

# **Pearson BTEC Level 2 Award in Barista Skills**

## **Specification**

Competence-based qualification

For first registration June 2011

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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

This qualification was previously known as:

Pearson BTEC Level 2 Award in Barista Skills (QCF)

The QN remains the same.

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## Summary of Pearson BTEC Level 2 Award in Barista Skills specification Issue 2 changes

<b>Summary of changes made between previous Issue 1 and this current Issue 2</b>	<b>Page number</b>
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	3
QCF references removed from unit titles and unit levels in unit	10-14
Guided learning definition updated	7

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

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



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What are the access arrangements and special considerations for the qualifications in this specification?

# Introducing BTEC Specialist qualifications

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

## Sizes of Specialist qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification. Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

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

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

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

BTEC Specialist qualifications are available in the following sizes:

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





## Qualification title covered by this specification

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This specification gives you the information you need to offer the Pearson BTEC Level 2 Award in Barista Skills:

<b>Qualification title</b>	<b>Qualification Number (QN)</b>	<b>Approval start date</b>
Pearson BTEC Level 2 Award in Barista Skills	600/1891/4	01/06/11

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

# Key features of the Pearson BTEC Level 2 Award in Barista Skills

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This qualification:

- is nationally recognised
- is based on the Hospitality Food and Beverage Service National Occupational Standards (NOS). The NOS and qualification structure are owned by People 1st.

## What is the purpose of this qualification?

This qualification is designed to give learners the knowledge and skills they require to work effectively as a barista in a coffee bar, hotel, restaurant or any other establishment where coffee is served. The qualification covers drink building techniques, cleaning and checking equipment before and after use, product knowledge and customer service skills.

## Who is this qualification for?

This qualification is for all learners aged 14 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

## What are the benefits of this qualification to the learner and employer?

Any learner aspiring to work as a barista will benefit from this qualification as it covers the knowledge and skills they will require for this role. Employers will also benefit, as learners with this qualification will have had the opportunity to develop knowledge and skills relevant to work as a barista.

## What is the potential job role for those working towards this qualification?

- Barista.

## What progression opportunities are available to learners who achieve this qualification?

This qualification allows progression to the Pearson BTEC Level 2 Firsts and BTEC Level 3 Nationals in Hospitality. Learners may also progress to the Pearson BTEC Level 3 Certificate in Food and Beverage Service.

Further information is available in *Annexe A*.

# What is the qualification structure for the Pearson BTEC Level 2 Award in Barista Skills?

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The individual unit that makes up this qualification can be found in the *Unit* section.

The Pearson BTEC Level 2 Award in Barista Skills is a 2 credit and 20 guided learning hour (GLH) qualification that consists of one mandatory unit.

The Total Qualification Time (TQT) for this qualification is 20.

<b>Pearson BTEC Level 2 Award in Barista Skills</b>			
<b>Unit</b>	<b>Mandatory unit</b>	<b>Credit</b>	<b>Level</b>
1	Barista Skills	2	2

## How is the qualification graded and assessed?

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The overall grade for the qualification is a 'pass'. The learner must achieve the required unit within the qualification structure.

To pass the unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or
- as part of a training programme.

Learners must provide sufficient evidence for each assessment criterion.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

## Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

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 both a centre recognition approval application and a qualification approval application.

Existing centres will be given '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 already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes 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.

## Quality assurance

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Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

## What resources are required?

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This qualification is designed to support learners working in the beverage service sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

The unit in this specification contains the following sections.

<b>Unit title:</b>					This is the formal title of the unit that will appear on the learner's certificate.
<b>Unit reference number:</b>					This code is a unique reference number for the unit.
<b>Level:</b>					<b>Level</b> All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
<b>Credit value:</b>					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
<b>Guided learning hours:</b>					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.
<b>Learning outcomes:</b>	<b>Assessment criteria:</b>	<b>Evidence type:</b>	<b>Portfolio reference:</b>	<b>Date:</b>	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

# Unit





**Unit 1: Barista Skills**

Unit reference number: J/600/8243

Level: 2

Credit value: 2

Guided learning hours: 20

**Learning outcomes and assessment criteria**

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to display drink building techniques	1.1 Calibrate pieces of equipment as necessary 1.2 Operate pieces of equipment to produce the drink required 1.3 Check drink meets quality standards and correct as necessary 1.4 Outline the calibration and operation of equipment 1.5 List the drinking vessels and ancillaries required for drinks 1.6 Describe the quality characteristics for the range of drinks 1.7 Outline the reasons for professional, methodical, organised and clean working practices 1.8 Explain how to correct common presentation problems for the range of drinks			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Will be able to clean and check equipment	2.1 Check and clean equipment before use 2.2 Check and clean equipment after use 2.3 Dispose of waste safely and hygienically 2.4 Identify the range of equipment available for each product 2.5 Explain the brewing/production process relevant to equipment 2.6 Describe the checks required for each piece of equipment, including the frequency 2.7 Explain the cleaning process for each piece of equipment 2.8 Explain how common faults might occur with each piece of equipment 2.9 Describe the actions to take for each common fault 2.10 State the importance of leaving areas clean, tidy and safe 2.11 Outline methods of dealing with waste and rubbish 2.12 State the main employer responsibilities and employee responsibilities as stated in the Health and Safety at Work Act and Food Hygiene Act			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Will be able to demonstrate product knowledge	3.1 Outline characteristics of the product to customers 3.2 Deal with customer queries effectively 3.3 Handle and store products and ingredients correctly and safely 3.4 Describe the origin and flavour of products and ingredients 3.5 Describe the processes involved in bringing the products to the market 3.6 Explain how processes may affect the quality of products and ingredients 3.7 Compare characteristics of products 3.8 Describe how to store and handle products and ingredients			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Will be able to serve customers	4.1 Present a positive personal image 4.2 Use appropriate communication techniques with customers 4.3 Serve customers in an efficient manner 4.4 Ensure service is completed appropriately and satisfactorily 4.5 Outline the benefits to organisations of providing excellent customer service 4.6 Explain the consequences of poor customer service 4.7 Describe the personal appearance and presentation required for service 4.8 Describe positive body language techniques 4.9 Explain how to make a customer feel welcome 4.10 Outline organisational procedures for handling customer complaints 4.11 Explain the importance of listening skills when handling customer complaints 4.12 Outline organisational procedures for processing transactions 4.13 State different payment methods			

