Pearson
BTEC Level 2 Award in Conflict Management (QCF)

Specification

BTEC Specialist qualification

First teaching August 2014

PEARSON

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All information in this specification is correct at time of publication.

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Contents

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective

- any other qualification that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification

- units that a learner must have completed before the qualification will be awarded and any optional routes

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)

- the method of any assessment and any associated requirements relating to it

- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)

- any specimen materials

- any specified levels of attainment.

1 Introducing Pearson BTEC Specialist qualifications

For more than 25 years, Pearson BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record of improving motivation and achievement. Pearson BTECs also provide progression routes to the next stage of education or to employment.

What are Pearson BTEC Specialist qualifications?

Pearson BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some Pearson BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of Pearson BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Conflict Management (QCF)
QCF Qualification Number (QN)	601/1249/9
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	10/09/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	2
Assessment	Pearson-devised assessment (onscreen testing)
Guided learning hours	14
Grading information	The qualification and unit are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see *Section 10, Access and recruitment*).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual,* available on our website: www.edexcel.com

Objective of the qualification

The Pearson BTEC Level 2 Award in Conflict Management (QCF) is for learners who work in, or want to work in, any sector where they may find themselves in confrontational situations with customers, service users or members of the public, in particular the security, justice and public services sectors.

It gives learners the opportunity to:

- develop knowledge related to managing and defusing conflict situations
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 2 Award in Conflict Management (QCF), which has expired. The single unit in this qualification is the same as the single unit in the predecessor qualification.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson BTEC Level 2 Award in Conflict Management (QCF) can progress to a wide range of Pearson qualifications relating to the public services, justice and security sectors. These include BTEC Specialist qualifications at Level 2, such as the Pearson BTEC Level 2 Award in Disengagement and Physical Intervention Skills (QCF), the Pearson BTEC Level 2 Award in Security Guarding (QCF) or the Pearson BTEC Level 2 Award in Door Supervision (QCF), and Pearson BTEC Nationals or Higher Nationals in Public Services. Learners can also progress to employment in the public services, justice or security sector.

Industry support and recognition

This qualification is supported by Skills for Security, the SSB for the security industry.

Relationship with National Occupational Standards

This qualification relates to the Skills for Security Essential Employability National Occupational Standards, *Unit 1: Protect Yourself from the Risk of Violence at Work*.

3   Qualification structure

Pearson BTEC Level 2 Award in Conflict Management (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	2

Unit	Unit reference number	Mandatory unit	Level	Credit	Guided learning hours
1	M/602/5439	Managing conflict in the workplace when dealing with customers, service users or the public	2	2	14

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Unit	Assessment method
The unit	Pearson-devised assessment: onscreen test

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types is available on the webpage for this qualification.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, which is on our website at www.edexcel.com/Policies

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6   Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have 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 occupational experience.

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10, Access and recruitment* and *Section 11, Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is available at www.edexcel.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson 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.

8   Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

1   Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):

- an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions

2   Delivery of the qualification outside the apprenticeship:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

- Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will annually allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please go to the *UK Vocational Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Centres must make sure that any legislation taught is up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11, Access to qualifications for learners with disabilities or specific needs*.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) 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 from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

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*.

Further details on how to make adjustments for learners with protected characteristics are given in the document Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units.

Both documents are available on our website at: www.edexcel.com/Policies

12 Units

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Managing conflict in the workplace when dealing with customers, service users or the public

Unit reference number: M/602/5439

QCF level: 2

Credit value: 2

Guided learning hours: 14

Unit aim

This unit is aimed at people who need a knowledge of conflict management when dealing with conflict with customers, service users or the public.

This unit covers how to avoid and manage conflict situations. It is applicable in a range of roles where there is direct contact with customers, service users or the general public.

The unit includes how communication skills can be used both to avoid conflict and to resolve problems once conflict has been defused. It then considers the factors that influence human responses in a conflict situation, for example triggers and inhibitors, and moves on to ways in which to assess and reduce risks in conflict situations.

The unit also covers how communication skills can be used to de-escalate conflict and post-incident issues, such as support and the importance of sharing good practice.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Know how communication can be used to solve problems and reduce the likelihood of conflict	1.1	State the importance of positive communication as a way of reducing the likelihood of conflict	• The importance of positive communication; the need to communicate in a way that is clear, professional, polite and fair; consistency; awareness of cultural needs and preferences; the need to avoid the use of jargon/slang; how positive communication builds a rapport and encourages similar behaviour in customers.

