Pearson BTEC Level 1 Award/Certificate/Extended Certificate/Diploma in Vocational Studies

Specification

First teaching September 2010

Amended specification for first teaching September 2013

Issue 2

Edexcel, BTEC and LCCI qualifications

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

About Pearson

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

These qualifications were previously known as:

Pearson BTEC Level 1 Award/Certificate/Extended Certificate/Diploma in Vocational Studies (QCF)

The QNs remain the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

Summary of Pearson BTEC Level 1 Award/Certificate/Extended Certificate/Diploma in Vocational Studies specification Issue 2 changes

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

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

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

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

1 Introducing Pearson BTEC Specialist qualifications

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

Sizes of Specialist qualifications

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

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

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

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

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

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Award in Vocational Studies
Qualification Number (QN)	500/9124/4
Date registrations can be made	1st September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	9
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	90
Guided learning hours	80
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

Qualification title	Pearson BTEC Level 1 Certificate in Vocational Studies
Qualification Number (QN)	500/8987/0
Date registrations can be made	1st September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	14
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	140
Guided learning hours	110
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

Qualification title	Pearson BTEC Level 1 Extended Certificate in Vocational Studies
Qualification Number (QN)	600/6545/X
Date registrations can be made	1st September 2012
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	21
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	210
Guided learning hours	173
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

Qualification title	Pearson BTEC Level 1 Diploma in Vocational Studies
Qualification Number (QN)	500/8985/7
Date registrations can be made	1st September 2010
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	315
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see Section 10, Access and recruitment)

Qualification title and Qualification Number

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

Objective of the qualifications

The Pearson BTEC Entry Level Award/Certificate/Extended Certificate/Diploma and Pearson BTEC Level 1 Award/Certificate/Extended Certificate/Diploma in Vocational Studies have been developed to give learners the opportunity to:

- experience more than one vocational sector where they have not yet decided on a specific sector to follow

- develop knowledge, understanding and skills of difference vocational sectors to motivate them to progress to higher level qualifications or employment in a specific sector.

- Develop cross-cutting employability skills through carrying out practical activities in a vocational context

- Engage in learning which is relevant to them and provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

- achieve a nationally recognised Entry or Level 1 vocationally related qualification

- progress to employment

- progress to related general and/or vocational qualifications.

In addition, the rules of combination of these qualifications allow learners to achieve some units at different levels to the qualification being taken. For example, learners taking the Entry 3 Award/Certificate/Extended Certificate/Diploma may achieve some units at Level 1 which may encourage them to progress to a Level 1 vocational qualification. Learners taking the level 1 Award/Certificate/Extended Certificate/Diploma may achieve some units at Entry 3 if they needs to develop skills in particular areas, or they may achieve some units at Level 2 which may encourage them to progress to a Level 2 vocational qualification.

Progression opportunities through Edexcel qualifications

The intended destinations for learners who have successfully achieved the Entry Level Award/Certificate/Extended Certificate/Diploma or Level 1 Award/Certificate/Extended Certificate/Diploma include:

- GCSEs

- Foundation Diplomas

- Level 2 apprenticeships

- Level 2 vocational qualifications such as Edexcel BTEC Level 2 Certificates/Extended Certificates/Diplomas in different vocational sectors

- supported employment.

3 Centre resource requirements

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

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.

- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.

- Centres must deliver the qualifications in accordance with current equality legislation.

4 Qualification structures

Pearson BTEC Level 1 Award in Vocational Studies

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	9
Number of mandatory credits that must be achieved	3
Minimum number of credits from Group 2 that must be achieved	3
Remaining credits to achieve the qualification may be achieved from Group 2, Group 3 or Group 4.	

Pearson BTEC Level 1 Certificate in Vocational Studies

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	14
Number of mandatory credits that must be achieved	3
Minimum number of credits from Group 2 that must be achieved	6
Remaining credits to achieve the qualification may be achieved from Group 2, Group 3 or Group 4.	

Pearson BTEC Level 1 Extended Certificate in Vocational Studies

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	21
Number of mandatory credits that must be achieved	3
Minimum number of credits from Group 2 that must be achieved	10
Remaining credits to achieve the qualification may be achieved from Group 2, Group 3 or Group 4.	

Pearson BTEC Level 1 Diploma in Vocational Studies

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	37
Number of mandatory credits that must be achieved	3
Minimum number of credits from Group 2 that must be achieved	21
Remaining credits to achieve the qualification may be achieved from Group 2, Group 3 or Group 4.	

