

Pearson BTEC Nationals in Business

Delivery Guide

Pearson BTEC Level 3 National Certificate in Business

Pearson BTEC Level 3 National Diploma in Business

Pearson BTEC Level 3 National Extended Certificate in Business

Pearson BTEC Level 3 National Foundation Diploma in Business

Pearson BTEC Level 3 National Extended Diploma in Business

First teaching September 2016

Edexcel, BTEC and LCCI qualifications

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ISBN 978-1-44692-767-0

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Welcome to your BTEC National delivery guide

This delivery guide is a companion to your BTEC Level 3 National specifications, Authorised Assignment Briefs (AABs) and Sample Assessment Materials (SAMs). It contains ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. The aim of this guide is to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.

The guidance has been put together by tutors who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver a BTEC programme in the context of the new qualifications from 2016.

Guidance around what you will need to consider as you plan the delivery of the qualification(s) has been provided. You will find information around the structure of your course, how you may wish to build the course for your learners, suggestions for how you could make contact with employers and information around the other support and resources available to you.

Unit-by-unit guidance has been provided and includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find coverage of assessments, including useful advice about external assessment, as well as tips and ideas around how to plan for and deliver your assignments.

You will also find a list of carefully selected resources for each unit. The lists include suggestions for books, websites and videos that you can either direct your learners to use or that you can use as a way to complement your delivery.

We hope you will find this guidance relevant and useful.

Enjoy your course!

What's new

The BTEC Level 3 Nationals 2016 are the result of more than three years' consultation with employers, higher education institutions, and many thousands of tutors and managers in colleges and schools. Our aim has been to ensure the BTEC Level 3 Nationals continue to allow a recognised and well-respected route into employment or higher education by meeting the needs of these key stakeholders, and that learners continue to enjoy a stimulating course of study and develop the skills and attributes that will enable them to progress.

As a result of this consultation, and on the advice of employers, higher education and most importantly of those of you who teach BTEC, some key changes have been made to the BTEC Level 3 Nationals. These are described through this delivery guide and include the following.

- **Updated content and a larger proportion of mandatory content** – both employers and universities said they wanted a greater consistency in coverage of the subject for BTEC learners. Employers wanted to see systematic coverage of core knowledge and skills for their sector, and for the Nationals to reflect up-to-date industry practice.
- **The re-introduction of external assessment** – employers were keen to see an element of rigour and consistency across the country in terms of

assessment, while HEIs wanted learners to be better prepared for meeting deadlines and preparing for formal exams, where appropriate. Both were keen to see learners applying their knowledge and skills to new contexts through synoptic projects and assessments.

- **A focus on employability skills** – the BTEC approach to learning, through projects, self-directed assignments, group work and work placements has always supported the development of employability skills, such as self-management. In the new Nationals the balance of cognitive and skills work has been carefully calibrated to ensure learners get a range of different opportunities across their course.
- **Broader assessment in internal units** – the assessment criteria for each unit are carefully structured to set a clear level of demand. Distinction criteria encourage and require depth of study, including demonstration of the application of knowledge and understanding as well as a synoptic element for the learning aim or unit.
- **Alignment with DfE criteria for performance measures for 16–19 year olds in England** – all new BTECs are designed as either Applied General qualifications or Tech Levels to fulfil criteria for inclusion in 2018 performance tables and funding for 16–19 year old and 19+ learners.

To support transition to the BTEC Level 3 Nationals 2016 we are providing an enhanced support programme with exemplar and practice materials available from the end of 2015 and training from April 2016. Please see the *Support and resources* section for details of the support and the link to sign up to training, which continues from 2016 and throughout the lifetime of the qualification.

Notes:

The specification tells you what must be taught and what must be assessed. This delivery guide gives suggestions about how the content could be delivered. The suggestions given in this delivery guide link with the Authorised Assignment Briefs provided by Pearson but they are not compulsory. They are designed to get you started and to spark your imagination.



