

Pearson

BTEC Level 1 Certificate in

General Beverage Service Skills

Specification

BTEC Specialist qualification

First teaching September 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

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

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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

This qualification was previously known as:

Pearson BTEC level 1 certificate in General Beverage Service Skills (QCF)

The QNs remain the same.

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

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Summary of Pearson BTEC Level 1 Certificate in General Beverage Service Skills specification issue 2 changes

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

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

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

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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 BTEC Specialist qualifications

What are BTEC Specialist qualifications?

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

Sizes of Specialist qualifications

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

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

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

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

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

BTEC Specialist qualifications are available in the following sizes:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 1 Certificate in General Beverage Service Skills
Qualification Number (QN)	601/6950/3
Accreditation start date	31/07/2015
Operational start date	01/09/2015
Approved age ranges	16-18 19+
Credit value	14
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	140
Guided learning hours	115
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 our access and recruitment policy (see <i>Section 10 Access and recruitment</i>). Centres must also follow our access and recruitment policy (see <i>Section 10 Access and recruitment</i>).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a unit reference number (URN).

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Qualification objective

The Pearson BTEC Level 1 Certificate in General Beverage Service Skills is for learners who work in, or who want to work in the beverage services industry within bars, cafés, hotels etc.

It gives learners the opportunity to:

- gain the specific types of knowledge needed to underpin the learners competence as well as the wider sector-related knowledge related to job roles in the beverage services industry. The following knowledge threads have been included in the separate knowledge units; introduction to the hospitality industry which includes knowing the structure of the hospitality industry and knowing the career opportunities in the hospitality industry; customer service in the hospitality industry which covers knowing the benefits of good customer service and the importance of good personal presentation; and customer and drinks service which includes how to complete the activities necessary to prepare the bar for service, the standards required of a professional bar person, basic selling and merchandising techniques and how to achieve the perfect serve to maximise customer satisfaction and the law in relation to age restricted sales and activities, the duty to refuse service and the importance of adhering to trading standards
- provide the opportunity to learn in the workplace and to develop the underpinning knowledge needed to progress into jobs within the beverage service industry within bars, cafés, hotels etc
- provide the opportunity to develop Personal Learning and Thinking Skills (PLTS) such as skills to reflect on their own practice which will support both career and personal progression
- achieve a nationally-recognised Level 1 qualification.

Relationship with previous qualifications

This qualification is not a replacement. It is a new qualification.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 1 Certificate in General Beverage Service Skills can progress to:

- Level 2 Award in Barista Skills
- Level 2 Diploma in Professional Food and Beverage Service
- Job roles within the beverage service industry within bars, hotels, cafés etc

Industry Support and Recognition

This qualification is supported by a professional body in the Hospitality sector.

3 Qualification structure

Pearson BTEC Level 1 Certificate in General Beverage Service Skills

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

Number of credits that must be achieved	14
Number of mandatory credits that must be achieved	8
Number of optional credits that must be achieved	6

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	M/502/4894	Introduction to the Hospitality Industry	1	2	20
2	J/502/4898	Customer Service in the Hospitality Industry	1	3	20
3	L/502/5051	Preparing and Serving Drinks	1	3	30
		Optional units			
4	Y/507/3510	Hot Beverage Skills	1	2	13
5	H/600/4264	Bar Service Skills	1	4	32
6	T/601/5026	Serve Drinks	1	4	37
7	R/601/5003	Prepare and Clear Areas for Drinks Service	1	3	28
8	L/507/3505	Customer and Drinks Service	1	1	10

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:

- achieve all the specified learning outcomes
- meet the standard determined by the assessment criteria by providing sufficient and valid evidence
- prove that the evidence is their own.

Centres need to produce assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted. All assignment briefs created by centres should be fit for purpose and should be based on the unit assessment criteria.

