

# **Pearson BTEC Level 2 Award in Peer Education**

## **Specification**

BTEC Specialist qualification

First teaching July 2014

Issue 2



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

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

This qualification was previously known as:

Pearson BTEC Level 2 Award in Peer Education (QCF)

The QN remains 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 2 Award in Peer Education Issue 2 changes

<b>Summary of changes made between previous issue and this current issue</b>	<b>Page/section number</b>
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
TQT value added	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
The Level 2 Certificate in Peer Education has been removed	Throughout

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

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



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# 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

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

## Sizes of Specialist qualifications

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

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

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

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

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

BTEC Specialist qualifications are available in the following sizes:

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

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Peer Education
Qualification Number (QN)	500/9749/0
Accreditation start date	01/06/2010
Approved age ranges	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	51
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> ).

## Qualification number and qualification title

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners.

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/en/home.html](http://qualifications.pearson.com/en/home.html)

## Qualification objective

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The Pearson BTEC Level 2 Award in Peer Education are for learners who work in, or who want to work in peer education within a youth context. These new qualifications are intended to provide added credibility to peer education through recognition of the valuable role it plays in non-formal teaching and learning.

Peer education is a way of passing knowledge and skills onto others by people who are not professionally trained as teachers but whose main aim is to educate. Peer education programmes give young people involved the opportunity to learn, practise and develop valuable skills. Peer mentoring has traditionally been defined as a one-to-one, non-judgmental relationship between people of a similar age or with similar shared experience. Peer mentors offer support from a position of real understanding. Peer mentoring programmes can range from focused ones such as an anti-bullying project in a school or a suicide watch in prison, to informal 'buddying' or befriending schemes.

Effective peer mentoring programmes give young people involved the opportunity to learn and develop valuable skills and qualities in a way that is beneficial both to themselves and to others. Developing their own skills, knowledge, understanding and practice, those involved in peer education make an important contribution to the continuous improvement of learning and have a significant impact on achievement.

The Pearson BTEC Level 2 Award in Peer Education gives learners the opportunity to:

- develop knowledge related to the principles of peer education, the role of peer education within an organisation, the roles, responsibilities and implications of being a peer educator
- develop skills to promote learning through peer education such as communication and presentation skills, self-evaluation, using feedback to review own performance and to improve learning programmes and how to check the learning of others
- learn about different learning preferences, the skills and qualities needed to take part in peer education, how to produce a personal development plan and how to prepare and deliver a peer education programme
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

## **Relationship with previous qualifications**

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This is a new qualification and does not replace any previous qualifications.

## **Progression opportunities through Pearson qualifications**

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Learners who have achieved the BTEC Level 2 Award can progress to larger size qualifications at Level 2 or to Level 3 qualifications in a similar area. A number of the units will be included in the structure of Youth Work qualifications which are being developed by LLUK, supporting progression to wider learning opportunities and employment roles.

## **Industry support and recognition**

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These qualifications have been developed in collaboration with UK Youth, a National Voluntary Youth Organisation in the UK.

### 3 Qualification structure

#### Pearson BTEC Level 2 Award in Peer Education

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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	6
Number of mandatory credits that must be achieved	6

Unit	Unit reference number	Mandatory units – learners must achieve all 6 credits from this group	Level	Credit	Guided learning hours
1	M/601/7731	Principles of peer education	2	1	9
2	F/601/7734	Understanding skills needed to be a peer educator	2	1	8
3	L/601/7736	Understanding roles and responsibilities of a peer educator	2	2	18
4	Y/601/7738	Preparing, delivering and reviewing a programme of peer education	2	2	16

## 4 Assessment

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

<b>Units</b>	<b>Assessment method</b>
All units	Centre-devised assessment

### **Centre-devised assessment (internal assessment)**

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Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

The centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

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

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

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

## 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 our policy document *Recognition of Prior Learning Policy and Process*, available on our website at: [qualifications.pearson.com/en/home.html](http://qualifications.pearson.com/en/home.html)



## 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 qualifications.
- 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](http://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/en/home.html](http://qualifications.pearson.com/en/home.html)

### 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 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/en/home.html](http://qualifications.pearson.com/en/home.html)

## 9 Programme delivery

Centres are free to offer these 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 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. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

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

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

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

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

Both documents are on our website at: [qualifications.pearson.com/en/home.html](http://qualifications.pearson.com/en/home.html)

## 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 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 1: Principles of Peer Education**

**Unit reference number: M/601/7731**

**Level: 2**

**Credit value: 1**

**Guided learning hours: 9**

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## **Unit aim**

On completion of this unit learners will understand the principles of peer education, how different learning preferences can be used in peer education to help the learning process and how learning can be promoted through peer education.

