Pearson
BTEC Level 1 Award in Understanding an Entrepreneurial Approach

Pearson
BTEC Level 2 Award in Developing an Entrepreneurial Approach

Pearson
BTEC Level 3 Award in Applying an Entrepreneurial Approach

Specification

First teaching September 2014

Issue 2

Pearson

Edexcel, BTEC and LCCI qualifications

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About Pearson

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Pearson BTEC Level 1 Award in Understanding an Entrepreneurial Approach (QCF)

Pearson BTEC Level 2 Award in Developing an Entrepreneurial Approach (QCF)

Pearson BTEC Level 3 Award in Applying an Entrepreneurial Approach (QCF)

The QNs remain the same.

Summary of Pearson BTEC Level 1, 2 and 3 Awards in an Entrepreneurial Approach specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 8
QCF references removed from unit titles and unit levels in all units	Section 9
Guided learning definition updated	Section 9

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

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

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that 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 that a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that 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 Pearson BTEC Level 1, 2 and 3 Awards in an Entrepreneurial Approach

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. BTECs also provide progression routes to the next stage of education or to employment.

Pearson BTEC qualifications are vocational qualifications from Entry to Level 3 and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for progress to higher-level qualifications or to 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.

Sizes of Pearson BTEC qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

What are Pearson BTEC Level 1, 2 and 3 Awards in an Entrepreneurial Approach?

These qualifications have been developed to support learners, aged 16 and above, in developing a set of personal skills identified by employers as being important in anyone joining their workforce. Employers are very keen that learners finishing school or college have a set of technical skills in their chosen discipline and a series of more rounded and professional skills that will enable them to flourish in employment.

Employers have indicated that their employees need more than vocational skills and qualifications. They need people who can demonstrate a broad portfolio of personal and professional capabilities in order to engage effectively with others to create value. This combination of deep technical expertise in a chosen field, and the wider capabilities of creativity, teamworking, enterprise and other personal qualities, is captured by the idea of `T-Shaped' people. The term `T-Shaped' learner has been used throughout these qualifications, and it may be defined as follows:

> 'The `T-Shaped' learner refers to a learner who is developing a depth of technical expertise in a chosen field, together with the broader, personal capabilities of creativity, teamworking and enterprise as highlighted in this qualification.'

The qualifications have been designed in a size that will fit in a learner's study programme. They can be taught alongside a larger qualification, such as a BTEC National, BTEC First, or Foundation Level Programme, as well as English or mathematics GCSEs. In particular, they will complement a work experience programme. Contextualising these qualifications to a learner's main area of study, for example construction, or health and social care, is encouraged so as to give learners the richest possible learning experience.

The qualifications will support progression to further study and employment. The purpose of the qualifications is to support a learner in developing skills they will use and develop throughout their life and career.

Stakeholder support

Throughout the development of these qualifications we consulted centres and employers through focus groups. Centres and employers wanted the qualifications to address the six key areas that they see as lacking in those currently leaving further education:

- critical thinking and problem solving
- entrepreneurial working practices
- leadership and collaboration
- social responsibility
- lateral thinking
- professional behaviours and attitudes.

They also wanted qualifications that would be suitable for all learners studying full time in further education, regardless of their chosen sector or level of learning. In response to this we have designed the qualifications to ensure that:

- each of the six key areas is covered
- the structure and rules of combination allow learners to study and complete units at more than one level. Those achieving an overall qualification at Level 1, 2 or 3 may choose up to two credits from another level in the qualification
- every learner who undertakes the qualifications will gain an understanding of each key area
- the qualifications can be taught and assessed in the classroom and in the workplace
- the qualifications are of sizes suitable to fit in a study programme and to be taught alongside larger qualifications.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Award in Understanding an Entrepreneurial Approach
Qualification Number (QN)	601/4368/X
Accreditation start date	01/09/2014
Approved age ranges	16–18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	44
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our Access and Recruitment Policy (see Section 8, Access and recruitment).

Qualification title	Pearson BTEC Level 2 Award in Developing an Entrepreneurial Approach
Qualification Number (QN)	601/4370/8
Accreditation start date	01/09/2014
Approved age ranges	16–18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	32
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our Access and Recruitment Policy (see *Section 8, Access and recruitment*)

Qualification title	Pearson BTEC Level 3 Award in Applying an Entrepreneurial Approach
Qualification Number (QN)	601/4369/1
Accreditation start date	01/09/2014
Approved age ranges	16–18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	24
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our Access and Recruitment Policy (see *Section 8, Access and recruitment*).

Qualification title and Qualification Number

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

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in our *UK Information Manual* on our website at qualifications.pearson.com

3 Pearson BTEC Level 1, 2 and 3 Awards in an Entrepreneurial Approach

Objectives of the qualifications

Aims

The specific aims of the Pearson BTEC Level 1, 2 and 3 Award in an Entrepreneurial Approach are to provide:

- a flexible and challenging programme of study for learners, aged 16 and above, interested in developing a set of personal skills identified by employers as being important in anyone joining their workforce
- a broad and balanced programme of study to enable learners to develop the personal and professional capabilities to engage effectively with others in the work environment
- learners with a programme of study that can be taught alongside a larger qualification, such as a BTEC National, or a work experience programme.

Assessment approach

The Pearson BTEC Level 1, 2 and 3 Awards in an Entrepreneurial Approach are internally assessed and externally quality assured.

Progression opportunities

Level 1 learners

A learner who achieves the Pearson BTEC Level 1 Award in Understanding an Entrepreneurial Approach will have developed an understanding, through a variety of assessment methods, of six key areas crucial to developing an entrepreneurial mindset.

Each learner will have an understanding of:

- critical thinking and problem solving and their importance within a workplace setting
- initiative within the workplace and learning context
- how to work collaboratively in both a learning and workplace environment
- social responsibility
- being enterprising and how this can benefit them in their future
- professional attitudes in the workplace.

Achieving this qualification will show that learners understand the benefits of an entrepreneurial approach in the workplace and in their learning environment.

These learners will be able to progress to the Pearson BTEC Level 2 Award in Developing an Entrepreneurial Approach or may go straight into the workplace or further study where the understanding gained in this qualification will continue to support them.

Level 2 learners

A learner who achieves the Pearson BTEC Level 2 Award in Developing an Entrepreneurial Approach will have shown, through a variety of assessment methods, that they have developed an entrepreneurial approach which they can use in their study or within the workplace. Through their achievement of the qualification the learner will have developed:

- critical thinking and problem-solving skills
- entrepreneurial skills
- leadership and collaboration skills
- social responsibility within the local community
- enterprising skills
- professional attitudes for work.

Achieving this qualification will show that learners can demonstrate an entrepreneurial approach in the workplace and in their learning environment.

These learners will be able to progress to the Pearson BTEC Level 3 Award in Applying an Entrepreneurial Approach, or may go straight into the workplace or further study where the understanding gained in this qualification will continue to support them.

Level 3 learners

A learner who achieves the Pearson BTEC Level 3 Award in Applying an Entrepreneurial Approach will have shown, through a variety of assessment methods, that they have developed an entrepreneurial approach which they can use in their study or in the workplace. Through their achievement of the qualification the learner will have developed:

- critical thinking and problem-solving skills for the workplace and the learning environment
- entrepreneurial working practices
- leadership and collaboration in the workplace
- social responsibility for work and community
- enterprising skills
- professional attitudes for work.

Achieving this qualification will show that learners can use an entrepreneurial approach in the workplace and in their learning environment.

These learners will be able to progress straight to the workplace or to further study where the understanding gained in this qualification will continue to support them.

Developing employability skills

Throughout these qualifications, learners will develop a range of personal and employability skills through working with peers and in carrying out work-related activities. Learners can develop, for example:

- project/self-management and independent learning skills through units such as *Unit 2: Understanding Initiative* and *Unit 13: Using Critical Thinking and Problem-solving Skills*
- teamwork and interpersonal skills through units such as *Unit 3: Understand How to Work Collaboratively* and *Unit 18: Demonstrate Professional Attitudes for Work*
- enterprise and entrepreneurial skills through *Unit 8: Develop Entrepreneurial Skills:* and *Unit 14: Entrepreneurial Working Practices*.

4 Qualification structures

Pearson BTEC Level 1 Award in Understanding an Entrepreneurial Approach

The learner will need to meet the requirements outlined below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
Minimum number of credits that must be achieved from Group 1	4
Remaining credits may be achieved within Groups 1 or 2	2

Forbidden combinations for this Award are detailed below the table of units.

Unit	Unit reference number	Units	Level	Credit value	Guided learning hours
Group 1 (A minimum of 4 credits must be achieved from this group.)					
1	D/506/2735	Understand Critical Thinking and Problem Solving	1	1	8
2	H/506/2736	Understanding Initiative	1	1	8
3	Y/506/4323	Understand How to Work Collaboratively	1	1	8
4	M/506/2738	Understand Social Responsibility	1	1	8
5	D/506/4324	Understand Being Enterprising	1	1	8
6	K/506/2740	Understand Professional Attitudes for Work	1	1	8
Group 2 (A maximum of 2 credits may be achieved from this group.)					
7	H/506/4325	Develop Critical Thinking and Problem-solving Skills	2	1	6
8	F/506/2744	Develop Entrepreneurial Skills	2	1	6
9	J/506/2745	Develop Leadership and Collaboration Skills for Work	2	1	6
10	L/506/2746	Develop Social Responsibility in the Local Community	2	1	6
11	R/506/2747	Developing Enterprise Skills	2	1	6
12	H/506/5474	Develop Professional Attitudes for Work	2	1	6

Forbidden combinations

Learners may take either Unit 1 or Unit 7, they may not take both.