	1.2	Identify how managing customer expectations can reduce the likelihood of conflict	• How difficulties can be caused if customers have unrealistic expectations; speedy identification of issues.
			• How providing information can help manage customer expectations:
			  ☐ how long they may need to wait
			  ☐ explanations of company policy
			  ☐ stating own expectations
			  ☐ clarity of information provided
			  ☐ procedure for resolution
			  ☐ timescales for resolution.

	1.3	Identify the differences between assertiveness and aggression	• Characteristics of assertive behaviour (being firm but fair, remaining calm, appearing confident, politeness). • Characteristics of aggressive behaviour (hostile words, threatening tone/gestures, confrontational attitude). • Appropriate uses of approaches; differing scenarios for assertiveness and aggression.

Learning outcomes	Assessment criteria		Unit amplification
	1.4	State the importance of viewing a situation from the customer's perspective	• The value of empathy (preventing conflict, understanding a conflict situation better, building a rapport, helping to defuse conflict, informing resolutions/appropriate responses).
	1.5	Identify strategies that can be used to solve problems	• A problem-solving model to resolve situations (building rapport, finding common ground, agreeing a way forward); negotiation strategies that can be used to help solve problems:
			☐ stating expectations
			☐ giving reasons
			☐ offering alternatives
			☐ applying pressure
			☐ offering incentives
			☐ compromising.
			• Concept and benefit of win-win approach; agreement of resolution/timescales; agreeing methods/frequency/timescales of communication.

Learning outcomes	Assessment criteria		Unit amplification
2 Know the factors that influence human responses in conflict situations	2.1	Identify human responses to emotional or threatening situations	• Common responses (fear, anger, aggression); the fight, flight or freeze response; physical effects of adrenalin on the body; challenging; not listening; raising of voice.

	2.2	Identify factors that can trigger an angry response in others	• Common triggers:
			  □ embarrassment
			  □ not being taken seriously
			  □ not being listened to
			  □ agreements not being adhered to
			  □ being belittled
			  □ feeling threatened
			  □ frustration
			  □ poor communication skills
			  □ limited understanding
			  □ English as a second language
			  □ physical discomfort.
			• Factors that can increase likelihood of triggering an angry response:
			  □ intoxication
			  □ stress
			  □ personality
			  □ medical conditions.

	2.3	Identify factors that can inhibit an angry response in others	• Self-control; personal values; cultural values; peer pressure; previous experience; fear of confrontations; lack of confidence; fear of retaliation; fear of legal consequences, fear of loss of job or other respected social role.

Learning outcomes		Assessment criteria		Unit amplification
3	Know how to assess and reduce risks in conflict situations	3.1	Identify the stages of escalation in conflict situations	• The attitude-behaviour cycle; conflict escalation model; how threat levels can escalate in a confrontation (stages of escalation: frustration-anger-aggression-violence).
		3.2	State how to apply dynamic risk assessment to a conflict situation	• Cycle of dynamic risk assessment: 　□ assess the threat posed by persons, places and objects 　□ evaluate available options 　□ respond with best option 　□ continuously monitor for changes to situation. • The reactionary gap; early warning signs of potential aggression (breathing, non-verbal signals). • Danger signs of imminent anger and aggression: 　□ language 　□ non-verbal signals 　□ personal space 　□ actual and potential weapons. • The need to be ready to adapt response depending on risk (respond verbally, take action, retreat, seek advice/help).
		3.3	State the importance of following employer policies and guidance in conflict situations	• Value as a way of reducing risk of litigation and harm to self/others; source of information about roles/responsibilities/limitations of responsibilities; guidance in relation to courses of action.
		3.4	Identify measures that can reduce risks for people who may be involved in conflict situations	• Conflict management training; training updates; proactive service delivery; positive communication; access controls; personal protective equipment; supervision; monitoring; CCTV; alarms.

