the pursuit of excellence	3.1	<p>Identify initial performance standard selected for identified vocational skills</p> <ul style="list-style-type: none"> □ Learners need to select a performance standard for identified vocational skills, e.g. interpretation of standards, range of skills required, other range statements given in unit specification.
		3.2	<p>Follow a performance improvement plan to hone skills for work related performance</p> <ul style="list-style-type: none"> □ Learners need to demonstrate how the performance improvement plan was used to improve skills.
		3.3	<p>Assess level of progress made from practising identified skills</p> <ul style="list-style-type: none"> □ Learners need to use the plan to record own progress and use assessor feedback.

Learning outcomes		Assessment criteria	Unit amplification
4	Know how to mentally prepare before a work-related skills assessment	4.1	Describe factors that could affect own performance in work-related assessments, including the importance of keeping calm and focused under pressure during assessment
		4.2	Describe ways to minimise identified factors affecting work-related assessment performance
		4.3	Develop a plan to mentally prepare in the days leading up to a work-related assessment
		5.1	Prepare work area, ensuring all necessary materials and equipment are available and compliant with work and health and safety requirements
5	Be able to maximise performance of vocational skills for selected industry performance standards in a work related setting	5.2	Select appropriate methods and processes to demonstrate skills effectively
		5.3	Solve problems and resolve issues during assessed performance
		5.4	Demonstrate improvement in performance of selected skills against industry standards
			<ul style="list-style-type: none"> □ Learners should describe factors which are likely to affect them personally, e.g. preparation, practise, availability of resources, distractions, health, mental preparation, stress. □ Learners should describe ways to minimise these personal factors, e.g. practise skills, get advice from others, plan preparation. □ Learners should develop a personal plan, e.g. timeline, milestones. □ Learners need to make preparation, e.g. use list or other strategies to make sure all materials and equipment are available, plan ahead, check to make sure all materials and equipment are ready before assessment and comply with work- place and health and safety requirements. □ Learners need to ensure their work methods comply with industry-standard work methods. □ Learners need to solve problems and resolve issues during assessed performance, e.g. demonstrate ability to plan and think about risks. □ Learners should show improvement against, e.g. selected NOS, industry or work-related standards.

Learning outcomes		Assessment criteria		Unit amplification
6	Be able to reflect on performance of selected range of skills in the pursuit of achieving excellence	5.5	Maintain focus and concentration throughout assessment	<ul style="list-style-type: none"> Learners need to demonstrate focus and concentration, e.g. awareness of possible distractions, strategies to maintain focus.
		6.1	Compare level of performance demonstrated against required criteria from industry/work-related performance standards	<ul style="list-style-type: none"> Learners should compare their personal performance against industry/work-related performance standards, e.g. minimum standards against actual individual's performance.
		6.2	Gain feedback from two different but appropriate sources about own work-related performance	<ul style="list-style-type: none"> Learners should gain feedback, e.g. from peers, mentors, tutors, assessor. It should review level of excellence, e.g. strengths, weaknesses.
		6.3	Identify areas for future work-related improvement using feedback from sources, in the pursuit of excellence	<ul style="list-style-type: none"> Learners should identify areas for future improvement, e.g. practise of specific skills, improved preparation.

Unit 3: **Maximising Skills Performance in Competition**

Unit reference number: J/504/6285

QCF level: 3

Credit value: 6

Guided learning hours: 35

Unit aim

The aim of this unit is to enable learners to develop the understanding to maximise their performance at this level, and to aim for performance excellence in competitions when demonstrating their selected skills.

