

# **Pearson BTEC Entry Level Awards and Certificate in Workskills (Entry 3)**

## **Specification**

First teaching September 2016

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## **Edexcel, BTEC and LCCI qualifications**

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# Contents

<b>1</b>	<b>Introducing BTEC Workskills qualifications</b>	<b>1</b>
	What are BTEC Workskills qualifications?	1
	Sizes of Workskills qualifications	1
<b>2</b>	<b>Qualification summary and key information</b>	<b>2</b>
<b>3</b>	<b>Qualification purpose</b>	<b>6</b>
	Qualifications objectives	6
	Relationship with previous qualifications	6
	Progression opportunities	6
<b>4</b>	<b>Qualification structures</b>	<b>7</b>
	Pearson BTEC Entry Level 3 (3 credit) Award in Workskills	7
	Pearson BTEC Entry Level 3 (6 credit) Award in Workskills	8
	Pearson BTEC Entry Level 3 (9 credit) Award in Workskills	8
	Pearson BTEC Entry Level 3 Certificate in Workskills	8
<b>5</b>	<b>Centre resource requirements</b>	<b>12</b>
<b>6</b>	<b>Access and recruitment</b>	<b>13</b>
	Prior knowledge, skills and understanding	13
	Access to qualifications for learners with disabilities or specific needs	13
<b>7</b>	<b>Programme delivery</b>	<b>14</b>
<b>8</b>	<b>Assessment</b>	<b>15</b>
	Language of assessment	15
	Internal assessment	15
	Assessment through assignments	15
	Designing effective assignments	15
	Providing an assignment brief	16
	Forms of evidence	17
	Making valid assessment decisions	17
	Authenticity of learner work	17
	Making assessment decisions using unit-based criteria	18
	Dealing with late completion of assignments	18
	Issuing assessment decisions and feedback	18
	Resubmissions and retakes	19
	Administrative arrangements for internal assessment	20
	Records	20
	Reasonable adjustments to assessments	20
	Special consideration	20
	Dealing with malpractice in assessment	21

Internal assessment	21
Learner malpractice	22
Teacher/centre malpractice	22
Sanctions and appeals	23
<b>9 Recognising prior learning and achievement</b>	<b>24</b>
Recognition of Prior Learning	24
<b>10 Centre recognition and approval</b>	<b>25</b>
Approvals agreement	25
<b>11 Quality assurance of centres</b>	<b>26</b>
<b>12 Units</b>	<b>27</b>
Unit number	27
Unit title	27
Level	27
Unit type	27
Credit value	27
Guided learning (GL)	27
Unit introduction	27
Learning outcomes	27
Assessment criteria	28
Unit content	28
<b>13 Further information and useful publications</b>	<b>29</b>
<b>14 Professional development and training</b>	<b>30</b>

# 1 Introducing BTEC Workskills qualifications

## What are BTEC Workskills qualifications?

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Welcome to BTEC Entry 3 Workskills qualifications.

The BTEC Workskills suite of qualifications have been designed to offer learners a flexible, relevant course to improve their understanding and application of work-based skills. These qualifications have been developed to ensure that the knowledge, skills and understanding they provide are relevant, current and useful for learners and potential employers. The qualifications have been designed to support employability. Learners have the opportunity to follow a flexible course and achieve a nationally recognised Entry 3 vocationally-related qualification. On completion of one of these qualifications, learners have the opportunity to progress to related general and/or vocational qualifications, or employment in a particular vocational sector.

## Sizes of Workskills qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Workskills qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson BTEC Entry Level 3-credit Award in Workskills (Entry 3)
Qualification Number (QN)	XXX/XXX/X
Regulation start date	DD/MM/YYYY
Operational start date	01/09/2016
Approved age ranges	14-16 16-18 19+
Total qualification time (TQT)	30 hours.
Guided learning (GL)	18 hours.
Credit value	3
Assessment	Internal assessment (centre-devised assessment)
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ). Centres must also follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification title	Pearson BTEC Entry Level 6-credit Award in Workskills (Entry 3)
Qualification Number (QN)	XXX/XXX/X
Regulation start date	DD/MM/YYYY
Operational start date	01/09/2016
Approved age ranges	14–16 16–18 19+
Total qualification time (TQT)	60 hours.
Guided learning (GL)	26 hours.
Credit value	6
Assessment	Internal assessment (centre-devised assessment)
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ). Centres must also follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification title	Pearson BTEC Entry Level 9-credit Award in Workskills (Entry 3)
Qualification Number (QN)	XXX/XXX/X
Regulation start date	DD/MM/YYYY
Operational start date	01/09/2016
Approved age ranges	14-16 16-18 19+
Total qualification time (TQT)	90 hours.
Guided learning (GL)	41 hours.
Credit value	9
Assessment	Internal assessment (centre-devised assessment)
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ). Centres must also follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification title	Pearson BTEC Entry Level Certificate in Workskills (Entry 3)
Qualification Number (QN)	XXX/XXX/X
Regulation start date	DD/MM/YYYY
Operational start date	01/09/2016
Approved age ranges	14–16 16–18 19+
Total qualification time (TQT)	130 hours.
Guided learning (GL)	62 hours.
Credit value	13
Assessment	Internal assessment (centre-devised assessment)
Grading information	The qualification and units are at a Pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ). Centres must also follow our access and recruitment policy (see <i>Section 6 Access and recruitment</i> ).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 3 Qualification purpose