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1 BTEC LEVEL 3 NATIONALS

With a track record built over 30 years of learner success, BTEC Level 3 Nationals are widely recognised by industry and higher education as the signature vocational qualification at level 3, allowing progression into the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62 per cent of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC learners apply to UK universities every year. The BTEC Level 3 Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes, either on their own or in combination with A-levels.

The Pearson BTEC Level 3 Business suite creates a range of qualifications ranging from 180 to 1080 guided learning hours, all are designed to provide innovative and vocational learning and development for those wanting to progress to higher education, apprenticeship or employment.

There are a number of qualifications in the suite that are equivalent in size to a specific number of A-levels. From the Extended Certificate at one A-level to the Extended Diploma at three A-levels. This flexibility enables centres to determine whether to deliver them full-time or as part of a broader learner package alongside other qualifications.

One of the aims of developing the BTEC Nationals is to increase user confidence and ensure that they provide an opportunity to accrue UCAS points. The whole aim is for learner to develop their skills, knowledge and confidence to be able to move into higher education or into employment.

The combination of mandatory units and external assessment will drive the quality of the learning experience. It will also help learners take increased responsibility for their own learning and development. Demands within the business sectors mean that learners need to be able to manage deadlines well, use initiative, communicate, sell and convince future investors of their ideas in different ways. The assessment methodology matches experiences that learners will have in employment more closely and thus increases their chances of successful progression.

The units provide valuable ways for learners to develop highly transferable skills, which may be assessed in a synoptic way. All of the units can contain opportunities for stakeholder or employer engagement to stimulate learning experiences.

The combination of mandatory content and optional units, mean that the qualification in business can be adapted to suit the needs of all areas within the sector. All of the units, including the mandatory units, may be delivered from a specialist discipline perspective.

Structure

In order to maximise the quality of the learning experience, the structure of the new BTEC Business has been developed with significant input from professionals within the sector, including employers, delivery centres and educational institutes. 16-19 years olds will be able to select a qualification that best suits their needs in terms of size and content, so this offers flexibility. Learners on the Extended Certificate who find they have a continuing interest in business can move on to larger qualifications. This flexibility is available through a number of



consistent mandatory and externally assessed units, so avoids unnecessary repetition of assessment of units.

Building on the success of previous BTEC Nationals, the new BTEC Business Nationals enable delivery of units to be adapted to each centre's preferences, methods and resources. The structure of the qualifications with a wide range of different units, has been developed to meet the needs of learners, tutors and employers within the business sector. Feedback from business sector employers and higher education institutes drove the development of the BTEC Nationals, which now include robust assessment through increased mandatory content that ensures a greater consistency of underpinning skills and understanding.

The mandatory content of the Applied General qualifications ensure development of key areas such as communication, critical thinking, teamwork and problem solving skills which are demanded by the business sector. The Business Level 3 qualifications focus more on enabling learners to move into the sector and ensure that they can manage a client's business or their own and realise their potential and aspirations with an awareness of professional practice developed through the mandatory and optional content.

The external assessment within the qualification covers areas of paramount importance to the business sector such as finance and decision making in business. The assessments are designed in preparation for progression to higher education and include the controlled assessment of a stimulating business problem that is both practical and theoretical. The external assessments within the Certificate and Extended Diplomas ensure realistic and highly vocational learning experiences.

The team firmly believe in the relevance of learning through employer engagement and each of the qualifications provides ideas on how this can be achieved. The units highlight where employer involvement would benefit the learning and make useful suggestions for how to initiate participation.

Learners on BTEC Nationals in Business qualifications benefit from meaningful employer involvement. This could include:

- work experience and placements
- projects set by employers
- co-delivery of units with employers
- industry guests who contribute to learner practice.

An 'at a glance' summary table of the structure of the qualifications has been provided below, but please ensure that you use the full structure found in *Section 2* of the specification when planning your course.