Learning outcomes, assessment criteria, unit amplification and assessment guidance

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

Learning outcomes		Assessment criteria		Unit amplification	
1	Understand competition performance requirements	1.1	Analyse essential competition documentation and information to determine the implications for performance	<input type="checkbox"/>	Learners will be interpreting competition documentation and information and be able to explain what is required.
		1.2	Reflect on previous competition standards to inform preparation	<input type="checkbox"/>	Learners should make a summary of the performance requirements in the essential documentation.
		1.3	Describe how experts can help to clarify performance requirements of competition	<input type="checkbox"/>	Using the summary, learners should detail how experts could help to clarify areas of uncertainty about performance requirements.
2	Be able to prepare for performance in competition	2.1	Review own personal and technical skills against those needed for competition and identify areas for improvement	<input type="checkbox"/>	Learners should compare level of their own skills against the skills needed for the competition, e.g. time management, communication, organisational, physical and technical skills.
		2.2	Create a training plan to prepare for competition	<input type="checkbox"/>	The training plan should include objectives, timescales and methods of preparation.
		2.3	Use training plan to improve skills for competition	<input type="checkbox"/>	Learners need to demonstrate how they used their training plan to improve their skills.

Learning outcomes	Assessment criteria	Unit amplification
	2.4 Evaluate progress made from practising required skills for competition	<ul style="list-style-type: none"> □ Learners should be encouraged to reflect on how far they have progressed in their preparation.
	2.5 Compare progress of preparation against training plan, identifying areas that may influence the outcome of a competition	<ul style="list-style-type: none"> □ Learners should be aware of key performance indicators and be able to assess their performance level against that in the training plan.
3 Be able to prepare the performance area to maximise achievement of competitive skills	3.1 Lay out competition performance area to maximise success	<ul style="list-style-type: none"> □ Learners should give the reasons for the layout of their work area.
	3.2 Test all equipment and check materials to ensure they meet competition and health and safety standards	<ul style="list-style-type: none"> □ An inventory can be used to ensure that all equipment and materials are ready for the competition.
	3.3 Take precautionary measures to prevent damage, loss or break down of equipment or materials	<ul style="list-style-type: none"> □ Learners should produce an action plan for dealing with any material or equipment failure. They can demonstrate that they can think ahead, plan or anticipate problems and action plan.
4 Be able to mentally prepare before competition to maximise performance	4.1 Discuss factors that could affect own competition performance	<ul style="list-style-type: none"> □ The factors discussed could include, e.g. nerves, environment, lack of sleep, motivation, familiarity with tasks, level of experience.
	4.2 Demonstrate positive steps, suggesting possible strategies to minimise identified factors affecting competition performance	<ul style="list-style-type: none"> □ Learners need to demonstrate the personal positive steps to be /taken, e.g. practise, rest, communication, speaking to tutors, use of theories to ensure better performance.
	4.3 Develop a plan to mentally prepare in the days leading up to competition	<ul style="list-style-type: none"> □ The plan should include dates and times when positive steps will be used to address preparation needs.

Learning outcomes		Assessment criteria	Unit amplification
5	Be able to perform tasks to competition standards	5.1	Select appropriate work methods to maximise competition performance within time constraints
		5.2	Prioritise tasks to achieve best possible outcomes
		5.3	Conduct performance appropriately to meet competition rules
		5.4	Solve problems and resolve issues during competition performance
		5.5	Maintain focus and concentration throughout competition performance
6	Be able to reflect on competition performance and feedback in the pursuit of achieving excellence	6.1	Gain feedback from two different but appropriate sources about performance in competition
		6.2	Evaluate final competition results against required outcomes and feedback
		6.3	Compare own performance against other competitors, identifying strengths and weaknesses
		6.4	Analyse areas for future competition improvement in the pursuit of excellence
			<ul style="list-style-type: none"> □ Learners should be able to choose work methods that are suitable for the time available. □ Learners should be able to prioritise tasks based on level of importance, giving the appropriate time to each task. □ Learners should be able to demonstrate skills to a level deemed advanced by performance requirements. □ Learners should give details of how problems and barriers were overcome. □ Learners should be judged on their level of concentration and focus throughout their entire performance. □ Feedback should be sought from peers, mentors, scouts, judges and competition staff. □ Review and evaluate to what extent the participation requirements were met using feedback and final results. □ Learners should learn from the performance of others by comparing their own performance against others. □ Areas for future improvement analysed could include, e.g. more time needed to practise, developing skills to a higher standard, learning new techniques, more balanced diet and exercise.

