

Pearson BTEC International Level 3 Specialist Award in Branding Products and Services Specification

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Edexcel, BTEC and LCCI qualifications

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Welcome

With a track record built over 40 years of learner success, our BTEC International qualifications are recognised internationally by governments, industry and higher education.

What are BTEC International Specialist and Professional qualifications?

These BTEC qualifications are available at Levels 1–3 (Specialist) and at Levels 4–7 (Professional).

BTEC International Specialist and Professional qualifications give learners the knowledge and/or skills that they need to prepare for employment in a sector or job role. They also provide career development opportunities for those already in work.

They put learning into the context of the world of work, giving learners the opportunity to apply their learning in relevant and realistic work contexts. This applied, practical approach means that learners develop the knowledge and skills they need for career progression or further study.

Sizes of qualification

Pearson estimates the number of guided learning hours (GLH) that will be needed for centre staff to deliver the qualification. This includes all training that involves centre staff in teaching and supervising learners, as well as all assessment activities.

BTEC Specialist and Professional qualifications are available in the following sizes:

- Award – a qualification with a GLH value of 10–120 hours
- Certificate – a qualification with a GLH value of 121–369 hours
- Diploma – a qualification with a GLH value of 370 or above.

Collaborative development

This qualification has been developed with input from industry experts. We are grateful to all the individuals and organisations who generously shared their time and expertise to help us develop these new qualifications.

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Introduction to BTEC International Specialist qualifications

This specification contains all the information you need to deliver the Pearson BTEC International Level 3 Specialist Award in Branding Products and Services.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*.

This qualification is not regulated in England.

The information in this specification is correct at the time of publication.

1 Qualification purpose and progression

Pearson BTEC International Level 3 Specialist Award in Branding Products and Services

Who is this qualification for?

The Pearson BTEC International Level 3 Specialist Award in Branding Products and Services allows learners to develop an understanding of the role of branding and how it is used.

Learners will consider the ways in which organisations use branding to achieve their marketing objectives and organisation aims. They will explore the ways in which branding influences the marketing mix and how brand-strategy recommendations are developed according to market needs.

What could this qualification lead to?

Learners who have completed the Pearson BTEC International Level 3 Specialist Award in Branding Products and Services can progress on to other qualifications, such as the:

- Pearson BTEC International Level 3 Qualifications in Marketing
- Pearson BTEC International Level 3 Qualifications in Business

This qualification supports career progression. Learners who have completed the Pearson BTEC International Level 3 Specialist Award in Branding Products and Services will help learners progress to employment in the marketing industry.

This qualification will support learners in continuing their studies of branding through a marketing-related degree or a professional qualification. The unit will also give learners the skills to progress to employment in a branding-related role.

This qualification is part of a suite of shorter, specialist marketing qualifications. Learners may progress to the following qualifications to broaden their knowledge and skills in marketing:

Pearson BTEC International Level 3 Specialist Award in Investigating Customer Communications

This qualification allows learners to develop an understanding of segmentation, targeting and positioning, and influences on the customer decision-making process.

Pearson BTEC International Level 3 Specialist Award in Investigating Digital Marketing

This qualification allows learners to develop an understanding of how to use digital marketing and how this has evolved over time and the different tools and content options that are used to target a key customer segment.

2 Qualification summary and key information

| | |
|-----------------------------------|---|
| Qualification title | Pearson BTEC International Level 3 Specialist Award in Branding Products and Services |
| Operational start date | 01/08/2021 |
| Entry requirements | No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. |
| Guided Learning Hours (GLH) | 60. |
| Assessment | The unit is internally assessed using a Pearson Set Assignment. |
| Unit grading information | Pass/Merit/Distinction |
| Qualification grading information | Pass/Merit/Distinction. A minimum of a Pass grade must be achieved to pass this qualification. |

3 Structure

Qualification structure

Pearson BTEC International Level 3 Specialist Award in Branding Products and Services

Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

| Pearson BTEC International Level 3 Specialist Award in Branding Products and Services | | |
|---|--------------------------------|-----------|
| Unit number | Unit title | GLH |
| Mandatory unit – learners must achieve this unit | | |
| 1 | Branding Products and Services | 60 |

4 Unit

Understanding your unit

The unit in this specification sets out our expectations of assessment in a way that helps you to prepare your learners for assessment. The unit help you to undertake assessment and quality assurance effectively.

