

Guidance and units

BTEC Short Courses

Edexcel Level 2 BTEC Certificate in Science, Technology,
Engineering and Maths Leadership Skills

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Draft

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Qualification titles covered by this specification

Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills

This qualification has been accredited to the QCF and is eligible for public funding as determined by the Joint Advisory Committee for Qualifications Approval (JACQA) and the Department for Children, Schools and Families under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DCSF and the regularly updated website www.dcsf.gov.uk. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QAN for this qualification is listed in *Annexe A*.

This qualification title is as it will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

Introduction

This document contains the units and associated guidance for the QCF Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills* developed by the Centre for Science Education at Sheffield Hallam University, in partnership with the Specialist Schools and Academies Trust and Edexcel. Each unit sets out the required outcomes and content and includes advice regarding appropriate delivery and assessment strategies. This guidance contains further details of the assessment and quality assurance of these qualifications. It includes advice about Edexcel's policy regarding access to its qualifications, the design of programmes of study and delivery modes.

BTEC Short Courses are designed to meet a range of different needs. Edexcel BTEC Short Courses at Levels 1-3 offer:

- the opportunity to certificate smaller blocks of learning which are designed to motivate learners and encourage widening participation in education and training
- courses that relate to the particular training and employment patterns in a sector
- the opportunity to use a range of delivery methods
- opportunities for learners to develop skills that support career and professional development
- programmes that can enable progression either to higher levels of study or to other courses at the same level of study.

* Throughout this document the acronym STEM will be used to signify Science, Technology, Engineering and Maths.

Structure of the qualification

The Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills is a 130-guided learning hour qualification consisting of 13 credits.

To achieve the whole qualification, a learner must successfully complete five mandatory units and a choice of specialist units to an overall total of 13 credits.

Structure of the Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills		
Mandatory units		Credit
Unit 1	Developing Personal Skills for Leadership	2
Unit 2	Practising Leadership Skills with Others	2
Unit 3	Learning with Colleagues and Other Learners	2
Unit 4	Communicating Solutions to Others	2
Unit 5	Learning from More Experienced People	2
Specialist units		Credit
Unit 6	Self-assessment	2
Unit 7	Working in a Team	3
Unit 8	Planning an Enterprise Activity	1
Unit 9	Running an Enterprise Activity	1
Unit 10	Producing a Product	1

Key features

Edexcel BTEC Short Course Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. The qualifications can provide a specialist emphasis for learners following a general vocational programme of study. Edexcel BTEC Short Courses offer focused qualifications for learners, particularly more mature learners, who wish to follow a short programme of study directly related to their work experience or to an aspect of employment that they wish to move into.

On successful completion of these qualifications, learners may progress into or within employment and/or continue their study in the vocational area.

National Occupational Standards

Where appropriate, Edexcel BTEC Short Courses are designed to relate to the National Occupational Standards in the relevant sector which, in turn, form the basis of National Vocational Qualifications (NVQs). They do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications can provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

This Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills relates to the ASSET Skills Employability Matrix.

Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills

The Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills is designed to provide:

- opportunities for full-time learners to gain a nationally-recognised vocationally-specific qualification in the field of science, technology, engineering and mathematics
- the knowledge, understanding and skills learners need to develop leadership skills within a STEM context
- opportunities for learners to focus on the development of the major key skills and the wider key skills, such as improving own learning and performance, problem solving and working with others, in a STEM context
- opportunities for learners to develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life.

Rules of combination

Rules of combination are critical to qualifications as they:

- set out what learners are required to do in order to be awarded a qualification
- set out the potential for learners to transfer credit between different qualifications and awarding bodies
- set out the mechanisms through which units of achievement are grouped together into a qualification in the QCF, in a way consistent with the qualification rationale
- set out the units that need to be achieved for a qualification to be awarded
- set out the widest range of opportunities for credit accumulation and transfer consistent with the qualification rationale.
- will apply to all qualifications in the QCF
- do not exist outside the context of a qualification.

Rules of combination for the Edexcel Level 2 BTEC qualifications

The rules of combination are critical to the composition of qualifications. They specify the ratio of credit at different QCF levels that learners have to achieve to be awarded a qualification at a QCF level.

In achieving a BTEC qualification, learners must complete the mandatory units. Each unit within a qualification has been assigned an appropriate number of credits at a QCF level.

To be awarded the Edexcel Level 2 BTEC Certificate in STEM Leadership Skills learners must achieve a minimum of 13 credits.

Unit format

All units in Edexcel BTEC Short Courses have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way.

Unit title

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

QCF level

This is the level of study of the qualification as determined by the QCF

Credit value

The credit value of a unit specifies the number of credits that will be awarded to a learners who have achieved the learning outcomes of the unit. Credit is a measure of volume of achievement that a unit represents. The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) which it contributes to. One credit is awarded for learning outcomes achievable in 10 hours of learning time (which includes learner-initiated private study and assessment time).

Guided learning hours

Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

Unit abstract

The unit abstract is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also emphasises links to the sector by describing what the unit offers the sector.

Learning outcomes and assessment criteria

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

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

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

The unit content section will often have lists of topics that provide the range of assessment subject material to be covered in order to meet the criteria. Subject material may be further detailed by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

Assessment criteria

Each *Assessment criteria* section contains statements of the criteria used to determine the evidence that each learner must produce in order to pass the qualification.

Essential guidance for tutors

This section is designed to give tutors additional guidance and amplification on the unit in order to provide a coherent understanding and consistent delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content and its relationship with the learning outcomes and offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – provides amplification about the nature and type of evidence that learners need to produce in order to pass the unit. This section should be read in conjunction with the assessment criteria.
- *Links to BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These could be used to ensure that learners can relate different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment. Links to the National Occupational Standards will be highlighted here.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. Centres will be asked to ensure that any requirements are in place when seeking approval from Edexcel to offer the qualification.

Assessment and grading

Assessment for the Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills is criterion referenced, based on the achievement of specified criteria. Each unit contains contextualised pass criteria for unit assessment.

In the Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills all units are internally assessed. Centre assessment will be externally verified through the National Standards Sampling process.

The overall grading for the Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills is a pass, based on the successful completion of all the required units. **Learners must pass all units to achieve the Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills.**

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

Centres are encouraged to use a variety of assessment methods, including assignments, case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Practical application of the assessment criteria in a realistic scenario should be emphasised and maximum use made of practical work experience.

Assignments constructed for assessment by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. Care must be taken to ensure that assignments used for assessment of a unit cover all the criteria for that unit as set out in the *Assessment criteria* section. It is advised that the criteria which an assignment is designed to cover should be indicated clearly in the assignment to (a) provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and (b) assist with internal standardisation processes. Tasks and activities should enable learners to produce evidence that directly relates to the specified criteria.

The creation of assignments that are fit for purpose is vital to learner achievement and their importance cannot be over emphasised.

Accreditation of Prior Learning (APL)

Edexcel encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the national standards in the specifications in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Edexcel's policy on APL is provided on our website: www.edexcel.com

Quality assurance

The BTEC WorkSkills 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 BTEC qualifications in WorkSkills 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 Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the whole suite of BTEC WorkSkills qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors
- centre risk assessment by Edexcel 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 quality and 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 Handbook

Details of quality assurance for the BTEC WorkSkills qualifications are set out in a centre handbook which will be published annually on www.edexcel.com.

Programme design and delivery

The qualification consists of five mandatory units and a choice of specialist units, which are designed to provide a specific focus to the qualification.

Mode of delivery

Edexcel does not define the mode of study for BTEC qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever 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. Assessment instruments based on the learner's work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of BTEC qualifications by:

- liaising with employers to ensure a course relevant to the specific needs of learners
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of work and life experience that learners bring to the programme.

Resources

BTEC qualifications are designed to prepare learners for employment in specific sectors. Physical resources need to support delivery of the programme and proper assessment of the outcomes and 'therefore' should normally be of industry standard. Staff delivering programmes and conducting assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Edexcel.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills. The specification contains a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learner experience.

Centres should note that the qualification set out in this specification has been developed in consultation with centres and employers, particularly ASSET Skills. The units are designed to meet the skill needs of the sector and to lead to 'or support' employment within the sector. Centres should make use of the choice available to them within the specialist units in the specification to meet the needs of their learners, and the local skills and training needs identified by organisations such as the Regional Development Agency and the local Learning and Skills Council.

Access and recruitment

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

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications 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 qualification 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 complete the programme of study successfully 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 Edexcel's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a foundation learning tier qualification
- a standard of literacy and numeracy supported by a general education equivalent to GCSEs at grade D-G
- related work experience
- other related Level 1 qualifications.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

This qualification is accredited on the QCF for learners aged 14 and over.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications, which is on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

The wider curriculum

Study of the Edexcel Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills provides opportunities for learners to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations, and European developments. These wider curriculum opportunities are indicated in the units as appropriate.

