

Pearson BTEC International Level 3 Specialist Award in Principles of Psychology in Sport

Specification

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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 health and fitness, and coaching will gain an overview of the effect of personality and motivation on sports performance, of the relationship between stress, team dynamics and sports performance, and how to plan a psychological skills training programme 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.

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 Principles of Psychology in Sport.

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

Title	Size and structure	Summary purpose
Pearson BTEC International Level 3 Specialist Award in Principles of Psychology in Sport	30 GLH One unit, which is mandatory.	This qualification is designed to give learners an overview of the psychological demands of sport and help them to develop techniques to improve sporting performance.

1 **Qualification purpose and progression**

Pearson BTEC International Specialist qualifications for Sports

Who is this qualification for?

The Pearson BTEC International Level 3 Specialist Award in Principles of Psychology in Sport is designed to give learners an overview of the psychological demands of sport and help them develop techniques to improve sporting performance.

This unit will help learners progress to employment in the sports and active leisure sector and to further study in higher education or to professional qualifications to be able to support individual sports performers or teams.

2 Qualification summary and key information

Qualification title	Pearson BTEC International Level 3 Specialist Award in Principles of Psychology in Sport
Operational start date	01/08/21
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.
Guided Learning Hours (GLH)	30
Assessment	The units are 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 Level 3 Specialist Award in Principles of Psychology in Sport

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

Pearson BTEC International Level 3 Specialist Award in Principles of Psychology in Sport	
Unit title	GLH
Mandatory unit - learners must achieve this unit	
Exploring Sports Psychology	30

4 Units

Understanding your units

The units 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 whether 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 involves 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

Exploring Sports Psychology

9

Exploring Sports Psychology

Level: 3

Unit type: **Mandatory**

Guided learning hours: **30**

Unit introduction

Learners will develop an understanding of the psychological demands of sport and psychological techniques to improve sporting performance.

How often do we hear about sporting success being attributed to a performer's mental state or the way that a team functions? In modern-day sport, success is the result of several variables. These include physical preparation, appropriate strategies or tactics, nutritional plans, self-control and mental strength. Sports performers are leaving no stone unturned to gain that extra edge to help them achieve success, and as a result the application of psychology in sport has become increasingly prevalent in modern society. In this unit you will develop knowledge of sports psychology and how psychological techniques can be applied to influence the performance of individuals and teams. Initially, you will look at personality, which is seen as the basis for behaviour, and how this is a key factor in choosing a sport and subsequent level of achievement. A second major factor in successful sports performance is the individual's motivation and how this can be developed and influenced.

You will then move away from the individual and start to address the environments that sports people find themselves performing in and how these can affect both motivation and stress levels. The sports performer's ability to deal with increasing levels of stress will be vital to their performance, and while stress often plays a positive role in sports performance, too much can lead to major decrements in performance. You will develop an appreciation of the social environment in which sport is played and how the functioning of a team can influence the outcome that a sports team produces. Essential features of teams, such as team development, dynamics, cohesion and leadership, are explored in terms of how they influence team effectiveness.

Finally, you will look at bringing together your knowledge of sports psychology, using it to improve an athlete's performance in a practical way. You will assess the psychological strengths of a sports performer and identify areas for improvement. You will have an opportunity to explore the psychological techniques that can be employed to enhance sports performance. You will then be able to bring this together in a coherent framework and produce a psychological skills training programme for a selected sports performer.

This unit will help you to progress to employment in the sports and active leisure sector and to further study in higher education or to professional qualifications to be able to support individual sports performers or teams.

Learning outcomes and grading criteria

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

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

To achieve a **Distinction** grade, learners must achieve all **Pass, Merit and Distinction** criteria.

Pass	Merit	Distinction
Learning outcome A: Explore the effect of personality and motivation on sports performance		AB.D1 Evaluate the impact of personality, motivation, stress and team dynamics on sports teams.
A.P1 Describe how personality affects performance.	A.M1 Explain the effects of personality and motivation on sports performance.	
A.P2 Describe motivation and how it affects performance.		
Learning outcome B: Explore the relationship between stress, team dynamics and sports performance		
B.P3 Explain stress, the causes and effects on sports performance.	B.M2 Analyse how stress affects sports performance.	
B.P4 Explain factors which influence team dynamics.	B.M3 Analyse factors which influence team dynamics in a team sport.	
Learning outcome C: Plan a psychological skills training programme to enhance sports performance		
C.P5 Describe the psychological demands of a sport.	C.M4 Evaluate the design of the psychological skills training programme for a selected sports player, making suggestions for improvement.	
C.P6 Assess the psychological strengths and weaknesses of a selected player.		
C.P7 Plan a psychological skills training programme to enhance the performance of a selected player.		

Unit content

Learning outcome A: Explore the effect of personality and motivation on sports performance

A1 Personality definition

- Theories:
 - Marten's schematic view
 - psychodynamic theory
 - trait theory
 - situational approach
 - interactional approach.
- Types:
 - type A
 - type B.
- Effects on sports performance:
 - elite versus non-elite sports performers
 - type A versus type B.

A2 Motivation definition

- Views:
 - trait centred
 - situation centred
 - interactional view.
- Types:
 - intrinsic
 - extrinsic.
- Theories, e.g.:
 - achievement motivation
 - attribution theory.
- Effects on sports performance:
 - positive
 - negative
 - future expectations of success and failure.
- Developing a motivational climate.

