

Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health

Specification

BTEC Specialist qualification

First teaching August 2014

Issue 2

Edexcel, BTEC and LCCI qualifications

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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

This qualification was previously known as:

Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health (QCF)

The QN remains the same.

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Summary of Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
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 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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.

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Purpose of this specification

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

- the qualification's objective
- any other qualification 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 they 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 the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order 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, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 Specialist qualifications are 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).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health
Qualification Number (QN)	601/0117/9
Regulation start date	03/07/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	7
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	70
Guided learning hours	64
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 the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i>).

Qualification number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Objective of the qualification

The Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health is for learners who work in, or who want to work in, the health sector.

It gives learners the opportunity to:

- address Employment Rights and Responsibilities (ERR) and Personal Learning and Thinking Skills (PLTS) within apprenticeship frameworks, supporting the completion of apprenticeships
- achieve a nationally-recognised Level 2 qualification
- develop their personal growth and engagement in learning.

Apprenticeships

Skills for Health, the Sector Skills Council for Health, approves the Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health as the Employment Rights and Responsibilities (ERR) component for the following Intermediate Apprenticeships:

- Health (Optical Retail) (England)
- Health (Healthcare Support Services) (England)
- Health (Clinical Healthcare Support) (England)
- Health (Emergency Care Assistance) (England)
- Health (Informatics) (England).

Relationship with previous qualifications

This qualification is a replacement for the Pearson EDI Level 2 Award in Employment and Personal Learning Skills in Health. Information about how the new and old units relate to each other is given in Annexe A.

Progression opportunities through Pearson qualifications

Learners who have achieved the Award can progress to a wide range of Pearson qualifications relating to the health sector. These include BTEC Specialist qualifications at level 2 or 3, such as the Pearson BTEC Level 2 or 3 Certificate in Working in the Health Sector, the Pearson BTEC Level 2 or 3 Certificate in Preparing to Work in Adult Social Care, and BTEC Firsts or Nationals in Health and Social Care. Learners can also progress to appropriate employment in the health sector.

Industry support and recognition

This qualification is supported by Skills for Health, the Sector Skills Council for the health sector.

3 Qualification structure

Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health

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	7
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	R/602/2954	Understand Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings	2	3	24
2	H/602/4529	Preparing for an Apprenticeship	2	1	10
3	K/602/4547	Using Enquiry and Investigative Techniques to Solve Problems	2	1	10
4	Y/602/4544	Manage Own Learning	2	1	10
5	H/602/4546	Participating in Teamwork	2	1	10

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

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

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 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, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners 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.

There is more guidance about internal assessment on our website. See *Section 13, Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

6 Centre resource requirements

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

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- 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. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10, Access and recruitment* and *Section 11, Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website, qualifications.pearson.com

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. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre 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 use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

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

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

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

10 Access and recruitment

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

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

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

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

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

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

11 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 and that our qualifications are 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.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

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.

12 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

The 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.

Unit 1:

Understand Employment Responsibilities and Rights in Health, Social Care or Children and Young People's Settings

Unit reference number: R/602/2954

Level: 2

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is aimed at those working in a wide range of settings in the health, social care or children and young people's sector.

Learners will develop their understanding of a range of aspects of work in this sector, including statutory responsibilities and rights of employees, career pathways and issues of public concern, and how they may influence changes in the sector.

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 statutory responsibilities and rights of employees and employers within own area of work	1.1	List the aspects of employment covered by law	<ul style="list-style-type: none"> □ This includes employment law and other legislation such as the Equality Act 2010, other relevant equalities legislation and health and safety.
		1.2	List the main features of current employment legislation	<ul style="list-style-type: none"> □ Anti-discrimination provisions, e.g. gender, race, disability, religion, age. □ Working hours and holiday entitlements. □ Sickness absence and sick pay. □ Data protection. □ Health and safety. □ Criminal Records Bureau (CRB) checks. □ Other relevant examples.
		1.3	Outline why legislation relating to employment exists	<ul style="list-style-type: none"> □ Protection for employees and employers, nationwide parity of employment conditions.