- **Moral, ethical, social and cultural issues** are considered throughout the specification when learners are dealing with employers, guest speakers and other learners.

The specification gives learners opportunities to develop an understanding of:

- **environmental issues** through appreciation of the importance of working and studying in a safe environment
- **European developments** through the wider application of the content to a European context
- **health and safety issues** through consideration of their own and others, health and safety through learning about the workplace
- **equal opportunities** are implicit throughout this qualification.

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publications@linney.com

Related publications include:

- the current Edexcel publications catalogue and update catalogue
- key skills publications – specifications, tutor support materials and question papers
- *Accreditation of Prior Learning* – available on our website: www.edexcel.com
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008).

Edexcel publications on the Quality Assurance System and the internal and external verification of vocationally-related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Training from Edexcel

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

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

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

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DIDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training will also underpin many areas of the LLUK standards for teachers working towards them.

Further information

Edexcel produces regular policy statements on our qualifications and accompanying procedures. Please check our website for current information.

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website at www.edexcel.com

Units

Unit 1: Developing Personal Skills for Leadership

Unit code: K/501/5904

QCF Level: Level 2

Credit value: 2

Guided learning hours: 20

Unit abstract

Leaders use a set of valuable skills useful in a variety of situations. In this unit, learners will be introduced to the main features of leadership skills and try to relate them to the qualities they already possess. How to use identified leadership skills to lead others in a practical situation is then explored. Some analysis of their leadership in relation to the chosen activity is expected plus reflection on how to prepare themselves for future leadership roles.

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 of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the main features of leadership	1.1 describe the main features of leadership 1.2 explain how their own skills and qualities relate to the main features of leadership
2 Plan how to demonstrate leadership skills	2.1 describe the range of skills they will use to lead others 2.2 explain how they will put these skills into practice in order to lead others
3 Prepare for a leadership activity	3.1 select a suitable activity to demonstrate their leadership skills 3.2 explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills.

Unit content

1 Understand the main features of leadership

Main features of leadership: responsibility for others eg making sure the team works together and achieves its goals, making sure people are healthy and safe in carrying out their work or task, providing support and guidance eg helping someone deal effectively with a difficult situation, encouraging someone to persevere in solving a problem; giving instructions eg allocating work to the team; giving and receiving feedback eg telling someone they have done something right or suggesting that something could be done differently, listening to feedback from others and acting on it; making decisions eg deciding on what a group of people need to do, who needs to do which activity, solving problems

Own skills and qualities: carry out a review of own personal development; identify areas of strength and those areas which you are unsure of/less confident in; ask others for their feedback on your leadership skills

2 Plan how to demonstrate leadership skills

Putting a range of skills into practice: giving support to others eg by motivating and encouraging others, providing advice and guidance, discussing problems, identifying and understanding others' feelings; allocating tasks and activities eg by assessing strengths and interests of team members, considering deadlines, deciding who is best suited to carry out tasks, discussing and agreeing tasks with team members; giving and receiving feedback eg by formal means such as written reports, appraisals, or informal means such as verbal feedback to individuals, feedback to team on performance of task; making decisions eg making a decision to solve a problem, deciding on the best way of doing something

3 Prepare for a leadership activity

Selecting a suitable activity: considering strengths and weaknesses; using information and knowledge about own particular skills to decide on an appropriate activity; discussing with tutor/line manager and agreeing suitability; choosing an activity they can complete appropriately

Why the activity was selected: matches experience, skills or interests of learners; allows learners to demonstrate a skill they feel confident in as well as/or a skill they wish to improve on

Essential guidance for tutors

Delivery

Presenting a series of video clips of well known people in leadership roles can be used to start discussion on this issue. The expertise of colleagues with business experience can also be used as a source of discussion points. Considering examples of leadership in different situations will add to a discussion about types of leadership skills.

Using role play/scenarios in small groups is a good way of illustrating the main features of leadership, especially if these are then related to learners' own skills for learning outcome 1. Learners should be encouraged to think about what leadership skills they could use if they were in charge of a group or team of people. To follow up, groups could be brought together to discuss the main features of leadership. These features can be listed and kept on display, for example using flipcharts, for future reference. Learners could work in pairs and note how their own skills relate to the class list on the features of leadership. The tutor may need to encourage learners to think positively about what skills and qualities they possess.

Learning outcomes 2 and 3 can be delivered together. Some tutors may decide to start with 3.1. Working individually or in small groups, learners should choose an activity and plan the range of skills they will use to lead the activity (3.1 and 2.1). Learners should be encouraged to use leadership skills relevant to their classroom activities and discuss why their chosen activity allows them to demonstrate these skills (3.2).

Working in groups, learners can explain how the skills identified in learning outcome 1 are/could be used by them in leading an activity (2.2). If learners are taking part in existing activities which show leadership skills witness statements or tutor observations will provide a wealth of evidence, which can be backed up by one-to-one questioning.

Learners should be able to decide for themselves how to present the evidence for this unit. A mixture of verbal and written presentations, one-to-one discussions with the assessor and observed discussions in their groups are all possible. The tutor needs to emphasise that each learner must present their own work to be assessed against the criteria.

Assessment

Understanding of the main features of leadership skills (1.1, 1.2) can be assessed through one-to-one discussion and/or logbooks learners kept as they worked through the discussed scenario. Learners involved in a leadership activity could be observed and discuss the skills and qualities required for that leadership role with the assessor.

Depending on how tutors guide learners in working on learning outcomes 2 and 3, evidence will be presented in different orders and ways. Tutors should encourage the use of a range of presentation methods ensuring the work is completed individually and learners can give the explanations needed for 1.2, 2.2 and 3.2.

Assessors should be looking for reasons in learner explanations, evidence they have thought for themselves and an understanding of the principles of leadership in different situations.

Some learners may have carried out research on leadership styles and skills but assessors should look for how this has been applied in the activity they have chosen for 3.1.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Level 1 WorkSkills	Level 2 WorkSkills
Unit 12: Developing Personal Skills for Leadership	Unit 12: Practising Leadership Skills With Others
Unit 13: Practising Leadership Skills with Others	

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task where they delegate tasks to others.

Websites

www.monster.com

Monster: UK Job Search website

www.lifecoachexpert.co.uk

Life Coach Expert: Articles from experts on various life subjects

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

Resource site for the Scout movement: Young Leaders' Essential Factsheets

www.tellmehowto.net

Tell Me How: Community site where people can share 'how to' ideas

Unit 2: Practising Leadership Skills with Others

Unit code: D/501/5916

QCF Level: Level 2

Credit value: 2

Guided learning hours: 20

Unit abstract

It is important that learners understand how to use leadership skills effectively as part of a team. In this unit learners will be introduced to the skills leaders need and gain an understanding of how to apply them. Leaders have responsibilities to their team members and learners will have the opportunity to demonstrate their leadership skills and qualities by working with a team of people. They will learn about evaluation and its importance in improving leadership through looking at their own performances as a leader.

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 of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand how to lead a group activity	1.1 explain how their leadership skills will contribute to a given group activity
2 Demonstrate effective leadership skills with others	2.1 give support to other members of the group 2.2 allocate tasks and activities appropriately to other members of the group 2.3 give and receive appropriate feedback 2.4 make decisions about tasks and activities appropriately
3 Evaluate their leadership performance	3.1 carry out an evaluation of their leadership performance 3.2 suggest areas for improvement of their leadership performance.

Unit content

1 Understand how to lead a group activity

Group activities: in the workplace within a small team, in a school or college (or other place of learning), in a group project eg cross-curricular project, assignment within a vocational or subject-based area

Leadership skills in a group activity: leading in a way that is appropriate to the requirements of the situation and people involved eg giving support to others, allocating tasks and activities, giving and receiving feedback, making appropriate decisions, considering deadlines; using personal skills and qualities to lead effectively eg using problem-solving skills to make effective decisions, using sense of humour to get people's attention when giving instructions

2 Demonstrate effective leadership skills with others

Giving support to others: motivating and encouraging, providing advice and guidance, discussing problems, showing regard for wellbeing, health and safety of team members

Allocating tasks and activities: assessing strengths and weaknesses of team members, prioritising tasks to deadlines, deciding who is best placed to carry out tasks, discussing and agreeing with team members

Giving and receiving feedback: formal feedback such as written reports, appraisals; informal feedback eg verbal feedback to individuals, feedback to a team on performance of a task

Making decisions: making a decision to solve a problem, to find a way forward with a task or activity, deciding on the best method of doing something, deciding when a task has been completed appropriately

3 Evaluate their leadership performance

Carrying out an evaluation: different types of evaluation of leadership; formal evaluation eg assessment forms, checklists; informal evaluation eg discussion with tutor/line manager; using feedback from different sources when evaluating your performance; identifying what went well eg successfully explained purpose of team task to the group; identifying what did not go so well eg did not give detailed enough instructions about time set for the task

Suggesting areas for improvement: based on their own assessment (and feedback from others if appropriate) eg get feedback and suggestions from all team members before deciding on a solution to a problem in the team task

Essential guidance for tutors

Delivery

Tutors may decide to link this unit and *Unit 1: Developing Personal Skills for Leadership* together. It may be appropriate for tutors to give a short formal input to start this unit building on the experiences from Unit 1. This could be a summary of leadership styles, the skills and qualities required of a leader and the different situations in which leadership can be displayed. The follow-up could be group/class discussions about how these leadership skills contribute to leading a group activity (1.1).