Learners may take either Unit 2 or Unit 8, they may not take both.

Learners may take either Unit 3 or Unit 9, they may not take both.

Learners may take either Unit 4 or Unit 10, they may not take both.

Learners may take either Unit 5 or Unit 11, they may not take both.

Learners may take either Unit 6 or Unit 12, they may not take both.

Pearson BTEC Level 2 Award in Developing an Entrepreneurial Approach

The learner will need to meet the requirements outlined below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
Minimum number of credits that must be achieved from Group 1	4
Remaining credits may be achieved within Groups 1, 2 or 3	2

Forbidden combinations for this Award are detailed below the table of units.

Unit	Unit reference number	Unit title	Level	Credit value	Guided learning hours
Group 1 (A minimum of 4 credits must be achieved from this group.)					
7	H/506/4325	Develop Critical Thinking and Problem-solving Skills	2	1	6
8	F/506/2744	Develop Entrepreneurial Skills	2	1	6
9	J/506/2745	Develop Leadership and Collaboration Skills for Work	2	1	6
10	L/506/2746	Develop Social Responsibility in the Local Community	2	1	6
11	R/506/2747	Developing Enterprise Skills	2	1	6
12	H/506/5474	Develop Professional Attitudes for Work	2	1	6
Group 2 (A maximum of 2 credits may be achieved from this group.)					
1	D/506/2735	Understand Critical Thinking and Problem Solving	1	1	8
2	H/506/2736	Understanding Initiative	1	1	8
3	Y/506/4323	Understand How to Work Collaboratively	1	1	8
4	M/506/2738	Understand Social Responsibility	1	1	8
5	D/506/4324	Understand Being Enterprising	1	1	8
6	K/506/2740	Understand Professional Attitudes for Work	1	1	8

Unit	Unit reference number	Units	Level	Credit value	Guided learning hours
Group 3 (A maximum of 2 credits may be achieved from this group.)					
13	J/506/3197	Using Critical Thinking and Problem-solving Skills	3	1	4
14	R/506/3199	Entrepreneurial Working Practices	3	1	4
15	J/506/3202	Leadership and Collaboration for Work	3	1	4
16	L/506/3203	Social Responsibility for Work and Community	3	1	4
17	J/506/3281	Using Enterprising Skills	3	1	4
18	H/506/3207	Demonstrate Professional Attitudes for Work	3	1	4

Forbidden combinations

Learners taking Unit 7 may not take Unit 1 or Unit 13.
Learners taking Unit 8 may not take Unit 2 or Unit 14.
Learners taking Unit 9 may not take Unit 3 or Unit 15.
Learners taking Unit 10 may not take Unit 4 or Unit 16.
Learners taking Unit 11 may not take Unit 5 or Unit 17.
Learners taking Unit 12 may not take Unit 6 or Unit 18.

Learners may take Unit 1 or Unit 13, they may not take both.
Learners may take Unit 2 or Unit 14, they may not take both.
Learners may take Unit 3 or Unit 15, they may not take both.
Learners may take Unit 4 or Unit 16, they may not take both.
Learners may take Unit 5 or Unit 17, they may not take both.
Learners may take Unit 6 or Unit 18, they may not take both.

Pearson BTEC Level 3 Award in Applying an Entrepreneurial Approach

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
Minimum number of mandatory credits that must be achieved at Level 3	4
Remaining credits may be achieved within Groups 1 or 2	2

Forbidden combinations for this Award are detailed below the table of units.

Unit	Unit reference number	Units	Level	Credit value	Guided learning hours
Group 1 (A minimum of 4 credits must be achieved from this group.)					
13	J/506/3197	Using Critical Thinking and Problem-solving Skills	3	1	4
14	R/506/3199	Entrepreneurial Working Practices	3	1	4
15	J/506/3202	Leadership and Collaboration for Work	3	1	4
16	L/506/3203	Social Responsibility for Work and Community	3	1	4
17	J/506/3281	Using Enterprising Skills	3	1	4
18	H/506/3207	Demonstrate Professional Attitudes for Work	3	1	4
Group 2 (A maximum of 2 credits must be achieved from this group.)					
7	H/506/4325	Develop Critical Thinking and Problem-solving Skills	2	1	6
8	F/506/2744	Develop Entrepreneurial Skills	2	1	6
9	J/506/2745	Develop Leadership and Collaboration Skills for Work	2	1	6
10	L/506/2746	Develop Social Responsibility in the Local Community	2	1	6
11	R/506/2747	Developing Enterprise Skills	2	1	6
12	H/506/5474	Develop Professional Attitudes for Work	2	1	6

Forbidden combinations

Learners may take either Unit 13 or Unit 7, they may not take both.

Learners may take either Unit 14 or Unit 8, they may not take both.

Learners may take either Unit 15 or Unit 9, they may not take both.

Learners may take either Unit 16 or Unit 10, they may not take both.

Learners may take either Unit 17 or Unit 11, they may not take both.

Learners may take either Unit 18 or Unit 12, they may not take both.

5   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 sectors
- 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.

Centres must make sure that any legislation referred to in the units is up to date and current.

Centre resource requirements

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

General resource requirements

- 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.

6 Assessment

Centre-devised assessment (internal assessment)

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

To avoid over assessment, centres are encouraged to link delivery and assessment across units.

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

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

There is more guidance about internal assessment on our website.

7 Centre recognition, and approval and quality assurance

Centres that have not previously offered Pearson BTEC qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete a Centre Approval Form.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Pearson centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including Level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

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. We 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.

Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported.

Pearson 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
- Pearson 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 Pearson. 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 for the programmes in this specification 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
- an overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes
- availability of Online Support for Centre Assessors (OSCA) materials after Lead Internal Verifier standardisation.

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.

For further details, please go to our *UK BTEC Quality Assurance Handbook* on our website at qualifications.pearson.com

8   Access to Pearson BTEC qualifications

Access and recruitment

Approved centres must select learners who will benefit from the qualification as judged by their interest, aptitude and progression expectations.

Our policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- there should be no barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications
- there should be a fair and open access and recruitment process

Centres are required to recruit learners to Pearson BTEC 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 the Section *Access to qualifications for learners with disabilities or specific needs*.

Recognition of Prior Learning and Achievement

Recognition of Prior Learning and Achievement (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.

We encourage 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 the policy document *Recognition of Prior Learning Policy and Process*, which is on our website.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson'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 qualifications.pearson.com

9 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

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

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

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

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

Learning outcomes of a unit 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.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Units

Unit 1: Understand Critical Thinking and Problem Solving

Unit reference number: D/506/2735

Level: 1

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is to help learners to understand the skills of critical thinking and problem solving. They will do this through developing an understanding of the purpose of being able to reason and think objectively while preparing for work or taking studies. This approach will encourage the learner to understand how to become more critical in their thinking, always questioning whether ideas, arguments and findings are sufficient and represent the whole picture, rather just accepting what is given. This approach typifies the `T-Shaped' learner.

This unit will encourage learners to become more `T-Shaped' in their thinking and have the opportunity to consider which skills would be used to resolve work-related problems.

Essential resources

There are no special resources needed for this unit.

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 what critical thinking and problem-solving skills are	1.1	Identify critical thinking skills	• *Critical thinking skills*: being able to reason and question ideas; accepting others' points of view; making reasonable and intelligent decisions; making judgements
		1.2	Identify problem-solving skills	• *Problem-solving skills*: using different ways to identify solutions to problems, e.g. in a team situation, using manuals, asking others
2	Know ways to use critical thinking and problem-solving skills	2.1	Identify an issue that needs resolving	• *Issue*: e.g. changes to situations, communication difficulties; agreeing scope of issue
		2.2	Use critical thinking and problem-solving skills to resolve the issue	• *Skills*: read and understand information; giving own point of view and clear reasons for choices; answering questions when presenting solutions

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities in which they are involved during class activities or their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new critical thinking or problem-solving skills or knowledge from the tasks and activities.

Learners can practise developing their critical thinking skills through using plenty of case study exercises and role play based on on-the-job problems and issues. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1 and 1.2, the learner must identify what is meant by critical thinking and problem-solving skills, giving at least two examples of each.

For AC2.1 and 2.2, the learner must select a work-related issue that needs resolving. They should then outline the skills needed to resolve it. Evidence used could be a role-play activity or from the learner's own experience and may be videoed or provided in the form of a witness statement from the tutor or line manager, together with an oral or written account by the learner.

Suggested resources

Book

Brink-Budgen R – *Critical Thinking for Students: Learn the Skills of Analysing, Evaluating and Producing Arguments* 4th edition (How To Books Ltd, 2010) ISBN 1845283864

Website

www.talentlens.com/   Critical thinking model

Unit 2: Understanding Initiative

Unit reference number: H/506/2736

Level: 1

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is for learners to understand how using initiative will enable them to become more efficient and productive at work through working smarter and organising themselves effectively. This will encourage the learner to become more `T-Shaped' in their approach by taking the initiative and working independently without too much support.