Qualification	Size – guided learning hours	Size - number of units	Equivalent in size to
Pearson BTEC Level 3 National Certificate in Business	180	2 units	0.5 A-levels
Pearson BTEC Level 3 National Extended Certificate in Business	360	4 units	1 A-level

Pearson BTEC Level 3 National Foundation Diploma in Business	510	6 units	1.5 A-levels
Pearson BTEC Level 3 National Diploma in Business	720	8 units	2 A-levels
Pearson BTEC Level 3 National Extended Diploma in Business	1080	13 units	3 A-levels

Making the right choice for your learners

The suite of qualifications is inclusive and supports individuals in their progression. The prior achievements and aspirations of learners are key to advising the most appropriate study programme. This would ideally combine in-depth discussion with a portfolio and qualification review.

For learners who wish to progress directly to higher education, there are a range of qualifications in the suite that ensure that they will have the skills to cope with the academic and independent learning. In recognition of some of the highly specialised areas within the business sector, the smaller qualifications provide opportunities for learners to have the vocational experience in parallel with other specialist qualifications.

Below are some examples of learners' potential progression routes.

16 year old learner choice		
Progression	Prior achievement	Potential BTEC National route
Business subject in HE	5 GCSEs 4 or above including English, and maths grade 5/6	BTEC National Extended Diploma
HE, but uncertain of course	5 GCSEs 4 or above including English, but no maths	BTEC National Extended Certificate, with two other subjects[S1] (A Level or vocational) and a maths course
Entry level employment or apprenticeship	5 GCSEs 4 or above, but not including maths and English	BTEC National Certificate in Business with English and maths – Could complete the larger sizes on successful completion of the above in the second year.

19+ learner choice		
Progression	Prior achievement	Potential BTEC National route
Business subject in HE	Some experience in the business sector, in particular in the finance sector, with 5 GCSEs 4 or above including Maths and English (at a grade 5/6)	BTEC National Extended Diploma



Making contact with employers

Employer contact can be one of the most cherished experiences BTEC National learners can have, by ensuring realistic and valuable learning. The commitment of teaching teams and time costs can be offset by the increase in responsibility taken by learners due to employer engagement.

Partnerships between companies can often build an annual collaboration that reduces bureaucracy and eases any preparation. Here are some ideas that may support centres to expand their employer engagement.



2 PLANNING THE DELIVERY OF YOUR COURSE

We understand that each centre is different and that it is not possible to have a 'one size fits all' strategy when delivering BTEC Level 3 Nationals. Indeed, one of the key features of the qualifications is that their delivery and, to a large extent, assessment, can be tailored to meet the constraints of individual centres in terms of curriculum time, availability of space, equipment and staff expertise and availability. There are, however, requirements that have to be met in relation to assessment plans and to teaching and learning preceding assessment, which will be discussed in later sections of this guide.

In relation to the delivery approach for the Business suite, careful planning will need to take into account the different sizes of the units, the availability and timing of external assessments and learner and tutor workload. Joint delivery of two topics or more together is highly recommended. There are ways that the qualifications can be delivered using practical methods, even where there is applied learning required for the external assessments. Tutors can read and use the delivery guide to understand that a holistic approach will improve the learners' abilities to apply their knowledge in the assessments.

The units should be practical and enable learners to enjoy the experience while learning, for example managing an event could encapsulate teambuilding skills and marketing the event. The demand for this type of work is growing significantly. Tutors and learners need to decide whether they think the event will happen and then how the event is to be assessed. Completing the unit must involve collaborative inclusion and engagement of the learner and tutor.

You can use a range of delivery methods to prepare learners for assessment, for example:

- discussions – class and group discussions on what makes a successful business
- practice tasks
- diaries to log relevant and related experiences
- visiting speakers – for example business seminars or managing directors talking about their approach to practical and everyday management
- visiting a business and analysing practices, policies and procedures
- real-life business case studies relating to the units being delivered
- making use of current affairs
- videos – giving talks on business topics such as decision making.

