

# **Pearson Edexcel Entry 3 Award in Personal Behaviour for Success**

# **Pearson Edexcel Level 1 Award in Personal Behaviour for Success**

## **Specification**

Specialist qualification

First teaching September 2012

Issue 3

## **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](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

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This specification is Issue 3. 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](http://qualifications.pearson.com)

These qualifications were previously known as:

Edexcel Entry 3 Award in Personal Behaviour for Success (QCF)

Edexcel Level 1 Award in Personal Behaviour for Success (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 Edexcel Entry 3 Award in Personal Behaviour for Success and Pearson Edexcel Level 1 Award in Personal Behaviour for Success specification Issue 3 changes

Summary of changes made between previous issue and this current issue	Section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 6
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](http://qualifications.pearson.com/en/support/contact-us.html).



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## Purpose of this specification

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

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

# 1 Introducing Specialist qualifications

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

## What are BTEC Specialist qualifications?

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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

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

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

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

BTEC Specialist qualifications are available in the following sizes:

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

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Entry Level Award in Personal Behaviour for Success (E3)
Qualification Number (QN)	600/6573/4
Date registrations can be made	01/09/2012
Qualification review date	31/08/2015
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	3
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	30
Guided learning hours	30
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, <i>Access and recruitment</i> ).
This qualification is offered in:	England Wales Northern Ireland
Funding	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.

Qualification title	Pearson Edexcel Level 1 Award in Personal Behaviour for Success
Qualification Number (QN)	600/6549/7
Date registrations can be made	01/09/2012
Qualification review date	31/08/2015
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	3
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	30
Guided learning hours	30
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10, Access and recruitment</i> ).
This qualification is offered in:	England Wales Northern Ireland
Funding	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.

## Qualification title and Qualification Number

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners.

The qualification title, unit and QNs will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Pearson Information Manual* available on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

## Objective of the qualifications

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Pearson Edexcel Entry Level 3 and Level 1 Awards in Personal Behaviour for Success give learners the opportunity to:

- learn, develop and practise the skills required for employment
- achieve a nationally-recognised Entry 3 or Level 1 qualification
- develop personal skills and confidence.

## Progression opportunities

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These qualifications use units from Pearson Edexcel's Skilled for Life employability toolkit. After achieving the Entry 3/Level 1 Award in Personal Behaviour for Success, learners can progress in a variety of ways. This could include:

- additional units from the Skilled for Life toolkit to address any specific skills gaps
- Foundation Learning qualifications at Entry level 3 and level 1
- other vocational qualifications, for example, NVQs, BTECs
- Pearson BTEC Workskills qualifications (to practise or improve practical skills for work)
- pre-apprenticeship or apprenticeship programmes
- further training
- employment or voluntary work
- Continuous Professional Development (CPD).

Further information about Skilled for Life can be found on the Pearson website: <http://qualifications.pearson.com/en/qualifications.html>

## Industry support and recognition

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Centres currently offering learning within the workplace to Entry 3 and Level 1 learners support these qualifications.

## Delivery and assessment guidance

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These qualifications give centres the opportunity to teach learners of different ability in the same group. The Level 1 unit is a progression from the Entry 3 unit. When learners master the skills, they can attempt the assessment at the most appropriate level.

It is possible for learners to provide evidence for these qualifications from other units that they are working towards or have achieved. The evidence would need to be sufficient for one or more of the learning outcomes.

Learners can provide verbal evidence for the units in these qualifications. If they do, the centre must be able to evidence the learner's responses for internal and external verification. This may be in the form of witness statements, observation records, video recordings and records of questions and answers given.

### 3 Centre resource requirements

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

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

## 4 Qualification structures

### Pearson Edexcel Entry Level Award in Personal Behaviour for Success (Entry 3)

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To achieve this qualification, learners must complete the mandatory 3-credit unit given in the table below.