Essential resources

There are no special resources needed for this unit.

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 what initiative is	1.1	Define initiative	☐ *Initiative*: being proactive; working independently with little support; finding out what needs to be done; improving organisational skills
2	Know the benefits of using initiative	2.1	Outline the benefits of using initiative	☐ *Benefits:* gaining new skills; using new technologies, e.g. social media for marketing and networking; improving work/life balance; developing time management skills; increasing efficiency and productivity; building self-confidence
3	Be able to identify initiative taking skills	3.1	Outline initiative taking skills	☐ *Skills:* when organising and planning own work; working with others; skills, e.g. assertiveness, problem solving, decision making

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities in which they are involved in their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new smarter working skills or knowledge from the tasks and activities.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. Assignments should be set within a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1, the learner must state what is meant by initiative and give at least two examples of how to use it in the workplace.

For AC2.1, the learner needs to identify at least two benefits of using initiative relevant for either the workplace or own studies.

For AC3.1, the learner needs to identify the initiative taking skills they could use in at least two identified work or study situations. Evidence used could be from either role-play scenarios or the learner's own experience and may be videoed or provided in the form of a witness statement by the tutor or line manager, together with an oral or written account by the learner.

Suggested resources

Book

Williams K, Reid M – *Time Management (Pocket Study Skills)*
(Palgrave Macmillan, 2011) ISBN 0230299601

Website

www.worksmart.org.uk/career/working_smarter	Working rights and career advice provided by the Trade Union Congress (TUC)

Unit 3: Understand How to Work Collaboratively

Unit reference number: Y/506/4323

Level: 1

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is to help learners understand how to work well with other people to achieve a task. They will do this through understanding that to collaborate effectively is a feature of a `T-Shaped' learner, and that often working in this way means more is achieved. The unit will enable learners to understand the skills needed for effective collaboration, including ways to contribute, listen to and take on others' suggestions.

Learners will practise teamworking skills by taking the lead in a group or an activity and will gain understanding of the importance of motivating others to complete a task. The unit will also help learners to become more `T-Shaped' in their social skills mindset through understanding how to be accountable for their actions.

Essential resources

There are no special resources needed for this unit.

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 skills needed to work collaboratively	1.1	Define collaboration	□ *Collaboration:* taking responsibility when working with others to achieve shared goal; listening to others; contributing own ideas; collaborating with learners and staff in centre
		1.2	Outline the skills needed to work collaboratively	□ *Skills for working collaboratively*: goal setting, setting SMART objectives; time management, e.g. meeting deadlines; interpersonal communication skills
2	Understand the benefits of working collaboratively	2.1	Describe the benefits of working collaboratively	□ *Benefits of working collaboratively:* contributing to the business in terms of productivity and efficiency; using strengths of individual team members; Belbin team roles; fostering innovation; discussing problems; giving feedback

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new leadership and collaboration skills or knowledge from the tasks and activities.

For learning outcome 1, a suitable group activity could be a discussion on collaboration and teamworking skills, with examples of activities that require these skills. Learners can practise setting SMART goals. For learning outcome 2, learners will need to research the benefits of working collaboratively and can use their classroom- or work-placement situations to reflect on it.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1 and 1.2, the learner must describe what is meant by collaboration and outline at least two skills needed to work collaboratively.

For AC2.1, the learner needs to describe at least two benefits of working collaboratively, using examples from their own experience to illustrate this.

Suggested resources

Books

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 2009) ISBN 0330504231

Belbin M – *Team Roles at Work 2nd Edition* (Butterworth-Heinemann, 2010) ISBN 1856178005

Websites

www.belbin.com	Dr Meredith Belbin's website with resources and downloads on team roles
www.businessballs.com	Learning resources and ideas for team roles

Unit 4: Understand Social Responsibility

Unit reference number: M/506/2738

Level: 1

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is for learners to understand how a commercial environment impacts on the local community. In this unit learners will examine the social responsibilities of living in a local community and the influence of the sector the learner is studying/working in on the local community.

This unit will enable learners to develop a `T-Shaped' approach through cultural and social awareness. Learners will understand that engaging in socially responsible practices allows individuals, organisations and governments to have a positive impact on development, business and society through a positive contribution to change.

Essential resources

There are no special resources needed for this unit.

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 what social responsibility is	1.1	Define social responsibility	☐ *Social responsibility*: the ethical and responsible behaviour of people and organisations toward social, cultural, economic and environmental issues; awareness of actions on others
		1.2	Outline ways to be socially responsible	☐ *Ways to be socially responsible:* own and others' actions in relation to the environment, people and the community, e.g. recycling, energy conservation; aligning with causes; being morally responsible, empathy; promoting social responsibility in the supply chain
2	Know the benefits of social responsibility	2.1	Identify the benefits of social responsibility	☐ *Benefits:* has a positive impact for individuals, organisations and governments; enhanced business image; motivated staff through involvement in campaigns; impact on development, customer loyalty and profits

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new social and cultural awareness from the tasks and activities.

This unit can be delivered through group discussion and research into the ethical values, activities and issues faced by different companies. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved through either one holistic assignment designed to assess all assessment criteria within a level or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1, the learner must define what social responsibility is and give examples of at least two social responsibilities.

For AC1.2, the learner must outline ways to be socially responsible and the impact their actions can have on the environment, people and the community, for example recycling, energy conservation, being morally responsible, empathy, promoting responsible behaviour in a supply chain.

For AC2.1, the learner needs to identify the benefits of social responsibility, giving one example each of acting responsibly, for the individual, organisations, and the government.

Suggested resources

Book

Bowie N E, Schnieder M – *Business Ethics for Dummies* (John Wiley & Sons, 2011) ISBN 0470600330

Websites

www.businesscasestudies.co.uk	*Times* 100 case studies on business ethics and CSR
www.cipd.co.uk/hr-resources/factsheets/ diversity-workplace-overview.aspx	Factsheet on diversity in the workplace
www.ethicalconsumer.org	Forums on ethical products and services
www.tutor2u.net/business/strategy/business-ethics-introduction.html	Summarises fundamentals of business ethics

Unit 5: Understand Being Enterprising

Unit reference number: D/506/4324

Level: 1

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is for learners to develop understanding and knowledge of the characteristics of being enterprising for work or studies. This approach will encourage the learner to demonstrate skills of a `T-Shaped' learner who has high levels of interest, curiosity and creativity in their work or subject.

In this unit, learners will understand how to tackle challenging problems with confidence. They will research techniques and behaviours for being creative at work to enable them to recognise when mistakes are made, challenging self and others to consider unpopular positions and explore alternative solutions.

Essential resources

There are no special resources needed for this unit.

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 meaning of being enterprising	1.1	Define resourcefulness in the context of being enterprising	☐ *Resourcefulness*: being able to use initiative in difficult situations; being curious and showing high levels of interest in their work or studies; having a desire to know or a `spark' of interest that leads to enquiry through exploration and investigation, questioning; perseverance
		1.2	Define creativity in the context of being enterprising	☐ *Creativity:* ability to view things in a different way; developing ideas and making changes; risk taking, e.g. willingness to make mistakes, challenging self and others to consider unpopular positions, tackling extremely challenging problems
2	Understand the benefits of being enterprising	2.1	Describe the benefits of being enterprising	☐ *Benefits:* adding value to work and studies; resolving challenges, challenging own work practices; taking responsible risks; employability skills

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new enterprising skills or knowledge from the tasks and activities.

To generate ideas and unlock creativity, learners can practise using a range of different techniques. Learners should be introduced to as many techniques as possible so that they can explore ways to help them find different ways of doing things. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. Assignments should be set within a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1, the learner must define what is meant by resourcefulness for work or study and outline at least two skills or qualities of a resourceful person.

For AC1.2, the learner must define what is meant by being creative in a work or study context, and give at least two examples of how creativity can be applied to challenging problems.

For AC2.1, the learner needs to describe how being enterprising benefits the individual and the organisation, giving one example of each.

Suggested resources

Book

De Bono E – *How to have creative ideas: 62 exercises to develop the mind* (Vermilion, 2007) ISBN 009191048X

Website

www.enchantedmind.com   Creativity techniques and puzzles

Unit 6: Understand Professional Attitudes for Work

Unit reference number: K/506/2740

Level: 1

Credit value: 1

Guided learning hours: 8

Unit aim

The aim of this unit is for learners to recognise sets of behaviours and attitudes required for work and understand how these can determine the quality of working relationships and affect productivity. Learners will understand how this impacts on factors such as potential pay rises and promotions.

This approach will encourage the learner to become more `T-Shaped' in their thinking by considering how they can develop their own set of behaviours and attitudes successfully. Through reflecting on work placements, they will show an understanding of the impact of professional behaviours and attitudes.

Essential resources

There are no special resources needed for this unit.

