Pearson
BTEC International Level 3
Specialist Award in Liverpool Football Club as a Business

Specification

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Issue 1
Edexcel, BTEC and LCCI qualifications

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About Pearson

Pearson is the world's leading learning company, with 24,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

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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 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. Learners with an interest in how some of the business functions within a football club are carried out 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.

Both Pearson and Liverpool Football Club are thrilled to bring this qualification and these resources to you.
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Introduction to BTEC International Specialist qualifications for the Sports sector

This specification contains all the information you need to deliver the Pearson BTEC International Level 3 Specialist Award in Liverpool Football Club as a Business.

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 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

<table>
<thead>
<tr>
<th>Title</th>
<th>Size and structure</th>
<th>Summary purpose</th>
</tr>
</thead>
</table>
| Pearson BTEC International Level 3 Specialist Award in Liverpool Football Club as a Business | 30 GLH  
One unit, which is mandatory | This qualification is designed to prepare learners to work in an elite football club. Learners will explore the skills and experiences required for specific job roles. They will examine the ethos and values of LFC and the impact of branding on the football club. |
1 Qualification purpose and progression

Pearson BTEC International Level 3 Specialist qualifications for Sport

Who is this qualification for?

The Pearson BTEC International Level 3 Specialist Award in Liverpool Football Club as a Business is designed to allow learners to develop the knowledge and skills required to work in an elite football club.

It also provides an introduction into the role of the LFC club charter and how the ethos and values of LFC impact on the running of the business, and the contribution of the LFC brand to the success of LFC as a business.
2 Qualification summary and key information

<table>
<thead>
<tr>
<th>Qualification title</th>
<th>Pearson BTEC International Level 3 Specialist Award in Liverpool Football Club as a Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational start date</td>
<td>01/08/2021</td>
</tr>
<tr>
<td>Entry requirements</td>
<td>No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.</td>
</tr>
<tr>
<td>Guided Learning Hours (GLH)</td>
<td>30</td>
</tr>
<tr>
<td>Assessment</td>
<td>This unit is assessed using assignments that are set and marked by the centre.</td>
</tr>
<tr>
<td>Unit grading information</td>
<td>Pass/Merit/Distinction.</td>
</tr>
<tr>
<td>Qualification grading information</td>
<td>A minimum of a Pass grade must be achieved to pass this qualification.</td>
</tr>
</tbody>
</table>
3 Structure

Qualification structure

Pearson BTEC International Level 3 Specialist Award in Liverpool Football Club as a Business

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

<table>
<thead>
<tr>
<th>Unit title</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mandatory unit – learners must achieve this unit</strong></td>
<td></td>
</tr>
<tr>
<td>Investigating Liverpool Football Club as a Business</td>
<td>30</td>
</tr>
</tbody>
</table>
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 helps you to undertake assessment and quality assurance effectively.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit number</td>
<td>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.</td>
</tr>
<tr>
<td>Unit title</td>
<td>This is the formal title that we always use and it will appear on learners’ certificates.</td>
</tr>
<tr>
<td>Level</td>
<td>All units and qualifications have a level assigned to them. The levels correspond with the levels used in the UK’s Regulated Qualification Framework.</td>
</tr>
<tr>
<td>Unit type</td>
<td>This says if the unit is mandatory or optional for the qualification.</td>
</tr>
<tr>
<td>Guided Learning Hours (GLH)</td>
<td>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 involves centre staff in teaching and supervising learners, as well as all assessment activities.</td>
</tr>
<tr>
<td>Unit introduction</td>
<td>This summarises the content of the unit and how learners will benefit from taking it.</td>
</tr>
<tr>
<td>Learning outcomes and grading criteria</td>
<td>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.</td>
</tr>
<tr>
<td>Unit content</td>
<td>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.</td>
</tr>
<tr>
<td>Essential information for assessors</td>
<td>This section gives information to support delivery and the implementation of assessment.</td>
</tr>
<tr>
<td>Essential resources</td>
<td>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.</td>
</tr>
</tbody>
</table>
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Investigating Liverpool Football Club as a Business

Level: 3

Unit type: Mandatory

Guided learning hours: 30

Unit introduction

Learners will explore Liverpool Football Club (LFC) as a business, the skills and qualities needed to work in the football industry, and why its hard-working ethos, community-based values and a commitment to be the best are at the forefront of everything achieved by the club.