Unit	Unit reference number	Mandatory unit	Level	Credit	Guided learning hours
1	D/504/3361	Personal Behaviour for Success	Entry	3	30

### Pearson Edexcel Level 1 Award in Personal Behaviour for Success

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To achieve this qualification, learners must complete the mandatory 3-credit unit given in the table below.

Unit	Unit reference number	Mandatory unit	Level	Credit	Guided learning hours
1	H/504/3362	Personal Behaviour for Success	1	3	30

## 5 Assessment

### **Centre-devised assessment (internal assessment)**

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

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

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

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

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

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

## 6 Recognising prior learning and achievement

### Recognition of Prior Learning

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

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

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

Further guidance is available in the policy document Recognition of Prior Learning Policy, available on the Pearson website.

## 7 Centre recognition and approval

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

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

In some circumstances, qualification approval using Pearson Online may not be possible. In such cases, guidance is available at [qualifications.pearson.com](http://qualifications.pearson.com) as to how an approval application may be made.

### Approvals agreement

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

## 8 Quality assurance of centres

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

Information about the quality assurance processes used can be found in the Skilled for Life Quality Assurance Handbook, which can be downloaded from the Pearson website: <http://qualifications.pearson.com>

## 9 Programme delivery

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

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

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

Centres must make sure that legislation taught as part of a unit is up to date.

## 10 Access and recruitment

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

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

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

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

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

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

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

## 11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

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

The documents are on our website at: [qualifications.pearson.com](http://qualifications.pearson.com)

## 12 Units

Units have the following sections.

### Unit title

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

### Unit reference number

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

### Level

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

### Credit value

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

### Guided learning hours

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

### Unit aim

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

### Essential resources

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

### Learning outcomes

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

## **Assessment criteria**

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

## **Unit amplification and assessment guidance**

This section clarifies what a learner needs to know to meet a learning outcome. It gives information about the evidence that learners must produce, together with any additional guidance if appropriate.

## **Information for tutors**

This section gives tutors information on topics and suggested assignments, activities and assessment in relation to the learning outcomes.

# **Unit 1: Personal Behaviour for Success**

**Unit reference number: D/504/3361**

**Level: Entry 3**

**Credit value: 3 credits**

**Guided learning hours: 30**

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## **Unit aim**

This unit looks at how learners can develop an awareness of their own behaviour through exploring a range of situations. They will identify and develop the personal skills needed to support them in moving forward towards preparation for work. This will help them to understand how their own behaviour and that of others may affect those around them, learning to adapt and respond appropriately in personal and work situations.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria, unit amplification and assessment guidance

