



Pearson

# Pearson Work Based Learning Centre Guide to Quality Assurance 2023–2024

## Contents

Introduction.....	4
Quality Assurance for Work-based Learning .....	5
What's changed?.....	5
WBL Quality Assurance Cycle .....	5
Which qualifications are covered by work-based learning quality assurance? .....	6
BTECs following the WBL quality model .....	8
How we will quality assure programmes .....	11
Lead standards verification .....	11
Stage 1: Annual Quality Declaration .....	12
Stage 2: A (remote) visit from our Lead Standards Verifier .....	12
Step 3: Sector standards verification.....	13
Apprenticeships.....	15
Stage 4: Next verification cycle.....	15
Three-way partnership .....	15
Applying flexibilities.....	16
Quality assurance process.....	17
Risk-based verification.....	18
What do we mean by 'risk-based' standards .....	18
Definition of risk.....	18
Ascertaining risk .....	19
Completing your Annual Quality Declaration .....	19
Key features .....	21
Initial risks levels .....	21
Working with your sector Standards Verifiers.....	21
Final risk levels .....	22
The Lead Standards Verification (remote) Visit .....	23
Arranging the Lead Standards Verifier (remote) visit (where applicable) .....	23
Preparing for the Lead Standards Verifier remote visit .....	24
After the Lead Standards Verifier (remote) visit.....	24

Final Lead Standards Verifier Risk-Ratings.....	25
Sector Standards Verification .....	25
Applying flexibilities .....	25
Registered learners .....	26
The Standards Verifier will: .....	26
Retrospective Sampling .....	27
Arranging the Standards Verification remote visit .....	27
Preparing for sector standards verification .....	28
For learners.....	28
For Assessors.....	29
For Internal Verifiers .....	29
For the programme.....	29
Pre-verification information for Standards Verifiers .....	30
The Standard Verification Visit (or remote activity) - what to expect.....	31
Internal quality assurance.....	31
Internal Verifiers.....	32
Sampling assessment .....	32
Meeting the Programme team.....	34
Conclusion of the activities .....	35
Certification .....	35
Accessing standards verification reports.....	36
Sector Advisors .....	36
SQA Accreditation's Right of Access.....	37
Enquiries or appeals.....	37
Appendix 1: Accessing your StandardsVerification Reports .....	38
Appendix 2: Accessing your LSV allocation and reports .....	39

# Introduction

Thank you for choosing to work with Pearson. This guide provides you with the information you need to be prepared for quality assurance for all our Pearson Work-based Learning qualifications in 2023–24.

It takes you through:

- what you need to do
- who's responsible at each stage

and gives additional advice and guidance around best practice.

We hope you find this guide useful and easy to use. We've aimed to cover all the relevant points to help you successfully deliver Pearson NVQs/SVQs, competence-based qualifications, and BTEC qualifications which now fall under the Work-based Learning quality assurance model.

## **We're here to help**

If you need more information or support at any stage, please contact us by visiting the [contact us](#) pages of our website.

We are here to help with all your assessment queries.

You may also wish to peruse our [WBL Quality Assurance web page](#).

For existing customers, tickets can be created for your queries via [Pearson Support](#).

# Quality Assurance for Work-based Learning

## What's changed?

Since the previous version of the handbook, the following changes have been made:

- Introduction of the Annual Quality Declaration, incorporating your annual centre Terms and Conditions, in addition to your annual Centre Self-Assessment into one online digital platform.
- Streamlining of Lead Standards Verifier allocations for centres only delivering BTEC qualifications and 'green' sectors
- Additional guidance on learner interviews
- Additional guidance on consortium arrangements
- BTEC Sport Industry Skills has transferred to the Work-based Learning quality assurance model and this handbook is now applicable.

## WBL Quality Assurance Cycle

Stage 1 within the WBL quality assurance cycle has been updated to become an 'Annual Quality Declaration ([AQD](#))' completed by centres each year. The previous 'centre self-assessment' and centre 'terms and conditions' will be incorporated into the new online process.

