



Centre Guide for Quality Nominees

2025-2026

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Quality nominee (QN) role made easy

Use this guide to make understanding your role as a quality nominee easier. We're here to support you from the get-go, with everything you need to make sure you feel confident with the quality assurance processes for Pearson vocational qualifications, including the BTEC Nationals from 2025 (AAQs).

We're here to help.

If you need any help with quality assurance, contact us via the [Pearson support portal](#) and we'll be on hand to help.

Need to have a quick chat or want some dedicated time for one-to-one support? Book a 15-minute appointment with your [vocational quality assurance manager \(VQAM\)](#) on our website.

Version control

Page number	What has changed	Date of change
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Introduction

You need to identify one quality nominee (QN) for your centre. This person is the main point of contact for the quality assurance and standards of all Pearson vocational programmes that are delivered by your centre.

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.

As quality nominee, you will:

- Oversee the assessment and internal verification processes for BTEC qualifications.
- Work closely with your lead internal verifiers to ensure that effective assessment and internal verification plans are in place for all cohorts from the start of the programme.
- Monitor the progress of the quality assurance processes across your vocational programmes.
- Ensure checks and processes are in place internally to make accurate and timely claims for student certification.

Identifying a quality nominee

Because the quality nominee is in charge of quality assurance across the centre, people often wonder if they need to be part of the senior leadership team. The main thing is that the QN should either be a member of senior leadership or have their full backing, since the role really calls for someone who has the authority to drive compliance and quality improvements.

You don't necessarily need to have a teaching background to be a quality nominee. That said, if you do, it definitely helps in understanding vocational assessment and the various requirements, which puts you in a great position to support and guide your vocational team.

It's also common for the quality nominee to wear a few hats within the centre. For instance, in smaller centres, the QN might also be the examinations officer, or take on roles like lead IV, internal verifier, or assessor for a vocational programme.

Do you know how to tell us who holds the quality nominee role?



The quality nominee role should be identified by ticking the box within your Edexcel Online profile. Your exams officer should be able to help with this as they have administration rights to update centre staff accounts. Alternatively, you can contact your VQAM for support.

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

In your EOL profile, you'll need to check two things – that you have quality nominee selected as your main or secondary job role, and don't forget to tick the box underneath to confirm you're the QN. That little tick is key – if it's left unticked, our system won't recognise you as the QN, since we only pull data based on that box. So, after your exams officer updates your account, double-check your profile to be sure it's ticked.

Also, have a look to see that you've got the right user permissions further down on the user screen. For more details on how to identify the QN role and what permissions you need, check out our [support article – Identify the QN role on EOL](#).

As QN, you'll use quite a few features on Edexcel Online. To help you out, we've put together a short video guide - here's the link: [Using Edexcel Online for Quality Nominees](#).

Understanding quality assurance models

As the quality nominee, it's important to really get to know the quality assurance (QA) model - or models - that your centre follows for the qualifications you offer. If you're not quite sure which QA model applies to your centre, don't worry; you can always check the relevant qualification details at the start of each centre guide. All QA models require a QN, and you'll notice your main responsibilities are consistent across all of them.

Here are the different QA models that you may need to be familiar with:

- BTEC Level 2 & 3
- BTEC Level 3 Nationals from 2025 (AAQs)
- BTEC Tech Awards from 2022
- Work Based Learning
- Functional Skills
- BTEC Higher Nationals

If you want more details about each model, just head over to the appropriate tile on our [vocational quality assurance](#) webpage. You'll find everything you need there.

Ensuring approval status for qualifications

Before you start delivering or assessing any qualification, it's important to check that your centre has approval to run it. If you're already an approved BTEC centre and want to add approval for another qualification (like NVQ, BTEC or Functional Skills), you can do this directly on Edexcel Online. You'll find instructions in the support [article: Approvals: additional qualifications](#).

If you can't find your qualification or your online application is unsuccessful, use the link on the same EOL approvals screen to access the approval request form. Once submitted, the approvals team will review it and send you an acknowledgement within 2 working days.

Your approval request may be processed in one of three ways:

1. *Fast track* – automatic approval, usually done within 5 working days.
2. *Desk top review* – sometimes a specialist might get in touch with your centre; this takes up to 10 working days.
3. *Centre visit* – if needed, someone from the approvals team will reach out within 10 days of your request to set up a centre visit. For more info on what a visit involves, check the [Pearson vocational centre approval handbook](#). The whole process for this route takes up to 20 working days.