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

### Entry 3 Unit Personal Behaviour for Success

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
1	Know how behaviours influence different situations	1.1	List different situations where behaviours change	Learners need to be made aware that behaviour changes and acceptable behaviour vary according to different situations.  Different situations, eg at home with family, out with friends, social occasions, educational settings, in a place of worship, in local area, at a restaurant, at a sports event, on public transport, at an interview, at work.	Learners should list at least two different situations where behaviour would be different or needed to be changed. At least one work-related situation should be included. Evidence could be recorded as a mind-map or chart, with illustrations or photographs where appropriate, not necessarily a written list.
		1.2	Give examples of positive behaviour in given situations	Positive behaviour, eg good manners, politeness, enthusiasm, kindness, thoughtfulness, punctuality, prompt response, being efficient, effective, consistent, confident, showing determination, effort.	At least two examples of positive behaviour with at least one example being from a work-related situation. The examples could be recorded verbally or visually with explanations, or a video record could be made of their role play. The purpose here is to reinforce the positive messages and behaviours so that they can be utilised later on in the unit.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
2	Know how own behaviour impacts on others	2.1	Describe how verbal communication influences given situations	<p>Face-to-face communication skills, eg family, friends, at work; formal and informal situations, eg colleague, supervisor, customer, friend, stranger.</p> <p>Demonstrating knowledge; speaking skills, eg clarity, volume, tone of voice, urgency, getting message across; listening skills, eg listening quietly, listening for gist.</p>	Learners will need to be observed in at least two different situations where they are using speaking and listening skills. Their activities could be filmed and watched back by learners. Learners should discuss the use of verbal communication within the situation. The learner should note this information. By being reflective in this manner they will come to know how their use of verbal communication influences a range of given situations. They may be asked for example to take and pass on messages, give and follow verbal instructions, respond to simple queries.
		2.2	Describe how non-verbal communication influences given situations	<p>The ways in which a person moves, looks, listens and reacts to given situations can increase trust, clarity and rapport with another person.</p> <p>Positive and negative signals, eg stance, posture, facial expression; eye contact; mirroring; gestures; movement; personal space.</p>	Learners will need to identify appropriate responses and record them in at least two different situations. Evidence might be via video recording and witness statements or through using photographs and captions.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
		2.3	Describe appropriate dress for given situations	Social; casual; formal; appropriate in a range of work environments, eg outdoors, factory, office, shop, uniformed occupations; clothing for health, hygiene and safety reasons (PPE); suitability, eg warm, comfortable, at interview; personal presentation, eg cleanliness, tidiness	Learners will describe the appropriate dress for at least two different situations, one of which is a work-related situation. The description could make use of photograph or illustrative material.
		2.4	Describe how own behaviour impacts on others	Positive and negative aspects of: time management, politeness, enthusiasm, attitude, cooperation, asking for help, knowing when to get involved.	Learners will need to consider at least two different situations where their behaviour will affect others. This might be in a simulated work environment but they could also consider social situations. After watching exemplars, they might role play some positive and negative scenarios of their own, to show that they can respond appropriately in a range of situations. The evidence could be recorded or witnessed.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
3	Know strategies that can be used to modify behaviour in different situations	3.1	Identify techniques to manage different types of behaviours in self	Techniques to manage own behaviour, eg pausing, taking a breath, make a note of what happened, ask for help, phone a friend, communication, separation, group support; self-management eg self-awareness, self-respect, honesty, reflection; time management; handling stress; agreeing goals; cooperation.	Learners should identify at least two different techniques they could use to manage their behaviour in a variety of situations, one of which must be work related. These could build on the situations chosen in learning outcomes, and include at least one work-related situation. The evidence for assessment could take the form of a reference document or a set of prompt cards of techniques to apply when they behave in ways that they would like to modify or improve.
		3.2	Identify techniques to respond to different types of behaviour in others	<p>Responding to others' behaviour</p> <p>Awareness, eg noticing others, noticing changes, see it coming; respect others, eg feelings, space; reflection; handling stress; agreeing goals; cooperation; using appropriate procedures at work.</p> <p>Techniques to respond to others' behaviour, eg pausing, taking a breath, make a note of what happened, ask for help, phone a friend, communication, separation, group support.</p>	Learners should identify at least two different techniques they could use in response to other peoples' behaviour towards them. One of the situations should be work related. These could build on the situations chosen in learning outcome, and include at least one work-related situation The evidence for assessment could take the form of a reference document or set of prompt cards of techniques to apply when others behaviour may be challenging.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
4	Know how personal behaviour affects personal success	4.1	List factors that contribute to personal success	Attitude; self-management; health; behaviour; knowledge; presentation.	Learners should list at least two different factors that have contributed to personal success. Learners could create a personal success diary, journal or target-setting document.

## Information for tutors

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### Topic and suggested assignments/activities and assessment

#### Entry 3

#### Introduction to the unit E 3

#### Topic 1 - How behaviour influences situations

It is important to remember that Entry level learners are expected to operate in familiar contexts and to receive some guidance.

Discussions need to be carefully handled so that learners do not get confused. Short YouTube or television clips may be useful to stimulate ideas. The results of group discussions and exploration can be built into a mind map, chart or poster, with learners contributing images from magazines or newspapers to illustrate different behaviours. This preliminary work will provide useful clues and triggers to support later work in the unit.