### Qualifications objectives

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The Pearson BTEC Entry Level Awards and Certificate in Workskills (Entry 3) are designed to prepare learners for employment and ensure that they have the knowledge and skills to succeed in the workplace. The qualifications are designed to offer flexibility and the opportunity for learners to continuously develop and add to their skills. This is supported by the range of qualification sizes available.

- The Pearson BTEC Entry Level 3-credit Award in Workskills (Entry 3) provides a bite-sized qualification in employability skills to boost learner confidence, give a taster or focus learning on a key area.
- The Pearson BTEC Entry Level 6-credit Award in Workskills (Entry 3) is designed for learners who are working at Entry level but are motivated by the prospect of work and wish to progress to Level 1 or a traineeship in the long term. In a short programme, this qualification encourages learners to analyse their own skills. It will concentrate either on the knowledge and self-awareness needed for gaining work, or on developing insight into how to be successful once work has been secured. Learners will also have the opportunity to progress to Level 1 units during their programme.
- The Pearson BTEC Entry Level 9-credit Award in Workskills (Entry 3) is designed for learners who are working at Entry level but are motivated by the prospect of work and wish to progress to Level 1 or a traineeship in the long term. In a short programme, this qualification is focused on employability in terms of gaining and sustaining work. It develops both the knowledge and self-awareness needed to gain work and insight into how to be successful once work has been secured. Learners will also have the opportunity to progress to Level 1 units during their programme.
- The Pearson BTEC Entry Level Certificate in Workskills (Entry 3) is designed for learners who are working at Entry level but are motivated by the prospect of work and wish to progress to Level 1 or a traineeship. This qualification develops broad and meaningful skills in employability, including finding, gaining and retaining employment. Learners will acquire the knowledge and self-awareness needed to gain work and insight into how to be successful once work has been secured. Learners will also have the opportunity to progress to Level 1 units during their programme.

### Relationship with previous qualifications

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These qualifications are a direct replacement for the Pearson BTEC Entry Level Awards and Certificate in Workskills (Entry 3) (QCF), which will expire on 31<sup>st</sup> August 2016.

### Progression opportunities

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The Pearson BTEC Entry Level Awards and Certificate in Workskills (Entry 3) are designed to provide two potential outcomes in terms of learner progression:

- Learners are able to access sustainable employment. This will be the case where learners are unemployed or wish to enter work or an apprenticeship immediately.
- Learners for whom further study is the next stage can progress to a Level 1 occupationally-related qualification. This will better equip them to make wise choices that will result in the progression that they need.

## 4 Qualification structures

### Pearson BTEC Entry Level 3 Award in Workskills (3 credit)

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					3
Unit number	Unit reference number	Group A	Level	Credit	Guided learning
62	J/508/3465	Achieving Success at Interview	E3	2	13
63	Y/508/3468	Applying for Jobs	E3	2	13
64	Y/503/2813	Conduct at Work	E3	1	10
65	A/505/6926	Developing Personal Presentation Skills for the Workplace	E3	1	10
66	L/505/6929	Introduction to Health and Safety at Work	E3	2	20
67	H/503/2815	Investigating Rights and Responsibilities at Work	E3	1	10
68	A/503/2822	Learning from Work Placement	E3	2	10
69	K/508/3474	Literacy for the Workplace	E3	1	10
70	T/503/2804	Managing Your Own Money	E3	2	20
71	M/508/3699	Numeracy for the Workplace	E3	1	10
73	J/503/2824	Planning an Enterprise Activity	E3	1	10
74	K/508/3491	Preparing for Work Placement	E3	1	10
75	F/505/6930	Produce a CV	E3	2	20
76	R/503/2826	Producing a Product	E3	1	10
77	L/503/2825	Running an Enterprise Activity	E3	1	10
78	L/503/2811	Self-assessment	E3	1	10
79	M/508/3492	Self-management for Work	E3	2	13
80	M/508/3489	Skills and Qualities for Employability	E3	1	8
81	T/503/2818	Solving Work-related Problems	E3	2	20
84	H/508/3490	Working as a Volunteer	E3	3	10

