Quality Management Review

Introduction

New this year

In order to maintain the integrity and currency of our annual review visits to BTEC centres, this process has undergone revision for 2015/16. This revision reflects changes in the regularity and political environment; the BTEC qualifications structure; and within Pearson quality assurance processes.

Purpose of the Quality Management Process

- Assure the presence and consistency of centre quality management in BTEC centres.
- Contribute to assuring of the national standards of BTEC programmes.
- Contribute towards the support of centres through relevant advice and guidance.
- Provides opportunity for centres to reflect on their quality management standards and discuss ways of making improvements.

Nature of centre quality review visits

- Visits will now include BTEC provision from Level 1 to Level 7 This change potentially affects Further Education Colleges, Schools, and Training Providers.
- The inclusion of Level 4 and 7 programmes will affect only those programmes operating in Further Education Colleges.
- Quality Management Review will continue to be managed through a day long visit by Centre Quality Reviewers. The nature of the visit and its administration remains unchanged.
- Visits will judge and report on a centre's provision range as a whole, though will discriminate commentaries, actions and recommendations by subject and level as required.

Revised quality objectives and measures

- The range and scope of QO and QMs are in line with those that have been used in the QRD process over the last five years. However, the revision the opportunity has been taken to refresh the order and focus these objectives.

Role of the Centre Engagement Document

- You will be required to provide a completed Centre Engagement Document ahead of the visit, which will be managed on line through Edexcel Online.
- This document will include a re-declaration of both your Centre Recognition (formerly known as Centre Approval) and Qualification Approvals.

Quality Nominee arrangements for centres providing BTEC qualifications L1-7

- The use of a single Quality Nominee at each centre will be continued. This will apply to in-scope centres providing BTEC qualifications Levels 1-7.

- It is recognised that in some centres the Quality Nominee will work closely with the colleague managing higher education at the centre.

Mapping Quality Management Review objectives

The revised quality objectives and measures have evolved from those that have been in use previously. The order of objectives has changed, but despite some updating there is a consistency of Quality Management Requirements and standards for review visits.

These revised quality objectives and measures are designed to be used as those previously in place.

Below is a mapping chart across Quality Management Review, Quality Development & Review, and Academic Management Review.

Quality Management Review (QMR)	Quality Review and Development (QRD)	Academic Management Review (AMR)
Centre Quality Infrastructure		
QO1 Centre Management Systems	L1 Managing Learning: Managing Quality R1 Managing Staff resources R2 Managing Staff induction and development R3 Managing Physical resources	Managing the organisation: 1.1 to 1.5. Policies and procedures 5.1 to 5.5 Staff resources: 7.1 to 7.6 Physical resources: 8.1 to 8.6
QO2 Supporting centre roles and team working	L2 Managing Learning: Roles and team working	N/A
QO3 Learner registration and certification (Block)	A2 Managing Assessment: Registration and certification	Student registration and certification: 2.1 to 2.7
QO4 Annual programme evaluation and review (Block)	L3 Managing Learning: Programme review, evaluation and improvement	N/A
QO5 Centre record systems	A4 Managing Assessment: Assessment recording	Assessment tracking, recording and reporting: 5.1; 5.3 to 5.5
Quality Management Review (QMR)	**Quality Review and Development (QRD)**	**Academic Management Review (AMR)**
Quality of Learner Experience		
QO6 Managing learner enrolment and induction	L4 Managing Learning: Learner recruitment	Student recruitment , support and review: 6.1 to 6.3
QO7 Managing learner on programme support and progress	L5 Managing Learning: Learner support and review	Student recruitment, support and review: 6.4 to 6.7
QO8 Managing assessment	A3 Managing Assessment: Assessment practice	Managing assessment and verification: 4.1 to 4.6; 5.2
QO9 Managing standards of internal & external assessment (Block)	A1 Managing Assessment: Verification of assessment outcomes	Managing assessment and verification: 4.7 to 4.9
Q10 Managing assessment safeguards	A5 Managing Assessment: Malpractice and appeals	Policies and procedures: 3.6 to 3.9

Why we do it

Quality Management Review is how we check that you are managing appropriate quality assurance systems and procedures. Quality Management Review helps ensure you have sufficient quality assurance systems, policies and procedures that are implemented appropriately, consistently and fairly to assure the safe certification of your learners.

Like its predecessors, Quality Management Review is designed to be flexible, and year on year it will be important to continue to refresh the process. This makes sure that it remains relevant and responds to changing regulatory requirements and ongoing findings from our wider quality assurance processes.

How we do it

Quality Management Review is an annual visit to look at your centre-wide quality assurance systems. It ensures that you have measures in place to ensure effective management and delivery of BTEC qualifications. Every centre with learners registered on the qualifications identified below will have a Quality Management Review visit.

It is important to cover all objectives and measures at the review visit. But it will continue to be possible to give a particular focus to centre BTEC needs during a review visit.

Quality Management Review and BTEC consortia

If you deliver programmes in a BTEC consortium, you will have identified a Lead Centre when you gained BTEC consortium approval. However, each centre within the consortium is responsible for the BTEC learners registered at their centre. Therefore, each centre within the consortium with active registrations will be visited and reported on. At the visit, you may find it necessary to have staff available from other consortium partner centres if they have responsibility for delivering your consortium programmes.

Which qualifications does this process cover?

Quality Management Review covers the following qualifications	It does not cover the following qualifications:
All BTECs from Entry Level to Level 3: ● BTEC (QCF) from 2010 ● BTEC (NQF) from 2012, 2013 and 2014 BTEC Levels 4-7 BTECs accredited by the Scottish Qualifications Authority (SQA)*	Programmes delivered within BTEC Apprenticeship Framework BTEC Customised/ Self-Regulated Framework Functional Skills, ESOL, Key Skills, Skills for Life, Essential Skills Wales, Core Skills All levels of stand-alone NVQ/SVQ.

* For guidance on BTEC (SQA) qualifications please refer to the BTEC Security Centre Management Handbook.

Roles and responsibilities

Pearson

Centre Quality Reviewer

We aim to tell you who your Centre Quality Reviewer is in September or October. If you are a new BTEC centre starting after September, then we will tell you 4 to 6 weeks after you first register learners.

Centre Quality Reviewer responsibilities
● Liaises with you to arrange a visit
● Provides advice and guidance on the process
● Provides you support in preparing the Centre Engagement Document to help
● Conducts the visit, looking at your systems, meeting with the Quality Nominee and practitioners

● Makes judgements against each of the quality objectives, confirming whether:
    • all quality processes are in place and effective
    • all quality processes are in place but some/all are not effective
    • there is insufficient evidence that effective quality processes exist

● Provides advice and guidance on your delivery of BTEC qualifications
● Provides verbal feedback at the end of the visit, confirming their judgements and offering constructive advice
● Submits a Quality Management Review report online within 10 working days of the visit
● Monitors any identified Essential Actions within three months of submission of the report
● If any Recommendations have been identified, these will be reviewed at the next Quality Management Review visit.

