Centre Guide for Quality Nominees

2024 - 2025

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Page 25 – PCM update and removal of PCM graphic. Changes in red font.	13.09.2024

Getting started

What is a Quality Nominee?

The Quality Nominee (QN) is required to act as the point of contact for quality assurance. They should have oversight of quality assurance across all vocational provision within a centre and promote good practice. The QN should ensure the centre complies with quality assurance rules.

With the Quality Nominee being responsible for centre level quality assurance, we are often asked whether they should be a member of the senior leadership team. The requirement is for the QN to either be a member of the senior leadership team or have their full support, as the role requires the authority to influence quality assurance compliance and improvement.

The Quality Nominee does not necessarily require a teaching background, however if they do, it means vocational assessment and other requirements are fully understood, making them better placed to offer support and guidance to the vocational team.

The Quality Nominee may also hold other roles within the centre. For example, they may be the Examinations Officer in a smaller centre or a Lead IV, Internal Verifier and Assessor for a vocational programme.

Identifying the role on Edexcel Online (EOL) & user permissions

The first thing you will need to do, if you have not already done so, is notify us that you are the new QN and ensure that your EOL user profile has the correct permissions.

This must be actioned by your Exams Officer on EOL as they have administration rights to edit centre staff accounts.

Within your profile, Quality Nominee should be selected as either your primary or secondary job role and it is important to also tick the box beneath to confirm you are the QN. Please ensure this is ticked as otherwise we do not recognise that you are the QN as our data retrieval for new QNs only identifies the tick box to update

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our systems. Therefore, after the Exams Officer has edited your account, please check your profile to see that the box is ticked.

You will also need to check that you have the correct user permissions which can be found further down on the user screen. For further details of the permissions required please refer to our [Support Article – Identify the QN role in EOL](#).

Within your QN role, you will also use various areas of Edexcel Online. To support you, we have produced this bitesize video providing guidance – [Using Edexcel Online for Quality Nominees](#).

Understanding the quality assurance models for approved programmes

As the Quality Nominee you have a responsibility to fully understand the quality assurance (QA) model, or models, for the qualifications your centre offer. If you are unsure of which QA model you are following, you will find the relevant qualification details at the front of each Centre Guide. All models require a QN and you will find the QN's responsibilities are very similar across all models.

The different QA models are listed below with links to the relevant quality assurance guides:

- [BTEC Level 2 & 3](#)
- [BTEC Tech Awards from 2022](#)
- Work Based Learning – See webpage.
- Functional Skills
  - [Level 1 & 2](#)
  - Entry Level – [See Webpage](#)
  - [ESOL](#)
- Higher Nationals – [See Webpage](#)

Please take time to read the guidance for the relevant models.

Ensuring approval status for qualifications

Prior to any delivery and assessment, it is essential to check that your centre has approval to deliver the qualification. The UK approvals process for qualifications was updated in July 2024 to improve the centre experience.
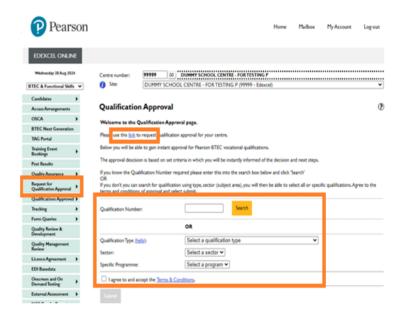
The **new** process that should be followed for any already approved BTEC centres wishing to add any qualification approval (NVQ, BTEC or Functional Skills) is as follows:

If you are an approved centre, you can now request *new or additional* qualifications on Edexcel Online.

Step 1 – Select BTEC & Functional Skills (or NVQ for Work-Based Learning) in the menu.

Step 2 – Go to Request for Qualification Approval and then Qualification Approval

Step 3 – Use the drop-down options to first check if your qualification is listed – if so, select the appropriate options and tick 'I agree to and accept the Terms and Conditions' and then submit.

Step 4 – If step 3 does not provide the qualification links required, please use the **LINK** to an approval request form in the section above.

