

# **Pearson BTEC Level 2 Award in Underage Sales Prevention (QCF)**

## **Specification**

Pearson BTEC Specialist qualification

First teaching August 2014

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

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# Contents

<b>Purpose of this specification</b>	<b>1</b>
<b>1 Introducing Pearson BTEC Specialist qualifications</b>	<b>3</b>
What are Pearson BTEC Specialist qualifications?	3
<b>2 Qualification summary and key information</b>	<b>4</b>
QCF qualification number and qualification title	5
Objective of the qualification	5
Relationship with previous qualifications	6
Progression opportunities through Pearson qualifications	6
Industry support and recognition	6
<b>3 Qualification structure</b>	<b>7</b>
Pearson BTEC Level 2 Award in Underage Sales Prevention (QCF)	7
<b>4 Assessment</b>	<b>8</b>
<b>5 Recognising prior learning and achievement</b>	<b>9</b>
Recognition of Prior Learning	9
Credit transfer	9
<b>6 Centre resource requirements</b>	<b>10</b>
<b>7 Centre recognition and approval centre recognition</b>	<b>11</b>
Approvals agreement	11
<b>8 Quality assurance of centres</b>	<b>12</b>
<b>9 Programme delivery</b>	<b>13</b>
<b>10 Access and recruitment</b>	<b>14</b>
<b>11 Access to qualifications for learners with disabilities or specific needs</b>	<b>15</b>
<b>12 Units</b>	<b>16</b>
Unit title	16
Unit reference number	16
QCF level	16
Credit value	16
Guided learning hours	16
Unit aim	16
Essential resources	16

Learning outcomes	16
Assessment criteria	17
Unit amplification	17
Information for tutors	17
Unit 1: Underage sales prevention for retail and licensed premises	18
<b>13 Further information and useful publications</b>	<b>26</b>
<b>14 Professional development and training</b>	<b>27</b>

# 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?

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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 2 Award in Underage Sales Prevention (QCF)
QCF Qualification Number (QN)	601/1119/7
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	29/08/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	1
Assessment	Pearson-devised assessment (onscreen testing).
Guided learning hours	5
Grading information	The qualification and unit are at pass grade.
Entry requirements	There are no formal entry requirements for this qualification. However, learners should have a level of English that enables them to communicate effectively within the context of a licensed retail environment. In this context, the level of English required is equivalent to the UK National Language Standards Level 2.

## QCF qualification number and qualification title

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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](http://www.edexcel.com)

## Objective of the qualification

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The Pearson BTEC Level 2 Award in Underage Sales Prevention (QCF) has been developed to assist retail premises in complying with the requirements of the Licensing Act and the Serious Crime and Disorder Act, two pieces of legislation that have an impact on retail businesses selling alcohol and other age-restricted products.

The aims of this qualification are to enable learners to develop:

- an understanding of their responsibilities with regards to underage sales
- knowledge of which products are age restricted and why
- knowledge of the age restrictions that apply in relation to particular products
- specific skills related to identifying underage customers and refusing service to them in both licensed retail and general retail premises.

This qualification is aimed at learners within retail premises selling one or more age-restricted products. They include pubs and bars, hotels, off-sales premises, supermarkets, convenience stores, garages and newsagents. The qualification is also aimed at staff who may find themselves confronted by customers who are intoxicated by alcohol or illegal drugs, and who are demanding service.

Age-restricted products include the following:

- alcohol and liqueur chocolates
- tobacco and tobacco products
- lottery tickets and scratchcards
- petrol
- party poppers and caps
- air guns, pellets, crossbows and knives
- solvents
- butane gas cigarette lighter refills
- fireworks
- DVDs, videos and computer games.

The qualification gives learners the opportunity to:

- develop knowledge related to underage sales prevention
- achieve a nationally-recognised Level 2 qualification
- develop their personal growth and engagement in learning.

## **Relationship with previous qualifications**

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This qualification is a replacement for the EDI Level 2 Award in Underage Sales Prevention (QCF).

## **Progression opportunities through Pearson qualifications**

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This qualification is open to all learners who are preparing to work, or who are already working, as sales staff on licensed retail and general retail premises that sell alcohol and other age-restricted products.

Learners who have achieved the Pearson BTEC Level 2 Award in Underage Sales Prevention (QCF) can progress to a range of relevant Pearson Level 2 and 3 qualifications, including:

- Pearson BTEC Level 2 Award in Retail Knowledge (QCF)
- Pearson BTEC Level 3 Award in Retail Knowledge (QCF)
- Pearson BTEC Level 2 Certificate in Retail Knowledge (QCF)
- Pearson BTEC Level 3 Certificate in Retail Knowledge (QCF)
- Pearson Edexcel Level 2 NVQ Certificate in Customer Service (QCF)
- Pearson Edexcel Level 3 NVQ Certificate in Customer Service (QCF)
- Pearson BTEC Level 2 Award for Personal Licence Holders (QCF)

## **Industry support and recognition**

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This qualification is supported by People 1st, the SSC for hospitality, passenger transport and travel and tourism.