Principal Quality Reviewer

The Principal Quality Reviewer takes an overview of standards to ensure that all centres follow the Pearson requirements for BTEC qualifications, and Centre Quality Reviewers have appropriate standardisation and training.

Both the Principal Quality Reviewer and Senior Quality Reviewers may be become directly involved with a centre at our request.

Principal Quality Reviewer responsibilities
● Upholds the national standard for Quality Management Review, and supports Pearson BTEC qualification requirements
● Works with the Senior Quality Reviewers to meet Quality Management Review responsibilities
● Supports the management of QMR Team Leaders
● Manages the training and standardisation of Centre Quality Reviewers
● Provides ongoing advice and guidance for Pearson colleagues on BTEC quality assurance

Regional Quality Manager

Your centre has a designated Regional Quality Manager. They have a responsibility for centres within a geographical area and provide quality assurance support and guidance for anyone managing or delivering vocational qualifications.

Regional Quality Manager Quality Management Review responsibilities
● Supports you at all stages of the process
● Supports Centre Quality Reviewers where particular quality matters are raised
● Works with you to resolve Essential Actions and Recommendations, where required
● Will take over the allocation if a certification block is confirmed and will work with you to address the issues

A UK Map with Regional Quality Manager contact details can be found here: www.btec.co.uk/support

Centres

Quality Nominee

You will appoint a member of staff to act as the main point of contact between Pearson and your centre. Your Quality Nominee should ensure the effective management of BTEC programmes and actively encourage and promote good practice. You must keep the Quality Nominee details up to date on Edexcel Online.

Quality Nominee Quality Management Review responsibilities
● Negotiates and agree the date for the Centre Quality Reviewer to visit
● Agrees the agenda for visit with the Centre Quality Reviewer
● Completes and submits the Centre Engagement Document before the visit, which includes:
• progress on previous Essential Actions and Recommendations
• updates on changes to systems and procedures
• a statement on general strengths and weaknesses
● Manages the visit, bringing together the relevant practitioners and evidence
● Receives feedback from the Centre Quality Reviewer at the end of the visit
● Is informed via an automated email that the report is available on Edexcel Online
● Provides feedback on the Centre Quality Reviewer via Edexcel Online
● Manages the resolution of any identified Essential Actions or Recommendations
● Provides the Centre Quality Reviewer with an update on progress in resolving any Essential Actions within three months of receiving the report

Practitioners

For the visit you should bring together sufficient representation of BTEC practitioners who are able to talk with authority about the operation of BTECs in the centre. Please bear in mind that the Centre Quality Reviewer requires an overview of the provision, so the number of people required to attend will vary according to the size and nature of your centre.

For the purposes of Quality Management Review, practitioners are centre staff actively engaged in delivering BTEC programmes. They may be curriculum or programme managers, Lead Internal Verifiers, teaching staff and Internal Verifiers. The people directly involved with Quality Management Review may change according to the types of programmes you run at your centre.

If you have particularly large vocational provision, you should discuss with your Centre Quality Reviewer how best to manage the practitioner meeting. In these cases, it isn't necessary for someone from every single programme to be present, but there should be sufficient representatives available who can speak on behalf of all the levels and subject areas you deliver.

BTEC practitioners Quality Management Review responsibilities

- Attend the practitioners' meeting at the request of the Quality Nominee

- Provide verbal evidence of how centre systems and procedures are understood and implemented at programme level

- Provide evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation, etc.)

Quality Management Review and certification

In order to ensure that all centres have effective procedures in place, quality objectives **QO.3 Learner registration & certification; QO.4: Annual Programme Evaluation & Review**; and **QO.9: Standards of Internal & External Assessment** are linked to certification. If we have serious concerns about your centre's ability to meet any of these quality objectives, we may temporarily block certification while we provide extra support to resolve the issues. We will respond as quickly as possible to support you to help ensure standards are met, enabling the block to be released and learner BTEC certification to be resumed.

Remember, in order to claim certificates for each Principal Subject Area a centre must have an accredited lead internal verifier in place (where required by the qualification), or have successfully completed Standards Verification. Please refer to the relevant Quality Assurance Handbook sections for details.

What constitutes a certification block?

The Centre Quality Reviewer will make judgments against each of the quality objectives, based on whether you have evidence that you effectively cover all of the Quality measures.

If the Centre Quality Reviewer judges that there is "*insufficient evidence that effective quality processes exist*" for any of the Quality Objectives **QO.3 Learner registration & certification; QO.4: Annual Programme Evaluation & Review**; and **QO.9: Standards of Internal & External Assessment**, then the following process applies.

Certification block process	
Centre Quality Reviewer judges that there is "*insufficient evidence that effective quality processes exist*" for Quality Objective: **QO.3 Learner registration & certification,** or	The Centre Quality Reviewer will: - inform you of their judgment at the visit and explain that we may temporarily block certification

QO.4: Annual Programme Evaluation & Review, or QO.9: Standards of Internal & External Assessment	• explain the next steps if a certification block is confirmed • recommend a certification block. This will affect certification of all BTEC programmes within your centre.
The report will be immediately scrutinised by the Regional Quality Manager	
If, on scrutiny of the report, the Regional Quality Manager **agrees** that a certification block is appropriate, it will be applied.	• The Regional Quality Manager takes ownership of the allocation and works with you to agree remedial action • Once the issues have been resolved, the Regional Quality Manager submits the progress report which releases
If the Regional Quality Manager **does not agree** that a certification block is required.	• The Regional Quality Manager amends the judgement for Quality Objective QO.3 and/or QO.4 and/or QO.9, and submits the report • Regional Quality Manager contacts the Centre Quality Reviewer to advise them of the change • The allocation remains with Centre Quality Reviewer to monitor any Essential Actions and they will keep you informed

Process flow

Pearson Actions	Centre Actions
From September/October, Centre Quality Reviewer allocated and contacts centre to arrange visit.	• Quality Nominee begins preparation and completes Centre Engagement Document, which is submitted online • This will include, this year, the signing of the Centre Recognition and Qualification Approvals re-Declaration
Centre Quality Reviewer agrees visit date; accesses completed Centre Engagement Document; and conducts the review visit between 1st October and 30th April.	Quality Nominee manages the review visit and co-ordinates meeting between practitioners and Centre Quality Reviewer
Centre Quality Reviewer provides verbal feedback and completes report, including any Actions and Recommendations, within 10 working days.	Quality Nominee and colleagues work to resolve any Actions within 3 months of report and provide update on progress.

● Centre Quality Reviewer monitors progress against any Actions and completes progress report within 3 months the review visit ● If serious issues are found for QO.3; QO.4; or QO.9 and a block is confirmed, Regional Quality Manager works with centre to address Actions and completes progress report when issues are resolved
● Recommendations are reviewed at the next Quality Management Review visit ● Final sign off of Actions

Quality objectives and measures guide

This guide provides details of the quality objectives and measures that the Centre Quality Reviewer follows when making judgments. They have been developed to ensure that you have a clear understanding of the standards against which judgments are being made.