Pearson BTEC Level 1 Award/Certificate/Extended Certificate/Diploma in Vocational Studies: Units

The following pages list the units available to be used in the Pearson BTEC Level 1 Award/Certificate/Extended Certificate/Diploma in Vocational Studies.

Further guidance on mandatory units, including the learning outcomes and assessment criteria, can be found within the 2011 specification for Level 1 qualifications in WorkSkills, which can be found on our website, qualifications.pearson.com.

Further guidance on each option unit, including the learning outcomes and assessment criteria, is included within the specification document for the relevant sector, which can be found on our website, qualifications.pearson.com.

Unit reference number	Group 1 - Mandatory units	Level	Credit	Guided Learning Hours
A/503/2836	Self-Assessment	1	1	10
F/503/2837	Career Progression	1	2	20

Unit reference number	Group 2 – Option Level 1 Units	Level	Credit	Guided Learning Hours
F/502/4009	Working in Business and Administration	1	3	30
A/502/5756	Understanding the Business of Retail	1	1	8
R/502/3981	Introduction to the Hair and Beauty Sector*	1	3	25
J/502/4206	IT User Fundamentals*	1	3	20
M/502/3695	Starting Work in Construction	1	4	40
A/502/4588	Assist with the Care of Animals	1	2	18
H/502/4102	Assist with Maintaining Plants	1	4	36
A/502/3375	Communication Skills with Children	1	4	30
T/501/7221	Health and Social Care Needs*	1	4	30
M/502/4894	Introduction to the Hospitality Industry*	1	2	20
K/502/5008	Introduction to Healthy Eating	1	3	25
D/600/2397	Personal Skills for the Public Service	1	4	40
M/502/3700	Customer Service in Travel and Tourism*	1	4	30
M/501/7248	Taking Part in Exercise and Fitness*	1	4	30
M/502/3888	Art and Design: Explore Drawing	1	4	30

Unit reference number	Group 2 – Option Level 1 Units	Level	Credit	Guided Learning Hours
L/502/3896	Art and Design: Explore 3D Design	1	4	30
T/502/3830	Working in the Performing Arts	1	4	30
Y/601/2166	Developing Multimedia Products*	1	4	40
T/600/9131	Working Safely in Engineering	1	3	30
R/503/2843	Working in a Team*	1	3	30
K/504/9146	Carrying out an Individual Project*	1	3	30
T/502/3889	Art and Design: Explore Painting	1	4	30
K/502/3890	Art and Design: Explore Printmaking	1	4	30
M/502/3891	Art and Design: Explore Mixed Media	1	4	30
A/502/3893	Art and Design: Explore and Create Surface Relief	1	4	30
F/502/3894	Art and Design: Explore 3D Design Crafts	1	4	30
R/502/3897	Art and Design: Explore 3D Fine Art	1	4	30
Y/502/3898	Art and Design: A Personal Project	1	4	30
J/502/3900	Art and Design: An Accessory Project	1	4	30
A/502/3831	Promoting a Performing Arts Event	1	4	30
H/502/3838	Preparing Performing Arts Work	1	4	30
K/502/3839	Presenting Performing Arts Work	1	4	30
F/502/3832	Exploring Acting Skills	1	4	30
J/502/3833	Exploring Dance Skills	1	4	30
R/502/3835	Exploring Music Performance Skills	1	4	30
Y/502/3836	Exploring Technical Support for Stage Performance	1	4	30
L/502/3834	Exploring Design Skills for the Performing Arts	1	4	30
D/502/3837	Exploring Musical Theatre Skills	1	4	30
D/502/3840	Performing Arts Individuals Repertoire and Showcase	1	4	30
L/601/2164	Investigating Interactive Media Products	1	4	40
D/601/2170	Exploring Digital Photography	1	4	40
J/505/1499	Developing Video Products	1	4	40
T/505/1501	Developing Animation	1	4	40

