

Quality Management Review

Suggested evidence

2018-19

Version 1. August 2018

How to meet quality measures

Reference	Comments	Suggested evidence (Visit)	Suggested evidence (DTR)
QO.1.1	<p>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.</p> <p>For further guidance on collaborative and consortia arrangements please refer to the policy on the Pearson website.</p>	<p>Centre Engagement Document</p> <p>Consortia collaborative arrangements approval letter</p>	<p>Centre Engagement Document</p> <p>Centre Checklist</p> <p>Consortia collaborative arrangements approval letter</p>
QO.1.2	<p>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.</p> <p>Policies and procedures are process driven by both Senior Managers and Programme teams to ensure ongoing consistency; monitoring quality assurance practice, allowing shortfalls to be identified and action taken, and encouraging continuous improvement.</p> <p>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.</p> <p>Approval restrictions: UK centre and qualification approval is restricted to delivery</p>	<p>Centre policy and procedures documents:</p> <ul style="list-style-type: none"> • Registration • Certification • Assessment • Internal verification • Malpractice/Plagiarism • Appeals/Complaints • Job Descriptions • Organisation Chart <p>Centre policy quality and continuous improvement</p> <p>Master copies of documentation</p> <p>Approval records</p>	<p>Centre Engagement Document</p> <p>Centre policy and procedure documents for:</p> <ul style="list-style-type: none"> • Registration • Certification • Assessment • Internal verification • Malpractice/Plagiarism • Appeals/Complaints • Organisation chart

	operations in the UK. Centres wanting to operate outside of the UK must apply for a separate international approval.		
QO.1.3	<p>Policies.</p> <p>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 staff and learner malpractice including how to report this to Pearson.</p>	<p>Centre policy and procedure documents for:</p> <ul style="list-style-type: none"> • Equality and Diversity, Safeguarding and Health and Safety • Special Consideration and Reasonable Adjustments • Recognition of Prior learning • Consortium and Collaborative Arrangements • Policy procedures review plan • Malpractice policy and procedure 	<p>Centre Engagement Document</p> <p>Centre Checklist</p>
QO.1.4	<p>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. Centres must also take into consideration sufficient time and resource for the conduct of internal and external assessment.</p> <p>Access. Appropriate and fair access arrangements should be published for all learners and, where necessary, meet legal requirements.</p> <p>External people can be involved in the</p>	<p>Programme Review meeting minutes or documentation</p> <p>Centre Strategy documents</p> <p>Centre policy on Learner Equality of Access</p> <p>Records relating to the use of external people/ organisations</p> <p>Employer Involvement</p>	<p>Centre Checklist</p> <p>Centre Engagement Document</p> <p>Organisation Chart</p>

	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.	Records (if applicable)	
QO.1.5	Informing staff. Communicate all Pearson guidance and updates to 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	Centre Engagement Document

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QO.2.1	<p>The Quality Nominee role is important to programme quality and the development of good practice. The Quality Nominee acts as a communication point between the centre and Pearson. Centres are required to keep their Quality Nominee details up to date on Edexcel Online as part of their terms and conditions of approval.</p> <p>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.</p>	<p>Quality Nominee appointment and role description</p> <p>Evidence of attendance at Pearson Quality Nominee Events</p> <p>Verbal evidence</p>	
QO.2.2	<p>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 updated on quality management and quality assurance changes. This information is provided through the website, specific mailings from Pearson and materials sent to the Quality Nominee.</p> <p>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.</p>	<p>Verbal evidence</p> <p>BTEC Team Meeting minutes</p>	