Quality objectives and measures are prescriptive and have been developed to:

● provide guidance on our requirements

● encourage a common understanding within your centre

● promote consistent application across all of our vocational centres.

Please use this guide when preparing for a visit. It identifies the quality objectives and measures that will appear on the Quality Management Review report and gives further explanation on how you can meet them, with examples of the types of evidence you may have available.

The revised review process this year means that the quality objectives have in turn been subject to some revision and updating. Despite this and the re-ordering that is apparent below the essential scope and nature of both objectives and measures has been retained. However, there are some changes/additions.

Centre Quality infrastructure objectives

Centre Management Systems

Quality objective

QO.1 The organisational structure is clearly defined and complies with Pearson approval requirements.

The centre has agreed, effective systems, procedures, and resources meeting Pearson requirements for the adequate management, resourcing, delivery, and internal and any external assessment of BTEC provision that are:

● sufficient for current centre needs

● regularly reviewed and updated

● readily communicated and available to all staff and learners

● operational throughout the organisation

● managed by sufficient qualified staff

Quality measures

In order to achieve this, you will need to:

QO.1.1 identify a range of key quality systems that meet with Pearson and other regulatory requirements and are:

● supported by policies and procedures that are annually reviewed

● appropriate to centre size and the qualification requirements

● supported by senior managers and implemented by programme teams

● provided with adequate job descriptions and a centre organisation chart

● ensure that the centre does not provide BTEC provision outside of the UK without a specific Pearson approval

QO.1.2 have policies and procedures for managing:

- equality, diversity, safeguarding, and health & safety
- arrangements for consortium and collaborative agreements with other sites or organisations and for distance learning being appropriately recorded on Pearson systems
- special consideration & reasonable adjustment
- recognition of prior learning and the way this informs learner assessment.
- the managing of the provision and learning experience of all levels BTEC provision

QO.1.3 provide appropriately qualified and vocationally competent staff, who:

- have sufficient time to effectively fulfil all aspects of the role,
- are provided with appropriate induction to the level of BTEC provision being delivered
- have sufficient access to monitored annual continuous professional development.

QO.1.4 have an adequate provision of safe and appropriate physical resources that are sufficient for the:

- needs of the curriculum and current learner volumes, together with a planning capability to review resource needs as provision increases
- conduct of all internal and any external assessment
- appropriate and fair access of all learners regardless of ability or disability.

QO.1.5 provide effective internal and external communications and training to ensure that staff, learners and other stake holders are correctly informed about all relevant aspects of BTEC programmes.

How to meet quality measures		
Reference	Comments	Suggested evidence
QO.1.1	**Quality Systems**. Your centre's size and scale of vocational provision will influence policies and procedures. You should have policies and procedures appropriate to your activity, which consistently regulate practice. The range of policies that inform practice cited here is the minimum expected in an educational setting to ensure the safe and secure access of all learners to the learning and assessment processes. These are process driven to ensure ongoing consistency; monitoring quality assurance practice, allowing shortfalls to be identified and action taken, and encouraging continuous improvement. Your policies should be in continuous compliance with our published policies, procedures and regulatory requirements. **Approval restrictions**. UK centre and qualification approval is restricted to delivery operations in the UK. Centres wanting to operate outside of the UK must apply for a separate international approval.	Centre policy and procedures documents Centre policy: quality and continuous improvement. Master copies of documentation. Approval records.
QO.1.2	**Policies**. The range of policies that inform practice cited here is the minimum expected in an educational setting to	

		ensure the safe and secure access of all learners to the learning and assessment processes. Policies and procedures should be dated and regularly reviewed. Where appropriate, revisions should be made. Quality assurance is dynamic and as such staff should be aware of its nature and have easy access to updates and information.	Centre policy and procedures documents Policy procedures review plan
QO.1.3		**Staff selection**. A robust recruitment and fair selection process should be in place, and consideration given to management of agency staff. The vocational and professional skill set of staff should be adequate for the programme and the level. **Periodic reviews of programme teams** are advised to ensure sufficient levels of full/part time staff to effectively deliver and assess programmes. Staff should have appropriate professional qualifications and vocational experience. Vocational and recent industrial experience/industrial updating are good practice. **A formal induction programme and monitored CPD** aids staff improvement, and the effective delivery and assessment of BTEC programmes. Staff new to BTEC must understand assessment and verification requirements. Training needs are best supported by a performance review process. **Practitioner responsibilities**. Recommended guided learning hours for delivery and assessment should be followed, and staff given sufficient time for programme planning, review and evaluation. **External people** can be involved in the learning process in many ways, and should be briefed and familiar with the programme specification and with assessment standards if involved with assessment activity: this may be required in work experience settings.	Centre recruitment processes. Review meeting minutes Centre Strategy documents Staff CVs. Staff timetables Records relating to the use of external people. Staff Development Policy Staff training needs analyses Training materials. Induction documents CPD plans and documentation. Staff feedback sheets.
QO.1.4		**Physical resources** must meet specification requirements, general educational needs and additional learning needs, as confirmed at your approval and the essential resources section of each unit. You need sufficient physical resources for the size of learner groups together with reasonable access, which mirrors timing of learning. **Access**. Appropriate and fair access arrangements should be published for all learners and, where necessary, meet legal requirements.	Assessment policy and procedure Pearson specifications

	External assessment. Follow the specific arrangements for external assessment available at the start of each academic year on the relevant specification pages of our website www.btec.co.uk.	Resource management information and procedures	
	Resource management. You are advised to regularly monitor, maintain and replace all resources needed to deliver Pearson programmes. This will include both vocationally specific and general educational resources. If these are lacking or are poorly maintained learner achievement or safety might be at risk.	Resource planning and renewal records.	
	Resource planning. Consider physical resource needs when planning new programmes or new units. Procedures should be in place to renew resources and meet changing curriculum, learner and specification requirements.		
	External resource. If you access external physical resources and expertise take reasonable steps to ensure the safety, appropriateness and continuity of such resource: contingency plans are advised to assure a continuity of supply		
QO.1.5	**Informing staff**. Pass Pearson guidance and updates to all staff on a regular basis. The Quality Nominee and lead internal verifier roles are key in this and important at points of change, when regular updates at staff meetings might be appropriate. Information is available on the website and email alerts are available.	Quality Nominee; lead internal verifier; record of briefings to staff.	

Supporting Centre Roles & Team Working

Quality objective

QO.2 Roles are clearly identified and appropriate people appointed in order to ensure:

- effective quality of centre management
- accurate administration of learner activity
- effective teaching and delivery
- valid assessment and consistent verification.

