

Pearson BTEC International Level 3 Specialist Award in Investigating Customer Communications

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 Investigating Customer Communications.

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 Investigating Customer Communications

Who is this qualification for?

The Pearson BTEC International Level 3 Specialist Award in Investigating Customer Communications allows learners to develop an understanding of segmentation, targeting and positioning, and influences on the customer decision-making process.

The qualification introduces different methods used to segment and target a variety of different customers in different buying contexts, including business to business (B2B), business to customers (B2C) and not for profit (NFP). Learners will evaluate stages and influences on the buying and decision-making process and apply this to a selected customer segment.

What could this qualification lead to?

Learners who have completed the Pearson BTEC International Level 3 Specialist Award in Investigating Customer Communications 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 Investigating Customer Communications will progress to employment in marketing agencies or in-house marketing departments.

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 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.

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

This qualification allows learners to develop an understanding of the role of branding and how it is used.

2 Qualification summary and key information

Qualification title	Pearson BTEC International Level 3 Specialist Award in Investigating Customer Communications
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.
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 Investigating Customer Communications

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 Investigating Customer Communications		
Unit number	Unit title	GLH
Mandatory unit – learners must achieve this unit		
1	Investigating Customer Communications	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.

Section	Explanation
	Centres will be asked to show that these resources 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: Investigating Customer Communications

Level: 3

Unit type: Mandatory

Guided learning hours: 60

Unit in brief

Learners develop understanding of segmentation, targeting and positioning and influences on the customer decision-making process.

Unit introduction

Customer communications is a key component in the overall marketing strategy of an organisation to engage customers. Organisations may have many different types of customers. Understanding how to best engage with these customers by segmenting and targeting them means that organisations can better meet the customers and the organisation's needs. By understanding their different buying decision processes, organisations use this information to retain customers, gain new customers or launch new products.

In this unit, you will look at the variety of different methods that can be used to segment and target a variety of different customers in different buying contexts, including business to business (B2B), business to customers (B2C) and not for profit (NFP). You will then be given some detailed information on a given business within a given theme and will need to evaluate the stages and influences on the buying decision-making process for a selected customer segment that you have deemed relevant.

This unit will help you to progress to employment in marketing agencies or in-house marketing departments. It will also help you to move on to further study in higher education or to professional qualifications related to marketing.

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: Explore segmentation, targeting and positioning <p>A.P1 Explain different types and methods of customer segmentation.</p> <p>A.P2 Explain different methods of targeting and positioning customers.</p>	<p>A.M1 Analyse methods of segmentation, targeting and positioning for different customers.</p>	<p>AB.D1 Evaluate methods of segmentation, targeting and positioning and the stages and influences on their decision making for different customers.</p>
Learning outcome B: Understand how customers make buying decisions <p>B.P3 Explain the stages of the customer decision-making process for different customers.</p> <p>B.P4 Explain the influences on the decision-making process for different customers at each stage.</p>	<p>B.M2 Analyse the stages and the influences on the customer decision-making process for different customers.</p>	
Learning outcome C: Explore different customer segments and bases for a selected communications plan <p>C.P5 Explain different customer segments and bases which would be suitable targets for a communications plan.</p> <p>C.P6 Explain the stages and influences on the buying decision making process for a selected customer segment for a communications plan.</p>	<p>C.M3 Assess the stages and influences on the buying decision making process for a selected customer segment for a communications plan.</p>	<p>C.D2 Evaluate the significance of the stages and influence on the buying decision making process for the selected customer segment for a communications plan.</p>

Unit content

Learning outcome A: Explore segmentation, targeting and positioning

A1 Different types of customer

- Define the meaning of 'customers' in different buying contexts, e.g.:
 - customers
 - consumers
 - buyers
 - prospects
 - business to customer (B2C)
 - business to business (B2B)
 - not for profit (NFP).

