

Pearson BTEC Level 2 Certificate in Learning for Life

Pearson BTEC Level 1 Certificate in Learning for Life

Pearson BTEC Entry 3 Certificate in Learning for Life

Specification

BTEC Specialist qualification

For first teaching September 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

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

These qualifications were previously known as:

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

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

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

The QNs remain the same.

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

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Summary of Pearson BTEC Entry & Level 1 and 2 Certificate in Learning for Life specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
Pearson BTEC Level 3 Certificate in Learning for Life (600/1078/2) is no longer available for registration. It's certification end date is 31 st August 2017	
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.

BTEC Specialist qualification titles covered by this specification

Pearson BTEC Level 2 Certificate in Learning for Life

Pearson BTEC Level 1 Certificate in Learning for Life

Pearson BTEC Entry 3 Certificate in Learning for Life

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

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

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

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

Welcome to Pearson BTEC Level 2, Level 1 and Entry 3 Certificates in Learning for Life

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

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

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make the link explicit between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC 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).

Pearson BTEC Level 2, Level 1 and Entry 3 Certificates

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

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

Key features of the Pearson BTEC Level 2, Level 1 and Entry 3 Certificates in Learning for Life

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

Key features of the Pearson BTEC Level 2 Certificate in Learning for Life

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

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

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

Key features of the Pearson BTEC Level 1 Certificate in Learning for Life

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

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

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

Key features of the Pearson BTEC Entry 3 Certificate in Learning for Life

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

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

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

Rules of combination

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

Rules of combination for the Pearson BTEC Level 2, Level 1 and Entry 3 qualifications

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

Pearson BTEC Level 2 Certificate in Learning for Life

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

Pearson BTEC Level 1 Certificate in Learning for Life

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

Pearson BTEC Entry 3 Certificate in Learning for Life

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

Pearson BTEC Level 2 Certificate in Learning for Life

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

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

Pearson BTEC Level 1 Certificate in Learning for Life

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

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

Pearson BTEC Entry 3 Certificate in Learning for Life

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

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

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

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

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

Quality assurance of centres

Pearson BTEC Level 2, Level 1 and Entry 3 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Level 2, Level 1 and Entry 3 Certificates in learning for Life must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 2, Level 1 and Entry 3 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 2, Level 1 and Entry 3 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

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

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

Resources

Pearson BTEC Level 2, Level 1 and Entry 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Indicative resource materials* sections.

Delivery approach

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

Functional skills (cross-curriculum links)

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

Access and recruitment

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

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

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

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

Restrictions on learner entry

The Pearson BTEC Level 2, Level 1 and Entry 3 in Learning for Life qualifications are accredited for learners aged 14 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

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

Unit format

Each unit has 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

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

Guided learning hours

Guided Learning Hours (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

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

Unit introduction

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

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

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Unit 4: Developing skills for creative learning	35
Level 2 units	41
Unit 1: Developing skills for team learning	43
Unit 2: Developing skills for reflective learning	49
Unit 3: Developing skills for independent learning	55
Unit 4: Developing skills for creative learning	61
Level 1 units	67
Unit 1: Developing skills for team learning	69
Unit 2: Developing skills for reflective learning	75
Unit 3: Developing skills for independent learning	81
Unit 4: Developing skills for creative learning	87
Entry 3 units	93
Unit 1: Developing skills for team learning	95
Unit 2: Developing skills for reflective learning	101
Unit 3: Developing skills for independent learning	107
Unit 4: Developing skills for creative learning	113

Level 3 units

Unit 1: Developing skills for team learning

Unit code: K/502/7793

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

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

Unit introduction

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

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

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

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

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

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

Unit content

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

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

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

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

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

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

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

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

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

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

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

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

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

Advocacy: representing the views of stakeholders accurately

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

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

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

Assessment

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

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

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

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

Indicative resource materials

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

Unit 2: **Developing skills for reflective learning**

Unit code: M/502/7892

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to enable learners to demonstrate effective use of self-awareness, thoughtfulness, adaptability and development.

Unit introduction

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

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

Learners will understand that to become effective reflective learners they will need to apply the skills of self-awareness, thoughtfulness, adaptability and development to drive their learning experiences. The context for reflective learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to use their ability to consider the values of others; the value of prior learning; their ability to provide justification, flexibility and target-setting to drive self-improvement.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand other people's values, views and opinions	1.1 Explore the links between own ideals, values, beliefs and interests across two different contexts using models and theories 1.2 Explore own strengths and weaknesses across two different contexts using models and theories 1.3 Analyse feedback from others for own self-development 1.4 Devise a strategy to act on feedback for self-development
2 Be able to manage change to further own learning	2.1 Justify responses with sensitivity, considering others 2.2 Use critical thinking, analysis and problem solving in evaluating work 2.3 Complete a current task or activity, drawing on past learning and experience
3 Be able to demonstrate flexibility with change, dealing well with setbacks and understanding effects of decisions	3.1 Explore new strategies and approaches to learning 3.2 Devise coping strategies to deal with challenges in learning 3.3 Explore the possible consequences of decisions for future progress
4 Be able to set targets, methods to achieve a vision, and regularly review progress towards it	4.1 Devise personal development targets and strategies to achieve a vision 4.2 Review progress towards the vision, revising strategies throughout