Quality nominee responsibilities

The quality nominee has key responsibilities at centre level:

- Supporting the head of centre with the Edexcel Online Account Confirmation and termly checkpoints.
- Co-ordinating the review and update of centre policies.
- Maintaining an overview of quality assurance activities through a centre handbook or similar tracking.

Edexcel Online Account Confirmation and term-time checkpoints

Every year, the head of centre has to log in to the Pearson portal and confirm centre staff who should have an Edexcel Online account. This is important to ensure correct user access and data security. The confirmation activity opens on 15 September and the deadline's **28 October 2025**.

Quality nominees can't actually complete this activity themselves, but it's a good idea for them to check in with the head of centre and make sure it's done on time.

To keep things simple, you'll find our updated terms and conditions attached to the Edexcel Online account confirmation. The head of centre will also need to accept these as part of that activity.

For help, see the following support articles:

[Edexcel Online: Account Confirmation.](#)
[Centre Terms & Conditions Confirmation](#)

Key dates are another area to be aware of. At various points throughout the year, we ask for centres to complete term-time checkpoints and it's usually your head of centre or exams team that needs to confirm key information about your students. But, as quality nominee, it's helpful for you to be involved to double-check the data provided to them is accurate,

such as which students are studying each programme. The VQAM team will keep you updated on what is required and when so you can work with your colleagues to meet the checkpoint deadlines.

What sort of information will be requested at the checkpoints?



- Expected completion dates for students
- Withdrawal of students who have left the programme
- Confirmation of understanding the BTEC Tech Award terminal rule
- Confirmation of exam bookings
- Confirmation of cash-ins and claims due to be made.

Reviewing and updating centre policies

As the person steering quality assurance in your centre, it's essential to make sure the delivery and assessment of vocational qualifications is in line with national standards and that your centre keeps meeting the requirements to be a Pearson-approved centre. One of the first things you'll do as quality nominee is to review your centre's policies and procedures each year, making updates as needed.

This annual review is a must for every centre, no matter which quality assurance model or qualifications you deliver. To help with this, check out our [centre guide to policies and procedures](#) – it breaks down all the areas you'll need to cover and provides templates. But remember, they are not meant to be used word-for-word; you'll need to adapt each policy so it explains how your own centre manages quality assurance.

We suggest that your policies and procedures specific for BTEC and vocational quality assurance include:

- Registration, entry, and certification of students
- Assessment
- Internal verification
- Distance and/or blended learning policy (if that applies)
- Plagiarism and assessment malpractice (including the use of AI)
- Appeals and complaints
- Collaborative arrangements policy & operational procedures (if appropriate)

We also recommend that you show how you manage quality assurance both at centre and programme level by having a centre handbook, individual subject programme files and student handbooks. These documents really help show your approach in action. Centres can use various methods to organise these documents, and many store them electronically.

Centre handbook or tracking of quality assurance

You'll find our [centre guide to policies and procedures](#) and the template for a [centre quality management file](#) on our resources webpage really helpful when putting together your centre handbook—something the quality nominee is in charge of keeping up-to-date each year.

The handbook template lays out all the centre-wide quality assurance processes that apply to every BTEC and vocational programme your centre offers. This includes things like policies, procedures, approval applications, your year plan, as well as assessment and IV templates.

While you're not required to use our template, we suggest that the quality nominee keeps a clear record of how quality assurance is managed. That way, it's much easier to plan and track what needs to be done each year.

Sharing your handbook or tracking with your team every year is advised – and it's especially handy for new staff who are just getting started with vocational qualifications.

QN monitoring responsibilities

As quality nominee, it's helpful to know what's happening at programme level for each qualification your centre delivers. This lets you step in with support or advice whenever it's needed.

Catching up with your lead internal verifiers regularly doesn't have to be a big ordeal - it can be as simple as a quick check-in to see if they are on track according to their assessment / year plan and if they need support. To help direct your discussion, we've created a handy template: [quality assurance health check](#) - you'll find it under centre quality templates.

If you offer the BTEC Tech Awards, they have their own set of requirements. For example, they have programme leads instead of lead IVs, and you don't need to produce an assessment plan or programme file. The internal quality assurance process is called internal standardisation rather than internal verification, and moderation replaces standards verification. So, if you're working with this qualification suite, just tweak your responsibilities to fit these unique requirements.