Learning outcome B: Explore the relationship between stress, team dynamics and sports performance

B1 Stress definition

- Types:
 - eustress
 - distress.
- Causes:
 - internal
 - external
 - personal
 - occupational
 - sports environments.
- Symptoms:
 - cognitive
 - somatic
 - behavioural.
- Effects on sports performance:
 - nervous system responses
 - negative mental state
 - loss of self-confidence and concentration.

B2 Team dynamics

- Team processes, e.g.:
 - teams of group development
 - (Tuckman): forming – storming – norming – performing
 - Steiner’s model of group effectiveness
 - Ringelmann effect, social loafing of interactive and coactive teams.
- Cohesion, e.g.:
 - definition, e.g. task and social cohesion
 - creating an effective team climate.
- Factors affecting cohesion, e.g.:
 - environmental
 - personal
 - leadership and team factors
 - relationship between cohesion and performance.
- Leadership qualities and behaviours:
 - prescribed versus emergent leaders.
- Theories of leadership, e.g.:
 - trait approach
 - behavioural approach

- interactional approach
- multidimensional model.
- The impact of leadership on team dynamics.
- Styles of leadership:
 - autocratic
 - democratic
 - consultative
 - team style.

Learning outcome C: Plan a psychological skills training programme to enhance sports performance

C1 Assessment

- Psychological strengths and weaknesses of the individual.
- Identifying psychological demands of sports.
- Performance profiling.

C2 Plan current situation

- Aims and objectives.
- Action plan to address aims and objectives.
- Daily and weekly content of the plan.

C3 Psychological skills

- Motivation, e.g.:
 - goal-setting
 - performance profiling.

C4 Arousal control

- Progressive muscular relaxation.
- Mind-to-muscle relaxation.
- Autogenic techniques.
- Breathing control.
- Psyching-up techniques.
- Imagery, e.g.:
 - mental rehearsal
 - controlling emotions
 - concentration
 - relaxation
 - pre-performance routines.

- Confidence building, e.g.:
 - self-talk
 - positive thinking
 - changing self-image through imagery.

Essential information for assessors

Essential resources

There are no specialist resources needed for this unit.

Assessment requirements

Although the Distinction grade for Learning outcomes A and B covers both learning outcomes, the individual learning outcomes are laid out separately to allow assessment of the outcomes and topics involved.

Learning outcome A

To achieve Pass, learners will use examples of different players to describe how their personality affects sports performance. The description must include personality theories, personality types and the effects on sports performance. This will be predominantly research based and could include some of their own personality testing with their peers. Learners will describe the factors that affect the motivation of sports performers. This will include a definition of motivation, along with a description of the views of motivation, motivation types, theories of motivation and how motivation affects sports performance.

To achieve Merit, learners must explain the effects of personality and motivation on sports performance. This must include reference to strengths and weaknesses of psychological theories as well as examples from high-profile fixtures.

Learning outcome B

To achieve Pass, learners will explain stress, the causes, symptoms and how stress can affect sports performance at club and international level. The explanation must include definitions and other areas listed in the unit content, for example types of stress. Learners will identify four factors that influence team dynamics and performance in team sports. This should include aspects of team processes, cohesion and leadership. This could be based on the observation of a game or match; learners could observe the changes in behaviour due to changes in the situation.

To achieve Merit, learners must analyse stress and effect on sports performance. This must include reference to strengths and weaknesses of psychological theories. Learners must explain the four factors that influence team dynamics and performance in team sports.

To achieve Distinction, learners must evaluate the four factors that influence team dynamics alongside personality, motivation and stress within a team sport. They must evaluate the impact of each factor on team and individual performance.

Learning outcome C

A four-week psychological skills training programme for a selected sports performer would be recommended.

To achieve Pass, learners will describe the psychological demands of a team sport at amateur and professional levels. They must then select a sports performer, which could be themselves or one of their peers, and assess their psychological strengths and areas for improvement. They then need to plan a four-week psychological skills training programme relating to the outcomes of the assessment.

To achieve Merit, learners must evaluate the design of the four-week psychological skills training programme that they planned. They must identify strengths and weaknesses within their programme and make recommendations for future improvements.

For more information, see *Section 6 Assessment*.

5 Programme delivery

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

Centres must make sure that learners have access to the identified resources and to the subject specialists delivering the 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 achieve all the units required in the qualification structure.

Internal assessment

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

Assessment using assignments

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

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

Teachers will set the assignments. They must allow learners to generate the evidence required to meet all of the pass, merit and distinction grading criteria and the *Essential Requirements for Assessors* for the unit..

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

Issuing assessment decisions and feedback

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

The information given to the learner:

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

Resubmissions and retakes

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

7 Administrative arrangements

Introduction

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

Learner registration and entry

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

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

Access to assessment

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

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

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

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

Administrative arrangements for assessment

Records

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

Reasonable adjustments to assessment

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

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

Appeals against assessment

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

Dealing with malpractice in assessment

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

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

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing

malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

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

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

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

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

Learner malpractice

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

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

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

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

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

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

Sanctions and appeals

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

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

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

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

The centre will be notified if any of these apply.

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

Certification and results

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

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 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.

<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.

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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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