Unit content

1 **Understand other people's values, views and opinions**

Self analysis: explore own values, beliefs, ideals and interests through a variety of personal development models and theories

Self analysis: explore own strengths and weaknesses through a variety of personal development models and theories

Making judgements: assessment and selection of appropriate feedback for personal development

Strategic thinking: synthesising sources of feedback to produce a strategy for personal development

2 **Be able to manage change to further own learning**

Empathy: responding with consideration for the feelings, beliefs, values of others

Flexibility: utilise a range of high order thinking skills; such as critical thinking, analysis, evaluating and problem-solving

Review: identifying personal improvement in the context of previous and current learning and experience

3 **Be able to demonstrate flexibility with change, dealing well with setbacks and understanding effects of decisions**

Open-mindedness: find ways to develop skill and knowledge base

Resilience: find strategies to overcome barriers to learning

Developing a vision: articulate pathways to reach goals

4 **Be able to set targets, methods to achieve a vision, and regularly review progress towards it**

Selection: finding ways that suit the individual to achieve their vision

Review: regularly reflect on ways to achieve their vision

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to take ownership of the competences of Reflective Learning (self-awareness, thoughtfulness, adaptability and development). Learning is collaborative. Learners drive learning experiences, guided by the teacher where appropriate. Sophisticated learning experiences need to be provided to reflect the responsibility learners must take to master these competences.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 3: Developing skills for independent learning

Unit code: T/502/7893

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to demonstrate effective use of determination, focus, individuality and organisation to enable independent learning.

Unit introduction

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

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

Learners will understand that to become effective independent learners they will need to apply the skills of determination, focus, individuality and organisation to drive their learning experiences. The context for independent learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to show initiative and commitment by thinking and acting independently; supervising others; planning, preparing and prioritising commitments.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to complete work, showing initiative and commitment	1.1 Plan own learning to enable successful completion of all tasks and learning goals 1.2 Complete tasks independently, to an agreed standard within a deadline 1.3 Undertake actions using own initiative to contribute to task completion 1.4 Devise positive solutions to a task or problem, drawing on appropriate feedback and own prior learning
2 Be able to supervise others to enable all to succeed in a task	2.1 Complete a task by contributing to contrasting individual and group activities 2.2 Use communication skills to supervise others in achieving shared goals
3 Understand the need to think for oneself and stand up for own and others' beliefs	3.1 Justify own beliefs and views, responding positively to challenges 3.2 Demonstrate advocacy skills, defending the views of self and others
4 Be able to prepare, complete and evaluate ongoing work, to achieve improvement	4.1 Manage own commitments demonstrating a variety of time management approaches 4.2 Review the progress and quality of own work over a period of time

Unit content

1 **Be able to complete work, showing initiative and commitment**

Ownership: develop strategies to harness a holistic plan drawing on all elements of learning and life

Resilience: maintaining commitment until the task is completed to the right standard and on time

Initiative: taking decisions to complete work without being instructed

Problem solving: explore a variety of solutions, learning from experience in order to complete work successfully

2 **Be able to supervise others to enable all to succeed in a task**

Flexibility: demonstrate versatility in learning activities and environments

Leadership: use various forms of communication to engage others in achieving a task

3 **Understand the need to think for oneself and stand up for own and others' beliefs**

Synthesis: draw together a variety of perspectives to arrive at a viewpoint when challenged

Advocacy: represent viewpoints accurately

4 **Be able to prepare, complete and evaluate ongoing work, to achieve improvement**

Time management: use different techniques to manage a variety of commitments while meeting deadlines (such as urgent versus important, chunking time, prioritisation)

Evaluation: consistently identify quality assurance measures to improve work.

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to take ownership of the competences of Independent Learning (determination, focus, individuality, organisation). Learning is collaborative. Students drive learning experiences, guided by the teacher where appropriate. Sophisticated learning experiences need to be provided to reflect the responsibility learners must take to master these competences.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 4: Developing skills for creative learning

Unit code: A/502/7894

Level: 3

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to enable learners to develop skills and attributes of problem-solving, imagination, curiosity and challenge-seeking.

Unit introduction

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

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

Learners will understand that to become effective creative learners they will need to apply the skills of problem solving, imagination, curiosity and challenge seeking to drive their learning experiences. The context for creative learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to problem-solve in a realistic and experimental way; synthesise ideas; find and extend a broader context of learning; assess and evaluate personal skills.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to offer practical and realistic options and experiment until a solution is found	1.1 Explore different options for solving a problem 1.2 Develop a practical solution to a complex, defined problem by diagnosing and refining strategies
2 Be able to select and promote a chosen, original idea	2.1 Generate diverse ideas which address a specific need from different perspectives 2.2 Champion a chosen idea, in collaboration with colleagues, building on feedback from self and others
3 Be able to show interest beyond the learning environment, making links between learning and own interests	3.1 Use learning skills to explore a topic of interest outside the learning environment 3.2 Analyse links between own interests and learning required in the learning environment
4 Be able to assess own skills and develop new skills to fill skills gaps	4.1 Complete a skills audit identifying areas for development 4.2 Develop new skills to meet requirements of skills audit 4.3 Undertake challenges which enable self-development according to learning and life goals. 4.4 Review progress of achievements against skills development

Unit content

1 **Be able to offer practical and realistic options and experiment until a solution is found**