Learning outcomes	Assessment criteria		Unit amplification
4 Know how to communicate effectively and de-escalate conflict in emotive situations	4.1	Identify how to use non-verbal communication in emotive situations	• How to signal non-aggression through non-verbal communication (non-threatening posture, positioning, movements, facial expression, hand gestures); spatial awareness and positioning.
	4.2	Identify how to overcome communication barriers in emotive situations	• The need to recognise that a communication barrier exists; types of communication barrier (physical, attitudinal, linguistic); use of active listening to facilitate understanding.
			• How to overcome physical barriers: by moving to a quieter location, by ensuring adequate lighting, by appropriate positioning, by ensuring adequate space.
			• How to overcome attitudinal barriers: by being assertive, by reacting appropriately in response to customer's attitude.
			• How to overcome linguistic barriers: by rephrasing and repeating message, by slowing speech, by use of gestures, by use of intermediaries, use of augmentative/alternative approaches.
	4.3	Identify ways of defusing emotive conflict situations	• Use of non-verbal communication (facial expression, gestures, movements) to signal non-aggression; maintaining self-control; being positive and assertive; empathy and active listening; feedback; requesting support/guidance; agreeing next steps/timelines.
	4.4	Identify how to work with colleagues to de-escalate conflict situations	• The value in a confrontation of handing over to, or taking control from, a colleague; applying roles/responsibilities; boundaries; agreeing next steps; reaffirming solutions/resolutions.
	4.5	State the importance of providing exit routes and space when dealing with an angry person	• Importance of leaving potential aggressors with an exit route to allow for flight response; importance of having own exit route available in case of physical attack; importance of providing space, as an angry person may feel threatened and become more aggressive in a confined space.

Learning outcomes	Assessment criteria		Unit amplification
5 Know good practice to follow after conflict situations	5.1	State the importance of accessing help and support following an incident	• Value of accessing help and support: support, reassurance, dealing with shock; managing absence; help with returning to work.
	5.2	Identify the benefits of reflecting on and learning from conflict situations	• Value of reflecting and learning from conflict (recognising trends, being able to respond better in future, identifying preventative measures); monitoring; support; areas of strength/weakness; evaluation of approaches used; review of roles/responsibilities/policies and procedures.
	5.3	Identify the benefits of sharing good practice and contributing to solutions to recurring problems	• Benefits of being able to find common approaches and influence procedures; improved company profile; adoption of alternative approaches. • Benefits in terms of results: safer working environment for staff and customers, reduced stress; better customer experience; expansion of customer/service user base; consistent approach; reduction in claims and litigation.

Information for tutors

Delivery

This unit develops learners' understanding of the knowledge and skills required to manage conflict in a workplace setting.

Learners should be taught in a way that applies the principles of a scenario-based approach, with scenarios reflecting the type of workplace applicable to the majority of learners. Appropriate allowance and discussion time must be given to meet the needs of learners from different sectors. This discussion time will also be helpful to other learners and enable them to apply their knowledge in a variety of other settings. A range of facilitative methods should be used, including presentation, demonstration, group exercises, group discussion, guest speakers and scenarios. The programme need not necessarily cover the unit content in the order in which it is presented, and it is best to design it with an emphasis on the needs of the sector(s) concerned.

It is a good idea to include at least one scenario for each of the following: dynamic risk assessment; triggers; defusing and calming. The scenarios must be run and debriefed to provide learners with a working example of best practice. It is a good idea to teach the practical subjects, such as signalling non-aggression, positioning and spatial awareness by demonstrating the skills and then coaching the participants to experience and practice the skills being taught.

Assessment

This unit is assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

Suggested resources

Books

Beck K and Beck K – *Assertiveness at Work: A Practical Guide to Handling Awkward Situations* (McGraw-Hill Professional, 2005) ISBN 9780077114282

Bolton R – *People Skills: How to Assert Yourself, Listen to Others and Resolve Conflicts* (Simon & Schuster, 1986) ISBN 9780671622480

Lilley R – *Dealing with Difficult People (Creating Success)* (Kogan Page, 2013) ISBN 9780749466947

Websites

ACAS www.acas.org.uk/index.aspx?articleid=1218

Counselling Directory www.counselling-directory.org.uk/counsellor-articles/dealing-with-conflict-at-work

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: **www.edexcel.com/contactus**

- Pearson BTEC: **www.btec.co.uk/contactus**

- Pearson Work Based Learning: **pearsonwbl.edexcel.com**

- books, software and online resources for UK schools and colleges:
  www.pearsonschoolsandfecolleges.co.uk/contactus

Key publications

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of Pearson BTEC qualifications are available on our website at:

www.edexcel.com/btec/delivering-btec/quality/Pages/default.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/default.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources/Pages/default.aspx

14 Professional development and training

Pearson supports UK and international customers with training related to Pearson 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 learner-centred learning and teaching approaches

- building Functional Skills into your programme

- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/resources/Training/Pages/default.aspx. You can request customised training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.edexcel.com/btec/delivering-btec/training/Pages/default.aspx

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

Your Pearson BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson BTEC support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/Aboutus/contact-us/Pages/home.aspx

- Ask the Expert: submit your question online to our Ask the Expert online service www.edexcel.com/Aboutus/contact-us/ask-expert/Pages/home.aspx and we will make sure your query is handled by a subject specialist.