Unit reference number	Group 2 – Option Level 1 Units	Level	Credit	Guided Learning Hours
A/505/1502	Audio and Video Editing	1	4	40
T/601/2174	Developing Audio Production	1	4	40
J/601/2177	Job Opportunities in Creative Media	1	4	40
T/502/3374	Planning for the Physical and Emotional Care Needs of Children	1	4	30
F/502/3376	Encouraging Children to Eat Healthily	1	4	30
J/502/3377	Keeping Children Safe	1	4	30
L/502/3378	Valuing Children as Individuals	1	4	30
R/502/3379	Children's Learning Through Everyday Experiences	1	4	30
R/502/3382	Physical Activities for Children	1	4	30
Y/502/3383	Learning Experiences for Young Children	1	4	30
J/502/3380	Engaging Children in a Group Activity	1	4	30
D/502/3384	Supporting the use of IT with Children	1	4	30
H/502/3385	Creative Activities for Young Children	1	4	30
K/502/3386	Musical Experiences for Children	1	4	30
M/502/3387	Books, Stories, Poems and Rhymes for Children	1	4	30
H/504/9145	Personal Care in Health and Social Care	1	4	30
F/501/7223	Creative Activities for Children	1	4	30
J/501/7224	Learning Experiences for Children and Young People	1	4	30
L/501/7225	Creative and Leisure Activities for Adults in Health and Social Care	1	4	30
R/501/7226	Promoting Healthy Eating in Care	1	4	30
Y/501/7227	Communication with Adults and Children in Health and Social Care	1	4	30
D/501/7228	Job Opportunities in Health and Social Care	1	4	30
J/502/4898	Customer Service in the Hospitality Industry*	1	3	20

Unit reference number	Group 2 – Option Level 1 Units	Level	Credit	Guided Learning Hours
K/502/4957	Food Service	1	3	30
L/502/5051	Preparing and Serving Drinks	1	3	30
K/502/5042	Basic Food Preparation and Cooking*	1	3	30
T/502/5075	Using Kitchen Equipment	1	1	10
A/502/5059	Introduction to Food Commodities	1	1	10
A/600/1094	Housekeeping and Guest Services	1	3	30
K/502/5073	Front Office Operations	1	3	30
M/504/9150	Public Service Careers	1	4	40
T/504/9151	Improving Health and Fitness for Entry into the Uniformed Public Services*	1	4	40
L/600/3951	Forensic Detection	1	4	40
T/600/3295	Introduction to Security Work in the Public Services	1	4	35
T/502/0278	Map Reading Using Ordnance Survey Maps	1	2	20
D/600/2402	Introduction to Expedition Skills	1	4	36
J/503/2838	Developing Personal Skills for Leadership	1	2	20
H/600/2398	Practical Teamwork in the Public Service	1	4	38
R/600/2400	Public Services: Assisting the Public	1	4	40
Y/600/2401	Public Service Project*	1	3	30
K/600/2399	Public Service Incidents	1	4	40
T/501/7249	How the Body Works	1	4	30
K/501/7250	Planning Own Fitness Programme	1	4	30
T/501/7252	Working in Sport and Active Leisure	1	4	30
F/504/9153	Assisting a Leader of Sports or Active Leisure Activities to Plan and Deliver an Activity	1	4	30
R/501/7274	Job Opportunities in Sport and Active Leisure	1	4	30
A/502/3702	Planning a Trip to a Visitor Attraction*	1	4	30
T/502/3701	Displaying Travel and Tourism Products and Services*	1	4	30
F/502/3703	UK Travel Destinations	1	4	30

Unit reference number	Group 2 – Option Level 1 Units	Level	Credit	Guided Learning Hours
J/502/3704	Recommending a Package Holiday	1	4	30
L/502/3705	Schedule, Charter and Low-cost Airlines	1	4	30
R/502/3706	The Role of Air Cabin Crew	1	4	30
Y/502/3707	The Role of the Overseas Resort Representative	1	4	30
D/502/3708	Planning and Participating in an Event	1	4	30
Y/502/3710	Work Experience in Travel and Tourism	1	4	30
D/502/3711	Planning for a Job in Travel and Tourism	1	4	30
A/501/7236	Communicating Electronically	1	3	30
T/502/4007	Making and Receiving Calls	1	2	20
M/502/4006	Welcome Visitors	1	2	20
A/502/4008	Handling Mail	1	2	20
K/502/4005	Creating Business Documents	1	3	30
J/501/7238	Recording Business Transactions	1	4	30
F/501/7240	Supporting Business Meetings	1	4	30
R/503/2857	Planning an Enterprise Activity*	1	1	10
Y/503/2858	Running an Enterprise Activity*	1	1	10
R/501/7243	Job Opportunities in Business Administration	1	4	30
T/502/5819	Understanding Customer Service in the Retail Sector*	1	2	17
M/502/5804	Understanding How a Retail Business Maintains Health, Safety and Security on its Premises	1	2	15
T/502/5805	Understanding the Retail Selling Process	1	2	13
J/502/5808	Understanding the Control, Handling and Replenishment of Stock in a Retail Business	1	2	11
R/502/5780	Understanding How Individuals and Teams Contribute to the Effectiveness of a Retail Business	1	2	15
Y/502/3982	Presenting a Professional Image in a Salon*	1	3	25