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 about professional attitudes	1.1	Define being professional	☐ *Professional:* communicate effectively; attitude and behaviour; developing skills, perform to best of ability; being competent; using business language relevant to the sector or industry
		1.2	List professional attitudes	☐ *Professional attitudes:* time management, leadership, ethical approaches, determination and emotional intelligence
2	Know benefits of having a professional attitude	2.1	Identify benefits of being professional	☐ *Benefits:* to the business, e.g. to project an image, customer loyalty, maintaining standards, agreed values; to the customer, e.g. quality, reliability, excellent customer service; how professional standards contribute to business success

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new professional behaviours and attitudes from the tasks and activities.

For delivery, tutors should create opportunities for learners to develop a set of professional attitudes that relate to their subject area. Learners should use these attitudes to identify their own personal qualities and skills and be encouraged to identify areas for improvement. These skills and qualities can be developed through a variety of resources, such as work experience and collaboration. Learners also need the opportunity to attend events that enable them to meet professionals and industry-related businesses

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous learner work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

To achieve a pass, learners must show evidence of attending events. This may be a reflective journal, blog, photos, videos etc. Learners may carry out a case study of a local business and produce evidence of how the business meets local needs.

Learners also need to show how they have developed skills and qualities and how they compare to the professional values of their own subject area. Evidence should be presented creatively and learners encouraged to use resources such as emails, witness statements, reflective logs, recordings, reports, posters, blogs and articles.

For AC1.1, learners must define what is meant by being professional and give at least two examples of a professional person.

For AC1.2, the learner must list at least two professional attitudes expected in the workplace.

For AC2.1, the learner must identify at least two benefits to the business and two benefits to the customer of being professional.

Suggested resources

Book

Anderson L and Bolt S – *Professionalism in the Workplace* (Prentice Hall, 2011) ISBN 978-0132624664

Unit 7:   Develop Critical Thinking and Problem-solving Skills

Unit reference number: H/506/4325

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

The aim of this unit is for learners to develop the skills of critical thinking and problem solving. They will do this through learning how to apply the ability to reason and think objectively while studying or at work. This approach will encourage the learner to become more critical in their thinking, always questioning whether ideas, arguments and findings are sufficient and represent the whole picture, rather just accepting what is given. This approach typifies the `T-Shaped' learner.

This unit will enable learners to become more 'T-Shaped' in their thinking and to give clear reasons for choices and decisions made. The unit will them opportunities to see different points of view and communicate them effectively. Learners will have the opportunity to use different information to solve problems, and research information and present it in an organised way.

Essential resources

There are no special resources needed for this unit.

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	Understand the purpose of critical thinking and problem-solving skills	1.1	Explain how critical thinking and problem-solving skills are used	☐ *Critical thinking and problem-solving skills*: identifying, analysing, and evaluating arguments; accepting others' points of view; making reasoned choices
		1.2	Describe the benefits of using critical thinking and problem-solving skills	☐ *Using skills:* deeper learning when completing studies; developing better job knowledge; solution-focused approach to work
2	Be able to use critical thinking and problem-solving skills for a given scenario	2.1	Identify a problem that needs solving for work or study	☐ *Problem:* e.g. changes to situations, communication difficulties; agreeing scope of issue with tutor/line manager
		2.2	Use critical thinking and problem-solving skills to solve the problem	☐ *Applying skills*: analysing issue, giving clear reasons for choices; using different information; reviewing the quality of information presented; presenting solutions in an organised way; communicating effectively
		2.3	Assess own critical thinking and problem-solving skills	☐ *Self-assessment:* identifying own characteristics, e.g. enquiring, open minded, questioning, seeing others' points of view, welcoming criticism, taking initiative, identifying and analysing problems

Information for tutors

Delivery

To achieve this unit, learners could be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would therefore be helpful for tutors to encourage learners to think about how they can show that they have gained new critical thinking or problem-solving skills or knowledge from the tasks and activities.

Learners can practise developing their critical thinking skills through using plenty of case-study exercises and role play based on on-the-job problems and issues. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed, with learners showing examples of previous. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1 and 1.2, the learner must explain how critical thinking and problem-solving skills are used and give at least two examples of how they have used these skills in the workplace or in their studies. They should describe the benefits of using these skills for either themselves or the workplace.

For AC2.1 and 2.2, the learner must select a problem that needs resolving and agree it with the tutor. They must then demonstrate applying critical thinking and problem-solving skills to address the problem. The learner should detail the process used and apply this to the workplace. Evidence used must be from the learner's own experience and may be videoed or provided in the form of a witness statement by the tutor or line manager, together with an oral or written account by the learner.

For AC2.3, the learner needs to assess how well they used their critical thinking and problem-solving skills in terms of resolving the problem. They could use a paper-based checklist or an electronic self-assessment tool to rate their skills.

Suggested resources

Book

Brink-Budgen R – *Critical Thinking for Students: Learn the Skills of Analysing, Evaluating and Producing Arguments* 4th edition (How To Books Ltd, 2010)
ISBN 1845283864

Website

www.talentlens.com   Critical thinking model

Unit 8: Develop Entrepreneurial Skills

Unit reference number: F/506/2744

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

The aim of this unit is for learners to develop awareness of and confidence in their attitude and behaviours at work and to know how to organise themselves effectively to achieve and accomplish a task. This will enable the learner to work smarter through demonstrating the entrepreneurial skills of a 'T-Shaped' learner who can take the initiative and work independently without too much support. Learners will develop skills that show commitment, determination and bring energy to their work.

This unit will enable learners to read and summarise information while understanding how it can add value to the task. Learners will have the opportunity to use different technologies to communicate with others and to use technology to support learning.

Essential resources

There are no special resources needed for this unit.

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	Understand the purpose of developing entrepreneurial skills	1.1	Explain entrepreneurial skills	☐ *Entrepreneurial skills*: using initiative; commitment; having determination; working independently with little support; being self-motivated; creative thinking
		1.2	Describe when entrepreneurial skills might be useful	☐ *Using skills:* for entrepreneurial activities; to increase efficiency and productivity; to make decisions; when working with others; for smarter working practices, e.g. using new technologies, e.g. social media for marketing and networking; work/life balance; improving time management skills
2	Be able to use entrepreneurial skills	2.1	Use entrepreneurial skills for identified activities	☐ *Activities*: selecting activities and agreeing with tutor or line manager; applying entrepreneurial skills
		2.2	Assess own entrepreneurial skills	☐ *Assessment*: identification of entrepreneurial skills; self-review through keeping a reflective log; review with workplace supervisor; use and transferability of new skills and knowledge

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new entrepreneurial skills or knowledge from the tasks and activities.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- p/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of their previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved through either one holistic assignment designed to assess all assessment criteria in a level or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1 and 1.2, the learner must explain what is meant by entrepreneurial skills, and describe when these skills could be used, giving at least two examples.

For AC2.1, the learner must demonstrate using entrepreneurial skills by using initiative and working smarter for at least two identified work- or study-related activities, confirming suitability with the tutor. They should detail the process used, and apply this to the work activities. Evidence used must be from the learner's own experience and may be videoed or provided in the form of a witness statement by the tutor or line manager, together with an oral or written account by the learner.

For AC2.2, the learner needs to assess how well they used their entrepreneurial skills in terms of applying them to work activities. They could use a paper-based checklist or an electronic self-assessment tool to rate their skills.

Suggested resources

Book

Williams K, Reid M – *Time Management (Pocket Study Skills)* (Palgrave Macmillan, 2011) ISBN 0230299601

Website

www.worksmart.org.uk/career/ working_smarter

Working rights and career advice provided by the TUC

Unit 9: Develop Leadership and Collaboration Skills for Work

Unit reference number: J/506/2745

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

The aim of this unit is for learners to demonstrate the wider skills of collaboration, leadership and accountability. Collaboration is about working with others to achieve a task. Being able to collaborate effectively means working well with other people, and often working in this way means more is achieved. This unit will enable learners to develop the skills required for effective collaboration, including ways to contribute, listen to and take on others' suggestions.

Learners will practise using leadership skills by taking the lead in a group or an activity, and motivating them to complete a task. This unit will encourage learners to develop a social skills mindset by demonstrating accountability for their actions, being ambitious, being able to meet high standards and personal goals, and having a positive work ethic such as being punctual and reliable.

Essential resources

There are no special resources needed for this unit.

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	Understand the purpose of collaboration and leadership skills	1.1	Explain the importance of using collaborative skills for work	□ *Collaboration:* taking responsibility when working with others to achieve shared goal; listening to others; contributing own ideas; collaborating with learners and staff in centre □ *Skills for working with others:* goal setting, setting SMART objectives; time management, e.g. meeting deadlines; interpersonal communication skills □ *Accountability:* understanding own role and responsibilities and those of others; taking responsibility; challenging views of others; leadership
		1.2	Describe how leadership skills contribute to a group activity	□ *Leadership:* leading in a way that is appropriate to the situation and people involved, e.g. giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively, problem-solving skills to make effective decisions

Learning outcomes			Assessment criteria		Unit amplification
2	Be able to use collaboration and leadership skills to achieve a shared goal	2.1	Identify a suitable work activity to use leadership and collaboration skills		☐ *Suitable work activity:* considering own strengths and weaknesses; discussing with tutor/line manager and agreeing suitability of activity; choosing an activity that can be completed appropriately
		2.2	Use collaboration and leadership skills to achieve a shared goal		☐ *Applying skills:* agreeing goals; making a positive contribution; ensuring excellent progress in work, meeting deadlines; having a positive attitude to work; being accountable for decisions made; challenging the views of others where appropriate; communication skills, e.g. active listening, speaking; enthusiasm; motivational skills, e.g. encouraging others, allocating tasks, providing guidance and support, discussing problems, giving feedback
		2.3	Assess own leadership and collaboration skills		☐ *Self-assessment:* self-review through keeping a reflective log; review with workplace supervisor; use and transferability of new skills and knowledge

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new leadership and collaboration skills or knowledge from the tasks and activities.