<p>QO.2.3</p>	<p>Programme management. Programme teams share responsibility for programme planning, delivery, assessment. A Programme Leader or Lead Internal Verifier should take responsibility for operational management and liaise with the Quality Nominee about quality requirements:</p> <ul style="list-style-type: none"> • confirming registration and claims for learners; • monitoring of learner tracking and assessment; • contact with the Standards Verifier; • evidence preparation for Standards Verification; • external assessment; addressing any quality issues. 	<p>Programme files Assessment records</p> <p>Standards verification reports</p> <p>Meeting with Exams Officer and review of EOL</p>	
<p>QO.2.4</p>	<p>The organisation structure will demonstrate the management of Pearson programmes and responsibility for programme quality assurance at centre and programme levels, clearly indicating oversight by a senior manager in the centre.</p>	<p>Organisation chart with names and roles identified</p>	
<p>QO.2.5</p>	<p>Staff. The vocational and professional skillset of staff should be adequate for the programme and the levels offered by the centre. Staff involved in BTEC programme delivery need to be provided with sufficient time to effectively undertake their roles including programme planning, internal verification, review and evaluation.</p> <p>Induction and CPD. Where appropriate staff should receive an adequate induction appropriate to the level of Btec provision being offered in the centre. Staff new to BTEC must understand assessment and verification requirements. Training needs for staff are best supported by a performance review process.</p>	<p>Meetings schedule, agendas and minutes</p> <p>Staff CVs</p> <p>Induction programme and supporting documents</p> <p>Staff development Policy</p> <p>Staff training needs analyses and resulting CPD plans/ documentation</p>	

	<p>Team planning and operational meetings are an effective method of ensuring the smooth operation of a BTEC programme: it is important that practitioners teaching on a BTEC programme meet on a regular basis to discuss, assessment, verification, and delivery activities and strategies.</p>		
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QO.3.1	<p>Approval: It is the centre's responsibility to ensure qualification approval is gained prior to delivery of any BTEC courses.</p> <p>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.</p> <p>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.</p> <p>Identity of learners: Entered accurately and as shown on their identity documents when you are registering them.</p> <p>Use Edexcel Online to check the accuracy of registrations so that any problems can be identified and resolved before learners finish their programme.</p> <p>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.</p>	<p>Learner registration details</p> <p>Discussion with Exams Officer</p> <p>Centre Engagement Document</p>	<p>Learner registration details</p> <p>Centre Checklist</p> <p>Registration policy & procedure</p> <p>Centre Engagement Document</p>

<p>QO.3.2</p>	<p>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.</p> <p>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.</p>	<p>Exam Registration Procedure</p> <p>External Assessment Records</p> <p>JCQ documents or Exams Policy</p>	<p>Centre Checklist</p> <p>Centre Engagement Document</p>
<p>QO.3.3</p>	<p>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 examination 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.</p>	<p>Learner attendance process documentation</p> <p>Verbal evidence</p>	<p>Centre Engagement Document</p>
<p>QO.3.4</p>	<p>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.</p>	<p>Certification Policy & procedure</p> <p>Claims verification records</p> <p>Attainment and</p>	<p>Centre Checklist</p> <p>Centre Engagement Document</p> <p>Certification Policy</p>

	<p>Some centres use public forums, like staff meetings or examination board meetings, to discuss and confirm learner achievement.</p> <p>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.</p> <p>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.</p>	<p>achievement figures</p> <p>Examinations Office records</p> <p>Programme and certificate claim records</p>	
<p>QO.3.5</p>	<p>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.</p>	<p>Organisation Chart</p> <p>Assessment/ Examination policy and process relating to investigations</p> <p>Registration & Certification Policies/ procedures</p>	<p>Organisation chart</p> <p>Centre Engagement Document</p> <p>Registration & Certification Policies/ procedures</p>

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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.	Organisation Chart	Organisation chart
QO.4.2	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Self assessment or evaluation reports</p> <p>Review QMR / SV reports and action plans</p> <p>Minutes from quality meetings</p> <p>Quality Improvement Plans</p>	<p>Centre Engagement Document</p> <p>Centre Checklist</p> <p>Review QMR / SV reports and action plans</p>
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	<p>Verbal evidence</p> <p>Learner Voice Meetings</p>	Centre Engagement Document

