Centre Guide to

Quality Management Review

2017-2018

Version 1 – June 2017

Contents

Introduction

Welcome to this guide to Quality Management Review. The guide provides you with the information you need to be prepared for this process in 2017-2018.

The guide walks you through:

• what you need to do
• who's responsible at each stage

and provides additional advice and guidance on best practice.

We've aimed to cover all relevant points to help you successfully meet the requirements outlined in the Quality Objectives and Measures framework. We hope you find this guide useful.

We're here to help

If you need more information or support at any stage, please contact the **Vocational Quality Advisor Team** at: **qualitynominees@pearson.com**.
We are here to help you with all your vocational quality queries.

For other general queries, please visit the "contact us" pages of our website so your questions can be answered as quickly as possible by the relevant Pearson team.

How to use this guide

1. What do you need to do

Step 1: Read the current information regarding Quality Management Review that is published on our website.

If you are new to delivering BTEC qualifications it may be useful to start by familiarising yourself with the term 'quality management review', and how we quality assure a centre's processes and procedures for managing the delivery and quality of their vocational provision. This document provides more information on the process and offers support to help you prepare for the annual activity.

Step 2: Read this guide

This guide provides you with the additional information you need to undertake the quality management review process for:

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 Nationals from 2016
 	
• 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.

There's detailed, step-by-step guidance for your Quality Nominee and internal teams so you can be confident that you have everything covered.
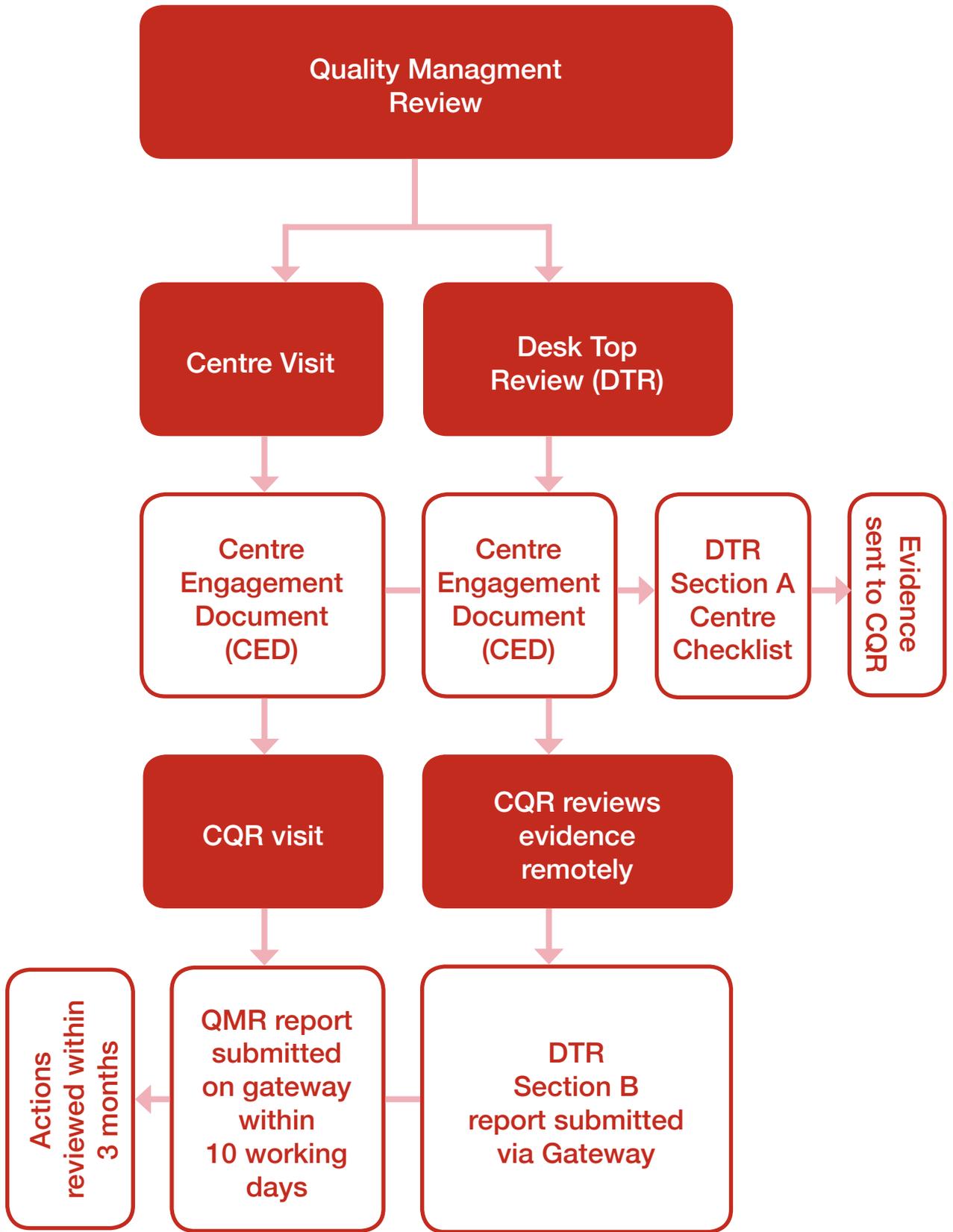
2. What do you need to know