Unit reference number	Group 2 – Option Level 1 Units	Level	Credit	Guided Learning Hours
T/502/4153	Improving Productivity Using IT	1	3	20
Y/502/4291	IT Communication Fundamentals	1	2	15
L/502/4384	IT Software Fundamentals	1	3	20
T/502/4296	Using the internet*	1	3	20
J/502/4299	Using Email*	1	2	15
H/502/4374	Using Mobile IT Devices*	1	2	15
M/502/4572	Design Software*	1	3	20
J/502/4612	Imaging Software*	1	3	20
Y/502/4565	Desktop Publishing Software*	1	3	20
Y/502/4615	Multimedia Software*	1	3	20
K/502/4621	Presentation Software*	1	3	20
A/502/4624	Spreadsheet Software*	1	3	20
L/502/4630	Website Software	1	3	20
L/502/4627	Word Processing Software*	1	3	20
D/502/3692	Health and Safety and Welfare in Construction	1	4	40
T/502/3696	Working as a Team to Move and Handle Resources	1	4	40
D/502/3689	Developing Construction Drawing Skills	1	4	40
J/502/3685	Developing Brick Laying Skills	1	4	40
R/502/3687	Developing Carpentry Skills	1	4	40
H/502/3693	Developing Joinery Skills	1	4	40
R/502/3690	Developing Construction Painting Skills	1	4	40
Y/502/3688	Developing Construction Decorating Skills	1	4	40
K/502/3694	Developing Plumbing Skills	1	4	40
Y/502/3691	Developing Electrical Installation Skills	1	4	40
L/502/3686	Developing Building Maintenance Skills	1	4	40
T/502/7473	Developing Plastering Skills	1	4	40
R/600/0291	Maintain the Safety of Self and Others in the Workplace	1	4	36

Unit reference number	Group 2 – Option Level 1 Units	Level	Credit	Guided Learning Hours
F/502/4608	Assist with the Maintenance of Equipment	1	3	27
D/502/4101	Assist with the Movement of Animals	1	2	18
J/502/4108	Assist with Preparing and Maintaining Livestock Accommodation	1	2	18
Y/502/4601	Assist with Preparation and the Monitoring of Livestock Outdoors	1	2	18
L/502/4546	Farm Animal Health	1	4	40
H/600/0473	Assist With Feedstuffs for Small Animals	1	2	18
R/600/0470	Assist with Animal Accommodation	1	2	18
T/502/5710	Assist with Movement and Handling of Small Animals	1	1	9
D/502/4177	Assist with the Maintenance of Grass Surfaces	1	3	27
M/505/1321	Soil Testing and Identification	1	4	40
F/502/4088	Assist with Planting and Establishing Plants	1	3	27
M/502/4121	Assist with the Vegetative Propagation of Plants	1	3	27
D/502/4017	Assist with the Propagation of Plants from Seed	1	2	18
M/502/4023	Assist with Identifying the Presence of, and Controlling Common Pests and Diseases	1	2	18
D/600/0293	Prepare and Plant a Container for Display	1	3	27
Y/600/0292	Planting and Staking a Tree	1	2	18
A/600/0463	Assist with Feeding and Watering Horses	1	2	18
L/601/3170	Purchasing and Waste Management	1	1	10
R/601/3168	Project in Sustainability*	1	3	30
D/600/9138	Developing Skills in Making Engineering Components using Hand Tools	1	4	40
H/600/9139	Developing Skills in Using a Bench Pedestal Drilling Machine	1	4	40