This section explains how the unit works. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

| Section | Explanation |
|---|--|
| Unit number | The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for all qualifications. |
| Unit title | This is the formal title that we always use, and it will appear on learners' certificates. |
| Level | The unit and qualification has a level assigned to them. The levels correspond with the levels used in the UK's Regulated Qualification Framework. |
| Unit type | This says if the unit is mandatory or optional for the qualification. |
| Guided Learning Hours (GLH) | Guided Learning Hours (GLH) is an estimate of the number of hours that will be needed for a typical learner to achieve the unit. Guided learning includes all training that involve centre staff in teaching and supervising learners, as well as all assessment activities. |
| Unit in brief | This is a brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. |
| Unit introduction | This summarises the content of the unit and how learners will benefit from taking it. |
| Learning outcomes and grading criteria | The learning outcomes set out what a learner must know, understand or be able to do as the result of a process of learning. The grading criteria specify the standard the learner is required to meet to achieve a Pass, Merit or Distinction for the unit. |
| Unit content | This section sets out what needs to be taught. Content is compulsory except when it follows an 'e.g.'. Learners should not be asked to complete the assessment until all of the content for the unit has been taught. |
| Essential information for assessors | This section gives information to support delivery and the implementation of assessment. |
| Essential resources | This lists any specialist resources needed to deliver the unit. Centres will be asked to show that these resources |

| Section | Explanation |
|--------------------------------------|---|
| | are in place when they seek approval from Pearson to offer the qualification. |
| Suggested assessment approach | This gives suggestions for how to assess the learning outcomes. |
| Assessment requirements | This gives detailed information about what evidence learners are required to show in order to meet the assessment requirements. |

Unit 1: Branding Products and Services

Level: 3

Unit type: **Mandatory**

Guided learning hours: **60**

Unit in brief

Learners will investigate the role of branding and how it is used. They will give recommendations for changes to a brand for a selected product or service.

Unit introduction

Brands surround us in our everyday lives. People may judge others by their brand of car, their brand of clothes or the brand of drinks they consume. Brands can help give people identity and image. Because of this, marketing is often brand driven, with the objective of establishing a product or service with a separate identity in consumers' minds, making the product or service desirable, wanted and even needed. Messages are carefully crafted to build customer views and expectations of the products or services associated with the brand. Constant advances in digital-based processes and systems, and changes in customer behaviour and use of social media, present a challenge for organisations which work to maintain, develop or reinforce their brand identity. Organisations invest a huge amount of effort and resources to ensure that the customer recognises and responds to their brand identity in the right way.

In this unit, you will consider the ways in which organisations use branding to achieve their marketing objectives and organisation aims. You will explore the ways in which branding influences the marketing mix and how brand-strategy recommendations are developed according to market needs.

This unit will support you in continuing your studies of branding through a marketing-related degree or a professional qualification. The unit will also give you the skills to progress to employment in a branding-related role.

Learning outcomes and grading criteria

To achieve a **Pass** grade for the unit, learners must achieve all **pass** criteria.

To achieve a **Merit** grade, learners must achieve all **pass and merit** criteria.

To achieve a **Distinction** grade, learners must achieve all **pass, merit and distinction** criteria.

| Pass | Merit | Distinction |
|---|---|--|
| Learning outcome A: Investigate the role of branding in a selected organisation | | A.D1 Evaluate the impact of branding on a selected organisation, making a judgement on its significance. |
| A.P1 Explain the principles of branding for a selected organisation. A.P2 Explain how brands can be an asset to a selected organisation. | A.M1 Analyse the advantages and disadvantages of branding to a selected organisation. | |
| Learning outcome B: Review how branding is used by a selected organisation | | B.D2 Evaluate the extent to which the branding of a product or service meets the aim(s) of a selected large organisation. C.D3 Justify suggested changes to an existing brand for a product or service. |
| B.P3 Explain the reasons for a selected large organisation to have a brand strategy. B.P4 Explain the branding of contrasting products or services in a selected large organisation. | B.M2 Analyse the potential impact of internal and external factors on branding activities of a product or service. | |
| Learning outcome C: Recommend improvements to a brand for an existing product or service | | |
| C.P5 Explain the challenges of managing an existing brand for a product or service. C.P6 Explain an existing brand for a product or service using a brand audit. | C.M3 Analyse the reasons why an existing brand for a product or service may need to change. | |