	<p>and external programme environment.</p> <p>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.</p>		
QO.4.4	<p>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.</p> <p>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 centre employer involvement have been monitored and verified; and that employer involvement records for individual learners have been accurately maintained.</p>	<p>Planning evidence relating to change and improvement outcomes</p> <p>Employer Involvement evidence (if applicable)</p>	Centre Engagement Document
QO.4.5	<p>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 a re-declaration process has been introduced.</p>	<p>Completed Centre Engagement Document BTEC centre terms and Conditions, appropriately completed</p>	<p>Centre Engagement Document BTEC centre terms and Conditions, appropriately completed</p>

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 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.

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QO.5.1	<p>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.</p> <p>Access to information. All information and data should only be accessible by relevant staff; although learners and others may 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.</p>	<p>Protection of data information</p> <p>Visual check by Centre Quality Reviewer</p>	
QO.5.2	<p>Current Records. Up to date and accurate learner progress information and other current programme records must be recorded: registration; learner agreement; on programme support; learner feedback and progress; achievement at assessment criterion level.</p> <p>Where learner evidence has been resubmitted, this must be clearly recorded with the necessary supporting permission declaration forms.</p> <p>Staff should check the accuracy of the information in these records.</p> <p>Access to Learner work. Learner work</p>	<p>Learner portfolio and record procedures</p>	

	<p>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.</p> <p>It is a risk to allow learners to keep evidence portfolios long-term while on programme. 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, learner evidence must be kept securely on site until certificates have been received. (Please note retention requirements in QO.5.5) Electronic archiving is encouraged, providing it is sufficiently robust and accessible on request.</p>		
QO.5.3	<p>Learner records and achievement monitoring information should be kept in an appropriate and accessible format: this may be electronic.</p> <p>Records must be available for Pearson audit on request. This is particularly important when there are changes to assessment staff.</p> <p>Experience tells us that this is a common cause of quality issues.</p>	Assessment Tracking Records	
QO.5.4	<p>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.</p>	Internal verification and assessment records and related documents	

	<p>These records should be of sufficient detail to show exactly how assessment decisions were arrived at, and should record assessment outcomes at criterion level. These records must be maintained for a minimum of three years following certification.</p> <p>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.</p>		
<p>QO.5.5</p>	<p>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.</p> <p>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. For those learners on a two year programme of study, learner work should be retained until the completion of the larger size qualifications.</p>	<p>Individual assessment feedback and related on programme documentation</p>	

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QO.6.1	<p>Programme Information. The information you provide about programme provision should be in a format and of sufficient detail to enable a learner 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 learners are recruited internally or externally. The published materials should enable the learners to make an informed decision about enrolment.</p>	<p>Centre prospectus</p> <p>Options choices</p> <p>Enrolment and related documentation</p>	
QO.6.2	<p>Learners must be recruited with integrity through the avoidance of enrolment onto inappropriate programmes.</p> <p>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.</p> <p>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.</p>	<p>Enrolment policy and procedures</p> <p>Detail of entry requirement and selection procedures</p>	
QO.6.3	<p>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</p>	<p>Policy and procedures on the provision of ILP and development needs</p>	

	<p>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.</p> <p>Identification of learning needs and specific support on programme must be planned and monitored.</p>	Verbal evidence	
QO.6.4	<p>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.</p>	<p>Enrolment policy and procedures</p> <p>Verbal evidence</p>	
QO.6.5	<p>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 both external assessment and internal assessment through practical learning used by many centres.</p> <p>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</p>	<p>Induction programme, centre and/or programme handbook, ILP</p>	

organisation.

Equality, diversity and related issues should be addressed including learner appeals and malpractice procedures. It is anticipated that use will be made of an Individual Learning Plan to identify and support individual learner needs.