LFC was formed in 1892, and its continued progress since that date both on and off the field has been built on a model which many football clubs around the world now aspire to. Everyone at LFC is working towards a common goal, and there are hundreds of people who do not kick a football working within the club to make the LFC brand an international phenomenon. We must also remember the commitment of this business to its loyal supporters and the important role that this football club plays within its local community.

Throughout this unit you will explore LFC as an elite football club. First, you will produce your own career development action plan. This will be supported by a personal skills audit to achieve your goals in the short, medium and long term. You will use this audit to suggest appropriate ways to develop your skills and qualities. Next, you will investigate the impact of the ethos and values of LFC, including its vision, core values, approach to equality, diversity and inclusion, and social responsibilities. Last, you will investigate the contribution of the LFC brand to the success of LFC as a business. This unit will help you to develop your knowledge of LFC as a world-leading football club and to enhance your skills and qualities to progress in this industry.
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.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning outcome A: Examine the skills and qualities needed to work in an elite football club</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.P1 Create a personal skills audit that reflects on own skills, knowledge, qualifications and personal experiences in relation to a role in an elite football club.</td>
<td>A.M1 Compare own skills, knowledge, qualifications and experiences identified in a personal skills audit with those required in a job description for an elite football club, making suggestions for self-improvement.</td>
<td>A.D1 Create a career development action plan (CDAP) with an appropriate timescale for a specific role in an elite football club, justifying all decisions made.</td>
</tr>
<tr>
<td><strong>Learning outcome B: Explore the ethos and values of Liverpool Football Club</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.P2 Describe the ethos and values of LFC.</td>
<td>B.M2 Analyse the effect of LFC’s ethos and values on the way the business operates.</td>
<td>B.D2 Assess the impact of LFC’s ethos and values on the success of the business.</td>
</tr>
<tr>
<td><strong>Learning outcome C: Investigate the contribution of branding to Liverpool Football Club</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.P3 Describe the branding used by LFC and the way in which the brand is protected.</td>
<td>C.M3 Analyse the importance to LFC of branding, developing global brand awareness and protecting the brand.</td>
<td>C.D3 Evaluate the effectiveness of branding in developing global brand awareness for LFC.</td>
</tr>
</tbody>
</table>
Unit content

Learning outcome A: Examine the skills and qualities needed to work in an elite football club

A1 Personal skills audit and career development action plan (CDAP)

Learners will use a personal skills audit to create a career development action plan for a specific job role in an elite football club.

Job roles such as:

- Football, e.g.:
  - managers and assistant managers
  - coaches and assistants, e.g. first team, goalkeeper, fitness, elite development, under 23s, under-18s
- Football operations, e.g.:
  - medical specialists to include fitness and conditioning, rehabilitation and injury, nutritionists, player welfare, team doctors, physiotherapists and masseurs
  - scouts
  - technical analysts
- Commercial, e.g.:
  - digital media assistants
  - marketing assistants
  - merchandising, retail and distribution managers
  - hospitality workers, e.g. in restaurants, cafes, bars
  - conferencing and events staff
  - fan experience and services
  - stadium managers and staff
- Central support/club functions, e.g.:
  - financial administrator
  - strategist
  - human resources (HR) assistant
  - legal and club secretaries
- Communications and public relations (PR), e.g.:
  - PR and internal communications officers
  - press officers.
- Job description/job profile:
  - job role and responsibilities
  - salary
  - required skills
- required qualities
- required qualifications
- desirable experience.

- Personal skills audit: matching skills, knowledge, qualifications and experiences with those required in a specific job description or job profile.

- Technical and practical skills, e.g.:
  - literacy
  - numeracy
  - teamwork
  - cooperation
  - communication
  - problem solving.

- Qualities, e.g.:
  - reliability
  - organisation
  - commitment
  - resilience
  - empathy.

- Qualifications, e.g.:
  - educational
  - sector
  - role specific.

- Personal experiences, e.g.:
  - interests
  - accomplishments
  - leadership
  - employment
  - volunteer work
  - travel.

- Career development action plan (CDAP): focuses thoughts and ideas into a series of steps to achieve career objectives within a realistic timescale:
  - identifying training, educational and personal targets/goals and key timescales
    - short term – two years
    - medium term – five years
    - long term – 10 years
  - identifying processes to achieve own targets/goals
  - careers guidance and support available
Learning outcome B: Explore the ethos and values of Liverpool Football Club

B1 Ethos and values of LFC

Learners will explore the ethos and values of LFC, its club charter and impact on the way the business operates.