A2 Customer segments

- Define the meaning of customer segments in different buying contexts:
 - Demographic: age, generation, gender, education, occupation, income, marital status, ethnicity
 - Geographic: country, state, region, climate, market size
 - Behavioural: occasion, usage, thought process
 - Lifecycle: understanding which stage of the buying process a customer is in, e.g. visited online store but not purchased, bought only once in last 6 months, bought only in last 12 months.

A3 Purpose and methods of segmenting customers

- Segmentation: the categorisation of stakeholders into homogenous groups.
- Purpose of segmentation:
 - matching the right customer to the appropriate organisational strength so that marketing resources are used efficiently
 - to give a greater return on investment (ROI).
- Benefits of segmentation for customers:
 - belief that their needs, desires and beliefs are best satisfied
 - receive a tailored experience
 - improved experiences.

- Benefits of segmentation for organisations:
 - maximise sales
 - maximise profits
 - ability to advertise a unique selling benefit, therefore better brand management
 - customer loyalty
 - develop products at a lower cost due to resources delivering an increased return on investment
 - fewer advertising and promotion channels needed
 - lower promotion costs as messages can be repeated only in spaces where segmented customers will hear them
 - potentially fewer distribution channels
 - reduction of sales costs.
- Segmentation bases:
 - B2C – by type of customer, e.g. demographics – age, sex, income, education, industry, profession – by spending behaviour, e.g. how often people buy, how much they spend, when they buy – by social media usage, e.g. access to social data to customise campaigns based on interests, friends/followers to become brand advocates, education
 - B2B – by organisation type, size, purpose, budget capacity and job function – by organisation volume and regularity of purchases – by organisation products, services and client base – by organisation culture, ethos and innovative capacity – by organisation requirements and relationship
 - not-for-profit – by donor/ member type – by fundraising capability.

A4 Purpose and methods of targeting customers

- Targeting: concentrating marketing on one or a few key segments consisting of the customers whose needs most closely match the product or service offering.
- Purpose of targeting: to attract new business, increase sales and boost business success.
- Methods of targeting:
 - special discounts, rewards and priority access to new products
 - upsell relevant products and services to encourage more spending.

A5 Purpose and methods of positioning customers

- Positioning: promoting a product or service to a particular market segment to fulfil specific requirements.
- Purpose of positioning: to determine the greatest opportunity exists to increase sales, provide value to customers by meeting customer needs and expectations, to concentrate efforts on what the company does particularly well in comparison with its competitors.
- Methods of positioning:
 - customer needs and perceptions
 - brand recognition
 - pricing
 - quality, convenience and customer service.

Learning outcome B: Understand how customers make buying decisions

B1 Customer decision-making process

- Stages in the customer's decision-making process:
 - need recognition
 - information gathering
 - evaluation of alternatives
 - purchase decision
 - post purchase review and evaluation
 - potential repeat purchase.
- Decision-making units (DMUs):
 - initiators
 - gatekeepers
 - buyers
 - deciders
 - users
 - influencers.
- Customer decision making in different contexts:
 - business to business (B2B)
 - business to customer (B2C)
 - not for profit (NFP).
- Generating customer loyalty.

B2 Influences on customer decision making

- Influences on individual decision making:
 - purchasing power
 - group influence
 - personal preferences
 - economic conditions
 - marketing campaigns
 - scarcity.
- Influences on organisational decision making:
 - business objectives
 - budgets
 - culture
 - decision makers
 - attitude to risk
 - availability of data
 - external environment.

- Online influences on decision making:
 - product/service reviews
 - websites, e.g. ease of use, comfort, jargon-free, product updates
 - social pressure
 - exposure
 - social media following
 - after-sales services.
- Offline influences on decision making:
 - face-to-face conversation with salesperson
 - face-to-face conversation with family/friends
 - recommendations
 - social pressure
 - social norms and expectations
 - exposure
 - experiences
 - in-store ambience
 - emotional connections.

Learning outcome C: Explore different customer segments and bases for a selected communications plan

C1 Purpose of a selected communications plan

- Customer acquisition.
- Customer retention.
- New product launch.

