



Centre Guide Quality Assurance Level 3 BTEC Nationals from 2025 (AAQs)

2025-2026

Table of Contents

Quality assurance made easy	3
UK qualifications covered by this guide	4
Edexcel Online account confirmation and Pearson T&Cs	5
BTEC quality assurance model – centre quality	6
Review your centre policies and procedures	6
Identify lead internal verifiers	8
Centre check in activity	9
BTEC quality assurance model – programme quality	11
Programme structure and planning	11
Team standardisation	17
Internal assessment guidance	18
Standards verification	18
Internal quality assurance checks	19
More resources to help you	22
Appendices	23
Appendix A – Quality assurance activity	24
Appendix B – Guide for successful claims and results	25
Appendix C – Case study – Aston Manor Academy – sharing good practice	29

Quality assurance made easy

Use this guide to make delivering BTEC quality assurance in 2025/26 easier. We're here to support you from the get-go with everything you need to make sure you feel confident assessing the Pearson Level 3 Alternative Academic Qualification BTEC Nationals from 2025. We'll tailor the quality assurance process to your needs, making your journey through the year smooth and successful. Plus, check out the quality assurance good practice case study from Aston Manor Academy in [appendix B](#).

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 15min appointment with your Vocational Quality Assurance Manager (VQAM) on our website.

Version Control

Page Number	What has changed	Date of Change
24	Appendix A: QA activity overlap illustration added	31.07.2025
13	Confirmation of sufficient teaching and learning prior to assessment.	30.09.2025
5	Adjust EOL account confirmation completion date	30.09.2025

UK qualifications covered by this guide

Use this guide to deliver quality assurance for the following Level 3 BTEC Nationals from 2025 (AAQ).

- Pearson Level 3 Alternative Academic Qualification BTEC National in Applied Science (Extended Certificate) – 610/3965/2
- Pearson Level 3 Alternative Academic Qualification BTEC National in Computing (Extended Certificate) – 610/3963/9
- Pearson Level 3 Alternative Academic Qualification BTEC National in Construction and the Built Environment (Extended Certificate) – 610/3959/7
- Pearson Level 3 Alternative Academic Qualification BTEC National in Early Childhood Development (Extended Certificate) – 610/3966/4
- Pearson Level 3 Alternative Academic Qualification BTEC National in Engineering (Extended Certificate) – 610/3962/7
- Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate) – 610/3964/0
- Pearson Level 3 Alternative Academic Qualification BTEC National in Information Technology (Extended Certificate) – 610/3960/3
- Pearson Level 3 Alternative Academic Qualification BTEC National in Medical Science (Extended Certificate) – 610/3958/5

Edexcel Online account confirmation

Pearson terms and conditions

Maintaining the security of your centre and student details is important. That's why we're asking you to confirm your Edexcel Online account and contact details in the **Edexcel Online account confirmation**.

Only people currently working at your centre should have access to secure information on Edexcel Online, and you can then be sure we'll contact the right people when we need to.

To keep things simple, you'll find our updated terms and conditions attached to the Edexcel Online account confirmation.

You need to submit your Edexcel Online account confirmation and accept our updated terms and conditions by 28 October 2025*

**This is a fixed annual deadline. If this falls on a weekend, you may want to consider the preceding working day, although we'll still accept submissions on the official deadline.*

Examinations staff can log in and view the complete contact list, but a user account with one of the following roles must complete and submit the confirmation:

- Head of Centre, Deputy Head of Centre, Vice Principal, MAT CEO

Need more information? Read our step-by-step guide to complete the Edexcel Online account confirmation.

- [Edexcel Online: Account Confirmation](#).