Quality measures

In order to achieve this, you will need to:

QO.2.1 identify a Quality Nominee, who acts as a main contact point with Pearson for:

- over-arching organisational quality matters across all BTEC qualification levels
- liaising about regulatory requirements
- updating centre contact details

QO.2.2 ensure staff are informed and updated on quality requirements as required

QO.2.3 identify a programme leader and team with appropriate shared responsibilities for assisting in the management of:

- enrolment and registration of learners
- tracking and recording of learner achievement
- administration and conduct of any Pearson BTEC programme external and/or controlled assessments
- safe claiming and distribution of learner certificates.

QO.2.4 provide senior manager oversight, whilst giving delegated authority to programme teams to plan and manage the quality of programme delivery and assessment across all delivery sites.

QO.2.5 set aside structured time for programme teams to have formal meetings to discuss delivery, assessment, verification, and other activities and strategies.

How to meet quality measures		
Reference	Comments	Suggested evidence
QO.2.1	**The Quality Nominee role** is important to programme quality and the development of good practice. The Quality Nominee acts as a communication point between centre and Pearson. Information received is then circulated to appropriate staff. The Quality Nominee is well placed to be involved in the planning, quality management and implementation of BTEC curriculum. To aid this role, it is advised that the Quality Nominee updates on regulatory and awarding organisation requirements. Pearson provides twice yearly free	Quality Nominee appointment and role description

	Quality Nominee Network meetings and sends out regular updates to Quality Nominees via email. Thus, Quality Nominee contact details should be kept updated via Edexcel Online. Further details on this role can be found in the Roles & Responsibilities chapter of this handbook. **Other roles.** The other important curriculum management roles are those of Programme Manager and Lead Internal Verifier, and it useful for the responsibilities are shared and understood by all practitioners.	Role and description of Programme Manager and Lead Internal Verifier Verbal evidence.	
QO.2.2	**The position of teachers** in BTEC provision is central because of the nature of BTEC assessment and because of their ability to determine delivery structure, content, and internal assignments. As a result, it is important that they are kept informed and update on quality management and curriculum content. This information is provided through the web site, specific mailings from Pearson and materials sent to the Quality Nominee. **BTEC meetings.** Many centres provide meeting availability to BTEC practitioners across curriculum areas to exchange information of common interest; to share BTEC good practice; and for programme planning.	Team meeting minutes Verbal evidence	
QO.2.3	**Programme management.** Programme teams share responsibility for programme planning, delivery and assessment. A programme leader or lead internal verifier should take responsibility for operational management and liaise with the Quality Nominee about quality requirements: contact with the Standards Verifier; evidence preparation for Standards Verification; external assessment; addressing any quality issues	Programme files Assessment records Standards verification reports.	
QO.2.4	**The organisation structure** will demonstrate the management of Pearson programmes and responsibility for programme quality assurance at centre and programme levels.	Organisation chart with names and roles identified.	
QO.2.5	**Team planning and operational meetings** are a good way of ensuring the smooth operation of a BTEC programme: these may be BTEC specific or part of a larger departmental meeting according to the nature of the curriculum offer locally. Because of the extent of locally determined delivery, assessment it is important that practitioners within a BTEC programme meet on a regular basis to discuss delivery, assessment, verification, and delivery activities and strategies. **These meetings should be formal** and agendas include: learner progress; Quality Management Review report outcomes; Standards Verification; quality issues should be discussed, analysed and resolved. Decisions should be recorded and actions monitored. Attendance of part time	Meetings schedule, agendas and minutes.	

| | staff should be encouraged. Attendance at standardisation meetings should be in line with qualification requirements as appropriate. | |

Learner registration & certification

Quality objective

QO.3 Administrative processes and procedures must ensure that all registrations and certificate claims are:

- accurate and timely
- recorded, stored and auditable
- reflective of a learner's programme of study and level of achievement

Any registration or certificate claim found to be inaccurate or unsafe is reported to Pearson

Quality measures

In order to achieve this, you will need to:

QO.3.1 have appropriate operational and monitored procedures for the timely and accurate registration of learners on all BTEC provision at the centre, with a checking process of the accuracy of each registration and the identity of each learner.

QO.3.2 have a procedure for registering learners for any BTEC externally set assessment. This procedure will take account of any re-assessment regulations currently in force.

QO.3.3 check the maintenance of accurate and current records of attendance for every learner, whilst they are registered learners at the centre.

QO.3.4 ensure timely and accurate certification claims, verified against assessment records. This will include the provision of unit certification as appropriate. Certificates received will be checked against assessment records, prior to issue.

QO.3.5 investigate and report all inaccurate, early/late and fraudulent registrations or certification claims to Pearson, via internal senior management.

How to meet quality measures		
Reference	Comments	Suggested evidence
QO.3.1	**The deadline for registrations** is published in the Information Manual: www.edexcel.com/infomanual. Use the correct programme number to register learners.	Learner registration details
	Registration checking. Registration details should be checked and monitored before submission to Pearson. Ensure that there is an appropriate checking process to assure the accuracy of registration data sent to Pearson.	Discussion with Exams Officer.
	Use Edexcel Online to check the accuracy of registrations so that any problems can be identified and resolved before learners finish their programme.	
	Many centres have a central examinations office which deals with registrations and certification claims. Some centres may have identified members of staff taking this on as an additional responsibility; there should be good communication between those with administrative	

		responsibilities and practitioners on programmes, to ensure that accurate information is submitted to Pearson.	
QO.3.2		**External assessment registration**. Specific arrangements for external assessment, including The registration of learners for external assessments, are available before the start of each academic year on our website: www.btec.co.uk. Centre staff should access and follow these instructions for external assessment at the start of the year. The external assessment requirements for different BTEC specifications can vary and it is important that the specific specification requirements are understood and followed. These differences relate both to the format of the external assessment and to specific details relating to matters like re-sits and permitted materials in the assessment room. BTEC external assessments are subject to awarding organisation examination inspector visits.	Procedure External Assessment Records.
QO.3.3		**Learner attendance**. Many BTEC centres have in place mandatory and carefully maintained attendance processes for learners. This check is to assure Pearson that those records of learner attendance are in place and being maintained to a required standard. It is not proposed that the Centre Quality Reviewer will undertake close examine and audit of these records. It will suffice to elicit that appropriate processes for attendance are in place and that these are being maintained. Viewing of a small sample of records may be undertaken.	Learner attendance process documentation Verbal evidence
QO.3.4		**A certification claims verifying process** should be used, involving assessment and administration staff. Individual claims will reflect individual achievement in assessment records. Avoid one person reporting results, as mistakes can be made easily. Some centres use public forums, like staff meetings or examination board meetings, to discuss and confirm learner achievement. **Availability**. These records must be available for Pearson staff to check if required. When certificates are received at the centre, it is recommended that a sample checking of certificates is checked against reported results. Any anomalies should be reported to Pearson and the certificate withheld until resolved. **Unit Certification**. Where learners do not complete a full qualification, there is a system in place for accurate reporting and certificate claim made to ensure that unit credit can be achieved.	Centre certification claim process Claims verification records Attainment and achievement figures Examinations Office records Programme and certificate claim records
QO.3.5		A senior member of staff should be responsible for registration and certification processes and any untoward practices should be reported to Pearson so that a full investigation can take place.	Assessment/ Examination policy and process relating to investigations

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Annual Programme Evaluation & Review

Quality objective

QO.4 Effective continuous improvement systems are in place and operational for the cyclical review, evaluation and improvement of programme delivery and assessment that involves:

● delivery and assessment staff

● senior management

● learners.

