



# **Centre Guide BTEC Standards Verification**

2025-2026

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# Standards verification made easy

Use this guide to make understanding BTEC standards verification easier. We're here to support you from the get-go, with everything you need to make sure you feel confident working with Pearson BTEC Level 1 -3 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
25	Level 3 Performing Arts Practice - Corrected text for extended diploma sample	03/02/26

# UK qualifications covered by this guide

- BTEC Level 1/2 Firsts
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals from 2016
- BTEC Level 3 Nationals from 2025 (AAQs)
- BTEC QCF Specialists, Level 1, and Entry Level (not covered by WBL QA)

# Introduction

This guide provides you with the information you need to be prepared for the standards verification process in 2025–26 for BTEC Entry to Level 3 qualifications.

You will find all the key information and contact details to support successful standards verification for BTEC qualifications.

Standards verification is part of our wider BTEC quality assurance process, and you can find further details in our centre guide to quality assurance. This can be found [here](#).

## How we verify standards

Standards verification is how we check that national standards are maintained at programme level.

### Sampling requirements for 2025–26.

The units in scope for sampling are primarily those that have been assessed during the academic year 2025/2026. The sample can be from a year 1 or year 2 cohort.



Where the assessment plan clearly shows that sufficient completed units are NOT available within the sampling window, the SV may consider work completed in the previous academic year provided:

- the unit was not used for sampling last year with the same students.
- the unit has not been used as part of any certification claim for top-up students.

We will allocate a standards verifier (SV), who is an expert in the subject, to check assessment plans, assignment briefs, and assessed student work, along with the internal verification. This is to make sure that national standards are met. SVs will point out good practices and areas for improvement, and give advice on how to enhance assessment practices.

If the SV finds that the student's work doesn't meet the national standards outlined in the specification, we'll need to agree on actions and complete them before we can issue certificates to students. This will include the SV reviewing a second sample to show that the feedback has been applied to all students in the group.

We recommend that centres consider the standards verification process when designing programme assessment plans. Try to have internally assessed units ready by the spring term to ensure a smooth and timely SV activity. This will help avoid any potential delays to certification if sampling is left until close to the standards verification deadline in the summer term.

## Timelines

It is important to meet the following deadlines to ensure that the process is completed on time and can feed into results and certification.



<b>15 May 2026</b>	- First sample to the SV
<b>31 May 2026</b>	- First sample report submitted by the SV
<b>15 June 2026</b>	- Second sample to the SV (if required)
<b>30 June 2026</b>	- Second sample report submitted by the SV
<b>5 July 2026</b>	- Deadline for claims for summer 2026 certification

**Please note**, these are the deadline dates the activities must be completed by, rather than target dates for completion. To ensure the timely certification of students and enable centres to receive support with the accuracy of assessment decisions, sampling should be undertaken at the earliest opportunity.

## Allocation of a standards verifier

### To enable the timely allocation of an SV:

- Make sure that all students have been registered onto the appropriate programme(s) by 01 November.

We will begin to roll-out allocations from mid- January 2026 and allocated SVs will be in contact with centres shortly after. Quality nominees will be informed that a programme has been allocated to an SV via our Edexcel Online system.



## The one SV approach

We will aim to allocate the same SV for a subject for centres running programmes across more than one framework.



The role of the SV is to ensure accurate standards have been applied to the assessment of student work and that centres are marking accurately. They can support centres with queries in relation to the standards verification process and work reviewed as part of this process.

All other queries from centres will need to be directed to Pearson via the [Pearson Contact Portal](#)

**Unsure who your SV is?** You can view your standards verifiers' details on Edexcel Online once they've been allocated. [See our step-by-step guide to view your standards verifier details.](#)

## BTEC standards verification control measures

A programme control measure (PCM) will be applied to each qualification group in the subject. One of the following two levels of control will be applied:

### Standard control

Standard control is the normal measure applicable to annual sampling.

### Enhanced control

Programmes assigned enhanced control will receive added guidance through a closer review of their assessment decisions, which will be reflected in the number of units selected for standards verification.

For both controls, sampling will be conducted remotely and the sample submitted electronically, unless the programme is subject to a centre visit. The SV will inform centres of the units and students to be sampled. Please refer to the sample size tables later in this guide to confirm the number of units and students which will be requested.



## All controls

To ensure all students studying BTEC qualifications receive fair and accurate results, Pearson reserves the right to sample student work at any stage of the quality assurance cycle. For further guidance and FAQs on programme control measures please see our support article [here](#).

### **Sampling for the majority of BTEC programmes in 2025/26 will be conducted remotely.**

Please note, the following programmes will be sampled remotely but have their own bespoke sampling strategies – see pages 26–29.

BTEC Level 3 Creative Media Practice  
BTEC Level 3 Music and Music (Production)  
BTEC Level 3 Performing Arts Practice  
BTEC Level 3 Production Arts Practice  
BTEC Level 3 Uniformed Protective Services

*Programmes subject to centre visits:*

The following Licence to Practice Qualifications will have bespoke sample sizes and will have a centre visit – see pages 30–34.

BTEC Level 3 Nationals in Dental Technology  
BTEC Level 3 Sports Coaching and Development with CIMSPA Accreditation  
BTEC Level 3 Sport, Fitness & Personal Training with CIMSPA Accreditation  
BTEC Level 3 Sports Excellence & Performance with CIMSPA Accreditation  
BTEC Level 3 Sport & Outdoor Activities with CIMSPA Accreditation  
BTEC Level 2 Technical Diploma in Children's Play Learning and Development (Early Years Practitioner)  
BTEC Level 3 Nationals in Children's Play Learning and Development (Early Years Educator) 2016 Specification

Additionally, all Art and Design programmes are subject to a centre visit.

