

Pearson BTEC International Level 3 Specialist Award in Liverpool Coaching Skills and Practice

Specification

First registration July 2021

Issue 1

Edexcel, BTEC and LCCI qualifications

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Publication Code: VQ000162

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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?

This 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 hours 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. This specification is intended for all those with an interest in sport and an interest in the multiple vocational career opportunities that are available in sport. Learners with an interest in health and fitness, coaching, sports business and facilities management across all sports 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 Specialist Award in Liverpool Coaching Skills and Practice.

This qualification is part of a suite of sports sector qualifications offered by Pearson and developed in collaboration with Liverpool Football Club. These qualifications for the sport industry have been designed with input from industry practitioners. 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
Pearson BTEC International Level 3 Specialist Award in Liverpool Coaching Skills and Practice	30 GLH One unit, which is mandatory.	This qualification is designed to provide learners with an overview of Coaching the Liverpool Way and use theories and practices to plan, deliver and review their own coaching session.

1 Qualification purpose and progression

Pearson BTEC International Specialist qualification for Sport

Who is this qualification for?

The Pearson BTEC International Specialist Award in Liverpool Coaching Skills and Practice is designed to provide learners interested in coaching football to gain some knowledge and some of the skills required to work in the sport industry with a respect to coaching football. It is for learners who wish to explore coaching The Liverpool Way and use theories and practices to plan, deliver and review their own coaching session.

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 Liverpool Coaching Skills and Practice
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 Liverpool Coaching Skills and Practice

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

Pearson BTEC International Specialist Award in Liverpool Coaching Skills and Practice	
Unit title	GLH
Mandatory unit - learners must achieve this unit	
Coaching Football The Liverpool Way	30

4 Units

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
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	All units and qualifications have 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 introduction	This summarises the content of the unit and how learners will benefit from taking it.
Learning outcomes and grading criteria	The learning outcomes set out what a learner must know, understand or be able to do as the result of a process of learning. The grading criteria specify the standard the learner is required to meet to achieve a Pass, Merit or Distinction for the unit.
Unit content	This section sets out what needs to be taught. Content is compulsory except when it follows an 'e.g.'. Learners should not be asked to complete the assessment until all of the content for the unit has been taught.
Essential information for assessors	This section gives information to support delivery and the implementation of assessment.
Essential resources	This lists any specialist resources needed to deliver the unit. Centres will be asked to show that these resources are in place when they seek approval from Pearson to offer the qualification.

Index of units

Coaching Football The Liverpool Way

9

Coaching Football The Liverpool Way

Level: 3

Unit type: **Mandatory**

Guided learning hours: 30

Unit introduction

Liverpool Football Club (LFC) is one of the world's greatest club, supported by a large number of fans worldwide. It is therefore no surprise that the creation of The Liverpool Way is an elite level of coaching that ensures the club produces talent at all levels in both players and coaches.

In this unit, you will examine The Liverpool Way of coaching delving into areas such as different coaching techniques and approaches as well as the importance of communication and feedback. You will look in detail at The Liverpool Way coaching principles and the player development model currently utilised by the club. Following this you will explore The Liverpool Way of planning, developing an understanding of the importance of coaching experience in ensuring sessions are delivered to the highest of standards at all times. Once you have successfully planned a coaching session you will deliver this using The Liverpool Way principles before going on to review your delivery.

This unit will prepare you for progression into a coaching role, whether this be directly or via higher education. It will focus your skills to that of Liverpool Football Club and hone your abilities for becoming a quality coach.

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: Examine The Liverpool Way of coaching		AB.D1 Evaluate The Liverpool Way and its use in planning and delivering coaching sessions.
A.P1 Explain the importance of communication and feedback for a coach.	A.M1 Assess the Liverpool Football Club player development model from a coach's perspective.	
A.P2 Explain two coaching theories and approaches.		
Learning outcome B: Understanding how to plan coaching sessions The Liverpool Way		
B.P3 Plan three coaching sessions The Liverpool Way that show clear consideration for the players.	B.M2 Explain the impact of learning theories on a coach's planning.	
Learning outcome C: Deliver a coaching session The Liverpool Way		D.D2 Assess own coaching style against The Liverpool Way model justifying strengths and areas for development.
C.P4 Deliver a section of a coaching session The Liverpool Way.	C.M3 Independently deliver a coaching session The Liverpool Way.	
Learning outcome D: Review own performance of delivering The Liverpool Way		
D.P5 Review own performance in the delivery of a coaching session The Liverpool Way including strengths and areas for improvement.	D.M4 Explain strengths and areas for development as well as the impact of different learning styles on the session.	

