

# **Pearson BTEC International Level 3 Specialist Award in the History and Governance of Liverpool Football Club**

## **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 as a collaboration between Pearson and Liverpool Football Club. In partnership we have been able to draw on the expertise and resources of both organisations to develop this qualification. Learners with an interest in the development of sport, in particular the history, growth and governance of football clubs will benefit from these materials.

Liverpool Football Club is one of the world's most successful sports clubs and runs senior teams for men and women, with supporting academies. The sporting and commercial success of Liverpool Football Club has led to huge international growth of the fan base. At its core Liverpool Football Club holds to a philosophy of values called The Liverpool Way, which is central to everything the club does. There are benefits for all in understanding The Liverpool Way, be you a footballer or practitioner of any other sporting activity. A fundamental principle for both Pearson and Liverpool Football Club is the centrality of ethical principles to sporting practice in terms of diversity, inclusivity and respect.

Both Pearson and Liverpool Football Club are thrilled to bring this qualification and these resources to you.

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# Introduction to BTEC International Specialist qualifications for the Sports sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 3 Specialist Award in The History and Governance of Liverpool Football Club.

This qualification is part of a suite of sports sector qualifications offered by Pearson and developed in collaboration with Liverpool Football Club. They are designed to give learners an understanding of the different roles available and equip them with the skills that are necessary to prepare them for their first job.

The qualification titles are given below.

In the Sport sector these qualifications are:

- Pearson BTEC International Level 3 Specialist Award in the History and Governance of Liverpool Football Club
- Pearson BTEC International Level 3 Specialist Award in Liverpool Football Club as a Business
- Pearson BTEC International Level 3 Specialist Award in Liverpool Coaching Skills and Practice
- Pearson BTEC International Level 3 Specialist Award in Liverpool Coaching Employability Skills
- Pearson BTEC International Level 3 Specialist Award in Principles of Psychology in Sport
- Pearson BTEC International Level 3 Specialist Award in Principles of Sports Anatomy and Physiology
- Pearson BTEC International Level 3 Specialist Award in Principles of Nutrition and Performance in Sport

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.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC International Specialist Award in the History and Governance of Liverpool Football Club</b>	30 GLH One unit, which is mandatory.	This qualification is designed to provide learners with an overview of the history and background of Liverpool Football club and of the impact the football club has had locally, nationally, and globally.



# 1 Qualification purpose and progression

## Pearson BTEC International Specialist qualification for Sport

### Who is this qualification for?

Pearson BTEC International Specialist Award in the History and Governance of Liverpool Football Club is designed to allow learners to develop their interest and knowledge of the Liverpool Football club. It will also allow learners to understand the wider social impact of football on the development Liverpool as a city and on its inhabitants.

Learners will also develop an appreciation of the impact this football team has on a local, national and global basis. Liverpool Football Club is one of the world's most successful sports clubs and runs senior teams for men and women, with supporting academies. The sporting and commercial success of Liverpool Football Club has led to huge international growth of the fan base.

The specification contains a Liverpool-specific unit which will benefit those who wish to gain a closer understanding of the club, both in terms of its history and its sporting methodology. Both Pearson and Liverpool Football Club are thrilled to bring this qualification and these resources to you.

## 2 Qualification summary and key information

Qualification title	Pearson BTEC International Specialist Award in the History and Governance of Liverpool Football Club
Operational start date	01/07/2021
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification
Guided Learning Hours (GLH)	30
Assessment	This unit is assessed using assignments that are set and marked by the centre
Unit grading information	Pass/Merit/Distinction
Qualification grading information	A minimum of a Pass grade must be achieved to pass this qualification

### 3 Structure

#### Qualification structure

##### **Pearson BTEC International Specialist Award in the History and Governance of Liverpool Football Club**

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

<b>Pearson BTEC International Specialist Award in the History and Governance of Liverpool Football Club</b>	
<b>Unit title</b>	<b>GLH</b>
<b>Mandatory units – learners must achieve this unit</b>	
The History of Liverpool Football Club	<b>30</b>