## Sampling explained

### Stage 1: Arranging the sample

Once initial contact has been made between the centre and SV, the first stage will be for the lead IV to email the SV the assessment plan(s) for all registered programmes in the subject. This document must include:

- who is assessing each unit and when assessment is expected to be completed.
- who is internally verifying the assessment decisions and when internal verification is expected to be completed.
- planned resubmission opportunities and internal verification dates for resubmission.

If the programme is administered using myBTEC, the SV can access the assessment plan through the platform. There is no need for centres to email a copy to the SV, instead they should simply let them know they use myBTEC and to access the documentation through this tool.

### **Sampling requirements for 2025–26**

The units in scope for sampling are primarily those that have been assessed during the academic year 2025/2026. The sample can be from a year 1 or year 2 cohort.



Where the assessment plan clearly shows that sufficient completed units are NOT available within the sampling window, the SV may consider work completed in the previous academic year provided:

- the unit was not used for sampling last year with the same students.
- the unit has not been used as part of any certification claim for top-up students.

The SV will review the assessment plan to:

- check and confirm that the correct combination of units is being assessed for the programme(s) delivered.
- check that assessment is being planned appropriately, for example:
- synoptic assessment is taking place at an appropriate point of the programme, where relevant all assessments are scheduled to be completed prior to 5 July to allow for timely and accurate certification.
- confirm the units to be sampled.
- suggest the date(s) by which they will need to receive the sample. This date will be mutually agreed between the centre and SV.

### **Employer involvement**

Some BTEC qualifications require evidence of employer involvement which we verify through quality assurance and verification activity. SVs will look at planned employer involvement in assessment plans for these qualifications and will ask to see employer involvement plans.

Centres can use [our templates](#) or their own forms and documentation for these.

## Not yet fully sampled (NYFS)

If a centre is delivering a qualification for the first time, they may not have completed enough units for standards verification by the end of the sampling window in the first year. In this scenario, where a full sample cannot be provided, SVs will look at a partial sample. This can mean fewer units than specified, or just the assessment plan and assignment brief(s). Any student work sampled must still be from completed units.

The report outcome will be Not Yet Fully Sampled (NYFS) and certification will not be released.

*Please Note:* NYFS does not apply if you have certificating students or to the 2010 (QCF) Entry to Level 3 qualifications.

## Sampling for multi-sites, consortia and collaborative arrangements

### Multi-sites

If centres deliver programme(s) at different subsites, then a lead internal verifier will be identified to cover all sites (campuses), and the delivery and assessment of the programme will be the same across all sites, OR there will be separate lead internal verifiers identified at each subsite, with varying delivery models and assessment plans.

When you receive your introductory email from your SV, they will ask you to confirm if the below is applicable. Your response will help the SV determine whether the 'one sample' holistic approach or the multi-site approach is used.

If delivery and assessment across all your sites is the same:

- the assessment plan(s) sent to the SV must cover all students, sites, and assessors.
- one sample will be required, this sample will follow the sample sizes set out on page 21/22 of this guide and will need to cover students from all sites.
- Please note, the sample will need to cover assessors from all sites within the prescribed sample size. Therefore, the standards verifier may extend the sample if necessary.

If delivery and assessment vary across sites:

- the SV will obtain assessment plans from each subsite to plan the sample using the multi-site sampling strategy outlined on page 25 of this guide.

Please note, we reserve the right, in accordance with Section H ([Ofqual Handbook: General Conditions of Recognition](#)) to increase sampling based on risk factors (such as an increase in the number of persons or sites involved in quality assurance of the programme or intelligence which pertains to risk of safe certification).

For visiting sectors (Art, Dental and some Sport and Childcare qualifications) visits should be arranged at the site where the subject is predominantly delivered, as identified by the centre. Lead IVs should ensure that any samples from other sites are collated on this one site, so the SV should only need to visit one site for that allocation. Additional visits may be required where necessary.

### **Formal collaborative arrangements (Consortia)**

If centres deliver programme(s) in a BTEC consortium, they will have identified a lead centre when they gained BTEC consortium approval. A lead internal verifier will be identified at the lead centre covering the whole consortium.

- The centre's assessment plan(s) should include all assessors delivering across all sites registered under the consortium.
- **The sample should come from assessors across all the consortium centres within the prescribed sample size.**
- Please note, the sample will need to cover assessors from all sites within the prescribed sample size. Therefore, the standards verifier may extend the sample if necessary.
- The lead internal verifier at the lead centre will collate and sign off the sample.
- Outcomes of standards verification apply to all centres running the consortium programme(s). All centres in the formal consortium arrangement will be able to access the consortium SV report on Edexcel Online.
- If centres are part of multiple consortia arrangements a separate sample will be required for each consortium.

### **Exceptional collaborative arrangements**

If two or more organisations are working together to deliver, assess and quality assure BTEC qualifications, they will have identified a lead centre when they gained exceptional collaborative arrangement approval. The lead centre is responsible for identifying a lead internal verifier.

- The centre's assessment plans should include all assessors delivering across all sites.
- The assessment plan(s) sent to the SV must cover all sites i.e., every registered student.
- **The sample will need to cover assessors from all sites within the prescribed sample size.** This may mean that multiple assignments are reviewed if delivery of the qualification differs across each site.
- Please note, the sample will need to cover assessors from all sites within the prescribed sample size. Therefore, the standards verifier may extend the sample if necessary.

When you receive your introductory email from your SV, they will ask you to confirm if you have an exceptional collaborative arrangement in place. Your response will help the SV determine the sampling required in accordance with the guidance above.