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Identify sources and types of information and advice available in relation to employment responsibilities and rights	<ul style="list-style-type: none"> <input type="checkbox"/> Internal and external sources of information, where appropriate. <input type="checkbox"/> Human resources department. <input type="checkbox"/> Line manager. <input type="checkbox"/> Advisory, Conciliation and Arbitration Service (ACAS). <input type="checkbox"/> Citizens Advice Bureau. <input type="checkbox"/> Community Legal Advice. <input type="checkbox"/> Access to Work. <input type="checkbox"/> Additional Learning Support. <input type="checkbox"/> Advice from trade unions and representative bodies. <input type="checkbox"/> Types of information include written material (leaflets, fact sheets, website documents) and verbal advice given face to face or by telephone.
2	Understand agreed ways of working that protect own relationship with employer	2.1	Describe the terms and conditions of own contract of employment	<ul style="list-style-type: none"> <input type="checkbox"/> Terms and conditions. <input type="checkbox"/> Hours. <input type="checkbox"/> Pay rate. <input type="checkbox"/> Holiday entitlement. <input type="checkbox"/> Format of the contract or relevant regulation. <input type="checkbox"/> Contribution of objectives of job role to organisation's key aims.
		2.2	Describe the information shown on own pay statement	<ul style="list-style-type: none"> <input type="checkbox"/> Gross wages. <input type="checkbox"/> Deductions. <input type="checkbox"/> Net pay.

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Describe the procedures to follow in event of a grievance	<ul style="list-style-type: none"> <input type="checkbox"/> Informal approach. <input type="checkbox"/> Management structure. <input type="checkbox"/> Company handbook. <input type="checkbox"/> ACAS (Advisory, Conciliation and Arbitration Service) procedures. <input type="checkbox"/> Types of discrimination. <input type="checkbox"/> Basic rights under the Disability Discrimination Act 1995 and 2005, Equality Act 2010. <input type="checkbox"/> Line management structure. <input type="checkbox"/> Trade union support. <input type="checkbox"/> Employment tribunal.
		2.4	Identify the personal information that must be kept up to date with own employer	<ul style="list-style-type: none"> <input type="checkbox"/> Personal data. <input type="checkbox"/> Qualifications. <input type="checkbox"/> Tax code. <input type="checkbox"/> Disabilities. <input type="checkbox"/> Absence details. <input type="checkbox"/> Training. <input type="checkbox"/> Updating information held in personnel records: personal responsibility, management structure.

Learning outcomes		Assessment criteria		Unit amplification
		2.5	Explain agreed ways of working with employer	<ul style="list-style-type: none"> □ Includes policies and procedures. May cover areas such as: <ul style="list-style-type: none"> • data protection • grievance procedures • conflict management • anti-discriminatory practice • equality and diversity • health and safety. □ Procedures to follow if someone needs to take time off - holiday entitlement. □ Bank holidays. □ Sickness procedures: self-certification, medical certificate.
3	Understand how own role fits within the wider context of the sector	3.1	Explain how own role fits within the delivery of the service provided	<ul style="list-style-type: none"> □ Own role within service delivery.
		3.2	Explain the effect of own role on service provision	<ul style="list-style-type: none"> □ This should include the effect of following good practice and consequences of non-compliance. □ Contribution of objectives of own job role to organisation's key aims.
		3.3	Describe how own role links to the wider sector	<ul style="list-style-type: none"> □ Own role in relation to wider sector. □ Relationship to National Occupational Standards in own area of work. □ Reference to relevant codes of practice.

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Describe the main roles and responsibilities of representative bodies that influence the wider sector	<ul style="list-style-type: none"> □ Trade unions. □ Government departments. □ Professional bodies. □ Sector skills councils. □ Regulatory bodies. □ Consumer groups.
4	Understand career pathways available within own and related sectors	4.1	Explore different types of occupational opportunities	<ul style="list-style-type: none"> □ Entry, professional development and progression: entry requirements, level of entry, experience. □ Occupational opportunities. □ Importance of continuing professional development, e.g. efficiency, customer satisfaction, retention of staff, motivation of staff. □ Induction. □ Training and development, e.g. internal training, external training, gaining qualifications, work experience, secondments, monitoring, shadowing, observations. □ Career progression, e.g. opportunities, requirements. □ Next steps.