For learning outcome 1, a suitable group activity could be a discussion on leadership and collaboration skills, with examples of activities that require these skills. For learning outcome 2, learners will need an opportunity to demonstrate some of the features of leadership as well as working in collaboration.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

This unit is internally assessed by the centre. The unit can be achieved either one holistic assignment designed to assess all assessment criteria in a level through or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1, the learner must explain the importance of at least two of the collaborative skills needed to work effectively with others.

For AC1.2, the learner needs to describe how their leadership skills would contribute to a given activity.

Evidence for learning outcome 1 could be from a group discussion showing the individual contribution of the learner, or an individual discussion with the tutor or line manager. This could be an audio or video record, a presentation supported by a witness testimony/observation report, or a written account.

For AC2.1 and 2.2, the learner needs to demonstrate using leadership and collaboration skills for a defined activity to achieve a shared goal. The learner should identify what the shared goal is, carry out the role of leader, demonstrate active listening skills and respond appropriately, challenging, where appropriate, the views of others. Evidence will also show the learner has completed an action plan with at least two SMART goals. The learner will demonstrate a positive attitude to work through feedback from colleagues and/or other stakeholders.

Evidence used must be from the learner's own experience and may be videoed or provided in the form of a witness statement by the tutor or line manager, together with an oral or written account by the learner.

For AC2.3, the learner must reflect on how well they have used leadership and collaboration skills for the defined activity. Learners should keep a reflective log and consider what went well, what did not go as planned, and what they would do differently next time.

Suggested resources

Books

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 2009) ISBN 0330504231

Belbin M – *Team Roles at Work 2nd edition* (Butterworth-Heinemann, 2010) ISBN 1856178005

Websites

www.belbin.com	Dr Meredith Belbin's website with resources and downloads on team roles
www.businessballs.com	Learning resources and ideas for team roles

Unit 10: Develop Social Responsibility in the Local Community

Unit reference number: L/506/2746

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

The aim of this unit is for learners to contribute to the community through actively participating in a local initiative. Learners will examine how a commercial environment has an impact on the local, national and, in certain cases, international communities. In this unit learners will understand the rights and obligations of living in a local community, and the influence of the sector in which the learner is studying/working.

This unit will enable learners to develop a cultural and social awareness, particularly the relevance of a diverse society and the contribution others bring to a task. Learners will understand that engaging in socially responsible practices allows individuals, organisations and governments to have a positive impact on development, business and society through a positive contribution to change.

Essential resources

There are no special resources needed for this unit.

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	Understand the purpose of social responsibility for the local community	1.1	Describe social responsibilities in a local community	□ *Social responsibilities*: e.g. the rights and duties of living and working within own local community
		1.2	Explain how actively participating in local initiatives can impact the community as a whole	□ *Impact:* own and others' actions on the environment, people and the community, e.g. recycling, energy conservation, being morally responsible, empathy, promoting responsible behaviour in a supply chain, where applicable
2	Be able to contribute to a local socially responsible initiative	2.1	Demonstrate social responsibility by contributing to an activity for a local initiative	□ *Activity:* suitability of initiative to be agreed with tutor/line manager; having a positive attitude; showing respect for others
		2.2	Assess own social responsibility and contribution to the local initiative	□ *Assessment*: how activity impacted on the community; how to promote responsible behaviour; self-review through keeping a reflective log; review with workplace supervisor

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new social and cultural awareness from the tasks and activities.

This unit can be delivered through group discussion and research into the ethical values, activities and issues faced by different companies. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. It can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1, the learner must describe at least two social responsibilities, giving examples.

For AC1.2, the learner must explain the impact their actions can have on the environment, people and the community, for example recycling, energy conservation, being morally responsible, empathy, promoting responsible behaviour in a supply chain.

For AC2.1, the learner needs to participate in at least one local initiative. They should demonstrate a responsible working attitude. Evidence used must be from the learner's own experience and may be videoed or provided in the form of a witness statement by the tutor or line manager, together with an oral or written account by the learner.

For AC2.2, the learner must assess their own social responsibility and the contribution they brought to the activity and organisation. Learners should keep a reflective log and consider how the activity impacted on the community, and how they demonstrated and promoted responsible behaviour.

Suggested resources

Book

Bowie N E, Schnieder M – *Business Ethics for Dummies* (John Wiley & Sons, 2011) ISBN 0470600330

Websites

www.businesscasestudies.co.uk	*Times* 100 case studies on business ethics and CSR
www.cipd.co.uk/hr-resources/ factsheets/diversity-workplace-overview.aspx	Factsheet on diversity in the workplace
www.ethicalconsumer.org	Forums on ethical products and services
www.tutor2u.net/business/strategy/business-ethics-introduction.html	Summaries of the fundamentals of business ethics

Unit 11: Developing Enterprise Skills

Unit reference number: R/506/2747

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

The aim of this unit is to give learners the skills and knowledge needed to develop the entrepreneurial characteristics of curiosity and creativity for work. This approach will encourage the learner to demonstrate skills of a `T-Shaped' learner who has high levels of interest, curiosity and creativity in their work or study. Learners will be able to show that they can develop ideas through exploration and investigation to add value in their work or study.

Learners will develop skills that give them the confidence to be able to tackle challenging problems. They will use techniques and behaviours for being creative at work that will enable them to recognise when mistakes are made, to challenge self and others to consider unpopular positions, and to explore alternative solutions.

Essential resources

There are no special resources needed for this unit.

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	Understand the purpose of enterprising skills	1.1	Explain enterprising skills	□ *Enterprising skills:* being curious, e.g. showing high levels of interest in work or subject; having a desire to know or a `spark' of interest that leads to enquiry through exploration and investigation, questioning; being creative, e.g. ability to view things in a different way, developing ideas and making changes; risk taking, e.g. willingness to make mistakes, challenging self and others to consider unpopular positions, tackling extremely challenging problems
		1.2	Describe when enterprising skills might be used	□ *Using skills:* adding value to work and studies; resolving challenges, challenging own work practices
2	Be able to use enterprising skills	2.1	Select a suitable work activity to demonstrate enterprising skills	□ *Work activity*: choosing a suitable activity; agreeing with tutor or line manager; problem that needs solving, e.g. resource issues, finance, cash flow, customer problems, quality assurance
		2.2	Use enterprising skills to develop new ideas to improve the work activity	□ *Applying skills:* working in a group to explore and investigate a work-related problem; develop ideas and make changes to resolve the problem; being confident
		2.3	Assess own enterprising skills	□ *Self-assessment:* self-review through keeping a reflective log; strengths and weaknesses; review with workplace supervisor; use and transferability of new skills and knowledge; identification of issues; application of solutions; setting short-term goals for improvement

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained curiosity and creativity skills or knowledge from the tasks and activities.

To generate ideas and unlock creativity, learners can practise using a range of different techniques. They should be introduced to as many techniques as possible, so that they can explore ways to help them find different ways of doing things. These techniques should then be applied to solving their problem.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of their previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. It can be achieved either through one holistic assignment designed to assess all assessment criteria within a level or through several smaller assignments. The assignment should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1, the learner must explain what enterprising skills are and give at least two examples of them.

For AC1.2, the learner must describe when enterprising might be used for work or study, for example the importance of being creative to resolve challenging problems at work, including the role of risk taking. At least two examples of challenging problems from the learner's own experience at work or study should be given to illustrate this.

For AC2.1 and 2.2, the learner needs to demonstrate using enterprising skills to develop new ideas to improve a defined work activity. This work activity does not have to be complex but must include a problem that allows the learner to be able to demonstrate curiosity and creativity skills. It is important to agree the activity/problem beforehand with the tutor or line manager. The learner should identify the activity that needs improving, demonstrating they can view things in a different way. Evidence should also show the learner leading an investigation to find solutions to the problem. Evidence may be videoed or provided in the form of a witness statement by the tutor or line manager, together with an oral or written account by the learner.

For AC2.3, the learner must assess how well they have used enterprising skills to improve the work activity. Learners should keep a reflective log and identify areas for improvement by considering what went well, what did not go as planned, and what they would do differently next time.

Suggested resources

Book

De Bono E – *How to have creative ideas: 62 exercises to develop the mind* (Vermilion, 2007) ISBN 009191048X

Website

www.enchantedmind.com   Creativity techniques and puzzles

Unit 12: Develop Professional Attitudes for Work

Unit reference number: H/506/5474

Level: 2

Credit value: 1

Guided learning hours: 6

Unit aim

The aim of this unit is for learners to recognise sets of behaviours and attitudes required for work and demonstrate that they are working to develop them. Behaviours and attitudes can determine the quality of working relationships and affect productivity. Learners will understand how this behaviours and attitudes have an impact on factors such as pay rises and promotions.