## Stage 2: Selecting the sample

The SV is responsible for selecting the sample. They will make their selection as follows:

- predominately sampling units assessed during the academic year 2025/2026, where available.
- sampling can be taken from either year 1 or year 2 students.
- the SV sample must include student work which has been resubmitted where applicable.
- the SV will select a range of unit types for the sample (where applicable).
- the full range of grades awarded will be selected for the sample, where available.
- SVs will select some internally verified students as part of the sample. Students who have been internally verified should be identified on the assessment tracking document when this is requested. **Please note**, it is not a requirement that all students selected for the sample need to have been internally verified.

Completed assessment tracking should be sent to the SV as soon as it is available. This is to ensure that students can be selected for the sample in good time ahead of the sampling date.

### Frequently asked questions

#### *Should my SV ask for work from last year?*

Although the sample should be from this year's work, there may be circumstances where the SV may need to use work from last year:

1. Where the assessment plan clearly shows that sufficient completed units are not available within the sampling window, the SV may consider work completed in the previous academic year provided:
  - the unit was not used for sampling last year with the same cohort.
  - the unit has not been used as part of any certification claim for top-up students.
2. Where the programme was not sampled in 2024/25 and students require certification in 2025/26.
3. Where the programme was not yet fully sampled (NYFS) in 2024/25 and students require certification in 2025/26.
4. Where an additional unit is required for a re-sample and no other units are being delivered in 2025/26. In this case the additional unit must not have been selected for standards verification in 2024/25.

#### *If there is no unit from 2024/25 that meets the requirements, will SVs be able to sample?*

Yes. However, if late sampling is agreed, this carries risks for timely certification. There are some situations where the sample may need to increase instead by student number.

#### *We currently deliver the licence to practice/off measure qualifications and therefore require a centre visit, what will this look like?*

Assessment plans will be made available as usual, and a sample selection agreed beforehand. The standards verifier will agree a suitable date to visit. Centres must ensure that

all unit evidence is available for standards verifiers on the day of the visit, if required. For example, in Childcare, access to student's full practical evidence portfolio is required. Standards verifiers may also discuss delivery and assessment of the programmes with centre assessors.

Standards verifiers must carry photographic ID that can be shown when signing in. Please note, we do not issue standards verifiers with Pearson ID badges. You should ensure that arrangements are made to chaperone your standards verifier throughout the visit.

### Stage 3: Preparing the sample

For each student selected as part of the sample, centres will need to provide the SV with definitive evidence of the assessment process for an entire unit. The materials that need to be shared with SVs are listed below. On receipt of a sample, if any evidence appears to be missing the SV will contact the centre to request the missing materials.

#### Assignment briefs

- all assignment briefs used to generate student evidence for the units selected for sampling
- if an authorised assignment brief (AAB) has been used then confirmation is needed if this has been used 'off the shelf' or has been adapted
- internal verification documentation for the assignment brief

#### Student evidence and assessment records

- completed unit of student work
- assessment decisions for the student work and related assessment record showing assessor feedback
- signed and dated declaration of authenticity by the student (this is accepted in an electronic format) \*
- confirmation from the assessor that the evidence is authentic and is the student's own work (this is accepted in an electronic format) \*
- internal verification documentation relating to the assessment decisions, where this activity has taken place for the student
- the lead internal verifier declaration\*
- evidence of employer involvement in line with any approved adaptation requirements, where applicable

Where a resubmission opportunity has been approved for a student:

- signed and dated authorisation from the lead internal verifier, showing the resubmission deadline and any conditions that were put in place e.g., to prevent collusion\*
- initial assessment record
- original and resubmitted student evidence with a signed and dated declaration of authenticity from the student\*

- assessment records for the resubmission
- confirmation from the assessor that the resubmitted evidence is authentic and the student's own work\*

\* In response to centre feedback and to reduce the administration burden, we have improved the *assessment record template* to incorporate all required declarations and signatures of consent in one place. The previous separate declaration templates (marked \* above) have been removed from the website, however centres may continue to use these if they have a copy on file. Please note, the [BTEC assessment and IV templates](#) are not compulsory to use and centres may design their own documentation providing it includes our template's content as a minimum.

## Submitting your sample to your standards verifier

Centres will need to submit their remote standards verification samples digitally using Pearson's [Learner Work Transfer platform](#) (LWT). We have provided guidance on how to submit files via the LWT [here](#).

It is important to note that LWT does not support staged sampling. For example, if one unit is ready for sampling in February while a second unit is not prepared until May, the entire sample must be submitted through LWT in May.

If you experience any technical problems with uploading samples, please refer to our support article here: [Learner Work Transfer \(LWT\) FAQs Index](#), or contact our [Customer Support Teams](#) if the FAQs do not resolve the issue.

In exceptional circumstances, if a technical problem cannot be resolved or if sampling needs to be completed in stages, standards verifiers may be able to place a request to share your sample via an alternative secure file sharing method.

## Protecting personal data

Protecting personal data during the submission of student work to standards verifiers is paramount. To maintain confidentiality several steps should be taken.

Firstly, if students are submitting responses which might include personal information, such as a showreel, CV or portfolio; students should always anonymise these. This involves removing or obscuring all personal identifiers not only within the video/web-based material itself (e.g., names, personal contact information, identifiable locations) but also in any accompanying documents and metadata. Editing tools can be used, ensuring that the focus remains on the skill and creativity displayed rather than the identity of the creator and personal information.

