Centre and CQR additional guidance for QMR

2017-18

(for centres who only offer BTEC Qualifications through a Pearson approved collaborative and consortia arrangements)

Introduction

This guide provides essential guidance on Quality Management Review (QMR), for Centres who register learners on BTEC qualifications but do not deliver them at their own centre. This information is for centres who ONLY register learners as part of a Pearson approved collaboration or consortium but currently have no provision being delivered within their centre.

For full detailed guidance on Quality Management Review and what the process involves please refer to the centre guide to QMR.

Why have I been allocated a QMR Visit or DTR

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 Quality Management Review. This process is undertaken to safeguard the certification of BTEC qualifications. We do recognise that some of the QMR measures and objectives are not relevant to centres who only make registrations and do not deliver the qualifications. You will only be required to provide evidence on the four blocking objectives.

What are the blocking objectives

QO.1: Centre management systems
QO.3: Learner registration & certification
QO.4: Annual programme evaluation & review
QO.9: Standards of internal & external assessment

Completing the Centre Engagement Document

Your Centre Engagement Document (CED) for the current year becomes active once you have received your QMR allocation

All centres, will be required to complete and submit their CED by no later than the 10 December 2017 regardless of the annual activity allocated (Centre visit or Desk Top Review), however for those who have a centre visit arranged prior to this date, please ensure you have uploaded your CED at least ten working days prior to the visit. All Documents are submitted via Edexcel Online (EOL).

The CED 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 an electronic signature.
For centres that only register learners but do not deliver BTEC qualifications, you will only be required to complete the following quality objectives on the CED:

QO.1: Centre management systems
QO.3: Learner registration & certification
QO.4: Annual programme evaluation & review
QO.9: Standards of internal & external assessment

For the other objectives, please indicate that you are meeting the objective and in the commentary box please write "Centre is part of a consortium and has no stand alone delivery"

For further guidance on completing your CED please refer to the Centre Guide to completing the CED

Arranging your visit

Your Centre Quality Reviewer (CQR) will make contact with the Quality Nominee (QN) in early November, introducing themselves and suggesting a proposed date for the visit. When responding to your CQR, please inform them that you are part of a consortium and do not deliver or assess the qualification at your centre. The CQR will then contact the Pearson Centre Quality Management team to confirm these arrangements are Pearson approved. This will allow your CQR to prepare for the meeting and also ensure that they are fully aware that they will not be reviewing all of the objectives for your centre.

During the Visit

Your centre visit as previously mentioned will only focus on the 4 blocking objectives and therefore there will no requirement for Lead Internal Verifiers (LIV) / Assessors to attend this meeting, however you may want to (if possible) arrange for a telephone conversation with the CQR to discuss the delivery and assessment.

The QN is the CQR main point of contact during the visit and will need to be on hand throughout the duration of the visit by the CQR. As part of the visit, the Centre CQR will also need to meet with the exams officer.

What evidence base do we need to provide?

CQRs make judgements on each of the blocking quality objectives and measures contained in our framework using the evidence base provided by a Centre. Below are the requirements for evidence of centres who work as part of a consortium but do not deliver and assess within their own centres

Reference	Comments	Suggested Evidence
QO.1.1	**Approval:** It is the centre's responsibility to ensure they have gained approval prior to the commencement of any BTEC programmes, this also includes any collaborative consortia arrangements that you may have with other providers. For further guidance on collaborative and consortia arrangements please refer to the policy on the Pearson website.	Centre Engagement Document Consortia collaborative arrangements approval letter
QO.1.2	**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. Where appropriate this should include details of arrangements for consortium and collaborative agreements/distance learning with other providers or organisations. Whilst the centre is not participating in the delivery of the qualification there is an expectation that it oversees the quality assurance aspects of their registered learners at another consortium/collaborative centre. Therefore there is an expectation that Quality Assurance policies to be in place and reviewed annually. Your policies should be in continuous compliance with our published policies, procedures and regulatory requirements. For further guidance on how to develop policies please refer to the Centre Guide to Managing Quality	Centre policy and procedures documents: •Registration •Certification •Assessment •Internal verification • Malpractice/ Plagiarism • Appeals/ complaints Centre policy quality and continuous improvement Master copies of documentation Approval records