Learning outcomes		Assessment criteria		Unit amplification
		4.2	Identify sources of information related to a chosen career pathway	<ul style="list-style-type: none"> □ Human resources department. □ Line manager. □ ACAS. □ Trade unions. □ Citizens Advice Bureau. □ Community Legal Advice. □ Access to Work. □ Additional Learning Support. □ Advice from trade unions and representative bodies.
		4.3	Identify next steps in own career pathway	<ul style="list-style-type: none"> □ Next steps in own career pathway. □ Training and development.
5	Understand how issues of public concern may affect the image and delivery of services in the sector	5.1	Identify occasions where the public have raised concerns regarding issues within the sector	<ul style="list-style-type: none"> □ Quality of care issues relating to hospitals and care homes. □ Child protection issues, starvation, abuse (physical). □ Social issues, child poverty.
		5.2	Outline different viewpoints around an issue of public concern relevant to the sector	<ul style="list-style-type: none"> □ Poor practice, lack of communication, lack of coordination across services.

Learning outcomes		Assessment criteria		Unit amplification
		5.3	Describe how issues of public concern have altered public views of the sector	<ul style="list-style-type: none"> □ This may include media stories, local or national strategies, closures, government drivers, economic issues. □ High-profile cases, e.g. Mid Staffordshire NHS Foundation Trust, Winterbourne View private hospital, Baby 'P', Victoria Climbié, effect they have had on public view of the sector.
		5.4	Describe recent changes in service delivery which have affected own area of work	<ul style="list-style-type: none"> □ Recent changes in service and effect on own role.

Information for tutors

Delivery

This unit covers some topics that are applicable generally, and others that apply specifically to the learner's workplace. Input should be as varied as possible, making good use of internet resources and websites, mixed with group work, individual study and team activities, as well as more traditional tasks. Learners should be encouraged to read around the subject to gain more understanding.

Visiting speakers from a variety of relevant organisations would enrich the programme. All study should be related to the workplace where possible.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment requirements draw on naturally occurring evidence.

Learners are likely to go through an induction process before they start a work role or work placement. Learners could build a portfolio of evidence or produce a workbook that, as well as showing evidence of achievement, could be used as a point of reference for their future assessment.

Suggested resources

Books

Sack S – *The Employee Rights Handbook* (Warner Books, 2000)
ISBN 978-0446673266

Sack S – *The Employee Rights Handbook: Effective Legal Strategies to Protect Your Job from Interview to Pink Slip* (Legal Strategies Inc, 2010)
ISBN 978-0963630674

Unit 2: Preparing for an Apprenticeship

Unit reference number: H/602/4529

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to increase learners' understanding of their Apprenticeship by developing their knowledge of the components. Delivery of the unit could form part of an induction programme.

The unit helps learners to plan their learning and introduces time management as an important aspect to successful completion of an Apprenticeship.

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 components of the Apprenticeship	1.1	Discuss the relevance of each of the components	<ul style="list-style-type: none"> □ Components within the Apprenticeship framework for the sector, e.g. competence and knowledge-based qualifications, functional skills, employee rights and responsibilities, personal, learning and thinking skills. □ Choosing units allowed in the framework.
		1.2	Describe how each component will be assessed	<ul style="list-style-type: none"> □ Gathering evidence, e.g. on the job, off the job, witness statements, use of videos and tapes, observation sheets. □ Exams and tests, e.g. online, paper based. □ Preparation for tests and exams, e.g. revision techniques, revision timetable, practice papers. □ Completing coursework, e.g. organisation of folders, cross-referencing. □ Review visits. □ Holistic assessment.
		1.3	Describe the purpose of the Apprenticeship agreement	<ul style="list-style-type: none"> □ As set out in legislation and regulations. □ Employee and employer obligations. □ Contents of the agreement. □ Time limitations in the agreement.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to set goals for the coming year	2.1	Describe the importance of meeting deadlines	<ul style="list-style-type: none"> □ Keeping up with course requirements; consequences of not handing in work on time.
		2.2	Describe the importance of being organised	<ul style="list-style-type: none"> □ Time keeping. □ Study timetable, e.g. week planner, calendar of assessment and review dates; where to study, e.g. a quiet room, library, college. □ Folders for keeping notes organised.
		2.3	Create targets for own skills development and completion of the Apprenticeship	<ul style="list-style-type: none"> □ Arising from prior learning and experience. □ Personal targets, e.g. arrive on time, attend each day, dress appropriately. □ Work-related targets, e.g. learn a new skill, follow instructions, find out about the job role, ask appropriate questions if something is unclear. □ SMART targets – specific, measurable, achievable, realistic, time-bound.
3	Understand the progression routes	3.1	Discuss the sources of information regarding progression routes	<ul style="list-style-type: none"> □ Connexions, Jobcentre Plus, tutor, local colleges' websites and prospectuses, websites, e.g. Apprenticeships, employment websites.
		3.2	Compare possible progression routes	<ul style="list-style-type: none"> □ Further learning including BTEC qualifications, general qualifications, Diplomas. □ Employment. □ Higher Apprenticeships.