What's new for 2017-18

Changes for 2017-18 are:

> **Top tip:** if you haven't already signed up for our Vocational Quality Newsletter, you can do so here

- Centres will be able to upload either a Word or PDF version of their CED up to a maximum size of 5MB: For those centres who are allocated a centre visit you will be required to upload your CED 10 working days prior to your arranged visit or by 10 December at the very latest, whichever comes first. For those centres allocated a DTR the deadline date for upload is 10 December.

- Once allocated to your centre, the Centre Quality Reviewer will be able to view what programme approvals are in place at your centre: centre's will only need to include evidence of collaborative arrangements if applicable as part of their evidence base for 1.1.

- The revised presentation of the quality objectives and measures makes them clearer and less repetitive: the process still includes 10 Quality Objectives, four (QO.1, QO.3, QO.4 and QO.9) of which could now result in a certification block for a centre.

- From September 2017 the QMR process has been developed into a three year cycle for centres with annual activity: centres will receive a face-to-face visit at least once during the 3 year cycle. Where a centre is not allocated a visit within an academic year, they will be subject to a Desk Top Review.

```
                    Quality Managment
                         Review
                            │
              ┌─────────────┴─────────────┐
              ▼                           ▼
         Centre Visit              Desk Top
                                 Review (DTR)
              │                           │
              ▼                           ▼
          Centre                      Centre              DTR              Evidence
        Engagement                 Engagement          Section A          sent to CQR
         Document     ───────▶      Document     ───▶   Centre     ───▶
           (CED)                      (CED)            Checklist
              │                           │
              ▼                           ▼
          CQR visit                 CQR reviews
                                     evidence
                                     remotely
              │                           │
              ▼                           ▼
  Actions       QMR report               DTR
  reviewed      submitted             Section B
  within   ◀──  on gateway    ◀──   report submitted
  3 months      within                via Gateway
                10 working
                  days
```

How we review Quality Management

We allocate a Centre Quality Reviewer to conduct a review of your centre-wide quality assurance systems against the Quality Objectives and Measure framework in order to provide judgements and feedback. Centre Quality Reviewers support you in identifying good practice and areas for further development. If our Centre Quality Reviewers find that your centre-wide systems do not meet the requirements outlined in the Quality Objectives and Measures framework, they may recommend a block to Pearson Centre Management team. This process is undertaken to safeguard the safe certification of BTEC qualifications.

How will this process work if my centre is part of a consortia arrangement?

Each centre in a consortium is responsible for the BTEC learners registered at their centre. Therefore, each centre within the consortium with active registrations will be required to complete the Quality Management process.

Roles with responsibilities

It is important that you have a team in place at your centre in order to deliver and assess your BTEC programme effectively. Our website provides an overview of the main quality assurance responsibilities for each role here.

Planning

Good planning is the first step to managing the quality of your vocational provision. It helps to confirm that centre systems and processes are in place to ensure programme teams are supported in meeting our quality assurance requirements.