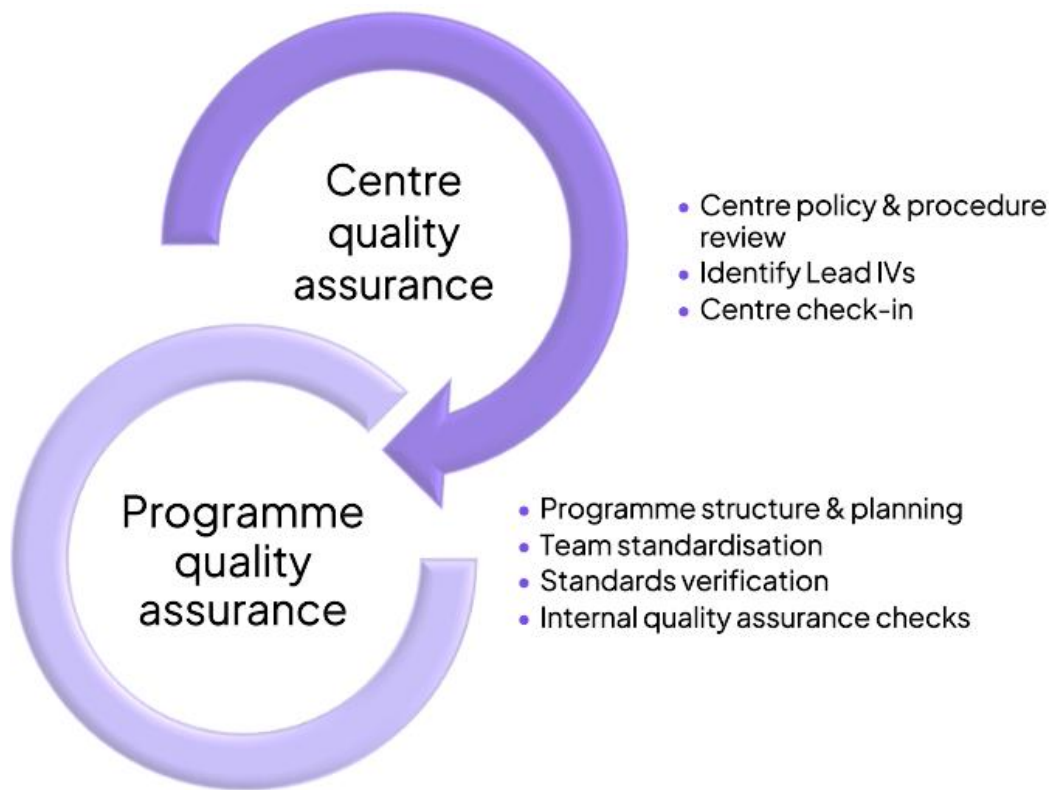
Frequently asked questions

Do I still need to complete the annual quality declaration?

You don't need to complete an annual quality declaration this year. We're keeping things simple, so you just need to accept our updated terms and conditions when you complete your Edexcel Online account confirmation.

If you deliver BTEC Higher Nationals and/or work-based learning qualifications, you will have separate quality assurance activities to complete. Find the guides for the Higher National APMR and WBL self-assessment on our quality assurance page.

BTEC quality assurance model



Check out [appendix A](#) to see when the quality assurance activities happen during the year.

Centre quality assurance

Review your centre policies and procedures

You need to have specific policies and procedures for your BTEC qualifications, and you need to review and evaluate them annually. Make sure they detail how BTEC programmes and their quality assurance processes work in your centre.

While you don't have to submit them to Pearson, we might request them if there's an issue during the quality assurance cycle.

The policies and procedures that cover the key aspects of BTEC quality assurance and management should include:

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

*_Need help understanding AI in this context? See our [centre guide to plagiarism](#).

You may need to have other non-BTEC-specific centre policies and procedures in place, such as:

- Equality and diversity
- Safeguarding
- Health and safety (including any arrangements for employer involvement)
- Conflict of interest
- Special consideration and reasonable adjustment
- Recognition of prior learning
- Contingency or adverse effects (such as to respond to a cyber-attack)

Need help with your policies? Use our [centre guide to policies and procedures for vocational qualifications](#).

Identify lead internal verifiers

You need to identify a lead internal verifier (lead IV) for each programme you deliver. The lead IV is responsible for the quality assurance and standards of these programmes. They should be involved in the assessment and delivery of the programme and understand the units being assessed.

If you deliver multiple programmes from different suites for the same subject area, you can have the same person as lead IV for all programmes, or you can split the responsibility if your staffing allows.

For a programme with a single assessor, that assessor should be the lead IV, but they will need another person to verify their assessment decisions.



Lead internal verifiers don't need to register on Edexcel Online. Quality nominees should keep internal records of who holds the lead internal verifier role for each programme, including succession plans if someone needs to cover short- or long-term absence. Need help creating internal records? [We've made a template for overseeing your lead internal verifiers.](#)

If you need more guidance on identifying a lead internal verifier, the team standardisation process and their roles and responsibilities, refer to the [BTEC Centre Guide for the Lead Internal Verifier](#) – We've also made a bitesize video to talk you through it all: [watch the role of the Lead Internal Verifier and team standardisation.](#)

Centre check-in activity

From September to April, the vocational quality assurance managers (VQAMs) will reach out to selected centres in their region for a centre check-in activity. This involves a 30-minute video call with the quality nominee, but we can arrange to visit you in person if you prefer. Do you know who your regional VQAM is? Check our [meet your VQAM](#) webpage.

The purpose of the activity is to support you; it's not an inspection! Together, we'll explore how you make sure your students' BTEC assessments meet the required standard. We'll help you make sure you've got effective systems in place for standards verification and for making student claims on time at the end of the course. This is also an opportunity to discuss any concerns you may have. If you encountered any challenges last year, we'll work with you to make sure they've been fully resolved.

Why might I receive a centre check-in?

Not everyone will need a centre check-in, and there are several reasons we might reach out to you to arrange one, including:

- You're a new centre who will benefit from quality assurance support
- You haven't had a centre check-in in the past two years.
- You had some issues during last year's quality assurance cycle that will benefit from support, such as:
 - referral from the quality management team
 - late and/or inaccurate summer 2025 claims
 - quality policies/procedures that need to be more thorough
- You need a temporary structure due to delivering an incorrect combination of internal units
- Random selection

We time these centre check-ins to catch you early in the quality assurance cycle. This way, we can resolve any potential issues before they can impact standards or your students' certification.



What if I don't receive a centre check-in? If you haven't heard from us by the end of April, then we've not identified the need to organise a centre check-in with you and you can continue with your BTEC quality assurance as usual.