Flexibility: be open to a variety of different approaches and methods

Analysis: look for and test practical answers to complex questions

2 **Be able to select and promote a chosen, original idea**

Original thinking: draw on different viewpoints to produce new and relevant ideas

Advocacy: persuade others to adopt ideas taking into account the views of self and others

3 **Be able to show interest beyond the learning environment, making links between learning and own interests**

Exploration: pursue extra-curricular activities to extend personal learning

Make connections: relate improvements in learning in the curriculum to extra-curricular activities

4 **Be able to assess own skills and develop new skills to fill skills gaps**

Self-review: assess personal skill sets to produce an action plan

Self-improvement: put into practice new skills identified in action plan

Take risk: expand personal horizons to develop self and meet goals

Self-evaluation: identify achievements to foster continuous improvement

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to take ownership of the competences of Creative Learning (problem solving, imagination, curiosity, challenge-seeking). Learning is collaborative. Learners drive learning experiences, guided by the teacher where appropriate. Sophisticated learning experiences need to be provided to reflect the responsibility learners must take to master these competences.

Assessment

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

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

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

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

Indicative resource materials

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

Level 2 units

Unit 1: Developing skills for team learning

Unit code: F/502/7895

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to enable learners to put into practice skills of leadership, responsibility, communication and respect for others.

Unit introduction

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

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

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

This unit will enable learners to use their ability to implement team strategy and identify the needs for team management, using positive support, challenge and sensitivity to achieve consensus.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to implement a team strategy, showing resilience and perseverance	1.1 Demonstrate active listening skills in group work 1.2 Reach agreement when working with others 1.3 Devise a team strategy working with others to complete a routine task or activity 1.4 Demonstrate perseverance in working with others to ensure completion of a routine task or activity
2 Be able to manage a team	2.1 Organise a team into required roles 2.2 Demonstrate skills required in the different roles in a team 2.3 Describe the outcomes of actions of the team
3 Be able to support and positively challenge self and others to develop views	3.1 Question others about their stated views 3.2 Describe own views to others 3.3 Revise own views, taking on feedback
4 Be able to demonstrate empathic skills in the development of consensus	4.1 Demonstrate communication skills to achieve consensus between group members 4.2 Explain why others hold particular views 4.3 Explain how values result in particular viewpoints

Unit content

1 **Be able to implement a team strategy, showing resilience and perseverance**

Active listening: to reach agreement by compromise and feedback

Strategy making: clarifying the goal in order to form a plan agreed by all

Perseverance: overcoming obstacles and seeing a task through to its conclusion

2 **Be able to manage a team**

Team management: identify roles which match team skills to fulfil the goal

Role flexibility: explore different roles in order to expand expertise

Team review: evaluate performance ensuring all team members are held accountable

3 **Be able to support and positively challenge self and others to develop views**

Communication: use constructive questioning to elicit views/reactions of others

Self-analysis: review own views and opinions before expressing them and/or after feedback from others

4 **Be able to demonstrate empathic skills in the development of consensus**

Communication: develop awareness of audience to achieve consensus

Interpretation: articulate the thinking of others within the team and the values that underpin it

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to demonstrate the competences of Team Learning (leadership, communication, responsibility, respect). Facilitation of the competences will arise from some teacher intervention, but predominantly rely on learning experiences which challenge learners to apply the competences for themselves.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 2: Developing skills for reflective learning

Unit code: **J/502/7896**

Level: **2**

Credit value: **4**

Guided learning hours: 30

Unit aim

This unit aims to enable learners to put into practice skills of self-awareness, thoughtfulness, adaptability and development.

Unit introduction

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

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

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

This unit will enable learners to use their ability to implement team strategy, identify the needs for team management, using positive support, challenge and sensitivity to achieve consensus.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to define and develop self responding to feedback and own views	1.1 Describe own ideals, values and beliefs 1.2 Describe own strengths and weaknesses in learning and life 1.3 Use feedback from others in planning for self-development
2 Be able to link prior and new learning, seeing the relevance of work in a wider context	2.1 Apply skills from different areas of learning to address a task 2.2 Apply prior learning to a current task 2.3 Produce extended answers linking different areas of learning
3 Be able to take responsibility for learning, managing change and taking risks to develop own learning	3.1 Devise a plan for learning, showing responsibility for own learning 3.2 Implement a plan for learning, showing responsibility for own learning 3.3 Demonstrate adaptability to change to enhance own learning 3.4 Take a risk by undertaking a new activity to develop own learning
4 Be able to use different methods to achieve self-development, reviewing own progress towards goals	4.1 Devise a personal development plan using appropriate methods for development 4.2 Review own progress against the plan

Unit content

1 **Be able to define and develop self, responding to feedback and own views**

Define: confidently describe personal values, beliefs and goals

Personal assessment: articulate self-perception within a wider world context

Open-mindedness: make use of information from others, weighing up the appropriateness of advice

2 **Be able to link prior and new learning, seeing the relevance of work in a wider context**

Skill application: being able to use transferable skills

Utilisation: using what you know already and making it relevant to the task

Scaffolding thinking: providing detailed explanations, drawing on prior learning and relevant knowledge

3 **Be able to take responsibility for learning, managing change and taking risks to develop own learning**

Ownership: devising a personal action plan and making it personal

Resilience: undertaking a personal plan and seeing it through to the end

Adaptability: showing readiness to amend personal plan as and when required

Risk-taking: showing readiness to explore new experiences to develop self

4 **Be able to use different methods to achieve self-development, reviewing own progress towards goals**

Selection: finding ways that suit the individual to achieve their plan

Review: regular and objective consideration of the plan

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to understand the competences of Reflective Learning (self-awareness, thoughtfulness, adaptability and development), gaining insight through explicit teaching of the competences. Teacher-guided learning experiences should provide opportunities for learners to form connections between these key competences (TRICS). At this level learners should be encouraged to actively participate in a variety of ways.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 3: Developing skills for independent learning

Unit code: L/502/7897

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to demonstrate effective use of determination, focus, individuality and the organisation to enable independent learning.