Quality Management Review

1. Allocation of your Centre Quality Reviewer and type of annual activity

We begin to allocate Centre Quality Reviewers to centres in October with a view to completing this activity by the end of November. Notification of the allocation will automatically be sent to the Centre's Quality Nominee and with this, the type of annual activity will be highlighted i.e. A QMR visit or a Desk Top Review.

> **Top tip:** check details of your Quality Nominee are correct on Edexcel Online in August/September every year

Your Centre Engagement Document for the current year becomes active once you have received your allocation.

> If you have no BTEC programmes with no active learners but are allocated a Centre Quality Reviewer, then please notify us as soon as possible at vocationalqualitystandards@pearson.com.

2. Reviewing your current quality management processes and procedures

> **Top tip from the Vocational Advisor team:** Wherever possible, involve all of your internal team in your review

In our experience, centre's more often than not, already have in place what is required, but it may be structured differently to our framework. Best practice is to use our framework to map what existing processes and procedures already support the objectives and measures - this approach allows you to identify any gaps that need addressing.

> Check out the editable template our Vocational Quality Advisor team have developed to support this review activity on the resources section of the QN Hub.

3. Completing and submitting your Centre Engagement Document

All centres, will be required to complete and **submit their Centre Engagement Document by no later than 10 December 2017** regardless of the annual activity allocated, **however for those who have a centre visit arranged prior to this date, as per previous years please ensure you have uploaded your CED at least ten working days prior to the visit** All Documents are submitted via Edexcel Online.

> **Top tip:** Share your completed Centre Engagement Document with all members of your internal team

This document includes a re-declaration of acceptance of our terms and conditions for both your Centre Recognition (formerly known as Centre Approval) and Qualification Approvals. This document **must be signed by the Head of Centre**: this signature can either be a physical signature or an electronic signature.

Remember if you register learners as part of a consortium, your Centre Engagement Document commentary needs to take account of the delivery and quality management activities for these learners too.

New for 2017: Edexcel Online will accept Word or PDF versions up to 5MB

> **Top tip:** Your Centre Engagement Document forms are an important part of the review process, so take the time to plan and complete it in detail

4. Preparing for and completing a visit

Agreeing the date

Your Centre Quality Reviewer will make contact with the Quality Nominee in early November, introducing themselves and suggesting a proposed date for the visit. Most centre visits will take a full day. However, there are some centres that deliver a significant number of programmes across a number of sites. In cases like this, there may be a requirement to arrange a two day visit - Centre Quality Reviewers will discuss this with centres.

Preparing an agenda

Once a date has been set, your Centre Quality Reviewer will send a proposed agenda for the day detailing whom they would like to meet with. Centres can negotiate the timings of meetings to coincide with staff availability.

Who needs to be involved if my centre is part of a consortia arrangement?

If staff from other consortium partner centres have responsibility for delivering your consortium programmes, the Centre Quality Reviewer will also need to meet with them.

Who needs to be involved?

The Quality Nominee is the Centre Quality Reviewer's main point of contact during the visit and will need to be on hand throughout the duration. As part of the visit, the Centre Quality Reviewer will also need to meet with:

- **The exams officer**
- **Lead Internal Verifiers** for each of the BTEC programmes a centre delivers (where a large number of programmes are delivered, this may be a sample of LIV from the largest programmes)

What evidence base do we need to provide?

Centre Quality Reviewers make judgements on each of the quality objectives and measures contained in our framework using the evidence base provided by a centre. A centre does not need to wait for an allocation to begin their internal review of evidence and planning how they will present this during the Quality Management Review visit. We have prepared a **suggested sources of evidence document** to aid you with this process. Remember our Vocational

Quality Advisors have developed an **editable template** that you can also use to support you when reviewing what evidence you have in place. You can choose how you present your evidence base; it can be electronically or in paper form.

How will we know what the outcome is?

At the end of the visit the Centre Quality Reviewer will provide verbal feedback on the findings from their review. This feedback will highlight any actions that will appear in your report and also indicate what the likely outcome of the process will be.