We might still offer support later in the year, and of course, you can always [ask for help](#) whenever you need it. You can even request a centre check-in.

What happens next?

Following your check-in, your VQAM will email you a summary of the check-in and include any advice or recommendations. You might want to arrange for your VQAM to visit your centre or arrange a second call so you can include more of your BTEC team.

We hope the centre check-in will give you the opportunity to build a relationship with your VQAM, and they'll keep in touch through the year to give you consistent support from someone who understands your needs.

What if I want more quality assurance support?

We have a range of on-demand training sessions online, and we run regular online events. Explore all the training and support we offer on our [website](#).

Frequently asked questions

How will you arrange the centre check-in?

We'll contact you well in advance to arrange a mutually convenient time for the call or visit.

Will the VQAM meet with lead IVs or students?

No, your VQAM doesn't need to meet anyone besides your quality nominee.

Will you let me know what's going to be discussed so that I can prepare?

Yes, we'll share a discussion outline with you via email before the centre check-in. You don't need to collate or present any evidence at the meeting. The purpose of the centre check-in is to have an open conversation that supports your success; it's not an inspection.

Programme quality assurance

Programme structure and planning

Create a programme file

The quality nominee needs to make sure that lead internal verifiers have a well-thought-out delivery plan for their programme and keep track of the progress. It's important to share this information with all assessors and internal verifiers.

At the start of each year, the quality nominee should ensure that each programme has a programme file, which serves as a day-to-day management file for the qualification. It can be either a hard copy or a digital file. You should store these files centrally, so they're accessible to all staff and in case of staff absence.

If you need help designing this template, we've made one for you on [our resources webpage under centre quality templates](#).

Assessment planning and rules of combination

The assessment plan is a working document, so you might need to update it during the year. Use version numbers to create a clear audit trail if you do make changes. Your programme team should work together to develop robust assessment plans. The lead internal verifier for the programme should then check that the units chosen meet the rules of combination for that specific BTEC National 2025 AAQ programme.

As a minimum requirement, the assessment plan should include:

- the names of all assessors and internal verifiers
- scheduling for hand-out of Pearson set assignment briefs
- deadlines for assignment submission
- scheduling for internal verification of assessment decisions
- scheduling of the opportunity for resubmission
- scheduling of all units (internal and external) for the duration of the course so that a full programme plan is shown (if it's a two-year programme, show all units for both years)
- the version of PSAB being used with each cohort.



Need helping designing an assessment plan? Download our AAQ assessment plan template from our [BTEC Forms and Guides](#) page.

Watch our bitesize video on '[Good practice producing assessment plans](#)'

When planning assessment, you should consider:

the correct sequence or integration of units – carefully consider any synoptic units

rules of combination

the value of the units selected for the size of qualification

planning assignment deadlines across the programme to ensure a balanced workload for students

that at least one internally assessed unit will be available for standards verification annually (deadline 15 May)*

staff timetabling

schemes of work

resource planning, such as when to deploy specialist staff

access to external resources

feedback from students and from external sources, such as progression providers

ensuring authenticity of student work.

*Completing one unit by the deadline in the first year of delivery may not always be feasible. Your SV will review the requirements when you share your assessment plan.

Rules of combination

When creating the assessment plan, it's important to check that the units chosen meet the rule of combination.

In the subject's specification, you'll find the '*qualification structure*' (in section 3 and 6) that explains the 'rule of combination'. This will tell you how an overall grade is calculated, if any units have a minimum grade requirement and the combination rules.

Here are some considerations to check that your chosen units will meet the rule of combination:

- Have you selected the correct number of units (mandatory and optional) and Guided Learning Hours (GLH) to make up the qualification?
- Optional units – Are they suitable and correct for the programme size? (Also, think about whether any particular optional units are required for progression.)

Planning internal verification

Internal verification is how you'll check that assessment decisions have been made accurately by assessors. An assessor cannot internally verify their own assessment decisions, so another member of staff should act as the internal verifier. When creating your assessment plan at the start of the course, you should plan the dates that you will internally verify both first submissions and resubmissions and record these on the plan. You may choose to complete assessment (all tasks) in one block, so you internally verify and offer a resubmission at the end of the unit when all tasks are complete. Or, you may decide to assess and internally verify after each task, including resubmission. The choice is yours. Want more information on internal verification? Download the [BTEC Centre Guide to Internal Verification](#).



Do we need to internally verify Pearson set assignment briefs (PSABs)?

You can't make any adaptations to the PSABs, so you don't need to internally verify them. Your lead internal verifier or internal verifier should note the latest PSAB on the assessment plan. Your standards verifier will check this during annual sampling.

Internal assessment using Pearson Set Assignment Briefs (PSABs)

After a sufficient period of teaching and learning covering the content for an internally assessed unit, students can be issued the Pearson set assignment brief (PSAB) to begin their independent assessment. The PSAB contains several set tasks of various formats, including practical and written tasks.

We issue PSABs for each internally assessed unit. While they can't be adapted, you can choose from the bank we provide, and in units where there is only one PSAB for the life of the qualification, these allow students to demonstrate skills and understanding practically so no adaptation is required.