The Annual Quality Declaration has been streamlined so, if you deliver multiple qualification types (WBL, BTEC, Functional Skills and Higher Nationals), the new declaration will include all requirements in one place rather than asking centres to complete separate documents.

# Which qualifications are covered by work-based learning quality assurance?

This guide provides you with the information you need to deliver quality assurance for:

- Level 1 – 7 Pearson Edexcel and Pearson NVQs and competence-based qualifications regulated by Ofqual
- Pearson Scottish Vocational Qualifications (SVQs) regulated by SQA Accreditation
- BTEC Apprenticeship frameworks (except the Functional skills suite)
- BTEC Security and Fire qualifications
- BTEC FPOS
- Foundation Learning (excluding Entry Level Functional Skills and some legacy sector-specific FL programmes):
  - Personal and Social Development
  - BTEC WorkSkills
  - BTEC Entry Levels 1–3
  - BTEC Introductory Level 1
- BTEC specialist qualifications including:
  - Cleaning, facilities and hospitality
  - Goods, warehousing, transport and logistics
  - Business Admin, Team Leading, Customer Service and Management
  - BTEC Teamwork, Personal Skills and Citizenship in Youth Organisations
  - Health and Social Care (including Dementia and End of Life Care)
  - Construction Occupations, Health and Safety in a Construction Environment, BTEC Level 1 Construction
  - BTEC Sports Industry Skills
- On programme qualifications for the new apprenticeship standards
  - Apprenticeship Standards Engineering

For the purposes of this guidance, the qualifications above will be referred to collectively as work-based learning (WBL) programmes.

The following qualifications remain subject to BTEC quality assurance:

- BTEC Level 1/2 Firsts
- BTEC Level 1/2 Tech Awards (from 2017, last certification 2023)
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals

- BTEC QCF Specialists, Level 1 and Entry Level (not covered by WBL QA)\*

A full extensive list of qualifications can be found here in PDF Format -

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btecs-following-the-wbl-quality-model.pdf>

\*If you deliver BTEC Specialist qualifications as part of an apprenticeship registration with Pearson or alongside other Work-based Learning qualifications, then your Work-based Learning Lead Standards Verifier will include these within their review.

For centres delivering a range of qualifications which fall under both the WBL and BTEC quality assurance models, they may be eligible for both WBL LSVs, and Centre Assessment Standards Reviewers (CASRs, related to BTEC quality assurance). To ensure the process is as streamlined as possible, allocations will be reviewed and rationalised as appropriate to ensure centres receive the best support for the qualifications they deliver. If you have any questions about allocations, please get in touch via the Customer Service portal.

**\*\*New – where centres offer only BTEC qualifications, a Lead Standards Verifier will not be allocated unless additional support is required.**

To minimise the administrative burden and maximise other risk management control measures, we have removed a number of qualifications from the Lead Standards Verification model.

Centres will still receive a minimum of one standards verification interactions (one visit, and one remote subject to risk) and we reserve the right to increase sampling based on risk indicators (such as a change in verification outcomes or intelligence which pertains to risk of safe certification).

Please see Appendix 3 for the list of qualifications removed from the Lead Standards Verification model.

For further detail on the BTEC quality assurance model, please refer to the [BTEC Centre Guide to Quality Assurance](#).

The following qualifications will remain subject to External Examination:

- Higher Nationals
- Level 4 – 7 BTEC Professional Qualifications

For further detail on the Higher National quality assurance model, please refer to the [BTEC Higher National Centre Guide to Quality Assurance](#).

If you are a Private Training Provider delivering BTEC Level 4-7 qualifications, these will remain subject to Academic Management Review (AMR) and External Examination.

# BTECs following the WBL quality model

BTEC qualifications that have been transferred to our Work-Based Learning (WBL) quality assurance model will be required to follow the process specified within this handbook. However, if a centre only offers BTECs, a Lead Standards Verifier will not be allocated. We will focus on sector specific standards verification instead. The process is not too dissimilar to the BTEC quality assurance model although will have some variation, along with different timeframes related to each stage. The reason for this move is to:

- Allow for more timely support for progression to further employment or training.
- Support the Direct Claims Status (DCS) Quality Assurance model, to enable certification throughout the year and to support the roll on roll off nature of centre registrations, as well as those running to an academic year.
- Support the wide range and differing needs of centres and learners - improving the qualifications accessibility to a wider range of customers and impacting market share.
- Provide an alternative to centres to deliver in a range of formats e.g. short intensive course format, or across an academic year within a study programme.

