Pearson
BTEC Level 3 Award in Employment Related Services (QCF)

Specification

Pearson BTEC Specialist qualification

First teaching August 2014

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Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries in 100 languages we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

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 that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding that 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 that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that 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 the learner's level of attainment will be measured (such as assessment criteria)

- any specimen materials

- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

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

What are Pearson BTEC Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of Pearson BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2   Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award in Employment Related Services (QCF)
QCF Qualification Number (QN)	600/9505/2
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	24/05/2013
Accreditation start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	5
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	33
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*).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear 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 *Information Manual,* available on our website: www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 3 Award in Employment Related Services (QCF) is for learners who work in, or want to work in the employment related services sector.

It gives learners the opportunity to:

- develop knowledge and skills related to job roles in the employment related services sector
- achieve a nationally-recognised Level 3 qualification.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Award in Employment Related Services (QCF).

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 3 Award in Employment Related Services (QCF) can progress to a Pearson BTEC Level 3 Certificate in Employment Related Services (QCF), a Pearson BTEC Level 3 Diploma in Employment Related Services (QCF), a Level 4 Certificate in Employment Related Services (QCF) or a Level 4 Diploma in Employment Related Services (QCF).

Industry support and recognition

This qualification is supported by the professional body the Institute of Employability Professionals (IEP).

3 Qualification structure

Pearson BTEC Level 3 Award in Employment Related Services (QCF)

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	5

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	M/503/2400	Understanding the Employment Related Services Sector	3	5	33

4 Assessment

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

Units	Assessment method
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 learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for 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 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 (for example, performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

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

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*.

5   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 the policy document *Recognition of Prior Learning Policy and Process*, which is on our website: www.edexcel.com.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6   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.

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

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

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- 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. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval 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.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at www.edexcel.com.

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 one of the processes listed below.

1   Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):

   • an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions

2   Delivery of the qualification outside the apprenticeship:

   • 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 taught is up to date.

10 Access and recruitment

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

* they should be available to everyone who is capable of reaching the required standards

* they should be free from any barriers that restrict access and progression

* there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson 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. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications.*

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.*

Both documents are on our website at: www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

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

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

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

Essential resources

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

Learning outcomes

The learning outcomes 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.

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

Unit 1: Understanding the Employment Related Services Sector

Unit reference number: M/503/2400

QCF level: 3

Credit value: 5

Guided learning hours: 33

Unit aim

The aim of this unit is for learners to develop their understanding and knowledge of the employment related services sector. This includes understanding and knowing about the role of the sector, programmes and services delivered within the sector, and primary frameworks that underpin effective practice within the sector.

Learners will gain an understanding of labour market information in order to deliver within the sector and find out how to improve service delivery by using labour market information.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification	
1	Understand the role of the employment related services sector	1.1	Describe the role of the sector	☐	Role of the sector to find employment for various types of people: unemployed, people looking for new employment, people with learning difficulties, people with disabilities
		1.2	Describe the objectives of the sector	☐	Using current policies and objectives of the sector to find employment for various types of people: unemployed, people looking for new employment, people with learning difficulties, people with disabilities
		1.3	Describe the responsibilities of key stakeholders	☐	Key stakeholders: government departments/agencies, industry bodies, providers, delivery partners, employers, clients, communities
		1.4	Summarise the relationship between own organisation and key stakeholders	☐	Relationship between organisation and stakeholder: finding clients sustainable for employment, working with agencies to overcome barriers for clients, engaging employers to employ clients, engaging with communities to work with clients
				☐	Organisation working in line with government and agency requirements and how this impacts on the client
		1.5	Explain own job role in relation to the needs of key stakeholders	☐	Own job role in relation to needs of key stakeholders: helping clients by giving advice and guidance, finding employment
				☐	Working with employers so that clients are engaged to work and find employment
				☐	Working within requirements of government and agency requirements and in line with organisation requirements