You will issue the PSAB to your students, and you will define the start and completion dates. Each PSAB is divided into tasks based on the assessment criteria, which may:

- be undertaken across multiple sittings. Students are allowed to take work home and work on tasks where applicable (some supervision is required for practical tasks due to health and safety)
- may need several forms of evidence, such as practical components.



Can we plan PSAB tasks across two academic years? No; you should complete, assess, mark and internally verify PSAB tasks before the end of the academic year. You should not split any PSAB task over two academic years, e.g., starting a task in July and finishing it in September.

However, it would be possible, for example, to set, mark and feed back (with resubmissions) tasks 1 and 2 in June, then teach and assess tasks 3 and 4 in the September of the second year.

PSABs are available to download from their respective qualifications' course materials pages on the Pearson qualifications website under silver padlock, meaning you will need to enter your Edexcel Online login credentials to download. As they will be used for the lifetime of the qualification, you need to check you're using the latest version of the PSAB at the beginning of each academic year. We'll let you know if we make changes to any version.

For most programmes, there is a bank of PSABs available. You should select one to issue to the whole cohort. You will need to indicate the PSAB version being used with each cohort on your assessment plans. We've detailed the available PSABs in the table on the following page.



Where there is a bank of PSAB versions for a given unit:

- you must make sure that the PSAB versions are allocated at cohort level, with all students in a given academic year being allocated the same version.
- you must ensure that PSAB versions are changed each year, moving through all the versions available before any are repeated.
- you are allowed to choose the order of the PSAB versions.

Qualification	Unit Number	PSABs (Single or Bank)
Pearson Level 3 Alternative Academic Qualification BTEC National in Applied Science (Extended Certificate)	4	Single PSAB
	5	Single PSAB
	6	Bank
Pearson Level 3 Alternative Academic Qualification BTEC National in Computing (Extended Certificate)	3	Bank
	4	Bank
Pearson Level 3 Alternative Academic Qualification BTEC National in Construction and the Built Environment (Extended Certificate)	3	Bank
	4	Bank
	5	Single PSAB
	6	Bank
Pearson Level 3 Alternative Academic Qualification BTEC National in Early Childhood Development (Extended Certificate)	3	Bank
	4	Bank
Pearson Level 3 Alternative Academic Qualification BTEC National in Engineering (Extended Certificate)	3	Bank
	4	Bank
Pearson Level 3 Alternative Academic Qualification BTEC National in Information Technology (Extended Certificate)	3	Bank
	4	Bank
Pearson Level 3 Alternative Academic Qualification BTEC National in Medical Science (Extended Certificate)	3	Bank
	4	Bank
	5	Bank
	6	Bank
Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)	3	Bank
	4	Bank
	5	Bank
	6	Bank

Levels of control

Assignments can be completed under low control and students are allowed to complete assessed work outside of classroom time —as specified on the PSAB. Some tasks, however, require supervision for safety reasons during practical work, to ensure the correct software is used, or to prevent malpractice.

Planning for external assessments

When planning your delivery model at the start of the year, it's important to consider when to include any necessary external assessment opportunities. These should be identified on your assessment plan and checked by the quality nominee. Your delivery teams must be clear on the timelines for making external exam entries and everyone needs to understand their responsibilities to meet these timelines.

Want to know more about the support available for managing external assessments? Read our dedicated support [article](#).

Inducting your students

Quality nominees should make sure your centre provides a robust and structured student induction at the start of a programme. This should include issuing a student handbook. For new and returning students, your teams should cover as a minimum:

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



Need help getting started? We have a BTEC learner induction template, as well as a guide to help you develop a learner handbook:

[Template for BTEC learner induction](#)
[Template for learner handbook.](#)

Team standardisation

Lead internal verifiers should make sure all assessors and internal verifiers involved in a programme undertake a standardisation activity annually. We'd recommend you conduct this activity before any formal assessment begins with students. Doing this activity makes sure that everyone involved in the assessment of student work understands national standards. You should keep evidence that standardisation has taken place and be able to provide that evidence if it's requested.

To help you with your standardisation activities, we produce centre standardisation materials.

Accessing centre standardisation materials

You can download the centre standardisation materials from late August 2025 for each unit from the relevant qualification's *course materials* page > internal assessments > centre standardisation material.

There you will find the materials under silver padlock, meaning you will need to enter your Edexcel Online login credentials to download them.



Keep your own records. Quality nominees should keep an internal record of completed team standardisation as part of overseeing their quality assurance teams. Need inspiration? Use our [Template for Overseeing your Lead Internal Verifiers.](#)

How do I standardise my team?

The standardisation material includes:

- assignment briefs, assessed student work, assessor and internal verifier comments
- activities
- senior standards verifier (SSV) commentaries.

To get the most from the materials, we suggest you:

- Access the materials and make notes on how the work would be assessed at your centre, comparing the work to your own practice.
- Respond to each activity, then compare your responses to those provided in the commentary.
- Make notes on any implications for your centre's assessment and quality assurance practice.

Internal assessment guidance

See our [centre guide to internal assessment](#) for a detailed overview of the internal assessment rules, including making assessment decisions, providing feedback to students, and handling resubmissions and retakes. The assessment rules for Pearson Level 3 Alternative Academic Qualification BTEC Nationals (AAQs) are consistent with those for other BTEC qualifications, with the exception of retakes.