Unit introduction

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

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

Learners will understand that to become independent learners they will need to practice the skills of determination, focus, individuality and organisation to drive their learning experiences. The context for independent learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to use appropriate learning techniques; show sustained commitment to learning; articulate own ideas and debate them; manage multiple commitments.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to use learning techniques appropriate to task, demonstrating initiative and drive in own learning	1.1 Plan own learning, to enable successful completion of tasks within deadlines 1.2 Complete tasks as set out in a learning plan
2 Be able to show a sustained commitment to learning	2.1 Plan learning to target the achievement of future life goals 2.2 Implement a learning plan, reviewing achievement against life goals
3 Be able to argue own perspectives and challenge own responses and beliefs	3.1 Explain own opinion in a discussion on a relevant topic 3.2 Review own opinion drawing on the views and opinions of others
4 Be able to plan and revise multiple commitments	4.1 Plan own learning to balance and prioritise learning and life commitments 4.2 Revise learning and life commitments considering learning progress

Unit content

1 Be able to use learning techniques appropriate to task, demonstrating initiative and drive in own learning

Ownership: develop own strategy to complete work successfully and on time

Personal accountability: implement steps which fulfil the learning strategy

2 Be able to show a sustained commitment to learning

Vision: identify the actions needed in current learning to reach personal goals

Evaluate: regularly monitor performance against identified goals

3 Be able to argue own perspectives and challenge own responses and beliefs

Conviction: have confidence to express relevant beliefs

Open-mindedness: show willingness to listen and consider the views of others

4 Be able to plan and revise multiple commitments

Prioritise: identify a strategy which maintains a healthy work-life balance

Flexibility: adapting plans to continuously improve

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to demonstrate the competences of Independent Learning (determination, focus, individuality, organisation). Facilitation of the competences will arise from some teacher intervention, but predominantly rely on learning experiences which challenge learners to apply the competences for themselves.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 4: Developing skills for creative learning

Unit code: R/502/7898

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit aims to enable learners to put into practice skills of problem-solving, individuality, curiosity and challenge seeking.

Unit introduction

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

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

Learners will understand that to become creative learners they will need to practice the skills of problem solving, imagination, curiosity and challenge seeking to drive their learning experiences. The context for creative learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to problem-solve on a strategic level; generate and refine ideas; explore enquiry methods and experiment to achieve new challenges.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to develop a strategy for finding a solution to a problem	1.1 Explore a problem, by talking about its measurable features and its possible consequences 1.2 Create a strategy for solving the problem with regard to parameters and consequences
2 Be able to create and adapt ideas to meet specific requirements and contexts	2.1 Generate different ideas that meet defined requirements and needs 2.2 Propose an adaptation to an idea to meet needs of a changed context
3 Be able to improve learning and enquiry	3.1 Explore different lines of enquiry on a subject of interest in the learning environment 3.2 Demonstrate use of different learning techniques to improve own learning
4 Be able to explore and experiment with new skills and challenges to progress towards goals	4.1 Undertake a challenge that enables self-development according to learning goals 4.2 Explain how the challenge has enabled self-development 4.3 Demonstrate a new skill that will help achieve progression towards goals

Unit content

1 **Be able to develop a strategy for finding a solution to a problem**

Clarification: understand the boundaries of the problem in order to explain the problem as a whole

Development: analyse the problem to lead to a solution

2 **Be able to create and adapt ideas to meet specific requirements and contexts**

Speculate: use different techniques ('what if', brainstorming, association) to generate ideas

Adaptation: build on others' ideas as situations or needs change

3 **Be able to improve learning and enquiry**

Investigation: build information on a topic in the curriculum

Utilise: employ different learning methods, suitable to the time and situation

4 **Be able to explore and experiment with new skills and challenges to progress towards goals**

Risk-taking: achieve learning goals through alternative or new methods

Evaluation: verify how different methods have changed you as a person

Innovation: experiment and apply new skills and approaches to seek improvement

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to demonstrate the competences of Creative Learning (problem-solving, imagination, curiosity, challenge seeking). Facilitation of the competences will arise from some teacher intervention, but will predominantly rely on learning experiences which challenge learners to apply the competences for themselves.