Multiple-choice quizzes on reactions to different situations may be helpful in agreeing what constitutes positive behaviour. Magazines and newspapers are useful sources of exemplar material.

#### Topic 2 - Impact of behaviour on others

Video clips and excerpts from television shows will be useful exemplars. Activities or games where the learner has to give or follow physical directions will support clear and effective communication. Learners could be given templates to complete when listening/taking messages are useful.

Mime games are useful such as Give Us A Clue and the Three Wise Monkeys (see, hear, speak) game, where learners are asked to describe something that happened to them that morning, which is then analysed by the group. There is one 'speaker', the rest of the group split into three. Group 1 puts fingers in their ears; Group 2 listens, but closes their eyes and Group 3 listens and looks normally. The speaker describes something that happened to them that morning and the three groups feed back on their impressions of the delivery. They are picking up on a range of ways in which we communicate. Is what they say true? What is their impression of the story and the storyteller? This exercise highlights certain skills in getting a message across effectively, such as oration, body language and a combination of the two, telling the speaker the things they may need to develop to perform better at interview, or to develop better working relationships by being clearer or more credible. There are several websites where body language images can be downloaded for discussion, tutors could use to make a 'matching' activity using some of the behaviour types investigated in learning outcome 1.

Learners need to work individually on the impact of their own behaviour to demonstrate, through their descriptions, that they are aware of the effects they are having. Tutors may decide to differentiate the evidence to be delivered, based on the particular types of learners and to get the best response from each individual learner in the group.

'What not to wear' and a game about first impressions could be good starting points when talking about dress codes.

### **Topic 3 - Strategies to modify behaviour**

Learners will need some awareness of what 'makes them tick' so could complete a questionnaire or quiz about their aptitudes and personal qualities. Self-appraisal quizzes can be found on the internet or in magazines. Scenarios could be based around behaviours already identified in previous learning outcomes. It would be helpful to learners if they could use a set of prompt cards in situations where they need reminders about what to do, until the new responses become second nature, these could be pictorial or word prompts. Practice of these techniques is important in this topic.

### **Topic 4 - How personal behaviour affects personal success**

Learners need to consider the factors that motivate them and give them confidence. They might choose examples of what they have learned from the previous learning outcomes. Scenarios might include acting as a receptionist for a short while, serving refreshments, planning a trip to the cinema, showing a visitor around college, taking messages etc. Evidence could be a wall display or poster. By focusing on these, learners will be encouraged to develop a rounded approach to recognising a range of positives that will remind them of what they have personally achieved and not dwell on the negatives that came before. Displaying them in the classroom will act as an ongoing reminder of these positive outcomes.

## **Unit 2: Personal Behaviour for Success**

**Unit reference number: H/504/3362**

**Level: 1**

**Credit value: 3**

**Guided learning hours: 30**

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### **Unit aim**

This unit will help learners understand the factors that affect their behaviour when they are working with others or as a member of a team and to respond appropriately. They will demonstrate different behaviours through their use of verbal communication, body language and the way they dress for different situations and identify their own personal skills and qualities. Learners will also gain an understanding of how their behaviour influences others to support their progression into sustainable employment.