### 3 Qualification structure

#### Pearson BTEC Level 2 Award in Underage Sales Prevention (QCF)

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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	1
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Unit	Unit reference number	Mandatory unit	Level	Credit	Guided learning hours
1	M/602/2234	Underage sales prevention for retail and licensed premises	2	1	5

## 4 Assessment

The unit in this qualification is assessed through a Pearson-devised assessment in the form of an onscreen test.

### **Pearson-devised assessment (external assessment)**

To pass an externally assessed unit, learners must pass an onscreen test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types, is available on the webpage for this qualification.

## 5 Recognising prior learning and achievement

### Recognition of Prior Learning

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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](http://www.edexcel.com).

### Credit transfer

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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 the Home Office website, [www.gov.uk/government/organisations/home-office](http://www.gov.uk/government/organisations/home-office)

## 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](http://www.edexcel.com).

### Approvals agreement

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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 a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, please 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.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

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 regarding 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. Further details on how to make adjustments for learners with protected characteristics are given in the Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.

These documents are available on our website, at [www.edexcel.com/Policies](http://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: Underage sales prevention for retail and licensed premises**

**Unit reference number: M/602/2234**

**QCF level: 2**

**Credit value: 1**

**Guided learning hours: 5**

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## **Unit aim**

The aim of this unit is to give sales staff the knowledge they require about legislation relating to age-restricted products and how to prevent the unlawful sale of age-restricted products.

The unit has been developed to comply with current licensing and serious crime and disorder legislation. Examples of licensed premises and retail businesses are bars, hotels, restaurants, off-sales premises, supermarkets, convenience stores, garages, newsagents, DIY centres, hardware stores, cookware stores.

Age-restricted products include: alcohol (inclusive of exceptions); tobacco and tobacco products; lottery tickets and scratchcards; petrol; party poppers and caps; air guns, pellets, crossbows and knives; solvents; butane gas cigarette lighter refills; tattoos; fireworks; betting; DVDs, video, computer games.