Pre-delivery monitoring responsibilities

Lead IV identification

For most vocational qualifications, you don't need to register a lead internal verifier on Edexcel Online - except for one: [Level 1/2 Functional Skills English](#).

That said, it's important that centres still identify a single lead internal verifier (lead IV) for each programme that is within the following vocational suites:

- BTEC Level 1/2 Firsts
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals
- BTEC Level 3 Nationals (AAQs)
- BTEC QCF Specialists, Level 1, and Entry Level
- Entry Level Functional Skills (ELFs)
- Work-based Learning qualifications (see guidance [here](#))

It's a good idea for the quality nominee to keep a record of who is the lead IV for each programme, along with having a succession plan naming a colleague who will be able to

take over at short notice to cover short and long-term absence or if the lead IV leaves. If you would like an example of how this can be recorded, see our [template for overseeing your lead internal verifiers](#), which is available under the internal assessment and verification template section.

Team standardisation

All staff involved in the assessment and internal verification of a programme should complete a standardisation activity before their students start formal assessments. This sets out the expected standard to help you with marking and internal verification. We provide centre standardisation materials (CSMs) that can be used, and they are located on each qualification's webpage. Standardisation should 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 completed by all teams. You may request for materials/activity sheets to be saved to a shared area – this will help you track completion, and they can continue to be accessed by the team or by the quality nominee in the event of lead IV absence. For further guidance on identifying your lead IVs and team standardisation, please see the following:

- [BTEC – centre guide for the lead internal verifier](#)
- [WBL-Lead-IV-registration-and-standardisation](#)
- [How does the WBL QA Model work](#)

If you offer the BTEC Tech Awards, your team will standardise using exemplar standardisation materials (ESMs) before they mark the Pearson set assignments (PSAs). You'll find information on this in the [centre guide to quality assurance – BTEC Tech Awards 2022](#).



Want to see how to find the centre standardisation materials? We've made a bitesize video to walk you through:
[Watch the role of the lead internal verifier and team standardisation.](#)

Programme files

As the quality nominee, your job is to make sure lead internal verifiers have planned their programme delivery and that you're keeping tabs on their progress. Everyone involved in

assessment and internal verification should be in the loop and understand what's happening.

At the beginning of each year, it's a good idea for each team to set up a programme file – this is their day-to-day management file to help keep things organised. You can use our [template for programme quality management file](#) to make it easier, and feel free to go with either a hard copy or an electronic version, whichever works best for your team.

Assessment planning – rule of combination

It's a good idea for quality nominees to check that the rule of combination is met for all vocational qualifications as programme teams put together their assessment plan.

Planning things out properly from the start means you'll deliver the right combination of units for the qualification size, making certification straightforward for students. If you'd like help understanding why this matters, you can watch our short video, [successful certification](#)—it contains useful tips for quality nominees and delivery teams.

The *qualification structure* in the specification is where you'll find the rule of combination (sections 2 and 9). The document also explains how to work out the overall grade, whether the qualification is pass- only, and if there are any minimum-grade requirements to keep in mind.

Here's what you'll need to consider to meet the rule of combination:

1. Has the team selected the correct number of units (mandatory and optional) and guided learning hours (GLH) to make up the qualification? E.g., if they're 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, C etc.), have they made the correct selection from each group?
3. Are the optional units chosen suitable and correct for the programme size? Think about whether any particular optional units are required for progression.

Other considerations to ensure the assessment plan is fit for purpose include:

1. Are the optional units suitable for the size of the programme? – Are they ones students might need for progression and do you have the right specialist staff to teach them?

4. Are any synoptic units appropriately planned to be delivered after other units so students can draw on their knowledge across the programme and develop the skills they need to really excel?
5. Has the team ensured at least one unit will be available for standards verification before the SV deadline (15 May)? It's best to build this into your plan right at the start of the year.
6. Are externally assessed units planned in a suitable order to allow for re-sit opportunities? 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. Further information can be found in the support article - [BTEC external assessments](#).
7. Does the assessment plan show all units (internal and external) for the full duration of the course? If it's a two-year programme, the plan should show units for both years.