If your centre also delivers BTEC qualifications that fall under our BTEC quality assurance model, these will be required to follow the process specified within the [BTEC Centre Guide to Quality Assurance](#).

Centres delivering qualifications across BTEC, and WBL quality assurance models would have previously completed an Annual Centre Declaration and/or Centre Self-Assessment as part of stage 1 in the quality cycle. This process has now been streamlined with a single Annual Quality Declaration (AQD), which will cover all quality assurance models. This should be completed by 11 November 2023. Further details about how to complete this can be found within our bitesize videos and centre guides accessed via our [quality assurance webpage](#). The AQD can be accessed directly via the link: <https://learninghubprogress.pearson.com/annual-quality-declaration>

## Lead Standards Verifier allocation review

The WBL LSV role has been designed to support centres delivering multiple competence-based qualifications, with a roll on / roll off delivery - ensuring a joined-up approach to Quality Assurance, enabling rationalisation of SVs, and to flag any issues ahead of standards verification.

The BTEC qualifications which moved over to the WBL QA model, were included within the Lead Standards Verifier model, however there are a number of centres, schools in particular, who are only delivering one of these BTEC qualifications to an academic cycle, and were therefore not gaining the full benefit of this role



To streamline the approach and to reduce the administration burden, **centres that are delivering *only* BTEC qualifications will *not* be subject to Lead Standards Verifier allocation.** Centres will retain their SV(s) - who will be their point of contact for any issues with the relevant qualifications. Any overarching quality issues or queries can be escalated to Pearson via the customer service portal, where the WBL Assessment team, and / or the Vocational Quality Assurance Managers will be able to support as appropriate.

Please note that where centres are delivering BTEC qualifications **and** any competence-based qualifications, then a Lead Standards Verifier allocation will remain, and the BTEC qualifications will be included within their review.

This change streamlined approach to LSV allocations affects the following BTEC qualifications:

- Foundation Learning (excluding Entry Level Functional Skills and some legacy sector-specific FL programmes):
  - Personal and Social Development
  - BTEC WorkSkills
  - BTEC Entry Levels 1–3
  - BTEC Introductory Level 1
- BTEC specialist qualifications including:
  - Cleaning, facilities and hospitality
  - Goods, warehousing, transport and logistics
  - Business Admin, Team Leading, Customer Service and Management
  - BTEC Teamwork, Personal Skills and Citizenship in Youth Organisations
  - BTEC Sports Industry Skills
- On programme qualifications for the new apprenticeship standards
  - Apprenticeship Standards Engineering

Please note, centre *only* delivering the above BTEC qualifications are still required to complete the Annual Quality Declaration (including terms and conditions, and the Centre Self-Assessment). Your Standards Verifiers will have read only access to the submitted AQD, and it will help them to plan their (remote) visit and support your centre as required.

### Registering Lead Internal Verifiers

Qualifications that fall under Work-Based Learning quality assurance will not require Lead Internal Verifier registration via the OSCA platform within Edexcel Online (EOL). However, personnel will be recorded on your verification reports, and it therefore remains important that you have a named person to undertake this role. This may impact on your Direct Claims Status if you do not have in place adequate resources to deliver Pearson programmes.

### Centre Standardisation Materials (CSMs)

Qualifications that fall under Work-Based Learning quality assurance will not be required to access centre standardisation materials via the OSCA platform. However, we do maintain that for all programmes, internal verifiers, and assessors (from all sites) are effectively standardised to deliver programmes to national standards. Best practice or inconsistencies will be detailed in your reports

and therefore, this may impact on your Direct Claims Status if this activity is not undertaken effectively.

### **Supporting you with standardisation**

You can still access some centre standardisation materials (for example for Introductory and Entry Level) through our subject web pages under the relevant qualification. If you require a copy of past materials that are not available via our website, please contact us for further support via the Customer Service Portal.