Secondly, please ensure you always use the *Learner Work Transfer* to upload evidence for standards verification, however, if the evidence can only be accessed via a live web link, this must be provided to the standards verifier using a secure link. The evidence must be checked to ensure any personal information relating to the student, such as a personal email or home



address, are not included in the evidence contained within the live web link. It is advisable to use secure, password-protected platforms that comply with data protection regulations such as GDPR. These platforms should ensure that access is limited to authorised verifiers only and that the data is encrypted both in transit and at rest.

Additionally, clear guidelines should be provided to both students and standards verifiers about the handling of sensitive information. Students should be instructed on how to properly prepare their showreels for submission as well as ensuring that associate (SV) details (emails, contact numbers) are securely managed and handled with sensitivity.

Lastly, an audit trail should be maintained by the centre. This includes records of who accessed the student work and when, providing an additional layer of security and accountability. This information should then be deleted, or access to that material, removed at the earliest possible opportunity after sampling has taken place.

## Stage 4: Outcomes of first sampling

Once a sample has been reviewed by an SV, a report will be submitted and one of the following outcomes will be applied:

<b>Not yet fully sampled (NYFS)</b>	A full sample has not taken place and certification cannot be released.
<b>Released</b>	All assessment decisions have been agreed and certification can be released. No further action is required; however, Pearson reserves the right to request an additional sample of student work if the cohort profile is showing evidence of potential grade inflation.
<b>Certification pending - centre action required</b>	The SV has identified inaccurate assessment for one or more students. A second sample is required.

## Stage 5: Second sample requirements

If the outcome of sampling is 'Certification pending - centre action required' the SV will want to see evidence that all actions described in the report have been completed and the assessment decisions for the whole cohort for the affected unit(s) have been reviewed. They will also want to sample revised assessment decisions for the students included in the first sample, along with additional students who will be identified once the re-assessed tracking documentation has been received. SVs will also provide centres with an opportunity to discuss and clarify the requirements of the second sample.

For example, for a BTEC RQF National at Certificate size:

- In the first sample, learning aim A has shown inaccurate decisions have been made for students 1, 2 and 3. The decisions are accurate for students 4 and 5 and all other learning aims have been assessed accurately.
- The second sample should therefore consist of students 1, 2 and 3 plus an additional 3 students for learning aim A only, as the rest of the unit has been assessed accurately.
- A further unit will also be requested.
- The SV will also need to see evidence that there has been a review of all assessment decisions for students regarding learning aim A for the affected unit. This usually takes the form of a tracking document showing revised assessment decisions for this unit.

### SV authorised resubmission opportunities



SVs are looking to ensure that standards are maintained over time. Instances may be identified where a student has been disadvantaged through flawed assignments or inaccurate assessment decisions. If this is the case, the SV may authorise an additional resubmission opportunity for students. This will always be decided in consultation with the SV's team leader. The resubmitted work will be part of the second sample and certification will not be released until standards verification has confirmed the grades as being accurate.

## Stage 6: Outcomes of second sampling

Once the second sample has been reviewed, SVs will submit a report and apply one of the following outcomes:

<b>Certification released</b>	This means that all assessment decisions have been agreed as accurate and certification can be released. No further action is required; however, Pearson reserves the right to request an additional sample of student work if the cohort profile is showing evidence of potential grade inflation.
<b>Certification pending - principal standards support required</b>	The SV has found evidence of inaccurate assessment for one or more students. The sample will be referred to Pearson who will support centres with a tailored action plan to secure the release of certification. In this situation, we reserve the right to request further/additional samples.

## Stage 7: Claiming grades post–standards verification

Only **completed units** with finalised grades can be sampled. Therefore, standards verification must happen **after all the assessment opportunities (including resubmissions, and where appropriate retakes)** have taken place for students for the unit being sampled.

Centres should speak to their SV if they have concerns about meeting the sampling requirements for the qualification.

Centres can only claim once standards verification is complete, and the programme has been 'released'. Centres should refrain from making a claim if the programme has received a 'pending certification' outcome. Once a second sample has been completed and the programme has been released, a claim can be made.



Standards verification is the final stage of the assessment process and once completed and the report released, **the grades agreed by the standards verifier for the sampled unit(s) for the entire cohort must not change.**

To prevent any delay to certification, it is important that **grades are entered into Edexcel Online before the 5 July deadline and match the grades agreed with the standards verifier for the entire cohort.**

Full award claims can be made at any point **after** a programme has been 'released' following standards verification. There is no need to wait until close to the official deadline of 5 July.

We will review grades claimed and where we find a discrepancy, we will contact centres to discuss the reason for the discrepancy. If students have been granted a resubmission following standards verification which has not been approved by the standards verifier, then **the student grades agreed in the standards verification report will stand and adjustments to the claim will need to be made.**

## Accessing the report

SVs will produce a report within 10 working days of the sample date on Edexcel Online. Once the report has been submitted, quality nominees will receive an email to let them know the report is available to view on Edexcel Online and the SV will also contact the lead IV to inform them of the outcome. Please see [BTEC: SV Allocation Details](#) for a step by step guide.

Every SV is subject to performance monitoring during the sampling window and will submit standards verification samples and reports to their team leader for review. If a report is going to be reviewed, it may take longer than 10 working days to be made available to centres. SVs will inform centres if this is the case.

## Appeals

Should a centre wish to appeal a standards verification outcome, the following steps should be followed:

- Any concerns about standards verification outcomes, should be communicated to us via the [Pearson Support Portal](#) within 14 days of receiving our decision or results.
- Students may also apply directly to us if they have first been through the centre's internal appeals process. Students who want to enquire about a centre's decision which they feel has disadvantaged them, should be communicated to us via the [Pearson Support Portal](#) within 14 working days of being told the outcome of the centre's appeals process.
- All cases are reviewed by our assessment experts who have responsibility for the qualification subject.