This request will be reviewed by the Approvals team, and you will receive an acknowledgement from them in 2 working days.
Approval will be given via one of three pathways:
1. *Fast track* – automatic approval – time frame is 5 working days.
2. *Desk top review* – which might include a specialist contacting the centre – 10 working days.
3. *Centre visit* – you will be contacted within 10 days of the approval request being submitted to arrange for an approvals specialist to visit your centre. The [Pearson Vocational Centre Approval Handbook](#) gives a more detailed explanation of what occurs if a centre visit is required. The time frame for this pathway is 20 days.

The following knowledge article gives more guidance – [Approvals: Additional Qualifications](#).

Responsibilities of the Quality Nominee

At the start of the academic year, the Head of Centre or Quality Nominee acting on their behalf will need to complete the Annual Quality Declaration (AQD).

The deadline for AQD submission is **14 October***. *This is a fixed annual deadline. If this falls on a weekend, centres may wish to consider the preceding working day, although submission will be accepted on the official deadline.

The purpose of the Annual Quality Declaration (AQD) is for you to accept Pearson's terms and conditions of centre recognition and qualification approval. Here is a direct link to the [Annual Quality Declaration](#)

For further guidance, please refer to the Annual Quality Declaration centre guide and support article which can be located on our [Vocational Quality Assurance support index webpage](#).

Edexcel Online Account Confirmation

Alongside the Annual Quality Declaration activity, your *Head of Centre* will need to complete the Edexcel Online account confirmation by the same deadline of **14 October**.

We request that Quality Nominees liaise with the Head of Centre to ensure this activity is not missed and a direct link to the confirmation can be located on the AQD dashboard.

Further guidance can be found within our Edexcel Online Account Confirmation centre guide and knowledge article which can be located on our [Vocational Quality Assurance](#) support index webpage.

Reviewing and updating centre policies

As the person responsible for ensuring the effectiveness of quality assurance within your centre to meet national standards and maintain your centre's ability to meet requirements as a Pearson approved centre one of your first tasks as Quality Nominee is to conduct an annual review of your centre's policies and procedures and then update as required.

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This is a requirement for all centres regardless of the Quality Assurance model or qualifications your centre deliver. We have a [Centre Guide to Policies and Procedures](#) available on our website that will help you to understand the content to be covered. It is important however that this guide is not just used 'off the shelf', remember each policy *must be contextualised* to how you manage quality assurance in your centre.

Documents will vary between centres and may be stored electronically.

We advise that policies and procedures covering BTEC & Vocational quality assurance include:
- Registration, entry, and certification of learners
- Assessment and Internal Verification
- Distance and/or Blended Learning policy (if applicable)
- Assessment Malpractice
- Appeals and Complaints
- Collaborative arrangements policy & operational procedures (if appropriate)

It is suggested that the operational management of centre and programme level quality assurance is demonstrated in the Centre Handbook, Programme Files and Learner Handbook.

Centre Handbook

The [Centre Guide to Policies and Procedures](#) and our template for a [Centre Quality Management File](#) provides suggested content for the Centre Handbook that the Quality Nominee is responsible for creating and updating annually.

The handbook should include the centre wide quality assurance processes that are applicable to all BTEC & vocational programmes delivered with the centre, such as the policies and procedures discussed above, approval applications, year plan and assessment and IV templates. This handbook should be shared with staff each year and will be particularly useful for new staff as part of their induction to vocational qualifications.

QN Monitoring Responsibilities

It is important for the Quality Nominee to know what is happening at programme level for each qualification being delivered. This is to ensure you can support and advise where required.

> *The following responsibilities, both before and during delivery, should be regularly monitored through meetings (e.g., termly) involving the Quality Nominee, Lead IV, and Examinations team.*

By meeting with your Lead Internal Verifiers regularly, you can quickly review where they are on the quality journey. This does not need to be an onerous task. To support you we have created a template - 'Quality Assurance Health Check' that can be located under Centre Quality Templates.

