Pearson
BTEC Level 3 Award in Employment and Personal Learning Skills in Health (QCF)

Specification

Pearson BTEC Specialist qualification

First teaching August 2014

PEARSON

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

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All information in this specification is correct at time of publication.

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 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

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

What are Pearson BTEC Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of Pearson BTEC Specialist qualification in the QCF:

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

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

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

The credit value of a unit is based on:

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

2 Qualification summary and key information

Qualification title	**Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (QCF)**
QCF Qualification Number (QN)	600/9666/4
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	11/06/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	7
Assessment	Centre-devised assessment (internal assessment)
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 *Section 10, Access and recruitment*).

QCF qualification number and qualification title

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

The qualification title, unit titles 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. There is more information about certification in our *Information Manual,* available on our website: www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (QCF) is for learners who work in, or want to work in, the healthcare 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 3 qualification

• develop their own personal growth and engagement in learning.

Apprenticeships

Skills for Health, the Sector Skills Council for Health, approves the Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (QCF) as the Employment Rights and Responsibilities (ERR) component for the following Advanced Apprenticeships:

• Health (Optical Retail) (England)

• Health (Healthcare Support Services) (England)

• Health (Clinical Healthcare Support) (England)

• Health (Maternity and Paediatric Support) (England)

• Health (Perioperative Support) (England)

• Health (Dental Nursing) (England).

Relationship with previous qualifications

This qualification is a replacement for the Pearson EDI Level 3 Award in Employment and Personal Learning Skills in Health (QCF). 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 3, such as the Pearson BTEC Level 3 Certificate in Working in the Health Sector (QCF), the Pearson BTEC Level 3 Certificate in Preparing to Work in Adult Social Care (QCF), and Pearson BTEC Nationals or Higher Nationals in Health and Social Care. Learners can also progress to employment in the health sector.

Industry support and recognition

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

3   Qualification structure

Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health (QCF)

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
Minimum number of credits that must be achieved at Level 3 or above	4

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	L/602/4525	Preparing for a Level 3 Apprenticeship	3	1	10
3	R/602/4560	Using Research Skills to Solve Problems	3	1	10
4	R/602/4557	Manage Own Learning	3	1	10
5	D/602/4559	Participating Through Team Leading	3	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 the policy document *Recognition of Prior Learning Policy*, which is on our website, www.edexcel.com.

Credit transfer

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

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

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 Pearson BTEC qualifications is available at www.edexcel.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. 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.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at www.edexcel.com/Policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

QCF level

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

Credit value

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

Guided learning hours

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

Unit aim

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

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

QCF 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 these 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	☐ 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	☐ 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	☐ 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	☐ Internal and external sources of information, where appropriate.
			☐ Human resources department.
			☐ Line manager.
			☐ Advisory, Conciliation and Arbitration Service (ACAS).
			☐ Citizens Advice Bureau.
			☐ Community Legal Advice.
			☐ Access to Work.
			☐ Additional Learning Support.
			☐ Advice from trade unions and representative bodies.
			☐ Types of information include written material (leaflets, fact sheets, website documents) and verbal advice given face to face or by telephone.

Learning outcomes	Assessment criteria		Unit amplification
2 Understand agreed ways of working that protect own relationship with employer	2.1	Describe the terms and conditions of own contract of employment	☐ Terms and conditions. ☐ Hours. ☐ Pay rate. ☐ Holiday entitlement. ☐ Format of the contract or relevant regulation. ☐ Contribution of objectives of job role to organisation's key aims.
	2.2	Describe the information shown on own pay statement	☐ Gross wages. ☐ Deductions. ☐ Net pay.
	2.3	Describe the procedures to follow in event of a grievance	☐ Informal approach. ☐ Management structure. ☐ Company handbook. ☐ ACAS (Advisory, Conciliation and Arbitration Service) procedures. ☐ Types of discrimination. ☐ Basic rights under the Disability Discrimination Act 1995 and 2005, Equality Act 2010. ☐ Line management structure. ☐ Trade union support. ☐ Employment tribunal.

Learning outcomes	Assessment criteria		Unit amplification
	2.4	Identify the personal information that must be kept up to date with own employer	□ Personal data. □ Qualifications. □ Tax code. □ Disabilities. □ Absence details. □ Training. □ Updating information held in personnel records: personal responsibility, management structure.
	2.5	Explain agreed ways of working with employer	□ Includes policies and procedures. May cover areas such as: • 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.