Assessment

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

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

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

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

Indicative resource materials

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

Level 1 units

Unit 1: Developing skills for team learning

Unit code: Y/502/7899

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

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

Unit introduction

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

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

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

This unit will enable learners to participate in discussion by listening attentively, co-operating, encouraging, and respecting others in the team when faced with a challenging task.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to listen attentively, agree a plan with others and encourage others to carry on	1.1 Use attentive listening skills to agree a plan with others 1.2 Organise a task with the agreement of others 1.3 Provide positive feedback to encourage others to complete the task
2 Be able to co-operate in a group, taking on appropriate roles, to face the challenge of a task	2.1 Demonstrate social skills to allow the team to co-operate 2.2 Demonstrate roles within a group appropriate to self and a task undertaken 2.3 Explore new challenges within a task
3 Be able to provide own opinions and respond to others	3.1 Explain own opinions in a way that a group understands 3.2 Respond to questions to elaborate own views 3.3 Respond to the opinions of others constructively
4 Be able to respect the values and opinions of others	4.1 Demonstrate consideration for the opinions of others 4.2 Discuss own and others' values in relation to the team

Unit content

1 **Be able to listen attentively, agree a plan with others and encourage others to carry on**

Attentive listening: to aid collaboration and effective planning

Organisation: gain agreement to arrive at a plan

Encouragement: pick out the positives to drive the plan

2 **Be able to co-operate in a group, taking on appropriate roles, to face the challenge of a task**

Social skills: realising that you get out what you put in

Skills match: identifying skills needed by the team that can be delivered by individuals

Flexibility: readiness to accept new roles and responsibilities

3 **Be able to provide own opinions and respond to others**

Appropriate communication: present opinion appropriate to the audience

Appropriate responsiveness: interpretation and re-evaluation of ideas/opinions

Accept feedback and evaluation: opportunities to review self in a critical setting

4 **Be able to respect the values and opinions of others**

Consideration: develop tolerance to others' viewpoints

Cooperation: accepting how others' values can contribute to the team dynamic

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to understand the competences of Team Learning (leadership, communication, responsibility, respect), gaining insight through explicit teaching of the competences. Teacher-guided learning experiences should provide opportunities for learners to form connections between these key competences (TRICS). At this level, learners should be encouraged to actively participate in a variety of ways.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 2: Developing skills for reflective learning

Unit code: F/502/7900

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit aims to enable learners to participate in skills of self-awareness, thoughtfulness, adaptability and development.

Unit introduction

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

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

Learners will understand that to participate as reflective learners they will need to apply the skills of self-awareness, thoughtfulness, adaptability and development to drive their learning experiences. The context for reflective learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to understand the wider context of their learning, by accepting and responding to criticism, reacting positively to change, to assist self-improvement.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to take criticism, understand own areas for improvement and develop appropriate responses	1.1 Respond positively to feedback on own learning and behaviour 1.2 Devise constructive responses to identified areas for improvement
2 Be able to consider work, understanding the value of prior learning	2.1 Use a plan when preparing a task 2.2 Identify prior learning relevant to a task 2.3 Give a reason for own action/thinking with reference to prior learning
3 Understand own and others, decision-making processes	3.1 Explain why own decision has been made 3.2 Explain why decision by someone else has been made
4 Be able to explore self-development	4.1 Adapt own action in response to a mistake 4.2 Identify steps needed for own self-development 4.3 Explore pathways for own progression with support

Unit content

1 **Be able to take criticism, understand own areas for improvement and develop appropriate responses**

Appropriate response: knowing how to improve learning and behaviour

Generating ideas: think of ways to improve self

2 **Be able to consider work, understanding the value of prior learning**

Planning: think about how to do the task before commencement

Recall: finding out what I need to know now

Prove: providing evidence to support actions and thinking

3 **Understand own and others, decision-making processes**

Justification: providing opinions for the thinking behind actions

Justification: providing opinions for other people's actions

4 **Be able to explore self-development**

Adaptability: showing how to learn from your own mistakes

Time management: setting targets which fit time scales

Research: exploring ways to develop different skills and experiences

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to understand the competences of Reflective Learning (self-awareness, thoughtfulness, adaptability and development), gaining insight through explicit teaching of the competences. Teacher-guided learning experiences should provide opportunities for learners to form connections between these key competences (TRICS). At this level, learners should be encouraged to actively participate in a variety of ways.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 3: Developing skills for independent learning

Unit code: J/502/7901

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit aims to demonstrate effective use of determination, focus, individuality and organisation to enable independent learning.

Unit introduction

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

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

Learners will understand that to participate as independent learners they will need to apply the skills of determination, focus, individuality and organisation to drive their learning experiences. The context for independent learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to manage their own learning by exploring the use of transferable skills; listening attentively; substantiate views and plan and review their work.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to explore transferable skills for completing learning in different environments	1.1 Demonstrate contrasting approaches to completing a task 1.2 Describe the links between one subject or task and another from a different subject area
2 Be able to be attentive to learning of self and others	2.1 Plan a task with others, being attentive to instructions and guidance from others 2.2 Implement the plan, being continuously attentive to instructions and guidance from others
3 Be able to substantiate own opinions	3.1 Give reasons to substantiate own opinions on a subject
4 Be able to plan, prioritise and review learning	4.1 Devise a plan to complete a task over a period of time to a deadline 4.2 Review progress of the task against the plan and propose improvements

Unit content

1 **Be able to explore transferable skills for completing learning in different environments**

Flexibility: show how you can succeed in different roles to complete roles

Make connections: recognise how learning from one area links with another

2 **Be able to be attentive to learning of self and others**

Listening: form a plan considering the input from everyone involved in completing the task, including the teacher