How to meet quality measures

Reference	Comments	Suggested evidence (Visit)	Suggested evidence (DTR)
QO.7.1	<p>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.</p> <p>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 and issues that can slow or hinder learning.</p> <p>Periodic feedback should be given on progress. This includes attendance, achievement of deadlines and 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.</p> <p>Employer involvement: Where centres are involved in the delivery of either the new Technical Level or Technical Certificate BTEC Qualifications there must be clear evidence that individual learner on programme have had the opportunity to participate in appropriate Employer Involvement activities that enhance their</p>	<p>Learner assessment records</p> <p>Screening programme results</p> <p>Learner Handbook</p> <p>Induction information</p> <p>Delivery and learning materials</p> <p>Employer Involvement Plan (If applicable)</p> <p>Meeting minutes relating to the involvement of employers</p>	

	programme of study.		
QO.7.2	Learner Review Process. Learner tracking and progress is a key aspect of BTEC programmes. Advising learners of their progress on a regular basis helps to ensure that they understand the programme that they are undertaking, the requirements of the programme and the expectations and demands of the assessment process.	Learner action plans Individual Learning Plans	
QO.7.3	Support Mechanisms. Clear, accessible support mechanisms to provide effective tutorial and pastoral care for learners 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.	Learner Handbook Induction Information Individual Learning Plans Learner records Work placement logs Enrichment activities	
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. Assessment plans 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	Programme Assessment Plans Schemes of work Programme file Programme review evidence Learner Handbook	

	<p>seek the opinion of learners regarding programme materials.</p> <p>Learner handbooks have been found to be a useful learning aid. Handbooks need to be regularly updated to reflect both local changes in teaching and learning, and changes to the programme specification and also changes to assessment and other requirements.</p>	Verbal evidence	
QO.7.5	<p>Learner achievement and progression. You should have a reporting process that records each learner's on-programme achievement and progression in reference to further study or employment.</p>	<p>On-programme learner achievement</p> <p>Progression records</p>	

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QO.8.1	<p>Programme compliance. Centres should make periodic checks to confirm that current BTEC programmes offered in centre comply with all Pearson requirements including additional guidance and instructions issued; and other related requirements.</p> <p>Many centres will utilize their annual review process in order to manage this requirement.</p>	<p>Programme file</p> <p>Exam officer information</p>	
QO.8.2	<p>The assessor role and practice must be clearly stated, understood and adopted by staff. There should be written policies and procedures detailing staff responsibilities.</p>	<p>Staff handbook</p> <p>Assessment policy and procedures</p>	
QO.8.3	<p>An assessment statement and procedures should be present, which are effectively and consistently adhered to, set within clear guidelines. There will be records to demonstrate that the procedures apply at all assessment locations; cover all assessors, units and learners. These records must be available for inspection as required by Pearson.</p> <p>Assessment procedures must clearly identify the rules around submission, re-submission and late submission.</p> <p>Full guidance can be found in the Guide to Internal Assessment for BTEC.</p> <p>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 other than your main site. All learners' identity should be authenticated.</p>	<p>Learner handbook</p> <p>Assessment policies and procedures</p> <p>Assessment Plans</p> <p>Staff and learner handbooks</p> <p>Centre testing policy and procedures</p>	

	<p>Access to external assessment: This note applies to programmes that include testing requirements and/or external assessment. In these instances, the published guidelines must be followed: you should be able to demonstrate that the published testing requirements are met.</p>		
QO.8.4	<p>Assessment recording documentation must be understandable to both assessors and learners. There should be an agreed set of documentation used across your centre(s) to ensure consistency and maintenance of standards.</p> <p>Review processes should demonstrate this consistent use; for example, internal audits; programme reviews.</p> <p>Pearson provide a series of templates that centre's can use: please note that their use is not compulsory. Where a centre generates their own templates, these should contain at least the same information contained in the Pearson templates.</p>	<p>Staff and learner handbooks</p> <p>Assignment briefs</p> <p>Centre assessment records</p> <p>Assessment Plans</p> <p>Programme files</p>	
QO.8.5	<p>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, training and support.</p> <p>Assessment processes should be updated to ensure assessors are informed about changes in awarding body and other requirements.</p>	<p>Centre policy and documentation reflects awarding body or regulatory requirements</p>	