Unit reference number	Group 2 – Option Level 1 Units	Level	Credit	Guided Learning Hours
H/600/9142	Developing Skills in Assembling Mechanical Components	1	3	30
K/601/0096	Developing Skills in Joining Materials Using Welding	1	3	30
H/601/0095	Developing Skills in Electronic Assembly	1	3	30
L/601/0124	Developing Skills in Wiring Electrical Circuits and Components	1	3	30
R/601/0125	Developing Skills in Routine Servicing of Mechanical Equipment	1	3	30
D/601/0127	Developing Skills in Routine Servicing of an Electrical/Electronic System	1	3	30
L/503/3425	Starting Work in Engineering	1	4	40
M/502/1767	Introduction to the Vehicle Maintenance and Repair Sector*	1	2	10
R/501/7260	Principles of Health and Safety*	1	6	60
T/502/1768	Planning and Organising for Vehicle Maintenance and Repair Tasks*	1	6	60
A/502/1769	Carrying Out Vehicle Maintenance and Repair Operations*	1	6	60
L/503/2856	Safe Learning in the Workplace*	1	1	10
Y/600/5959	Growing Plants for Commercial Use	1	4	40
A/600/5985	Making and Testing Cosmetic Products	1	4	40

Unit reference number	Group 3 – Option Entry Level Units	Level	Credit	Guided Learning Hours
Y/502/3884	Art and Design: Explore 2 Dimensions	Entry 3	3	30
H/502/3886	Art and Design: Discovering 3 Dimensions	Entry 3	3	30
K/502/3887	Art and Design: A Project in 2 or 3 Dimensions	Entry 3	3	30
F/505/1498	Developing Creative Media Skills	Entry 3	3	30
F/601/2162	Creating Images Digitally*	Entry 3	3	30
H/600/1090	Working in Business and Administration	Entry 3	2	20
L/600/1097	Professional Behaviour in an Office Environment	Entry 3	2	20
R/600/1098	Using Office Equipment in a Business Environment	Entry 3	3	30
M/501/7234	Using a Computer in Business Administration	Entry 3	3	30
D/502/3823	Introduction to the Performing Arts	Entry 3	3	30
F/502/3829	Starting to Develop Performance Skills	Entry 3	3	30
A/502/3828	Taking Part in a Performance	Entry 3	3	30
T/502/0166	IT User Fundamentals*	Entry 3	2	15
Y/502/0175	Desktop Publishing Software*	Entry 3	2	15
L/502/0173	Design and Imaging Software*	Entry 3	2	15
J/502/0172	Using Email*	Entry 3	1	10
D/502/0176	Using Mobile IT Devices*	Entry 3	1	10
F/502/0168	Spreadsheet Software*	Entry 3	2	15
A/502/0167	Word Processing Software*	Entry 3	2	15
A/502/0170	Presentation Software*	Entry 3	2	15
F/502/0171	Using the internet*	Entry 3	1	10
L/502/0190	The internet and World Wide Web	Entry 3	1	5
D/502/0193	Digital Lifestyle	Entry 3	1	5
H/502/3371	Communication between Children aged 0-3 years and Adults	Entry 3	3	30
K/502/3372	Planning for the Physical Care Needs of Children aged 0-3 Years	Entry 3	3	30
D/504/9175	Respecting Children	Entry 3	3	30

Unit reference number	Group 3 – Option Entry Level Units	Level	Credit	Guided Learning Hours
T/501/7218	Health Needs*	Entry 3	3	30
A/501/7219	Introduction to Creative and Leisure Activities for Children and Adults	Entry 3	3	30
M/501/7220	The Role of the Carer at Meal times	Entry 3	3	30
A/502/4834	Introduction to the Hospitality Industry*	Entry 3	1	10
F/502/4835	Serving Food and Drink	Entry 3	2	20
D/502/4874	Customer Service in the Hospitality Industry*	Entry 3	1	10
J/600/0711	Basic Food Preparation*	Entry 3	2	20
Y/502/4808	Basic Cooking*	Entry 3	2	20
A/504/9149	Health and Fitness for Public Service	Entry 3	2	20
F/600/3574	Public Service Group Project	Entry 3	3	28
Y/501/7244	Taking Part in Sport	Entry 3	3	30
A/504/9152	Taking Part in Exercise and Fitness Activities*	Entry 3	3	30
D/501/7245	Assisting at a Sport or Active Leisure Event	Entry 3	3	30
A/502/3697	Researching a Tourist Destination	Entry 3	3	30
J/502/3699	Planning for and Taking Part in a Visit	Entry 3	3	30
F/502/3698	Displaying Travel and Tourism Information*	Entry 3	3	30
F/502/3684	Producing a Timber Product	Entry 3	3	30
T/502/3682	Decorating Household Goods	Entry 3	3	30
A/502/3683	Developing Home Improvement Skills	Entry 3	3	30
R/503/2826	Producing a Product*	Entry 3	1	10
L/505/1309	Developing Practical Skills for Maintaining Plants	Entry 3	3	30
H/505/1316	Understanding Soils	Entry 3	3	30
F/505/1310	Horticulture: Plant Flower Bulbs for Naturalisation or Bedding	Entry 3	3	30
K/505/1317	Horticulture: Introduction to Pruning Trees and Shrubs	Entry 3	3	30