Unit content

Learning outcome A: Examine The Liverpool Way of coaching

A1 Coaching techniques and approaches

- Coaching approaches:
 - direct instruction
 - inquiry-based
 - team mentoring
 - athlete as a coach
 - video analysis
 - psychological training – visualisation, relaxation.
- A strong coaching philosophy:
 - differs from coach to coach
 - player-centred approach
 - holistic approach.
- The Liverpool values:
 - ambition – dreams are to be achieved, nothing is impossible, courage to take risks, pursue higher goals
 - commitment – put your heart and soul into everything, live by hard graft and
 - continuous self-improvement, be proud, professional and enthusiastic
 - dignity – be true to yourself, trust each other, treat people well, expect nothing back, pride, earn respect through honesty and integrity
 - unity – believe in each other's ability and expertise, work together to bring out the best, collaborate for the common good.
- The Liverpool ethics:
 - Red Together – equality, diversity and inclusion and disability
 - social responsibilities – coaching in the community.

A2 Importance of effective communication and feedback for empowerment

- Types of communication:
 - verbal
 - non-verbal
 - gestures and body language
 - active listening.

- Use of language:
 - age related
 - complexity
 - persuasive.
- Communication that is clear and concise.
- Feedback:
 - From different sources:
 - coach
 - manager
 - peers
 - parents
 - self
 - method of feedback utilised
 - coach assessment
 - self-assessment
 - peer assessment
 - observational
 - performance profiling
 - statistical performance analysis
 - Focused
 - positives
 - areas for improvement
 - player led
 - (feedback sandwich, positive, area for improvement, positive)
 - empowering
 - encouraging
 - impact of environment when providing feedback
 - environment used to provide feedback
 - suitable
 - calming
 - feedback focused.

A3 The Liverpool Way coaching principles

Learners should explore the coaching principles and apply these to The Liverpool Way of coaching

- Variations in coaching style:
 - compared to different clubs
 - dependent upon participant age
 - dependent upon participant experience
 - dependent upon coach age
 - dependent upon coach experience

- how these may change within a session, from session to session and between players.
- Coaching principles:
 - use of a variety of coaching styles
 - effective goal setting
 - understanding the individual and their needs
 - purposeful sessions
 - clear and concise directions
 - positivity
 - encourage individuality
 - encourage team work
 - encourage self-discovery
 - open to feedback
 - listens to players/participants
 - willing to change perspectives
 - accountable
 - develops a safe and stimulating environment.
- Importance of principles
 - for overall success
 - for player development
 - for coach development.
- Adapting coaching principles to fit The Liverpool Way:
 - coaching the individual
 - focusing on long-term development
 - creating a positive learning environment
 - understanding of the player needs and requirements.
- Incorporation of the Liverpool values to coaching.
- The LFC coach skills checklist:
 - personality:
 - inspire players to feel like world beaters
 - possess LFC International Academy role model characteristics
 - enjoy working with children and have a passion for their development
 - open minded and embrace feedback
 - promote positive lifestyles off the pitch
 - encourage the 24-hour player mindset
 - enjoy learning from other coaches
 - be passionate about being part of LFC
 - approachable and friendly to everyone you encounter
 - be proud, but be humble
 - enthusiastic at all times
 - welcoming to all players and parents.

