

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

## **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 the summary table on the 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/Certificate in Peer Mentoring (QCF)

The QN remains the same.

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ISBN 978 1 446 95026 5

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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 Mentoring
Qualification Number (QN)	500/9805/6
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	45
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](http://qualifications.pearson.com)

## Qualification objective

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The Pearson BTEC Level 2 Award in Peer Mentoring are for learners who work in, or who want to work, in peer mentoring within a youth context. These new qualifications are intended to provide added credibility to peer mentoring through recognition of the valuable role it plays in non-formal teaching and learning. Developing their own skills, knowledge, understanding and practice, those involved in peer mentoring make an important contribution to the continuous improvement of learning and have a significant impact on achievement.

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.

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

- develop knowledge related to the principles of peer mentoring, the role of peer mentoring within an organisation, the roles, responsibilities and implications of being a peer mentor
- develop skills to promote learning through peer mentoring 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 mentoring, how to produce a personal development plan and how to prepare and deliver a peer monitoring 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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These are new qualifications and do not replace any previous qualifications.

## **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 Mentoring

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	Y/601/7741	Principles of Peer Mentoring	2	1	9
2	D/601/7742	Understanding Skills and Qualities Needed to be a Peer Mentor	2	1	7
3	K/601/7744	Understanding Roles and Responsibilities of a Peer Mentor	2	2	16
4	T/601/7746	Preparing and Delivering Peer Mentoring Activities that Meet a Peer Mentee's Needs	2	2	13

## 4 Assessment

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

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

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

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all 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, [qualifications.pearson.com](http://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 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.

### 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.

## 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](http://qualifications.pearson.com)

## 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 defined 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 Mentoring**

**Unit reference number:** Y/601/7898

**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 mentoring, the advantages and disadvantages of peer mentoring and who benefits from peer mentoring.

## **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 mentoring	1.1	Identify the purpose of peer mentoring
		1.2	Assess the importance of peer mentoring
		1.3	Describe ways in which peer mentoring can contribute to own learning process
2	Understand advantages and disadvantages of peer mentoring	2.1	Describe when peer mentoring can be used to promote learning
		2.2	Compare situations when peer mentoring has advantages over other forms of support for learning
		2.3	Describe the disadvantages of mentoring peers
3	Understand who benefits from peer mentoring	3.1	Identify those learners who are most likely to benefit from being peer mentored
		3.2	State ways in which individual learning preferences and needs can benefit from peer mentoring
		3.3	Describe the personal benefits of being a peer mentor

## **Unit 2: Understanding Skills and Qualities Needed to be a Peer Mentor**

**Unit reference number: D/601/7742**

**Level: 2**

**Credit value: 1**

**Guided learning hours: 7**

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### **Unit aim**

On completion of this unit learners will understand the skills and qualities needed to be a peer mentor and their own personal skills and qualities in relation to peer mentoring. 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 mentoring 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 be a peer mentor	1.1	State skills and qualities needed for involvement in peer mentoring activities
		1.2	Identify different communication skills that are needed in peer mentoring
		1.3	Define the skills and qualities needed to help to take responsibility in peer mentoring
2	Understand own personal skills and qualities in relation to peer mentoring	2.1	Identify own personal skills and qualities
		2.2	Identify the personal skills that could be further developed to help towards a peer mentoring role
		2.3	Identify with an appropriate person what personal skills and qualities need to be developed
3	Be able to develop own skills and qualities in relation to peer mentoring	3.1	Identify with an appropriate person how to develop the personal skills identified
		3.2	Devise a plan to develop own skills and qualities in relation to peer mentoring
		3.3	Describe sources of support within the organisation that can help in the development of the skills and qualities required in peer mentoring



## **Unit 3: Understanding Roles and Responsibilities of a Peer Mentor**

**Unit reference number: K/601/7744**

**Level: 2**

**Credit value: 2**

**Guided learning hours: 16**

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### **Unit aim**

On completion of this unit learners will understand the role of peer mentoring within a host organisation, the roles and responsibilities of a peer mentor, including a peer mentor's responsibilities towards others.

### **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 mentoring within an organisation	1.1	Describe the role of peer mentoring within the host organisation
		1.2	Identify host organisation's policies and procedures that are relevant to the peer mentoring role
		1.3	Agree with an appropriate person requirements of being a peer mentor within a host organisation
2	Understand personal roles and responsibilities of a peer mentor	2.1	Describe personal roles and responsibilities involved in peer mentoring
		2.2	Describe boundaries within which a peer mentor works, including codes of conduct and confidentiality
		2.3	Identify sources of support for peer mentors
3	Understand responsibilities to others in peer mentoring	3.1	Identify those needed to interact with within the host organisation when undertaking peer mentoring activities
		3.2	Distinguish those people accountable to within the organisation and the nature of the accountability
		3.3	Identify record-keeping responsibilities that meet with the organisation's requirements
4	Understand the role of a peer mentor in promoting a mentee's learning	4.1	Identify internal and external factors that a peer mentor is responsible for when promoting a mentees learning
		4.2	Describe responsibilities of a peer mentor to include different learning styles through peer mentoring
		4.3	Describe the role of the peer mentor in helping mentees to achieve their goals

# **Unit 4: Preparing and Delivering Peer Mentoring Activities that Meet a Peer Mentee's Needs**

**Unit reference number:** T/601/7746

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 13

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## **Unit aim**

On completion of this unit learners will understand how to identify a mentee's needs in order to prepare for and deliver a peer mentoring programme. They will be able to recognise the barriers that can arise in peer mentoring and how to overcome these barriers, deliver peer mentoring activities and review how the peer mentoring process can be improved.

## **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 principles of how to identify a mentee's needs in order to plan and prepare for peer mentoring	1.1	Distinguish sources of information needed in planning the peer mentoring process
		1.2	Identify the need to create a safe and suitable environment when preparing to carry out peer mentoring
		1.3	Describe ways in which communication skills play a role in helping to plan for a mentee's needs
2	Be able to recognise barriers in peer mentoring and strategies to overcome these barriers	2.1	Describe situations where barriers exist to peer mentoring
		2.2	Select strategies to overcome barriers to peer mentoring
		2.3	Identify when and how to seek support for a peer mentoring activity
3	Be able to use own mentoring style in delivering peer mentoring activities	3.1	Identify own preferred style in peer mentoring
		3.2	Distinguish ways to use your style of mentoring to establish a code of conduct, ground rules and confidentiality in setting guidelines for peer mentoring
		3.3	Deliver peer mentoring activities
4	Review ways in which peer mentoring can be improved	4.1	Describe how to review a mentee's progress and provide feedback on their progress after each session.
		4.2	Identify ways in which mentee can provide feedback that can be used to review and reflect on own practice
		4.3	Identify how to improve the peer mentoring process as a result of the review

## 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.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **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.

## 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 on our website.

The support we offer focuses on a range of issues, such as:

- 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 in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based 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 also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**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.

To get in touch with our dedicated support teams please visit our website.

### 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
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

July 2017

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