Assessment tasks and activities must enable the learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the learning outcomes and assessment criteria. Centres need to look closely at the verb used for each assessment criterion when devising the assessments to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, written tasks or reports, reflective journals) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence to satisfy the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

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

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and appeals about Pearson vocational qualifications policy*, which is available on our website, qualifications.pearson.com

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven. Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's Centre Guidance: Dealing with Malpractice, available on our website

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The Centre Guidance: Dealing with Malpractice document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

External Assessment

External assessment means all aspects of units that are designated as external in this specification including preparation for tasks and performance. For these assessments centres must follow the JCQ procedures for set out in the latest version of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner Malpractice

Heads of centre are required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask that centres do so by completing a JCQ Form M1 (www.jcq.org.uk/malpractice) and emailing this and accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/Centre Malpractice

Heads of Centre are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centre are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (e.g. Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications which may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation results/certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions & Appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- Mark reduction for affected external assessments
- Disqualification from the qualification
- Debarment from registration for Pearson qualifications for a period of time

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals may be found in the Enquiries and Appeals policy, which is located on our website. In the initial stage of any aspect of malpractice, please notify the Investigations team via pqsmalpractice@pearson.com who will inform you of the next steps.

Reasonable adjustments to assessments

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

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

Both documents are on our website, qualifications.pearson.com

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications.

Both of the documents mentioned above are on our website, qualifications.pearson.com

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 our policy document Recognition of Prior Learning Policy and Process, available on our website, qualifications.pearson.com

6 Centre resource requirements

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

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies 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 of 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 BTEC qualifications is given on our website, qualifications.pearson.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 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, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website, qualifications.pearson.com

9 Programme delivery

Centres are free to offer this qualification 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 that 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 assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and 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 BTEC Specialist qualifications with integrity.

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

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

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

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

11 Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

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

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

12 Units

Units have the following sections.

Unit title

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

Unit reference number

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

Level

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

Credit value

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

Guided learning hours

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

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

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 1: Introduction to the Hospitality Industry

Unit reference number: M/502/4894

Level: 1

Credit value: 2

Guided learning hours: 20

Unit summary

The hospitality industry is large and varied. It is made up of a commercial sector, designed to make a profit and the catering services sector, designed to provide services. The industry offers many different types of employment and career opportunities.

This unit will give you the opportunity to explore the types of hospitality and catering outlets within the industry, and the varied and different services they offer to customers and users.

The unit will also enable you to investigate job roles available at different levels in the industry, the training and career prospects that are available and the work patterns expected in a service industry that operates 24 hours a day. You will also be able to explore where to source additional information to help you find out more about the nature of the industry and the employment opportunities that might be available to you.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

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		Evidence type	Portfolio reference	Date
1	Know the structure of the hospitality industry	1.1	Identify different types of outlets within the industry			
		1.2	Outline the services offered within the industry			
2	Know the career opportunities in the hospitality industry	2.1	Describe job roles in the industry			
		2.2	Describe career opportunities in the industry			
		2.3	State different working patterns in the industry			
		2.4	Identify sources of information on training and career opportunities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Customer Service in the Hospitality Industry

Unit reference number: J/502/4898

Level: 1

Credit value: 3

Guided learning hours: 20

Unit summary

This unit will give you a basic understanding of the importance of providing good customer service within the hospitality industry. You will explore what good customer service means, as well as the benefits to a hospitality organisation or business of good customer care. You will also look at your own experiences as customers to help identify examples of good customer service.

As good communication is an essential part of providing good customer service in a service industry, you will be taught some basic principles of positive verbal and non-verbal communication to aid you in serving customers. You will also learn the importance of good personal presentation and hygiene, including the need to comply with uniform and dress codes when working in a hospitality environment.

The unit will give you the opportunity to gain some practical skills in customer service and communication.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

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		Evidence type	Portfolio reference	Date
1	Know the benefits of good customer service	1.1	Outline what good customer service is			
		1.2	State the benefits of good customer service			
		1.3	Give examples of good service for different customer groups within the industry			
2	Be able to communicate with customers in the hospitality industry	2.1	Identify the benefits of good communication			
		2.2	State how to deal with routine customer needs			
		2.3	Communicate positively in a hospitality environment (to include verbal and non-verbal communication)			
3	Know the importance of good personal presentation	3.1	Outline the importance of good personal hygiene and presentation in a hospitality environment			
		3.2	Identify different dress codes for roles in a hospitality environment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