C2 Suitable targets for a selected communications plan

- Selected customer segments which would be suitable targets depending on the:
 - purpose of the communications plan
 - nature of the business
 - aims of the business
 - nature of the products/services
 - current customer base
 - potential new customer base
 - distribution network
 - competition.
- Suitability of the bases used to segment the market.

C3 Buying decision-making process for identified segments for a selected communications plan

- Stages of the buying decision-making process for selected segments.
- Influences on the decision making for selected customers at each stage of the buying decision-making process.

Essential information for assessors

Essential resources

There are no specialist resources needed for this unit.

Suggested assessment approach

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

This unit is assessed internally by the centre and externally verified by Pearson.

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 Explore segmentation, targeting and positioning	A report evaluating the different methods of segmentation, targeting and positioning used for different customers and the stages and influences on their buying decision-making process.
B Understand how customers make buying decisions	A report in response to a given case study on a selected business and a given customer communications plan theme, evaluating the stages and influences on the buying decision making process for a selected customer segment.
C Explore different customer segments and bases for a selected communications plan	A report in response to a given case study on a selected business and a given customer communications plan theme, evaluating the stages and influences on the buying decision making process for a selected customer segment.

Assessment requirements

Learning outcomes A and B

To achieve Pass, learners will need to give examples of the type of segmentation, targeting and positioning for at least two customer segments in at least one buying context. They will give a brief account of different stages of the buyer decision-making process for at least two different customers, giving reasons for the influences at each stage.

To achieve Merit, learners will present a methodical and detailed examination of the inter-relationship between the different methods of segmentation, targeting and positioning for a range of different customers and the different buying contexts in which they operate. In addition, they will examine the inter-relationship between the segmentation, targeting and positioning for selected customers in different contexts and the stages and influences on their buying decision-making process.

To achieve Distinction, learners will draw on varied information in order to consider the strengths and weaknesses of various methods of segmentation, targeting and positioning for a range of different customers in the three different buying contexts (B2B, B2C and NFP). These can be of the learners'/centre's choice. Learners will draw on varied information to consider the relevance and significance of different stages and influences for the different customers in the different buying contexts. They will make a supported judgement showing the relationship between the segmentation, targeting and positioning for selected customers in different contexts and the relevance of the stages and influences on their buying decision-making process.

Learning outcome C

To achieve Pass, learners will provide details of two customer segments that are relevant to the given theme. They will provide reasons for the selection of those segments in the context of the given theme. They will provide details of the segmentation bases used in defining those segments.

Learners will then select one key customer segment and provide details and influences of the buying decision-making process relevant to that segment.

To achieve Merit, learners will consider one customer segment relevant to the given theme. They will justify the selection of the segment in the context of the given theme and provide a careful consideration of the segmentation bases used in defining the segment.

To achieve Distinction, learners will make a supported judgement as to the significance of the customer segment. Using this customer segment, they will draw on information from a number of sources to consider the relevance of the buying decision-making process to the selected segment. A supported judgement will be made of the fully relevant influences on the chosen segment at each stage of the buying decision-making process.

Essential information for assignments

The recommended structure of assessment is shown in the suggested assessment approach, along with suitable forms of evidence. *Section 6 Assessment* gives information on setting assignments and there is also further information on our website.

There is a maximum number of two summative assignments for this unit.

The relationship of the learning outcomes and criteria is:

Learning outcomes: A and B (A.P1, A.P2, B.P3, B.P4 A.M1, B.M2, AB.D1)

Learning outcome: C (C.P5, C.P6, C.M3, C.D2)

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 required in the qualification structure.

Internal assessment

The unit in this qualification is 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 the unit, 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.

(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 Investigating Customer Communications 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

We provide a service in the form of Authorised Assignment Briefs which are approved by Pearson Standards Verifiers. They are 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 Investigating Customer Communications 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.



Pearson
BTEC

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