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_

*(if sampled)*



## Further information

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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](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschooolsandfecolleges.co.uk](http://www.pearsonschooolsandfecolleges.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)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- the current Pearson publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Pearson website.

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



## **How to obtain National Occupational Standards**

To obtain the National Occupational Standards go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

# Professional development and training

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Pearson supports UK and international customers with training related to NVQ and 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 functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([qualifications.pearson.com](http://qualifications.pearson.com)). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

## Annexe A: Progression pathways

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### The Pearson qualification framework for the Hospitality sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
7				Pearson Level 7 BTEC Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5			Pearson BTEC Level 5 HND Diploma in Hospitality Management		
4			Pearson BTEC Level 4 HNC Diploma in Hospitality Management		

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
3		Pearson Level 3 Principal Learning in Hospitality	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality	Pearson Level 3 BTEC Certificate in Food and Beverage Service Pearson Level 3 BTEC Certificate in Front Office Operations Pearson Level 3 BTEC Certificate in Hospitality Customer Relations Pearson Level 3 BTEC Certificate in Hospitality Small Business Operations Pearson BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism Pearson BTEC Level 3 Award in Hospitality Supervision and Leadership Principles	Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) Pearson Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) Pearson Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
				Pearson BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery)	
2		Pearson Level 2 Principal Learning in Hospitality	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality	<p>Pearson BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Service)</p>	<p>Pearson Edexcel Level 2 NVQ Diploma in Food and Beverage Service</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Beverage Service</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Food Service</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Food Production and Cooking</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Front of House Reception</p>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
				Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Beverage Service) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Housekeeping) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception) Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking)	Pearson Edexcel Level 2 NVQ Diploma in Housekeeping Pearson Edexcel Level 2 NVQ Diploma in Hospitality Services Pearson Edexcel Level 2 NVQ Diploma in Kitchen Services Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking) Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
				<p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Food Preparation and Cooking)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Bangladeshi Cuisine)</p>	<p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine)</p> <p>Pearson Edexcel Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine)</p> <p>Pearson Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine)</p>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
				<p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Thai Cuisine)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Chinese Cuisine)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Indian Cuisine)</p> <p>Pearson BTEC Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services)</p>	



<b>Level</b>	<b>General qualifications</b>	<b>Diplomas</b>	<b>BTEC vocationally-related qualifications</b>	<b>BTEC specialist qualification/professional</b>	<b>NVQ/competence</b>
<b>1</b>		Pearson Level 1 Principal Learning in Hospitality	<p>Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry</p> <p>Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry</p> <p>Pearson BTEC Level 1 Award in General Front Office Operations</p> <p>Pearson BTEC Level 1 Award in General Housekeeping Operations</p> <p>Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry</p> <p>Pearson BTEC Level 1 Certificate in General Food and Beverage Service</p>	<p>Pearson BTEC Level 1 Award in Introduction to the Hospitality Industry</p> <p>Pearson BTEC Level 1 Certificate in Introduction to the Hospitality Industry</p> <p>Pearson BTEC Level 1 Award in General Front Office Operations</p> <p>Pearson BTEC Level 1 Award in General Housekeeping Operations</p> <p>Pearson BTEC Level 1 Certificate in Investigating the Hospitality Industry</p> <p>Pearson BTEC Level 1 Certificate in General Food and Beverage Service</p>	<p>Pearson Edexcel Level 1 NVQ Certificate in Hospitality Services</p> <p>Pearson Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking</p> <p>Pearson Edexcel Level 1 NVQ Certificate in Food and Beverage Service</p> <p>Pearson Edexcel Level 1 NVQ Certificate in Accommodation Services</p>

<b>Level</b>	<b>General qualifications</b>	<b>Diplomas</b>	<b>BTEC vocationally-related qualifications</b>	<b>BTEC specialist qualification/professional</b>	<b>NVQ/competence</b>
			Pearson BTEC Level 1 Certificate in General Cookery	Pearson BTEC Level 1 Certificate in General Cookery	
<b>Entry</b>				Pearson BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3)  Pearson BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3)	

# Annexe B: Quality assurance

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## Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

## Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

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

## Annexe C: Centre certification and registration

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Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

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

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details, at [qualifications.pearson.com](http://qualifications.pearson.com)

**October 2017**

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