Learning outcomes	Assessment criteria		Unit amplification
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	☐ Own role within service delivery.
	3.2	Explain the effect of own role on service provision	☐ 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	☐ Own role in relation to wider sector.
			☐ Relationship to National Occupational Standards in own area of work.
			☐ Reference to relevant codes of practice.
	3.4	Describe the main roles and responsibilities of representative bodies that influence the wider sector	☐ Trade unions.
			☐ Government departments.
			☐ Professional bodies.
			☐ Sector Skills Councils.
			☐ Regulatory bodies.
			☐ Consumer groups.

Learning outcomes	Assessment criteria		Unit amplification
4 Understand career pathways available within own and related sectors	**4.1**	Explore different types of occupational opportunities	☐ 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.
	4.2	Identify sources of information related to a chosen career pathway	☐ 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	☐ Next steps in own career pathway.
			☐ Training and development.

Learning outcomes	Assessment criteria		Unit amplification
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	☐ 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	☐ Poor practice, lack of communication, lack of coordination across services.
	5.3	Describe how issues of public concern have altered public views of the sector	☐ 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 Climbie, 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	☐ Recent changes in service and effect on own role.

Information for tutors

Delivery

This unit includes 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 a Level 3 Apprenticeship

Unit reference number: L/602/4525

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is for learners to increase their understanding of their Apprenticeship by developing knowledge of the components and the strategies available for their completion.

Learners will develop their time-management and target-setting skills and look at the progression routes available on completion of the 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	Understand how the Apprenticeship framework relates to the learner	1.1	Explain the components of the Apprenticeship	☐ Components in the relevant framework, 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	Explain strategies for meeting the requirements of assessment	☐ Gathering evidence, e.g. on the job, off the job, witness statements, use of videos and tapes, observation sheets. ☐ Tests, for example online, paper based. ☐ Preparation for tests. ☐ Examinations, e.g. revision techniques, revision timetable, practice papers. ☐ Completing coursework, e.g. organisation of folders, cross-referencing. ☐ Review visits. ☐ Holistic assessment.
		1.3	Assess the importance of the Apprenticeship agreement	☐ 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 plan realistic goals for own learning	2.1	Assess the importance of time management to successful completion	☐ Organising workload by prioritising tasks and activities, including home and work. ☐ Setting up systems for recording and keeping evidence. ☐ Creating a timetable for the coming year with assessment deadlines and exams.
		2.2	Assess own learning and development needs	☐ Arising from prior learning and experience. ☐ Development that could be embedded in future learning, e.g. study skills, critical thinking, Functional Skills, exam technique, time management, personal, learning and thinking skills.
		2.3	Create SMART targets for successful completion of the Apprenticeship	☐ Awareness of skills and strengths using a SWOT analysis, skills audit. ☐ Planning by setting aims and objectives. ☐ Setting targets which are specific, measurable, achievable, realistic, time bound.
3	Understand the progression routes from the Apprenticeship	3.1	Assess the usefulness of sources of information about progression routes	☐ Jobcentre Plus, tutor, local college websites and prospectuses, websites, e.g. Apprenticeships, employment websites.
		3.2	Analyse the appropriateness of the various progression routes	☐ Further study eg college and university courses. ☐ Employment, present employers or seeking new position, e.g. Jobcentre Plus, internet.

Information for tutors

Delivery

This unit is designed to be taken in any sector appropriate for the Apprenticeship that learners are undertaking. Delivery could start with studying the Apprenticeship framework and discussing why components are present and their purposes. Learners should explain how components are assessed. They should understand the purpose and usefulness of the Apprenticeship agreement. The learning outcomes enable learners to develop an individual learning plan. Learners should develop a critical perspective toward sources of information and their usefulness.

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 emphasis in this unit is on ensuring that learners understand the Apprenticeship course and how they are to be assessed throughout. They are encouraged to consider their skills and set appropriate targets. 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.