Unit content

Learning outcome A: Investigate the role of branding in a selected organisation

A1 Principles of branding

- Product or service.
- Branding: the elements that define the image, ethos and tone of an organisation and its products or services.
- Brand: a characteristic name, symbol or shape that distinguishes a product or service from that of another supplier.
- Brand portfolio: a collection of brands under the control of an organisation.
- Types of brand:
 - organisation name, such as manufacturers and retailers
 - product and product ranges, such as cars or drinks
 - person, such as a celebrity, actor, singer or entrepreneur.
- Use of branding:
 - new brands
 - brand extensions
 - sub-brands
 - product extension.
- Target audiences for brands.
- Consumer feelings about and connections with a brand:
 - brand awareness and recognition of the brand
 - perceived qualities associated with the brand
 - loyalty to the brand.
- Customer loyalty ladder:
 - suspects to prospects
 - prospects to customers
 - customers to clients
 - clients to advocates.
- Branding as part of the marketing mix.

A2 Brand as an asset

- Value of a brand: the total financial value of a brand.
- Brand equity (positive and negative): the differential effect that knowing the brand name has on a customer's response to the product or service and its marketing, the value of a brand beyond physical assets.
- Customer equity: the value of customer relationships that a brand creates.
- Protecting the brand: legal issues – trademark registration, copyright, patent registration/IP (intellectual property).

A3 Benefits and limitations of branding

- Benefits of strong branding:
 - differentiates the product or service from the competition
 - increases customer engagement
 - increases customer loyalty and customer advocates
 - can command premium prices/higher prices than non-branded products or services
 - reduces price sensitivity
 - increases value of the organisation
 - makes consumer choice and recognition of products or services easier
 - strong brand awareness leads to high sales and high market share
 - retailers and service sellers are more likely to stock top-selling brands than less well-known brands
 - brand portfolios allow organisations to compete in many different marketplaces with a range of product lines or services.
- Limitations of branding:
 - may take years to build a brand
 - high cost of promotion, keeping brand in the customers' eyes
 - loss of brand value for one product or service can affect a range of similar products or services
 - brands invite competition and copycats
 - high cost of research and development in ensuring brand continues to develop and lead the market.

Learning outcome B: Review how branding is used by a selected organisation

B1 Branding as part of organisation strategy

- Brand strategy:
 - a long-term plan for the development of a successful brand in order to achieve specific goals
 - aligns with organisation aims and objectives for the product or service
 - influences the marketing strategy of an organisation.

B2 Brand design

- Brand values: reflecting the core values and culture of the organisation and its employees.
- Brand personality and voice.
- Brand identity.
- Brand names: descriptive, evocative, inventive, geographical, acronym, founder, lexical.
- Brand elements:
 - intangibles – promise, personality, positioning and emotion
 - tangibles – identifying symbols, e.g. logos, graphics, colours, and sounds, e.g. music, jingles, voice.

- Using packaging to communicate a brand.
- Touchpoints – any place where consumers encounter a brand, such as:
 - advertising
 - organisation vehicles and livery used
 - company clothing, e.g. uniforms
 - signage and logos
 - branded mobile apps
 - content marketing, to include web landing pages, blogging, videos, podcasts, email, social media sites and communities
 - staff.

B3 Factors influencing branding activities

- Internal influences:
 - size of the organisation
 - stage of the organisation – start-up, growth, decline
 - type of product or service
 - geographical location of organisation
 - budget for branding.
- External influences:
 - competition from other organisations
 - social pressure and conventions relating to the product or service
 - political climate
 - advances in technology and scope of digital platforms available
 - digital impact of customers communicating positively and negatively about the brand.

Learning outcome C: Recommend improvements to a brand for an existing product or service

C1 Challenges of managing brands

- Brand management: analysis and planning of how a brand is perceived in the market, brand success and brand failure.
- Maintaining branding relationship with customers throughout the product or service life cycle.