**When to apply:** 14 days of receiving the decision or result

**How to apply:** [Pearson Support Portal](#)

**Acknowledgment:** We will acknowledge the review within three working days

**Outcome of the application:** We will respond to a review within 30 days of receiving it

# Sample sizes

The tables in this section set out the first and second sample sizes for the following BTEC qualifications **excluding where there is a licence to practice**:

- BTEC 2012 BTEC Level 1/2 Firsts
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals (from 2016)
- BTEC Level 3 Nationals from 2025 (AAQs)
- BTEC 2010 Level 3 Nationals, Specialists, Level 1, and Entry Level
- BTEC Level 2 Skills (Creative Sectors Only) Please Note: *For Art & Design Skills and Creative Media Skills qualifications, a unit refers to an assessment unit (e.g., A1).*
- BTEC Level 2 Preparation for Public Services
- BTEC Level 2/3 ESports

Sample sizes for qualifications where there is a Licence to Practice, and the 'off-measures' Level 3 qualifications can be found on page 25 onwards.

## Standard control

Number of Registrations	BTEC First Award & Certificate, L2 Technical 240 & 360, QCF L2 all sizes, Level 2 Skills All Sizes	BTEC First Extended Certificate & Diploma, L2 Technical 480	Second Sample Requirements
	L3 National Certificate, Extended Certificate and Foundation Diploma (Inc AAQ) L3 Technical 240 & 360 QCF L3 Certificate, Subsidiary Diploma, 90 Credit Diploma	L3 National Diploma and Extended Diploma L3 Technical 480 QCF L3 Diploma, Extended Diploma	
1 to 100 students	1 unit x 3 students	2 units x 3 students	The initial students where inaccurate assessment was found. And +3 students for this unit And 1 further unit x 3 students
101 to 249 students	1 unit x 4 students	2 units x 4 students	The initial students where inaccurate assessment was found. And +4 students for this unit And 1 further unit x 4 students

250+ students	1 unit x 5 students	2 units x 5 students	The initial students where inaccurate assessment was found. And +5 students for this unit And 1 further unit x 5 students
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## Enhanced control

Number of Registrations	BTEC First Award & Certificate, L2 Technical 240 & 360, QCF L2 all sizes, Level 2 Skills All Sizes	BTEC First Extended Certificate & Diploma, L2 Technical 480	Second Sample Requirements
	L3 National Certificate, Extended Certificate and Foundation Diploma (Inc AAQ) L3 Technical 240 & 360 QCF L3 Certificate, Subsidiary Diploma, 90 Credit Diploma	L3 National Diploma and Extended Diploma L3 Technical 480 QCF L3 Diploma, Extended Diploma	
1 to 100 students	2 units x 3 students	3 units x 3 students	The initial students where inaccurate assessment was found. And +3 students for this unit And 1 further unit x 3 students
101 to 249 students	2 units x 4 students	3 units x 4 students	The initial students where inaccurate assessment was found. And +4 students for this unit And 1 further unit x 4 students
250+ students	2 unit x 5 students	3 units x 5 students	The initial students where inaccurate assessment was found. And +5 students for this unit And 1 further unit x 5 students

If two units are not available for the enhanced control sample in the smaller size qualifications, as evidenced by the assessment plan, the sample will instead increase by student number as shown in the following table:

## Enhanced control – two units not available

(Not applicable to AAQ if certificating in one year in Summer 2026)

Number of Registrations	BTEC L1/2 First Award & Certificate L2 Technical 240 & 360, QCF L2 all sizes Level 2 Skills All Sizes L3 National Certificate, Extended Certificate, & L3 Certificate, Subsidiary Diploma (Inc AAQ) L3 Technical 240 & 360	Second Sample Requirements
1 to 100 students	1 unit x 6 students*	The initial students where inaccurate assessment was found. <b>And</b> +6 students* for this unit <b>And</b> 1 further unit x 3 students*
101 to 249 students	1 unit x 8 students	The initial students where inaccurate assessment was found. <b>And</b> +8 students for this unit <b>And</b> 1 further unit x 4 students
250+ students	1 unit x 10 students	The initial students where inaccurate assessment was found. <b>And</b> +10 students for this unit <b>And</b> 1 further unit x 5 students

*\*If there are fewer than the number of students stated in the cohort, all students will be sampled.*

## Multi-site sampling strategy

Only to be used if centres have registered students on the programme across multiple sites **and** where delivery and assessment varies across sites. In these cases, the sampling requirement will increase depending on the number of delivery sites.

Standards verifiers will select a range of units across different sites. The same unit could be selected for multiple sites in order to meet the sample size. For example, if Unit 1 was selected at Site A and site B, this would count as two units sampled.

If a re-sample is required, only sites where inaccurate assessment has been identified will be resampled. An additional unit for each site where inaccurate assessment was found may be requested, up to the maximum number listed in the table. If there is inaccurate assessment in more sites than the maximum, Standards Verifiers will target the additional unit or units to the sites where most appropriate.



Number of Sites	All sizes		Second sample requirements
	Standard control	Enhanced control	
2 – 3 sites	2 units x 3 students	3 units x 3 students	<ul style="list-style-type: none"> <li>The initial students where inaccurate assessment was found.</li> <li>+3 students for this unit</li> <li>1 further unit x 3 students</li> </ul>
4 – 5 sites	3 units x 3 students	5 units x 3 students	<ul style="list-style-type: none"> <li>The initial students where inaccurate assessment was found.</li> <li>+3 students for this unit</li> <li>Up to 2 further units x 3 students</li> </ul>
6 – 7 sites	5 units x 3 students	7 units x 3 students	<ul style="list-style-type: none"> <li>The initial students where inaccurate assessment was found.</li> <li>+3 students for this unit</li> <li>Up to 3 further units x 3 students</li> </ul>
8+ sites	A bespoke sampling strategy will be agreed between Pearson and the SV.		

