

Specification

Edexcel competence-based
qualifications

Edexcel BTEC Level 2 Award in Barista Skills (QCF)

For first registration June 2011

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing, to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel BTEC Level 2 Award in Barista Skills (QCF):

Qualification title	Qualification Number (QN)	Approval start date
Edexcel BTEC Level 2 Award in Barista Skills (QCF)	600/1891/4	01/06/11

This qualification has been approved within the Qualifications and Credit Framework (QCF).

This does not imply that eligibility for funding has been agreed for the relevant age ranges.

For further information on the funding of 14-19 qualifications offered in England, please refer to the DFE Section 96 website.

For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI website.

When undertaking a qualification that does not appear on the governments' lists as eligible for funding for specific age ranges, users must be aware of the legal requirements around activities undertaken by learners of specific ages.

Key features of the Edexcel BTEC Level 2 Award in Barista Skills (QCF)

This qualification:

- is nationally recognised
- is based on the Hospitality Food and Beverage Service National Occupational Standards (NOS). The NOS and qualification structure are owned by People 1st.

What is the purpose of this qualification?

This qualification is designed to give learners the knowledge and skills they require to work effectively as a barista in a coffee bar, hotel, restaurant or any other establishment where coffee is served. The qualification covers drink building techniques, cleaning and checking equipment before and after use, product knowledge and customer service skills.

Who is this qualification for?

This qualification is for all learners aged 14 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification.

What are the benefits of this qualification to the learner and employer?

Any learner aspiring to work as a barista will benefit from this qualification as it covers the knowledge and skills they will require for this role. Employers will also benefit, as learners with this qualification will have had the opportunity to develop knowledge and skills relevant to work as a barista.

What is the potential job role for those working towards this qualification?

- Barista.

What progression opportunities are available to learners who achieve this qualification?

This qualification allows progression to the Edexcel BTEC Level 2 Firsts and BTEC Level 3 Nationals in Hospitality (QCF). Learners may also progress to the Edexcel BTEC Level 3 Certificate in Food and Beverage Service.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel BTEC Level 2 Award in Barista Skills (QCF)?

The individual unit that makes up this qualification can be found in the *Unit* section. The Edexcel BTEC Level 2 Award in Barista Skills (QCF) is a 2 credit and 20 guided learning hour (GLH) qualification that consists of one mandatory unit.

Edexcel BTEC Level 2 Award in Barista Skills (QCF)			
Unit	Mandatory unit	Credit	Level
1	Barista Skills	2	2

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve the required unit within the qualification structure.

To pass the unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualification is designed to be assessed:

- in the workplace or
- as part of a training programme.

Learners must provide sufficient evidence for each assessment criterion.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

This qualification is designed to support learners working in the beverage service sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

The unit in this specification contains the following sections.

Unit title:				
The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).				
Unit reference number:				
This code is a unique reference number for the unit.				
QCF level:				
All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.				
Credit value:				
All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.				
Guided learning hours:				
A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.				
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.	The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Unit

Unit 1: Barista Skills

Unit reference number: J/600/8243

QCF level: 2

Credit value: 2

Guided learning hours: 20

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to display drink building techniques	<p>1.1 Calibrate pieces of equipment as necessary</p> <p>1.2 Operate pieces of equipment to produce the drink required</p> <p>1.3 Check drink meets quality standards and correct as necessary</p> <p>1.4 Outline the calibration and operation of equipment</p> <p>1.5 List the drinking vessels and ancillaries required for drinks</p> <p>1.6 Describe the quality characteristics for the range of drinks</p> <p>1.7 Outline the reasons for professional, methodical, organised and clean working practices</p> <p>1.8 Explain how to correct common presentation problems for the range of drinks</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Will be able to clean and check equipment</p>	<p>2.1 Check and clean equipment before use</p> <p>2.2 Check and clean equipment after use</p> <p>2.3 Dispose of waste safely and hygienically</p> <p>2.4 Identify the range of equipment available for each product</p> <p>2.5 Explain the brewing/production process relevant to equipment</p> <p>2.6 Describe the checks required for each piece of equipment, including the frequency</p> <p>2.7 Explain the cleaning process for each piece of equipment</p> <p>2.8 Explain how common faults might occur with each piece of equipment</p> <p>2.9 Describe the actions to take for each common fault</p> <p>2.10 State the importance of leaving areas clean, tidy and safe</p> <p>2.11 Outline methods of dealing with waste and rubbish</p> <p>2.12 State the main employer responsibilities and employee responsibilities as stated in the Health and Safety at Work Act and Food Hygiene Act</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Will be able to demonstrate product knowledge</p>	<p>3.1 Outline characteristics of the product to customers</p> <p>3.2 Deal with customer queries effectively</p> <p>3.3 Handle and store products and ingredients correctly and safely</p> <p>3.4 Describe the origin and flavour of products and ingredients</p> <p>3.5 Describe the processes involved in bringing the products to the market</p> <p>3.6 Explain how processes may affect the quality of products and ingredients</p> <p>3.7 Compare characteristics of products</p> <p>3.8 Describe how to store and handle products and ingredients</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Will be able to serve customers</p>	<p>4.1 Present a positive personal image</p> <p>4.2 Use appropriate communication techniques with customers</p> <p>4.3 Serve customers in an efficient manner</p> <p>4.4 Ensure service is completed appropriately and satisfactorily</p> <p>4.5 Outline the benefits to organisations of providing excellent customer service</p> <p>4.6 Explain the consequences of poor customer service</p> <p>4.7 Describe the personal appearance and presentation required for service</p> <p>4.8 Describe positive body language techniques</p> <p>4.9 Explain how to make a customer feel welcome</p> <p>4.10 Outline organisational procedures for handling customer complaints</p> <p>4.11 Explain the importance of listening skills when handling customer complaints</p> <p>4.12 Outline organisational procedures for processing transactions</p> <p>4.13 State different payment methods</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the Hospitality sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
7				Edexcel Level 7 BTEC Advanced Professional Certificate/Diploma in Strategic Hospitality Management	
5			Edexcel BTEC Level 5 HND Diploma in Hospitality Management (QCF)		
4			Edexcel BTEC Level 4 HNC Diploma in Hospitality Management (QCF)		