The centre needs to assure and annually confirm that programmes continue to meet our centre and qualification approval criteria and quality requirements.

Quality measures

In order to achieve this, you will need to:

QO.4.1 identify senior staff to lead on quality review and improvement processes.

QO.4.2 have a cycle of programme review and evaluation to assure the quality of the learning experience and the internal and any external assessments for each BTEC programme.

QO.4.3 consult with learners, staff and other stakeholders as part of all programme review processes to inform how the programme has positively impacted upon the learner experience.

QO.4.4 demonstrate that the outcomes of review process:

● inform change

● drive continuous improvement

● ensure that all learning and assessment provision remains effective and fit for purpose.

QO.4.5 demonstrate continuous compliance with Pearson centre recognition and qualification approval criteria and quality requirements as part of the annual evaluation and review process.

How to meet quality measures		
Reference	Comments	Suggested evidence
QO.4.1	Centre senior management are central in influencing continuous improvement and will have a strategic overview and responsibility for quality assurance, including quality review and improvement processes. The Centre Quality Reviewer will be expecting to see a Systematic and formalised review process that involves staff, learners and others. It will review the performance and outcomes in each programme area and will enable required change and improvement as required. A process of Record, analyse, inform, implement and improve will be present.	Organisation Chart Senior team meeting records.
QO.4.2	**Centre systems are reviewed** regularly to ensure fitness for purpose. They should focus on achievement and address delivery, assessment and operational issues and general administration. Record both staff and learner opinions and action plans.	Review reports and action plans Minutes from quality meetings.

QO.4.3	**Investment in quality** takes various forms: provision of time and other resources allowing people to make practical quality improvements; the support, empowerment and recognition given to staff; the inclusion of quality improvement in full and part time job descriptions; administrative support; access to ICT; the support of vocational instruction and learning practices.	Evidence relating to the investment types. Verbal evidence.
QO.4.4	**Improvement and change plans** take account of learner, staff, and other stakeholder views. Future planning and improvements are affected by learner achievement and changes to the internal and external programme environment. Assessment recording at criterion level provides an essential and useful tool for identifying the effectiveness of teaching and learning related to achievement and should be used to drive continuous improvement in teaching and assessment practice.	Planning evidence relating to change and improvement outcomes.
QO.4.5	**Re-Declaration. In order for BTEC centres and Pearson to have an accurate understanding of current operational BTEC programmes an annual centre recognition and qualification approvals re-declaration process has been introduced.** **Re-Declaration process.** 1: Complete using the Centre Engagement Document. 2: Centre Recognition. Use the Re-Declaration box to confirm and update Pearson with your centre recognition terms and conditions. When we first gave you approval as a centre you agreed these terms and conditions. As things change in your centre we would like to be informed to assure ourselves of your robustness to deliver BTEC programmes. 3: Qualifications Approvals. Use the second box to confirm and update Pearson with changes to your Qualification Approvals. You may have added to the range of BTEC programmes you are using, or have ceased to use some BTEC programmes at different levels or in their entirety.	Completed Centre Engagement Document BTEC centre terms and conditions

Centre Record Systems

Quality objective

QO.5 The centre must ensure the systematic, accurate and secure maintenance of all assessment, learner, and other quality management records, and record systems. All aspects of centre quality management must be recorded in such a way that:

- an audit trail of assessment records supports safe certification by providing evidence of consistently accurate assessment against the correct standards; reliable verification; and demonstrates learner progress

- an audit trail of centre quality management processes is being maintained

- all centre BTEC programme records are made available and auditable to Pearson representatives upon request

Quality measures

In order to achieve this, you will need to:

QO.5.1 store all centre records securely and safely relating to learners and the various aspects of the quality management at each stage of the learner process through the centre

QO.5.2 have all centre records, including current learner records of assessment feedback, available for Pearson verification processes and other forms of scrutiny.

QO.5.3 maintain records of learner achievements that are up to date, regularly reviewed and tracked accurately against the current programme specification.

QO.5.4 retain both internal and any external assessment learner and cohort summary records for centre and awarding organisation scrutiny for a minimum of three years following certification.

QO.5.5 have all current learner evidence available for centre and awarding organisation verification processes. Learner work is to be retained until twelve weeks after the issue of certificates.

How to meet quality measures		
Reference	Comments	Suggested evidence
QO.5.1	**Security of Records**. All centre programme records must be secure against hazards like false alteration; theft; and damage. Consideration will be given to the appropriate security of the storage solution being used; whether this be for paperless, paper or mixed record system. The records themselves must be of sufficient detail to show how decisions being recorded were arrived at; for example, exactly how assessment decisions were made against assessment criterion level. **Access to information**. All information and data should only be accessible by relevant staff; although learners and others made be provided with an appropriate level of read only access. These requirements and standards should apply to records kept by individual members of staff, by the programme team, or centrally by the centre.	Protection of data information Visual check by Centre Quality Reviewer

QO.5.2	**Access to Learner work**. Learner work must be made available to Pearson, and within the centre as required: usually this will be by prior request. Occasionally, the regulator will also require scrutiny of learner portfolios and centre programme records. The format and storage of evidence must facilitate this: security needs to be maintained. This is usually at programme level. **It is a risk to allow learners to keep evidence** portfolios long-term while on programme. Wherever possible, evidence produced by learners when on programme should be kept at the centre. Of course, while learner work is in progress, they may keep it, but once summative assessment has been completed, we recommend keeping learner evidence securely on site until certificates have been received. Electronic archiving is encouraged, providing it is sufficiently robust and accessible on request.	Learner portfolio and record procedures
QO.5.3	**Current Records.** Up to date and accurate learner progress information and other on programme records must be recorded: registration; learner agreement; on programme support; learner feedback and progress; achievement at assessment criterion level. Where learner evidence has been resubmitted, this must be clearly recorded with the necessary supporting permission declaration forms. Staff should check the accuracy of the information in these records. **Learner records** and monitoring information should be kept in an appropriate and accessible format: this may be electronic. **Records must be available for Pearson audit** on request. This is particularly important when there are changes to assessment staff. Experience tells us that this is a common cause of quality issues	Learner records Team records. Individual staff records. Programme file.
QO.5.4	**Assessment Records**. The centre is required to maintain the internal assessment record and any external assessment transcript outcome for each individual learner. All Internal verification and assessment records should be maintained and checked before archiving. These records should be of sufficient detail to show exactly how assessment decisions were arrived at, and should record assessment outcomes at criterion level. **Pearson audit**. Records must be securely kept for Pearson audit and in case of learner appeals, certification issues, etc. It is not necessary to retain learner assessed work for this three year period.	Internal verification and assessment records, and related records.
QO.5.5	**Access to Records**. While learners are on programme, you must keep records of assessment feedback and related	

	documentation so that guidance given to learners can be seen during standards verification, or other awarding organisation quality assurance activity. The regulator may also require access to learner feedback during inspections. **Retention of learner work**. Centres are reminded of the requirement to retain learner work for the twelve weeks after the issue of certificates in case of any appeal or investigation.	Individual Assessment feedback and related on programme documentation.