## Bespoke sampling strategy programmes

The following programmes will be sampled remotely but have their own bespoke sampling strategies.

### Level 3 Creative Media Practice

Number of registrations	First Sample Size	Second Sample Size
1 – 100 students	3 students per assessment unit	The initial students where inaccurate assessment was found <b>And</b> +6 students for this assessment unit
101-249 students	4 students per assessment unit	The initial students where inaccurate assessment was found <b>And</b> +8 students for this assessment unit
250+ students	5 students per assessment unit	The initial students where inaccurate assessment was found <b>And</b> +10 students for this assessment unit
SAMPLE Year1	Either A1 or A2 (Diploma and Extended Diploma)	

SAMPLE Year 2	Either B1 or B2 (Extended Diploma only) Sampling of B2 is the priority if B2 is available	
Total number of assessment units sampled over a two-year programme	2	

### Level 3 Music and Music (Production)

Number of registrations	First Sample Size	Second Sample Size
1 - 100 students	3 students per assessment unit	The initial students where inaccurate assessment was found And +3 students for this assessment unit And 1 further assessment unit x 3 students
101-249 students	4 students per assessment unit	The initial students where inaccurate assessment was found And +4 students for this assessment unit And 1 further assessment unit x 4 students
250+ students	5 students per assessment unit	The initial students where inaccurate assessment was found And +5 students for this assessment unit And 1 further assessment unit x 5 students
	Music	Music (Production)
SAMPLE Foundation Diploma (540 GLH)	One Skills Development assessment unit: A1, A2 or A3	One Skills Development assessment unit: B4, B5 or B6
	and Module C: C7 The Music Industry (minimum of one criterion strand 1 <sup>st</sup> sample; whole unit for any 2 <sup>nd</sup> sample)	and Module C: C7 The Music Industry (minimum of one criterion strand 1 <sup>st</sup> sample; whole unit for any 2 <sup>nd</sup> sample)
SAMPLE Extended Diploma (1080 GLH)	One Skills Development assessment unit: A1, A2 or A3	One Skills Development assessment unit: B4, B5 or B6
	and Module C: C7 The Music Industry (minimum of one criterion strand 1 <sup>st</sup> sample; whole unit for any 2 <sup>nd</sup> sample)	and Module C: C7 The Music Industry (minimum of one criterion strand 1 <sup>st</sup> sample; whole unit for any 2 <sup>nd</sup> sample)
	and Two assessment units from across Modules D and/or E	and Two assessment units from across Modules D and/or E
Total number of assessment units sampled for a Foundation Diploma programme	2	

Total number of assessment units sampled for an Extended Diploma programme	4
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### Level 3 Performing Arts Practice

Number of registrations	First Sample Size	Second Sample Size
1 - 100 students	3 students per assessment unit	The initial students where inaccurate assessment was found And +3 students for this assessment unit And 1 further assessment unit x 3 students
101-249 students	4 students per assessment unit	The initial students where inaccurate assessment was found And +4 students for this assessment unit And 1 further assessment unit x 4 students
250+ students	5 students per assessment unit	The initial students where inaccurate assessment was found And +5 students for this assessment unit And 1 further assessment unit x 5 students
SAMPLE Foundation Diploma (540 GLH)	One of the 3 x 150 GLH assessment units from the Skills Development Module (A – E) and Module F F16 The Performing Arts Industry (minimum of one criterion strand 1 <sup>st</sup> sample; whole unit for any 2 <sup>nd</sup> sample)	
SAMPLE Extended Diploma (1080 GLH)	One of the 3 x 150 GLH assessment units from the Skills Development Module (A – E) and Module F F16 The Performing Arts Industry (minimum of one criterion strand 1 <sup>st</sup> sample; whole unit for any 2 <sup>nd</sup> sample) and Two assessment units from across Modules G and/or H	
Total number of assessment units sampled for a Foundation Diploma programme	2	
Total number of assessment units sampled for an Extended Diploma programme	4	

### Level 3 Production Arts Practice

Number of registrations	First Sample Size	Second Sample Size
1 - 100 students	3 students per assessment unit	The initial students where inaccurate assessment was found And +3 students for this assessment unit And

		1 further assessment unit x 3 students
101 – 249 students	4 students per assessment unit	The initial students where inaccurate assessment was found <b>And</b> +4 students for this assessment unit <b>And</b> 1 further assessment unit x 4 students
250+ students	5 students per assessment unit	The initial students where inaccurate assessment was found <b>And</b> +5 students for this assessment unit <b>And</b> 1 further assessment unit x 5 students
SAMPLE Foundation Diploma (540 GLH)	One of the 3 x 150 GLH assessment units from the Skills Development Module (A – E) <b>and</b> Module F F16 The Production Arts Industry (minimum of one criterion strand 1 <sup>st</sup> sample; whole unit for any 2 <sup>nd</sup> sample)	
SAMPLE Extended Diploma (1080 GLH)	One of the 3 x 150 GLH assessment units from the Skills Development Module (A – E) <b>and</b> Module F F16 The Production Arts Industry (minimum of one criterion strand 1 <sup>st</sup> sample; whole unit for any 2 <sup>nd</sup> sample) <b>and</b> Two assessment units from across Modules G and/or H	
Total number of assessment units sampled for a Foundation Diploma programme		2
Total number of assessment units sampled for an Extended Diploma programme		4