### **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria, unit amplification and assessment guidance

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

### Level 1 Unit Personal Behaviour for Success

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
1	Understand how different factors affect behaviour	1.1	Identify different situations where behaviour changes	Different situations, eg social, educational, at home with family, in a place of worship, in the local environment, at a restaurant, at a sporting event, at the cinema or theatre, at a concert indoors or outdoors, on public transport, at an interview, at work.	Learners should identify at least four different situations where behaviour changes, one of these situations should be work related. Evidence may be given in the form of a mind-map produced individually or contributed to by the whole group or smaller groups. A witness statement is needed to highlight the learner's contribution to the completed mind-map.
		1.2	Explain why behaviour changes in different situations	Factors affecting behaviour in the different situations, eg expectations, conventions, manners, rules and regulations, enthusiasm, peer pressure.	Learners will need to explain why their behaviour changes in at least two different situations, one of which should be work related.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
				<p>Factors influencing behaviour, eg confidence, familiarity, comfort, environment; triggers, eg other people's behaviour, encouragement, feelings or mood, personal circumstances, physical influences (tired, ill), sequence of events, stress or pressure, peer pressure, desire, fear, need, incentive, purpose, reward, expectation, trust, determination.</p> <p>Manifestation, eg response, politeness, effort made, attaining a goal, determination, frustration.</p>	
2	Know how different codes of behaviour influence different situations	2.1	Describe how verbal communication can be used in different situations	<p>Face-to-face communication and using the phone in formal and informal situations, eg family, friends, work colleagues, workplace supervisor, customer; listening skills, eg taking messages, listening quietly, listening for meaning; speaking skills, eg clarity, volume, tone of voice, urgency, getting the message across.</p>	<p>Learners should describe how verbal communication is used in at least two different situations, one of which should be work related. The description should include the various elements of listening and speaking skills.</p>

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
		2.2	Describe how body language can influence situations	<p>Body language shows own feelings and how others' body language shows how they feel about you.</p> <p>Body language provides clues to a person's attitude, state of mind, eg aggression, attentiveness, boredom, relaxed state.</p> <p>Positive and negative signals, eg stance, posture, facial expression; eye contact; mirroring; gestures; movement; personal space; touch, eg appropriate, inappropriate; effect eg response</p> <p>Unintentional gestures such as rubbing an eye, touching chin, sitting forward.</p>	<p>Learners should describe how body language can affect and influence at least two different situations, one of which should be work related. The description should include</p> <p>the possible consequences of 'what might happen next', based on the cues and clues from an image where a particular type of body language is being displayed.</p>
		2.3	Describe how dress codes influence situations	<p>Appropriate dress can affect the situation, eg dressing to relax, dressing formally for work or an interview; uniform to show authority, eg police, fire brigade, dressing for safety, eg PPE.</p>	<p>Learners should describe at least two scenarios, one of which should be work related, where the choice of what to wear might influence a particular individual or outcome.</p> <p>Evidence should reflect an understanding of appropriate dress.</p>

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
3	Know strategies to use to manage behaviour in different situations	3.1	Compare different strategies for managing behaviour	<p>Positive and negative behaviours, eg attitude, focus and enthusiasm, over-enthusiasm, reliability, confidence, determination, perseverance, rudeness, anger, emotional outbursts.</p> <p>Strategy is the plan of action.</p> <p>Strategies, eg alleviate frustration, asking for help, time out, modelling behaviour, managing emotions, keeping things in perspective, having a goal.</p>	Learners should evidence at least one positive and one negative attitude or behaviour. For each of these attitudes or behaviours learners should compare two strategies for managing the behaviour. Learners should be able to show which was the more effective. Evidence could be gathered through role play and/or video recording, illustration or a comparative grid or report.
		3.2	Identify techniques to manage behaviour in different situations	<p>Different situations, eg short term and long term; social and work place</p> <p>Techniques are the skills used, eg pausing, taking a deep breath, keep notes of what happened, ask for help, phone a friend, communication, separation, group support.</p> <p>Self-management, eg self-awareness, self-respect, honest appraisal, reflection; time management; stress management; setting goals; planning; cooperation.</p>	Learners could use their evidence from 3.1 to identify techniques they would use to manage identified types of behaviour in at least five situations, including one social and one work situation. The evidence produced will be needed for future reference in Learning Outcome 4.