Reference	Comments	Suggested Evidence
QO.1.3	**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 reviewed on an annual basis. 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. The centre must also have a policy in place in relation to learner malpractice including how to report this to Pearson.	Centre policy and procedure documents for: •Equality and Diversity, Safeguarding and Health and Safety • Special consideration and reasonable adjustments • Recognition of Prior Learning • Consortium and Collaborative Agreements • Policy procedures review plan • Malpractice policy and procedure
QO.1.4	**Physical resources** must meet specification requirements, general educational needs and additional learning needs. Whilst delivery is not taking place at your centre, you must be fully aware of the physical resources being utilised for the effective teaching of the programmes your learners are undertaking , and ensure you check these annually Centres must also take into consideration sufficient time and resource for the conduct of internal and external assessment. **Access.** Appropriate and fair access arrangements should be published for all learners and, where necessary, meet legal requirements.	Programme Review meeting minutes or documentation Centre strategy documents Centre policy on Learner Equality of Access Records relating to the use of external facilities Employer involvement records (if applicable)

Reference	Comments	Suggested Evidence
QO.1.5	The registering centre has a responsibility to ensure they stay up to date with any changes of requirements associated with quality assurance for BTEC programmes, so that policies and procedures can be adjusted accordingly.	QN; LIV; record of briefings to staff

Reference	Comments	Suggested Evidence
QO.3.1	**Approval:** It is the centre's responsibility to ensure qualification approval is gained prior to delivery of any BTEC courses. **The deadline for registrations** is published in the Information Manual. Use the correct programme number to register learners. Centres must ensure accurate and timely registration for all learners. **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. **Identity of learners:** Entered accurately and as shown on their identity documents when you are registering them. **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 who undertake this 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.	Learner registration details Discussion with Examaniation Officer Centre Engagement Document

Reference	Comments	Suggested Evidence
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. 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 including re-sits and permitted materials in the assessment room. BTEC external assessments are subject to awarding organisation examination inspector visits.	Exam registration procedure External assessment records Joint Council for Qqualifications (JCQ) documents or Exams Policy
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. The centre registering learners and not delivering must have access to attendance records as required.	Learner attendance process documentation Verbal evidence

Reference	Comments	Suggested 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 easily made. Some centres use public forums, like staff meetings or examination boards, to discuss and confirm learner achievement. **As the registering centre you need to instigate a process that clearly demonstrates safe and accurate certification claims** **Availability.** These records must be available for Pearson staff to check if required. When certificates are received at the centre, sample checking of certificates against reported results is a requirement. Any anomalies should be reported to Pearson and the certificate withheld until resolved. Although you are not delivering or assessing the BTEC qualifications, learner records must be available for your registered learners and you should have access to and retain these records for 3 years following certification. **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.	Certification Policy & procedure 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 Registration & certification policies/ procedures 10

	Comments	Suggested Evidence
QO.4.1	Centre senior management are key in influencing continuous improvement and will have a strategic overview and responsibility for quality assurance, including quality review and improvement processes. This would involve an overview of the quality assurance processes in place at the centre(s) delivering the BTEC Programme(s) including regular monitoring and review of progress made by their learners and ensuring that standards are maintained.	Self assessment or evaluation reports Review QMR / Standards Verifier (SV) reports and action plans Quality improvement plans
QO.4.2	**A regular cycle of annual evaluation** and review of BTEC provision should focus on achievement and address delivery, assessment and operational issues and promote improvements that will have a positive impact on the learner experience. The CQR will be expecting to see a systematic and formalised review process that involves staff, learners and others. The process will review the performance and outcomes in each programme area and will enable required change and improvement as required. **Investment in quality** takes various forms: provision of time and other resources allowing individuals 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 IT; the support of vocational instruction and learning practices	Self assessment or evaluation reports Review QMR / SV reports and action plans Minutes from quality meetings Quality improvement plans
QO.4.3	**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. **Evidence of Impact on learner experience** Centres need to indicate within their evaluation & review process, the overall effect of proposed and real changes on improving the programme offer for their learners. This input could be derived from such activities as Student councils, learner voice and student surveys.	Verbal evidence Learner voice meetings