The challenge for tutors is ensuring each learner has the opportunity to demonstrate leadership skills for this unit. Opportunities could be provided or learners could use the activities they are involved in to show their leadership skills. Whatever is chosen needs to be simple, limited and well defined.

If the leadership activity is classroom based, then each learner can choose an activity or task, think about the leadership skills required and how they are going to allocate jobs to their group members (1.1, 2.2). Learners should be reminded to record, in some way, how they are undertaking these activities so they have evidence for 1.1 and 2.2. If learners have an outside activity, such as at work or in a social setting where these leadership skills are used, they should be encouraged to think about what evidence they have to match the criteria.

Although time consuming, observing the learners leading group activity, giving instructions, making decisions and being involved in a dialogue with their team is probably the easiest way of making sure everybody in the class has the opportunity to be a leader. Less forthcoming learners may need to be encouraged to be a leader. At this point in the unit the tutor should be giving guidance and advice but also looking for assessment opportunities to observe.

For learning outcome 3 a short series of written questions or prompts may help to focus learners on evaluating what skills they have. Some find this difficult so some initial prompts to help them get started are always useful. One-to-one discussion will be inevitable at this stage of the work particularly if learners are struggling with how to evaluate their work. Feedback from within the group on leadership skills could be via a feedback form.

Assessment

Evidence for learning outcome 1 will come from learners' notes made during the class discussion. These could be backed up by research carried out providing it has been used within the method of presentation learners have chosen. Tutors should allow learners to choose their preferred method of presentation. Tutors should make observation and discussion notes for each learner to help the assessment process.

For learning outcome 2, observation may be the major assessment tool and another assessor may be required to help in the process. Learners should also provide other forms of evidence to ensure the learning outcome is covered. Witness statements from peers within the group can be used, especially as part of the assessment for 2.3. Learners will need guidance if this is to be part of the assessment process. Learners should be reminded that emails, notes to their group, memos etc are all means of communication for outcome 2.

For learning outcome 3, one-to-one reviews of the activity with each learner are an appropriate assessment tool. The assessor should be sure that learners have evaluated their performance and suggested areas for improvement. The assessor should ensure that a record is kept for internal and external verification purposes if this is through verbal discussion - video, tapes, written etc. The feedback forms are also a source of evidence for assessment.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Level 1 WorkSkills	Level 2 WorkSkills
Unit 12: Developing Personal Skills for Leadership	Unit 11: Developing Personal Skills for Leadership
Unit 13: Practising Leadership Skills with Others	

Essential resources

Learners should have access to appropriate sources of information about leadership such as texts, websites and magazines. Learners will also need the opportunity to participate in a group task that allows them to show leadership skills.

Websites

www.monster.com

Monster: UK Job Search website

www.lifecoachexpert.co.uk

Life Coach Expert: Articles from experts on various life subjects

www.scoutbase.org.uk/6to25/explorer/youngleader/pdfs/yls-all.pdf

The Scout movement: Young Leaders' Essential Factsheets

www.tellmehowto.net

Tell Me How: Community site where people can share 'how to' ideas

Unit 3: Learning with Colleagues and Other Learners

Unit code: Y/501/5915

QCF Level: Level 2

Credit value: 2

Guided learning hours: 20

Unit abstract

It is important that learners understand how to learn in an effective manner with others working or learning at the same level. In this unit learners will experience the planning needed to work successfully with colleagues and also how to interact with them to achieve a common goal. They will learn about the value of discussion within a group and the need to be aware of each other's beliefs and opinions. Finally they will look at the value to be gained from evaluating what they have learned from working with others in a team.

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 of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the importance of learning with colleagues or other learners	1.1 explain why learning with their colleagues or other learners is important for their own development
2 Plan the learning they will undertake with colleagues or other learners	2.1 describe a learning goal which they will be able to undertake with colleagues or other learners 2.2 explain how they will work towards achieving the learning goal
3 Be able to interact appropriately with colleagues or other learners in a learning situation	3.1 respond appropriately to advice from others 3.2 express beliefs and opinions to others appropriately 3.3 give helpful feedback to others

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
4	Review the learning they have undertaken with colleagues or other learners	4.1	give examples of how they have learned with colleagues or other learners
		4.2	reflect on their experience of learning with a group of other colleagues or other learners.

Unit content

1 Understand the importance of learning with colleagues or other learners

Importance of learning with others: finding more effective answers and solutions to tasks or problems through interaction with other co-workers or learners eg solving a problem by using ideas from several people rather than just own ideas; developing interpersonal skills through learning alongside others eg patience, empathy, tolerance, flexibility, loyalty, reliability

2 Plan the learning they will undertake with colleagues or other learners

Learning goals: identifying an aspect of their learning they can undertake with co-workers or other learners; identifying a goal they can work towards or that is relevant to development in their field of work or study eg attend team training course to learn new customer service skills for a call centre, work in a group to carry out research for school assignment

Working towards the learning goal: eg attend training course and attempt all tasks given on course, complete assigned part of group/team project, compile list of questions to ask visiting speaker during question and answer session

3 Be able to interact appropriately with colleagues or other learners in a learning situation

Responding appropriately to advice from others: thanking someone for their advice, asking an appropriate question about the advice offered, being polite in expressing that you do not agree with the advice

Expressing beliefs and opinions: preferences and dislikes, relevance of an aspect of learning to them, how useful the learning was

Giving helpful feedback: feedback to other learners on how useful learning was, what could be improved or changed

4 Review the learning they have undertaken with colleagues or other learners

Examples of learning with others: informal learning situations eg team building or development activities, day-to-day working with a team of people at the same level; formal learning situations eg training courses, induction days, classes, workshops

Reviewing the learning with others: deciding whether the experience of learning with others was successful eg whether the group task was achieved, whether the learner found out new information from others or acquired new skills from being with others; considering anything that could have been done better eg the learner should have paid more attention to the suggestions and ideas of other learners or co-workers in the group

Essential guidance for tutors

Delivery

Tutors could set each learner the same simple task or problem to work on by themselves. Using their logbooks, learners could record how they would tackle the problem and the solution they arrived at. They could then work in small groups to look at the same problem again and how they would tackle it working with their group members. Tutors could ask learners to note down how the problem was tackled by the group, for example what was the same, what was different, did they come to the same solution? Learners could discuss in their group what interpersonal skills they used and whether they developed skills which they thought they did not have (learning outcome 1).

Setting a learning goal is something the group can do with tutor guidance. It must be achievable within the time constraints of the unit. If in the classroom, learners could decide to research a topic either related to this unit or another class activity they may all be undertaking. Once the learning goal is decided, the group will need to discuss how to achieve it. Learners should be reminded that their discussion is evidence and they must find some way of recording it, for example using their logbook, video, audio tape etc (learning outcome 2/3). Observation of the discussion process by the tutor will be needed initially for guidance purposes but also as part of the assessment process. The tutor should introduce the idea of feedback forms which are commonly used on training courses. To ensure comparable results at this level, the tutor should give learners prepared questionnaire feedback forms to use. Each learner can use one for their work within the group.

For learning outcome 4 the whole class could be brought back together and asked to tell the other groups how they tackled their task and the solution they arrived at. Putting this on a smartboard or flipchart as a series of bullet points is sufficient. Tutors could use this to discuss how learners have learned within their groups and the whole class, and encourage them to review the learning process in terms of successes and improvements needed.

Assessment

Evidence for 1.1 could come from a group discussion which shows the individual contribution of the learner or an individual discussion with the tutor/line manager. This may take the form of a taped discussion, video evidence or another appropriate form. It may also be supported by written notes from learners or the tutor/line manager. To achieve 1.1, learners need to describe why learning with other learners or colleagues is important for their personal development.

Evidence for 2.1 and 2.2 could come from a one-to-one discussion with the tutor. Learners should describe a learning goal they will be able to undertake with peers and explain how they will work towards achieving the learning goal.

Evidence for 3.1 to 3.3 should come from observation of learners by the assessor backed up by logbook material, a witness statement, observation notes or a video of learner interaction with other colleagues or learners. One-to-one discussion between learners and the assessor may be needed to confirm the aspects of the criteria in beliefs, opinions etc. Observation is the method of assessment here but it may require several observers to cover the whole class. Video and tape recordings would help especially for internal verification.