This approach will encourage the learner to demonstrate the skills of a 'T-Shaped' learner who can successfully develop their own set of behaviours and attitudes required for the workplace. Through reflecting on work placements, learners will show an understanding of the impact of professional behaviours and attitudes.

Throughout the unit, it is important that learners develop their use of simple business language and recognise the generic terms used throughout industry and those specific to their subject area.

Essential resources

There are no special resources needed for this unit.

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	Understand the purpose of professional attitudes for work	1.1	Explain professional attitudes for work	☐ *Professional attitudes:* time management, leadership, ethical approaches, determination and emotional intelligence; commercial awareness
		1.2	Describe the benefits of developing professional attitudes for work	☐ *Benefits:* to the business, e.g. relationships, productivity, success and the impact of this, e.g. promotion, pay increases
2	Be able to demonstrate a professional attitude for work	2.1	Use accepted business language to demonstrate a professional attitude for work	☐ *Business language*: relevant to the sector or industry; written, spoken, used in professional communication; commercial awareness
		2.2	Assess own professional attitudes	☐ *Self-assessment*: identifying own characteristics and reflecting on own skills and areas for development; comparing industry standards with own attitudes

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new professional behaviours and attitudes from the tasks and activities.

For delivery, tutors should create opportunities for learners to develop a set of professional values that relate to their subject area. Learners should use these values to identify their personal qualities and skills and be encouraged to identify areas for improvement. These skills and qualities can be developed through a variety of resources, such as work experience and collaboration. Learners also need the opportunity to attend events that enable them to meet professionals and industry-related businesses. Tutors will need to support learners to understand basic business language.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

To achieve a pass, learners must show evidence of attending events. This may be a reflective journal, blog, photos, videos etc. Learners may carry out a case study of a local business and produce evidence of how the business meets local needs.

Learners will also need to show how they have developed the skills and qualities associated with a professional attitude in the workplace. Evidence should be presented creatively and learners should be encouraged to use resources such as emails, witness statements, reflective logs, recordings, reports, posters, blogs and articles.

For AC1.1, learners must explain what is meant by professional attitudes, giving two supporting examples from their own sector or industry.

For AC1.2, learners must describe at least two benefits of developing professional attitudes for a business and two benefits for its customers.

For AC2.1, learners must demonstrate using appropriate business language, showing commercial awareness and a professional attitude relevant to their workplace sector. Using appropriate business language, learners will present information that demonstrates a basic understanding of business.

For AC2.2, learners must assess their professional attitudes and commercial awareness. Learners should keep a reflective log of their behaviour and attitude in the work placement and consider what went well, what did not go as planned, and what they would do differently next time.

Suggested resources

Book

Anderson L and Bolt S – *Professionalism in the Workplace* (Prentice Hall, 2011) ISBN 978-0132624664

Unit 13: Using Critical Thinking and Problem-solving Skills

Unit reference number: J/506/3197

Level: 3

Credit value: 1

Guided learning hours: 4

Unit aim

The aim of this unit is to help learners explore the different techniques that can be used for analysis, problem solving, making judgements and decision making. Learners will demonstrate the `T-Shaped' learner approach through conducting a self-analysis and applying a model of critical thinking to evaluate an issue and draw conclusions. They will do this through recognising assumptions, evaluating and presenting reasoned arguments, drawing conclusions and thinking objectively while working or achieving qualifications.

The unit will enable learners to examine the benefits to the individual and the organisation when becoming more 'T-Shaped' in their critical thinking. Learners will be able to give clear reasons for choices and decisions made, while being given opportunities to see different points of view. `T-Shaped' learners use different information to solve problems and research information, presenting it in an organised way.

Essential resources

There are no special resources needed for this unit.

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	Understand how to make reasoned judgements and draw conclusions	1.1	Explain how to make judgements and draw conclusions	☐ *Make judgements and draw conclusions:* using critical thinking and problem - solving skills, e.g. identifying, analysing, reasoning, and evaluating arguments; accepting others' points of view; being objective; recognising bias; identifying risks; reviewing the quality of information presented
		1.2	Explain the benefits of making reasoned judgements and of drawing conclusions	☐ *Benefits*: improved analysis and problem-solving skills; having better job knowledge; decision making; having an open mind to change; being better able to research for studies; potential to progress within the organisation

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to assess own critical thinking and problem-solving skills to find solutions	2.1	Analyse an issue finding a solution using critical thinking and problem-solving skills	□ *Issue:* study or work related, e.g. changes to situations, communication difficulties; agreeing scope of issue with tutor/line manager □ *Applying skills:* analysing information; finding solutions to the issue; making reasoned judgements and conclusions; being objective; research, organise and present solutions
		2.2	Evaluate own critical thinking and problem-solving skills when working on a particular issue or outcome	□ *Evaluate outcomes:* identifying and analysing problems □ *Improvement:* identifying where improvements could be made; identification of issues; application of solutions

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new critical thinking or problem-solving skills or knowledge from the tasks and activities.

Learners can practise developing their critical thinking skills through using plenty of case-study exercises and role play based on on-the-job problems and issues. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved through either one holistic assignment designed to assess all assessment criteria in a level or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1, the learner must explain what is meant by making reasoned judgements and drawing conclusions, and how they are achieved by using critical thinking and problem-solving skills. Learners need to give at least two examples of how these skills are used at work.

For AC1.2, the learner must explain, with examples, at least two benefits of making reasoned judgements and drawing conclusions.

For AC2.1, the learner must select an issue that needs resolving and then demonstrate applying critical thinking and problem-solving skills to address it. They should explain the techniques used and analyse how they informed the decision-making process, ensuring that justification is made to support the conclusion. Evidence used could be from the learner's own experience or from case-study scenarios and may be videoed or provided in the form of a witness statement from the tutor or line manager, together with an oral or written account by the learner.

For AC2.2, the learner must evaluate both the outcomes of the issue and how effectively they used critical thinking and problem-solving skills during the activity. Learners should give at least two suggestions for future improvements of these skills and keep a reflective log to help them to consider improvements, such as asking more questions, or taking criticism on board.

Suggested resources

Book

Brink-Budgen R – *Critical Thinking for Students: Learn the Skills of Analysing, Evaluating and Producing Arguments* 4th edition (How to Books Ltd, 2010) ISBN 1845283864

Website

www.talentlens.com   Critical Thinking Model

Unit 14: Entrepreneurial Working Practices

Unit reference number: R/506/3199

Level: 3

Credit value: 1

Guided learning hours: 4

Unit aim

The aim of this unit is for learners to develop skills in and knowledge of entrepreneurial working practices. Learners will understand the benefits of entrepreneurial working practices for both the individual and the organisation. This approach typifies the `T-Shaped' learner who shows awareness of, and confidence in, their attitude and behaviours at work and who can organise themselves effectively to achieve and accomplish a task.

Learners will use entrepreneurial skills to take the initiative and work independently without too much support. Learners will use initiative by working more effectively, demonstrating skills that show commitment and determination, and that bring energy to their work. They will then be able to analyse the effectiveness of using these skills.

Essential resources

There are no special resources needed for this unit.

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	Understand how to use entrepreneurial skills to improve working practices	1.1	Explain how to use entrepreneurial skills to work more effectively	□ *Entrepreneurial skills*: working independently with little support; solving problems; taking responsibility; using initiative; decision making; using critical and creative thinking skills; motivating others; having integrity; spotting opportunities for improvement □ *Working more effectively*: using new technologies; improving time management skills, e.g. planning, prioritising tasks, delegation, dealing with time-wasters, to-do lists
		1.2	Explain the benefits of using entrepreneurial working practices	□ *Benefits:* to individual, e.g. increased confidence, improved organisational skills, enhanced lifestyle, more leisure time, developing knowledge and skills; to organisation, e.g. increased efficiency and productivity, improvements to work processes, motivated workforce
2	Be able to use own entrepreneurial working practices	2.1	Use entrepreneurial skills when undertaking work activities	□ *Applying skills:* using entrepreneurial skills □ *Working practices:* being able to set objectives when undertaking work activities, e.g. reflecting own needs, skills and experiences; reflecting identified needs for current or aspirational work activities; identifying support needed to achieve goals; SMART goals – specific, achievable, measured, realistic, time constrained; agreeing work activities with line manager or tutor
		2.2	Analyse the effectiveness of using entrepreneurial skills when completing work activities, making suggestions for working more effectively in the future	□ *Self-analysis*: identifying strengths and weaknesses, e.g. personal SWOT analysis; consider feedback from others, e.g. tutor, mentor, line manager, peers, colleagues □ *Improvement*: identifying where improvements could be made; resources needed to develop skills

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities in which they are involved during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have used entrepreneurial working practices and gained new smarter working skills or knowledge from the tasks and activities.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

The unit is internally assessed by the centre. This unit can be achieved either through one holistic assignment designed to assess all assessment criteria in a level or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1, the learner must explain what is meant by using entrepreneurial skills to work more effectively, giving at least two examples of how these skills are used at work.