Key components of the BTEC Quality Assurance model (stage 2) are the Centre Check-in Activity (CCI) and the allocation of Programme Control Measures (PCMs). It's essential that you familiarise yourself with the QN responsibilities associated with both the CCI and PCMs, which are detailed in our Centre Guide to Quality Assurance. Please also see Appendix A for more details.

Please be aware that the BTEC Tech Awards introduced in 2022 have distinct requirements, including Programme Leads instead of Lead IVs, no requirement to produce an assessment plan or programme file, the rule of combination is not applicable, they have a focus on internal standardisation rather than internal verification, and moderation in place of standards verification. Consequently, the following responsibilities can be adjusted to align with the specific requirements of this qualification suite.

Pre-delivery monitoring responsibilities

Lead IV identification

There is no formal requirement to register a Lead Internal Verifier for most vocational qualifications on Edexcel Online. The only exception is for Level 1/2 Functional Skills English. It is a requirement, however, for centres to identify a single Lead Internal Verifier (Lead IV) for each programme from the following vocational suites.

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- BTEC Level 1/2 Firsts
- BTEC Level 1/2 Tech Awards (2017, Engineering only in Wales and Northern Ireland)
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals
- BTEC QCF Specialists, Level 1, and Entry Level
- Entry Level Functional Skills (ELFs)
- Work-based Learning qualifications (see guidance here)

It is good practice for the Quality Nominee to retain a list of Lead IVs for each programme offered at the centre along with the succession arrangements. Please see our Template for Overseeing your Lead Internal Verifiers, which can be found under the internal assessment and verification template section.

Team standardisation

For programmes that do not require formal Lead IV registration, standardisation using the Centre Standardisation Materials (CSMs) should be completed each year prior to learner formal assessment commencing, involving all staff involved in the assessment and internal verification of a programme. CSMs can be located on each qualification's webpage. Standardisation should also be viewed as an ongoing process and the activity repeated at various points throughout the year, as a refresher or when discrepancies are found through the internal verification process.

We recommend the Quality Nominee monitors that the activity has been undertaken and requests for materials/activity sheets to be saved to a shared area so they can continue to be accessed by the team or by the Quality Nominee in the event of absence of the Lead IV. For more guidance on the identification of the Lead IV and team standardisation, please see the following:

- BTEC Centre Guide for the Lead Internal Verifier.
- Work-based Learning Centre Guide to Quality Assurance

Please note, the BTEC Tech Awards from 2022 require teams to standardise using Exemplar Standardisation Materials (ESMs) prior to marking Pearson Set Assignments. Please see the Centre Guide to Quality Assurance - BTEC Tech Awards 2022.

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Programme file

It is the responsibility of the Quality Nominee to ensure that Lead Internal Verifiers have effectively planned the delivery of their programme and monitor progress. This information should be shared and understood across all Assessors and Internal Verifiers.

At the start of each year, the Quality Nominee should ensure each programme has a Programme File which is their day-to-day management file for the qualification. This Template for Programme Quality Management File can assist in the design of this document. It can be in hard copy or electronic format.

Assessment planning - rule of combination

We recommend Quality Nominees check the rule of combination is met for all vocational qualifications when programme teams are creating their assessment plan. Accurate planning of the programme is essential to ensure that the correct combination of units is delivered, appropriate for the qualification size, to guarantee the safe certification of learners. This short video, Successful Certification, will assist Quality Nominees and delivery teams in understanding the importance of this aspect of quality assurance.

The '*Qualification Structure*' outlined in the specification provides the '*rule of combination*' (section 2 and 9 in each subject specification). The specification also details how an overall grade is calculated, if the qualification is '*Pass Only*' and if any units have a minimum grade requirement.