- attitude:
 - lead by example both on and off the pitch
 - take setbacks as opportunities for learning
 - a determination to do well in everything you tackle
 - looking for continued professional development
 - a believer in youth development
- welcomes responsibility
 - go the extra mile to help others and yourself
- appearance:
 - shirt tucked in
 - wear LFC endorsed kit
 - clean black boots/trainers
 - wear a digital watch
 - be visible as the coach.
- session planning:
 - clear purpose
 - age and ability taken into consideration
 - clear theme in line with LFC programmes
 - appropriate structure
 - include achievable progressions
 - plan timings
 - recognise importance of being prepared.
- organisation:
 - arrive in good time (30 minutes before) to prepare
 - give the players ownership of the sessions, involve them in the decision making process
 - utilise all the available equipment to bring the session to life
 - organise your coaching area for smooth transitional periods
 - use the same coloured cones for different parts of your session
 - good organisation within the session allows repetitive practice
- communication:
 - confident, clear and use a variety of tones
 - use a range of LFC terminology
 - be enthusiastic
 - use of different visual aids tactics board, bib layout, iPad/tablet, session plan
 - positive body language
 - be concise in your detail
 - greet every one of your players like they mean the world to you!
- interventions:
 - limit interventions
 - keep them short, sharp and to the point
 - Know why you are intervening – for your sake or the players

- utilise drinks breaks in the session to intervene
- provide individual intervention where possible
- vary the way in which you intervene
- o demonstrations:
 - link demonstrations to LFC role models
 - show demonstrations of a skill or technique at a level close to their current capability
 - vary your demonstration techniques
 - using some of the players to demonstrate – this can be powerful
 - with more advanced players, demonstrate at match speed
- o coaching:
 - don't be too prescriptive to your session plan, coach what you see
 - set individual challenges based on observation
 - use scenario captions that you have seen recently in elite live games
 - refer back to the players individual objectives
 - use LFC player examples
 - communicate your key point positively
 - use varied coaching styles based on the needs of the group
 - use the 5 W's who, where, when, what, why
 - use detail relevant to the purpose of the session and the player's needs
praise effort towards a challenge
 - focus building on the players' strengths rather than working on their weaknesses
- o non-negotiable:
 - go the extra mile
 - set up 30 minutes before a session
 - create a world cup final atmosphere in your sessions
 - learn and embrace LFC's values
 - have an enthusiastic and engaging personality
 - deliver sessions based around the LFC IA programme
 - log your sessions on sports session planner
 - inspire players to feel like world beaters on the pitch
 - refer to LFC players when making coaching points
 - possess a professional coaching appearance
 - keep the ball rolling 70% of the time
 - be wary of stepping in too much
 - never forget who you represent.

A4 The Liverpool Football Club player development model and use of role models

- The player development model
 - o technical – receiving skill, moving skills, releasing skills, high repetition,
 - o opposed and unopposed practices

- tactical – attacking principles, defending principles, transitional play (counter attack, counter defence), decision making, the 5 W's (who, what, where, when and why)
- physical – agility, balance, stability, reactions, strength, endurance, power, speed, fundamental movement, game-related movement
- social – appropriate challenge, interaction, problem solving, team work, visual/oral/practical support
- mental – preparation, bravery with and without the ball, pressure, freedom of expression, positive body language, winning mentality, competitive.
- Phases for player development
 - pre-academy (up to age Under 8)
 - foundation (Under 9 – Under 11)
 - youth development phase (Under 12 – Under 16)
 - professional development phase (Under 17+).
- Coaching styles for the different phases of player development model.
- Use of role models to coach a successful and effective curriculum:
 - to encourage ambition
 - use as a visual learning tool
 - link to LFC values
 - as an aspirational tool.

Learning outcome B: Understand how to plan coaching sessions The Liverpool Way

B1 Styles of coaching and learning

- Styles of learning theories:
 - Honey and Mumford Learning Style Theory, 1986
 - Kolb's Theory of Learning Styles, 2005.
- Individuals learning preferences:
 - visual – watching and copying
 - auditory – hearing instructions/told what to do
 - kinaesthetic – practise/doing
 - guided discovery – problem solving
 - learning alongside players of similar ability
 - learning alongside players who are more advanced.
- Creating a positive learning environment:
 - helping the players feel they are improving
 - involving players in their own learning
 - providing positive and corrective feedback on performances
 - providing varied practice activities that avoid monotony and offer a challenge
 - provide competitive activities
 - letting players know when they are doing well
 - showing an interest in players as people and getting to know the needs of players
 - focus on longer-term improvement, rather than next week's performance
 - using a variety of coaching styles and learning strategies
 - create an environment where mistakes are OK and recognised as being part of the learning process.
- Short-term impact of coaching styles.
- Long-term impact of coaching styles.