C2 Improving a brand

- Brand audit – a formal assessment of a brand's strengths and weaknesses, to include:
 - existing marketing strategies, materials and communications
 - the customer perception of brand through primary and secondary data, such as questionnaires, focus groups, customer satisfaction surveys, sales and revenue data, blogs
 - comparison with competitors' brands for similar products or services.

- Changing the perceptions of a brand:
 - re-branding
 - brand refreshing
 - brand relaunching.
- Reasons for changing a brand:
 - change in organisation focus
 - changes in the market
 - trends
 - changes in customer behaviour, values and needs
 - competitors, branding strategies
 - technological and digital impact.
- Changes in branding and promotion to reflect social trends:
 - viral marketing – encouraging consumers to share information about products or services via the internet
 - social media sites – used to show benefits and features of products or services to differentiate from the competition
 - emotional branding – creating a bond between the consumer and the product or service by creating an emotional response to the advertising.

Essential information for assessors

Essential resources

For this unit, learners will need access to a range of current branding information.

Suggested assessment approach

This section must be read in conjunction with *Section 6 Assessment*.

This unit has a set assignment. Learners must complete a Pearson Set Assignment Brief.

The table below shows the suggested approach to assessments.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit, and be designed in a way that enables learners to meet all the assessment criteria.

| Learning outcome | Suggested assessment approach |
|--|--|
| A Investigate the role of branding in a selected organisation | A report evaluating the impact of branding in a selected organisation. |
| B Review how branding is used by a selected organisation | A report on the extent to which the branding of a product or service meets the aim(s) of the selected large organisation, including recommendations on changes to be made to a brand in response to a brand audit. |
| C Recommend improvements to a brand for an existing product or service | |

Assessment requirements

Learning outcome A

Learners will carry out an investigation into an organisation that has a reputation for strong brands. Learners will draw on the varied information from the given context in the Pearson Set Assignment and consider the relevance and significance of the unit coverage within that context. This will lead to a supported judgement and conclusion established within the given context.

To achieve Pass, learners will show clear details of the principles of branding in a selected organisation and give reasons as to why brands can be an asset.

To achieve Merit, learners will present a methodical and detailed examination of the branding and its application used by an organisation. They will present the outcome of their analysis by detailing the advantages and disadvantages of branding to the organisation, including an explanation of how brands can be an asset.

To achieve Distinction, learners will draw on varied information, considering the relevance or significance of the branding used by an organisation. They will use their results to make reasoned judgements. They will come to a supported conclusion on the impact of branding. They will show understanding of the link between branding and achieving the aims and objectives, such as an increase or improvement in market share or improved competitive advantage.

Learning outcomes B and C

Learners will continue their investigation into the organisation used for learning outcome A.

To achieve Pass, learners will give reasons for the organisation having a brand strategy and use examples to explain the branding of two of its contrasting products or services. They will choose one of these contrasting products or services and explain the challenges of managing the brand. They will use primary and secondary research to carry out a brand audit on the product or service, including the existing marketing strategies, materials and communications, the customer perception of the brand, and a comparison with competitors' brands for similar products or services..

To achieve Merit, learners will present a methodical and detailed examination of the reasons for the organisation having a brand strategy. They will look in more depth at the branding of one of the two contrasting products or services investigated and explain the challenges of managing this brand and the potential impact of internal and external factors on the branding activities for the product or service. Using a brand audit, they will analyse the reasons for changing the brand.

To achieve Distinction, learners will draw on varied information for the relevance of the organisation's brand strategy. They will look in more depth at the branding of one of the two contrasting products or services investigated and explain the challenges of managing this brand and the potential impact of internal and external factors on the branding activities for the product or service. They will evaluate the extent to which branding of this product or service meets the aim(s) of the organisation. With a view to improving the brand, they will carry out a brand audit to inform an analysis of reasons to change the brand, justifying all recommended changes.

Assessment controls

Time: this assignment has a recommended time period. This is for advice only and can be adjusted depending on the needs of learners.

Supervision: you should be confident of the authenticity of learner's work. This may mean that learners be supervised.