As with other BTEC qualifications, the lead internal verifier should only authorise a retake in exceptional circumstances where a student has not met all of the pass criteria following a resubmission. Remember, they must have met the eligibility criteria detailed in the *centre guide to internal assessment*. As Pearson set assignment briefs (PSABs) are used for the internally assessed units, and all students must complete the same PSAB version in any given year, a retake for the missing Pass criteria must be completed using the **same PSAB** as the first submission and resubmission.

Standards verification

Standards verification will take place each year for programmes with live student registrations, where subject expert standards verifiers will sample your students' work. This makes sure you're making accurate assessment decisions in a fair and consistent manner and in line with national standards. Sampling will take place remotely, and you'll upload your samples to the Learner Work Transfer (LWT) portal in line with the published sampling plan.

You will be allocated a standards verifier for each AAQ you deliver, starting in mid-January. Make sure you consider standards verification when designing your programme assessment plans. Aim to have an internally assessed unit ready by 15 May to avoid any potential delays to standards verification or certification. However, completing one unit by

the deadline in the first year of delivery may not always be feasible. Your SV will review the requirements when you share your assessment plan.

How can I find out who my SV is?

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

Internal quality assurance checks

Quality assurance checks for eligibility and claims

[The annual final deadline to submit certification claims for your students is 5 July.](#)

Timely and accurate certification is a team effort; it's important for the quality nominee, the examinations office, and lead internal verifiers to work together to meet the 5 July deadline.

We can't tell you exactly how to manage the process, but we can share best practice to help make sure your students receive their results on time. It's a good idea to schedule key activities in your centre's quality assurance calendar throughout the year. By having effective internal processes for claims that everyone is aware of, you'll make sure that your students' claims are eligible and submitted on time.

Best practice for eligible claims:

Timeline	Activity
Start of programme	<p>When creating the assessment plan, lead internal verifiers should check the units planned against the rule of combination set out in the specification. You'll find a table towards the front of each specification outlining how many units need to be completed, any minimum grade requirements and what is classed as an eligible combination of units. Each qualification has its own rules for eligibility.</p> <p>We recommend the quality nominee conducts quality assurance checks following this to make sure the rule of combination has been met.</p>

When making interim / full award certification claims	<p>Before internal unit grades are entered on Edexcel Online, the lead internal verifier should double check that all students meet the rule of combination.</p> <p>After grades have been entered, we recommend the lead internal verifier and quality nominee double check that grades have been entered against the correct unit. Accidentally selecting the wrong unit could make the claim ineligible.</p>
-------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Best practice for timely certification claims:

Top tips:

1. Delayed standards verification past the 15 May deadline can impact on timely certification. Factor standards verification into your assessment planning at the start of the year.
2. Don't leave it too late to make your certification claims. We can't guarantee that students with claims submitted after 5 July will receive their results on time in August. This is particularly important for UCAS applicants, as Pearson must inform UCAS of their results

Timeline	Activity
Throughout the duration of the programme	<p>You don't need to wait until the end of the course to enter internal unit grades.</p> <p>We recommend quality nominees meet regularly (e.g. termly) with lead internal verifiers and the exams/admin team to collect any internal unit results and enter those on Edexcel Online as interim claims. This will relieve the pressure when submitted any remaining grades and certification claims at the end of the programme.</p> <p>It's up to you who uploads unit results and submits interim claims, but you should base your process on the size of your BTEC provision. However, lead internal verifiers are best placed to identify any errors, as they know the units and students' achievements.</p> <p>Find out more about making interim claims</p>

You can make full award claims at any point **after** a programme has been 'Released' following standards verification. You don't need to wait until the final deadline on 5 July.

We recommend you set an internal deadline for certification claims a few weeks before the official deadline.

At the end of the programme

This gives lead internal verifiers time to check that all claims are accurate, and we encourage quality nominees to be involved in these checks as part of their responsibility for centre-level quality assurance.

This should include a final eligibility check to ensure the correct combination of units has been assessed and the correct grades have been reported.

Setting an earlier internal certification claim deadline helps to guarantee that all students receive their results on time and allows for any issues to be resolved in plenty of time.



Making interim claims? Staff making individual student interim claims will need the *BTEC /NVQ Achievement Reporting* permission on their Edexcel Online account. Staff will need the *Basic Access, Coursework & Portfolio* and *BTEC Bulk Grade Reporting* permissions. Your exams officer can update these permissions if needed.

More resources to help you

BTEC qualification specification

Programme leaders and teams should use each BTEC 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 qualification's 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.

They include:

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

Explore our 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 [TEC quality assurance webpage](#).