Checking: make sure the plan is being carried out correctly throughout its implementation

3 **Be able to substantiate own opinions**

Viewpoint: confidently explain own thinking to others

4 **Be able to plan, prioritise and review learning**

Plan: consider timescales, workload and objectives to complete a task

Evaluate: identify improvements by checking against objectives

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to understand the competences of Independent Learning (determination, focus, individuality, organisation), gaining insight through explicit teaching of the competences. Teacher-guided learning experiences should provide opportunities for learners to form connections between these key competences (TRICS). At this level, learners should be encouraged to actively participate in a variety of ways.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 4: Developing skills for creative learning

Unit code: L/502/7902

Level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

This unit aims to enable learners to participate in skills of problem-solving, imagination, curiosity and challenge-seeking.

Unit introduction

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

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

Learners will understand that to participate as creative learners they will need to apply the skills of problem-solving, imagination, curiosity and challenge-seeking to drive their learning experiences. The context for creative learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to problem solve by experimenting with ideas; investigate connections between ideas and learning techniques and to undertake challenges.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to provide solutions to a problem, playing with ideas and keeping options open	1.1 Describe the context and possible consequences of a problem 1.2 Provide solutions to a problem which are viable in the context
2 Be able to generate and make connections between ideas	2.1 Generate an idea to meet a defined set of requirements 2.2 Make connections between own ideas and ideas of others
3 Be able to use learning techniques and enquiry skills to improve own learning	3.1 Explore a line of enquiry on a subject of interest 3.2 Use an alternative technique of learning to improve own learning
4 Be able to explore and experiment with challenge	4.1 Undertake a challenge to help achieve progression towards learning goals, with support and direction

Unit content

1 **Be able to provide solutions to a problem, playing with ideas and keeping options open**

Analysis: understand the whole of the problem

Seek relevance: find solutions to fit the brief/task

2 **Be able to generate and make connections between ideas**

Build ideas: to meet a specific brief or task

Listen attentively: discover links to develop a collaborative solution

3 **Be able to use learning techniques and enquiry skills to improve own learning**

Investigate: build information on a topic of your choice

Open-minded: review own learning after experimenting with different methods

4 **Be able to explore and experiment with challenge**

Experiment: use support (from teacher, peers, teams or strategies) to identify means to achieve personal goals

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to understand the competences of Creative Learning (problem-solving, imagination, curiosity, challenge-seeking), gaining insight through explicit teaching of the competences. Teacher-guided learning experiences should provide opportunities for learners to form connections between these key competences (TRICS). At this level, learners should be encouraged to actively participate in a variety of ways.

Assessment

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

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

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

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

Indicative resource materials

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

Entry 3 units

Unit 1: Developing skills for team learning

Unit code: R/502/7903

Entry Level: 3

Credit value: 4

Guided learning hours: 40

Unit aim

This unit aims to enable learners to be introduced to group work, discovering skills of leadership, responsibility, communication and respect for others.

Unit introduction

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

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

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

This unit will enable learners to listen and confidently contribute ideas and opinions in a respectful manner.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to take part with confidence in a group, offering positive support for others	1.1 Make a positive contribution to a group 1.2 Encourage a positive contribution from others
2 Be able to take part in a group to complete a task	2.1 Contribute to forming a group 2.2 Identify own role within the group to achieve a task 2.3 Clarify the requirements of the task with others
3 Be able to offer own opinions, and listen in a conversation	3.1 Give an opinion on a subject relevant to the task 3.2 Demonstrate the skills of active listening in response to others
4 Be able to recognise other people's values, views and opinions	4.1 Describe values of self 4.2 Describe values of others 4.3 Respond positively to the opinions of others

Unit content

1 **Be able to take part with confidence in a group, offering positive support for others**

Confident participation: how to build your confidence, knowing what makes you confident

Positive support: knowing the difference between positive and negative thinking

Building a group: taking initiative to engage with others,

2 **Be able to take part in a group to complete a task**

Team roles: knowing how to identify them and why they are important

Clarifying a task: discovering the need to question

3 **Be able to offer own opinions, and listen in a conversation**

Relevance of opinion: express logical thinking to complete a task

Active listening: responding to opinion in a group environment, knowing that listening can take different forms

4 **Be able to recognise other people's values, views and opinions**

Understanding the values of team members and how these values encourage belonging to the team

Knowing how conduct within a team is affected by personal values

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to be introduced to the competences of Team Learning (leadership, communication, responsibility, respect), gaining insight through explicit teaching of the competences and small-scale, teacher-guided learning experiences. At this level, learners should be encouraged to participate constructively.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 2: Developing skills for reflective learning

Unit code: Y/502/7904

Entry Level: 3

Credit value: 4

Guided learning hours: 40

Unit aim

This unit aims to enable learners to be introduced to discovering skills of self-awareness, thoughtfulness, adaptability and development

Unit introduction

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

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

Learners will understand that to be introduced to reflective learning they will need to discover the skills of self-awareness, thoughtfulness, adaptability and development to drive their learning experiences. The context for reflective learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to explore ways to develop themselves; their learning; the justification for such conclusions and any changes that may be encountered in the process.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to show awareness of self	1.1 Accept praise positively 1.2 Identify own strengths
2 Be able to link requirements of a task to prior learning	2.1 Confirm the requirements of a given task 2.2 Make a link between current work and prior learning 2.3 Give a reason for an answer
3 Know how change can affect learning and behaviour	3.1 Give two consequences of a given decision 3.2 Describe how a change in learning environment affects learning
4 Be able to work towards self development	4.1 Identify areas for self-development 4.2 Identify personal goals for learning and life