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
4	Be able to manage own behaviour in given situations	4.1	Use techniques to manage own behaviour in given situations	<p>Managing own behaviour in a range of situations, including work related.</p> <p>Behaviours – a range, including positive and negative aspects of motivation, encouragement, incentive, purpose, punctuality, politeness, enthusiasm, attitude, honesty, taking responsibility, showing initiative, dealing with praise, criticism or conflict.</p> <p>Techniques – self-management, eg time management, self-appraisal, goal setting, planning, note-making, cooperation, skills development, listening to criticism.</p>	<p>In at least two given situations, learners should demonstrate how they would modify their behaviour in response to the context. Evidence could be produced to show positive reactions to at least two different challenging situations, with one being work related. Challenges include confusion, busy places, misunderstandings, being accused, persecuted, ignored, forgotten, in the spotlight or the focus of attention. It might even include an interview situation or being chosen as employee of the month.</p> <p>Contextualising the use of techniques from Learning Outcome 3 to manage own behaviour in both familiar and unfamiliar situations will give learners the opportunity to make mistakes without feeling anxious or fearful, practising techniques that will support them in real-life situations. Evidence may be recorded in a variety of ways, perhaps via a journal or diary. Videos and witness statements could also be used.</p>

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
		4.2	Use techniques to respond to behaviour in others in given situations	<p>Responding to others' behaviour by showing respect for others; listening to their ideas and opinions; consideration for others' feelings; thinking about how their actions affect others.</p> <p>Situations – a range of scenarios including work related; behaviours – a range including positive and negative aspects of motivation, encouragement, incentive, purpose, punctuality, politeness, enthusiasm, attitude, honesty, taking responsibility, showing initiative, dealing with praise, criticism or conflict.</p>	In at least two given situations learners demonstrate how they would modify their behaviour in response to the context. Challenges include confusion, busy places, misunderstandings, negative behaviours and attitudes in other people. The behaviour of other people should be clearly identified and a range of techniques considered, identifying which is most effective. Evidence should show positive reactions to at least two different challenging situations, with one being work related. This may be recorded in a variety of ways, perhaps via a journal, diary, video diary or witness statements.
5	Know how personal behaviour affects personal success	5.1	Identify factors that contribute to personal success	Factors, eg types of behaviour, motivation levels, attitude, communication skills, dress code, enthusiasm, punctuality, organisation skills, luck, timing, opportunity, vision self-confidence, self-esteem.	Learners should identify at least two factors that contribute to their personal success within a variety of situations. This could be through exploring the concept of goal setting. Learners could keep a log of what they have identified and their thoughts and experiences that will form the basis for reflection and help them to prepare their assessment evidence in 5.2. They could be set a short practical task that will stretch them outside of their current range

Learning outcomes		Assessment criteria		Unit amplification	Assessment guidance
					of experience or comfort zone. They will need to reach agreement on what success means for them. The expectation is that, at this stage in the unit, they will have an awareness of their strengths and weaknesses and areas for improvement, and can identify something that they would like to achieve and equate with success.
		5.2	Describe how personal behaviour affects personal success	Personal success, eg popularity with friends, family, in the workplace, in the local community, respect, achieving goals, securing position of trust, getting a job, doing a good job, keeping a job.	Learners could share their broader experiences and findings with the group, via a short presentation. Tutors should show sensitivity when dealing with personal matters where it may be best if presentations are made in a more discrete setting where only the tutor is present. Learners should describe at least 10 skills and qualities they possess which will help them move into sustainable employment.