For AC1.2, the learner must explain at least two benefits to the individual or the organisation of using entrepreneurial working practices, giving examples.

For AC2.1, the learner needs to identify opportunities to use entrepreneurial skills. They need to demonstrate using entrepreneurial skills by working more effectively for at least two identified work activities. Evidence used must be from the learner's own experience and may be videoed or provided in the form of a witness statement from the tutor or line manager, together with an oral or written account by the learner explaining the entrepreneurial working practices used.

For AC2.2, the learner must analyse how effectively they have used entrepreneurial skills for the activities carried out in 2.1 above, making suggestions for improvement. Learners should keep a reflective log and consider what went well, what did not go as planned and what they would do differently next time. Learners should give at least two suggestions for improvements to these skills.

Suggested resources

Book

Williams K, Reid M – *Time Management (Pocket Study Skills)* (Palgrave Macmillan, 2011) ISBN 0230299601

Website

www.worksmart.org.uk/career/ working_smarter	Working rights and career advice provided by the TUC

Unit 15: Leadership and Collaboration for Work

Unit reference number: J/506/3202

Level: 3

Credit value: 1

Guided learning hours: 4

Unit aim

The aim of this unit is for learners to demonstrate working in a team using the wider skills of collaboration and accountability. Collaboration is about working with others to achieve a task and teams need to go through stages of development with roles being filled to complete the tasks. Being able to collaborate effectively means working well with other people, and often working in this way means more is achieved. This is a characteristic of a 'T-Shaped' learner.

This unit will enable learners to develop skills for effective leadership and collaboration, including ways to contribute, listen to and take on others' suggestions. Sometimes when people work in teams, they have their own types of communication behaviour that can affect others and be a cause of conflict or tension.

Learners will practise using leadership skills by taking the lead in a group or an activity, and motivate others to complete a task, while dealing with any conflict or difficult situations. The unit will encourage learners to develop a social skills mindset by working as a team member and demonstrating accountability for their actions, being ambitious, being able to meet high standards and personal goals and having a positive work ethic, such as being punctual and reliable.

Essential resources

There are no special resources needed for this unit.

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	Understand how to lead and collaborate	1.1	Explain the skills needed to lead	▫ *Leadership:* leading in a way that is appropriate to the situation and people involved, e.g. giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines, handling conflict; using personal skills and qualities to lead effectively, problem-solving skills to make effective decisions; leadership styles, e.g. autocratic, democratic, laissez-faire ▫ *Accountability:* understanding own role and responsibilities and those of others; taking responsibility; challenging views of others; leadership
		1.2	Explain the skills needed to collaborate	▫ *Collaboration:* taking responsibility when working with others to achieve shared goal; listening to others; contributing own ideas; collaborating with learners and staff in the centre
		1.3	Explain the benefits of teamworking to achieve a shared goal	▫ *Benefits of teamworking:* contributing to the business in terms of productivity and efficiency; less duplication of tasks; using strengths of individual team members; Belbin team roles; fostering innovation; less risk by sharing work, more flexible workforce; for the individual, e.g. opportunities to stretch talents and take on new responsibilities, increased motivation, opportunities for creativity and initiative

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to assess own leadership and collaboration skills when working in a team	2.1	Use leadership skills when working in a team	☐ *Work effectively:* showing a positive attitude, respecting others, taking responsibility for own work, clarifying objectives, agreeing tasks, supporting other team members, encouraging other team members to recommend improvements, being receptive to feedback, recognising and dealing with conflict situations; communicating effectively, e.g. listening and speaking skills, body language, assertiveness
		2.2	Use collaborative skills when working in a team	
		2.3	Evaluate own role in team activity, making suggestions for improvement to leadership and collaboration skills	☐ *Improvement:* self-review through keeping a reflective log; review with workplace supervisor; use and transferability of new skills and knowledge; suggesting areas for improvement

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project within a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new leadership and collaboration skills or knowledge from the tasks and activities.

For learning outcome 1, a suitable group activity could be a discussion on leadership and collaboration skills, with examples of activities that require these skills. For learning outcome 2, learners will need an opportunity to demonstrate some of the features of leadership and working in collaboration with others.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

This unit is internally assessed by the centre. The unit can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. The assignment should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1 and 1.2, the learner must explain what is meant by leadership and working collaboratively, giving examples of at least two skills needed to lead and two skills needed to collaborate effectively with others in the workplace.

For AC1.3, the learner needs to explain at least two benefits of teamworking for achieving a shared goal, using examples from their own experience as illustration.

Evidence for learning outcome 1 could be from a group discussion showing the individual contribution of the learner or an individual discussion with the tutor or line manager. This could be an audio or video record, a presentation supported by a witness testimony/observation report, or a written account.

For AC2.1 and AC2.2, the learner needs to demonstrate using leadership and collaboration skills for a defined activity. They should identify what the shared goal is, carry out the role, demonstrate active listening skills and respond appropriately, challenging, where appropriate, the views of others. Evidence will show that the learner has completed an action plan with at least two SMART goals to an agreed timeframe. They will demonstrate a positive attitude to work through feedback from colleagues and/or other stakeholders

Evidence used must be from the learner's own experience and may be videoed or provided in the form of a witness statement from the tutor or line manager, together with an oral or written account by the learner.

For AC2.3, the learner must review their role in the team activity and evaluate the success of the achievement of an agreed goal through using leadership and collaboration skills. Learners should keep a reflective log and consider what went well, what did not go as planned, which skills need improving, and what they would do differently next time.

Suggested resources

Books

Adair J – *Effective Teambuilding: How to Make a Winning Team* (Pan, 2009) ISBN 0330504231

Belbin M – *Team Roles at Work 2nd edition* (Butterworth-Heinemann, 2010) ISBN 1856178005

Websites

www.belbin.com — Dr Meredith Belbin's website with resources and downloads on team roles

www.businessballs.com — Learning resources and ideas for team roles

Unit 16: Social Responsibility for Work and Community

Unit reference number: L/506/3203

Level: 3

Credit value: 1

Guided learning hours: 4

Unit aim

The aim of this unit is for learners to understand the importance of working in a diverse society and the impact of the commercial environment on the community. Learners will contribute to the community through actively participating in a work or community initiative. This will enable them to demonstrate the skills of a 'T-Shaped' learner by demonstrating responsible behaviour when working in a diverse team. Learners will understand the rights and obligations of living and working in a community, and the influence of the sector in which the learner is studying or working.

The unit will enable learners to demonstrate cultural and social awareness, particularly the relevance of a diverse society and the contribution others bring to a task. Learners will understand that engaging in socially responsible practices allows individuals, organisations and governments to have a positive impact on development, business and society through a positive contribution to change.

Essential resources

There are no special resources needed for this unit.

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	Understand the social responsibilities for work and community	1.1	Explain social responsibilities for work and community	□ *Social responsibilities*: e.g. the rights and duties of living and working within community; own and others' actions in relation to the environment, people and the community, e.g. recycling, energy conservation, being morally responsible, empathy, promoting responsible behaviour in a supply chain, where applicable
2	Understand how diversity impacts on work and the community	2.1	Explain the impact of a diverse society on work and the community	□ *Diverse society*: definition of diversity; differences in race, ethnicity, language, nationality, religion, disability and sexual orientation; what constitutes a diverse team and why it is important; own attitudes to diversity; actions taken by an organisation to create a diverse team, e.g. equality and diversity policy and strategy, recruitment and selection process, training; benefits and disadvantages of cultural diversity
3	Be able to assess own social responsibility through participation in a work or community initiative	3.1	Use responsible behaviour when participating in a socially responsible initiative for work or the community	□ *Responsible behaviour:* having a positive attitude; showing respect for others □ *Initiative:* suitability of initiative to be agreed with tutor/line manager
		3.2	Evaluate success of the initiative and own role, making suggestions for actions the organisation should take to minimise any adverse effects of their operations on the community, the natural environment and finite resources	□ *Self-assessment:* self-review through keeping a reflective log; review with workplace supervisor; use and transferability of new skills and knowledge; what went well, lessons learned, suggesting areas for improvement

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new social and cultural awareness from the tasks and activities.

This unit can be delivered through group discussion and research into the ethical values, activities and issues faced by different companies. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

This unit is internally assessed by the centre. It can be achieved through either one holistic assignment designed to assess all assessment criteria in a level or through several smaller assignments. The assignment should be set within a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1, the learner must explain at least two social responsibilities, giving examples. The community can be local, national or global.

For AC 2.1, the learner must explain the impact that a diverse society has on the workplace and the community, giving at least two benefits and challenges of the impact cultural diversity has on the workplace and the community.

For AC3.1, the learner needs to participate in a work or community social responsibility initiative. They should demonstrate a responsible attitude to working within a team. Evidence used must be from the learner's own experience and may be videoed or provided in the form of a witness statement by the tutor or line manager, together with an oral or written account by the learner.

For AC3.2, the learner must evaluate the contribution that they and others brought to the initiative and organisation. Learners should keep a reflective log and consider how successful the activity was, how it had an impact on the community and how they demonstrated and promoted responsible behaviour. The evaluation must include suggestions for actions the organisation needs to take to minimise any adverse effects of their operations on the community, the natural environment and finite resources.