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		Evidence type	Portfolio reference	Date
1	Be able to prepare and serve different drinks	1.1	Identify different types of drink			
		1.2	List correct equipment for preparing and serving different drinks			
		1.3	Describe the main stages in serving the customer			
		1.4	Prepare different drinks: <ul style="list-style-type: none"> • Safely and hygienically • According to instructions • Using the correct equipment 			
		1.5	Serve different drinks: <ul style="list-style-type: none"> • Safely and hygienically • According to instructions • Using the correct equipment (including cup/glass) 			
		1.6	List suitable accompaniments for drinks service			
2	Be able to work in a drinks service area	2.1	Set up, maintain and close down the service area according to instructions			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Hot Beverage Skills

Unit reference number: Y/507/3510

Level: 1

Credit value: 2

Guided learning hours: 13

Unit summary

This unit will give you a basic understanding of how to be able to make and serve hot beverages. You will learn how to make and serve coffees including understanding the origins of coffee, how the beans are processed, how different types of beans and blends affect the taste and the equipment and accompaniments used for making and serving coffee.

You will go on to learn how to make and serve teas including understanding the origins of tea, how tea leaves are processed, how tea is packaged, the equipment and accompaniments for making and serving tea and the range of teas customers may request.

Finally, you will learn how to make and serve hot chocolate. You will know the origins of cacao beans, how cacao beans are processed, the equipment and accompaniments used for making and serving hot chocolate and the range of hot chocolate customers may request.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

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		Evidence type	Portfolio reference	Date
1	Be able to make and serve coffees	1.1	State the origins of coffee			
		1.2	State how coffee beans are processed			
		1.3	Explain how different types of beans and blends affect the taste of coffee			
		1.4	Identify equipment and accompaniments used for making and serving coffee			
		1.5	Identify individual requirements when preparing and serving coffee			
		1.6	Describe how to correct problems with quality when preparing coffee			
		1.7	Prepare and serve a range of coffees with accompaniments			
2	Be able to make and serve teas	2.1	State the origins of tea			
		2.2	State how tea leaves are processed			
		2.3	State how tea is packaged			
		2.4	Identify equipment and accompaniments for making and serving teas			
		2.5	State the range of teas which customers may request			
		2.6	Identify individual requirements when preparing and serving tea			
		2.7	Describe how to correct problems with quality when preparing tea			
		2.8	Prepare and serve a range of teas with accompaniments			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to make and serve hot chocolate	3.1	State the origins of the cacao bean			
		3.2	State how cacao beans are processed			
		3.3	Identify equipment and accompaniments for making and serving hot chocolate			
		3.4	State the range of hot chocolate which customers may request			
		3.5	Identify individual requirements when preparing and serving hot chocolate			
		3.6	Identify problems which may arise with the quality of chocolate being prepared			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Bar Service Skills

Unit reference number: H/600/4264

Level: 1

Credit value: 4

Guided learning hours: 32

Unit summary

This unit will give you a basic understanding of the skills needed to run a bar.

You will learn how to clear, clean and restock the bar area including the correct storage of glassware and bar service equipment; serve beverages by taking the beverage order, serve the beverages at the correct temperature and use appropriate glassware; set up the bar for beverage service and the characteristics of a range of beverages including the ingredients used and alcohol by volume in a range of beverages, types and styles of wines and types of non-alcohol beverages.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

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		Evidence type	Portfolio reference	Date
1	Be able to clear, clean and restock the bar area	1.1	Select and use procedures to clean, clear and restock			
		1.2	State the correct storage of glassware and bar service equipment			
		1.3	Explain the factors to be taken into consideration when clearing, cleaning and restocking areas during service			
2	Be able to serve beverages	2.1	Take a beverage order			
		2.2	Serve a range of beverages at the correct temperature with accompaniments, garnishes and decorative items within legal requirements			
		2.3	Identify glassware used to serve a range of beverages			
		2.4	Identify the legal measurements and equipment for the service of alcoholic beverages			
3	Be able to set up the bar for beverage service	3.1	Prepare the bar area for service			
		3.2	Prepare and store accompaniments, garnishes and decorative items			
		3.3	Identify key equipment used in bar service			
		3.4	List accompaniments, garnishes and decorative items for a range of beverages			
		3.5	Outline the importance of stock control in a bar area and communicating stock levels			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know the characteristics of a range of beverages	4.1	Identify the ingredients used and alcohol by volume in beers, ciders and perrys, spirits and liqueurs			
		4.2	Identify the main grape varieties			
		4.3	Identify types and styles of wines			
		4.4	Identify the types of non-alcoholic beverages			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Date: _____