## Information for tutors

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<b>Topic and suggested assignments/activities and assessment</b>
<b>Level 1</b>
<b>Introduction to the unit L1</b>
<b>Topic 1 – How factors affect behaviour</b>
<p>Introduce a range of familiar and unfamiliar situations so that learners can discuss and explore their understanding of the types of behaviours they might observe and those that are likely to change between the situations. They could draw up a list or find or draw pictorial representations of situations and allocate the likely behaviours in the situations identified. Pictorial representation might be found on the web, for example on websites such as YouTube or from television or from video clips. This is an excellent opportunity for a group discussion and a freeing up of their thinking beyond their own experiences, using a mixture of imagination and experience. Learners should each choose four situations where behaviours might change and list what those changes are likely to be. This could be captured in a mindmap, produced individually or contributed to by the whole group or smaller groups. Role play or recorded evidence could also be used.</p> <p>A game of 'consequences' would be a useful way for learners to begin to explain changes in behaviour given different factors and triggers. Learners could explore possible circumstances surrounding an activity such as going to a sporting event or the cinema, having a meal out or travelling to work. They could plan or prepare a real or simulated activity, taking account of the different behaviours likely to be experienced throughout, and record them in a diary or journal. Video recording may be appropriate.</p> <p>Learners could then move on to consider the effects of unexpected changes such as transport delays or lateness, the unavailability of tickets or refreshments, sudden illness or injury, forgetting to pack the correct equipment for an expedition. Scenarios should include social and workplace situations and can be both realistic and simulated to provide written, pictorial or recorded evidence. A game or challenge where the rules are changed part way through may stimulate discussion and ideas.</p>

## Topic 2 – How codes of behaviour influence situations

A game of 'whispers' is a good way to get the ball rolling. This could be followed by the 'see, hear, speak' game, where learners are asked to describe something that happened to them that morning, which is then analysed by the group. There is one 'speaker' the rest of the group is split into three. Group 1 puts fingers in their ears, Group 2 listens, but closes their eyes and Group 3 listens and looks normally. The speaker describes something that happened to them that morning and the three groups feed back on their impressions of the delivery. They are picking up on a range of ways in which we communicate. Is what they say true? What is their impression of the story and the storyteller? This exercise highlights certain skills in getting a message across effectively, such as oration, body language and a combination of the two, telling the speaker what things they may need to develop to achieve better at interview, or in developing better working relationships by being clearer or more credible.

Learners can be given a range of different situations in which face-to-face communication requires different approaches and asked to role play them. After peer review, they may then amend the approach and explain how this improves the outcome. Scenarios could include taking telephone and other verbal messages for family members and at work, dealing with customer enquiries and complaints, ordering refreshments or a meal asking for directions. Video clips (for example YouTube) and television programmes may provide useful stimuli for discussion. Note-taking skills will be helpful and templates can be provided.

Activities to demonstrate the importance of body language can take place via a series of mime games, such as Give Us A Clue or charades. Learners may partake in exercises to demonstrate the importance of eye contact, mirroring, gestures and signals.

Learners can build a moodboard using found images that demonstrate a range of body language. Images can be cut from magazines and newspapers or learners could take their own photographs. A discussion of the possible consequences of 'what might happen next', based on the cues and clues that they can pick up on in an image where a particular type of body language is being displayed, can be a helpful starting point for discussions and descriptions for assessment.

Learners can rehearse different scenarios where different body language has an effect on the outcome, perhaps in the workplace or in a social situation. Making or dealing with complaints will provide the opportunity to consider the impact of different body language or attitude.

Research could be completed using the internet as well as through primary research. It might be useful to look at dress codes for social occasions (for example Ascot, Henley, Wimbledon, a wedding, a football match) may be useful as well as for a range of workplace situations to reflect health and safety requirements. Photographs and video clips can be used. Learners could prepare a presentation that would give them the opportunity to describe two dress code scenarios where the choice of what to wear might influence a particular individual or outcome in social and workplace situations.

Learners could prepare an illustrated "what not to wear" guide or video clip. Alternatively they could produce a collage-style workbook with images that reflect a range of appropriate dress against a range of job roles.

### **Topic 3 – Strategies to use to manage behaviour**

Learners could choose a number of situations to illustrate positive and negative behaviour using video and other recorded material, from magazines and the internet or from newspaper reports or bulletins or other written sources. They can discuss alternative approaches to modifying the behaviour, showing some awareness of the more successful strategies. Situations might include 'what if?' scenarios such as winning or losing a sporting event as a participant or a spectator, missing a bus or a train, winning a raffle or a quiz, meeting a stranger, waiting in a queue, getting lost in an unfamiliar town. Learners could record their findings as a voice recording or by producing a table, chart or poster.