## 4 Unit

### Understanding your units

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

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
<b>Unit number</b>	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.
<b>Unit title</b>	This is the formal title that we always use, and it will appear on learners' certificates.
<b>Level</b>	All units and qualifications have a level assigned to them. The levels correspond with the levels used in the UK's Regulated Qualification Framework.
<b>Unit type</b>	This says if the unit is mandatory or optional for the qualification.
<b>Guided Learning Hours (GLH)</b>	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.
<b>Unit introduction</b>	This summarises the content of the unit and how learners will benefit from taking it.
<b>Learning outcomes and grading criteria</b>	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.
<b>Unit content</b>	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.
<b>Essential information for assessors</b>	This section gives information to support delivery and the implementation of assessment.
<b>Essential resources</b>	This lists any specialist resources needed to deliver the unit. Centres will be asked to show that these resources are in place when they seek approval from Pearson to offer the qualification.

## Index of units

History of Liverpool Football Club

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# History of Liverpool Football Club

Level: 3

Unit type: **Mandatory**

Guided learning hours: 30

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## Unit introduction

Learners will explore the history of football and its governance before focusing on Liverpool Football Club (LFC) and its impact on the domestic, European and world stages.

LFC is the biggest football family around the world with fans from every corner of the globe. Often known as the '12th man', the loyalty of fans is second to none as they show their support to all players and managers. It would be difficult to find anyone who does not recognise the famous Liver bird or the sound of the Kop on a match day with a rendition of 'You'll Never Walk Alone'. With their huge on-pitch success on both the domestic and European stages coupled with a huge number of iconic players, LFC is the dream location for any ambitious footballer and passionate fan.

Throughout this unit, learners will explore football in general, focusing on the creation of the game as we know it and its major developments. They will also delve into the governance of football within England, Europe and the world and how this has helped the game to develop. Learners will go on to focus on LFC and the history of this magnificent club. They will examine key achievements as well as players and managers who have all helped to play a role in creating a rich history for LFC. Learners will examine major moments within the club's history such as the Hillsborough disaster. This unit will conclude with the examination of LFC's impact on the history of world football. This unit will help you to develop your knowledge of both football and LFC as a world leading club.

## 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
<b>Learning outcome A: Explore the inception and modernisation of football and its governance</b>		<b>A.D1</b> Analyse the development of football in England, Europe and the World
<b>A.P1</b> Explain the inception of football to modern day <b>A.P2</b> Explain the developments in governance within football	<b>A.M1</b> Compare and contrast the developments in football in England, Europe and the World.	
<b>Learning outcome B: Examine the history of Liverpool Football Club</b>		<b>C.D2</b> Evaluate the impact of Liverpool Football Club on football in England, Europe and the World.
<b>B.P3</b> Explain the impact of three players and managers on the success of Liverpool Football Club	<b>B.M2</b> Explain the socio-economic impact of Liverpool Football Club on the City of Liverpool.	
<b>Learning outcome C: Investigate the position of Liverpool Football Club within the history of world football</b>		
<b>C.P4</b> Explain the impact of Liverpool Football Club on world football	<b>C.M3</b> Assess the success of Liverpool Football Club in gaining a world-wide fan base.	



## Unit content

### Learning outcome A: Explore the inception and modernisation of football and its governance

#### A1 History of football in England

- Originated in England
- Splitting of mob football into rugby football and association football
- Key developments within the game:
  - subscription TV (influx of money)
  - introduction of Wembley
  - the new Wembley
  - introduction of shirt numbers
  - impact of radio broadcast and live TV games
  - impact of World War 1 and World War 2
  - post-war boom
  - the first Golden Age years
  - 1966 World Cup
  - introduction of the penalty shoot out
  - introduction of goal line technology
  - rise of the women's game
  - introduction of video assistant referee (VAR)
  - impact of Hillsborough.