Real testing

Assessment plans, formative assessment, teaching and learning preceding assessment so that learners are assessment ready are essential. Synoptic assessment and innovative assessment methods are crucial to correspond with the demands of the new BTEC Nationals and the BTEC rules. Timed assignments may be used as assessments, evidenced through video, email conversations, presentations or recorded video calling.



- Recorded interviews or presentations can replace long written evaluations to help replicate an environment such as managing or marketing a business event.
- A pitch in the middle of a project can help ensure that learners build on developing and refining their work, which increases the chances of them making timely decisions in the project cycle.

Induction

A period of induction, not necessarily prolonged, should be included to help learners understand the demands of the course they have opted to study and the BTEC ethos and methodology. Self-management skills in relation to accepting responsibility for their own actions and meeting deadlines must be stressed. Referencing skills need to be covered, forms of plagiarism discussed and potential consequences made clear to learners.

A set of *Skills for Learning and Work* activities covering areas such as these have been provided for downloading, and could be used during your induction session.

Ensure that learners are aware of the structure of the units and know how to use assignment briefs to best advantage. The level and depth of responses required to meet each level of achievement, pass, merit and distinction, should also be covered with learners and command word definitions used in the assessment criteria should be made available to them. A similar induction for BTEC Level 3 tutors, especially those new to delivery and assessment of BTEC work, is also recommended as part of standardisation training at the beginning of each academic year and when/if new staff join the team during the year.

Creating a course

We appreciate that the new BTEC Nationals cover breadth and depth over a wide range of specialist areas. However, there are interdisciplinary skills that all business practitioners need. Learners need to be aware of 'the bigger picture' – making a holistic approach and synoptic assessment valuable.

Many centres will want to deliver courses that build on the strengths of their own practitioners. Alternatively, you may want to support progression into a specific area or business market. It is important to recognise the flexibility of the suite in providing relevant and tailored learning experiences. Centres with a large cohort may want to provide differentiated programmes of study, for example putting a focus on finance, law or marketing, and this is possible given the range of units.

There are significant ways in which the delivery of the course can be tailored to your needs, through choice of optional units and by merging units, for example managing an event and a marketing campaign could be merged together, as could personal and business finance and business decision making. Tutors will need to look at the range of units and see how they can avoid duplication to ensure that the optional units add value to the mandatory units.



External units

Learners can frequently try to avoid working on areas they do not like, or where they fail to see relevance. One of the main reasons for this is that they cannot see how it relates to a specific specialism they are interested in. The inclusion of the mandatory units aims to open learners' eyes to the purpose of highly useful skills that they may otherwise ignore.

Each mandatory externally assessed unit aims to enhance learners' ability to manage the rigour and experiences that they will have at stages in their career.

The skills and learning in the externally set units are:

- developing a marketing campaign
- personal and business finance
- the principles of management
- business decision making.

These match many of the skills that learners will be routinely undertaking through their studies. This will mean that they have had a chance to develop the skills needed to fulfil the requirements of the external assessments. It also means that learners will see how transferable and underpinning skills relate to all future projects instead of selecting preferred practices and methods within a comfort zone.

On most two year Extended Diplomas it is likely that two externally set units will be set in the first year and two in the second to avoid issues with logistics. Some units may spread over two years and other optional units delivered in a semester.

Preparation for the external assessment will determine success or failure. Learners need to be encouraged and coached, to be able to understand and interpret questions and terminology used. The learners need to be able to understand the question before they can produce a confident answer. Sample assessment materials are available and could be used in a less formal setting first and later used in more pressurised, time constrained exam conditions.

Practice tasks and peer assessment can encourage learners to understand what the examiner will be looking for. Practice tasks can allow learners to refine their ability to summarise, be concise and pinpoint the evidence requirements. For all units in the qualification, it is important that learners continually collect resources and class notes that they can use for assessments and revision. It would be useful to carry out portfolio checks regularly to identify any gaps and to share good practice. One method would be to provide learners with a checklist so that they can peer assess portfolios for content and organisation.