## **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	Know current legislation relating to the sale and purchase of age-restricted products	1.1	Describe reasons why the law restricts the sale of certain products	<ul style="list-style-type: none"> <li>Use presents risks to the health, safety and welfare of young people.</li> <li>Direct or indirect impact on health, safety and welfare of others.</li> <li>Protection of children from harm, categories of harm: physical harm to the user; psychological harm to the user; mental health problems for the user; increased vulnerability of the user to physical or sexual assault from others; increased vulnerability of others to physical or sexual assault.</li> </ul>
		1.2	Identify which products are age-restricted by law	<ul style="list-style-type: none"> <li>Alcohol, tobacco products, crossbows, airguns and pellets, offensive weapons/knives, lighter refills, volatile substances/solvents, adult fireworks, aerosol paint, caps and cracker snaps, lottery and instant-win tickets, petrol, liqueur confectionery, videos and DVDs of violent or sexual content and computer/console games.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	1.3 Identify the legal age-restrictions which apply to the sale of certain products	<ul style="list-style-type: none"> <li>• Under 18 years: alcohol, tobacco products, crossbows, airguns and pellets, offensive weapons/knives, lighter refills, volatile substances/solvents, adult fireworks.</li> <li>• Under 16 years: aerosol paint, caps and cracker snaps, lottery and instant win tickets, petrol, liqueur confectionery.</li> <li>• The three age-restricted categories that relate to videos and DVDs and computer/console games are 12, 15 and 18 years.</li> </ul>
	1.4 Identify the legal penalties for employers, employees and customers which apply to the unlawful sale and purchase of age-restricted products	<ul style="list-style-type: none"> <li>• Penalties for employers and employees that apply to the unlawful sale and purchase of age-restricted products vary with category.</li> <li>• Alcohol: employers can receive a maximum fine for 'persistent selling to children' – two failed test purchases in three consecutive months; or a voluntary period of closure as agreed with the police; or loss of licence subsequent to a premises licence review.</li> <li>• Alcohol: employees detected selling alcohol to underage customers can accept a fixed penalty fine for unlawful supply. If the employee refuses to accept a fixed penalty fine they can be prosecuted and there is a maximum penalty fine if convicted by a court.</li> <li>• Tobacco: employees are subject to a maximum penalty fine for unlawful sale if convicted by a court.</li> <li>• Crossbows, airguns and pellets, offensive weapons/knives, lighter refills containing butane 'volatile substances/solvents, adult fireworks, caps and cracker snaps, and all categories of video or DVD: employees face a maximum penalty fine for unlawful supply and or imprisonment.</li> <li>• Aerosol paint: employees face a maximum fine if convicted by a court.</li> <li>• Lottery and instant win tickets: employees face a maximum penalty of a fine and or imprisonment.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> <li>• Petrol: the manager of a petrol station must be at least 18 years' old. If the employer allows an employee under 16 years' old to dispense petrol, the employer faces a maximum penalty fine.</li> <li>• A customer under 16 can buy and dispense petrol, but Health &amp; Safety Executive guidance is that they should be closely supervised by an adult if they do so.</li> <li>• Liqueur confectionery: the employee faces a maximum penalty fine if convicted by a court.</li> <li>• Penalties for underage purchasing; customers who purchase age-restricted products: fixed penalty fines for 16 or 17 year-olds buying alcohol is £50; for a child under 16 it is £30, although if a child is prosecuted for such an offence they could receive a fine of up to £1000 on conviction in a magistrates court.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
2 Know how to prevent unlawful sales of age-restricted products	<p>2.1 Describe procedures for challenging for proof of age documentation</p> <p>2.2 Describe how to refuse the sale of age-restricted products to minimise the risk of conflict</p>	<ul style="list-style-type: none"> <li>• How to ask for documentary proof of age and identification from the customer.</li> <li>• Which forms of ID are acceptable and which are not: any proof of age card containing the PASS logo and hologram; a European Union photo driving licence; a passport; a Defence ID card; a European Member state ID card, including Norway, Iceland, Lichtenstein or Switzerland (but not the UK).</li> <li>• What to look for when checking proof of age documentation: comparing the photograph with the person; checking the date of birth to ensure the customer has reached the minimum age of purchase; checking the documentation has not been tampered with and is not an obvious forgery; checking the hologram on the document is real; checking the document is still current.</li> <li>• The legal requirement for an age-verification policy in respect of the sale of alcohol.</li> <li>• Application of a proof of age policy based on 'Challenge 21' or 'Challenge 25' whereby any customer who appears to be less than 21 or 25 (as the policy may describe) is asked to prove that they are at least 18 or 16 years' old (depending on the age restriction).</li> <li>• Refusing service to an underage purchaser politely but firmly.</li> <li>• Depersonalising the refusal to serve or to sell.</li> <li>• Make reference to the relevant law on underage sales.</li> <li>• Direct to underage sales refusal posters or leaflets at the point of sale.</li> <li>• Avoid language that is insulting or provocative.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	<p>2.3 Describe how to manage conflict arising out of challenges and refusals</p>	<ul style="list-style-type: none"> <li>• Detaching the customer to whom service is being refused from an audience of onlookers in order to reduce the risk of conflict.</li> <li>• Focusing on the product being refused, not the person.</li> <li>• Maintaining the refusal to serve even if the customer refuses to accept it.</li> <li>• Keeping a physical barrier between the server and the customer.</li> <li>• Seeking the assistance and support of a colleague/manager if the customer refuses to accept the refusal to serve (understanding the two techniques of 'lead and back-up' and 'passing the baton').</li> <li>• Having an 'exit strategy' in place if the customer threatens violence (how to escape to a place of safety).</li> <li>• Seeking the assistance of security staff or police if threats or verbal abuse continues.</li> </ul>
	<p>2.4 Describe the benefits of recording admission and sales refusals</p>	<ul style="list-style-type: none"> <li>• Recording admission and sales refusals.</li> <li>• Demonstrates due diligence to the police of other authorities in respect of applying the law in relation to underage sales</li> <li>• Maintains a record of the refusal to rebut allegations of bias or prejudice.</li> <li>• Enables management to see that the premises' underage sales policy is being implemented.</li> </ul>

## Information for tutors

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### Delivery

This unit is usually delivered in a classroom setting.

When delivering the unit, centres must ensure that the information contained in the unit amplification section of this unit is covered with the learners. Where knowledge of legislation is needed centres must ensure that their learning support materials and tutors are updated on any changes so that content is legally correct and up to date.

#### **Learning outcome 1 (LO1): Know current legislation relating to the sale and purchase of age-restricted products**

There are four assessment criteria (AC) for this learning outcome. When discussing the content of AC1.1 the tutor should explain that the justifications for placing age restrictions on certain products include reasons of public health, safety and welfare, and the protection of children. The tutor should involve learners in a discussion and invite them to give examples of how the sale or use of age-restricted products might impact on the underage purchaser and on others who might be affected by the purchase. The tutor needs to identify the different categories of harm that can result when these products are used by people deemed too young to buy and use them.