If learners have filled in feedback forms they could provide helpful suggestions about how to improve the course and what they found useful or not. The information should be able to be used by others to improve on training or development situations.

Evidence for 4.1 and 4.2 could come from one-to-one discussions between the tutor/line manager and learners or a small group discussion (for 4.1). For 4.2 the learners need to reflect on their shared learning experience, describing what they have learned, understood or gained from the experience of working/learning with others.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level WorkSkills	Level 1 WorkSkills	Level 2 WorkSkills
Unit 20: Preparing for Work Placement	Unit 14: Learning with Colleagues and Other Learners	Unit 17: Learning from More Experienced People
Unit 21: Learning from Work Placement	Unit 18: Learning from More Experienced People	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	Unit 26: Preparing for Work Placement
	Unit 28: Preparing for Work Placement	Unit 27: Learning from Work Placement
	Unit 29: Learning from Work Placement	

Essential resources

Learners should have access to situations where they can learn alongside co-workers or other learners.

Websites

www.lifecoachexpert.co.uk

Life Coach Expert: Articles from experts on various life subjects

www.mindtools.com

Mind Tools: Free career management tools

Unit 4: Communicating Solutions to Others

Unit code: R/501/5895

QCF Level: Level 2

Credit value: 2

Guided learning hours: 20

Unit abstract

This unit enables learners to understand that being able to problem solve and find solutions are valuable skills. Equally important is the ability to communicate with others in order to explain solutions. Learners must also be aware that communication involves responding to questions and objections in a constructive way. The unit will build on self-evaluation skills in previous units. Learners will review developed their performance in terms of its effectiveness and areas for 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 of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand why they need to solve a problem	1.1 describe a possible problem to solve 1.2 explain why the problem requires a solution 1.3 describe a way to solve the problem
2 Communicate the solution effectively to others	2.1 using appropriate communication methods, explain to others how the problem was solved 2.2 use appropriate information to support their explanation
3 Provide appropriate responses to questions or objections	3.1 identify possible questions or objections to their solutions to a problem 3.2 plan how to deal with feedback and questions from others in the group 3.3 respond appropriately to questions or objections from others

Learning outcomes	Assessment criteria
The learner will:	The learner can:
4 Evaluate their performance	4.1 evaluate how effective their performance was 4.2 suggest areas for improvement.

Unit content

1 Understand why they need to solve a problem

Possible problems to solve: differences of opinion, new situations, misunderstandings, poor instructions, lack of communication, inadequate management, unforeseen events or emergencies, changes in situation or environment, need for new services/processes/products, need to improve or change a current situation, need to test or check new ideas, need to find information

Reasons why the problem requires a solution: eg lack of communication could lead to missed deadlines, inadequate management or knowledge means quality of work would not be as good, project cannot be undertaken unless sufficient knowledge/funding/resources are available, changes in technical equipment could lead to problems in producing a product, learners cannot complete project on climate change without first finding out why climate change is occurring

Ways to solve problems: eg rewrite staff manual in plain English, consult staff about revised rotas, investigate possible effects of changing technical equipment before changing the equipment, submit an application for funding for a project, enrol on a training course to improve customer service skills

2 Communicate the solution effectively to others

Methods of presentation: verbal presentation either formally or informally; written presentation eg by email, project, portfolio, letter

Appropriate information: background research, evidence of where the solution has been used before successfully; what has improved since the problem was solved or what could improve once the problem is solved; who was contacted to provide support, guidance or advice

3 Provide appropriate responses to questions or objections

Possible questions/objections: wanting more detail about the solution, having a different view from that presented, not agreeing with the view presented, finding problems with the proposed solution

Responding appropriately: give clear and accurate information; provide full information; offer to provide further information if necessary; deal with questions politely and tactfully; take on board other people's views

4 Evaluate their performance

Carrying out an evaluation: discussion with tutor/line manager either formally or informally; using a checklist or appropriate evaluation form; identifying what went well and what did not go well

Suggesting how to improve on own performance: eg not interrupt those who are asking questions about the solution, speaking more slowly when explaining how the problem was solved

Essential guidance for tutors

Delivery

The problems identified in *Unit 3: Learning with Colleagues and Other Learners* could be used in this unit and the two units might be run consecutively, but this would need careful monitoring. Assuming this unit is being delivered separately then new problems can be identified for the unit. Problems need to be simple, relevant and achievable within the time constraints of the unit. If this is classroom based, a class discussion about problems learners raise could be used. The tutor should have a list ready in case some prompting is needed. Discussion with the class as to why solutions are needed and some approaches to solving problems would be useful (learning outcome 1).

The tutor could break the class up into small groups, with each group taking several of the problems discussed in the whole class and deciding which one they want to tackle. Research time should be allowed to enable learners to find out more about the background to their chosen problem, what solutions are used and how firms or businesses go about problem solving. Input from outside speakers or colleagues with a business/human resources background would give another dimension to learner research (learning outcome 1). Tutors should remind the groups that they need to record their work from the whole class and group discussion. Observation of group discussions will also be needed.

Learning outcomes 2 and 3 centre on communication skills. To give learners an idea of how to use effective communication skills the tutor could give a demonstration by setting out a problem they had to solve, how they decided to solve it and showing how the solution is being communicated. The tutor should use to start a discussion about communication and ask learners if the tutor could have carried it out in a different or better way and if all questions were dealt with.

The tutor could ask learners to work individually to plan out 3.1 and 3.2 and note down what questions they identify and how they plan to give feedback. Learners could then go back to their original groups and each learner could informally tell the others their solution to the problem they worked on earlier. The tutor should make sure the group members ask questions and the learner/presenter answers them. Learners should be reminded to record what is happening and that each group member must do this to meet the criteria.

For learning outcome 4, learners could fill in a feedback questionnaire provided by the tutor about the presenter. The questionnaire, along with observation and other records, will help learners meet learning outcome 4.

Assessment

Evidence for 1.1, 1.2 and 1.3 could come from observation of group discussions, learners' own records and one-to-one discussions. Learners need to describe a possible problem, explain why it needs to be solved and describe a possible way of solving it.

Evidence for 2.1 and 2.2 could come from an observation and/or learner records plus the feedback form from the other members of the group. Learners must demonstrate that they can explain how the problem was solved and use appropriate information to support their explanation.

Evidence for 3.1 and 3.2 will be covered by the work learners carry out by themselves in preparing to talk to their group. For 3.3, observation and the questionnaire forms are evidence, plus any one-to-one discussions with learners. Some learners may use emails or written responses to questions and objections and these will also meet 3.3.

Evidence for 4.1 and 4.2 could come from a one-to-one discussion in which learners evaluate how effective they were in communicating their solution to others. For 4.2, learners need to suggest areas for improvement in their performance.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level WorkSkills	Level 1 WorkSkills	Level 2 WorkSkills
Unit 17: Solving Work-related Problems	Unit 15: Communicating Solutions to Others	Unit 23: Solving Work-related Problems
Unit 19: Speaking Confidently at Work	Unit 24: Solving Work-related Problems	

Essential resources

Learners should be able to access appropriate sources of information on communicating solutions to problems such as books, websites and magazines.

Websites

www.lifecoachexpert.co.uk	Life Coach Expert: Articles from experts on various life subjects
www.mindtools.com	Mind Tools: Free career management tools
www.tellmehowto.net	Tell Me How: Community site where people can share 'how to' ideas
www.wikihow.com	WikiHow: Collaboratively authored how to manuals
www.worketiquette.co.uk	Work Etiquette: Articles on workplace conduct

Unit 5: Learning from More Experienced People

Unit code: R/501/5914

QCF Level: Level 2

Credit value: 2

Guided learning hours: 20

Unit abstract

This unit will give learners the opportunity to see how learning occurs when working with experienced people. Learners will already be aware of different learning styles but learning from more experienced people is an intrinsic part of gaining experience. Learners will become aware that experience is not synonymous with age and their peers will often have skills they can benefit from. They will also practise reviewing what they have learned from more experienced people.

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 of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand situations where they might interact with more experienced people	1.1 describe situations in which they might interact with more experienced people
2 Understand how more experienced people work effectively	2.1 describe an effective way of working demonstrated by a more experienced person 2.2 explain why this way of working was effective
3 Understand how they can improve their performance by learning from those who have more experience	3.1 describe an example of a skill or process they have learned from others with more experience 3.2 explain how they can use what they have learned to improve their performance
4 Review what they have learned from more experienced people	4.1 carry out an evaluation of the skills, knowledge or understanding they have learned from more experienced people.