B2 Planning The Liverpool Way

- Text.
- Group information:
 - age
 - player development phase
 - ability
 - recent injuries
 - medical needs.
- Mental considerations.
- Social considerations.
- Economic considerations.

- Participant information:
 - individual for each player
 - player learning styles
 - player background
 - player character.
- Risk assessing:
 - location/environment of the session
 - equipment
 - activities/drills and games
 - severity of risk dependent upon likelihood
 - importance of providing a signed and dated declaration.

B3 The impact of a coach's experience and the environment on coaching principles

- Learners should understand how experience can lead to:
 - confidence
 - over-confidence
 - presence
 - expectations – shared with clear aims for sessions that can be altered as the session progresses if required
 - effective goal setting
 - effectively contribute to short-term development
 - effectively contribute to long-term development
 - planning detail
 - panning speed
 - need for continued professional development to prevent stagnation
 - psychological pressures for success
 - use a variety of coaching methods
 - encourage player ideas
 - encourage players to ask questions
 - meets individual needs – has a variety of methods to ensure every player is catered for
 - provides feedback
 - allows for repetition for skill mastery.
- Environment:
 - suitability – safe and stimulating
 - weather influences e.g. temperature, rain, sunshine
 - equipment availability
 - preparation prior to player arrival
 - risk assessed.

Learning outcome C: Deliver a coaching session The Liverpool Way

C1 Priorities when delivering a session

- Priorities of the coach:
 - player safety
 - coach safety
 - environment – suitable for the players
 - equipment – available, usable and correct
 - well-planned session
 - purposeful session
 - success of the session
 - player development
 - all learning styles catered for
 - tasks provided visually and explained before practice time.
- Priorities of assistants/volunteers:
 - equipment is prepared
 - individual support provided
 - demonstrations reinforced.
- Priorities of the player:
 - prepared – mentally and physically
 - maximum effort every session
 - support peers
 - work as part of a team
 - ask questions if necessary
 - ask for help where required.

C2 Leading a coaching session

- Delivery:
 - revise plans if appropriate
 - warm-up such as pulse raiser, mobility, dynamic movement,
 - stretching and skill rehearsal
 - main content to include skills and technical development
 - effective demonstration
 - revisiting goals with participants to check progress
 - ensure inclusivity and adapt sessions to meet individual participant needs
 - observe and analyse participants' performance
 - cool-down
 - advice on future sessions
 - dismantle and removal of equipment.
- Incorporation of The Liverpool Way:
 - use of the player development model

- use of role models
- use of the Liverpool values
- use of coaching principles
- focus on different areas of the player development model.

Learning outcome D: Review own performance of delivering The Liverpool Way

D1 The Liverpool Way values and ethics

- The Liverpool Way values:
 - how are these implemented
 - what do these look like
 - how does a coach ensure their inclusion.
- The Liverpool Way ethics:
 - how are these implemented
 - what do these look like
 - how does a coach ensure their inclusion.

D2 Feedback

- From different sources:
 - coach
 - manager
 - peers
 - parents
 - self.
- Method of feedback utilised:
 - coach assessment
 - self-assessment
 - peer assessment
 - observational
 - performance profiling
 - statistical performance analysis.
- Focused:
 - positives
 - areas for improvement
 - player-led (feedback sandwich, positive, area for improvement, positive).
- Empowering.
- Encouraging.
- Impact of environment when providing feedback.
- Environment used to provide feedback:
 - suitable

- calming
- feedback focused.