AC1.2 involves the identification of which products are age restricted by law. AC1.3 involves identifying the legal age restrictions that apply to each and every age-restricted product. It is helpful to express this in terms of categories, for example 'products that can be sold only to persons aged at least 18 years are...'. AC1.4 identifies the legal penalties that apply to different categories of person, i.e. employers, employees and customers, arising out of unlawful sales and purchases of age-restricted products.

It may be beneficial to invite a local council trading standards officer, or local police licensing officer to talk about the consequences that they encounter as a result of the unlawful sale of age-restricted products.

#### **Learning outcome 2 (LO2): Know how to prevent unlawful sales of age-restricted products**

There are four assessment criteria for this learning outcome. When discussing LO2, tutors should convey an understanding of how to apply the knowledge gained in LO1. To prevent unlawful sales of age-restricted products there is a two-step process assessed in AC2.1 and AC2.2. In respect of sales of alcohol there is a legal requirement for an age-verification policy. This is usually based on the concept of 'Challenge 21' or 'Challenge 25' whereby buyers who look younger than 21/25 will be asked to prove that they are at least 18 (the legal age for buying alcohol). Learners should explore, through discussion, how such a policy will make it easier for them to avoid unlawful sales of alcohol (or other products to which these schemes might be voluntarily applied). Centres should involve learners in discussing the procedures for challenging young customers for acceptable proof of age documentation, and how to refuse the sale of age-restricted products if such documentation is not produced, or if the seller is not convinced that the buyer is old enough to lawfully buy the product.

Centres should enable learners to identify which documentary proofs of age are acceptable and which are not. It is beneficial to have examples or photographs of acceptable documentary proofs of age so that learners can recognise them in the real world context. Such photographs might, for example, be included in the learning support materials that centres provide for tutors or that tutors themselves provide for learners. The most common forms of acceptable ID are passports, photo driving licences and PASS-accredited proof of age ID cards. Centres should explain how sellers should check these documents to ensure that they are genuine and that they refer to the buyer in front of them.

In AC2.2, centres should enable learners to explore the techniques for refusing the sale of an age-restricted product to an underage customer in such a way as to minimise the risk of conflict. The different methods are iterated in the unit amplification. In AC2.3, centres should encourage learners to explore the various techniques that can be used to manage the conflict that can arise out of challenges for a proof of age and sales refusals. Learners should be encouraged to discuss examples from their own experience of conflicts they have had to manage in these circumstances.

In AC2.4, centres should encourage learners to explore the benefits of recording admission and sales refusals. When back in the workplace, Centres should emphasise the importance of learners being able to demonstrate due diligence in the application of underage sales refusals in the real world context.

## Assessment

This unit is assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

## Suggested resources

The following resources and documentation will help learners to explore and understand this unit, the provision of:

- teaching aids, such as PowerPoint presentations
- learning support materials, including handouts and a course handbook.

## Websites

[www.tradingstandards.gov.uk](http://www.tradingstandards.gov.uk) – gives website addresses for all council trading standards departments in England and Wales, from which information about age-restricted products and local enforcement activity can be obtained. For example: [www.hackney.gov.uk/assts/Documents/age-restricted-products.pdf](http://www.hackney.gov.uk/assts/Documents/age-restricted-products.pdf)

[www.underagesales.co.uk](http://www.underagesales.co.uk) – gives comprehensive information and advice about age-restricted products from a social enterprise company dedicated to the subject

## Publication

Tony Allen – *Age Restricted Sales* (Troubadour) ISBN 978180884103.

## 13 Further information and useful publications

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

- Pearson Edexcel: **[www.edexcel.com/contactus](http://www.edexcel.com/contactus)**
- Pearson BTEC: **[www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)**
- Pearson Work Based Learning: **[www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)**
- Books, software and online resources for UK schools and colleges: **[www.pearsonschools.co.uk/contactus](http://www.pearsonschools.co.uk/contactus)**

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *Edexcel Information Manual* (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*
- *Recognition of Prior Learning Policy and Process*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at [www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://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](http://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](http://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](http://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](http://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 via the 'Contact Us' page of the website.
- **Ask Edexcel:** submit your question online to our Ask Edexcel online service [www.edexcel.com/ask](http://www.edexcel.com/ask) and we will make sure your query is handled by a subject specialist.



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**For more information on Edexcel and BTEC qualifications please  
visit our websites: [www.edexcel.com](http://www.edexcel.com) and [www.btec.co.uk](http://www.btec.co.uk)**

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