(if sampled)

Unit 6: Serve Drinks

Unit reference number: T/601/5026

Level: 1

Credit value: 4

Guided learning hours: 37

Unit summary

In this unit you will learn about serving drinks and accompaniments to customers, answering queries about drinks and promoting additional products. You will also learn how to maintain customer and service areas, including keeping equipment clean and emptying bins.

Unit assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1, 1.2, 1.3 and 1.5 by directly observing the learner's work.

The assessor may assess assessment criterion 1.4 through questioning or witness testimony if no naturally occurring evidence is available.

There must be performance evidence, gathered through observing the learner's work for:

- at least **one** from **customers**
 - a) with routine needs
 - b) with non-routine needs
- at least **two** from **drinks**
 - a) bottled drinks
 - b) draught drinks
 - c) dispensed drinks
 - d) hot drinks
- at least **two** from **drink accompaniments**
 - a) ice
 - b) food garnishes for drinks
 - c) accompaniments for hot drinks
 - d) decorative items for drinks

- at least **one** from **service style**
 - at the table
 - at the bar

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Learning outcomes and assessment criteria

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		Evidence type	Portfolio reference	Date
1	Be able to prepare and serve drinks and accompaniments	1.1	Greet and deal with customers promptly			
		1.2	Provide customers with accurate information about drinks and identify their requirements			
		1.3	Dispense and serve drinks in the correct measures and at the recommended temperature			
		1.4	Promote additional products as appropriate			
		1.5	Serve drinks in line with the appropriate service style and legal requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to prepare and serve drinks and accompaniments	2.1	State basic legal requirements relating to the sale of alcoholic drinks on licensed premises			
		2.2	State standards for customer care and why these should be followed			
		2.3	State the organisation's service style			
		2.4	Describe safe and hygienic working practices when preparing and serving drinks and accompaniments and why these are important			
		2.5	State why correct storage and rotation procedures must be followed for food and drinks stocks			
		2.6	State why waste must be handled and disposed of correctly			
		2.7	State why spillages and breakages must be reported to the appropriate person			
		2.8	State why drinks must be served at the correct temperature			
		2.9	State why it is important to specify to customers the brand names of products on offer			
		2.10	Outline the types of unexpected situations that may occur when preparing and serving drinks			
3	Be able to maintain customer and service areas during drinks service	3.1	Store drinks, drink accompaniments and additional products for service correctly and maintain them at the required level			
		3.2	Keep service areas equipment clean hygienic, tidy and ready to use			
		3.3	Keep customer and service areas clean tidy and free from rubbish			
		3.4	Empty waste bins and bottle containers as necessary			
		3.5	Secure service areas against unauthorised access			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to maintain customer and service areas during drinks service	4.1	Describe safe and hygienic working practices when maintaining service areas and why these are important			
		4.2	State why correct storage and rotation procedures should be followed			
		4.3	State why service areas should be kept hygienic and tidy at all times			
		4.4	State why service areas must be secured from unauthorised access at all times			
		4.5	State why and to whom customer incidents should be reported			
		4.6	State why constant stock of drinks and accompaniments must be maintained			
		4.7	Outline the types of unexpected situations that may occur when maintaining service areas			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Prepare and Clear Areas for Drinks Service

Unit reference number: R/601/5003

Level: 1

Credit value: 3

Guided learning hours: 28

Unit summary

In this unit you will learn about preparing drinks stock and equipment in the customer service area. You will also learn about clearing and storing glassware, and dealing with broken glass

Unit assessment requirements/evidence requirements

The assessor **must** assess assessment criteria 1.1-1.6 by directly observing the learner's work.