The rule of combination requires you to consider:
1. Do the units selected total the correct number of units (mandatory and optional) and Guided Learning Hours (GLH) to make up the qualification? E.g., if you are delivering a BTEC Level 3 National 720 Diploma, the unit combination should add up to 720 GLH.
2. If the qualification has grouped units (Group A, B etc), have you made the correct selection from each of the required groups?
3. Have you checked the suitability of the optional units? Have you selected the correct optional units for the programme size? Are there any specific units required for progression? Will you need specialist staff to deliver the units?
4. Does your plan make best use of synoptic units/components so your learners can draw on their learning across the programme to

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develop the knowledge and skills required to achieve the very best they can?

5. Have you made sure that at least one unit is available for Standards Verification prior to the SV deadline date (May). Build this into your plan at the beginning of the year.

External assessments

When planning the delivery at the start of the year it is important that teams consider when to build in any required external assessment opportunities; these should be identified on the assessment plan and checked by the Quality Nominee.

Delivery teams must be clear on the timelines for making external exam entries, and the responsibilities all staff have, to ensure these timelines are met.

This support article can assist in understanding the support available to assist in managing external assessments - [BTEC External Assessments.](#)

Learner induction

Quality Nominees should ensure that learner induction is provided at the start of a programme and that it is robust and structured. This should include issuing a Learner Handbook. For new and returning learners, delivery teams should cover as a minimum:
- the content and structure of the course
- what is quality assurance?
- understanding how to achieve a qualification
- understanding and interpreting assessments (command verbs)
- what is plagiarism and misuse of artificial intelligence
- study skills (referencing, research skills, time management)
- employer involvement (where applicable)
- access to support

This resource will assist in the planning of learner induction – [Template for induction of BTEC learners](#) and this document can assist in the development of a [learner handbook](#).

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During delivery monitoring responsibilities

Learner progress

Learner progress should be discussed. Are assessments following the original timeframe outlined on the Assessment Plan? What has caused any delays and does the Assessment Plan require amendment? If so, we recommend you version control and ensure the whole programme team and Standards Verifier have the latest version.

Are all learners on track? Is targeted intervention required for some learners? If so, we advise a full audit trail is maintained to inform later progress related discussions.

To support Quality Nominees with programme level monitoring, we have created a *Health Check template* that you may wish to use. This includes discussion prompts relating to learner progress and it can be located on our Quality Assurance Resources webpage, within the 'Centre quality templates' section.

Resubmissions and retakes

Internal assessment rules are clear that there is a *one* submission rule on BTEC assessments, which is why learners must be fully prepared prior to being asked to complete a formal assessment. However, because every assignment or assessment opportunity contributes to the final qualification grade there may be circumstances which require learners to be granted a resubmission or retake opportunity. Monitoring that they are happening, and are timely, is a key agenda item for teams and for the Quality Nominee to audit. Full details on these rules and the criteria to be met can be located in the BTEC Centre Guide to Internal Assessment.

Standards verification progress

The Quality Nominee should have oversight of the standards verification (SV) process and monitor progress in all programmes delivered within the centre.

The Standards Verifier (SV) will make initial contact with the QN via an introductory email outlining their role and responsibilities over the sampling period. You can expect to receive this email at the start of the SV window. Once received, we ask you to forward the email to the relevant Lead IV (LIV) and hand the process over to them as they will then assume responsibility for liaising with the SV. As the Lead IV

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manages quality assurance at programme level, it makes sense for them to work closely with the SV to ensure the process is underway and deadlines are met.

We have provided a template for managing the SV process specifically designed for QNs. This will allow you to monitor standards verification activity and is designed for you to use with your Lead IVs to oversee the process. it can be located on our [Quality Assurance Resources webpage,](link) within the 'Centre quality templates' section.

Quality Nominees can see the named SV in Edexcel Online. For guidance on how to view, please refer to the support article – [BTEC: SV Allocation Details](link). Standards Verification reports can also be accessed, please see the support article – [BTEC SV Reports](link). For NVQ Programmes, please see our support article – [NVQ Standards Verifier Reports](link).

Occasionally, communication can break down between the SV and LIV during the SV process. If this happens, please prompt your LIVs to contact their SV via email or telephone. As the Quality Nominee, you may also wish to contact them yourself. If, after attempting to contact the SV, there is no reply, then please contact us through the [Customer Support Portal](link).