Unit reference number	Group 3 – Option Entry Level Units	Level	Credit	Guided Learning Hours
K/505/1320	Horticulture: Introduction to Ground Preparation	Entry 3	3	30
Y/502/0614	Check that a Small Animal is Healthy	Entry 3	3	30
R/502/0613	Assist with Catching and Restraining a Small Animal	Entry 3	2	20
D/502/0615	Groom a Small Animal	Entry 3	2	20
T/601/3163	Shopping and Waste Management	Entry 3	1	10
D/601/3156	Project in Sustainability*	Entry 3	3	30
A/502/3800	Introduction to the Hair and Beauty Sector*	Entry 3	2	20
F/502/3801	Presenting a Professional Image in a Salon*	Entry 3	2	20
J/502/1760	Introduction to the Vehicle Maintenance and Repair Sector*	Entry 3	2	10
Y/502/1763	Introduction to Health and Safety*	Entry 3	6	60
H/502/1765	Planning and Organising for Vehicle Maintenance and Repair Tasks*	Entry 3	6	60
K/502/1766	Carrying Out Vehicle Maintenance and Repair Operations*	Entry 3	6	60
F/601/6065	Introduction to Customer Service*	Entry 3	2	20
A/601/6047	The Importance of Appearance and Behaviour in Customer Services	Entry 3	2	15
R/601/6054	Understand How to Deal with Queries and Requests	Entry 3	3	20
F/503/2823	Safe Learning in the Workplace*	Entry 3	1	10
D/503/2814	Working in a Team*	Entry 3	3	30

Unit reference number	Group 4 – Option Level 2 Units	Level	Credit	Guided Learning Hours
R/503/2888	Planning an Enterprise Activity*	2	1	10
Y/503/2889	Running an Enterprise Activity*	2	1	10
L/503/2890	Producing a Product*	2	1	10
A/503/2867	Self-Management Skills	2	2	20
M/503/2879	Investigating Rights and Responsibilities at Work	2	1	10
H/503/2880	Managing Your Health at Work	2	1	10
F/503/2885	Preparing for Work Placement	2	1	10
L/503/2887	Learning from Work Placement	2	2	10
H/503/2877	Building Working Relationships with Colleagues	2	2	20
K/503/2878	Building Working Relationships with Customers	2	2	20
T/503/2866	Interview Skills	2	1	10
M/503/2865	Preparing for an Interview	2	1	10
R/503/2860	Alternatives to Paid Work	2	1	10
D/503/2862	Managing Your Own Money	2	2	20
D/502/5801	Understanding Retail Consumer Law	2	2	11
H/502/5797	Understanding the Handling of Customer Payments in a Retail Business	2	2	8
L/502/3901	Working in the Performing Arts Industry	2	5	30
R/502/3902	Professional Development in the Performing Arts Industry	2	5	30
L/600/0029	Structure of the Construction Industry	2	5	30
J/600/0062	Exploring Health, Safety and Welfare in Construction	2	5	30
L/502/4823	2D Visual Communication	2	5	30
R/502/4824	3D Visual Communication	2	5	30
K/502/4876	Working in the Art and Design Industry	2	5	30
H/502/5248	Business Organisations	2	5	30
A/502/5255	People in Organisations	2	5	30
T/600/0378	Interpreting and Using Engineering Information	2	5	30

Unit reference number	Group 4 – Option Level 2 Units	Level	Credit	Guided Learning Hours
J/600/0417	Engineering Marking Out	2	5	30
R/502/5410	Fitness Testing and Training	2	5	30
T/600/6469	The Creative Media Sector	2	5	30
M/600/6471	Media Audiences and Products	2	5	30

Forbidden combinations

The following table sets out the units in these qualifications where forbidden combinations are in force.