Enabling Learner Enrolment & Induction

Quality objective

QO.6 Learners are enrolled with integrity onto appropriate programmes that will:

- meet their needs

- enable and facilitate learning and achievement

- enable progression.

Quality measures

In order to achieve this, you will need to:

QO.6.1: appropriately publish programme information that is accurate and provides learners with a basis for making an informed choice about enrolment decisions.

QO.6.2: enable appropriate structured discussion with the applicant, with appropriate guidance and advice, to enable informed learner choice.

QO.6.3: assess the applicant's learning needs, progression aspirations, and any additional on-programme support requirements

QO.6.4: provide opportunities to inform and engage applicants' parents/advocates where appropriate in the application and enrolment processes.

QO.6.5: provide an appropriate learner induction that:

- explains the demands, structure, content, and assessment requirements of their programme

- informs learners of the learner appeals and malpractice procedures

- clarifies the formal requirements and deadlines of both internal and any external assessment

- explains learner facilities

- identifies learners' development needs

- develops an individual learning plan, where required or appropriate.

How to meet quality measures		
Reference	Comments	Suggested evidence
QO.6.1	**Programme Information**. The information you provide about programme provision should be in a format and of sufficient detail to enable enrollers to understand the nature and requirements of the relevant programme. The specific nature of advice and guidance will vary according to centre size and whether enrollers are recruited internally or externally. The published materials should enable the enroller to make an informed decision about enrolment.	Centre prospectus Options choices Enrolment and related documentation.
QO.6.2	**Learners must be recruited with integrity** through the avoidance of enrolment onto inappropriate programmes.	

| | | Identification of learning needs and specific support on programme must be planned and monitored. Specification documents provide details of skills sets required for each qualification. Learners must be placed on the correct programme and level, either through using initial assessment or other knowledge of the learner. | Enrolment policy and procedures.

Detail of entry requirement and selection procedures. |
|---|---|---|---|
| | | **Entry requirements** must be explained to applicants and a standard, valid, fair recruitment procedure used. Centres use different methods to recruit and select learners: taster sessions, initial assessment, skills screening, interviews and auditions | |
| QO.6.3 | | **Assessing Need**. Centre's will use a variety of techniques and approaches in the assessment of an applicant's learning needs, progression aspirations, and any additional on-programme support requirements. The key to the process will be a mechanism to thoughtfully place an applicant onto a programme of study that takes account of the individual's skills set, level, aspirations, and any additional needs that must be met to assure success on programme. | Policy and procedures on the provision of ILP and development needs |
| QO.6.4 | | **Support for Applicants**. Many centres provide opportunities to inform and engage applicants' parents/advocates where appropriate in the application and enrolment processes. This quality measure is in place to give a renewed emphasis on the need some applicants have when making application. As part of enrolment with integrity it is important that you can demonstrate that where it is appropriate, and especially where it is in the applicant's best interests, that provision is made to enable parents/advocates to be part of the information gathering and enrolment interview process. | Enrolment policy and procedures |
| QO.6.5 | | **Induction**. Increasing numbers of centres provide structured induction periods at the beginning of a BTEC programme. In part this is required as many learners will be new to the BTEC way of studying, but also there is a need to ensure that learners are aware of the demands of internal assessment through practical learning used by many centres.

Induction Range. Good learner induction should provide a learner with all the necessary information relating to programme content, facilities and requirements; together with those of the organisation. Equality, diversity and related issues should be addressed. It is anticipated that use will be made of an Individual Learning Plan. | Induction programme, centre and/or programme handbook, ILP. |

Learner on Programme Support & Progress

Quality objective

QO.7 Provide support processes appropriate to the level of study and learner need that assures the structured monitoring of individual learner progress, achievement and progression.

Quality measures

In order to achieve this, you will need to:

QO.7.1: provide a learning experience that:

- engages learners through effective teaching and assessment processes that foster independent learning, and effective pastoral care to support learning.
- identifies learner development needs with appropriate support to assist progression and achievement.
- reviews learner progress and develops agreed action plans through a process of constructive feedback and dialogue.

QO.7.2: provide a learner review process that is clear, equitable and open equally to all learners.

QO.7.3: ensure strategies to identify support mechanisms are in place and the provision of effective pastoral care that supports learning and achievement.

QO.7.4: continuously improve and update learning and support material, including programme schedules and learner handbooks.

QO.7.5: have a reporting process that records each learner's achievement and progression to further study or employment

How to meet quality measures		
Reference	Comments	Suggested evidence
QO.7.1	**Written Statement**. You should have clear, accessible statements of the processes available for on programme support that is appropriate to the level of study and learner need. Initial individual assessment will help to identify learning needs and support at the commencement of the programme. **Support Requirements**. During the programme effective learner support will encompass three elements: the provision of effective teaching and assessment that both engages learners and provides good pastoral care of that learning; the ability to identify and take forward learner development needs and enhances progression and achievement; and a learner review process that uses both constructive written and oral feedback to aid progression. These can often be supported by a variety of local initiatives that address matters of attendance, issue that can slow hinder learning. **Periodic feedback** should be given on progress. This includes attendance, achievement of deadlines and	Learner assessment records Screening programme results. Learner Handbook Induction information.