Internal assessment - Reasonable Adjustments

Programme teams may approach the Quality Nominee for advice if a learner is experiencing difficulties within internal assessments. The following two sections cover the options you may recommend – reasonable adjustments or apply for special consideration.

As part of the Quality Nominee's responsibility for centre level quality assurance, a record should be maintained of any reasonable adjustments adopted and to support Quality Nominees, we have created a *Template for overseeing Reasonable Adjustments* that you may wish to use. This can be located on our [Quality Assurance Resources webpage,](link) within the 'centre quality templates' section.

At the start of a programme, the delivery team may be aware that some learners with, for example, known learning difficulties or physical disabilities, are entitled to [Access Arrangements](link) for internally and externally assessed units. If approved by Pearson, these arrangements are applicable for all qualifications studied. This is different to reasonable adjustments.

Reasonable adjustments are intended to support learners who are negatively impacted by disability or difficulty that puts the learner at a significant disadvantage in an internal assessment. Reasonable adjustments are usually agreed at the *pre-*

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assessment planning stage. However, you may have situations where it would be advisable to apply reasonable adjustments *during assessment.*

Examples of potential difficulties faced may include: (This list is not exhaustive)
- Anxiety / depression
- Bereavement
- Broken limb
- Long-term illness / hospitalisation
- Traumatic past experience

Therefore, a reasonable adjustment is designed to reduce the effects of the disadvantage faced, whilst not providing an assessment advantage over other learners or affecting the integrity of assessment outcomes.

> Programme teams should discuss such situations with the Quality Nominee as the aim is to support the learner to overcome and achieve.
>
> A special consideration application may be suggested; however, it is advisable to implement reasonable adjustments first and only if they prove unsuccessful, apply for special consideration.
>
> There is no guarantee that special consideration will be approved, so seek to support the learner to complete the assessment through alternative means first.

Reasonable adjustments may include: (This list is not exhaustive)
- A later submission date
- Different assignment brief: assessment method/way of presenting responses
- Providing assistance during assessment
- Use of assistive technology
- Re-organising the physical environment
- Sitting out of lessons covering sensitive topics, to work independently
- Obtaining alternative evidence from other units or hobbies

Centres are not required to apply to Pearson for reasonable adjustments in internally assessed units. To record strategies applied, the Lead Internal Verifier should complete the RA1 form for BTEC qualifications. This form should be retained, with any supporting evidence, by the centre for 3 years and made available to Pearson as required. Please note, if the unit is selected for standards verification, the RA1 form must be submitted to the Standards Verifier along with the assessment plan and internal verification documentation.

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Quality Nominees working closely with Lead IVs will ensure all parties are aware of issues/concerns as they arise. Programme teams can then be advised on reasonable adjustment options or where an application for special consideration is required.

If you would like guidance on proposed reasonable adjustments for a specific unit put forward to you by a programme team, please contact Pearson's dedicated [Subject Advisor](#) team. Please also refer to Pearson's [Supplementary guidance for reasonable adjustments and special considerations in internal assessment](#).

Internal Assessment - Special Consideration

Quality Nominees require an understanding of which situations a special consideration application for internal assessment may be appropriate as the QN is required to sign and submit the application to Pearson.

As part of the QN's responsibility for programme level monitoring, you should be aware of any learners who are experiencing difficulties and what strategies the programme team have already implemented to support the learner. Quality Nominee monitoring documentation will provide evidence for an application made. In this section, we will explore the circumstances that may be considered for special consideration, and how and when to apply.

Learners may encounter a difficulty where reasonable adjustments would be unsuitable or despite reasonable adjustments being implemented, they have proven unsuccessful. In these situations, you may apply for special consideration.

Special consideration in internal assessment (the same as for external assessment) provides an *allowance* to reflect temporary illness, injury, or indisposition. If approved, the allowance reflects a learner's real achievement and not their potential ability. It cannot fully compensate for the difficulty but allows a small adjustment.