### Level 3 Uniformed Protective Services

Number of registrations	First Sample Size	Second Sample Size
1 – 100 students	3 students per unit	The initial students where inaccurate assessment was found <b>And</b> +3 students for this unit <b>And</b> 1 further unit x 3 students
101–249 students	4 students per unit	The initial students where inaccurate assessment was found <b>And</b> +4 students for this unit <b>And</b> 1 further unit x 4 students
250+ students	5 students per unit	The initial students where inaccurate assessment was found <b>And</b> +5 students for this unit <b>And</b> 1 further unit x 5 students

	Certificate	Extended Certificate	Foundation Diploma	Diploma and Extended Diploma (top up reg)	Diploma and Extended Diploma (2-year programme)
Sample	1 optional unit	1 mandatory or 1 optional unit	Unit 1 Pearson Set plus, <b>either</b> 1 mandatory or 1 optional unit – total 2 units	2 units, <b>either</b> 1 mandatory plus 1 optional or 2 optional units – total 2 units from yr 2 assessment plan <i>*For Top-up registrations the Standards Verifier will sample both the Extended Diploma and the Foundation Diploma to a maximum of 4 units</i>	Unit 1 Pearson Set according to assessment plan plus 1 other mandatory and 2 optional across the 2 year programme (2 in yr 1, 2 in yr 2)
Total number of units sampled over a two-year programme	1	1	2	4	4

## Programmes subject to centre visits

The following licence to practice qualifications have bespoke sample sizes and will have a centre visit.

### *Licence to Practice – Centre Visit*

BTEC Level 3 Nationals in Dental Technology

BTEC Level 3 Sports Coaching and Development with CIMSPA Accreditation

BTEC Level 3 Sport, Fitness & Personal Training with CIMSPA Accreditation

BTEC Level 3 Sports Excellence & Performance with CIMSPA Accreditation

BTEC Level 3 Sport & Outdoor Activities with CIMSPA Accreditation

BTEC Level 2 Technical Diploma in Children's Play Learning and Development (Early Years Practitioner)

BTEC Level 3 Nationals in Children's Play Learning and Development (Early Years Educator) 2016 Specification

### *Off Measure – Centre Visit*

BTEC Level 3 Art & Design Practice

## BTEC Level 3 Nationals in Dental Technology

Number of registrations	Diploma	Extended Diploma	Second Sample Requirements
1 to 100 students	2 units x 4 students	4 units x 4 students	All students per affected unit & 1 further unit x 4 students
100+ students	2 units x 8 students	4 units x 8 students	All students per affected unit & 2 further unit x 8 students

*Dental Technology – Visit, followed by remote sampling if required.*

## BTEC Level 3 Sports Coaching and Development with CIMSPA accreditation

Yr. 1 Sampling

Yr. 2 Sampling

	Sample one Learning Aim from	Sample full unit	Sample one Learning Aim from	Sample full unit	Sample one Learning Aim from
BTEC National Extended Certificate	Unit A <u>OR</u> B	C1			
BTEC National Foundation Diploma	Unit A <u>OR</u> B	C1	5, 11, 12 or 14		
BTEC National Diploma	Unit A <u>OR</u> B	C1	3, 4, 5, 6, 11, 12, 13, 14 or 20	D1	Any unit <u>not</u> sampled in Yr1 from – 13, 4, 5, 6, 11, 12, 13, 14 or 20
BTEC National Extended Diploma	Unit A <u>OR</u> B	C1	Any option unit from 3-20	D1	Unit E
Number of Registrations	Number of Students		Second Sample Requirements		
1 to 100 students	4 students		The initial students where inaccurate assessment was found And +2 students for this unit And 1 further LA from another unit x 2 students		
101+ students	5 students				

*Centre visit*

## BTEC Level 3 Sport, Fitness & Personal Training with CIMSPA accreditation

Yr. 1 Sampling

Yr. 2 Sampling

	Sample one Learning Aim from	Sample full unit	Sample one Learning Aim from	Sample full unit	Sample one Learning Aim from
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BTEC National Extended Certificate	Unit A <u>OR</u> B	C2			
BTEC National Foundation Diploma	Unit A <u>OR</u> B	C2	4, 8, 9, 14, 21		
BTEC National Diploma	Unit A <u>OR</u> B	C2	2, 4 or 21	D2	Any unit not sampled in Yr1 from 2, 4 or 21
BTEC National Extended Diploma	Unit A <u>OR</u> B	C2	6, 7, 8, 9, 14, 15, 16, 17, 18, 19 or 21	D2	Unit E
Number of Registrations	Number of Students		Second Sample Requirements		
1 to 100 students	4 students		The initial students where inaccurate assessment was found And +2 students for this unit And 1 further LA from another unit x 2 students		
101+ students	5 students				

Centre visit

### BTEC Level 3 Sports Excellence & Performance with CIMSPA Accreditation

Yr.1 Sampling					
Yr.2 Sampling					
	Sample one Learning Aim from	Sample full unit	Sample one Learning Aim from	Sample full unit	Sample one Learning Aim from
BTEC National Extended Certificate	Unit A <u>OR</u> B	C3			
BTEC National Diploma	Unit A <u>OR</u> B	C3	1, 4, 7, 11, 13, 14, 15, 20, 22 or 23	D3	Unit E  If Unit E <u>not</u> selected, then sample from 1, 4, 7, 11, 13, 14, 15, 20, 22 or 23
BTEC National Extended Diploma	Unit A <u>OR</u> B	C3	1, 4, 7, 11, 13, 14, 15, 16, 17, 18, 19, 20, 22 or 23	D3	Unit E
Number of Registrations	Number of Students		Second Sample Requirements		
1 to 100 students	4 students		The initial students where inaccurate assessment was found And +2 students for this unit And 1 further LA from another unit x 2 students		
101+ students	5 students				