D3 Review own coaching style with comparison to historic LFC managers/coaches

- Sources of feedback:
 - participant
 - coach
 - peers
 - colleagues
 - self-review
 - questionnaires
 - comments cards.
- Review of session:
 - coaching style(s) utilised
 - effectiveness of planning
 - effectiveness of preparation
 - effectiveness of use of The Liverpool Way
 - implementation of the Liverpool values.
- Comparisons between coaching within different sports.
- Comparisons between own coaching style and historic LFC managers:
 - Sir Bob Paisley
 - Bill Shankly
 - Gerard Houllier
 - Rafael Benetiz
 - Jurgen Klopp.

D4 Review learning styles

- Planning for different styles.
- Implementation of a range of strategies.
- Meeting of aims and objectives.
- Progress of all players.

Essential information for assessors

Essential resources

There are no specialist resources needed for this unit.

Assessment requirements

Learning outcomes A and B

To achieve Pass, learners must provide clear explanation of the importance of communication and feedback for any coach. They will explore the different methods of communication and feedback explaining the possible impact of each. Learners will provide explanation for two coaching theories and approaches providing clear reasoning for their successful use by a coach. Following an in-depth look at The Liverpool Way of coaching, learners will use their knowledge and understanding to plan three coaching sessions using this method. Learners will show consideration for the players within their planning – this should be clear. Clear risk assessments should accompany the plans to demonstrate clear consideration for player and coach safety at all times.

To achieve Merit, learners must explore Liverpool Football Clubs player development model as if they were a coach and provide clear assessment of this in order to draw conclusions regarding its usage and impact. In addition, learners will consider different learning theories and how these impact upon a coaches planning and therefore decision making during this phase.

To achieve Distinction, learners must consider the impact of communication, feedback, different coaching theories and learning theories on sessions. They will go on to consider the impact of The Liverpool Way and how this requires a key standard of planning and delivering to ensure high-quality coaching. Learners will consider and reflect upon all aspects of The Liverpool Way and draw conclusions as to its use and impact.

Learning outcome C

To achieve Pass, learners must deliver a section of one of their coaching plans. Ideally, this should be the bulk of the session to demonstrate a good variety of skills learned and developed throughout the unit. Learners will use The Liverpool Way when coaching this section and should provide clear visual evidence of its completion. Ideally, this should be in the form of a live recording of the session. Where this is not possible, photographic evidence should be obtained and clearly annotated by the learner. Observation notes and witness statements/statement of activity should also be provided by the tutor in order to demonstrate clear achievement and demonstration of the required skills.

To achieve Merit, learners must independently deliver a coaching session using The Liverpool Way of coaching. They will utilise the skills learnt and ensure that the players' needs are catered for. Where necessary, learners will demonstrate deviations from the plan depending on what is presented in a real-life situation. Learners will provide visual evidence of the delivered session. Ideally, this should be in the form of a live recording of the session. Where this is not possible, photographic evidence should be obtained and clearly annotated by the learner. Observation notes and witness statements/statement of activity should also be provided by the tutor in order to demonstrate clear achievement and demonstration of the required skills.

Learning outcome D

To achieve Pass, learners must review their performance of coaching using The Liverpool Way providing their strengths and areas for development. These may be in bullet point form but will clearly consider their performance as the coach. Learners will refer to key aspects of The Liverpool Way ensuring that the values and ethics are included. Learners will reflect on their performance in planning as well as delivering

To achieve Merit, learners must consider their performance in learning aim C when delivering a coaching session The Liverpool Way. They will provide clear reflection on their strengths and areas for development providing detailed explanations for each of these. Learners will provide a clear explanation of the different learning styles and how these impacted on the session, providing clear information as to how they dealt with this.

To achieve Distinction, learners must consider their performance from learning aim C. They will reflect on their strengths and areas for improvement, suggesting ways that they could make this improvement. Learners will assess their own performance against The Liverpool Way showing consideration for the values and ethics of the coaching method. Learners will show in depth reflection of their ability to communicate effectively and to provide feedback to participants that is useful. Considering their own coaching style, learners will provide comparison to an LFC manager – past or present. They will also assess the progression of the participants and how they, as coach, catered for the different learning styles that they were presented with.

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

The unit in this qualification is internally assessed. This means that centres set and mark the assessment, 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.

- 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*.

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment.

An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

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) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemaalpractice@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*.

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

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://www.pearson.com/qualifications)

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