Unit content

1 Understand situations where they might interact with more experienced people

More experienced people: more experienced team members or learners eg line managers, supervisors, managers, heads of department, team leaders; people in other teams eg finance department, human resources department; external experts or consultants, members of other organisations, clients, customers, tutors, teachers

Situations of interacting with more experienced people: receiving advice, instruction or teaching from more experienced people in formal and informal contexts eg classes, presentations, training sessions, workshops; working alongside more experienced people eg working in a team with more experienced colleagues or learners, observing more experienced people at work eg work shadowing, attending a meeting, attending a presentation

2 Understand how more experienced people work effectively

Examples of effective ways of working and why they are effective: doing things effectively has a positive impact for individuals and the workplace, organisation, school or college eg treating other learners/staff/customers with respect makes people feel valued and meets expected standards of the workplace/place of learning, meeting workplace targets or deadlines for handing in an assignment keeps people on track for a given schedule or timetable, producing high quality work raises the person's self-esteem, participating in meetings or group activities helps others learn or carry out their work effectively, modelling good personal conduct has an impact on a class by setting high standards for behaviour and work

3 Understand how they can improve their performance by learning from those who have more experience

Skills or processes learned from more experienced person: new or improved skills eg how to deal effectively with customer complaints, how to write a summary, how to test a physics theory, how to manage personal finances, how to set a goal

Using what has been learned to improve own performance: eg using new skills in customer service to reduce number of customer complaints, using new skills in personal finance to save money for a specific purpose, using new knowledge about a microscope to use it more easily and quickly in next science experiment

4 Review what they have learned from more experienced people

Evaluating the skills, knowledge or understanding learned from more experienced people: how easy or difficult it was to learn something new from someone with more experience; how completely/successfully the new skill, knowledge or understanding has been learned; how relevant or useful the new skill, knowledge or understanding is to learner work or learning situation

Essential guidance for tutors

Delivery

The tutor could use a brainstorming session with the whole class to build up a picture of situations where knowledge is gained from working with more experienced people, what skills experienced people show and how they show these skills.

This session could then be followed either with trainers from industry or colleagues in practical subjects where demonstration is frequently used as a learning tool. Video clips showing people learning from more experienced colleagues will enable learners to analyse what is going on. Learners should be encouraged to use homework time to explore their local shops and businesses and watch how training is carried out or how experienced staff deal with customers. They could even use their own questionnaire to survey how experienced people are used for training purposes, together with those on the receiving end of learning.

In groups or individually, learners need to consider their position with regard to learning from a more experienced person for learning outcome 3. A brainstorming session might help learners become aware of who from and how much to learn by watching and working with other more experienced people. The situations listed may be in school/college, as part of a leisure activity, work experience or working with a parent/carer at home.

Once each learner has identified a situation for themselves they can look at 3.2 and 4.1. Some guidance might be needed but the tutor should allow learners as much autonomy as possible. The tutor should be aware that learners may not always understand what is required in 3.2 so further explanation might be needed. Make Learners need to keep a careful record of what they undertake.

Assessment

Evidence for 1.1 and 3.2 could come from a group discussion which shows the individual contribution of learners or an individual discussion with an assessor or observer. Evidence could be taped, on video or a presentation. It may also be supported by written notes from the learner or observer.

For 2.1 and 2.2 the evidence could come from the observations and surveys carried out by learners as they visited shops and businesses. Discussion with the assessor plus witness observations if they have worked with a more experienced person will also provide evidence for this outcome.

For 3.1, learners need to describe a skill or process they have learned from someone more experienced. They need to explain how this learning can help them improve their future performance.

Evidence for 4.1 can be from a one-to-one discussion or from a diary or logbook learners keep as they progress this unit. The evaluation process needs to be carried out if 4.1 is to be achieved.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level WorkSkills	Level 1 WorkSkills	Level 2 WorkSkills
Unit 20: Preparing for Work Placement	Unit 14: Learning with Colleagues and Other Learners	Unit 13: Learning with Colleagues and Other Learners
Unit 21: Learning from Work Placement	Unit 18: Learning from More Experienced People	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	Unit 26: Preparing for Work Placement
	Unit 28: Preparing for Work Placement	Unit 27: Learning from Work Placement
	Unit 29: Learning from Work Placement	

Essential resources

Learners should have access to a variety of other people in the workplace, school or college who can demonstrate positive behaviours to them and who can be used for questioning or work shadowing purposes.

Websites

www.lifecoachexpert.co.uk

Life Coach Expert: Articles from experts on various life subjects

www.mindtools.com

Mind Tools: Free career management tools

Unit 6: Self-assessment

Unit code: M/501/6164

QCF Level: Level 2

Credit value: 2

Guided learning hours: 20

Unit abstract

It is important that learners understand the value of taking time to assess their own strengths and weaknesses. In this unit, learners will examine the personal skills and qualities that will be important in all aspects of their lives. Learners will explore this process of reflecting on skills, strengths and weaknesses in a variety of ways. From this understanding, learners can set realistic short- and long-term goals and recognise how tracking their goals is a worthwhile exercise.

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 of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand the importance of self-assessment	1.1	explain the importance of self-assessment
2	Reflect on personal strengths and weaknesses	2.1	describe their own personal strengths and weaknesses
		2.2	explain why it is important to continue developing their strengths
		2.3	describe why it is important to improve areas of weakness and some ways of doing so
3	Understand why personal skills and qualities are important to all areas of life	3.1	analyse their own skills and qualities
		3.2	explain how these skills and qualities are important to their lives
4	Understand the process of personal goal setting	4.1	describe how short-term goals will meet long term goals
		4.2	describe ways in which goals may be tracked over time

Learning outcomes	Assessment criteria
The learner will:	The learner can:
5 Be able to evaluate personal achievements	5.1 identify their achievements over a given period 5.2 discuss some examples of things they would have liked to achieve 5.3 suggest some reasons why they achieved some things, but not others.

Unit content

1 Understand the importance of self-assessment

Importance of self-assessment: to identify personal strengths, to identify personal weaknesses, to recognise personal skills, to recognise personal qualities; to plan for the future; to set achievable goals

2 Reflect on personal strengths and weaknesses

Importance of developing strengths: may benefit career, may benefit personal life, may improve self-esteem; career plans may be changed, enhanced or confirmed as a result; understanding strengths helps in setting personal goals

Importance of improving weaknesses: helps in setting realistic goals; may benefit personal life; can improve employment or career prospects

3 Understand why personal skills and qualities are important to all areas of life

Analyse own skills and qualities: use strengths and weaknesses analysis tool; reflect on past performances and achievements, consider talents and interests; receive feedback from appropriate people

Importance of personal skills and qualities: making realistic career choices and plans; setting achievable long-and short-term goals; successful relationships at work and in personal life

4 Understand the process of personal goal setting

Goal setting process for short-term and long-term goals: using a stepped process, assess strengths and weaknesses, assess skills and qualities; goals need to be important to the individual; goals to be achievable; importance of defining goals clearly; use SMART targets, short-term goals must link logically and progressively to long-term goal

Tracking goals over time: periodically check plan of action to be taken; have short-term targets; measure achievement by comparing current and intended performance

5 Be able to evaluate personal achievements

Evaluate personal achievements: successful achievements and why something was successful eg successful work placement as supervisor was supportive and learner was consistently punctual; less successful achievements and why something was less successful eg coursework not fully completed as learner did not ask for necessary help

Essential guidance for tutors

Delivery

Careful planning is needed if this unit is to be delivered successfully. If it is not handled sensitively, learners may find the unit intrusive and difficult to deal with.

A possible starting point is to use prepared case studies of role models learners will know of. They can be analysed in small groups and/or within the whole class with structured feedback sessions as follow up.

Once the class feel confident with this type of analysis the tutor can help them apply the same techniques to themselves. Following on from the theme of the case studies, learners can write a case study of themselves and analyse it for their strengths and weaknesses. Either working by themselves or in pairs, learners could work out how to remedy what they see as their weaknesses. More positively, learners should also look at how their strengths can be used.

Learners could progress from case study work into goal setting. It would be most realistic for learners to set their own goals, and these could be related to class work or personal interests.

Tutor support, whether in group or individual work is essential. The tutor may need to steer group discussions discreetly or set firm guidelines to protect learners who may feel vulnerable with this kind of self-analysis. Alternatively logbooks could be used with tutor support if learners prefer to write down their work rather than take part in discussions.

Learners will need support to develop their evaluation skills, particularly in understanding why they achieve in some areas more readily than others.

Assessment

Evidence for assessment could be in the form of a logbook kept by learners as they progress through the unit. The case study work may form evidence for learning outcomes 1 and 4 where personal involvement is not specified. Learners' own experiences would be expected for learning outcomes 1 and 4 but a case study along with one-to-one discussions between the learner and assessor should be documented (written/video/tape recordings).

For learning outcome 2, where personal reflection is required, logbooks and one-to-one discussions are good ways of generating evidence for assessment. Some learners might like to do a 'Big Brother' type video log where they talk to a camera. They may find this more comfortable than a face-to-face discussion with an assessor. However, the assessor will still need to question learners at some point to ensure the criteria have been met.

In learning outcome 3, 'explaining' and 'analysis' are the key words and these are skills some learners will find difficult to demonstrate, especially in a written format. Logbooks and diaries could be used to start discussions about what evidence the learners have generated and if they have met the criteria.