Reference	Comments	Suggested Evidence
QO.4.4	Outcomes derived from review process are evidenced and are incorporated into centre development plans for the following year to enhance the programme of study and the learner experience. Review should indicate that all learning and assessment provision remains effective and fit for purpose with developments and improvements made to sustain the required standards. The centre is able to identify and explain the developments undertaken. **Employer Involvement** - Where a centre delivers the new Technical Level or Technical Certificate that requires input from employers, the centre is able to demonstrate that the outcomes of the review process provides confirmation that the centre procedures to track employer involvement have been monitored and verified; and that employer involvement records for individual learners have been accurately maintained.	Planning evidence relating to change and improvement outcomes Employer involvement evidence (if applicable)
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 CED. 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 continued 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.	Self assessment or evaluation reports Minutes from quality meetings Quality improvement plans

Reference	Comments	Suggested Evidence
QO.9.1	**Lead Internal Verifier accreditation (QCF):** you should be aware of 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. As the home centre you should ensure that this process has been carried out. **Lead Internal Verifier accreditation (NQF):** for BTEC Firsts (NQF), a Lead Internal Verifier should be registered, download the training materials provided and use them to complete standardisation with their programme team. You should be aware that this has taken place. **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. You should be aware that this process has taken place.	Meeting minutes Copy of LIV registration view from EOL Meeting minutes/ copy of standardisation minutes or attendance
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. Checks should be in place to assure that internal verification is correctly, consistently and systematically carried out across all provision in line with Pearson's requirements: an internal audit mechanism should be used and shared with home centres **Records of verification outcomes should be maintained in a format that facilitates internal use and external scrutiny.**	Assessment/ internal verification records/ schedule Meeting minutes/ meetings schedule

Reference	Comments	Suggested Evidence
QO.9.3	Accurate records of learner assessment and achievement. Centres must ensure that they have in place a records learner assessment and achievement. It is the responsibility of Programme Leaders/ LIV and the QN to check and double check that all records are accurate and that there is a robust procedure for the signing off of final grades by the Programme Leads, the QN and the Examination Officer. As the home centre you must have access to this information on a regular basis and you are also responsible for ensuring these records are accurate for your learners. **Please Note: As the registering centre you must keep all documentation towards learner assessment and internal verification for 3 years, this includes, assessment records, tracking sheets, IV of assessment decisions and assessment plans.**	Internal verification plans and records Internal verification process and meeting Assessment records Learner achievement tracking
QO.9.4	Meeting requirements of standards verification. The QN and LIV in centre must ensure they meet the requirements of both remote and face-to-face Standards Verification. This includes the preparation and provision of timely samples of learner work as requested by the SV, and meeting responses for additional information or samples or requests for further Pearson investigations. The centre delivering the qualification must share with you all SV reports and subsequent action plans. You should keep a record of these and monitor to ensure certification of your learners is timely.	Records of action taken following standards verification and QMR visits Internal programme reviews SV Report and action plans

Reference	Comments	Suggested Evidence
QO.9.5	Ensure that adequate centre and learner preparation is made to meet the requirements relating to any internal and external assessment within a BTEC qualification. This includes both the registration of learners and the provision of resources and appropriate facilities for conducting the assessment. Remember that all external assessments must be completed at the home centre where the registrations are made.	Assessment policy and procedures Exams policy & procedures Meeting minutes

The Completed Visit Report:

The completed Visit report will only make reference to the blocking objectives, for the other objectives it will simply state that you are meeting the objective and the commentary box should state the following

"Centre is part of an approved Pearson consortium/collaborative arrangement and is not delivering the qualification".