Student induction

Quality nominees should make sure that student induction is provided at the start of a programme and that it is robust and structured. This should include issuing a student handbook. For new and returning students, delivery teams should cover as a minimum:

- the content and structure of the course
- understanding quality assurance
- understanding how to achieve the qualification
- understanding and interpreting assessments (command verbs)
- understanding plagiarism, misuse of artificial intelligence, and the investigation process
- study skills (referencing, research skills, time management)
- employer involvement (where applicable)
- access to support

We have resources to help you with planning student induction – [template for induction of BTEC students](#) and the [student handbook template](#).

During delivery monitoring responsibilities

Student progress

It's a good idea to discuss with your lead IVs how your students are progressing. Are assessments staying on track with the original timeline in your Assessment Plan? If there have been any delays, what's caused them, and does the plan need updating? If you do make changes, remember to use version control and make sure everyone on the programme team, as well as the standards verifier, has the latest copy.

Are all your students on target, or do some need extra support? If so, it's helpful to keep a complete audit trail to guide future progress discussions.

To help quality nominees keep an eye on things at the programme level, we've put together a *health check template* that you might find useful. It includes prompts for discussing student progress and is available on our [quality assurance resources webpage](#), in 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 students 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 students to be granted a retake opportunity (not available on 2012 BTEC firsts) if they have not met all pass criteria. 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](#).

Centre check-in activity

From September to April, each vocational quality assurance 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 so that your student's claims are accurate and made on time. The VQAM role is supportive, and this activity is intended to provide reassurance that you have everything in place that will lead to successful student outcomes, particularly at the point of standards verification.

The activity also allows us to support you 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 centre check-in activity, please refer to our [centre guide to quality assurance](#).

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 from mid-January. 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 have responsibility for liaising with the SV. As the lead IV 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.



Unsure who your SVs are? You can view your standards verifiers' details on Edexcel Online once they've been allocated. See the support article – [BTEC: SV allocation details](#).

Standards verification reports can also be accessed, please see the support article [BTEC SV reports](#) and for NVQ programmes, [NVQ standards verifier reports](#).

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](#), within the centre quality templates section.

Occasionally, communication can break down between the SV and lead IV during the SV process. If this happens, please prompt your lead IVs 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](#).

Internal assessment – reasonable adjustments

Programme teams may approach the quality nominee for advice if a student 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 kept of any reasonable adjustments put in place and to support you, we have created a *template for overseeing reasonable adjustments* that you may wish to use. This can be found on our [quality assurance resources](#) webpage, within the centre quality templates section.

At the start of a programme, the delivery team may be aware that some students with, for example, known learning difficulties or physical disabilities, are entitled to [Access Arrangements](#) 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 students who are negatively impacted by a disability or difficulty that puts the student at a significant disadvantage in an internal assessment. Reasonable adjustments are usually agreed at the *pre-assessment planning* stage. However, you may have situations where you will need to put reasonable adjustments in place *during assessment*.

Examples of potential difficulties faced may include, but are not limited to:

- Anxiety / depression
- Bereavement
- Broken limb
- Long-term illness / hospitalisation
- Traumatic past experience

A reasonable adjustment is designed to reduce the effects of the disadvantage faced, but at the same time not giving the student an assessment advantage over others or affecting the integrity of assessment outcomes.



Programme teams should discuss such situations with the quality nominee as the aim is to support the student to overcome and achieve.

A special consideration application may be suggested by your programme teams; however, it is advisable to put reasonable adjustments in place first and only if they prove unsuccessful, apply for special consideration.

There is no guarantee that special consideration will be approved, so aim to support the student 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 the strategies applied, the lead internal verifier should complete the [RAI form](#) for BTEC qualifications. This form should be kept, with any supporting evidence, by the centre for 3 years and made available to Pearson if required. Please note, if the unit is selected for standards verification, the RAI form must be submitted to the standards verifier along with the assessment plan and internal verification documentation.

Quality nominees working closely with lead IVs will ensure everyone is 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 need to be familiar with situations for which a special consideration application for internal assessment may be appropriate as the QN needs 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 students who are experiencing difficulties and what strategies the programme team have already put in place to support the student. QN monitoring documentation will be useful as evidence if an application is made.

In this section, we will look at the circumstances that may be considered for special consideration, and how and when to apply.

Students may face a difficulty where reasonable adjustments would be unsuitable or despite reasonable adjustments being put in place, they have been unsuccessful. In these situations, you may apply for special consideration.