For learning outcome 4 learners need to show how they have worked with short- and long-term goals. The assessor needs to be sensitive to how learners perceive short and long term, and should not expect an adult view ie good education therefore good job. Learners may present a short-term goal of getting up in the morning with a long-term goal of being on time for all future activities. Hopefully, with encouragement they can look further ahead than this.

To provide evidence for learning outcome 5, learners will need to have planned for start of the unit. Again assessment of their logbook and discussions will provide on evidence for this learning outcome.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level WorkSkills	Level 1 WorkSkills	Level 2 WorkSkills
Unit 10: Self-assessment	Unit 10: Self-assessment	Unit 10: Career Progression
Unit 11: Career Progression	Unit 11: Career Progression	Unit 22: Setting and Meeting Targets at Work
Unit 16: Setting and Meeting Targets at Work	Unit 23: Setting and Meeting Targets at Work	

Essential resources

There are no essential resources for this unit.

Websites

www.monster.com	Monster: UK Job Search website
www.careersserviceni.com/Cultures/en-GB/CareerService	Careers Service Northern Ireland: Careers advice website run by the Northern Ireland government
www.lifecoachexpert.co.uk	Life Coach Expert: Articles from experts on various life subjects
www.mindtools.com	Mind Tools: Free career management tools
www.reed.co.uk/CareerTools/SelfAssessments.aspx	Reed: Free career character assessment tool

Unit 7: Working in a Team

Unit code: R/501/6058

QCF Level: Level 2

Credit value: 3

Guided learning hours: 30

Unit abstract

In this unit learners will discover the value of teamworking. They will look at teamwork from the point of view of taking a task or problem and working together to come to a solution. As they work through this unit, learners will cover the importance of the contribution individuals make to the team. They will also understand that teamwork requires cooperation via a code of conduct. Through self-evaluation, learners will look at their contribution to the team along with reviewing other group members' contributions.

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 of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand the advantages and disadvantages of having a team complete a task	1.1 explain the advantages and disadvantages of having a team complete a task
2 Understand the need for a team to work to an agreed code of conduct	2.1 identify a code of conduct for effective team work 2.2 explain the likely consequences of team members not following a code of conduct
3 Be able to recognise the different strengths, skills and experiences different people bring to a team	3.1 explain their own strengths, skills and experiences, as relevant to a task being undertaken by a team 3.2 identify some relevant strengths, skills and experiences that other members bring to a particular team

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
4	Understand how to allocate roles and responsibilities within the team in relation to a given task	4.1	agree with other team members the roles and responsibilities of each member of the team
		4.2	explain how each role contributes to the team's objectives and the completion of the team task
5	Work positively as a member of a team	5.1	describe ways in which respect was shown for the ideas and suggestions of others
		5.2	identify relevant ideas and suggestions which were given and which helped the team to complete their task
		5.3	describe ways in which help, support or advice was given to team members where appropriate
		5.4	explain why it is important to respond positively to advice or constructive criticism
		5.5	complete tasks allocated to the required standard and on time
6	Reflect on the performance of a team	6.1	discuss how their individual performance contributed to the overall performance of the team
		6.2	outline ways in which the team as a whole performed effectively
		6.3	outline areas in which the team could improve its team work skills.

Unit content

1 Understand the advantages and disadvantages of having a team complete a task

Advantages of teamwork: employee/learner strengths and weakness can be balanced; team members motivate/encourage/support each other; skills of all members are used; responsibility is shared; team members feel a sense of belonging; individuals feel valued

Disadvantages of teamwork: needs careful planning; takes time to plan and set up; needs agreement or cooperation of all members; task may be better completed by one person; task may require directing by a leader

2 Understand the need for a team to work to an agreed code of conduct

Code of conduct for teamwork: eg every member should contribute; listen to views of all team members; value contributions of others; accept constructive criticism; consult with other team members; make decisions as a group; follow group decisions; carry out agreed responsibilities

Consequences of team members not following code of conduct: team task not completed on time, team task not completed correctly or to appropriate standard; conflict between team members; confusion about individual tasks and responsibilities; team members feel let down, team members feel reluctant or anxious about working or learning with other team members in future

3 Be able to recognise the different strengths, skills and experiences different people bring to a team

Teamwork skills, strengths and experiences: practical skills eg ability to cook, paint, use a computer, good with numbers and money, interpersonal skills eg patient, friendly, enthusiastic, loyal, communication skills eg confident speaker, good listener, motivational skills eg good at encouraging or helping others, organisational skills

4 Understand how to allocate roles and responsibilities within the team in relation to a given task

Agree roles and responsibilities: on the basis of objectives of team task; timescale/deadline for completion; awareness of skills and strengths of all team members; matching skills and strengths of team members to individual tasks eg confident speaker suited to leading verbal presentation, experience in using internet suited to searching for information online

5 Work positively as a member of a team

Respect ideas and suggestions of others: listen politely to ideas and suggestions of others, do not interrupt someone who is explaining their idea or suggestion, thank other team members for their ideas or suggestions

Offer ideas or suggestions for team task: offer ideas on ways to reduce time needed to achieve team task, make suggestions about how to improve the quality of the item the team is making

Give help, support or advice to others: offer to help a team member who is having difficulty carrying out their task, suggest a better way of doing something, agree to take on an extra task whilst a fellow team member is absent

Respond positively to advice or constructive criticism: value advice or constructive criticism from others eg creates awareness of personal strengths and weaknesses, creates awareness of quality of work and areas for improvement; maintain positive atmosphere and relationships in the team by responding appropriately to advice or constructive criticism eg listen to the advice offered, do not interrupt the person who is speaking, avoid inappropriate language such as sarcasm or offensive remarks

Complete own task successfully and on time: carry out own task to appropriate standard within agreed timescale eg finished assembling two display boards with correct materials one day before the team presentation date, compared prices for baking ingredients and provided the pricing information to team at the requested time, obtained feedback sheets from customer and reported back to team within two days of the deadline

6 Reflect on the performance of a team

Individual performance as a team member: follow code of conduct, complete individual task appropriately and on time, carry out individual responsibilities, offer help to others, offer feedback or advice to others, contribute to success of whole task

Performance of team: team worked well together, every team member made contribution, team task completed to satisfactory standard, team task completed on time

Essential guidance for tutors

Delivery

This unit could start with a brief discussion on teamwork as it is seen in every part of life, using examples learners can relate to. If speakers from businesses, human resources and/or within the school/college are available, they can help learners understand parts of learning outcomes 1, 3, 4 and 5.

The tutor should allow learners time after this input to carry out some research into teamworking in different situations. To encourage learners, the tutor could facilitate small group discussions based around a given scenario to help them begin to sort out their ideas for parts of learning outcomes 1, 2, 3 and 4. A large flow chart or some means of recording their work is needed for this scenario so they can refer to it when working on their real task.

The tutor should bring the whole class back together to summarise their findings and decide on a list of tasks the groups could undertake. The tasks have to be achievable, realistic and relevant within the time constraints of the unit. The tutor should agree the task with each group before they begin. Groups should be reminded to use the lists they made in their scenario exercise to begin this real assessed work. Learners should be advised that records need to be kept, in some form, by all group members for assessment purposes. The tutor should be a facilitator and guide as the groups work their way through learning outcomes 1, 2, 3, 4 and 5. Groups should have access to video/tape recorders, computers and methods of displaying their work, for example posters or flipcharts. The tutor will also need to make notes on discussions with groups.

Throughout this process the tutor may find it useful to have several brief, whole class discussions either at the start or end of a session to summarise what is going on and allow learners to exchange examples of good and poor practice and bounce ideas off each other. This is also an opportunity to emphasise that each learner must provide their own evidence for each criteria.

For learning outcome 6, learners could discuss both the performance of individuals and that of the team as a whole as part of a group exercise. They could watch recordings of some of their activities and comment on their performance, as well as taking on board the comments of any observers.

Assessment

Assessment of this unit will rely quite heavily on assessor observation and the material learners produce such as videos, logbooks, posters, charts, PowerPoint presentations, memos and emails. There will also be one-to-one discussions that will need to be recorded. As this may be time consuming other assessors may need to help out.

Outcomes 1, 2 and 3 could be covered by the production of charts, bullet points and posters providing learners add comments to explain their reasoning.

Learning outcome 4 could be covered by a logbook or work diary recording what happens in the group discussions adding comments or a summary as a reflection at a later stage.

Learning outcome 5 could be covered by use of a reflective diary plus observations of discussions and one-to-one discussions. A tutor-devised feedback questionnaire might also be used here. Learners within a group could use peer witness statements as evidence of support etc from other team members.