Centre visit



## BTEC Level 3 Sport & Outdoor Activities with CIMSPA Accreditation

Yr. 1 Sampling					
Yr. 2 Sampling					
	Sample one Learning Aim from	Sample full unit	Sample one Learning Aim from	Sample full unit	Sample one Learning Aim from
BTEC National Foundation Diploma	Unit A <u>OR</u> B	C4	4, 24, 25, 26 or 27		
BTEC National Diploma	Unit A <u>OR</u> B	C4	1, 2, 4, 5, 14, 24, 25, 26 or 27	D4	24 or 25
BTEC National Extended Diploma	Unit A <u>OR</u> B	C4	1, 4, 5, 6, 9, 13, 14, 15, 16, 18, 19, 24, 25, 26 or 27	D4	Unit E
Number of Registrations	Number of Students		Second Sample Requirements		
1 to 100 students	4 students		The initial students where inaccurate assessment was found And +2 students for this unit And 1 further LA from another unit x2 students		
101+ students	5 students				

Centre visit

## BTEC Level 2 Technical Diploma in Children's Play Learning and Development (Early Years Practitioner)

Qualification Size	Number of registrations	Units sample (Total units)	Total number of samples	Extra students required for second sample
Technical Diploma	1-100 students	Two units plus 1 TD-CPLD 2 form and 1 TD-CPLD 3 form x 4 students	4	The initial students where inaccurate assessment was found <b>And</b> +2 students per affected unit (or all if 5 or less registrations)
	101+ students	Two units plus 1 TD-CPLD 2 form and 1 TD-CPLD 3 form x 8 students	8	

Centre visit

## BTEC Level 3 Nationals in Children's Play Learning and Development (Early Years Educator) 2016 Specification

### Remote sample

Qualification Size	Number of registrations	Units sampled (Total units)	Total number of samples	Extra students required for second sample
Extended Certificate	1-100 students	One unit x 4 students	4	The initial students where inaccurate assessment was found <b>And</b> +2 students per affected unit (or all if 5 or less registrations)
	101+ students	One unit x 8 students	8	
Foundation Diploma	1-100 students	One unit plus PEP (CPLD 2, 3, 4 form and 10 skills) x 4 students	4	
	101+ students	One unit plus PEP (CPLD 2, 3, 4 form and 10 skills) x 8 students	8	

### Centre visit

Diploma & Extended Diploma (Licence to Practice)	1-100 students	Two units plus PEP (CPLD 2, 3, 4 form and 10 skills) x 4 students.	4	The initial students where inaccurate assessment was found <b>And</b> +2 students per affected unit (or all if 5 or less registrations)
	101+ students	Two units plus PEP (CPLD 2, 3, 4 form and 10 skills) x 8 students.	8	

The Extended Certificate/Foundation Diploma are sampled remotely; however, the sample size will remain 4 students (1-100). This is a requirement to ensure alignment with the EYE. Whilst Ext Cert/FD is not an EYE size of the qualification, we must sample, with the potential, that a student could progress to a larger size (either within the same centre or another). We therefore need assurance that lower sizes which contain the Early Years Educator criteria are sampled appropriately.

## Level 3 Art & Design Practice

Number of registrations	First Sample Size	Second Sample Size
1 - 100 students	3 students per assessment unit	The initial students where inaccurate assessment was found <b>And</b> +6 students for this assessment unit
101 - 249 students	4 students per assessment unit	The initial students where inaccurate assessment was found <b>And</b> +8 students for this assessment unit
250+ students	5 students per assessment unit	The initial students where inaccurate assessment was found <b>And</b> +10 students for this assessment unit
SAMPLE Year 1	Either A1 or A2 (Diploma and Extended Diploma)	
SAMPLE Year 2	Either B1 or B2 (Extended Diploma only) Sampling of B2 is the priority if B2 is available	
Total number of assessment units sampled over a two-year programme	2	

Centre visit

# More resources to help you

## BTEC qualification specification

Lead IVs and teams should use the qualification's specification as the first point of reference for all planning and assessment. The specifications include assessment and delivery guidance, with instructions and advice for each unit. You can find your BTEC specifications on our website under their respective subject pages.

## 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](#).



# Appendix A

## Checklist for standards verification

Checklist	Centre	SV
Exams Officer has registered students on Edexcel Online and details checked for accuracy.		
The assessment plan includes all the required information: <ul style="list-style-type: none"><li>• dates for assessment and internal verification</li><li>• resubmission</li><li>• correct rules of combination are being followed for the qualification</li></ul>		
Assignment briefs have been internally verified prior to being issued to students.		
Contact details are correct and shared.		
Units have been selected for standards verification. This is based on the information in the assessment plan and the sampling rationale for the qualification.		
Tracking information for the units selected for sampling indicates which students have been internally verified.		
The sample should include: <ul style="list-style-type: none"><li>• Assignment brief(s)</li><li>• Internal verification of assignment brief(s)</li><li>• Student evidence</li><li>• Authentication declaration from student and assessor*</li><li>• Assessment records for each student including any resubmissions and/or retakes</li><li>• Employer Involvement form (where applicable)</li><li>• Internal verification of assessment decisions</li><li>• *If the 2024/25 Assessment Record template is used, separate declaration forms are not required as all signatures / declarations are included on the new form.</li></ul>		