### **Pearson BTEC Entry Level 3 Award in Workskills (6 credit)**

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	6
Minimum number of credits at Entry 3	4

### **Pearson BTEC Entry Level 3 Award in Workskills (9 credit)**

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	9
Minimum number of credits at Entry 3	5

### **Pearson BTEC Entry Level 3 Certificate in Workskills**

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	13
Minimum number of credits at Entry 3	7

<b>Unit number</b>	<b>Group A (Barred unit combinations appear in brackets after the unit title)</b>	<b>Level</b>	<b>Credit</b>	<b>Guided learning</b>
62	Achieving success at interview (unit 1 F/508/3660)	E3	2	13
63	Applying for jobs ( unit 2 A/508/3494)	E3	2	13
64	Conduct at Work	E3	1	10
65	Developing Personal Presentation Skills for the workplace (unit 20 Y/508/3471)	E3	1	10
66	Introduction to Health and Safety at work (unit 6 F/505/6927)	E3	2	20
67	Investigating Rights and Responsibilities at work ( unit 9 Y/508/3499)	E3	1	10
68	Learning from Work Placement (unit 13 M/508/3475)	E3	2	10

69	Literacy for the Workplace (unit 14 A/508/3463)	E3	1	10
70	Managing your own money (unit 16 F/508/3464)	E3	2	20
71	Numeracy for the Workplace (unit 18 L/508/3466)	E3	1	10
72	Personal Behaviour for Success (unit 19 H/504/3362)	E3	3	30
73	Planning an Enterprise Activity	E3	1	10
74	Preparing for Work Placement (unit 21 F/503/2854)	E3	1	10
75	Produce a CV	E3	2	20
76	Producing a Product (unit 22 A/508/3477)	E3	1	10
77	Running an Enterprise Activity (unit 23 Y/503/2858)	E3	1	10
78	Self-assessment (unit 24 J/508/3479,)	E3	1	10
79	Self-management for Work (unit 25 F/508/3481)	E3	2	13
80	Skills and qualities for employability	E3	1	8
81	Solving Work-related problems (unit 26 J/508/3482)	E3	2	20
82	The Internet and World Wide Web	E3	1	5
83	Word Processing Software	E3	2	15
84	Working as a Volunteer (unit 29 L/508/3483)	E3	2	10
85	Working in a Team (unit Y/508/3485)	E3	3	30
1	Achieving success at interview	1	2	14
2	Applying for jobs (unit 63 J/508/3742 )	1	2	13
3	Building working relationships with colleagues	1	2	8
4	Career Progression	1	2	9
5	Developing resilience for work	1	1	10
6	Health and Safety at Work	1	2	20
7	How and why businesses operate	1	2	10
8	Investigating Portfolio Careers and Self-Employment	1	2	10
9	Investigating Rights and Responsibilities at work (unit 67 H/503/2815)	1	1	15
10	IT Communication Fundamentals	1	3	20

11	IT Software Fundamentals	1	3	10
12	Learning from more experienced people	1	2	9
13	Learning from Work Placement (unit 68 A/503/2822)	1	1	10
14	Literacy for the Workplace (unit 69 K/508/3474)	1	1	11
15	Maintaining a suitable online presence for employment	1	2	15
16	Managing Own Money (unit 70 T/503/2804)	1	2	8
17	Managing transition into work	1	1	10
18	Numeracy for the Workplace (unit 71 M/508/3699)	1	1	30
19	Personal Behaviour for Success (unit 72 D/504/3361)	1	3	9
20	Personal Presentation for the workplace	1	2	10
21	Preparing for Work Placement (unit 74 K/508/3491)	1	1	
22	Producing a Product (unit 76 R/503/2826)	1	2	20
23	Running an Enterprise Activity (unit 77 L/503/2825)	1	1	10
24	Self-assessment (unit 78 L/503/2811)	1	2	11
25	Self-management Skills (unit 79 M/508/3492)	1	2	19
26	Solving Work-related Problems (unit 81 T/503/2818)	1	3	18
27	Supporting Employability and Personal Effectiveness	1	5	50
28	Using a CV and Covering Letter to Apply for a Job	1	2	20
29	Working as a Volunteer (H/508/3490)	1	2	11
30	Working in a Team (unit 85 T/508/3493)	1	3	17
112	Investigating Career Choices	1	2	13

Centres should be aware that in the Entry 3 qualifications in this specification, learners may be required to meet the demands of unit(s) at Level 1. Centres are advised to consider the support, guidance and opportunities they give to learners to meet the demands of the higher-level unit(s) during delivery and assessment of the qualifications.