Using experiences other units, learners should by now be able to review their work and those of the team for 6.1, 6.2 and 6.3.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level WorkSkills	Level 1 WorkSkills	Level 2 WorkSkills
Unit 12: Conduct at Work	Unit 17: Working in a Team	Unit 15: Effectiveness at Work
Unit 13: Working in a Team	Unit 16: Positive Attitudes and Behaviours at Work	Unit 18: Building Working Relationships with Colleagues
	Unit 19: Building Working Relationships with Colleagues	

Essential resources

Learners will need the opportunity to participate in a teamworking task.

Websites

www.monster.com

Monster: UK job search website

www.lifecoachexpert.co.uk

Life Coach Expert: Articles from experts on various life subjects

www.projectsmart.co.uk/team-building.html

ProjectSmart: Project management and team-building information site

www.worksmart.org.uk/career

WorkSmart: Job advice site run by the Trade Union Congress (TUC)

Unit 8: Planning an Enterprise Activity

Unit code: A/501/6300

QCF Level: Level 2

Credit value: 1

Guided learning hours: 10

Unit abstract

In this unit learners will come to understand the preparation that goes into any enterprise. They will also learn how enterprise activities are developed and the risks involved. By choosing an enterprise activity for themselves going through the entire process of planning and carry out a risk assessment, learners will understand the skills required to plan an enterprise activity ready for implementation.

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 of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1	Understand how to choose a viable enterprise activity	1.1	describe key aspects of a viable product or service
		1.2	describe why people might want to buy their product or service
2	Draw up a plan for an enterprise activity	2.1	prepare a plan for implementing an enterprise activity
3	Understand the risks involved in running the enterprise activity	3.1	assess the main risks that may occur in implementing the enterprise activity

Unit content

1 Understand how to choose a viable enterprise activity

Key aspects of a viable product or service: providing a product or service for which there is sufficient customer demand, product or service priced correctly; using appropriate promotional and sales strategies; high levels of customer care and satisfaction; sufficient financial, technical and human resources in place

Possible customers: having a clear idea of what the product or service is and what it will do or provide for the customer eg handmade gift wrap will provide customer with a high quality, environmentally friendly, original product that is produced locally using recycled paper and non-toxic paints; linking the product or service to customer needs/wants eg people with busy schedules or a disability are likely to make use of a dog walking service, people who are interested in fashion might wish to buy handmade jewellery

2 Draw up a plan for an enterprise activity

Planning to implement the enterprise activity: key activities needed eg administration, planning timelines, finance and budgeting, sales, promotion; practical/technical skills needed for making product or providing service; assessing own skills and knowledge; using past experience

3 Understand the risks involved in running the enterprise activity

Assess main risks: different types of risks eg lack of skills, competition from others, price of production, raising finance for start-up costs, weather, motivating group of helpers; factors that might lessen risks eg start-up costs are minimal, payment will be received immediately at point of sale, no additional staff required to provide the service, family members on hand to provide back-up help and support

Essential guidance for tutors

Delivery

To make this unit realistic the tutor should also look at *Unit 9: Running an Enterprise Activity* and *Unit 10: Producing a Product* and decide which order to deliver them. *Unit 10: Producing a Product* may provide the products/services for use in *Unit 9: Running an Enterprise Activity* and this unit.

The temptation will be for learners to try to start on their enterprise activity immediately, but learners should discuss the pitfalls of a lack of preparation. To emphasise this, clips from the *Dragons' Den* TV programme could be used as follow-up discussion points.

Learners should be ready to consider their own enterprise activity. They can either come up with a list of their own ideas or the tutor can provide a list for discussion. The tutor will need to provide guidance to each group as the activity needs to be realistic, viable and achievable within the constraints of the unit. Learners will need to consider what skills are needed and available, the costs and who their customers will be (learning outcome 1). Learners must record this work in some way.

Once the idea has been agreed on, a short presentation to the other groups could be made or reserved until learning outcome 2 has been completed. The plan needs to be in sufficient detail so that any one of the group could follow it through. Learners should decide how to present this plan.

Once all this is ready, a risk assessment is needed. This involves not only health and safety but other factors, such as supplies, production methods, marketing and selling, which will affect the success of the enterprise.

Assessment

As learners have gone through the preparatory activities they should keep a logbook, diary, video and/or tapes of their work. For learning outcome 1, learners need to show the key features of their activity clearly and why their chosen product or service will attract customers.

A written plan for learning outcome 2 needs to be in sufficient detail so that it can followed by an assessor and verifier not be familiar with the original discussions.

The risk assessment could partly be a checklist and partly a detailed explanation showing learners have considered what is involved in their enterprise.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level WorkSkills	Level 1 WorkSkills	Level 2 WorkSkills
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 29: Running an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 30: Producing a Product
Unit 25: Producing a Product	Unit 33: Producing a Product	

Essential resources

No essential resources are required for this unit.

Websites

www.businesslink.gov.uk	Business Link: Free business advice service
www.enterprise-education.org.uk	Enterprise Education Trust: Business advice for young people
www.enterpriseinschools.org.uk	Enterprise Village: Support for pupils learning enterprise skills
www.makeyourmark.org.uk	Make Your Mark: Innovation incubation trust
www.speakeasydragons.com	Speakeasy 4 Schools: Enterprise education firm
www.stridingout.co.uk	Striding Out: Group who work with young people on promoting innovative enterprise
www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation	Teachernet: Information about teaching and learning: teaching strategy, teaching and learning tips, learning psychology, and links to thousands of resources

Unit 9: Running an Enterprise Activity

Unit code: H/501/6114

QCF Level: Level 2

Credit value: 1

Guided learning hours: 10

Unit abstract

This unit gives learners the opportunity to research and experience the skills needed to run a successful enterprise activity. Learners will build on skills acquired in previous units to demonstrate selling and financial knowledge. Learners may work individually or as part of a group but they will be evaluating their contribution to the success of the enterprise, including using their financial records as evidence.

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 of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
1 Be able to provide a strategy to ensure the success of an enterprise activity	1.1 explain the features of an effective strategy to ensure success for their enterprise activity
2 Be able to complete an enterprise activity using appropriate skills and procedures	2.1 demonstrate selling the product or service taking into account the practical and person skills needed, including customer care procedures 2.2 explain the importance of handling money correctly in an enterprise activity
3 Be able to evaluate the success of the enterprise activity	3.1 use financial records to explain the reasons for the success or failure of the enterprise activity
4 Know how to review their personal involvement in an enterprise activity	4.1 describe their role in the enterprise activity and any skills they have gained.

Unit content

1 Be able to provide a strategy to ensure the success of an enterprise activity

Features of an effective strategy for success: importance of planning for success eg conducting market research, finding out customer needs, considering competitors and competitor products or services, planning practical implementation of the activity (including appropriate facilities, resources, quality assurance and skills), planning for financial and cash flow aspects; evaluation of own personal and practical skills in running the enterprise activity, identifying gaps in required skills

2 Be able to complete an enterprise activity using appropriate skills and procedures

Selling the product or service using appropriate skills: suitable product or service prepared; necessary components for production or implementation obtained; promotional materials and product information produced and displayed; location prepared and enterprise activity set up; prices determined and displayed; sales skills demonstrated

Customer care: communicating appropriately with customers, listening to customers, answering customer questions accurately and appropriately, being friendly and helpful in manner, resolving customer problems eg defective goods, unsatisfactory level of service, incorrect price charged

Importance of handling money correctly: knowing correct procedures to follow in order to keep within the law, keep money safe and boost chances of making a profit, accuracy in calculations and financial records in order to reflect true financial situation

3 Be able to evaluate the success of the enterprise activity

Using financial records to explain the success or failure of the enterprise: evaluation of enterprise activity from financial records to show set-up and running costs were overestimated/underestimated/accurately estimated, number of items produced or services offered exceeded/met/fell short of customer demand, profit was made/not made on enterprise activity

4 Know how to review their personal involvement in an enterprise activity

Role in the enterprise activity and skills gained: roles eg salesperson, planner, team motivator, finance person, administrator, overseeing production; skills eg planning and organisational skills, research skills, promotion and sales skills, record keeping skills, motivational skills, problem-solving skills

Essential guidance for tutors

Delivery

This unit links in with *Unit 8: Planning an Enterprise Activity* and *Unit 10: Producing a Product* and some tutors may prefer to study *Unit 10: Producing a Product* before this unit so there is a product to use for the activities in this unit.

A summary of previous work carried out in other units may be a useful starting point or tutors may wish to deliver *Unit 10: Producing a Product* and this unit together as one large activity.

Whatever method is chosen, the tutor is a facilitator and guide, giving advice as and when needed but allowing learners the autonomy to make mistakes safely.

Input from business subject specialists or local business people would be useful at the start of this unit. It can enable learners to check that what they are planning is realistic.

Action plans in the form of checklists will be useful for learners and the tutor may decide to provide some basic lists to start with or hold a discussion on what these lists should contain.