#### A2 The governance of football

Understanding how governance bodies relate to each other and their responsibilities within each country, continent and across the world.

- England:
  - creation of the Football League
  - creation of the FA
  - creation of rules
  - introduction of the FA Cup
  - introduction of League Cup
  - creation and introduction of the Premier League.

- Europe:
  - creation of UEFA
  - introduction of the UEFA Europa League
  - introduction of the UEFA Champions League
  - introduction of the UEFA Women's Champions League
  - introduction of the UEFA Youth Cup
  - introduction of the UEFA Super Cup.
- Rest of the world:
  - creation of worldwide NGBs and IGBs including: FIFA, CONCACAF and SAFA
  - first World Cup (Uruguay, 1930)
  - first Women's World Cup (China, 1991)
  - creation of African Cup of Nations
  - creation of the Club World Cup.
- The structure of football, e.g. the FA football pyramid:
  - how football's NGBs and IGBs work together
  - the importance of football's NGBs and IGBs united front.

### **A3 Key developments that have shaped football Worldwide**

- Equipment:
  - balls-developments and change in materials
  - goal nets
  - boots shin protection shirts-sponsors, players' names, number.
- Media:
  - radio broadcasts
  - newspapers and magazines
  - television, e.g. national channels, local channels, Sky TV, pay-to-view channels
  - football specific television programmes, e.g. Match of the Day
  - 'This is Anfield' fan website
  - Liverpool FC TV.
- Technology:
  - The Bosman ruling (1995) and the impact of freedom of movement
  - introduction of financial fair play regulations (2010).
- Successes:
  - world cup, UEFA and other international cup wins and the impact this has on a country, e.g. England, 1966.
- Rules changes
  - backpass law
  - offside rule
  - substitutions during games
  - temporary rules, e.g. those introduced following Covid-19.
  -

#### **A4 Importance of football history for future developments within the game**

- To influence direction of football.
- Positively influence behaviours within the game.
- Providing a framework for future success.
- Providing guidance for development.
- As a way to understand cultural differences.
- Clubs rich in history attract wider audiences.

#### **Learning outcome B: Examine the history of Liverpool Football Club**

##### **B1 Club, players and managers**

- Club:
  - creation of the club (1892)
  - originally played in blue and white
  - key figures in the history of LFC:
    - John Houlding (founder)
    - Archibald Leitch (architect of Anfield and other revered UK stadia)
    - John Smith: chairman during the most successful period of LFC (1973-1990)
    - Ronnie Moran: player (1952-1966), coach (1966-1998), caretaker manager (1991 and 1992)
  - Ownership and the impact of different owners
    - Fenway Sports Group
    - George Gillett and Tom Hicks
    - David Moores
  - Introduction of the all red kit (1964).
- Anfield stadium(built 1884):
  - original occupants (Everton FC)
  - known around the world
  - expansions to different parts of the stadium to increase capacity
  - movement to all seater
  - Kop end (Spion Kop)
  - Anfield Road End
  - Sir Kenny Dalglish stand
  - use as an international ground (Euro's, 1996)
  - landmark and statues, e.g. Shankly gates, Bill Shankly statue.
- Substantial impact of managers, e.g:
  - William Edward Barclay and John McKenna (1892-1896)
  - Bill Shankly (1959-1974)
  - Bob Paisley (1974-1983)
  - Joe Fagan (1983-1985)
  - Kenny Dalglish (1985-1991 and 2011-2012)

- Gerrard Houllier (1998-2004)
- Rafael Benetiz (2004-2010)
- Jurgen Klopp (2015-present)
- Vicky Jepson (Women's association football manager, 2018-present)
- Matt Bears (Women's association football manager, 2012-15).
- Substantial impact of players, e.g.:
  - Billy Liddell (1938–1961)
  - Roger Hunt (1958–1969)
  - Steve Heighway (1970–1981)
  - Kenny Dalglish (1977–1990)
  - Graeme Souness (1978–1984)
  - Ian Rush (1980-1987 and 1988-1996)
  - John Barnes (1987–1997)
  - Steven Gerrard (1998–2015)
  - Jamie Carragher (1996–2013)
  - progression through the academy to first team action.