### **Internal Assessment and Resubmission**

BTEC qualifications that are graded must follow the requirements identified within the [BTEC Centre Guide to Internal Assessment](#) accessed via our quality assurance webpage. This will include the process of authorisation and procedure for the resubmission of evidence.

### **Standards verification reporting for BTEC qualifications**

Qualifications under the Work-based Learning quality assurance model generally use the electronic quality report form (eQRF) which is completed online, accessible by centres via Edexcel Online. There are some BTEC qualifications that are graded, and therefore are not suited to the eQRF, which is suitable for pass / fail qualification. For graded BTEC qualifications, such as the Graded Level 1 Introductory and Entry qualifications and Advanced Manufacturing Engineering (AME), SVs will use a BTEC offline report. This will be emailed across to you once completed, within 10 days of the remote visit.

### **Consortia Arrangements**

Qualifications falling under Work Based Learning's Quality Assurance model (WBLQA) that permit Consortia arrangements for centre programmes will be allocated a single WBL Lead Standards Verifier (LSV) whom will review all centres under a single Consortium. This process will involve the WBL LSV working with the lead centre for a Consortium and creating a single, main Consortium Report that captures this Consortium arrangement. Centres who are a part of multiple Consortia arrangements will receive a WBL LSV report for each Consortium.

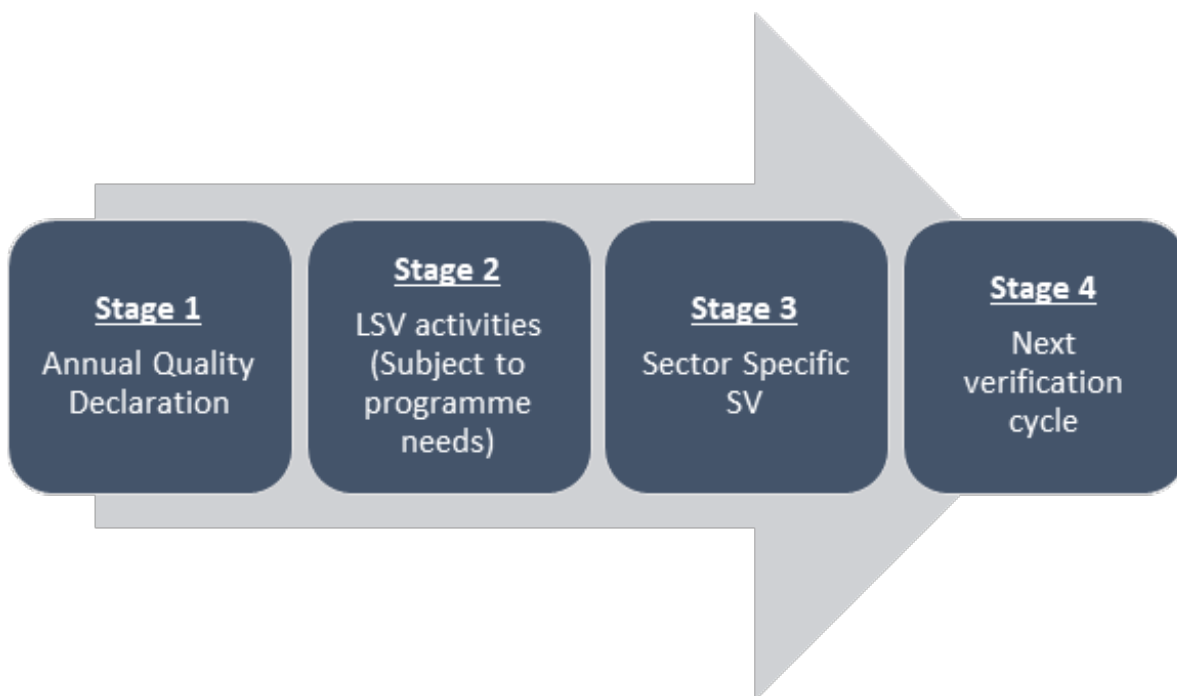
Any programmes delivered by centres within the Consortium that are not a part of the shared Consortium delivery will be reviewed separately, with centres receiving an individualised copy of the WBL LSV report that shares outcomes from the Consortium review alongside additional review(s) for any programmes running separately at a centre. Centres who are not running any WBL QA programmes outside of a Consortium arrangement will only receive a copy of the main Consortium Report.