There must be performance evidence, gathered through observing the learner's work for:

- at least **two** from **stocks of drinks for service**
 - a) bottled drinks
 - b) draught drinks
 - c) dispensed drinks
 - d) hot drinks
- at least **two** from **drink accompaniments**
 - a) ice
 - b) food garnishes for drinks
 - c) accompaniments for hot drinks
 - d) decorative items for drinks
- at least **three** from **service area**
 - a) counters and shelves
 - b) waste bins/bottle containers
 - c) floors
 - d) tables and chairs

Evidence for the remaining assessment criteria may be assessed through questioning or witness testimony.

Learning outcomes and assessment criteria

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		Evidence type	Portfolio reference	Date
1	Be able to prepare customer and service areas	1.1	Maintain stocks for drinks service, restocking and rotating them in line with workplace procedures			
		1.2	Prepare and store the drink accompaniments, ready for service			
		1.3	Check that service and electrical equipment is clean free from damage and displayed as required			
		1.4	Make sure that menus and promotional material are up-to-date, clean free from damage and displayed as required			
		1.5	Make sure that service areas are clean, tidy and ready for service			
		1.6	Secure customer and service areas against unauthorised access			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to prepare customer and service areas	2.1	Describe safe and hygienic working practices for preparing customer and service areas and why these are important			
		2.2	State why and to whom breakages should be reported			
		2.3	State why it is essential to check the expiry dates on stocked items			
		2.4	State why refrigeration units should be maintained at the correct temperature			
		2.5	State why correct storage and rotation procedures should be followed			
		2.6	State why service areas must be secured from unauthorised access at all times			
		2.7	List types of maintenance that can be carried out and types that should not be attempted			
		2.8	State why constant stocks of drinks and accompaniments must be maintained			
		2.9	State why stocks of drinks must be rotated			
		2.10	Outline the types of unexpected situations that may occur when preparing customer and service areas and how to deal with them			
3	Be able to clear customer and service areas	3.1	Store, stock or dispose of drinks stocks and drink accompaniments and additional products, in line with workplace procedures			
		3.2	Make sure that service equipment is clean and stored correctly			
		3.3	Switch off electrical equipment and machines, in line with workplace procedures			
		3.4	Make sure that customer and service areas are tidy, free from rubbish and ready for cleaning			
		3.5	Secure customer and service areas against unauthorised access			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to clear customer and service areas	4.1	Describe safe and hygienic working practices when clearing customer and service areas and why these are important			
		4.2	State why service areas should be left tidy and free from rubbish after service			
		4.3	State why waste must be handled and stored correctly			
		4.4	State why certain electrical equipment must be turned off after service			
		4.5	State why customer service areas must be secured from unauthorised access after service			
		4.6	State why spillages and breakages must be reported to the appropriate person			
		4.7	State why correct storage procedures must be followed for food and drink stocks			
		4.8	Outline the type of unexpected situations that may occur when clearing customer and service areas and how to deal with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to clean and store glassware	5.1	Empty glassware and position it ready for cleaning			
		5.2	Check that cleaning equipment or machinery is clean, free from damage and ready for use			
		5.3	Clean glassware at the recommended temperature using an appropriate cleaning method			
		5.4	Check that finished glassware is clean, dry and free from damage			
		5.5	Dispose of damaged or broken glassware following recommended procedures			
		5.6	Dispose of waste or dirty water following recommended procedures			
		5.7	Check that cleaning equipment or machines are left clean, dry, undamaged and ready for future use			
		5.8	Keep storage areas clean, tidy and free from rubbish			
6	Know how to clean and store glassware	6.1	Describe safe and hygienic working practices for handling glassware, cleaning equipment and materials and why these are important			
		6.2	State why glassware should be handled carefully			
		6.3	State why glassware should be cleaned at the correct temperature			
		6.4	State the proper procedure for disposing of broken glass			
		6.5	Outline the unexpected situations that may occur when handling and cleaning glassware and equipment and how to deal with them			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Customer and Drinks Service

Unit reference number: L/507/3505

Level: 1

Credit value: 1

Guided learning hours: 10

Unit summary

This unit will give you an understanding of the role of a professional bar person. You will understand the activities necessary to prepare the bar for service, including the importance of preparing the bar for service, the correct way to store and present products and signage that is legally required in the customer area. You will also understand the law in relation to age restricted sales and activities, including the law in relation to the sale of alcohol, the sale of tobacco products and gambling in alcohol licensed premises, the duty to refuse service to drunk persons and the law in relation to smoking in licensed premises.