Mandatory units

Within the Applied General qualifications, there is potential to tailor the delivery structure and timing of the other mandatory units to suit each centre's needs and to maximise the learning experience. In a similar way to the external unit delivery, it can be beneficial to combine the delivery with similar its or to undertake them at an appropriate time.

Unit 3: Personal and Business Finance	
<p>Timing within Extended Diploma</p> <p>The unit content is relevant to all business organisations and individuals and is assessed through a two hour examination. Delivery in year one is possible as the assessment will be available and aiming for the May/ June session would be practical and allow for a resit opportunity in December.</p> <p>Delivery of this unit in year 1 would be beneficial before learners become involved in applying for university and student finance.</p>	<p>Combination and delivery</p> <ul style="list-style-type: none"> • Delivery throughout the duration of year 1 to give enough time to prepare for external assessment. • Depending on the centre's focus and need to specialise, this unit could be merged with any of the optional units 10 to 13, 30 or 31.

Unit 6: Principles of Management	
<p>Timing within Extended Diploma</p> <p>As this unit teaches skills that underpin key aspects of business principles and the development of good practice, it may be more relevant to deliver this over two years to fit in with assessment availability and the guided learning hours.</p>	<p>Combination and delivery</p> <ul style="list-style-type: none"> • Could combine with optional units that require group working, such as <i>Unit 4: Managing an Event</i> or <i>Unit 9: Team Building in Business</i>. • May be useful at the start of the course for learners to get acquainted with what is required from business practitioners. • <i>Unit 21: Training and Development</i>. • <i>Unit 33: Supply Chain Operations</i>.

Unit 7: Business Decision Making

Timing within Extended Diploma

This unit should be run in the second year of the course. It is a synoptic assessment so should draw from learning and experience of other units. For the first cohort, assessment is only available in year 2. In addition, learners tend to have a more mature approach to their studies in their second year, which will suit this unit.

Combination and delivery

- Easily combined with optional units, such as *Unit 11: Final Accounts for Public Limited Companies* through to *Unit 18: Creative Promotion*, *Unit 28: Branding*, and *Units 30: Legal Principles and Professional Ethics in Financial Services* through to *Unit 33: Supply Chain Operations*.
- Learners can prepare for the unit as an ongoing part of their learning during the two years.

Projects and units

Just like the previous BTEC Nationals, the units can be delivered in all sorts of ways that suit the skills within curriculum teams and the type of course being offered.

One possible way to deliver a unit is to have a project per unit. This can be a useful approach, in particular if the team is new to the course. The reduced number of units over the year from the previous BTEC Nationals on the QCF makes it easier to manage the assessment load. The materials and evidence are self-contained and can simplify the overall administration, especially in relation to ensuring that all criteria are covered sufficiently.

The units can also present very interesting opportunities for combination in a single project. For example, it may be useful to have a project that combines two project-based units such as *Unit 9: Team Building in Business* or *Unit 18: Creative Promotion*. However, with this type of assessment, careful planning would be needed to ensure that the BTEC rules are not breached. It is important to remember that all learning aims and assessment criteria from each unit must be clearly set out and met in the integrated project and that the assessment follows the delivery required so that learners are working independently.

A critical strength of the BTEC National Suite is allowing your team to program the timing of the unit delivery. This can be useful for allowing access to facilities, but different teams will also want to assess learners at different times throughout the year.

3 EMPLOYABILITY

Employability skills

Helping learners to progress into employment has always been a cornerstone of BTEC qualifications. Equipping learners with the skills they will use in the workplace is at the very heart of BTEC and remains an important driver in determining the content of each qualification. When developing our qualifications, we work closely with employers to understand the skills they are looking for in new entrants to their industries. Employers are often not looking only for technical skills, knowledge and understanding but also for those attributes that can be termed **employability skills**. These are the skills that underpin the different tasks and duties that a person can be expected to undertake in their role and which are applicable across sectors.

Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy.

The Confederation of British Industry (CBI) has a definition of employability skills that is based on a positive attitude (readiness to take part, openness to new ideas and activities, desire to achieve) and which has the following seven underpinning characteristics.

- 1 **Self-management:** readiness to accept responsibility, flexibility, time management, readiness to improve own performance.
- 2 **Teamworking:** respecting others, cooperating, negotiating/persuading, contributing to discussions.
- 3 **Business and customer awareness:** basic understanding of the key drivers for business success and the need to give customer satisfaction.
- 4 **Problem solving:** analysing facts and circumstances and applying creative thinking to develop appropriate solutions.
- 5 **Communication and literacy:** application of literacy, ability to produce clear, structured written work, and oral literacy (including listening and questioning).
- 6 **Application of numeracy:** manipulation of numbers, general mathematical awareness and its application in practical contexts.
- 7 **Application of information technology:** basic IT skills including familiarity with word-processing, spreadsheets, file management and use of internet search engines.

In the annual CBI/Pearson education and skills survey, *Inspiring Growth 2015*, it was noted that employers (+65 per cent) expect to need more employees with higher skills. They also report that more needs to be done around skills in basic literacy (50 per cent), numeracy (50 per cent) and IT skills (46 per cent).

The development of employability skills has been considered during the creation of this BTEC Business suite of qualifications – further details of these can be found in the qualification specifications.



4 MYBTEC

myBTEC is an online tool designed to support the administration of delivering BTEC courses. This service will be available free to centres offering supported qualifications.

Control all your BTEC provision from one place

Complete visibility of all courses, assessment, internal verification and results at your centre.

- See the complete assessment schedule for every course at your centre.
- See all assessment decisions and verification processes.
- Track the progress of every learner throughout their course.
- 90 per cent of BTEC Firsts (next generation) and Nationals (QCF) supported.

Built by Pearson, for BTEC

Designed specifically for BTEC qualifications, so you know you're doing it right.

- Designed to help you meet all requirements of BTEC assessment and awarding, including next generation.
- Courses automatically checked against rules of combination.
- Design your own assignments, or use the pre-loaded Authorised Assignment Briefs.
- Calculates scores and predicted grades automatically.

Access for the full team

Full access for the entire delivery team, whatever their department or role.

- Access for the full team, whatever their role, in as many BTEC subjects as they deliver.
- Log in with your Edexcel Online password.
- Quality Nominee has ultimate control over access.

Saves you time

Enter your information once; download and export at will.

- Automatically generates the documents and tracking screens you need.
- Export and download data and documents or data whenever you need to – no need to copy it out again.

Easy to use and fully supported

Step-by-step wizards for the key tasks. Walkthrough videos and other resources available on-demand.

- Browser based, so it works from anywhere.
- Step-by-step wizards for the key tasks.
- Walkthrough videos and help content on our website and in the platform.

To get started, all you need is an Edexcel Online account (your centre's Exams Officer can set one up) and for the myBTEC profile box to be ticked.

To log in to the service, go to <http://mybtec.pearson.com>.



For help, support and user guides, or to sign up for a free online training event, go to <http://quals.pearson.com/mybtec>.