Appendices

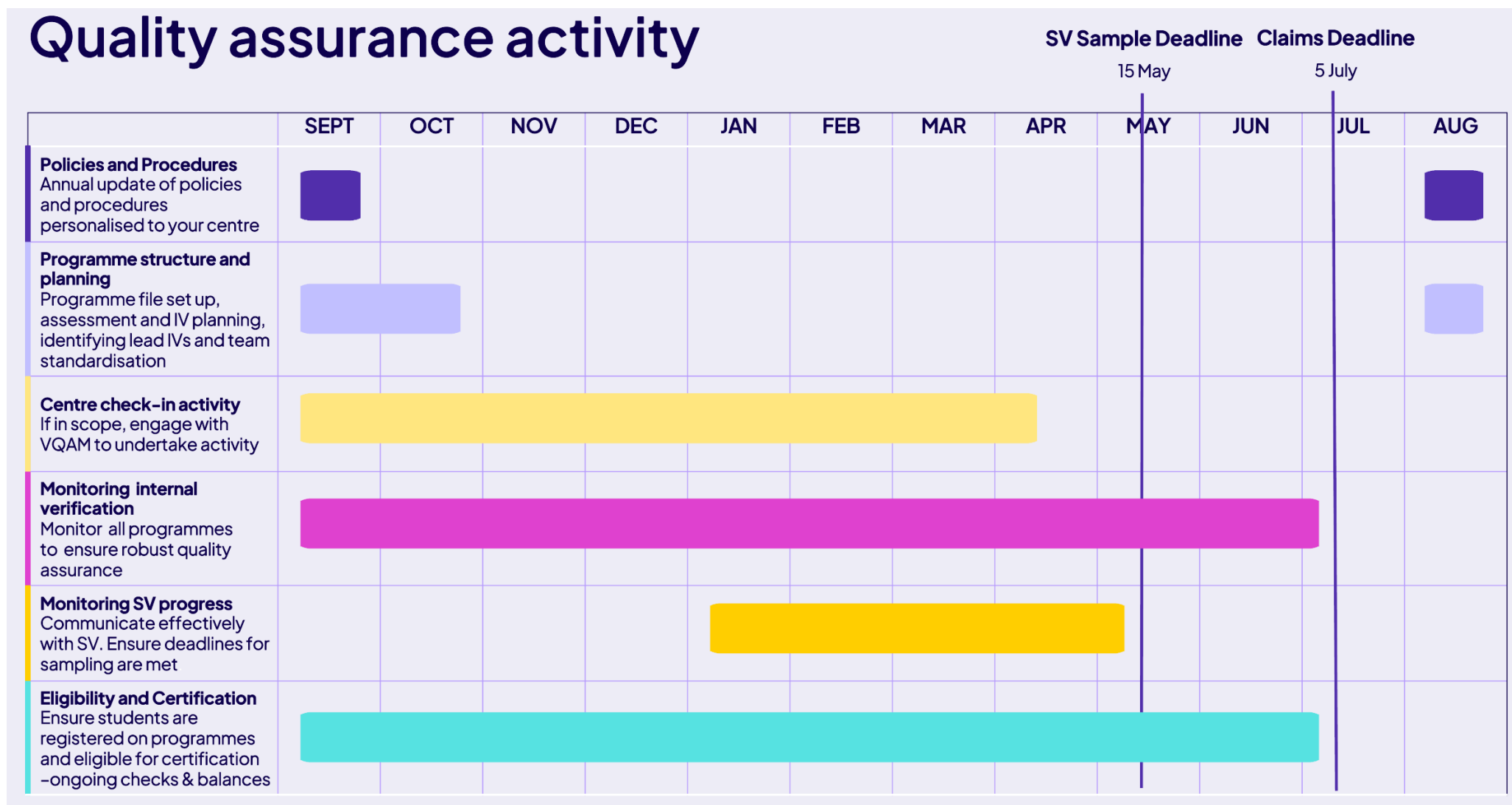
These appendices offer more guidance to help you with the successful delivery and management of your BTEC programmes.

Appendix A shows the overlap of quality assurance activities throughout the year.

Appendix B is a handy checklist that covers essential discussion points and suggests evidence, like programme staffing and regular meetings. This helps make sure you have the right people for all your BTEC programmes and encourages sharing information and best practices.

Appendix C is a case study from Aston Manor Academy and their approach to quality assurance.

Appendix A: Quality assurance activity



Appendix B: Guide for successful claims and results.

	Discussion points	Suggested evidence to refer to
Initial QN discussion		
1.1	Appropriate staffing is in place for all BTEC programmes being delivered.	Programme staffing.
1.2	Regular meetings are in place to ensure sharing of information and good practice in relation to BTEC delivery.	Annual planner/schedule of meetings Minutes of meetings
1.3	Appropriate policies are in place and are reviewed annually to facilitate effective delivery of BTEC programmes.	Centre policies
1.4	Checks and balances are in place to ensure timely and accurate registrations, entries and certification claims based on accurate tracking and record keeping.	Quality calendar Minutes of meetings Assessment planning confirming rules of combination are met .
Discussion information sourced from exams officer		
2.1	Procedures for registering students in an accurate and timely way are in place and managed effectively.	Quality calendar Registration policy
2.2	Procedures for making claims are clear and transparent and shared with the relevant staff.	Quality calendar Minutes of meetings Certification policy
2.3	Checks and balances are in place and demonstrate rigour to ensure timely and accurate certification claims.	Quality calendar Minutes of meetings Assessment planning confirming rules of combination are met
2.4	Student data is checked regularly and Edexcel Online kept up to date in line with changes throughout the year. E.g. withdrawals, fallback claims, updates to estimated completion dates.	Minutes of meetings Audit trail of action taken through the year Timely response to all checkpoints mid-year
Discussion information sourced from lead internal verifier		
Assessment planning		
3.1	Lead internal verifier has been identified for each programme, including across multi sites, consortia and/or collaborative arrangements.	Minutes/activities of standardisation meetings Action plans/schedules for inconsistencies seen in internal verification process with