## **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	
1	Understand principles of peer education	1.1	Describe purpose of peer education
		1.2	Identify situations where peer education can be used
		1.3	Give reasons why peer education is important
2	Understand different learning preferences that can be used in peer education to help the learning process	2.1	Describe different ways people learn
		2.2	Identify own preferred learning preference
		2.3	Describe how peer education could promote learning for all learning preferences
3	Understand ways that learning can be promoted through peer education	3.1	Identify topics, knowledge and understanding that can be delivered through peer education
		3.2	Describe how peer education can be used to build relationships in order to help the learning process
		3.3	State personal benefits to be gained from becoming involved in peer education activities for educator and peer

## **Unit 2: Understanding skills needed to be a peer educator**

**Unit reference number:** F/601/7734

**Level:** 2

**Credit value:** 1

**Guided learning hours:** 8

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### **Unit aim**

On completion of this unit learners will understand the skills and qualities needed to deliver peer education and understand the role that communication skills play. They will be able to produce a personal development plan which will include the skills and qualities that need to be developed for becoming involved in peer education activities.

### **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	
1	Understand skills and qualities needed to deliver peer education	1.1	Identify skills and qualities needed to take part as a peer educator
		1.2	Describe skills required in delivering, supporting and motivating learners through peer education
		1.3	Distinguish knowledge, skills and qualities that need to be developed in order to help achieve personal goals
2	Understand the role of communication skills in peer education	2.1	Identify communication skills needed to be a peer educator
		2.2	Describe the use of communication skills in peer education in helping the learning process
		2.3	Describe the role of presentation skills in relation to peer education activities
3	Be able to produce a personal development plan which includes skills and qualities that need to be developed for becoming involved in a peer education activities	3.1	Identify skills needing developing for involvement in a peer education activity
		3.2	Identify personal qualities that need to be developed in order to become involved in peer education
		3.3	Use support to produce a personal development plan to prepare for involvement with the chosen activities

## **Unit 3: Understanding roles and responsibilities of a peer educator**

**Unit reference number: L/601/7736**

**Level: 2**

**Credit value: 2**

**Guided learning hours: 18**

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### **Unit aim**

On completion of this unit learners will understand the role of peer education within a host organisation, the roles and responsibilities a peer educator has towards others and the implications of becoming a peer educator.

### **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	
1	Understand the role of peer education within a host organisation	1.1	Describe the host organisation's policies and procedures in relation to the peer education role
		1.2	Agree with an appropriate person the roles and responsibilities of being a peer educator within a host organisation
		1.3	Identify the people in the organisation the peer educator is accountable to
2	Understand roles and responsibilities to others of a peer educator	2.1	Identify who the peer educator is responsible to
		2.2	Describe responsibilities of the peer educator in making the programme accessible to different learners
		2.3	Identify the value of sources of support for peer educators
3	Understand implications of becoming a peer educator	3.1	Define the boundaries within which a peer educator works
		3.2	Describe the importance of communications to the role of the peer educator
		3.3	Identify the need to share own learning needs with others

## **Unit 4:** **Preparing, delivering and reviewing a programme of peer education**

**Unit reference number:** Y/601/7738

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 16

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### **Unit aim**

On completion of this unit learners will be able to prepare for and deliver a peer education programme, check learning in line with relevant policies and procedures throughout a peer education programme and review their own performance in delivering a peer education programme.

### **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	
1	Be able to prepare for delivery of a peer education programme	1.1	Identify approaches to suit the topic selected for the peer education programme
		1.2	Select approaches that are inclusive of the needs of the group
		1.3	Agree with an appropriate person appropriate formats, arrangements and support available for delivery following planned timeline
2	Be able to deliver a peer education programme	2.1	Identify how the resources for the session can be adapted for different learning preferences in the group
		2.2	Prepare the resources selected for the delivery of the peer education programme
		2.3	Deliver the peer education programme
3	Be able to check learning in line with relevant policies and procedures throughout a peer education programme	3.1	Identify how policies and procedures are being followed throughout the peer education programme
		3.2	Describe where there are opportunities for using learners feedback to improve the learning during the programme
		3.3	Use different formats and methods to check the learning throughout the programme
4	Be able to review own performance in delivering a peer education programme	4.1	Outline the arrangements and support available for reviewing own progress
		4.2	Identify what went well and what could be improved in the peer education programme
		4.3	Identify recommendations for improving personal and programme performance



## 13 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

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

Publications on the quality assurance of BTEC qualifications are also available on our website: [qualifications.pearson.com/en/home.html](http://qualifications.pearson.com/en/home.html)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website: [qualifications.pearson.com/en/home.html](http://qualifications.pearson.com/en/home.html)

### **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: [qualifications.pearson.com/en/home.html](http://qualifications.pearson.com/en/home.html)

## 14 Professional development and training

Pearson supports UK and international customers with training related to 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: [qualifications.pearson.com/en/home.html](http://qualifications.pearson.com/en/home.html). You can request customised training through the website or you can contact one of our advisers 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: [qualifications.pearson.com/en/home.html](http://qualifications.pearson.com/en/home.html)

**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 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 support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: [qualifications.pearson.com/en/home.html](http://qualifications.pearson.com/en/home.html)
- **Ask the Expert:** submit your question online to our Ask the Expert online service [qualifications.pearson.com/en/home.html](http://qualifications.pearson.com/en/home.html) and we will make sure your query is handled by a subject specialist.



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