		assessment feedback on submitted work. General tutorial feedback may include action plans and learner self-evaluation. These elements should be planned and tracked through the programme.	
QO.7.2		**Range of Support**. Available support should be publicised and accessible to all learners, regardless of their needs. This support will include induction, tutorial reviews, pastoral support, monitoring of absence, in addition to learning support. If additional support requirements are identified, these should be planned and made available as required. The provision of learner support should be consistent and understood by the learner and teacher. **Achievement Support** should enhance learning and learning outcomes, rather than merely give learners the answers. Outcomes must be the learners' own work, and their achievement must be solely judged against unit criteria. Interim feedback should seek to reveal strengths and weaknesses that inform appropriate improvement. Centres may need to refer to the Pearson 'Special Assessment or Reasonable Adjustments Policy'. **Assessment Support.** Support should also assure learners are briefed on the internal and external assessment requirements on their programme of study.	Induction information and materials Schemes of work.
QO.7.3		**Support Mechanisms.** Clear, accessible support mechanisms to provide effective tutorial and pastoral care should be available from the point when learning starts. These mechanisms will be informed in part by your initial assessment process and help to foster a sense of individual responsibility. **Effective learner induction** can be used to initiate the independence of learning ideal, to orient learners, and help achieve their potential. Vocational teaching and assessment methods will further foster this ideal, which may be demonstrated by learners carrying out research, undertaking practical activities, demonstrating their skills and keeping work logs.	Learner Handbook Induction information Learner records
QO.7.4		**Updating of materials**. As part of the ongoing development of a programme practitioners should be encouraged to regularly review and update both learning and support materials. Planning schedules may require revision as a result of an internal review of the provision, and equally as changes are made to the programme specification. End of year programme review and planning can be used to support this activity. Some practitioners may actively seek the opinion of learners regarding programme materials. Learner handbooks have been found to be a useful learning aid. Handbooks need to be regularly updated to reflect both	Programme planning schedules, Schemes of work. Programme file Programme review evidence Verbal evidence

	local changes in teaching and learning, and changes to the programme specification and changes to assessment and other requirements.	
QO.7.5	**Learner achievement and progression**. You should have a reporting process that records each learner's on-programme achievement and progression to further study or employment. The on-programme record of individual learner progress should detail and assures the structured monitoring of individual learner progress, achievement and progression. A record of unit achievement, of assignment improvement work, support requirements and other relevant information should be briefly maintained.	On-programme learner records. Programme file

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Managing Assessment

Quality Objective

QO.8 Provide a formalised approach to both internal and external assessment that:

- delivers valid and reliable assessment outcomes in line with national standards
- follows Pearson regulations and requirements
- leads to the safe certification of learner achievement.

Quality measures

In order to achieve this, you will need to:

QO.8.1: ensure current programmes of study comply with the requirements of Pearson, and external regulatory and quality bodies.

QO.8.2: have clearly defined assessment roles.

QO.8.3: have clearly defined and auditable internal and/any external assessment procedures that are operational at all assessment locations and across all assessors, units and learners, as appropriate. These procedures will

- provide equal access to both internal and any external assessment for all learners, as appropriate.
- have a process that verifies each learner's identity and the authenticity of each piece of work submitted for assessment
- meet Pearson's current requirements for conducting internal assessment.

QO.8.4: maintain assessment recording documentation that is:

- clearly understood by learners and assessors
- used consistently across all centre assessment locations
- kept up to date
- regularly reviewed and tracked accurately against regulated standards.

QO.8.5: use an assessment methodology that leads to valid and reliable assessment outcomes against current national standards.

How to meet quality measures		
Reference	Comments	Suggested evidence
QO.8.1	**Programme compliance**. Centres should make periodic checks to assure that current BTEC programmes comply with all requirements within current specifications; additional guidance and instructions issued; and other related requirements. Many centres will seek their annual review process for current programmes to manage this matter.	Programme file Exam officer information.

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QO.8.2	**The assessor role** and practice must be clearly stated, understood and adopted by staff. There should be written policies and procedures detailing staff responsibilities.	Staff handbook Assessment policy and procedures.
QO.8.3	**An assessment statement and procedures** should be present, which are effectively and consistently adhered to. There should be guidelines There will be records to demonstrate that the procedures apply at any assessment location; cover all assessors, units and learners. These records must be available for inspection. **Assessment procedures must clearly identify** dates for summative assessment of each assignment. Formative feedback is important to help develop learners' understanding during teaching and learning. It must not confirm achievement of assessment criteria, as this is only done when formal assessment takes place following submission of evidence. This should be understood by all assessors and learners. We do not require evidence of formative feedback, but it may be a requirement of other external stakeholders, such as Ofsted. One opportunity only must be provided for summative assessment of finished work, at which point the assessor confirms the specific assessment criteria achieved. One further resubmission may be authorised by the lead internal verifier where required, but the learner must work independently with no further guidance from the assessor. Full guidance can be found in the Guide to Internal Assessment for BTEC Fists and Nationals: www.btec.co.uk/keydocuments. **Access to internal assessment**: You must have in place ways of ensuring that all learners have prompt and adequate access to assessment. That access should not be compromised where you also operate in locations away from your main site. All learners' identity should be authenticated. **Access to external assessment**: This note applies to programmes that include testing requirements and/or external assessment. Here, the published guidelines must be followed: you should be able to demonstrate the published testing requirements are met.	Learner handbook Assessment and internal verification documents and records. Assessment policies and procedures Assessment Plans Staff and learner handbooks Programme files. Assessment schedules for every programme that map into Internal Verification schedule Centre testing policy and procedures.

QO.8.4	**Assessment documentation** must be understandable to both assessors and learners. They should be of a uniform, cross-centre standard. Review processes should demonstrate a consistent use; for example, internal audits; programme reviews.	Staff and learner handbooks Centre assessment records Assessment Plans Programme files.
QO.8.5	**Reliability of assessment**. Adequate documentation and assessor support must ensure valid and reliable assessment outcomes. There is a process to address assessment issues, which includes internal verifier feedback and training support. Assessment processes should be updated to ensure assessors are informed about changes in awarding body and other requirements.	Centre policy and documentation reflects formal awarding body or regulatory requirements.

Standards of Internal & External Assessment

Quality objective

QO.9 Provide appropriate processes to accurately manage internal and the external verification, and the conduct of any external assessments by:

- following Pearson regulations and requirements

- utilising available standardisation materials to standardise all assessors and internal verifiers

- enabling the outcomes of internal verification and Pearson Standards Verification and Quality Monitoring Review to improve assessment and internal verification standards

Quality measures

In order to do this, you will need to:

QO.9.1 appropriately register and accredit a Lead Internal Verifier for each sector as required, and who:

- understands their responsibilities regarding internal standardisation of assignments and assessed learner work.

- assures assessment standards amongst all assessors and internal verifiers.

- provides the required internal standardisation training for teaching staff.

QO.9.2 deliver and monitor an internal verification process to inform and record that all assignments and assessment outcomes are compliant with awarding organisation and regulatory requirements, by ensuring:

- an appropriate planning schedule that assures (i) all assignment briefs are internally verified annually, and (ii) sufficient samples of learner work will touch all assessors and all taught unit assessment criteria annually

- a record of verification outcomes is maintained

- a process to deal with inaccuracies and weaknesses in assessment identified by internal verification, or by Pearson quality processes.

- the centre will have cover for absence and succession plans in place for Lead Internal Verifiers

QO.9.3 maintain accurate and up to date records of learner progression and achievement in order to support the accurate sign off of learner achievement and certification claims.

QO.9.4 facilitate the conduct of both remote and live Standards Verification by provision of timely samples of learner work, and responses to requests made for additional information, additional sampling material, or further Pearson investigation.

QO.9.5 ensure that correct centre and learner preparation is undertaken for both internally or externally set assessments. This will include both registering requirements and the provision of resource and facilities for conducting the assessment.