Learning outcomes	Assessment criteria		Unit amplification
	1.6	Describe how to meet contractual obligations that apply to own job role	☐ Job specification and contractual requirements that are applicable to job role
			☐ Legal requirements of job role: data protection, contractual requirements, confidentiality and how this fits into their job role

Learning outcomes		Assessment criteria		Unit amplification	
2	Understand the programmes and services delivered in the employment related services sector	2.1	Describe the aims of different types of employment related programmes	☐	Current employment related programmes, e.g. The Work Programme, Work Choice Programme, Jobcentre Plus support contracts, Access to Work, new enterprise allowance scheme
		2.2	Describe the service recipients of employment related programmes	☐	Service recipients, e.g. long-term unemployed, young adult unemployed, NEETS, adults with learning difficulties, adults with mental health issues, adults with physical disabilities
		2.3	Describe services delivered in the sector	☐	Services, e.g. case management, labour market and career advice, job search assistance, CV preparation, training, coaching, interview preparation, working in a group, marketing to potential employers, referral to other services, in work support services
		2.4	Explain the relationships that exist between programmes and services	☐	Understand how services are relevant to current programmes, for example:
					● the Work Programme, e.g. career advice, job search assistance, marketing to potential employers
					● Work Choice programme, e.g. job search assistance, case management and labour market and career advice, in work support, case management
					● Access to Work, e.g. referral to other services, job search assistance, labour market and career advice, case management, in work support
					● Jobcentre Plus support contracts, e.g. job search assistance, labour market and career advice, marketing to potential employers
					● Mandatory Work Activity, e.g. marketing to potential employers, job search assistance, case management, in work support
					● New enterprise allowance scheme, e.g. case management, referral to other services

Learning outcomes		Assessment criteria	Unit amplification
3	Understand the primary frameworks that underpin effective practice in the employment related services sector	3.1 Describe the primary frameworks	□ Understanding duty of care, ethical behaviour and decision making, contractual requirements, legislative and regulatory requirements relevant to the sector, code of conduct, organisational policies and procedures (e.g. health and safety, equality and diversity, data protection, confidentiality)
		3.2 Explain how to ensure compliance with industry standards for ● ethical conduct ● effective practice	□ Understanding of what compliance means within the employment related services sector □ Ensuring that work with clients is carried out in an ethical way: working with the best interest of the client at the centre of all work, contractual requirements, code of conduct relating to supply chain management, Trade association codes of practice or ethics □ Effective practice within the employment related services sector: good time management, gaining the best result possible for the client
		3.3 Explain how to ensure compliance with legislation and/or regulations relevant to delivery of employment related services	□ Legislative and regulatory requirements within employment related services: data protection, equality, freedom of information, health and safety at work, employment rights and responsibilities
		3.4 Describe how to comply with organisational standards relating to service delivery	□ Organisational standards: data protection, confidentiality, accurate recording and filing of paperwork, effective time management, effective case management, appropriate and effective communication

Learning outcomes	Assessment criteria		Unit amplification
4 Understand labour market information for delivery of employment related services	4.1	Identify labour market information that is relevant to delivery of services in own area of responsibility	☐ Understand labour market information at local level and have a broad understanding of national and neighbouring local areas. ☐ Sources of labour market information: local authority statistics, department for work and pensions website, UK data archive website, UK national statistics website
	4.2	Explain how to collect current, relevant labour market information from reliable sources	☐ Understanding of information collection from reliable sources: in hard copy via reports from within organisation or from websites
	4.3	Describe the key characteristics of the labour market for: • major industries • key employers and occupations • skills in demand • trends • other factors affecting the labour market	☐ Key major industries: e.g. retail, hospitality, care, administration ☐ Key employers both locally and nationally: e.g. large supermarket chains, national hospitality employers, local and national care organisations, key local employers ☐ Skills in demand: e.g. IT, manual skills, communication ☐ Trends and other factors: employment factors locally, level of unemployment locally compared to nationally, new industries opening locally