Resources: all learners should have access to the same types of resources to complete the assignment.

Research: learners should be given the opportunity to carry out research outside of the learning context if required for the assignment.

5 Program delivery

Centres are free to offer these qualifications using any mode of delivery that meets learners' needs. This might include full time or part time direct instruction in classrooms, distance learning, and directed self-study.

Centres must make sure that learners have access to the identified resources and to the subject specialists delivering the unit.

Those planning the programme should aim to enhance the vocational nature of the qualification(s) by:

- developing up-to-date and relevant teaching materials that make use of scenarios or case studies that are relevant to the sector
- giving learners the opportunity to apply their learning in realistic practical activities, for example creating business documentation or performing role plays
- developing projects with input from employers

Where legislation is taught, centres must ensure that it is current and up to date.

6 Assessment

To achieve a pass for this qualification, the learner must achieve the unit in the qualification structure.

Pearson Set Assignment Unit

A summary is given in Section 2 Structure. You should check this information carefully, together with the details of the unit being assessed, so that you can timetable learning and assessment periods appropriately. Learners must take the authorised Pearson Set Assignment for the set assignment unit. Teachers are not permitted to create their own assessments for set assignment unit. Some assignments may need to be taken in controlled conditions. This is described in the unit.

To achieve a Pass, learners must achieve all of the Pass criteria.

To achieve a Merit, learners must achieve all of the Pass and Merit criteria.

To achieve a Distinction, learners must achieve all of the Pass, Merit and Distinction criteria.

(Note that the unit and qualification are both graded).

Issuing assessment decisions and feedback

Once the assessor has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why achievement of assessment criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an Internal Verifier before it is given to the learner.

Resubmissions and retakes

Learners who do not successfully pass an assignment are allowed one opportunity to resubmit evidence for this assignment. If they still do not reach the required standard, they should be given one opportunity to retake a different assignment that covers the same learning outcome(s).

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs and Programme Leaders.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification. You need to refer to the *International Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to their chosen progression opportunities.

Pearson's equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic 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 for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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*.

Administrative arrangements for assessment

Records

You are required to retain records of assessment for each learner. Records should include decisions reached and any adjustments or appeals. Further information can be found in the *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner is assessed. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through allowing the use of assistive technology or adjusting the format of evidence. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Dealing with malpractice in assessment

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

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

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

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

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

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

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

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

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

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reductions for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

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

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

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual*.

This qualification is graded. The unit will be graded Pass, Merit or Distinction on the accompanying notification of performance if they are completed successfully.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to the following documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson International Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8 Quality assurance

Centre and qualification approval

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

- Centres must have access to 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/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC Specialist and Professional qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching August 2021) gives you details of the administration of the qualification and information on the unit for the qualification.

Pearson Progress

Pearson Progress is a new digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 3 Specialist Award in Branding Products and Services qualification. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and learners as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner.

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Specialist and Professional qualifications, these may include:

- delivery guides, which give you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. They explain the key features of the qualification, for example employer involvement and employability skills. They also cover guidance on assessment and quality assurance. The Guide tells you where you can find further support and gives detailed delivery guidance. They include teaching tips and ideas, assessment preparation and suggestions for further resources
- a sample scheme of work is provided for the unit. These are available in Word™ format for ease of customisation
- digital resources across that enable an immersive learning experience available on LearningHub.

LearningHub

Digital learning content for this programme will be available on the Pearson LearningHub. This online and mobile-optimised platform provides high-quality, bite-sized digital content for an accessible, interactive learning experience.

<https://www.pearson.com/uk/web/learning-hub.html>

Support for assessment

Sample assessment material for internally-assessed unit

This unit is assessed using a Pearson Set Assignment. Pearson will provide a sample assignment as an example of the form of assessment for the unit. This will be available via our website.

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your Pearson BTEC International Level 3 Specialist Award in Branding Products and Services qualification. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.
- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Specialist and Professional qualifications these sector-specific events, developed and delivered by specialists, are available both face to face and online.

‘Getting Ready to Teach’

These events are designed to get teachers ready for delivery of the BTEC International Specialist and Professional. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

August 2021

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](https://www.pearson.com/qualifications)

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