## **B2 Key historical moments**

Learners should understand the impact of each of these historical moments on football as well as the successes of LFC

- Champions of the football league (1901).
- The rise under Shankly.
- Heysel stadium disaster (1985).
- The Hillsborough disaster (1989).
- First FA Cup win 1965 (despite the cup being introduced 70 years prior).
- European triumph:
  - Rome (1977)
  - Istanbul (2005).
- Premier League triumph:
  - near misses (2nd in 2000-01, 2008-09, 2013-14, 2018-19)
  - champions (2020).
- Other triumph:
  - UEFA Cup
  - Women's Super league
  - Charity Shield
  - FA Cup
  - FA Youth Cup.
- Impact of history of business decisions within the club:
  - financial gain brought about as a result of successes
  - club ownership affecting finances
  - attraction of big name players.

### **B3 The socio-economic impact of LFC**

- Socio-economic landscape of Liverpool as a city:
  - deprivation
  - North/South divide within the city
  - Toxteth riots and the impact
- Political influence following WW1 and WW2.
- Effects of economic downturn:
  - 1980's
  - 1990's
  - The Great Recession
  - Covid-19 (2020).
- The impact of football on the city of Liverpool:
  - employment opportunities
  - Saturday traditions, e.g. father and son time at the match, 3pm kick-offs,
  - chanting on the terraces
  - providing a focal point from the realities of life (closing of docks, Toxteth riots, post-war, post-Hillsborough and Heysel disasters)
  - LFC as a family
  - city wide parades of trophies
  - provide community-based activities to support residents.

## **Learning outcome C: Investigate the position of Liverpool Football Club within the history of world football**

### **C1 Position of LFC in the history of world football**

- Rich history of success and dominance for periods of time.
- Development of world class players throughout history.
- World-wide brand:
  - liver bird
  - club badge
  - 'This is Anfield' tunnel sign
  - club anthem 'You'll Never Walk Alone'
  - red kit.
- Fan base:
  - fierce loyalty
  - international following.
- Fierce rivalries in the UK:
  - Everton FC
  - Manchester United FC
  - Manchester City FC

- Chelsea FC.
- Planning for future success:
  - academy developments
  - sale of players
  - purchasing of players.

## **C2 Impact of LFC on the history of world football**

- Bill Shankly's world class transformation raising the bar in football.
- Bob Paisley's success to win 3 European Cups.
- Setting high standards for other clubs to strive to achieve.
- Producing world class players.
- Producing world class coaches.

## Essential information for assessors

### Essential resources

There are no specialist resources needed for this unit.

### Assessment requirements

#### Learning outcome A

**To achieve Pass**, learners must create a fact-file that explains how football was created through to modern day football along with the introduction of governing bodies and their development over time. Learners should make this fact-file interesting and eye-catching to engage a reader and demonstrate their real love for football and understanding of how the game has developed over the years.

**To achieve Merit**, learners must consider a variety of similarities and differences between football in England, Europe and the rest of the world. Learners may find this easier to split this into three sections to compare and contrast England to Europe, England to the rest of the world and Europe to the rest of the World. This may allow a more focused approach to incorporate the many similarities and differences that we see today.

**To achieve Distinction**, learners must learners will provide depth to their fact-file via a written report that delves into the development of football in England, Europe and the world. Focusing on the history of football, its governance, world-wide developments and the impact history will have on the future of the game of football, learners will provide a detailed analysis that incorporates all positives of the game that we love today and the potential for shaping future football.