3.2	Lead internal verifier understands their responsibilities regarding internal standardisation of assignments and assessed student work.	individual assessors, e.g., adjusted sample sizes. Any evidence of staff CPD, e.g., attendance to Pearson training events or similar.
3.3	Lead internal verifier provides the required internal standardisation training for teaching staff using centre standardisation materials and sample marked student work as available.	
3.4	Assessment planning is in place for all programmes delivered, and lead internal verifier confirms that the rules of combination have been followed.	
3.5	Assessment planning ensures that a range of units are available for standards verification sampling.	
Conducting assessment		
3.6	Students are provided with appropriate teaching and learning opportunities before formal assessment takes place.	Assessment plan/s Scheme/s of work.
3.7	Students are provided with appropriate feedback at all stages of the assessment process.	Assessment plan/s Assessment feedback for students across all Assessors and qualifications delivered
3.8	Students have the opportunity for resubmission and/or retakes where appropriate.	Assessment plan/s
3.9	Evidence of resubmission process meets Pearson requirements.	Assessment plan/s Evidence of student resubmissions if appropriate
3.10	Assessment tracking records are maintained, accurate and up to date to support the accurate sign off, of student achievement and certification claims.	Tracking records/student progress
Effective internal verification		

3.11	An internal verification process is in place to inform and record that all assessment outcomes are compliant with awarding organisation and regulatory requirements, by ensuring:	Internal verification schedule
	<ul style="list-style-type: none"> sufficient samples of student work covering all assessors and all assessed units are internally verified annually 	Internal verification records
	<ul style="list-style-type: none"> a record of internal verification outcomes is maintained 	
	<ul style="list-style-type: none"> a process is in place to deal with inaccuracies and weaknesses in assessment identified by internal verification, or by Pearson quality processes 	
3.12	Lead internal verifier assures assessment standards amongst all assessors and internal verifiers by monitoring and internal sampling	
Standards verification		
3.13	<p>The standards verification process is facilitated by providing:</p> <ul style="list-style-type: none"> timely samples of student work additional information where it is requested additional sampling material where required 	Action plans from standards verification reports
Timely certification		
3.14	Certification claims on each programme are confirmed by an appropriate member of staff e.g., lead internal verifier, programme manager	<p>Quality calendar</p> <p>Process for entering certification claims</p>
3.15	All Pearson expectations at checkpoints throughout the year have been met in a timely way,	<p>Quality calendar</p> <p>Minutes from meetings</p>

<p>and data is therefore accurate at the end of the academic year to allow for straightforward and accurate claims. Where appropriate, applications for special considerations have been made throughout, and time has been built in at the end of the year to ensure any late situations are managed in as timely a way as possible.</p>	<p>Audit trail of action taken</p> <p>Process for entering certification claims</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

Appendix C

Case study: Aston Manor Academy

'Quality assurance – Sharing good practice'

Introduction

Aston Manor Academy has established a comprehensive and inclusive approach to vocational education, ensuring that all students have access to equal opportunities, regardless of their background. With a focus on personal growth and academic success, the school delivers a wide range of vocational subjects, balancing both academic and vocational learning. This case study explores how the academy implements its curriculum, focusing on BTEC processes and procedures, showcasing its commitment to good practice, shared expectations, and continuous improvement.

Curriculum vision:

The vision at Aston Manor Academy is to equip students to become responsible, compassionate, and community-aware young individuals who are ready to thrive in further education and the workforce. By offering a broad curriculum that includes both academic and vocational courses, the academy ensures equal value is placed on all learning pathways. This approach supports the school's ethos: '**All Different, All Equal, All Achieving**'.

Implementing best practices:

Effective communication and shared expectations:

To ensure smooth delivery and consistent improvement in vocational education, Aston Manor Academy has developed a strong framework for communication and collaboration: *our journey*.

1. **Pre-year planning:** In July, the quality nominee and exam officer meet to review the previous year's practice, discuss improvements, and plan for key dates and deadlines in the upcoming academic year. Internal deadlines are set to allow enough time for interventions and to deal with unexpected issues like staff or student absence.
2. **September staff collaboration:** In early September, all vocational staff meet to share the importance of access and delivery and review the summer exam results. Key deadlines for September and October are shared, with a focus on good practices and areas of improvement identified from summer SV reports.

3. **Ongoing monitoring and support:** Throughout the year, the quality nominee holds one-to-one meetings with BTEC lead IVs to discuss and support any challenges. Policies and procedures are regularly reviewed, and necessary updates are shared with all staff. Data on student progress is continually tracked, and certification information is provided to heads of department for use in exam analysis meetings with the head teacher.