For programmes falling under a Consortium arrangement, a single Standards Verifier will be allocated, whom will liaise with the lead centre for sampling arrangements. Where an offline report is used to record outcomes of the verification activity, a copy will be sent to all active centres within the Consortium arrangement by the allocated Standards Verifier and only a "stub" will be available via Edexcel Online to record the Quality Outcome of the report.

# How we will quality assure programmes

## Lead standards verification

We allocate a Lead Standards Verifier (LSV) to review quality assurance systems to support delivery at your centre by following this four-stage process:



[AOD](#)

## Stage 1: Annual Quality Declaration

Centres complete the new Annual Quality Declaration (AQD) which can be accessed via the link: [Annual Quality Declaration](#).

The purpose of the Annual Quality Declaration (AQD) is for Quality Nominees and Heads of Centres to confirm that all policies and procedures required for the delivery of Pearson's vocational qualifications are in place, effective and have been contextualised for your centre. The AQD also serves as your acceptance of Pearson's Terms and Conditions of Centre Recognition and Qualification Approval for delivering Pearson's vocational qualifications.

As part of the AQD you will select the 'Work-based Learning' group of qualifications and complete the Centre Self-Assessment for the programme or group of programmes you deliver and plan to deliver. It allows you to be as critical as you want of your delivery and quality assurance systems. **Please complete the AQD by November 2023**, or ahead of your Lead Standards Verifier (LSV) or Standards Verification activities.

Once the AQD is complete, your Lead Standards Verifier and Standards Verifiers will use this information to work with you to identify areas of best practice as well as work with you on areas that may need further development. The purpose of this activity is to work with you to plan all verification activities for the year ahead, reduce risks to invalid certification and more importantly, delays to certification.

## Stage 2: A visit from our Lead Standards Verifier (where applicable)

Your Lead Standards Verifier will be allocated to your centre in October. They will introduce themselves and ask you to complete your Annual Quality Declaration. This will allow the Lead Standards Verifier to plan and tailor their visit to your needs.

**\*\*If you only offer BTEC qualifications that fall under work-based learning, or you only deliver programmes within a 'green' sector, you will not be allocated a Lead Standards Verifier for 2023/2024. We will instead focus on Standards Verification.**

Your Lead Standards Verifier will complete a visit annually, ideally before December, but this will depend on your needs. Your Lead Standards Verifier will also be available all year around to give you guidance on quality assurance to support delivery across programmes and can even help you prepare for sector standards verification. Additional visits can be requested based on your needs.

After the Lead Standards Verifier visit, you will be provided with a report outlining the findings. This will include good practice, and any actions to help improve programme delivery or your quality assurance systems. The aim is to identify any 'risk to valid certification'. Unless

significant failings are evident, the findings should be used to prepare for your standards verification visit(s) later on in the year. This means, if any 'risks' are identified in one of your programme areas, you will be able to mitigate these ahead of your standards verification visits.

The Lead Standards Verifiers will be your single point of contact for verification activities, and they will work with your sector Standards Verifiers as a team to complete the verification process.

Lead Standards Verifiers can also act as sector Standards Verifiers in their given area of expertise; therefore, we will aim to allocate you a Lead Standards Verifier who is also occupationally competent in at least one of your programmes.

## Step 3: Sector standards verification

To complete standards verification for work-based learning programmes, we allocate Standards Verifiers to conduct sampling of learner work. Standards verification ensures that you have accurate assessment records and are assessing learners appropriately, consistently and fairly.

Standards Verifiers are sector experts, occupationally competent, and have up-to-date and relevant continuing professional development (CPD) for the sector(s) they verify.

Standards Verifiers provide advice and guidance and work with you to support you in demonstrating that you are working to standards and identify possible areas where you may require support.