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## 5 Centre resource requirements

### General resource requirements

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- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place that relate to the use of equipment by learners.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* available on our website.
- 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 6 Access and recruitment*. For full details of the Equality Act 2010 visit [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Specific resource requirements

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As well as the general resource requirements given above, there are specific resources that centres must provide. They are listed by unit below.

Unit	Resources required
15: Preparing for and Participating in Work Experience	Learners will need a placement where they are expected to carry out a period of time conducting work experience.

## 6 Access and recruitment

Our policy on 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 barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

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

### **Prior knowledge, skills and understanding**

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No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

### **Access to qualifications for learners with disabilities or specific needs**

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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 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 (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.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see *Section 8 Assessment* for information on reasonable adjustments and special consideration.

## 7 Programme delivery

Centres are free to offer these 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 that 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 assessment; for example, developing assessments with input from employers
- using 'expert witness' reports from employers to support assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

## 8 Assessment

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

Units	Assessment method
All units	Internal assessment (centre-devised assessments)

In administering internal assessments, centres need to be aware of the specific procedures and policies that apply to, for example, registration, entries and results. More information can be found in our *UK Information Manual*, available on our website.

### Language of assessment

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Assessments for internally-assessed units are in English only.

A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

For further information on access arrangements, please refer to *Reasonable adjustments* later in this section.

### Internal assessment

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All units in these qualifications are internally assessed and subject to external standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides. Centres need to be, if they are not already, approved to offer the qualification before conducting assessments. *Section 10 Centre recognition and approval* gives information on approval for offering these qualifications.

### Assessment through assignments

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For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors and assessors.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.

Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable there to be a clear and formal assessment outcome based on the assessment criteria.

### Designing effective assignments

To ensure that final assessment decisions meet the required standard, assignments must be fit for purpose as a tool to measure learning against the defined content and assessment criteria. Centres should make sure that assignments enable learners to produce valid, sufficient, authentic and appropriate evidence that relates

directly to the specified criteria within the context of the learning outcomes and unit content.

An assignment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete provide evidence for a learning outcome that can be assessed using the assessment criteria
- the time allowed for the assignment is clearly defined and consistent with what is being assessed
- the centre has the required resources for all learners to complete the assignment fully and fairly
- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

Recommended assignments are provided in the *Further information for tutors and assessors* section of each unit. In designing assignments, centres need to work within the structure of the recommended assignments. They need to consider the following points when developing their assignment briefs.

- Centres may choose to combine all or parts of different units into single assignments provided that all units and all their associated learning outcomes are fully addressed in the programme overall. If this approach is taken, centres need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment.
- A learning outcome must always be assessed as a whole and must not be split into two or more assignments.
- The assignment must be targeted to the learning outcomes but the learning outcomes and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Centres do not have to follow the order of the learning outcomes of a unit in developing assignments but later learning outcomes often require learners to apply the content of earlier learning outcomes, and they may require learners to draw their learning together.
- As assignments provide the final assessment, they will draw on the specified range of teaching content for the learning outcomes. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### **Providing an assignment brief**

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned. An assignment brief should include:

- a vocational scenario, context, or application for the tasks to be completed
- clear instructions to the learner about what they are required to do – normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

## Forms of evidence

Centres may use a variety of forms of evidence as long as they are suited to the type of learning outcome being assessed. For some units, the practical demonstration of skills is necessary and for others, learners will need to demonstrate their knowledge and understanding. The units give information on what would be suitable forms of evidence.

Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Some of the forms of evidence include:

- written tasks such as reports, articles for journals, newsletters, leaflets, posters
- projects
- time-constrained simulated activities with observation records and supporting evidence
- observation and recordings of practical tasks or performance in the workplace
- sketchbooks, work logbooks, reflective journals, workbooks
- presentations with assessor questioning
- witness testimony.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning outcomes and the associated assessment criteria
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when using performance evidence, centres need to think about how supporting evidence can be captured through preparation notes, reflective accounts, logbook records, recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use examples of their own experiences.

For information on the requirements for implementing assessment processes in centres, please refer to the *BTEC UK Quality Assurance Centre Handbook* on our website.