Information for tutors

Delivery

This unit is designed to be taken within the context of any sector appropriate for the Apprenticeship that learners are undertaking. The unit can be used to support induction. Delivery could start with learners studying the Apprenticeship framework and discussing why components are present and their purpose. Learners should understand why components are assessed in certain ways. They should also understand the main aspects of the Apprenticeship agreement.

The learning outcomes enable learners to develop an individual learning plan. Tutors will need to take a flexible approach when delivering the content of this unit, as learners could be engaged in on-the-job training or attending a training centre on day release.

The intention of this unit is to ensure that learners understand their Apprenticeship and how they are to be assessed throughout. The unit should be delivered as near to the start of the course as possible.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The assessment for this unit could include written work such as a portfolio of evidence. Evidence could be a log of 1:1 tutorial sessions, or a log created independently by the learner. All evidence needs to be kept for internal and external quality assurance and assessment. The assessment criteria for each learning outcome can be assessed together or individually. It is essential that the evidence for each criterion is recorded.

Suggested resources

Books

Cottrell S – *The Study Skills Handbook* (Palgrave Study Guides, 2008)
ISBN 0333751892 (there are also MP3 downloads of various sections of this book)

Websites

www.apprenticeships.org.uk	National Apprenticeship Service
www.bbc.co.uk/learningzone/clips/	Useful video clips in a variety of occupational settings
www.excellencegateway.org.uk	A variety of learning resources
www.mindtools.com	Covers many aspects of personal management

Unit 3: **Using Enquiry and Investigative Techniques to Solve Problems**

Unit reference number: K/602/4547

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to think creatively and enquire independently, using research in order to solve work-based or study-based problems. The unit enables learners to develop skills within the PLTS framework.

Creative thinking encourages learners to generate ideas, tackle problems and find solutions. Learners carry out small-scale research, planning and carrying out investigations and making informed decisions.

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	Be able to research questions related to a specific problem	1.1	Generate ideas for enquiry which result from a specific identified problem	<ul style="list-style-type: none"> □ Work related, study related. □ Various techniques, e.g. thoughtshower.
		1.2	Define enquiry questions relating these to the specific problem	<ul style="list-style-type: none"> □ Underlying objectives of research which inform the more specific questions that may be asked in the methodology.
		1.3	Identify investigative techniques to use that meet the aims of the enquiry	<ul style="list-style-type: none"> □ Primary and secondary sources. □ Collection of data, e.g. qualitative, quantitative. □ Research methods, e.g. questionnaires, surveys, documents, observation.
		1.4	Create a structured plan for the enquiry	<ul style="list-style-type: none"> □ Brief plan including research questions. □ Any supporting theory or subject matter, methodology, methods, timescale.
		1.5	Conduct the enquiry following the plan	<ul style="list-style-type: none"> □ Recording information. □ Presentation, for example report, audio-visual.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to assess enquiry outcomes on a specific problem	2.1	Select the information that is useful and relevant from the data	
		2.2	Assess the findings referring to the intentions in the enquiry plan	<ul style="list-style-type: none"> □ Against the original questions asked, against the topic concerned. □ Ability to form a response to the question using findings.
		2.3	Explain the factors that influenced decisions in the methodology	<ul style="list-style-type: none"> □ Factors that could influence decisions, e.g. time constraints, available resources.
		2.4	Identify assumptions in methodology used	<ul style="list-style-type: none"> □ Questions that interrogate the validity of the enquiry results, number of results that are needed to establish proof, statistical significance.
		2.5	Discuss the impact alternative investigation methods could have on the outcomes	<ul style="list-style-type: none"> □ Primary, e.g. different sources of research, qualitative, e.g. other websites, books, journals.