Circumstances where a special consideration application may be appropriate include:
- Performance in an assessment is affected by circumstances beyond the learner's control, for example, recent personal illness, accident, bereavement.
- Part of an assessment was missed due to circumstances beyond the learner's control.
- Learner work has been lost.
- Posthumous certification is being requested.

- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.

Please note, some of the above are also listed within the reasonable adjustment section. You should consider whether the learner has the opportunity to complete the assessment at a later date and if not, you should apply for special consideration.

Internal Assessment Special Consideration - Application guidance

The Quality Nominee and Assessor should complete and sign the SC1 form.

> Unlike external assessment special consideration (where applications are made within 7 days of the learner's final assessment of that series, and before the certification claims deadline of 5 July), *applications for internal assessment special consideration should be made* **at the time of the occurrence**.
>
> Please note, for internal assessment special consideration, there is a *45 day SLA (service level agreement)* for applications to be considered and an outcome provided. To avoid delay to learners receiving results, applications should be made by the end of May at the latest in the year of certification, where possible.
>
> The requirement for applications to be made *at the time of the occurrence* is also to allow time potentially for the learner to complete the assessment at a later date if the application is not approved.

Supporting evidence should be provided with an application. This may include:
- Medical evidence – referrals, doctors notes
- Attendance records
- Detail of centre support / reasonable adjustments put in place for the learner (to demonstrate other options have been exhausted)

Comprehensive evidence will assist the special consideration team to review the case and provide an outcome promptly.

For further guidance, please refer to the Special Consideration webpage where you will find a bitesize video, frequently asked questions and the SC1 form.

To support Quality Nominees, we have created a *Template for overseeing Special Considerations* that you may wish to use. This can be located on our Quality Assurance Resources webpage, within the 'Centre quality templates' section.

Annual programme review

At the end of each year, Quality Nominees should ensure that programme teams have completed a course review to drive improvements for the following year. This may include reviewing:

- standards verification recommendations or actions,
- learner feedback – course evaluation,
- employer feedback (if applicable),
- programme/unit performance (grade distribution, internal/external unit performance),
- the assessment plan – units chosen, order of delivery, assignment design.

Results and certification

Audits and timely submission of grades

There is no need to wait until the end of the programme to enter internal unit grades. The Quality Nominee should encourage programme teams to report internal unit grades on Edexcel Online as Interim claims as each unit is completed.

During the recommended termly meetings held between the QN, Lead IV and Examinations team, it is advisable for the QN to establish unit progress against the Assessment Plan dates. If units are complete, we advise the QN oversees the Lead IV liaising with the Examinations team to make interim claims for the unit/s completed. This is also an opportunity to check learner estimated completion dates remain accurate and to withdraw / claim fallback for any learners who will not complete the qualification. Checks should then be made by the Lead IV and QN to ensure the reported grades for accuracy. Interim claims can also be made by Lead IVs, providing the '*BTEC/NVQ Achievement Reporting*' EOL permission is added to their profile.

A critical time for the QN to undertake quality assurance checks is at the end of the programme when certification claims are made. The official deadline to report all internal unit grades and claim certification is **5 July**, however we recommend the QN sets programme teams an earlier internal claims deadline to allow time for quality assurance check to be undertaken by the QN and Lead IVs before the official deadline. For further guidance, please refer our Successful Certification of BTEC Learners bitesize video and page 24 of the Centre Guide to Quality Assurance.

Eligibility and claims

The Quality Nominee should work closely with Lead IVs and the Examinations team throughout the duration of the course to ensure:

- the rule of combination has been met for the qualification on the Assessment Plan at the start of the programme
- the selection of units has not changed during the year
- grades entered on EOL have be made against the correct unit when making interim or full award claims.

Our Successful Certification of BTEC Learners bitesize video provides useful tips to ensure your learners will be eligible and full detail can be found on page 23 of the Centre Guide to Quality Assurance.