Unit content

1 **Be able to show awareness of self**

Appropriate response: knowing how to react in a considered way

Self-recognition: discovering and recording what you are good at

2 **Be able to link requirements of a task to prior learning**

Questioning: establishing what needs to be done and what I need to do

Make connections: looking for links between new and old learning

Proving: providing answers with an explanation

3 **Know how change can affect learning and behaviour**

Decision making: recognising that there are different options to every action

Responsibility: recognising you don't always need to learn in the same way

4 **Be able to work towards self-development**

Taking steps to improve self: setting personal targets for improvements

Skill extension: recognising that personal development can be found through a range of experiences

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to be introduced to the competences of Reflective Learning (self-awareness, thoughtfulness, adaptability and development), gaining insight through explicit teaching of the competences and small-scale, teacher-guided learning experiences. At this level learners should be encouraged to participate constructively.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 3: Developing skills for independent learning

Unit code: **J/502/7915**

Entry Level: **3**

Credit value: **4**

Guided learning hours: 40

Unit aim

This unit aims to demonstrate effective use of determination, focus, individuality and organisation to enable independent learning.

Unit introduction

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

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

Learners will understand that to be introduced to independent learning they will need to discover the skills of determination, focus, individuality and organisation to drive their learning experiences. The context for independent learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to be positive about their learning; concentrate on their work; show confidence in their contributions and check work when completed.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to demonstrate a positive attitude to the learning process	1.1 Volunteer for a role in completing a task 1.2 Contribute to a group by taking on a specific role
2 Be able to concentrate on a task	2.1 Follow the rules of the learning environment to complete a given task
3 Be able to have the confidence to give an opinion on a subject	3.1 Give an opinion on a subject on different occasions
4 Be able to review own work after finishing a task	4.1 Identify the requirements for tasks/learning 4.2 Check own work after finishing a task

Unit content

1 **Be able to demonstrate a positive attitude to the learning process**

Volunteer: being prepared to have a go without being told by the teacher

Role responsibility: show willingness to take a particular role in a task

2 **Be able to concentrate on a task**

Positive contribution: have opinions on how learning can be successful

3 **Be able to have the confidence to give an opinion on a subject**

Confidence: showing a willingness to express views at different times and in different situations

4 **Be able to check and review own work after finishing a task**

Enquiry: make sure tasks are fully understood by asking questions

Review: make sure the task is completed so it fulfils its requirements

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to be introduced to the competences of Independent Learning (determination, focus, individuality, organisation), gaining insight through explicit teaching of the competences and small-scale, teacher-guided learning experiences. At this level, learners should be encouraged to participate constructively.

Assessment

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

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

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

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

Indicative resource materials

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

Unit 4: Developing skills for creative learning

Unit code: L/502/7916

Entry Level: 3

Credit value: 4

Guided learning hours: 40

Unit aim

This unit aims to enable learners to be introduced to discovering skills of problem solving, imagination, curiosity and challenge seeking.

Unit introduction

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

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

Learners will understand that to be introduced to creative learning they will need to discover the skills of problem-solving, imagination, curiosity and challenge-seeking to drive their learning experiences. The context for creative learning will exist within the curriculum and beyond into enrichment activities.

This unit will enable learners to problem-solve by making suggestions; see connections between ideas; use guidance to develop learning and enquiry skills and to see the benefit of a new challenge.

Learning outcomes and assessment criteria

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

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to make a proposal that helps develop a solution	1.1 Make a suggestion that helps to solve a problem
2 Be able to develop an idea and see connections between ideas	2.1 Generate an idea to meet a defined set of requirements, with support 2.2 Describe how two ideas connect
3 Be able to use learning techniques and enquiry skills with support, to improve own learning	3.1 Ask questions to find out information about a task/topic 3.2 Demonstrate, with support, another method to improve own learning
4 Understand that challenge can improve learning	4.1 Describe what has been learned from constructive feedback

Unit content

1 **Be able to make a proposal that helps develop a solution**

Confidence: put forward an idea

2 **Be able to develop an idea and see connections between ideas**

Develop ideas: find support (from teacher, peers or creative techniques) to build ideas which meets a specific task

Make connections: explain how ideas can be linked

3 **Be able to use learning techniques and enquiry skills with support, to improve own learning**

Questioning: use the Five Ws (What, Who, When, Where and Why) to discover more about the topic

Open minded: try out other methods to learn

4 **Understand that challenge can improve learning**

Self-review: explain how you have progressed, based on feedback

Essential guidance for tutors

Delivery

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

Delivery of the programme of study is best achieved through:

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

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

Learners need to be introduced to the competences of Creative Learning (problem-solving, imagination, curiosity, challenge-seeking), gaining insight through explicit teaching of the competences and small-scale, teacher-guided learning experiences. At this level, learners should be encouraged to participate constructively.

Assessment

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

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

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

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

Indicative resource materials

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

Further information and Useful publications

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

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

Key publications:

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

All of these publications are available on our website.