Learning outcomes	Assessment criteria		Unit amplification
5 Understand how to improve service delivery by using labour market information	5.1	Identify specific improvements that could be made to the service delivery as a result of labour market information	☐ Understand how to identify what an improvement is and how it can be used to improve service delivery: engaging with a new employer who has just started working in the local area and engaging with the employer early to encourage employment of clients ☐ Improvements to paperwork, systems of dealing with client, communication and communication channels, including improvements to working with partners and stakeholders ☐ Improvements to delivery of training courses to streamline to labour market information and local needs
	5.2	Describe how to use the results of labour market analysis to improve service delivery in own job role or own team	☐ Improvements within own job role, e.g. communication channels, time-management skills, paperwork amendment, effective working practices in line with organisation requirements ☐ Improvements within own team, e.g. communication, team management, division of team work objectives

Information for tutors

Delivery

A practical approach to this unit is recommended as learners need to demonstrate knowledge and understanding of the employment related services sector and how their organisation and job fit into it.

For learning outcome 1, learners need to know who the key stakeholders are, learners need to be able to summarise the relationship between the key stakeholders and their own organisation. They may have some experience of the employment related services sector and understand what the objective and role of the sector is, including how their own role relates to the needs of the sector and key stakeholders. Learners also need to know what contractual obligations are in place and how they apply to their job role.

Learning outcome 2 requires learners to understand the different types of programmes and services delivered in the employment related services sector. Learners need to take into account who the recipients of the services are and how the services are delivered in the sector. Learners also need to be able to explain how programmes and services relate to each other.

Learning outcome 3 requires learners to show an understanding of the industry and ethical standards in place and what is expected of them, for example confidentiality, data protection. Learners need to show that they understand what effective practice is and how compliance and organisation standards relate to service delivery. Learners may need to research data protection, confidentiality, equality and diversity law, and regulations. Learners may have some experience of primary frameworks but may need further research and learning using the Department for Work and Pensions website.

Learning outcome 4 requires learners to understand the local labour market. They also need to have a broad understanding of the labour market nationally and in the neighbouring local areas. The labour market should be discussed in relation to major industries, key employers and occupations, skills in demand, trends and any other factors that affect it. Learners can research through their own organisation and trade magazines and publications. Learners need to analyse labour market information to extract the relevant data that will allow them to identify an improvement to service delivery.

Learning outcome 5 requires learners to identify improvements that can be made to service delivery as a result of the information they have researched on the labour market. Improvements can be for the learner's organisation and do not necessarily need to be major changes.

All learning outcomes are knowledge based and it is recommended that learning outcomes are delivered in sequential order, from learning outcome 1 to learning outcome 5. Learners may have experience of one part of the employment-related services sector and may need to research other relevant services and delivered programmes within the sector.

Learners may wish to produce product evidence as supplementary evidence for this unit, this evidence can be cross-referenced with other units chosen by the learner.

Assessment

Learners must meet all learning outcomes and assessment criteria to achieve this unit.

The main assessment methods for this unit are discussion and internally devised assessments.

Assessment can be in the form of discussions or centre devised assessments and mark schemes for this unit. Additional supporting evidence can be provided should learners wish to provide this to back up discussions.

This unit can be assessed holistically along with the other employment related services units.

It is advised that learners keep a log of evidence recorded against each assessment criterion.

Suggested resources

Websites

www.dwp.gov.uk/adviser/updates/new-enterprise-allowance/	New Enterprise Allowance Scheme information
www.dwp.gov.uk/docs/work-choice-section1.pdf	Work Choice Programme information
www.dwp.gov.uk/supplying-dwp/what-we-buy/access-to-work	Access to Work Information
www.dwp.gov.uk/supplying-dwp/what-we-buy/welfare-to-work-services/jobcentre-plus-support/	Jobcentre Plus support contracts information
www.dwp.gov.uk/supplying-dwp/what-we-buy/welfare-to-work-services/provider-guidance/work-programme-provider.shtml	Work Programme information

13 Further information and useful publications

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

- Pearson Edexcel: **www.edexcel.com/contactus**

- Pearson BTEC: **www.btec.co.uk/contactus**

- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**

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

Other sources of information and publications available include:

- *Pearson Equality Policy*

- *Edexcel Information* Manual (updated annually)

- *Recognition of Prior Learning Policy*

- *Quality Assurance Handbook* (updated annually)

- *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*

- *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

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

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

14 Professional development and training

Pearson supports UK and international customers with training related to Pearson 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 learner-centred learning and teaching approaches

- building functional skills into your programme

- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors 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 have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

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. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

Your Pearson BTEC 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 BTEC 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 – at: www.edexcel.com/subjectadvisors

- Ask Edexcel: submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A

Assessment strategy

1   Introduction

1.1   The Employment Related Services Assessment Strategy is designed to provide Pearson and approved centres with a robust and flexible approach to deliver assessment for Employment Related Services NVQs and competence-based qualifications. Where units are imported from NVQs and competence-based qualifications in Advice and Guidance, Learning and Development, Management and Customer Service the requirements of the associated assessment strategies for the units must be adhered to,

2   External quality control

2.1   Pearson will provide qualifications and quality assurance that support their delivery to all Employment Related Services NVQs and competence-based qualification assessment centres in line with regulatory requirements in England, Scotland, Wales and Northern Ireland.

2.2   Pearson will use independent assessment[1] for NVQs and competence-based qualifications.

3   Assessing performance

3.1   Assessment of all units at any level of Employment Related Services NVQs/ SVQs and competence-based qualifications may be based on either learner performance at work or, only where this is strictly necessary, through simulation (See Section 4 below).

3.2   Units imported into the Employment Related Services NVQs and competence-based qualifications must be assessed in accordance with the imported assessment strategies.

4   Simulation of NVQ units

4.1   Simulation is only permitted with agreement from Pearson in exceptional circumstances where natural work evidence is unlikely to occur. It must be used sparingly and must only form a small part of the evidence for the qualification. It should not be used for any part of the Employment Related Services role that involves the direct supervision of others.

5   Occupational expertise to assess performance and verify assessments

5.1   Evidence of learners' work achievements must be assessed, or verified at work by:

   a.   **Assessors**, or **internal verifiers** who have achieved the appropriate regulatory body approved qualifications for assessment or internal quality assurance; or are working towards achievement of, the appropriate regulatory body approved qualifications for assessment or internal quality assurance the achievement of which must be made within 18 months of staring their role;

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[1] Independent assessment is assessment of learners' work that is carried out by assessors who do not have a vested interest in the outcome

b.   A **trainer**, **supervisor** or **manager**, elected by an employer, who must either:

1.   Have achieved the appropriate regulatory body approved unit qualifications for assessment or internal quality assurance, or be working towards achieving, appropriate regulatory body approved unit qualifications for assessment or internal quality assurance the achievement of which must be made within 18 months of staring their role;

Unqualified assessors and internal verifiers must have their decisions counter-signed by suitably qualified assessors and internal verifiers.

OR

2.   Employer organisations may seek guidance and qualification approval from Pearson on the basis of the 'Employer Direct' model where they are able to demonstrate that the:

o   Organisation has appropriate processes in place to facilitate assessment, moderation or verification functions;

o   Trainer, supervisor or manager is able to map their assessment or internal verification skills and knowledge 100% to the National Occupational Standards upon which the qualifications above are based.

5.2   **Assessors** must be occupationally competent to make Employment Related Services assessment judgements about the level and scope of individual learner performance at work; and occupationally competent to make assessment judgements about the quality of assessment and the assessment process.

5.3   **External Verifiers** and **Internal Verifiers** must be occupationally competent to make Employment Related Services quality assurance judgements about the quality of assessment and the assessment process.

5.4   Pearson will supply information on the requirements for internal and external quality assurance activities to Employment Related Services assessment centres.

5.5   All assessors and verifiers to maintain current Employment Related Services competence to deliver these functions. It is recognised this can be achieved in many ways but these must be recorded in individual continual professional development (CPD) records that are maintained in Employment Related Services assessment centres.