Entry 3 Units	
Unit	**Must not be taken with:**
IT User Fundamentals – T/502/0166	IT User Fundamentals – J/502/4206
Health Needs – T/501/7218	Health and Social Care Needs – T/501/7221
Introduction to the Hospitality Industry – A/502/4834	Introduction to the Hospitality Industry – M/502/4894
Taking Part in Exercise and Fitness Activities – A/504/9152	Taking Part in Exercise and Fitness – M/501/7248
	Improving Health and Fitness for Entry into the Uniformed Public Services – T/504/9150
Introduction to the Hair and Beauty Sector – A/502/3800	Introduction to the Hair and Beauty Sector – R/502/3981
Creating Images Digitally – F/601/2162	Design and Imaging Software – L/502/0173
	Design Software – M/502/4572
	Imaging Software – J/502/4612
Presenting a Professional Image in a Salon – F/502/3801	Presenting a Professional Image in a Salon – Y/502/3982
Desktop Publishing Software – Y/502/0175	Desktop Publishing Software – Y/502/4565
Design and Imaging Software – L/502/0173	Creating Images Digitally – F/601/2162 Design Software – M/502/4572
	Imaging Software – J/502/4612
Using Mobile IT Devices – D/502/0176	Using Mobile IT Devices – H/502/4374
Spreadsheet Software – F/502/0168	Spreadsheet Software – A/502/4624
Word Processing Software – A/502/0167	Word Processing Software – L/502/4627
Presentation Software – A/502/0170	Presentation Software – K/502/4621
Using the internet – F/502/0171	Using the internet – T/502/4296
Using Email – J/502/0172	Using Email – J/502/4299

Entry 3 Units	
Unit	**Must not be taken with:**
Introduction to Customer Service – F/601/6065	Customer Service in Travel and Tourism – M/502/3700
	Customer Service in the Hospitality Industry – D/502/4874
	Customer Service in the Hospitality Industry – J/502/4898
	Understanding Customer Service in the Retail sector – T/502/5819)
Customer Service in the Hospitality Industry – D/502/4874	Customer Service in the Hospitality Industry – J/502/4898
	Customer Service in Travel and Tourism – M/502/3700
	Understanding Customer Service in the Retail Sector – T/502/5819
	Introduction to Customer Service – F/601/6065
Basic Food Preparation – J/600/0711	Basic Food Preparation and Cooking – K/502/5042
Basic Cooking – Y/502/4808	Basic Food Preparation and Cooking – K/502/5042
Displaying Travel and Tourism Information – F/502/3698	Displaying Travel and Tourism Products and Services – T/502/3701
Introduction to the Vehicle Maintenance and Repair Sector – J/502/1760	Introduction to the Vehicle Maintenance and Repair Sector – M/502/1767
Introduction to Health and Safety – Y/502/1763	Principles of Health and Safety – R/501/7260
Planning and Organising for Vehicle Maintenance and Repair Tasks – H/502/1765	Planning and Organising for Vehicle Maintenance and Repair Tasks – T/502/1768
Carrying Out Vehicle Maintenance and Repair Operations – K/502/1766	Carrying Out Vehicle Maintenance and Repair Operations – A/502/1769
Planning for and Taking Part in a Visit – J/502/3699	Planning a Trip to a Visitor Attraction – A.502/3702
Working in a Team – D/503/2814	Working in a Team – R/503/2843
Safe Learning in the Workplace – F/503/2823	Safe Learning in the Workplace – L/503/2856
D/601/3156 – Project in Sustainability	R/601/3168 – Project in Sustainability
R/503/2826 – Producing a Product	L/503/2890 – Producing a Product