Assessment for this unit could include written work or a series of videos or tapes. Evidence could be the log from 1:1 tutorial sessions, or a log created by the learner. All evidence needs to be kept for both internal and external quality assurance 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* (Pelgrave Study Guides, 2008)
ISBN 0333751892 (there are also MP3 downloads of various sections of this book)

Websites

www.bbc.co.uk/learningzone/clips	Useful video clips in a variety of occupational settings
www.excellencegateway.org.uk	Variety of learning resources
www.mindtools.com	Covers aspects of personal management

Unit 3: Using Research Skills to Solve Problems

Unit reference number: R/602/4560

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to think creatively and to become independent enquirers so that they can use research to solve 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	Be able to research questions related to a specific problem	1.1	Generate research questions related to a specified problem	□ Work related, study related. □ Generating ideas: various techniques, e.g. thoughtshower.
		1.2	Plan the research to meet the requirements of the research questions	□ Brief plan, including research questions. □ Any supporting theory or subject matter, methodology, methods, timescale.
		1.3	Relate research questions to the problem	□ Underlying objectives of the research that inform the more specific questions that may be asked in the methodology. □ A question or questions to be researched inductively.
		1.4	Undertake the research in accordance with the plan	□ Primary and secondary sources. □ Collection of data, e.g. qualitative, quantitative. □ Research methods, e.g. questionnaires, surveys, documents, observation.

Learning outcomes	Assessment criteria		Unit amplification
2 Be able to assess research on a specific problem	2.1	Evaluate the usefulness and relevance of the data	
	2.2	Analyse factors that influenced the decisions taken in the researching	☐ Factors that could influence decisions, e.g. time constraints, available resources.
	2.3	Assess whether research findings met the research questions	☐ Against the original questions asked, against the topic concerned. ☐ Ability to form a response to the question using findings.
	2.4	Analyse assumptions in research methodology	☐ Questions that interrogate the validity of the results of the research, number of results that are needed to establish proof, statistical significance.
	2.5	Analyse the impact alternative research methods could have on the outcomes	☐ 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 knowledge and understanding of, and skills in, processes so that learners 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 the problem 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 thinker and independent enquirer PLTS. Satisfactory completion of all criteria ensures that all aspects of creative thinker and independent enquirer 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 the criteria.

The assessment could be completed in a work placement where learners are working with colleagues or during the 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.co.uk	A variety of team leadership and management resources

Unit 4: Manage Own Learning

Unit reference number: R/602/4557

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to organise and prepare their learning and to reflect on what they have done.

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	Analyse own skills and learning requirements	☐ 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	Set SMART learning goals to enable learning to be completed on time and to a high standard	☐ 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	Plan responses to risks to learning not being completed on time	☐ Conflicting priorities, motivation, skills gaps.
	1.4	Set goals to manage commitments in work and personal life	☐ Punctuality and meeting deadlines, managing work, learning and personal commitments.
	1.5	Maintain relationships with peers supporting others to achieve success in learning	☐ 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	Evaluate learning goals against success criteria	□ Qualification aims, learning aims, assessment outcomes, confidence. □ Appropriateness of learning, expectations, whether other/additional learning is required.
		2.2	Devise constructive actions in response to feedback from others	□ Listening to others' comments, whether positive and or negative, and using the comments to amend targets.
		2.3	Revise learning goals to respond to outcomes of reflection	□ 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.
		2.4	Discuss outcomes of learning experiences with others	□ 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. Learners should be encouraged to act with autonomy. They need to be able to analyse and evaluate outcomes and support others as they respond to challenges.

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 could also be embedded in other units.

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 and/or audio. All assessment material needs to be kept for both internal and external quality assurance. The assessment is likely to be 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, provided it is explicit enough for assessment of this unit.

Suggested resources

Websites

www.ehow.com	Useful site including information on carrying out and writing up peer reviews
www.managingtimeeffectively.com/	Useful information and ideas on time management
www.mindtools.co.uk	A variety of team leadership and management resources
www.practicebasedlearning.org/	Ideas and resources for learning in the workplace

Unit 5: Participating Through Team Leading

Unit reference number: D/602/4559

QCF level: 3

Credit value: 1

Guided learning hours: 10

Unit aim

The aim of this unit is to enable learners to complete a task as a leader of a team, drawing on an agreed work plan.

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 lead a team to complete a complex task	1.1	Negotiate with others a complex team task that has a local focus	□ Discussion and agreement of task.
		1.2	Lead discussion with others to agree a work plan for completing the task	□ Task sequencing or prioritising to consider the order in which tasks must be carried out, either because some tasks depend on the completion of other tasks or because some are more important or urgent than others.
				□ Task scheduling, decision on when tasks should be started and completed, action planning e.g. timetables, charts and Gantt charts.
				□ Resource allocation considering human, financial and material requirements and the availability of appropriate resources at the right place and time.
				□ Contingency planning, allowing for changes of plan to cope with unscheduled events.