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QO.9.1	<p>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.</p> <p>Lead Internal Verifier accreditation (NQF/ RQF): for BTEC Firsts and Nationals, a Lead Internal Verifier should be registered, download the training materials provided and use them to complete standardisation with their programme team.</p> <p>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/RQF), the Lead Internal Verifier should confirm that they have used the standardisation materials with their team by completing the declaration on OSCA.</p> <p>Further guidance is available in the BTEC Guide for Lead Internal Verifiers.</p>	<p>Appropriate Pearson and centre documentation</p> <p>Centre organisation chart</p> <p>Evidence of required action taken via OSCA</p> <p>Records of accessing Lead Internal Verifier materials</p> <p>Evidence of standardisation</p> <p>Registration and confirmation on OSCA</p>	<p>LIV/ OSCA registration</p> <p>Centre Engagement Document</p> <p>Centre Checklist</p>
QO.9.2	<p>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</p>	<p>Assessment / Internal Verification records</p> <p>Meeting minutes/ meetings schedule</p>	<p>Assessment & Internal Verification Policies</p> <p>Centre Engagement Document</p>

	<p>required.</p> <p>The 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 in line with Pearson's requirements: an internal audit mechanism should be used.</p> <p>Records of verification outcomes should be maintained in a format that facilitates internal use and external scrutiny.</p> <p>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.</p> <p>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.</p>	<p>Training events attended</p>	<p>Centre Checklist</p>
<p>QO.9.3</p>	<p>Accurate Records of learner assessment and achievement. Centres must ensure that they have in place a process that accurately records learner assessment and achievement. It is the responsibility of Programme Leaders/Lead Internal Verifiers and the Quality Nominee to</p>	<p>Internal verification plans and records</p> <p>Internal verification process and meeting</p>	<p>Centre Engagement Document</p> <p>Centre Checklist</p>

	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 Quality Nominee and the Exams Officer.	documentation Centre roles chart Agreed certification procedures	
QO.9.4	Meeting requirements of standards verification. The Quality Nominee and Lead Internal Verifiers 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.	Records of action taken following standards Verification and QMR visits Internal programme reviews Standards Verifier Reports	Centre Engagement Document
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.	Staff Handbook Assessment Policy and Procedures	Centre Engagement Document Assessment Policy

How to meet quality measures

Reference	Comments	Suggested evidence (Visit)	Suggested evidence (DTR)
QO.10.1	<p>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/ plagiarism and be known and understood by learners and staff.</p> <p>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 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.</p>	<p>Appeals and malpractice policy and documentation</p> <p>Verbal questioning of staff</p> <p>Appeals and malpractice policy and documentation</p> <p>Verbal evidence</p>	
QO.10.2	<p>Written information for learners relating to malpractice is most usually provided in Learner handbooks.</p> <p>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 the issues.</p> <p>A practical way of guarding against plagiarism is to provide study skills input that enable learners to understand legitimate ways of researching for and preparing assignments.</p>	<p>Induction programme materials</p> <p>Learner Handbook</p>	

<p>QO.10.3</p>	<p>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.</p> <p>Confirmation of learner work. Assessment and internal verification should confirm work is the learner's 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.</p>	<p>Schemes of work, assessment and Internal verification records</p> <p>Assessment and Internal verification records</p>	
<p>QO.10.4</p>	<p>Procedures should be in place to 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.</p>	<p>Investigation records of appeals and malpractice</p>	
<p>QO.10.5</p>	<p>Serious issues. The extent of assessment malpractice or of an appeal should be fully appraised and action taken. A process should exist to report serious malpractice to Pearson. Ordinarily, this would be through the Pearson Malpractice team.</p>	<p>Procedure and records</p>	