- Ethos and values: the foundations instilled into the core of the LFC organisation and expected from all employees.

- Vision:
  - the ideal of what the business wants to achieve over time by focusing on its goals and aspirations
  - #WeAreLiverpool: ‘As one team we realise our fans’ dreams by playing winning football and creating new history each day. We are Liverpool, turning doubters into believers since 1892.’

- Values – core values and philosophy, how the business acts, playing ‘The Liverpool Way’:
  - dignity: be true to yourself, trust each other, treat people well, expect nothing back, pride, earn respect through honesty and integrity
  - ambition: dreams are to be achieved, nothing is impossible, courage to take risks, pursue higher goals
  - unity: believe in each other’s ability and expertise, work together to bring out the best, collaborate for the common good
  - commitment: put your heart and soul into everything, live by hard graft and continuous self-improvement, be proud, professional and enthusiastic.

- Approach to equality, diversity and inclusion:
  - Red Together: inclusivity in employment, watching the game, playing the game, supporting the team
  - setting and upholding club rules
  - accessibility for disabled supporters, wheelchair users and ambulant supporters
  - safeguarding: putting the safety and wellbeing of anyone under the age of 18, or who is a vulnerable adult, at the centre of what the club does.

- Social responsibilities:
  - supporter charter
  - community links
  - engaging the community in football and non-football activities
    - four areas of focus of ‘Red Neighbours’ – food poverty and education; elderly community; physically active community; memorable experiences for young people
Learning outcome C: Investigate the contribution of branding to Liverpool Football Club

C1 Importance of branding to LFC

Learners will understand the use of branding by LFC and its value to the business.

- Branding: the elements that define the image, ethos and tone of a business and its products.
- Brand: a characteristic name, symbol or shape that distinguishes a product from that of another supplier.
- Global brand: a brand that is recognised throughout much of the world.
- Brand touchpoints – any place where consumers encounter the LFC brand, such as:
  - advertising in English and other languages
  - merchandise, e.g. flags and pennants, branded clothing, LFC crested wines and champagne, LEGO stadium models and figures, games, books and media, signed collectables, shirts and images, e-gift vouchers, match programmes
  - uniforms, e.g. home and training player kits, staff uniforms
  - signage and logos, e.g. club crest
  - content marketing, e.g. web pages, blogs, videos, podcasts, streaming services, TV stations, email, social media sites, fan forums and communities
  - ‘Legends’ Q&A experience and Anfield Stadium tours, educational tours and visits
  - the LFC Story Museum
  - the Boot Room Sports Cafe and its use as a location for party and event bookings
  - infrastructure, e.g. Anfield Stadium, AXA Training Centre, Melwood Training Ground
  - stands, landmarks and statues, e.g. Shankly Gates, Bill Shankly statue
  - national and international academies.

- Brand protection and its importance:
  - registration of the club crest and other LFC intellectual property as trademarks
  - working with UK Trading Standards and law enforcement authorities around the world to prosecute those who manufacture, distribute and sell counterfeit LFC products
  - protecting official partnerships
o working with content providers and social media platforms to remove any unauthorised content.

C2 Business success

- Measures of business success, e.g.:
  - revenue
  - commercial income
  - fan numbers/number of spectators in the stadium (including corporate hospitality)
  - retention and expansion of fan base
  - number of participants in the membership scheme
  - size of digital audience
  - viewing figures
  - the experience for employees and visitors
  - results of global sales strategies.
Essential information for assessors

Essential resources

There are no specialist resources needed for this unit.

Assessment requirements

Learning outcome A

To achieve Pass, learners must create a personal skills audit that reflects on their current skills, knowledge, qualifications and experiences in relation to a job description for a chosen role at an elite football club.

To achieve Merit, learners must use their personal skills audit to compare their current skills, knowledge, qualifications and experiences to those required in a job description for a specific role in an elite football club. The comparison must show both similarities and differences, identify any shortcomings for this role and make suggestions for self-improvement.

To achieve Distinction, learners must use a personal skills audit and job description for a specific role in an elite football club to create a careers development action plan (CDAP). This plan will show the steps required to achieve their career objective and will contain appropriate timescales. Learners must show the processes they may undertake to achieve their targets/goals, the careers guidance and support they may use, and education choices they may make. They will justify all decisions made.

Learning outcome B

To achieve Pass, learners must describe the ethos and values of LFC, and how these are communicated and implemented by the business. This must be supported with current examples from the football club.