Special consideration for internal assessment (the same as for external assessment) provides an *allowance* to reflect temporary illness, injury, or indisposition. If approved, the allowance reflects a student'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 when:

- Performance in an assessment is affected by circumstances beyond the student's control, for example, recent personal illness, accident, bereavement.
- Part of an assessment was missed due to circumstances beyond the student's control.
- Student work has been lost.
- Posthumous certification is being requested.
- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.



Some of the above are also listed within the reasonable adjustment section. You should consider whether the student 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 [SCI form](#).

Unlike external assessment special consideration (where applications are made within 7 days of the student'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 reviewed and an outcome provided. To avoid delay to students 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 student 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 student (to demonstrate other options have been exhausted)

Comprehensive evidence will help 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 make sure programme teams have completed a course review to drive improvements for the following year. This may include reviewing:

- standards verification recommendations or actions.
- student 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 course to enter internal unit grades. The quality nominee should encourage programme teams to report internal unit grades on Edexcel Online as [interim claims](#) when each unit is completed.

It's useful for the QN, lead IV, and examinations team to meet regularly if possible – ideally every term – to discuss unit progress and review assessment plan dates. If any units are finished, pass the grades to the examinations team so that interim claims can be made. The lead IV and QN should then double-check the grades submitted to make sure they're accurate. Lead IVs can also make interim claims themselves, as long as they have the *BTEC/NVQ Achievement Reporting EOL* permission added to their profile.

These meetings are also the perfect opportunity to check that student completion dates are still accurate, and to [withdraw](#) or [claim fallback](#) for students who won't be completing the qualification.

It's really important for the QN to do thorough quality assurance checks at the end of the course when [certification claims](#) are submitted. While the official deadline to report all internal unit grades and claim certification is **5 July**, we recommend setting an earlier deadline for your programme teams. This will give you and the lead IVs time to check everything for accuracy before the official deadline.

Eligibility and claims

We recommend quality nominees 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 been made against the correct unit when making interim or full award claims.

If you'd like more guidance, check out our [successful certification of BTEC students](#) bitesize video and page 18 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 your centre if eligibility or claims queries arise to make sure all students receive their results on time.

Pearson will ask for two *senior designated contacts* to be identified and provide their contact details to reach them 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 that allows centre staff (exams officers & quality nominees) to see a daily updated view of:

- Student 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 student registrations.
- Where a student registration has been claimed but flagged as ineligible for certification.
- Student information as a table on screen or as a downloadable spreadsheet-compatible CSV file to share with colleagues and manipulate data.
- 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 your vocational staff to ensure student success is one of the most important responsibilities you have. You'll receive useful information from Pearson through regular emails, so make sure you pass it on to your vocational staff.

Communications include:

- Vocational quality assurance newsletters – these are automatically sent to quality nominees, but any member of staff can subscribe using this [link](#).
- Vocational quality bulletins – these are also automatically sent to QNs but anyone can subscribe 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.



Need one-to-one support? All vocational staff can book a 15-minute appointment with their vocational quality assurance manager (VQAM) to discuss any vocational quality assurance queries they may have.

We're here to support you throughout the year. Book here - [Meet your VQAM](#).

Face to face events

Quality nominees are invited to attend our regional face to face networking event held during the 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*

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

On demand packages

We know 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 confirm understanding, the answers, and a copy of the video presentation to download.

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.

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](#).

More resources to help you

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 aim to provide comprehensive quality assurance support for the whole vocational team. The [vocational quality assurance](#) webpages are 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 nominee support*), live chat via our [vocational 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 (book at 15-minute Teams meeting via the [meet your VQAM](#) webpage), or in person by visiting your centre.

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

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](#).

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.

Forms and templates

Having clear and consistent records makes it easier to monitor your centre's quality assurance, so we've created a range of useful forms and templates for you to use. You're welcome to use them as they are, or you can use them as a starting point to create your own. Make sure what is in the template is included in your version as a minimum.

They include:

- Assessment plan template
- Internal verification plan template
- Assessment record template
- Internal verification of assignment briefs and assessment decisions
- Record of practical activity and guidance

[Explore our BTEC forms and templates.](#)

We also produce a range of centre guides and guidance on policies. Find everything you need in the useful documents section of our [BTEC quality assurance page](#).