How to meet quality measures		
Reference	Comments	Suggested evidence
QO.9.1	**Lead Internal Verifier accreditation (QCF)**: you should understand the process for gaining lead internal verifier accreditation via online standardisation. This is required for each BTEC (QCF) Principal Subject Area, so it	

	is important that all relevant staff are briefed. This is not required for BTEC programmes in the Children's Care Learning & Development, Security or Emergency Services sectors, where Standards Verifiers are allocated annually. .	Appropriate Pearson and centre documentation Centre organisation chart Evidence of required action taken via OSCA.
	Lead Internal Verifier accreditation (NQF): for BTEC Firsts (NQF), a lead internal verifier should be registered, download the training materials provided and use them with their programme team.	
	Internal Standardisation: Lead internal verifiers should access the induction and ensure that practice standardisation materials provided are made available for all assessors. They should be aware of the standardisation windows and the outcomes of the standardisation exercise for BTECs (QCF).	
	For BTECs (NQF), the Lead Internal Verifier should confirm that they have used the standardisation materials with their team by completing the declaration on OSCA.	Records of accessing lead internal verifier materials Evidence of standardisation meetings Registration and confirmation on OSCA.
QO.9.2	**Standardisation practices** should be adopted by assessors to ensure assessment accuracy and consistency. The internal verification process will monitor the effectiveness of these practices. Access to appropriate training and updating should be provided as required. **Verification Schedule** is a simple tool that assures all internal verification needs are covered in a centre annually. Checks should be in place to assure that internal verification is correctly, consistently and systematically carried out across all provision: an internal audit mechanism should be used.	Assessment / internal verification records Meeting minutes/meetings schedule Training events attended.
	Records of verification outcomes should be maintained in a format that facilitates internal use and external scrutiny.	
	Lead Internal Verifier absence and succession planning. Lead internal verifiers must re-register annually to confirm that they are still in post. The responsibilities of the lead internal verifier are important to ensure consistency and standardisation across the programme team. Therefore, cover and succession planning is crucial to ensure the maintenance of on-going verification.	Staff handbook Centre roles chart Internal verification records
	For BTECs (QCF), if an accredited lead internal verifier leaves during the academic year, your Principal Subject Area is still released for certification for that academic year, but you must ensure that their role and responsibilities are being carried out effectively by their replacement.	Staff induction policy and handbook.

QO.9.3	**Uniform Verification:** Effective mechanisms should exist to ensure that a consistent and uniform internal verification process applies at all locations where approved programmes operate. Records will demonstrate that internal verification applies systematically to all assessors and learners. **Verification Recording:** Accurate recording of assessment and internal verification must be kept up to date so that learner achievement can be tracked and assure that certificate claims are 100% accurate.	Internal verification plans and records Internal verification process and meeting documentation Centre roles chart. Agreed certification procedures.
QO.9.4	Strategies should be evident to ensure that improvements in assessment practice identified by external and internal verification are carried out. This may include management process changes, and staff improvement training and CPD.	Records of action taken following standards verification Internal programme reviews CPD records and other relevant training details.
QO.9.5	Ensure that adequate centre and learner preparation is made to meet the requirements relating to any externally set assessment within a BTEC qualification. Consideration may be given to practice activities.	Staff Handbook Assessment Policy and Procedures.

Managing Assessment Safeguards

Quality objective

QO.10 All assessment must be recorded in such a way that the centre:

- policies and procedures meet Pearson and regulatory requirements.
- provides robust investigations, free from bias, and conducted in line with policy.
- ensures fair, consistent documented outcomes, in line with policy and accurately recorded/communicated to all stakeholders.

Quality measures

In order to do this, you will need to:

QO.10.1 ensure learners and staff are aware of the:

- learner appeal process, learner complaints process (for learners on BTEC L4-7 programmes), and what constitutes assessment malpractice.
- related processes for instigating an appeal or investigating malpractice.
- possible outcomes that may be reached.
- consequences of internal and external outcomes.
- process for a learner appeal to Pearson relating to internal and external assessment outcomes.

QO.10.2 provide learners with sufficient written information and practical instruction at the beginning of the programme to enable them to appreciate the nature of plagiarism and assessment malpractice and provide them with the study skills to research and prepare assignments

QO.10.3 demonstrate how the potential for any assessment malpractice informs learner achievement, programme planning and delivery.

QO.10.4 have robust systems for recording and managing all assessment appeals, complaints (where applicable), and malpractice, including plagiarism.

QO.10.5 have a process for reporting serious assessment malpractice, appeals and complaints (where applicable) to Pearson.

How to meet quality measures		
Reference	Comments	Suggested evidence
QO.10.1	**Assessment malpractice** is not tolerated by Pearson. Appeals and Assessment malpractice procedures must relate to both learners and staff. The procedures should identify and eliminate malpractice and be known and understood by learners and staff. **Learner/staff understanding**. Procedures should be known and understood by learners and staff. Malpractice issues can be minimised by ensuring learners/staff are aware of the issues: plagiarism, collusion, fabrication of results, falsifying grades, fraudulent certification claims; referencing skills; promoting a zero tolerance approach. **The appeals**	Appeals and malpractice policy and documentation Verbal questioning of staff.

	process must be understood by learners and staff. It must be transparent and enable formal challenges to assessment grades. Learners should be informed of these matters at induction and through the programme.	Appeals and malpractice policy and documentation Verbal evidence	
QO.10.2	**Written information for learners** relating to malpractice is most usually provided in Learner handbooks. Providing learners with an appreciation of malpractice issues, particularly plagiarism, is best conducted at the beginning of a programme during the induction period. This provides an opportunity to discuss and exemplify about the issues. **A practical way of guarding against** plagiarism is to provide some study skills input that enable learners to understand legitimate ways of researching for and preparing assignments.	Induction programme materials Learner Handbook	
QO.10.3	**Minimising malpractice**. Planning and delivery should minimise malpractice. Assessment planning practices should help limit malpractice: e.g. supervise learners producing evidence; question learners on skills and knowledge; regular change of assignment briefs. **Confirmation of learner work**. Assessment and internal verification should confirm work is the learners' own, supported by transparent and open assessment practices. Ensure that all regulations and requirements are met in reference to external assessment. Use vigilance when recording achievement and claiming certification to avoid errors and false claims.	Schemes of work, assessment and Internal verification records Assessment and Internal verification records.	
QO.10.4	**Procedures** should investigate and record alleged appeals and malpractice relating to both internal assessment and management and conduct of controlled and external assessment activities. Processes must be in place for the management of learners/staff if allegations are found to be true.	Investigation records of appeals and malpractice.	
QO.10.5	**Serious issues**. The extent of assessment malpractice or of an appeal should be fully appraised and action taken. You should have a liaison point for these matters. A process should exist to report serious malpractice to Pearson. Ordinarily, this would be through your Regional Quality Manager in the first instance, who will liaise with our Quality Standards team.	Procedure and records.	