To achieve Merit, learners must analyse the effect of the ethos and values on the way LFC operates. They must give a detailed breakdown supported by current examples that illustrate how the ethos and values of the club are set out and implemented and the benefits/drawbacks for the football club.

To achieve Distinction, learners must explore the ethos and values of LFC and assess the impact of these on the success of the business. They must come to a supported conclusion as to how the ethos and values contribute to the overall success of the football club.
Learning outcome C

To achieve Pass, learners must describe the branding carried out by LFC, the way in which it protects its brand and the importance of this to LFC. They must give current examples of branding activities and brand touchpoints to support their description.

To achieve Merit, learners must analyse the importance to LFC of branding, developing global brand awareness and protecting the brand. They must give a detailed breakdown using current examples of branding activities and brand touchpoints for LFC.

To achieve Distinction, learners must evaluate the contribution of branding to the success of LFC using relevant examples. Learners must consider the impacts, both positive and negative, of the LFC brand on the business and come to a supported conclusion.

For more information, see Section 6 Assessment.
5 **Programme 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 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 all the units 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 is then subject to external standards verification by a Pearson standards verifier.

Assessment using assignments

For this 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 Pass, Merit and Distinction grading criteria and the Essential information 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 Pass criteria.
- To achieve a Merit, learners must achieve all Pass and Merit criteria.
- To achieve a Distinction, learners must achieve all 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 with learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications.
Administrative arrangements for assessment

Records

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

Reasonable adjustments to assessment

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

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

Appeals against assessment

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

Dealing with malpractice in assessment

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

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

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

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

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

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

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

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) 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 pqlmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example, Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.
We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

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

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

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

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

The centre will be notified if any of these apply.

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

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

The qualification is graded Pass/Fail overall, but the unit will be graded Pass, Merit or Distinction on the accompanying notification of performance if 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 – 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 August 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.


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

**Support for assessment**

**Sample assessment materials for internally-assessed units**

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

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

**Pearson English**

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

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International Level 3 Specialist qualifications. They include the following.

- **Subject Advisors** – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.

- **Standards Verifiers** – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.

- **Regional teams** – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.

- **Customer Services** – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International Level 3 Specialist qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

‘Getting Ready to Teach’

These events are designed to get teachers ready for delivery of the BTEC International Level 3 Specialist qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

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

Details of our training and professional development programme can be found on our website.
**Appendix 1: Glossary of terms used**

This is a summary of the key terms used to define the requirements in the unit.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Analyse</td>
<td>Learners present the outcome of methodical and detailed examination either:</td>
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<tr>
<td></td>
<td>- breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts</td>
</tr>
<tr>
<td></td>
<td>- of information or data to interpret and study key trends and interrelationships.</td>
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<tr>
<td></td>
<td>Analysis could be through activity, practice, written or verbal presentation.</td>
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<tr>
<td>Assess</td>
<td>Learners present a careful consideration of varied factors or events that apply to a specific situation or identify those which are the most important or relevant and arrive at a conclusion.</td>
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<tr>
<td>Compare</td>
<td>Learners identify the main factors relating to two or more items/situations or aspects of a subject and explain the similarities, differences, advantages and disadvantages. This is used to show depth of knowledge through selection of characteristics.</td>
</tr>
<tr>
<td>Create</td>
<td>Learners bring something into existence, e.g. itineraries, plans or proposals.</td>
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<tr>
<td>Describe</td>
<td>Learners’ work gives a clear, objective account in their own words, showing recall and, in some cases application, of the relevant features and information about a subject.</td>
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<tr>
<td>Evaluate</td>
<td>Learners’ work draws on varied information, themes or concepts to consider aspects such as:</td>
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<td></td>
<td>- strengths or weaknesses</td>
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<td></td>
<td>- advantages or disadvantages</td>
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<td></td>
<td>- alternative actions</td>
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<td></td>
<td>- relevance or significance.</td>
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<tr>
<td></td>
<td>Learners’ enquiries should lead to a supported judgement showing relationship to the context. This will often be in a conclusion.</td>
</tr>
<tr>
<td>Mode</td>
<td>Description</td>
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<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Explore</td>
<td>Learners apply their skills and/or knowledge in contexts involving practical research or investigation.</td>
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<tr>
<td>Investigate</td>
<td>Learners’ application of knowledge is based on personal research and development.</td>
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<tr>
<td>Research</td>
<td>Learners proactively seek information from primary and secondary sources.</td>
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