Suggested resources

Book

Bagley C et al – *BTEC National Business Student Textbook* (Collins Educational, 2011) ISBN 978-0007418473

Websites

businesscasestudies.co.uk	*Times* 100 case studies on business ethics and CSR
www.cipd.co.uk/hr-resources/factsheets/ diversity-workplace-overview.aspx	Factsheet on diversity in the workplace
www.ethicalconsumer.org	Forums on ethical products and services
www.tutor2u.net/business/strategy/business-ethics-introduction.html	Summaries of the fundamentals of business ethics

Unit 17: Using Enterprising Skills

Unit reference number: J/506/3281

Level: 3

Credit value: 1

Guided learning hours: 4

Unit aim

The aim of this unit is for learners to develop enterprising skills and knowledge. This approach will encourage learners to demonstrate skills of a `T-Shaped' learner who has high levels of interest, curiosity and creativity in their work or study. Learners will also be able to show they can develop, implement and communicate ideas through exploration and investigation to add value in their work or study.

In this unit learners will develop skills to have the confidence to be able to tackle challenging problems. Learners will demonstrate originality by using techniques and behaviours for being creative at work that will enable them to recognise when mistakes are made, challenging self and others to consider unpopular positions, and explore alternative solutions.

Essential resources

There are no special resources needed for this unit.

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	Understand how to be enterprising in a workplace environment	1.1	Explain the behaviours associated with being enterprising in the workplace	□ *Enterprising behaviours*: showing high levels of interest in work or subject; having a desire to know or an interest that leads to enquiry through exploration and investigation, questioning; being creative; risk taking, e.g. willingness to overcome and learn from mistakes, challenging self and others to consider unpopular positions, tackling extremely challenging problems
		1.2	Explain the benefits to the individual of being enterprising in the workplace	□ *Benefits:* adding value to work; resolving challenges, challenging own work practices
2	Be able to use own enterprising skills to resolve a work issue	2.1	Demonstrate using enterprising skills when addressing work-related issues	□ *Work issues*: e.g. resource issues, finance, cash flow, customer problems, quality assurance □ *Skills*: experimentation, analysis, questioning, challenging assumptions, creativity
		2.2	Evaluate outcomes of an issue, making suggestions for improvement in the use of enterprising skills	□ *Self-assessment:* self-review through keeping a reflective log; strengths and weaknesses; review with workplace supervisor; use and transferability of new skills and knowledge; identification of issues; application of solutions □ *Improvement:* identifying where improvements could be made; set goals for improving skills

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project in a practical working environment, for example a learning company, a voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined but sufficient time must be provided for the learner to meet the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would, therefore, be helpful for tutors to encourage learners to think about how they can show that they have gained new curiosity and creativity skills or knowledge from the tasks and activities.

To generate ideas and unlock creativity, learners can practise using a range of different techniques. They should be introduced to as many techniques as possible, so that they can explore how to find different ways of doing things. These techniques should then be applied to solving their problem.

Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

This unit is internally assessed by the centre. It can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

For AC1.1, the learner must explain what is meant by being enterprising and the behaviours, skills and qualities of an enterprising person in the workplace.

For AC1.2, the learner must explain at least two benefits to the workplace of staff developing enterprising skills.

For AC2.1 and 2.2, the learner needs to demonstrate applying enterprising skills to develop new ideas to improve a defined work activity. This work activity does not have to be complex but must include a problem that allows the learner to be able to demonstrate curiosity and creativity skills. It is important to agree the activity/problem beforehand with the tutor or line manager. The learner should identify the activity that needs improving, demonstrating that they can view things in a different way, leading to an investigation to find solutions to the problem. Evidence may be videoed or provided in the form of a witness statement from the tutor or line manager, together with an oral or written account by the learner. It would be useful for learners to keep a reflective log and identify areas for improvement by considering what went well, what did not go as planned and what they would do differently next time. They should set at least two short-term goals for improving their enterprising skills.

Suggested resources

Book

De Bono E – *How to have creative ideas: 62 exercises to develop the mind* (Vermilion, 2007) ISBN 009191048X

Website

www.enchantedmind.com   Creativity techniques and puzzles

Unit 18: Demonstrate Professional Attitudes for Work

Unit reference number: H/506/3207

Level: 3

Credit value: 1

Guided learning hours: 4

Unit aim

The aim of this unit is for learners to recognise the professional and commercial skills and qualities required for work and to demonstrate that they are using them. Behaviours and attitudes can determine the quality of working relationships and affect productivity. Learners will understand how behaviours and attitudes have an impact on factors such as pay rises and promotions.

This approach will encourage the learner to demonstrate the skills of a `T-Shaped' learner who can communicate effectively with others using complex business language, including recognising generic terms used throughout industry and those specific to their subject area. Through reflection on their attitudes during their work placement, they will gain an understanding of the impact of professional behaviours and be able to identify their skills and qualities, devising a strategy for improvement.

Essential resources

There are no special resources needed for this unit.

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	Understand how to use professional attitudes for work	1.1	Explain the importance of using professional attitudes for work	☐ *Professional attitudes:* time management, leadership, ethical approaches, determination and emotional intelligence
		1.2	Explain the benefits of maintaining professional attitudes for a business and its customers	☐ *Benefits:* to the business, e.g. to project an image, customer loyalty, maintaining standards, agreed values; to the customer, e.g. quality, reliability, excellent customer service; how professional and commercial standards contribute to business success
2	Be able to assess own professional attitudes and commercial awareness when communicating information	2.1	Demonstrate professional attitudes and commercial awareness in a range of communications	☐ *Business terminology*: relevant to the sector or industry; written or spoken communication
		2.2	Evaluate communication of business information, making suggestions for improvements to professional attitude and commercial awareness	☐ *Self-assessment*: self-review through keeping a reflective log; review with workplace supervisor; use and transferability of new skills and knowledge; identification of issues; application of solutions

Information for tutors

Delivery

To achieve this unit, learners should be working on a learning project within a practical working environment, for example learning company, voluntary placement, own business or employment. Where this is not possible, a simulated practice environment can be used.

The length of time spent in a practical working environment is not defined, but sufficient time must be provided for the learner to achieve the assessment criteria.

Learners will be expected to have gathered evidence of the tasks or activities that they are involved in during their work placement. They will then be able to use the evidence gathered from the work placement to demonstrate competence for each assessment criterion. Learners are expected to have gathered evidence of the new skills or knowledge they have acquired as a result of various commercial placement tasks or activities. It would therefore be helpful for tutors to encourage learners to think about how they can show that they have gained new professional behaviours and attitudes from the tasks and activities.

For delivery, tutors should create opportunities for learners to develop a set of professional values that relate to their subject area. Learners should use these values to identify their personal qualities and attitudes and they should be encouraged to identify areas for improvement. These attitudes and qualities can be developed through a variety of resources, such as work experience and collaboration. Learners need the opportunity to attend events that enable them to meet professionals and visit industry-related businesses. Before starting the work placement, a group discussion can be used to identify different forms of evidence. This could include:

- observation reports
- professional discussions
- appraisals
- reflective log/diary
- agenda and minutes of meetings
- demonstration of action completion from said meetings
- feedback report from employer
- photo/video evidence
- feedback from other stakeholders
- completion of commercial activities in a timely manner
- planning and project management
- peer feedback.

Different methods of record keeping could be discussed with learners, with examples of previous work being shown. Paper-based and/or electronic record-keeping methods could be used.

Assessment

Learners must meet all assessment criteria to pass the unit.

This unit is internally assessed by the centre. It can be achieved through either one holistic assignment designed to assess all assessment criteria in a level, or through several smaller assignments. Assignments should be set in a specific workplace setting.

Evidence for assessment does not have to be presented in written format. Learners could, for example, give an oral presentation. Evidence presented orally should be recorded. Detailed observation records/witness testimonies should be completed and retained for internal and external verification. To allow learners to develop and demonstrate a range of skills, it is important that a variety of assessment methods are used for this unit.

To achieve a pass, learners must show evidence of attendance of events. This may be a reflective journal, blog, photos, videos etc. Learners may carry out a case study of a local business and produce evidence of how the business meets local needs.

Learners need to show how they have developed their professional attitudes and qualities in the workplace. Evidence should be presented creatively and learners should be encouraged to use resources such as emails, witness statements, reflective logs, recordings, reports, posters, blogs and articles.

For AC1.1, the learner must explain the importance of using professional attitudes for work, giving two examples.

For AC1.2, the learner must explain at least two benefits of maintaining professional attitudes for a business and its customers.

For AC2.1, the learner must demonstrate using appropriately complex business terminology relevant to a workplace sector. Using appropriate business language, learners will present information to demonstrate a professional attitude and commercial awareness.

For AC2.2, the learner must evaluate the communication of business information, making suggestions for improvements to their professional attitude and commercial awareness skills. Learners should keep a reflective log and consider what went well, what did not go as planned and what they would do differently next time. Learners should make at least two suggestions for improving their skills.

Suggested resources

Book

Anderson L E Bolt S – *Professionalism in the Workplace* (Prentice Hall, 2011) ISBN 0132624664

10 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

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

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

11 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html