Efficient administrative systems:

- **Trackers and documentation:** All staff have trackers to monitor student progress as well as keeping updated records on student enrolments with the support of the exam officer. This system ensures that all records are easily accessible, reducing administrative burden and improving data accuracy. Also, each assessor that delivers a unit has a tracker which records students' progress for each assessment criteria when completed for 1st and 2nd submission plus exam criteria. This is shared in departmental meetings and with line managers to track and discuss progress as well as early intervention.
- **Timely communication:** Clear communication between staff, students, and parents is a key element of the BTEC process. Regular updates about assessments, deadlines, and student progress are provided through email, parents evening and one to one verbal support via the QN.
- **Compliance and accreditation:** The QN and exam officer work together to ensure all BTEC programmes comply with the latest regulations and accreditation requirements. This includes regular checks to ensure that all teachers are appropriately qualified and that assessment materials are up to date.
- **Registrations and exam entries:** Internal deadlines are shared with staff in September and timely reminders sent throughout the year. All entries and registrations are checked and signed off by the lead IV for each subject, and the exams officer is informed of any changes. This allows us to meet Pearson deadlines and keeps late fees to a minimum.

One-to-one support and coaching:

A key part of the school's approach is its commitment to supporting staff development. The BTEC lead IVs identify staff who may need additional support and offer targeted coaching based on lesson observations, work reviews, and student feedback.

- **Monitoring and workload management:** Workload is regularly monitored through departmental meetings, ensuring that staff are not overwhelmed and are receiving the necessary support. This is reviewed by the quality nominee through work scrutiny

and the updating of assignment briefs and assessment plans. Any additional support required is addressed and arranged at Senior Meetings.

- **Continuous improvement:** All units are closely monitored, and marking is checked to ensure high-quality teaching and learning. This ongoing review ensures that the delivery of vocational courses is consistent and meets the school's high standards.
- **Moderation and quality assurance:** To ensure consistency and reliability, the school has implemented a rigorous internal moderation process. Regular meetings between teachers are held to discuss student progress and ensure that assessment standards are met. This is discussed in departmental meetings which are timetabled in the school calendar – and shared with the QN and heads of departments for further support if needed.
- **Staff development:** Teachers attend regular professional development workshops to stay up to date with the latest developments in BTEC assessment, teaching strategies, and industry practices. This ensures that their teaching methods remain fresh and relevant by accessing resources from the qualification webpage/subject advisor.

Personalised student support:

- **Additional learning support:** For students with additional learning needs or are underachieving tailored resources and strategies are put in place. This is done via assertive mentoring where students are given bespoke support based on their needs. Assertive mentoring is 4 to 6 weekly support programmes where students are given the opportunity to catch up. Parents are also contacted via letters or meetings. As a school every 4 to 6 weeks teachers are asked to share on Bromcom students' progress and concerns. We believe that early interventions allow issues to be resolved much quicker and for students to work towards positive outcomes.
- **Student progress tracking:** Assessors track and monitor student performance regularly. This allows them to identify areas of concern and intervene before issues escalate. This system is also useful for providing up-to-date feedback to students and parents.

Collaborative learning environment as part of enrichment

- **Industry links:** Over the past three years, the school has developed strong partnerships with local businesses and industry experts. These connections allow students to gain real-world insights and apply their learning to practical scenarios. Guest speakers, work placements, and industry visits are organised to give students a broader understanding of their chosen field.

Preparation for sampling and quality assurance:

Before external assessments or standards verification takes place, Aston Manor Academy follows a thorough process to ensure that all documentation and assessments are prepared and reviewed:

- **QA process:** The quality assurance (QA) team (QN, exams officer, lead IVs or heads of department) initiates contact with external SVs (standard verifiers) when needed. They introduce the lead IV/assessor to the external SV and ensure that all assessment plans are up to date.
- **Collaboration with external SVs:** lead IVs/assessors update their assessment plans in collaboration with the QA team, and once approved, these plans are sent to the external SV. Specific units for assessment are selected and shared, and any paperwork is thoroughly reviewed in advance to ensure accuracy and consistency.
- **Feedback and adjustments:** Once the external SV agrees on the units to sample, any necessary feedback is provided before the samples are sent. This ensures that the assessments and IV documents meet the required standards.

End-of-year review:

At the end of the academic year, Aston Manor Academy conducts a comprehensive review of all BTEC programmes:

- **SV reports and targets:** Reports from the external SV are discussed within the departments and BTEC teams. Targets are set based on the feedback, and achievements are celebrated.
- **Tracking and data sharing:** All grades are recorded on a tracker, which is shared with line managers and the QA team. Once grades are agreed and signed off, they are passed on to the exam officer, who updates Edexcel Online on the Pearson portal.

Conclusion:

As a school we approach vocational education, particularly BTEC delivery, as foundation of effective communication, continuous support, and rigorous quality assurance processes. We aim to ensure that all staff have the resources and support they need, and by actively engaging in feedback and improvement cycles, we aim to foster an environment where both students and staff can thrive. Our school's commitment to equal opportunities, combined with a blended approach to learning, ensures that all students receive the guidance and support they need to succeed, no matter their background.

'All Different, All Equal, All Achieving'.

Completed by: Aston Manor – copyright protected