Learners can choose a range of situations relevant to them and identify appropriate techniques for managing the situations effectively. These could be practical examples such as counting to ten or using an alarm. Group work could be useful as learners could share ideas and approaches to decide on the best techniques to use by acting on feedback and advice from their peers. Self-appraisal may also be appropriate, perhaps using personality quizzes. Learners could record the techniques on 'skills cards' that they can use for reference in Learning Outcome 4.

### **Topic 4 – Managing own behaviour**

Realistic contexts are important to allow learners to practise individual responses to challenges, so group work and peer appraisal will be helpful. Learners will need some awareness of what 'makes them tick' and could complete a questionnaire or quiz about their aptitudes and personal qualities. They can also begin to consider how and when these aptitudes and personal qualities would be useful in gaining employment. They could do this through discussion, group work, internet research or at a Job centre and contact with employers.

Other given situations could include an interview situation where the learner would be expected to dress and behave according to a role-play scenario or the learner could attend a 'mock' interview with the employer giving feedback on responses during the interview. Straightforward tasks where the learner is given some responsibility will give them the opportunity to demonstrate how different approaches achieve different outcomes: for example explaining lateness, showing initiative when a task is not clear, asking for help, meeting a deadline. Work experience or a work placement will provide excellent opportunities for this but class simulation is also appropriate. Role play is an obvious way of demonstrating behaviour management but learners may prefer to record activities and progress in a journal, or in a voice recording on their phone, both of which could contain comments from peers or employers.

Realistic contexts where the learner is working with others or in a team are important. Learners will need to show awareness of other people, so scenarios where they interact with friends and familiar people will need to lead on to interactions with strangers in both social and work-related situations. Using the self-awareness gained in 4.1, learners can demonstrate techniques through role play or a journal to show how they cope with challenges in different situations. Video and television clips will be useful for examples of good and bad behaviours.

These will include dealing with a difficult customer or colleague in a work situation but will also require some preparatory work in straightforward contexts such as being asked for help or directions, deciding how to approach a task and planning a project. Learners could role play situations, which could be filmed, recorded or observed by tutors or peers and feedback given. They can then discuss and record which techniques are most effective in managing behaviour.

A team activity where individual roles are clearly identified may also be helpful in providing assessment evidence.

### **Topic 5 – How behaviour affects personal success**

Learners need to consider the factors that motivate them and give them confidence. They could do this through a quiz or discussion. A circle of influence activity will help them focus on who and what has the most effect on their behaviour. They can then choose a short activity which will allow them to demonstrate what they have learned from the previous learning outcomes. Scenarios could include acting as a receptionist for a short while, providing refreshments for an event, planning a party, showing a visitor around college, a house or the workplace, taking notes at a meeting.

Learners can produce a simple PowerPoint presentation or just talk about their task. They could choose to use written or photographic evidence and witness statements. By referring to the strengths and weaknesses of their performance, they will be able to draw up a list of their skills and qualities. They should also bear in mind evidence from the other learning outcomes to help them. Exemplar job descriptions on the internet and at the Job centre will also provide ideas for the list. There are several CEIAG (Careers education, information, advice and guidance) web sites with self-assessment activities that could be useful. The list could take the form of a simple table, but will be most effective if the skills and qualities listed are linked to specific career aspirations. (Tutors may wish to provide a template for this.)

## 13 Further information and useful publications

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

- Pearson: <http://qualifications.pearson.com/en/support/contact-us.html>
- BTEC: [www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)
- Work-based learning: [www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)
- Books, software and online resources for UK schools and colleges: [www.pearsonschools.co.uk/contactus](http://www.pearsonschools.co.uk/contactus)

Other sources of information and publications available include:

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

Publications on the quality assurance of BTEC qualifications are on our website at:

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

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### Additional resources

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

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

<http://qualifications.pearson.com/en/support/published-resources.html#step1>

## 14 Professional development and training

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

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- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

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