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

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

Additional resources

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

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

Professional development and training

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

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

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

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

BTEC training and support for the lifetime of the qualifications

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

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

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

Your Pearson support team

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

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

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

Annexe A

Wider curriculum mapping

Study of the Pearson BTEC Entry 3 to Level 3 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers, and how these rights affect the work community.

Annexe B

Mapping to Functional skills

Mapping to Entry Level 3 Functional skills

Entry Level 3	Unit number			
English – Speaking, Listening and Communication	1	2	3	4
Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	3	3	3	3
English – Reading				
Read and understand the purpose and content of straightforward texts that explain, inform and recount information	3	3	3	3
English – Writing				
Write texts with some adaptation to the intended audience	3	3	3	3

Entry Level 3	Unit number			
Mathematics – representing	1	2	3	4
Understand practical problems in familiar contexts and situations	3	3	3	3
Begin to develop own strategies for solving simple problems	3	3	3	3
Select mathematics to obtain answers to simple given practical problems that are clear and routine	3	3	3	3
Mathematics – analysing				
Apply mathematics to obtain answers to simple given practical problems that are clear and routine	3	3	3	3
Use simple checking procedures	3	3	3	3

Mapping to Entry Level 3 Functional skills

Entry Level 3	Unit number			
Mathematics — interpreting	1	2	3	4
Interpret and communicate solutions to practical problems in familiar contexts and situations	3	3	3	3

Entry Level 3	Unit number			
ICT – using ICT	1	2	3	4
Interact with and use an ICT system to meet given needs	3	3	3	3
Store information	3	3	3	3
Follow safety and security practices	3	3	3	3
ICT – finding and selecting information				
Use simple searches to find information	3	3	3	3
Select relevant information that matches requirements of given task	3	3	3	3
ICT – developing, presenting and communicating information				
Enter and develop different types of information to meet given needs	3	3	3	3
Bring together different types of information for a given purpose	3	3	3	3
Use ICT-based communication	3	3	3	3

Mapping to Level 1 Functional skills

Level 1	Unit number			
English – Speaking, Listening and Communication	1	2	3	4
Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	3	3	3	3
English – Reading				
Read and understand a range of straightforward texts	3	3	3	3
English – Writing				
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	3	3	3	3

Level 1	Unit number			
Mathematics – representing	1	2	3	4
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine	3	3	3	3
Identify and obtain necessary information to tackle the problem	3	3	3	3
Select mathematics in an organised way to find solutions	3	3	3	3
Mathematics – analysing				
Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes	3	3	3	3
Use appropriate checking procedures at each stage	3	3	3	3
Mathematics – interpreting				
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations	3	3	3	3

Mapping to Level 1 Functional skills

Level 1	Unit number			
ICT – using ICT	1	2	3	4
Identify the ICT requirements of a straightforward task	3	3	3	3
Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context	3	3	3	3
Manage information storage	3	3	3	3
Follow and demonstrate understanding of the need for safety and security practices	3	3	3	3
ICT – finding and selecting information				
Use search techniques to locate and select relevant information	3	3	3	3
Select information from a variety of ICT sources for a straightforward task	3	3	3	3
ICT – developing, presenting and communicating information				
Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks	3	3	3	3
Use appropriate software to meet requirements of straightforward data-handling task	3	3	3	3
Use communications software to meet requirements of a straightforward task	3	3	3	3
Combine information within a publication for a familiar audience and purpose	3	3	3	3
Evaluate own use of ICT tools	3	3	3	3

Mapping to Level 2 Functional skills

Level 2	Unit number			
English – Speaking, Listening and Communication	1	2	3	4
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	3	3	3	3
English – Reading				
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	3	3	3	3
English – Writing				
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	3	3	3	3

Level 2	Unit number			
Mathematics – representing	1	2	3	4
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations	3	3	3	3
Identify the situation or problems and identify the mathematical methods needed to solve them	3	3	3	3
Choose from a range of mathematics to find solutions	3	3	3	3
Mathematics – analysing				
Apply a range of mathematics to find solutions	3	3	3	3
Use appropriate checking procedures and evaluate their effectiveness at each stage	3	3	3	3

Mapping to Level 2 Functional skills

Level 2	Unit number			
Mathematics — interpreting	1	2	3	4
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations	3	3	3	3
Draw conclusions and provide mathematical justifications	3	3	3	3

Level 2	Unit number			
ICT — using ICT	1	2	3	4
Plan solutions to complex tasks by analysing the necessary stages	3	3	3	3
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	3	3	3	3
Manage information storage to enable efficient retrieval	3	3	3	3
ICT — finding and selecting information				
Use appropriate search techniques to locate and select relevant information	3	3	3	3
Select information from a variety of sources to meet requirements of a complex task				
ICT — developing, presenting and communicating information				
Enter, develop and refine information using appropriate software to meet requirements of a complex task	3	3	3	3
Use appropriate software to meet the requirements of a complex data-handling task	3	3	3	3
Use communications software to meet requirements of a complex task	3	3	3	3

Level 2	Unit number			
ICT — developing, presenting and communicating information	1	2	3	4
Combine and present information in ways that are fit for purpose and audience	3	3	3	3
ICT — developing, presenting and communicating information	3	3	3	3
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	3	3	3	3

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