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
3		Edexcel Level 3 Principal Learning in Hospitality	Edexcel BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Hospitality (QCF)	<p>Edexcel Level 3 BTEC Certificate in Food and Beverage Service</p> <p>Edexcel Level 3 BTEC Certificate in Front Office Operations</p> <p>Edexcel Level 3 BTEC Certificate in Hospitality Customer Relations</p> <p>Edexcel Level 3 BTEC Certificate in Hospitality Small Business Operations</p> <p>Edexcel BTEC Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (QCF)</p> <p>Edexcel BTEC Level 3 Award in Hospitality Supervision and Leadership Principles (QCF)</p>	<p>Edexcel Level 3 NVQ Diploma in Professional Cookery (QCF)</p> <p>Edexcel Level 3 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)</p> <p>Edexcel Level 3 NVQ Diploma in Professional Cookery (Patisserie and Confectionery) (QCF)</p> <p>Edexcel Level 3 NVQ Diploma in Hospitality Supervision and Leadership (QCF)</p>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
2		Edexcel Level 2 Principal Learning in Hospitality	Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Hospitality (QCF)	Edexcel BTEC Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF) Edexcel BTEC Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Food and Beverage Service) (QCF) Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Service) (QCF)	Edexcel Level 2 NVQ Diploma in Food and Beverage Service (QCF) Edexcel Level 2 NVQ Diploma in Beverage Service (QCF) Edexcel Level 2 NVQ Diploma in Food Service (QCF) Edexcel Level 2 NVQ Diploma in Food Production and Cooking (QCF) Edexcel Level 2 NVQ Diploma in Front of House Reception (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
				<p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Beverage Service) (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Housekeeping) (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Front of House Reception) (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Food Production and Cooking) (QCF)</p>	<p>Edexcel Level 2 NVQ Diploma in Housekeeping (QCF)</p> <p>Edexcel Level 2 NVQ Diploma in Hospitality Services (QCF)</p> <p>Edexcel Level 2 NVQ Diploma in Kitchen Services (QCF)</p> <p>Edexcel Level 2 NVQ Diploma in Professional Cookery (QCF)</p> <p>Edexcel Level 2 NVQ Diploma in Professional Cookery (Preparation and Cooking) (QCF)</p> <p>Edexcel Level 2 NVQ Diploma in Professional Cookery (Bangladeshi Cuisine) (QCF)</p>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
				<p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Kitchen Services) (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)</p>	<p>Edexcel Level 2 NVQ Diploma in Professional Cookery (Chinese Cuisine) (QCF)</p> <p>Edexcel Level 2 NVQ Diploma in Professional Cookery (Indian Cuisine) (QCF)</p> <p>Edexcel Level 2 NVQ Diploma in Professional Cookery (Thai Cuisine) (QCF)</p>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
				<p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Thai Cuisine) (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Chinese Cuisine) (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Professional Cookery – Indian Cuisine) (QCF)</p> <p>Edexcel BTEC Level 2 Certificate in Hospitality and Catering Principles (Hospitality Services) (QCF)</p>	

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
1		Edexcel Level 1 Principal Learning in Hospitality	<p>Edexcel BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF)</p> <p>Edexcel BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF)</p> <p>Edexcel BTEC Level 1 Award in General Front Office Operations (QCF)</p> <p>Edexcel BTEC Level 1 Award in General Housekeeping Operations (QCF)</p> <p>Edexcel BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF)</p> <p>Edexcel BTEC Level 1 Certificate in General Food and Beverage Service (QCF)</p>	<p>Edexcel BTEC Level 1 Award in Introduction to the Hospitality Industry (QCF)</p> <p>Edexcel BTEC Level 1 Certificate in Introduction to the Hospitality Industry (QCF)</p> <p>Edexcel BTEC Level 1 Award in General Front Office Operations (QCF)</p> <p>Edexcel BTEC Level 1 Award in General Housekeeping Operations (QCF)</p> <p>Edexcel BTEC Level 1 Certificate in Investigating the Hospitality Industry (QCF)</p> <p>Edexcel BTEC Level 1 Certificate in General Food and Beverage Service (QCF)</p>	<p>Edexcel Level 1 NVQ Certificate in Hospitality Services (QCF)</p> <p>Edexcel Level 1 NVQ Certificate in Food Preparation and Cooking (QCF)</p> <p>Edexcel Level 1 NVQ Certificate in Food and Beverage Service (QCF)</p> <p>Edexcel Level 1 NVQ Certificate in Accommodation Services (QCF)</p>

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
			Edexcel BTEC Level 1 Certificate in General Cookery (QCF)	Edexcel BTEC Level 1 Certificate in General Cookery (QCF)	
Entry				Edexcel BTEC Entry Level Award in Introduction to the Hospitality Industry (Entry 3) (QCF) Edexcel BTEC Entry Level Certificate in Introduction to the Hospitality Industry (Entry 3) (QCF)	

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF qualifications through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Ofqual
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Llywodraeth Cynulliad Cymru
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For more information on Edexcel and BTEC qualifications please
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