Point of contact during results period

During the summer period when centres are closed prior to Results Day, it is important that Pearson can contact centres if eligibility or claims queries arise to ensure all learners receive their results on time.

Pearson will ask for two *senior designated contacts* to be identified and their contact details in the Summer term. As the Quality Nominee, please check with the Examinations team to ensure these details have been provided.

Location of course data – VQ Learner Tracker

The VQ Learner Tracker is a module in Pearson Progress enabling centre staff (Exams Officers & Quality Nominees) to see a daily updated view of:

- Learner registrations for BTEC qualifications where an overall qualification result is expected in the summer.
- Where claims, cash-ins, internal units, or assessment entries are missing for learner registrations.
- Where a learner registration has been claimed but flagged as ineligible for certification.
- Learner information as a table on screen or as a downloadable spreadsheet-compatible CSV file to share with colleagues and manipulate data.

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- Key dates for your centre – These include entry and registration deadlines, cohort declaration deadlines, claims deadlines, results release dates and other key dates.

To find out more about this useful resource, including how to login and access our interactive tutorial please view our support article – Vocational Qualifications Learner Tracker.

Sharing communication, networking & CPD opportunities

Sharing communication & networking

As the Quality Nominee, supporting the vocational staff to ensure the success of your learners is one of the most fundamental and important responsibilities you have. A wealth of information is shared with you, via regular email communication from Pearson, we recommend you ensure it is accessible to the vocational staff.

Communications include:
- Vocational Quality Assurance newsletters – these are automatically sent to the Quality Nominee, but any member of staff can subscribe to them using this link.
- Vocational Quality bulletins - these are automatically sent to the Quality Nominee but any member of staff can subscribe to them using this link.
- Tech Award (2022) Monthly update – staff can subscribe using this link
- Exams Officer monthly updates - staff can subscribe using this link

Networking with other Quality Nominees is also recommended as there is a vast amount of knowledge, expertise, and willingness to help within the QN community. You can network through our social media platforms; Pearson UK Quality Nominees Facebook Group and the QA Community Forum.

CPD opportunities

The Vocational Quality Assurance Management team offer a wide range of continuing professional development (CPD) opportunities to support Quality Nominees, Assessors, Internal Verifiers and Lead Internal Verifiers.

Face to face events

Quality Nominees are invited to attend our regional Networking Events held twice a year during the Autumn and Summer term. These are a great opportunity to meet your VQAM, hear the latest quality assurance updates and network with other Quality Nominees. Locations and dates are communicated via our Vocational Quality Assurance Newsletter, and you will find booking links on our [Quality Assurance Events](#) and [Training from Pearson](#) webpages nearer the time.

Live events

We recommend new Quality Nominees and Lead Internal Verifiers attend the following relevant event which is offered at regular intervals throughout the academic year. Those seeking a refresher are also welcome.

- *Roles and Responsibilities of the Quality Nominee*
- *Roles and Responsibilities of the Lead Internal Verifier*

For Quality Nominees, we also offer weekly *Quality Assurance Catch Ups* to provide the opportunity to get regular support from one of the Vocational Quality Assurance Managers. These are 30-minute informal drop-in sessions held on Zoom, and they are delivered on different days and times as we know your schedules are busy. We hope, by varying the schedule, you can attend at least one per month. The catchups involve sharing one slide of the key focus points for the time of the year to ensure you are on track and key deadlines are not missed, and there is the opportunity for Quality Nominees to ask questions.

To view our live events schedule and book your place, please visit our [Quality Assurance Events webpage](#).

On demand packages

We appreciate time is limited to attend events so we have created a range of on-demand packages that can be used at a time convenient to you and your wider vocational team. These are ideal to complete individually or with other staff members during a department meeting.

Each package includes a short video, an activity to consolidate understanding, the answers, and a copy of the video presentation to download.