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Demonstrate the roles and responsibilities of a team leader	☐ Ability to motivate.
			☐ Responsible attitude.
			☐ Able to work with others.
			☐ Plans and prioritises own work and that of others, remains calm under pressure, decision making.
			☐ Managing quality.
			☐ The process of establishing standards of quality for product or service.
			☐ Establishing procedures or production methods which ensure that required standards are met.
			☐ Monitoring actual quality.
			☐ Taking action when quality falls below standard.
	1.4	Complete task to the required standard and deadline	☐ The task should address a problem that, while well defined, is complex and non-routine.
			☐ Task must have local applicability, e.g. be relevant to the learning context, work context or the community.
	1.5	Reassess the agreed plan amending the plan during the task	

Learning outcomes	Assessment criteria		Unit amplification
2 Be able to review the team task to improve work in the future	2.1	Analyse the extent to which the team was successful	☐ Quantifiable factors, e.g. accident rate, absenteeism, output and productivity, quality of output, number of stoppages and interruptions to work. ☐ Qualitative factors, e.g. commitment to achievement, clarity of understanding of team's work, idea sharing, motivation and leadership.
	2.2	Provide constructive feedback to team members	☐ Constructive feedback, e.g. fair, supportive.
	2.3	Assess ways of improving the team management for future tasks	☐ Clearer aims, careful monitoring, team building for a more effective team. ☐ Improved communication between team members and team leader.

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 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 offered within the context of another course of learning, such as a vocational qualification, where opportunities to undertake teamwork may materialise. Alternatively, the qualification could support citizenship learning. It is important that in the task learners have the opportunity to show they can take responsibility for their actions.

The emphasis in this unit is on developing knowledge and skills so that learners can lead colleagues or peers effectively. 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. They could use a series of questions to ask learners to confirm that their evidence meets all the assessment criteria.

The assessment could be completed in a work placement where learners are working with other colleagues.

Suggested resources

Websites

www.accel-team.com/_pdf/teamLeader Skills.pdf	Useful set of slides outlining the skills needed to lead or manage a team
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/	Useful for management techniques

13 Further information and useful publications

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

- Pearson Edexcel: **www.edexcel.com/contactus**

- Pearson BTEC: **www.btec.co.uk/contactus**

- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**

- Books, software and online resources for UK schools and colleges:
  www.pearsonschools.co.uk/contactus

Other sources of information and publications available include:

- *Pearson Equality Policy*

- *Edexcel Information Manual* (updated annually)

- *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*

- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*

- *Recognition of Prior Learning Policy*

- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

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

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of 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 at: www.edexcel.com/resources

14 Professional development and training

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

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

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- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing learner-centred learning and teaching approaches

- building Functional Skills into your programme

- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

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

Annexe A

Unit mapping overview

The table below shows the relationship between the new QCF qualification in this specification and the predecessor qualifications: Pearson EDI Level 3 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 Research Skills to Solve Problems

Creative thinkers	Assessment criterion
Generate ideas and explore possibilities	1.1
Ask questions to extend their thinking	1.1
Connect their own and others' ideas and experience in inventive ways	1.3
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	1.2/1.4
Explore issues, events or problems from different perspectives	2.5
Analyse and evaluate information, judging its relevance and value	2.1/2.3
Consider the influence of circumstances, beliefs and feelings on decisions and events	2.2
Support conclusions, using reasoned arguments and evidence	2.1

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
Review progress, acting on the outcomes	2.1
Invite feedback and deal positively with praise, setbacks and criticism	2.2
Evaluate experiences and learning to inform future progress	2.1/2.3
Communicate their learning in relevant ways for different audiences	2.4
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	2.2
Manage their emotions, and build and maintain relationships	1.5

Unit 5: Participating Through Team Leading

Effective participators	Assessment criterion
Discuss issues of concern, seeking resolution where needed	1.1
Present a persuasive case for action	1.1
Propose practical ways forward, breaking these down into manageable steps	1.1/1.2
Identify improvements that would benefit others as well as themselves	1.5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1.3
Act as an advocate for views and beliefs that may differ from their own	1.3
Team workers	**Assessment criterion**
Collaborate with others to work towards common goals	1.2
Reach agreements, managing discussions to achieve results	1.2
Adapt behaviour to suit different roles and situations, including leadership roles	1.3
Show fairness and consideration to others	2.2
Take responsibility, showing confidence in themselves and their contribution	1.4
Provide constructive support and feedback to others	2.2