A professional bar person represents the establishment. It is important that they follow the required standards needed. You will understand the importance of personal hygiene and grooming, the importance of being dressed appropriately and the action that should be taken in relation to illness, infection, cuts and grazes.

You will learn about the basic selling and merchandising techniques, including the basic principles of effective merchandising, basic selling techniques and the correct style of glassware to use for major drinks categories.

Finally, you will understand how information and the premises can be kept secure, how to safely and efficiently close the bar and customer areas at the end of service and the importance of customer service, how it can be delivered, ways of refusing service and methods of dealing with complaints.

Essential resources

There are no special resources needed for this unit.

Learning outcomes and assessment criteria

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		Evidence type	Portfolio reference	Date
1	Understand how to complete the activities necessary to prepare the bar for service	1.1	State why it is important to prepare the bar for service			
		1.2	Identify the correct way to store and present products in the bar area			
		1.3	Identify the sundry items that should be placed on the bar and how these are prepared			
		1.4	State safe systems of work for lifting and handling stock			
		1.5	Identify activities required when preparing the bar and customer areas for service and how to complete these activities			
		1.6	Identify signage that is legally required in the customer areas			
2	Understand the standards required of a professional bar person	2.1	State the importance of personal hygiene and grooming for a member of bar staff			
		2.2	State what action should be taken in relation to illness, infection, cuts and grazes			
		2.3	State why it is important to be dressed appropriately			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand basic selling and merchandising techniques and how to achieve the perfect serve to maximise customer satisfaction	3.1	State the basic principles of effective merchandising			
		3.2	Identify basic selling techniques			
		3.3	State how to handle glassware both safely and hygienically			
		3.4	Identify the correct style of glassware to use for major drinks categories			
		3.5	Identify dispense procedures used to achieve the 'perfect serve' for major drinks categories			
4	Understand the law in relation to age restricted sales and activities, the duty to refuse service and the importance of adhering to trading standards	4.1	State the law in relation to the sale of alcohol to persons aged under 18			
		4.2	State the law in relation to the sale of tobacco products to persons aged under 18			
		4.3	State the law in relation to gambling in alcohol licensed premises			
		4.4	State the duty to refuse service to drunk persons			
		4.5	State the law in relation to smoking in licensed premises			
		4.6	State the law in relation to the description of food/drink for sale and to 'passing off'			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand why customer service is important and how it can be delivered, ways of refusing service and methods of dealing with complaints	5.1	State why customer service is important			
		5.2	Identify what customers generally expect from a professional barperson			
		5.3	Identify the key steps in serving a customer at the bar			
		5.4	Identify the ways in which staff can build relationships with customers			
		5.5	Identify how to assist customers with special needs			
		5.6	State the law in relation to disabled customers			
		5.7	Identify effective ways of refusing service to a customer			
		5.8	State the correct procedure for handling customer complaints			
6	Understand how information and the premises can be kept secure	6.1	Identify the correct procedure for using a till system			
		6.2	State the procedures for processing different types of payment			
		6.3	State the types of information that should be kept secure on licensed premises and how to achieve this			
		6.4	Identify reasonable steps that might be taken to keep the premises secure			
7	Understand how to safely and efficiently close the bar and customer areas at the end of service	7.1	State how to clear the customer area during service and at closing time			
		7.2	Identify the safety precautions that should be taken when handling broken glass			
		7.3	Identify how to use cleaning products safely			
		7.4	Identify the different ways of cleaning glassware effectively			
		7.5	Identify the closedown activities for a premises at the end of service			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

13 Further information and useful publications

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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))*
- *Equality Policy (Pearson)*
- *Recognition of Prior Learning Policy and Process (Pearson)*
- *UK Information Manual (Pearson)*
- *UK Quality Vocational Assurance Handbook (Pearson).*

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