Level 1 Units	
Unit	**Must not be taken with:**
Understanding Customer Service in the Retail Sector – T/502/5819	Customer Service in the Hospitality Industry – D/502/4874
	Customer Service in the Hospitality Industry – J/502/4898
	Customer Service in Travel and Tourism – M/502/3700
	Introduction to Customer Service – F/601/065
Introduction to the Hair and Beauty Sector – R/502/3981	Introduction to the Hair and Beauty Sector – A/502/3800
Presenting a Professional Image in a Salon – Y/502/3982	Presenting a Professional Image in a Salon – F/502/3801
IT User Fundamentals – J/502/4206	IT User Fundamentals – T/502/0166
Using the internet – T/502/4296	Using the internet – F/502/0171
Using Email – J/502/4299	Using Email – J/502/0172
Using Mobile IT Devices – H/502/4374	Using Mobile IT Devices – D/502/0176
Design Software – M/502/4572	Design and Imaging Software – L/502/0173
	Creating Images Digitally – F/601/2162
Imaging Software – J/502/4612	Design and Imaging Software – L/502/0173
	Creating Images Digitally – F/601/2162
Desktop Publishing Software – Y/502/4565	Desktop Publishing Software – Y/502/0175
Multimedia Software – Y/502/4615	Developing Multimedia Products – Y/601/2166
Presentation Software – K/502/4621	Presentation Software – A/502/0170
Spreadsheet Software – A/502/4624	Spreadsheet Software – F/502/0168
Word Processing Software – L/502/4627	Word Processing Software – A/502/0167
Introduction to the Vehicle Maintenance and Repair Sector – M/502/1767	Introduction to the Vehicle Maintenance and Repair Sector – J/502/1760
Principles of Health and Safety – R/501/7260	Introduction to Health and Safety – Y/502/1763
Planning and Organising for Vehicle Maintenance and Repair Tasks – T/502/1768	Planning and Organising for Vehicle Maintenance and Repair Tasks – H/502/1765
Carrying Out Vehicle Maintenance and Repair Operations – A/502/1769	Carrying Out Vehicle Maintenance and Repair Operations – K/502/1766

Level 1 Units	
Unit	**Must not be taken with:**
Introduction to the Hospitality Industry – M/502/4894	Introduction to the Hospitality Industry – A/502/4834
Customer Service in the Hospitality Industry – J/502/4898	Customer Service in the Hospitality Industry – D/502/4874
	Customer Service in Travel and Tourism – M/502/3700
	Understanding Customer Service in the Retail Sector – T/502/5819
	Introduction to Customer Service – F/601/6065
Basic Food Preparation and Cooking – K/502/5042	Basic Food Preparation – J/600/0711
	Basic Cooking – Y/502/4808
Health and Social Care Needs – T/501/7221	Health Needs – T/501/7218
Improving Health and Fitness for Entry into the Uniformed Public Services – T/504/9150	Taking Part in Exercise and Fitness Activities – A/504/9152
	Taking Part in Exercise and Fitness – M/501/7248
Taking Part in Exercise and Fitness – M/501/7248	Taking Part in Exercise and Fitness Activities – A/504/9152
	Improving Health and Fitness for Entry into the Uniformed Public Services – T/504/9150
Customer Service in Travel and Tourism – M/502/3700	Customer Service in the Hospitality Industry – D/502/4874
	Customer Service in the Hospitality Industry – J/502/4898
	Understanding Customer Service in the Retail Sector – T/502/5819
	Introduction to Customer Service – F/601/6065
Displaying Travel and Tourism Products and Services – T/502/3701	Displaying Travel and Tourism Information – F/502/3698
Developing Multimedia Products – Y/601/2166	Multimedia Software – Y/502/4615
Y/600/2401 – Public Service Project	Carrying out an Individual Project – K/504/9146
Planning a Trip to a Visitor Attraction – A.502/3702	Planning for and Taking Part in a Visit – J/502/3699
Working in a Team – R/503/2843	Working in a Team – D/503/2814

Level 1 Units	
Unit	**Must not be taken with:**
Safe Learning in the Workplace – L/503/2856	Safe Learning in the Workplace – F/503/2823
Planning an Enterprise Activity – R/503/2857	Planning an Enterprise Activity – R/503/2888
Running an Enterprise Activity – Y/503/2858	Running an Enterprise Activity – Y/503/2889
Project in Sustainability – R/601/3168	Project in Sustainability – D/601/3156

5 Assessment

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

Units	Assessment methods
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

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

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

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

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

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

To avoid over assessment centres are encouraged to link delivery and assessment across units.

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

6 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

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

7 Centre recognition and approval

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

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

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

Approvals agreement

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

8 Quality assurance of centres

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

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

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate annually a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

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

9 Programme delivery

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

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

- liaising with employers to make sure a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

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

10 Access and recruitment

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

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

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

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

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit aim

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

Essential resources

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

Learning outcomes

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

Assessment criteria

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

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

13 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

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

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

Additional resources

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

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

14 Professional development and training

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

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

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

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

BTEC training and support for the lifetime of the qualifications

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

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

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

Your Pearson support team

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

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

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