Availability of your Quality Management Review Report

For the majority of visits, your Centre Quality Reviewer will provide you with a written report within 10 working days of the visit. Should there be a delay in this process your Centre Quality Reviewer will communicate this to you. Once the report has been completed, the Quality Nominee will receive an email from the Centre Quality Reviewer to let them know the report is available to view at Edexcel Online.

As part of our own internal quality assurances processes, the first report prepared by a Centre Quality Reviewer, is scrutinised by their Team Leader as part of an annual cycle. This critical step in the process ensures that reports are prepared to a high standard, but can result in a delay in the release of a report. Should this be the case for your allocated Centre Quality Reviewer, s/he will advise of this during their verbal feedback.

5. Preparing for and completing Desk Top Review

Desk Top Review is a remote process which you can begin to prepare for straight away once the activity is identified. Your Centre Engagement Document will become available for the current year to download and complete.

Agreeing a date

The Centre Quality Reviewer will make contact with the Quality Nominee from 1st December onwards, to arrange a suitable date for completion of the Desk Top Review. All Desk Top Review activity must be completed between 1 January and 31 March.

Completing Section A: Centre Checklist

The checklist will be accessed through **Edexcel online** with the Centre Quality Reviewer allocation on the Quality Management Review page. It is important to remember that this can only be submitted once during the annual review cycle, so review it carefully and ensure it is fully completed before you submit it. This must be completed and submitted **by 10 December.**

Centre Quality Reviewers make judgements for each of the quality objectives and measures contained in our Framework using the evidence base provided by the Centre. The Desk Top Review will focus on Quality Objectives 1, 3, 4 and 9 (blocking objectives) and will draw evidence from the completed Centre Engagement Document and Section A: Centre Checklist.

Top tip: It is important that the completion of the Centre Engagement Document is well planned and is used as a self review process for the centre, in preparation for the Desk Top Review.

Who needs to be involved?

The Quality Nominee is the Centre Quality Reviewer's main point of contact for the Desk Top Review and will need to be responsible for completing and submitting the Centre Engagement Document, Section A: Centre Checklist and ensuring the required evidence is provided to the allocated centre quality reviewer.

What evidence base do I need to provide to the CQR

The Desk Top Review process is a remote monitoring process, which will require you to give access to specific evidence for the Centre Quality Reviewer. Our framework provides Centres with the evidence which will be required by the Centre Quality Reviewer to undertake DTR, which includes:

• BTEC Organisation Chart
• LIV registration information (NQF)
• Assessment and Internal Verification Policy
• Registration & Certification Policy
• Malpractice Policy
• Appeals/Complaints Policy
• Consortia Confirmation (If applicable)
• Tracking of Employer Involvement (If applicable)

You will need to plan how best to make this available to the Centre Quality Reviewer i.e. through email or access to a shared drive or cloud storage area.

How will we know what the outcome is?

The outcome of the Desk Top Review will be one of two judgements:

• Sufficient quality processes are in place and effective
• There is insufficient evidence that effective quality processes exist (Block Recommended)

The Centre Quality Reviewer will email you once the review is complete, with the outcome. If the Centre Quality Reviewer recommends a block, this will then be reviewed by a Centre Quality Manager before the report is submitted. If the outcome is 'Block Confirmed' the Centre Quality Manager will then contact you to arrange a visit if appropriate.

Availability of your Quality Management Review Report

Your Centre Quality Reviewer will submit your report to Edexcel Online within 10 working days of their visit. Should there be any delay in this process your Centre Quality Reviewer will contact you. Once submitted, you will be able to view it and download it in the same way you access the QMR visit report, via Edexcel online.