Unit 4: Maximising Skills Performance in a Work-related Setting

Unit reference number: L/504/6286

QCF level: 3

Credit value: 6

Guided learning hours: 35

Unit aim

The aim of this unit is to enable learners to develop the understanding to maximise their skills performance and to aim for performance excellence in a work-related setting, when demonstrating their selected skills at this level.

Learning outcomes, assessment criteria, unit amplification and assessment guidance

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

Learning outcomes		Assessment criteria	Unit amplification
1	Understand industry/sector standards for performance of selected vocational skills in a work-related setting	1.1	Analyse essential information about an identified set of standards required for performance of selected vocational skills in a work-related setting
		1.2	Assess how to improve own skills performance to meet an identified set of recognised vocational standards
		1.3	Discuss how experts can offer advice on strategies to improve performance of a selected range of skills
			<ul style="list-style-type: none"> □ Types of information requiring analysis are the essential elements of an identified set of standards, e.g. National Occupational Standards, qualification and unit specification, learning outcomes, assessment criteria. □ Learners should select an identified set of standards, e.g. National Occupational Standards, then assess whether they currently meet these, then suggest ways to improve own performance, e.g. how to exceed once all minimum standards are met, e.g. multi-task, preparation beyond minimum expectations, mental attitude. □ Learners should discuss how experts can offer advice on strategies to improve performance on a range of skills, e.g. clarify meaning of standards required, suggest ways of demonstrating excellent performance, encouragement and support.

Learning outcomes		Assessment criteria	Unit amplification
2	Be able to explain how areas of own vocational skills are capable of improvement to maximise performance	2.1	<p>Explain the challenge in terms of the specific skills elements which need to improve to maximise performance</p> <ul style="list-style-type: none"> □ Challenge could be either existing weakness in a particular area, or an area of strength where the learner could with extra work or practice, excel. □ Learners should either explain areas of weakness and/or strength, i.e. those skills relating to NOS, which need work or improvement or those areas where the learner could excel with extra practice.
		2.2	<p>Discuss the challenge presented by the selected skills elements with peers and workplace mentor</p> <ul style="list-style-type: none"> □ Learners should discuss their own existing competence against identified performance standards with a group consisting of peers, and separately with a workplace mentor as a basis for an improvement plan.
3	Be able to implement a performance improvement plan for selected skills in the pursuit of excellence	3.1	<p>Assess own starting standard of performance for identified vocational skills</p> <ul style="list-style-type: none"> □ Learners need to self assess and select a performance standard for identified vocational skills, e.g. interpretation of standards, range of skills required, other range statements given in unit specification.
		3.2	<p>Review own skills to create a performance improvement plan to prepare for performance</p> <ul style="list-style-type: none"> □ Learners need to create a performance-improvement plan based on their individual review to prepare for performance, e.g. skills analysis, ways to improve each skill, resources and equipment needed to achieve improvements.
		3.3	<p>Follow a performance improvement plan to improve skills for work-related performance</p> <ul style="list-style-type: none"> □ Learners need to demonstrate how they followed their performance-improvement plan and used it to improve their skills.

Learning outcomes		Assessment criteria	Unit amplification
		3.4 Assess level of progress made from practising identified skills	<ul style="list-style-type: none"> □ Learners should use improvement plan to assess and record progress using assessor feedback.
4	Understand how to mentally prepare before a work related skills assessment	<p>4.1 Analyse factors that could affect own performance in work-related assessments, including the importance of keeping calm and focused under pressure during assessment</p> <p>4.2 Assess ways to minimise identified factors affecting work related assessment performance</p> <p>4.3 Develop a plan to mentally prepare in the days leading up to a work related assessment</p>	<ul style="list-style-type: none"> □ Learners should analyse factors which are likely to affect them personally, e.g. preparation, practise, availability of resources, distractions, health, mental preparation, stress. □ Learners should assess ways to minimise these personal factors, e.g. practise skills, get advice from others, plan preparation, consider and prioritise risks. □ Learners should develop a personal plan, e.g. timeline, milestones.
5	Be able to maximise performance of vocational skills for selected industry performance standards in a work related setting	<p>5.1 Prepare work area, ensuring all necessary materials and equipment are available and compliant with work and health and safety requirements</p> <p>5.2 Select appropriate methods and processes to demonstrate skills effectively</p> <p>5.3 Solve problems and resolve issues during assessed performance</p>	<ul style="list-style-type: none"> □ Learners need to make preparation, e.g. use list or other strategies to make sure all materials and equipment are available, plan ahead, check to make sure all materials and equipment are ready before assessment and comply with work- place and health and safety requirements. □ Learners need to ensure their selected work methods comply with industry-standard work methods. □ Learners need to solve problems and resolve issues during assessed performance, e.g. demonstrate ability to plan and think about risks.