#### Learning outcomes B and C

**To achieve Pass**, learners must consider how players and managers have impacted on the success of Liverpool Football Club. They will select three players and managers to explore, providing explanations as to how they have aided the clubs success. They will provide an explanation of how Liverpool Football Club has impacted on the world football stage through their various triumphs.

**To achieve Merit**, learners must consider the socio-economic outlook of the city of Liverpool and the way that this has impacted on local residents. They will go on to explore how Liverpool Football Club have impacted the city's socio-economic landscape as well as the impact of key events such as both World Wars, various economic downturns, Toxteth riots, closing of the docks and deprivation. Learners will consider how Liverpool Football Club have successfully secured a world-wide loyal fan base through the development of the club from inception to modern day and the magnitude of its success gained through the creation and/or development of key players and managers.

**To achieve Distinction**, learners must consider the positive impact of Liverpool Football Club on domestic, European and worldwide football. They will also look at any potential negative impact that may have occurred over the years, e.g. the Heysel Stadium Disaster (1985). Learners should focus upon the high standards set by key figures such as Bill Shankly and Bob Paisley who helped to shape a club rich in success and the production of world class players and coaches. Learners should conclude with their own opinions

from the information that they have considered as to the overall impact of Liverpool Football Club within England, Europe and the world.

For more information, see *Section 6 Assessment*.



## 5 Program delivery

Centres are free to offer this qualification 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 units.

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 complete the unit required in the qualification structure.

### Internal assessment

All units in this qualification are internally assessed. This means that centres set and mark the assessments, which are then subject to external standards verification by a Pearson standards verifier.

#### Assessment using assignments

For all units, the format of assessment is an assignment taken after the content of the unit has been delivered. An assignment may take a variety of forms, including practical and written. Assignments are separate from teaching, practice, and other activities that learners complete with input from teachers. Assignments must be completed independently by learners, which means they work on their own without input from other learners or teachers.

An assignment needs to be issued to learners as an assignment brief which includes a start date, a completion date and clear requirements for the evidence that they need to provide. Assignments should be set within a specific organisational context. Assignments can be divided into tasks and may require several forms of evidence, including written tasks and observations.

Teachers will set the assignments. They must allow learners to generate the evidence required to meet all of the pass, merit and distinction grading criteria and the *Essential Requirements for Assessors* for the unit. In *Appendix 1: Glossary of terms used*, we have set out a definition of terms used in the grading grids.

- 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.

#### 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.

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

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](http://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](mailto: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](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto: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*.

The qualification is graded Pass/Fail overall, but units 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 International Level 3 Specialist 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 from July 2021) gives you details of the administration of the qualifications and information on the units for the qualifications.

#### 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 qualifications. It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and students 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 International Level 3 Specialist 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 BTEC International Level 3 Specialist qualifications, 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 unit-by-unit delivery guidance. They include teaching tips and ideas, assessment preparation and suggestions for further resources
- sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation
- delivery plans that help you structure delivery of a qualification
- teacher resource packs developed by Pearson including materials and activities to fully support your teaching of units available on LearningHub

- digital resources across a range of mandatory and optional units 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, bitesized digital content for an accessible, interactive learning experience.

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

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

## Support for assessment

### Sample assessment materials for internally-assessed units

For internal units assessed with a Pearson Set Assignment we will provide a sample assignment as an example of the form of assessment for the unit. For the remaining internally set units, we allow you to set your own assignments, according to your learners' preferences and to link with your local employment profile.

We provide a service in the form of Authorised Assignment Briefs and sample Pearson Set Assignments, which are approved by Pearson Standards Verifiers. They are available via our website.

## Pearson English

Pearson provides a full range of support for English learning including diagnostics, qualifications and learning resources. Please see [www.pearson.com/english](http://www.pearson.com/english)

## 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 BTEC International Level 3 Specialist qualifications. 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 International Level 3 Specialist 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 Level 3 Specialist qualifications. 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.





**July 2021**

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

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