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## Making valid assessment decisions

### Authenticity of learner work

An assessor must assess only work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising learners during assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres may use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. More information is given later in this section.

### **Making assessment decisions using unit-based criteria**

Assessment decisions for the qualifications are based on the specific criteria given in each unit. Assessors make judgements using the assessment criteria and must show how they have reached their decisions in the assessment records. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment* section of each unit, which gives examples and definitions related to terms used in the assessment criteria
- the centre's Lead Internal Verifier and assessment team's collective experience supported by the information provided by Pearson.

When a learner has completed the assessment for a unit then the assessor will give an assessment outcome for the unit. To achieve a Pass, a learner must have satisfied all the assessment criteria for the learning outcomes, showing appropriate coverage of the unit content and therefore attainment at the stated level of the qualification. The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the assessment criteria for the units should be reported as Unclassified.

### **Dealing with late completion of assignments**

Learners must have a clear understanding of the centre's policy on completing assignments by the stated deadlines. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others.

If a late completion is accepted, then the assignment should be assessed normally using the relevant assessment 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 attainment against 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**

On 1 September 2014, Pearson introduced a framework to support centres in delivering high-quality internal assessments for BTEC Firsts and Nationals, the framework can be found on the BTEC delivery pages of our website. Within this framework, only one opportunity for resit can be authorised by the Lead Internal Verifier and retakes are not available. These rules do not apply to BTEC Specialist programmes at Entry Level to Level 3, but we do recommend the approach as best practice. As the rules are therefore not mandatory for BTEC Specialist programmes, they will not be checked as part of the standards verification and quality assurance process for these qualifications.

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## **Administrative arrangements for internal assessment**

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### **Records**

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

### **Reasonable adjustments to assessments**

Centres are able to make adjustments to assessments to take account of the needs of individual learners, in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units* (available on our website). In most instances, adjustments can be achieved by following the guidance, for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

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

Both documents are on the policy page of our website.

### **Special consideration**

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

A separate application must be made for each learner. Certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

## Appeals against assessment

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Enquiries and Appeals about Pearson Vocational Qualifications policy*, available on our website.

## Dealing with malpractice in assessment

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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 actions (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 incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the 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.

## Internal assessment

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 that 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.

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 examinations. We ask centres to complete JCQ Form M1 ([www.jcq.org.uk/malpractice](http://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 Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@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.

## **Teacher/centre malpractice**

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto: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.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

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 assurances 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.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction 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 our *Enquiries and appeals about Pearson vocational qualification policy* on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com)) who will inform you of the next steps.

## 9 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment 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*, available on our website.

## 10 Centre recognition and approval

Centres that have not previously offered BTEC Specialist 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 BTEC qualifications is given on our website.

### **Approvals agreement**

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All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

# 11 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses 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 be the process below:

- 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, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

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

## 12 Units

The Workskills units are available in a separate document on the Workskills webpage titled 'Pearson BTEC Workskills Units for Entry Level 3, Level 1 and Level 2 Qualifications'

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

Units have the following sections.

### **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 an individual qualification.

### **Unit title**

This is the formal title of the unit that will appear on the learner's certificate.

### **Level**

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

### **Unit type**

This says if the unit is mandatory or optional for the qualification. See *Section 4 Qualification structure* for full details.

### **Credit value**

All units in this qualification have a credit value. The minimum credit value is 1 and credits can be awarded in whole numbers only.

### **Guided learning (GL)**

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training. The activity of 'participating in education or training' includes the activity of being assessed, if the assessment takes place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

### **Unit introduction**

This is designed with learners in mind. It indicates why the unit is important, what will be learned and how the learning might be applied in the workplace.

### **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**

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

### **Unit content**

This section sets out the required teaching content of the unit and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit content is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

### **Relationship between amplification and assessment criteria**

Content is compulsory except when shown as 'e.g.'. Although it is not a requirement that all of the content is assessed, learners should be given the opportunity to cover it all.

Learners should be asked to complete summative assessment only after the teaching content for the unit or learning outcomes has been covered.

### **Legislation**

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

### **Further information for tutors and assessors**

This section gives information to support delivery and the implementation of 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* – for internally-assessed units, it provides recommended assignments and suitable sources of evidence for each learning outcome. It also gives information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully, alongside the assessment criteria.
- *Essential resources* – 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.
- *Suggested reading/resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.

## 13 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

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))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **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.

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- 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 in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based 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 also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**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.

To get in touch with our dedicated support teams please visit our website.

### **Your Pearson 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 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
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

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**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

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