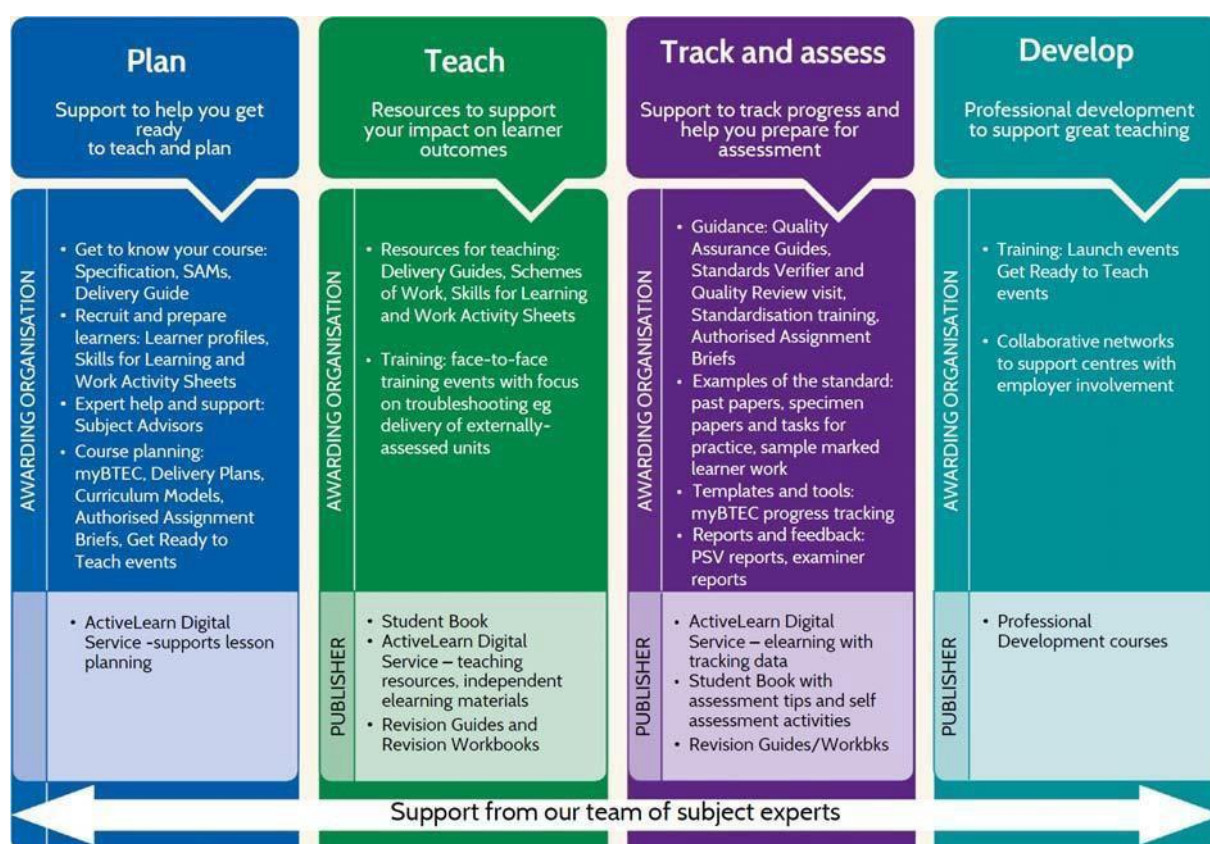
5 SUPPORT AND RESOURCES

There are a wealth of resources available to ensure that you feel confident delivering your BTEC National qualification throughout your entire course. Refer to the Pearson website for a full list of resources available

<http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

As well as the free resources supporting the qualification, provided by Pearson as an Awarding Organisation, Pearson Learning Services ('Publisher' in the tables below) provides a range of engaging resources to support BTEC Level 3 Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.



In addition to the 'publisher' resources listed above, publishers other than Pearson may produce textbooks that are endorsed for BTEC. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.

There are also a number of people who are available for you to speak to.

Subject Advisor

Colin Leith

UK: 020 7010 2182

Intl: + 44 (0)20 7010 2182

TeachingBusiness@pearson.com

Twitter

@PearsonEconBus

• **Standards Verifiers** –

they are subject specialists who can support you with ensuring that your assessment plan is fit for purpose and whose role is to confirm that you are assessing your learners to national standards as outlined in the specification by providing quality assurance through sampling.

• **Curriculum Development Managers (CDMs)** –

they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.

• **Customer Services** –

the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training for the new BTEC Level 3 Nationals can be found on the Pearson website:

<http://qualifications.pearson.com/en/support/training-from-pearson-uk.html>