Learning outcomes		Assessment criteria	Unit amplification
	5.4	Demonstrate improvement in performance of selected skills against industry standards	<ul style="list-style-type: none"> □ Learners should show improvement against, e.g. selected NOS, industry or work-related standards.
	5.5	Maintain focus and concentration throughout assessment	<ul style="list-style-type: none"> □ Learners need to demonstrate maintaining focus and concentration throughout assessment, e.g. awareness of possible distractions, strategies to maintain focus.
6	6.1	Gain feedback from different but appropriate sources about own work related performance	<ul style="list-style-type: none"> □ Learners should gain feedback, e.g. from peers, mentors, tutors, assessor. □ It should review level of excellence, e.g. strengths, weaknesses.
	6.2	Analyse areas for future work related improvement using feedback from sources, in the pursuit of excellence	<ul style="list-style-type: none"> □ Learners should identify weaknesses and set themselves objectives for future improvement, e.g. practise of specific skills, improved preparation.

13 Further information and useful publications

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

Other sources of information and publications available include:

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

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

Additional resources

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

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14 Professional development and training

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- Ask Edexcel: submit your question online to our Ask Edexcel service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Examples of the Edexcel/BTEC qualification framework for Achieving Excellence in Skills Performance

Progression opportunities within the framework.

Level	General qualifications	BTEC vocationally-related qualifications	BTEC professional/ specialist qualifications	NVQ/occupational
8				
7				Edexcel Level 7 Diploma in Management (QCF)
6				
5		Edexcel BTEC Level 5 HND Diploma examples include e.g. Hospitality, Construction, Hair and Beauty, Business and other sectors (QCF)	Edexcel BTEC Level 5 Award/ Certificate/Diploma in Management(QCF)	Edexcel BTEC Level 5 Diploma in Innovation and Growth (QCF) Edexcel Level 5 Diploma in Management (QCF)
4		Edexcel BTEC Level 4 HNC Diploma include e.g. Hospitality, Construction, Hair and Beauty, Business and other sectors (QCF)	Edexcel BTEC Level 4 Award in Achieving Excellence in Skills Performance (QCF)	Diploma in Business Administration

Level	General qualifications	BTEC vocationally-related qualifications	BTEC professional/ specialist qualifications	NVQ/ occupational
3		Edexcel BTEC Level 3 National Certificate/Subsidiary Diploma/90-credit Diploma in e.g. Hospitality, Construction, Business and other sectors (QCF)	Edexcel BTEC L3 Award in Achieving Excellence in Skills Performance (QCF)	Edexcel Level 3 NVQ in e.g. Business and Administration (QCF) or Edexcel Level 3 Certificate in Management (QCF) Or other sectors
2		Edexcel BTEC Level 2 First Certificate/Extended Certificate/Diploma in e.g. Hospitality, Construction, Business and other sectors (QCF)	Edexcel BTEC L2 Award in Achieving Excellence in Skills Performance (QCF)	Edexcel Level 2 NVQs in e.g. Business and Administration (QCF) or Edexcel Level 2 NVQ Certificate in Marketing (QCF) Or other sectors
1				Edexcel Level 1 NVQ in e.g. Business and Administration (QCF) or other sectors

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