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Please view our [Quality Assurance Events webpage](#) to access the packages. The offer includes:

Assessment
Roles and Responsibilities of the Assessor
Good Practice Producing Assessment Plans
Marking, Assessment Records and Feedback
Understanding and Managing Plagiarism
BTEC Resubmission and Retake Rules

Internal Verification
Roles and Responsibilities of the Internal Verifier
Planning for Internal Verification
Effective Internal Verification

Bitesize videos

The Vocational Quality Assurance Management Team has their own YouTube channel – [Pearson Vocational Quality Assurance](#). Please subscribe to the channel to view our bitesize videos to support you with various aspects of vocational delivery and quality assurance.

Our offer includes:

- Preparing to Deliver BTEC Qualifications – Planning & Quality Assurance
- Using Edexcel Online for Quality Nominees
- Past recordings of Quality Nominee Network Events
- Quality Assurance Catch Ups
- Successful Certification of BTEC Learners
- Preparing Learners for external assessments
- Role of the Lead Internal Verifier (LIV) & Team Standardisation
- Special Considerations for BTEC Internal Assessment
- Introduction to Tech Award (2022) Quality Assurance
- Tech Award (2022) Moderation process
- Tech Award (2022) marks schemes and assessment records

Subject specific training

It is also important that you ensure staff, especially those new to delivering one of our vocational qualifications, are accessing the subject specific training offered by

the central training team. There is a variety of live and on demand pre-recorded sessions available.

To see what is available please go to [Training from Pearson](#) .

Further Support

VQAM team

The Vocational Quality Assurance Managers (VQAMs) are experts in quality assurance, all with teaching backgrounds. Understanding the pressures of delivering vocational qualifications, the VQAMs strive to provide comprehensive quality assurance support for the whole vocational team. The [Home of Quality Assurance](#) is owned by the VQAM team and here you will find easy to navigate support, centre guides, events, IV templates and important reminders.

The VQAM team is available to support you via email when you raise a case via the [Customer Support Portal](#) (select the issue type *Quality Assurance*), live chat via our [Home of Quality Assurance](#) webpage (look for the 'contact us' blue button in the bottom right corner) and are more than happy to meet with you virtually or in person by visiting your centre.

To find out who your centre's named VQAM is, please view the [VQAM Regional Map](#)

Subject Advisors

Subject Advisors are experts in their fields, and many of them former teachers. Our Subject Advisors are here to support you and your programme teams throughout the year and can help with your subject-specific queries. Contact details can be found [here](#). You can email them directly and even book a 10-minute appointment through their interactive calendar feature.

The best way to keep up to date with all the qualification news and support for your subject is to sign up to receive regular updates from your Subject Advisor – [Click here to sign up.](#)

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Customer Service Specialists

For Edexcel Online and general queries, please contact our Customer Services Specialists via the [Pearson Support Portal](#). You can also live chat with the team via the Edexcel Online homepage.

Appendix A

The BTEC quality assurance model includes some additional Quality Nominee responsibilities.

Centre Check in Activity

From September to April, each Vocational Quality Manager (VQAM) will contact *select* centres within their region for the purpose of a centre check in activity.

The aim of the activity is to support the QN to ensure that all QA processes are in place and effective with a view to timely and accurate claims leading to safe certification. The VQAM role is supportive, and this activity is intended to reassure centres that they have everything in place that will ultimately lead to a safe and successful outcome for learners, particularly at the point of Standards Verification.

The activity also allows us to support centres with any issues that have been identified during the previous academic year and ensure that they have been successfully addressed. For further details about the new centre check in activity, please refer to our [Centre Guide to Quality Assurance.](#)

Sharing of Programme Control Measures

Pearson takes a risk-based approach to standards verification. This is the process of annually sampling learner work from each of your BTEC programmes which is a regulatory requirement.

We apply a Control Measure to each of your BTEC programmes early in the academic year to give us an idea of where to start. This determines the sample size that will be required at the point of standards verification. By applying a Control Measure, we can target standards verification and support to where it is needed the most. Programmes can only have one Control Measure assigned and this will be the highest level of risk criteria.

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For further guidance on Programme Control Measures, please refer to the [Centre Guide to Quality Assurance.](#)