Information for tutors

Delivery

The emphasis in this unit is on developing learners' knowledge and understanding of, and skills in, processes so that they are able to plan and carry out investigations and generate ideas and solutions.

Ideally the unit should be offered within the context of other learning so that problems, ideas generated and research undertaken is relevant for learners.

The unit is designed to provide a brief introduction to and experience of carrying out research. Research undertaken is likely to be small scale with a small sample, and could involve only research of secondary evidence. Nevertheless, learners should be encouraged to critique types of evidence and to begin to question how valid certain types of research are. For example, to find out customer views on a particular product it is more valid to ask them than to personally critique the product in question.

The unit should be as practical as possible, ensuring that learners see how they can apply their new skills to real situations.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment for this unit could include a portfolio of evidence comprising witness statements, photographs, video clips, tapes, written work or a completed training manual, all of which need to be kept for both internal and external quality assurance. The assessment criteria for each learning outcome can be assessed together or individually. It is essential that the evidence for each criterion is recorded. Tutors may find it beneficial to give learners regular 1:1 feedback on their progress. They could use a series of questions to ask learners to confirm that their evidence meets all the assessment criteria.

The assessment criteria are referenced to the creative thinkers and independent enquirers PLTS. Satisfactory completion of all criteria ensures that all aspects of creative thinkers and independent enquirers have been covered.

Responses to assessment criteria are expected to be brief but relevant and could be conveyed within a plan and write-up of a research experience that covers all criteria.

The assessment could be completed in a work placement where learners are working with colleagues or during activities in the learning centre.

Suggested resources

Websites

www.bbc.co.uk/learningzone/clips/

Useful video clips covering a variety of occupational settings

www.mindtools.com

Variety of team leadership and management resources

Unit 4: Manage Own Learning

Unit reference number: Y/602/4544

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to prepare for, organise and reflect on what they achieve. This unit enables learners to develop skills within the PLTS framework (self managers and reflective learners).

Learners should develop an understanding of the processes which help to improve their learning, empowering them to work independently.

Learners should have the opportunity to develop their skills over a period of time.

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	Be able to organize and manage own learning goals	1.1	Assess own skills and learning requirements	<ul style="list-style-type: none"> □ Future work and learning. □ New skills, competences, learning and qualifications required, types of assessment to be undertaken, preferred learning styles, study skills gaps.
		1.2	Describe learning goals to enable learning to be completed on time and to a high standard	<ul style="list-style-type: none"> □ Specific, measurable, achievable, realistic, time-bound (SMART). □ Related to organisation of time, resources, work, personal life commitments. □ Related to success criteria for learning and achievement.
		1.3	Describe risks to learning not being completed on time	<ul style="list-style-type: none"> □ Conflicting priorities, motivation, skills gaps.
		1.4	Plan work and personal life commitments to ensure needs are met	<ul style="list-style-type: none"> □ Punctuality and meeting deadlines, managing work, learning and personal commitments.
		1.5	Maintain relationships with peers to enable success in learning	<ul style="list-style-type: none"> □ Showing respect for others' ideas and opinions. □ Listening to others, working with others in learning, managing work and personal life.
		1.6	Complete learning tasks on time and to the required standard	

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to reflect on own learning	2.1	Assess learning goals against success criteria	<ul style="list-style-type: none"> □ Qualification aims, learning aims, assessment outcomes, confidence, expectations.
		2.2	Assess where own learning has been successful and where learning strategies could be improved	
		2.3	Devise positive and constructive actions in response to feedback from others	<ul style="list-style-type: none"> □ Listening to others' comments, whether positive or negative, and using the comments to amend targets.
		2.4	Revise learning goals to respond to outcomes of reflection	<ul style="list-style-type: none"> □ Describing the experience, what was done, what was learned, how it was learned, and how it felt. □ Reflect on the experience, what went well, what went less well, what might be done differently another time, how skills could be improved. □ How goals would change.
		2.5	Communicate outcomes of learning experiences to others	<ul style="list-style-type: none"> □ Positive experiences, lessons learned.

Information for tutors

Delivery

Tutors will need to take a flexible approach when delivering the content of this unit, as learners could be engaged in full-time study or on-the-job training. The unit could be delivered alongside an experiential unit from another programme to enable learners to plan their work and measure achievement. At this level, learners are expected to show skills in managing their own learning and relating positively with others.