6. Outcomes from the annual activity

Overall Judgement	Outcome
Released	• Your Centre Quality Reviewer has judged that your centre is meeting the expectations outlined in the Quality Objectives and Measures Framework. • This means that certification at Centre Level is released for this academic year and no further action is required.
Released with recommendations *Note: this outcome is specific to visits only*	• Your Centre Quality Reviewer has judged that your centre is meeting the expectations outlined in the Quality Objectives and Measures Framework but could build on current practice to further improve. • This means that certification at Centre Level is released for this academic year and the update on your response to the recommendation(s) is required as part of the next annual activity.
Released with actions *Note: this outcome is specific to visits only*	• Your Centre Quality Reviewer has judged that your centre has a number of essential actions that need to take place to ensure full compliance with the Quality Objectives and Measures Framework. • This means that, although certification at Centre Level is released for this academic year, an update on progress against actions is required within 3 months by your Centre Quality Reviewer. • If a centre fails to update their Centre Quality reviewer of the progress made

Released with actions cont.

against essential actions, this will result in the centre automatically receiving a visit in the following academic year. Continued failure is a breach of a centre's terms of conditions of recognition and may result in removal of centre recognition.

Block Recommended

- Your Centre Quality Reviewer has judged that there is "insufficient evidence that effective quality processes exist" for one or more of the following Quality Objective(s):
  - **QO.1:** Centre Management Systems
  - **QO.3:** Learner Registration & Certification
  - **QO.4:** Annual Programme Evaluation & Review
  - **QO.9:** Standards of Internal & External Assessment

- In such cases, a block on certification for all programmes in scope is not confirmed until a Centre Quality Manager has reviewed the evidence base.

7. What happens if my centre receives a recommended block?

In these rare cases, Centre Quality Reviewers are required to inform our Centre Quality Managers if they are recommending a block and are required to provide their draft report to this team within 10 working days for scrutiny.

If the Centre Quality Manager **agrees** that a centre certification block is appropriate, it will be applied and the report submitted to the Centre. The centre's Quality Management Report on Edexcel Online will indicate "Block Confirmed". At that point, the Centre Quality Manager takes ownership of the centre allocation and works with the Centre to agree remedial actions. Once remedial actions are resolved, the report is updated and centre certification is released for the current academic year.

If however, the Centre Quality Manager **does not agree** that a centre certification block is appropriate, the report content is updated, the Centre Quality Reviewer is advised and the report is submitted to the Centre. Where essential actions are identified, the Centre will still need to update their Centre Quality Reviewer within the 3 month progress update window.

Remember that you can get support with quality assurance at any point, by making contact with the Vocational Quality Advisor team. Details can be found on the **Quality Nominee page** of our website.

8. Checklist

We've provided a simple checklist to support you with the Quality Management Review process.

Before allocation of a Centre Quality Reviewer	*Completed*
I have familiarised myself with the Quality Management Review Process	
I have reviewed what evidence we have in place against the Quality Objectives and Measures Framework and identified any gaps	
I have briefed my internal team on the process for the current academic year and we have an action plan in place to address any gaps identified through my review	
I have ensured all our registrations data on EOL is up to date	

From allocation	
I have received notification of my Centre Quality Reviewer and which annual activity my centre will be undertaking this year and advised my internal team	
My Centre Quality Review has made initial contact with me	
I have completed our Centre Engagement Document and submitted on EOL	

Visit	
I have agreed a visit date with my Centre Quality Reviewer and internal team between 1 October and 30 April	
I have confirmed the agenda and arrangements for the visit with my internal team and my Centre Quality Reviewer	
I have briefed the Exams Officer and the Lead Internal Verifier(s) on the visit	
My Centre Quality Reviewer has provided our report within 10 working days of the visit	
I have shared the report with my internal team: *where required we have an action plan in place to address any essential actions within the 3 month window and a strategy for considering any recommendations before next year's activity*	
I have provided a progress update to my Centre Quality Reviewer within the stipulated 3 month window	

Desk Top Review

I have agreed a completion date of the process between January and March with my Centre Quality Reviewer	
I have completed the Desk Top Review Section A: Centre Checklist on Edexcel online by 10 December	
My Centre Quality Reviewer has advised what evidence they need us to provide	
I have provided the evidence requested to our Centre Quality Reviewer	
My Centre Quality Reviewer has provided our report within 10 working day of the agreed review date	
I have shared the report with my internal team	

Quality objectives and measures Framework

Please note that anything highlighted indicates a change or amendment to last year's objectives/measure.