Learning outcome 2 is practical and witness observation plus statements from customers and co-workers are all valuable evidence. Video recordings and reflective logbooks will also be useful for assessment purposes. Visiting speakers may have given learners hints about keeping financial records needed for learning outcome 3.

After all activities are finished, learners should reflect on their role in the activity and any skills they have gained. Learners may find it easier to talk this through with the assessor who can ask prompting questions. If the visiting expert is still present, their involvement in the activity would help learners formulate their experiences and provide an insight into what happened.

Assessment

Assessment of this unit centres on the completion of an enterprise activity.

For learning outcome 1, learners should produce a strategy for achieving success in an enterprise activity as a written report, a brief presentation, video-based evidence or a completed log or record sheet.

For 2.1, witnessed evidence of the completion of the enterprise activity will be useful. The product or service should have been adequately prepared, the price and benefits of the product or service made clear, and appropriate sales and implementation skills must have been demonstrated by learners. In addition, learners must be able to demonstrate appropriate customer service skills in providing the enterprise service or product. Photographic or video evidence could be used as well as a tutor witness statement.

For 2.2 learners need to explain why it is important to handle money correctly in an enterprise activity.

For 3.1, simple financial records need to be provided, showing costs and revenue for the enterprise activity. These should be accompanied by a brief explanation (verbal or written) about the link between the success or failure of the enterprise activity and its financial performance.

To achieve 4.1, there must be evidence of learners' own evaluation of their involvement in the activity and their comments on the skills they have gained through the activity. For example, this could be provided in written form as part of a brief presentation witnessed by a tutor or as a self-assessment activity.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level WorkSkills	Level 1 WorkSkills	Level 2 WorkSkills
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 30: Producing a Product
Unit 25: Producing a Product	Unit 33: Producing a Product	

Essential resources

No resources are essential for this unit.

Websites

www.businesslink.gov.uk	Business Link: Free business advice service
www.enterprise-education.org.uk	Enterprise Education Trust: Business advice for young people
www.enterpriseinschools.org.uk	Enterprise Village: Support for pupils learning enterprise skills
www.makeyourmark.org.uk	Make Your Mark: Innovation incubation trust
www.speakeasydragons.com	Speakeasy 4 Schools: Enterprise education firm
www.stridingout.co.uk	Striding Out: Group who work with young people on promoting innovative enterprise
www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation	Teachernet: information about teaching and learning: teaching strategy, teaching and learning tips, learning psychology

Unit 10: Producing a Product

Unit code: L/501/6155

QCF Level: Level 2

Credit value: 1

Guided learning hours: 10

Unit abstract

This unit gives learners experience of planning an activity, producing a product or service and running an enterprise. Learners will build on the skills used in other enterprise units that require planning of a product or item. Learners will explore how to identify and find out what new skills are needed and then work in a safe manner to produce the product or service. Finally, learners will develop further the skills of analysis and evaluation which they have used in previous units. In this unit, these skills are applied to the item learners produce as part of a quality control 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 of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand how to plan the manufacture of a product or item	1.1 prepare a plan that explains how to make a product or item, including the choice of materials and equipment, safety considerations and expected quality of product
2 Understand the new skills required to make the product or item	2.1 explain the new skills needed to make the product or item 2.2 explain how and where the new skills will be learned
3 Be able to produce the product or item safely	3.1 demonstrate how the planned levels of safety were met in producing the product or item
4 Be able to evaluate the product or item produced	4.1 describe how the plan for making the product or item affected the level of quality 4.2 suggest possible future improvements that could be made in producing the product or item.

Unit content

1 Understand how to plan the manufacture of a product or item

Planning to make the product or item: logical, cost-effective and realistic plan for the product or item to be made

Choice of resources and materials for product or item: cost, quality, availability all affect choice of equipment eg knowledge of using equipment

Safety factors: using equipment and safety clothing; effectiveness of equipment; training needed before using certain types of equipment eg tools, measuring instruments, appliances, containers

Expected quality of product: eg appearance, durability, effectiveness, taste, size, shelf-life

2 Understand the new skills required to make the product or item

New skills needed to make the product or item: personal skills eg creativity, determination, confidence; practical skills eg using new equipment, using new techniques or processes, problem-solving skills

How and where new skills will be learned: undertake training, consult training manuals, user guides, internet or other sources of information, seek advice from others who have experience in relevant areas, observe others producing a product or using a piece of equipment, obtain help from experienced person in making an initial sample of the product or item

3 Be able to produce the product or item safely

Planned levels of safety in producing the product or item: use correct materials, methods and equipment as required; use any equipment effectively and safely; use appropriate safety clothing and protection if required eg safety glasses, appropriate footwear, gloves; first aid supplies available; produce safe item or product

4 Be able to evaluate the product or item produced

Impact of the original product plan on quality of the product: quality of planned choice of equipment, resources and materials; effectiveness of planned timeline for production; appropriateness of skills originally identified or not identified

Future improvements: suggestions for changes to plan in the light of experience eg change timescales, use different equipment or materials, obtain additional help or resources, investigate costs of materials more thoroughly

Essential guidance for tutors

Delivery

If this unit is delivered immediately after *Unit 8: Planning an Enterprise Activity* the tutor can help learners to build on the activity from that unit.

Learners could look at examples of entrepreneurs, either using video clips or a visiting speaker, and discuss these examples as a class. This can form the basis of a more detailed action plan which shows understanding of how to plan production of an item or product. Learners can use a diary or logbook or flipchart/posters to show their plans (learning outcome 1). At this stage new skills and, if need be, their development should be logged and discussed (learning outcome 2).

Once this planning stage is approved learners, either individually or as part of a group, can begin the production phase. Group work is acceptable but learners must clearly show their part in the process. The use of photo, graphs video tapes etc to record what is happening should be encouraged.

Before the product or item is offered for sale, quality checks must be carried out and learners need to decide how these will occur and what criteria they will use to make a judgement. Tutors will almost certainly have to provide guidance here.

Assessment

The assessment process for this unit is likely to be undertaken as learners carry out their work. Direct observation of some activities will be useful and learners can provide evidence based on video clips written work in reflective diaries or logbooks. Descriptive passages about the whole process are required to cover learning outcomes 2 and 4.

For 1.1, a plan for producing a product or item must be prepared and presented, explaining the choice of materials and equipment, any relevant safety considerations and the expected quality of the product or item. The description of the intended quality of the product or item may be brief and straightforward, but must be clear. Tutors may support learners in finding suggestions of effective ways to plan the production of a product or item, but the plan must be chosen and compiled by the learner independently.

For 2.1, learners need to explain new skills that they will need to acquire in order to produce the product or item. These may be personal and practical skills.

For 2.2, learners should explain how and where the new skills referred to in 2.1 will be acquired.

To achieve 3.1, tutor observation of learners making the product or item safely, or making an aspect of the product or item safely, will need to be recorded. For 4.1, learners must describe how the plan for making the product or item affected the level of quality of the final product or item.

For 4.2, learners must suggest possible future improvement that could be made in producing the product or item. Suggestions should be appropriately recorded, for example in written form by learners or by the tutor as a result of learner participation in a discussion with the tutor or in a small group.

Links to other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the *WorkSkills from Edexcel* suite. This unit has particular links with:

Entry Level WorkSkills	Level 1 WorkSkills	Level 2 WorkSkills
Unit 23: Planning an Enterprise Activity	Unit 31: Planning an Enterprise Activity	Unit 28: Planning an Enterprise Activity
Unit 24: Running an Enterprise Activity	Unit 32: Running an Enterprise Activity	Unit 29: Running an Enterprise Activity
Unit 25: Producing a Product	Unit 33: Producing a Product	

Essential resources

Learners will need access to an area suitable for the practical activities being undertaken, for example a workshop or practical workroom. A variety of materials including wood, metal, soft cottons and fabrics will enable learners to become familiar with the properties of different materials.

Depending on the product or item learners will be producing, appropriate safety gear and equipment will be required and learners need to know the location of first-aid supplies and support.

Where audio, video, photographs and recordings are to be used as evidence, appropriate equipment will be needed.

Websites

www.businesslink.gov.uk	Business Link: Free business advice service
www.enterprise-education.org.uk	Enterprise Education Trust: Business advice for young people
www.enterpriseinschools.org.uk	Enterprise Village: Support for pupils learning enterprise skills
www.makeyourmark.org.uk	Make Your Mark: Innovation incubation trust
www.speakeasydragons.com	Speakeasy 4 Schools: Enterprise education firm
www.stridingout.co.uk	Striding Out: Group who work to promote innovative enterprise
www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation	Teachernet: links to thousands of resources for use in education

Annexe A

QCF codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules, Section 96 and Section 97, and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA NQF unit code.

The QCA qualification and unit codes will appear on the learner's final certification documentation.

The QANs for qualifications/the qualification in this publication are/is:

500/7321/7	EDEXCEL Level 2 BTEC Certificate in Science, Technology, Engineering and Maths Leadership Skills
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