The emphasis in this unit is on developing learners' skills and helping them to understand the processes used to enable better self-organisation and to reflect on their learning. The content of the unit could be delivered through one-to-one tutorials and group work but learners may be able to work individually on their learning goals.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Assessment for this unit could include written work and tapes, video or audio. Assessment is likely to be through a portfolio of evidence or a logbook which records learning goals and achievements as learners progress through a programme of learning. This evidence could form part of a wider portfolio for another qualification, provided it is explicit enough for assessment of this unit.

When communicating outcomes of learning experiences to others, learners are expected to comment generally on the importance of various factors in improving their learning experiences. It could be assessed through a witnessed discussion where learners discuss the outcomes of their experiences.

The assessment criteria are referenced to the self-managers and reflective learners PLTS. Satisfactory completion of all the assessment criteria ensures that all aspects of these PLTS have been covered.

Suggested resources

Websites

www.managingtimeeffectively.com/	Information and ideas on time management
www.mindtools.co.uk	Variety of team leadership and management resources
www.practicebasedlearning.org/	Ideas and resources for learning in the workplace

Unit 5: Participating in Teamwork

Unit reference number: H/602/4546

Level: 2

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to work as a member of a team within agreed guidelines. Employees should understand the importance of the ability to work with colleagues in a positive and cooperative way. The unit introduces learners to the idea of creating an agreed way of working to maximise the team's effectiveness and success.

This unit enables learners to develop skills within the PTLs framework (participators and team workers).

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 need for a team to work to an agreed code of conduct	1.1	Contribute to discussion with others to agree a team task that contributes to the local context	
		1.2	Contribute to discussion with team members to agree a code of conduct for effective team work	<ul style="list-style-type: none"> <input type="checkbox"/> Code of conduct appropriate to the task to include contributions from every member of the team. <input type="checkbox"/> Listening to views of all team members. <input type="checkbox"/> Value contribution of others. <input type="checkbox"/> Accept criticism. <input type="checkbox"/> Consult with other team members. <input type="checkbox"/> Make decisions as a group. <input type="checkbox"/> Follow group decisions. <input type="checkbox"/> Carry out agreed responsibilities. <input type="checkbox"/> Clear communication: verbal communication, e.g. language level, legibility (if written communication); non-verbal communication, e.g. body language, tone of voice, place and time of communication.

Learning outcomes		Assessment criteria		Unit amplification
		1.3	Describe agreed consequences for team members who do not follow the code of conduct	<ul style="list-style-type: none"> <input type="checkbox"/> Team task not completed on time. <input type="checkbox"/> Team task not completed correctly or to appropriate standard. <input type="checkbox"/> Conflict between team members. <input type="checkbox"/> Confusion about individual tasks and responsibilities. <input type="checkbox"/> Team members feel let down. <input type="checkbox"/> Team members feel reluctant or anxious about working with other team members in future.
2	Be able to work positively as a member of a team to complete a task	2.1	Complete a task, showing adherence to the code of conduct	<ul style="list-style-type: none"> <input type="checkbox"/> All team members have a copy of code of conduct. <input type="checkbox"/> All team members understand their roles and responsibilities. <input type="checkbox"/> Follow code of conduct, complete individual task appropriately and on time. <input type="checkbox"/> Carry out individual responsibilities.
		2.2	Undertake contrasting roles within the team task, showing evidence of adapting behaviour to meet task needs	<ul style="list-style-type: none"> <input type="checkbox"/> Carry out own tasks to appropriate standard within agreed timescale.
		2.3	Describe areas for improvement in own performance in the task	
		2.4	Communicate to others, areas of improvement in their performance in a constructive manner	<ul style="list-style-type: none"> <input type="checkbox"/> Help, support and advise other team members, e.g. offer to help a team member who is having difficulty carrying out their task, suggest a better way of doing something, agree to take on an extra task when a fellow team member is absent.

Information for tutors

Delivery

Tutors will need to take a flexible approach when delivering the content of this unit, as learners could be engaged in on-the-job training or studying in schools, colleges or training centres.

The selected team task should be relevant locally and enable learners to become effective participators in their local environment - be this school, the workplace, a community group or a social group. The unit could be delivered within the context of another course of learning such as a vocational qualification where opportunities to undertake teamworking may materialise. Alternatively, the qualification may support citizenship learning. It is important that learners have the opportunity in the task to show they can take responsibility for their actions.