Centre Quality infrastructure objectives

QO.1 Centre Management Systems (Block)

Quality Objective:

Centre must have in place administrative systems, policies and procedures to ensure that there is effective management of the delivery and assessment of qualifications, ensuring that:

◆ **qualification approvals** are accurate and timely and reflective of a centre delivery
◆ **the centre continues to meet all Qualification Approval criteria** for each qualification
◆ **adequate records are maintained** to meet Pearson requirements and made available to Pearson representatives, as required.

Quality Measures

1.1 Ensure approval is authorised prior to the commencement of any qualification, including consortia collaborative arrangements and have a procedure in place for informing Pearson of any changes to approval criteria.

1.2 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**

- able to ensure arrangements for consortium and collaborative agreements with other providers or organisations and for distance learning are appropriately recorded on Pearson systems
- ensure that the centre does not provide BTEC provision outside of the UK without a specific Pearson approval.

1.3 Have policies and procedures for managing:

- equality, diversity safeguarding, and health & safety
- arrangements for consortium and collaborative agreements with other providers 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
- centre and individual learner involvement with employers
- the identification and investigation of learner and staff malpractice, including how to report this to the relevant awarding organisation.

1.4 Have an adequate provision of safe and appropriate physical resources, including appropriately qualified and vocationally competent staff, 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 external assessment
- appropriate and fair access of all learners regardless of ability or disability.

1.5 Provide effective internal and external communications to ensure that staff, learners and other stakeholders are correctly informed about all relevant aspects of BTEC programmes.

QO.2: Supporting Centre Roles & Team Working

Quality Objective:

The centre must ensure they have appropriate personnel in place for the effective implementation and monitoring of quality assurance processes throughout the academic year.

Quality Measures

2.1 Identify a Quality Nominee, who acts as a main contact point with Pearson for:

- overarching organisational quality matters
- liaising about regulatory requirements
- updating centre contact details

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

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.

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.

2.5 Set aside structured time for programme teams to have formal meetings to discuss delivery, assessment, verification, and other activities and strategies, in order that staff:

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

QO.3: Learner registration & certification (Block)

Quality Objective

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

Where any registration or certificate claim is found to be inaccurate or unsafe, this will be reported to Pearson.

Quality Measures

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.

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.

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

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.

3.5 Have procedures to verify the accuracy of learner registrations and certifications and to identify and report any inaccurate, late or potentially false registrations or certification claims, via centre senior management, to Pearson.

QO4. Annual Programme Evaluation & Review (Block)

Quality objective

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

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

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.

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

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
- **provide confirmation** that centre procedures to track centre employer involvement have been monitored and verified; and that employer involvement records for individual learners have been accurately maintained

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.

QO.5: Centre Record Systems

Quality Objective

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

5.1 Store all centre records securely and safely relating to learners at every stage of the learner process through the centre.

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

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

5.4 Retain internal and any external assessment learner and verification records for centre and Pearson scrutiny for a minimum of three years following certification.

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

Quality of Learner Experience Objectives

QO.6: Enabling Learner Enrolment & Induction

Quality Objective:

Learners are enrolled with integrity onto appropriate programmes that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression.

Quality Measures

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

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

6.3 Assess the applicant's suitability, learning needs, progression aspirations, and any additional on-programme support requirements.

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

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, complaints 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.**

QO.7: Learner on Programme Support & Progress

Quality Objective

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

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's** additional **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.
- **provide a learning experience** that enables individual learners to have realistic opportunities to participate in appropriate employer involvement activities that enhance their programme of study.

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

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

7.4 Continuously improve and update learning and support material, including programme schedules and learner handbooks.

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

QO.8: Managing Assessment

Quality Objective

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

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

8.2 Have clearly defined assessment roles.

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 and/any external assessment.

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.

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

QO.9 Standards of Internal & External Assessment (Block)

Quality Objective

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:

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.

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.

9.3 Maintain accurate and up to date records of learner `assessment tracking` and achievement in order to support the accurate sign off of learner achievement and certification claims.

9.4 Facilitate the conduct of both remote and `face to face` 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.

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.

QO.10: Managing Assessment Safeguards

Quality Objective

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

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.

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.

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

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

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