The emphasis in this unit is on developing learners' knowledge and skills so that they can work effectively alongside colleagues or peers. The unit should be as practical as possible, ensuring that learners see how they can apply their new skills to real situations.

Assessment

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

The assessment criteria for each learning outcome can be assessed together or individually. It is essential that the evidence for each criterion is recorded. Tutors may find it beneficial to give learners regular 1:1 feedback on their progress. Tutors could use a series of questions to ask learners to confirm that their evidence meets all the assessment criteria.

The assessment criteria are referenced to the team working and effective participators PLTS. Satisfactory completion of all the assessment criteria ensures that all aspects of these PLTS have been covered.

The assessment for the task could be completed in a work placement where the learner is working with other colleagues.

Suggested resources

Websites

www.bbc.co.uk/learningzone/clips/	Useful video clips covering a variety of occupational settings
www.excellencegateway.org.uk	A variety of learning resources
www.mindtools.com	A variety of team leadership and management resources

13 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.pearsonschoolsandcolleges.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.

14 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
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- 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.

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- **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

Annexe A

Unit mapping overview

The table below shows the relationship between the new qualification in this specification and the predecessor qualifications: Pearson EDI Level 2 Award in Employment and Personal Learning Skills in Health (QCF) (last registration 31/01/2014).

Old units New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Unit 1	F	F	F	F	F
Unit 2	F	F	F	F	F
Unit 3	F	F	F	F	F
Unit 4	F	F	F	F	F
Unit 5	F	F	F	F	F

KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe B

PLTS performance mapping

Units 3, 4 and 5 are mapped to PLTS, as shown in the tables below.

Unit 3: Using Enquiry and Investigative Techniques to Solve Problems

Creative thinkers	Assessment criterion
Generate ideas and explore possibilities	1.1
Ask questions to extend their thinking	1.2
Connect their own and others' ideas and experience in inventive ways	1.2
Question their own and others' assumptions	2.4
Try out alternatives or new solutions and follow ideas through	2.5
Adapt ideas as circumstances change	2.5
Independent enquirers	Assessment criterion
Identify questions to answer and problems to solve	1.1
Plan and carry out research, appreciating the consequences of decisions	1.2/1.3/1.4
Explore issues, events or problems from different perspectives	2.1
Analyse and evaluate information, judging its relevance and value	2.2
Consider the influence of circumstances, beliefs and feelings on decisions and events	2.3/2.5
Support conclusions, using reasoned arguments and evidence	2.2

Unit 4: Manage Own Learning

Reflective learners	Assessment criterion
Assess themselves and others, identifying opportunities and achievements	2.1
Set goals with success criteria for their development and work	2.1/2.2
Review progress, acting on the outcomes	2.1
Invite feedback and deal positively with praise, setbacks and criticism	2.3
Evaluate experiences and learning to inform future progress	2.1/2.4
Communicate their learning in relevant ways for different audiences	2.5
Self-managers	Assessment criterion
Seek out challenges or new responsibilities and show flexibility when priorities change	1.1
Work towards goals, showing initiative, commitment and perseverance	1.6
Organise time and resources, prioritising actions	1.6
Anticipate, take and manage risks	1.3
Deal with competing pressures, including personal and work-related demands	1.4
Respond positively to change, seeking advice and support when needed	2.3
Manage their emotions, and build and maintain relationships	1.5

Unit 5: Participating in Teamwork

Effective participators	Assessment criterion
Discuss issues of concern, seeking resolution where needed	1.2/1.3
Present a persuasive case for action	1.2
Propose practical ways forward, breaking these down into manageable steps	1.1/1.3
Identify improvements that would benefit others as well as themselves	2.3
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1.3/2.4
Act as an advocate for views and beliefs that may differ from their own	2.4
Team workers	Assessment criterion
Collaborate with others to work towards common goals	1.1/2.1
Reach agreements, managing discussions to achieve results	1.1/1.2/1.3
Adapt behaviour to suit different roles and situations, including leadership roles	1.3/2.2
Show fairness and consideration to others	2.4
Take responsibility, showing confidence in themselves and their contribution	2.2
Provide constructive support and feedback to others	2.3/2.4

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