You will normally receive at least one remote visit from a Standards Verifier per sector, per year, followed by ongoing support and development. This may result in more visits or remote support, as required, to complete the verification process and release certification. The exact frequency and duration of Standards Verifier visits will reflect your centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of Assessors
- number and turnover of Internal Verifiers.

For the following high-risk programmes, you will receive at least two standards verification activities: Security, Fire, Emergency Care, Paediatric First Aid, First Person on Scene, Childcare, Social Care Services and Construction.

Where a Standards Verifier is competent in more than one sector in which you deliver programmes, we will endeavour to allocate the same Standards Verifier.

### **Level 1 BTEC Health and Safety in a Construction Environment**

Where centres are delivering the Level 1 BTEC Health and Safety in a Construction Environment under the Construction sector, the following also apply:

At least 1 face-to-face visit will be required for the qualification BTEC Level 1 Health and Safety in a Construction Environment, which sits under the WBL Construction sector for Levels 1–3.

This means, for sector-specific Standards Verification activity where the BTEC Level 1 Health and Safety in a Construction Environment is being sampled:

- One Standards Verification activity will need to be face-to-face. Other programmes allocated to the SV should be sampled/verified on the same day if possible
- Second Standards Verification activity will generally be remote unless quality issues require another face-to-face visit
- Beyond the single face-to-face verification activity, any additional face-to-face verification activities will need to be approved by Pearson prior to being arranged

**NB:** The face-to-face visit does not necessarily have to be conducted as the first verification activity, but if the first activity is remote, the second verification activity will be used as a face-to-face visit by the SV.

Note that the default verification method remains remote for other Construction programmes under WBL unless there is authorisation for a face-to-face visit, or the programme is sampled at the same time as the BTEC Level 1 Health and Safety in a Construction Environment on a face-to-face visit.

The level of sampling conducted on the programme will depend upon the number and frequency of learner registrations.

### **Level 3 Principles and Practice for Pharmacy Technicians (Apprenticeship)**

Due to the dispensation applied to the Pharmacy Technician Apprenticeship Standard (Level 3), the on-programme qualification for apprentices will have the following requirements that differ from non-apprenticeship learners.

The dispensation for Pharmacy Technician requires each individual apprentice to be reviewed and signed off by a Standards Verifier (SV) before the apprentice can be listed—individually—for achievement of their on-programme qualification, this means your allocated Standards Verifier will need to sample a range of units from each individual apprentice you have registered on the Level 3 Principles and Practice for Pharmacy Technicians (APPRENTICESHIP) programme.

Only apprentices who have been reviewed by the Standards Verifier and found to have sufficiently achieved standards will be put through for certification on a named basis. This also means the Apprenticeship version of the Level 3 Principles and Practice for Pharmacy Technicians qualification cannot be granted Direct Claims Status (DCS).

The timing of sampling for apprentices should allow the allocated Standards Verifier to fully sample an apprentice before they are put through for EPA (End point Assessment). Partial sampling can be planned in advance for completed units to reduce the amount of time required to sample an apprentice in full as they come to completion of their on-programme training.

Please note that this does not apply to the Pharmacy Services Assistant Apprenticeship Standard (Level 2), therefore, Standards Verification arrangements for the on-programme qualification, the Level 2 Principles and Practice for Pharmacy Support Staff, will remain the same for both, apprentices and learners, with DCS being applicable where centres have demonstrated standards have been met and maintained over time.

## Apprenticeships

Where you register learners on a BTEC Apprenticeship Framework, verification will be coordinated across components, where possible.

Where you register learners on separate components of a BTEC Apprenticeship Framework, your Standards Verifier will sample across cohorts in order to release certification.

To support us in providing you with a better experience, please alert your Lead Standards Verifier or Standards Verifier to programmes outside the apprenticeship framework.

## Stage 4: Next verification cycle

### Three-way partnership

The Quality Assurance model has been designed as a three-way partnership between you, the Standards Verifiers and Pearson. This means that Direct Claims Status will be based on information derived from three sources: the Annual Quality Declaration; the findings from the Lead Standards Verifier (where applicable); and the outcomes of sector standards verification.

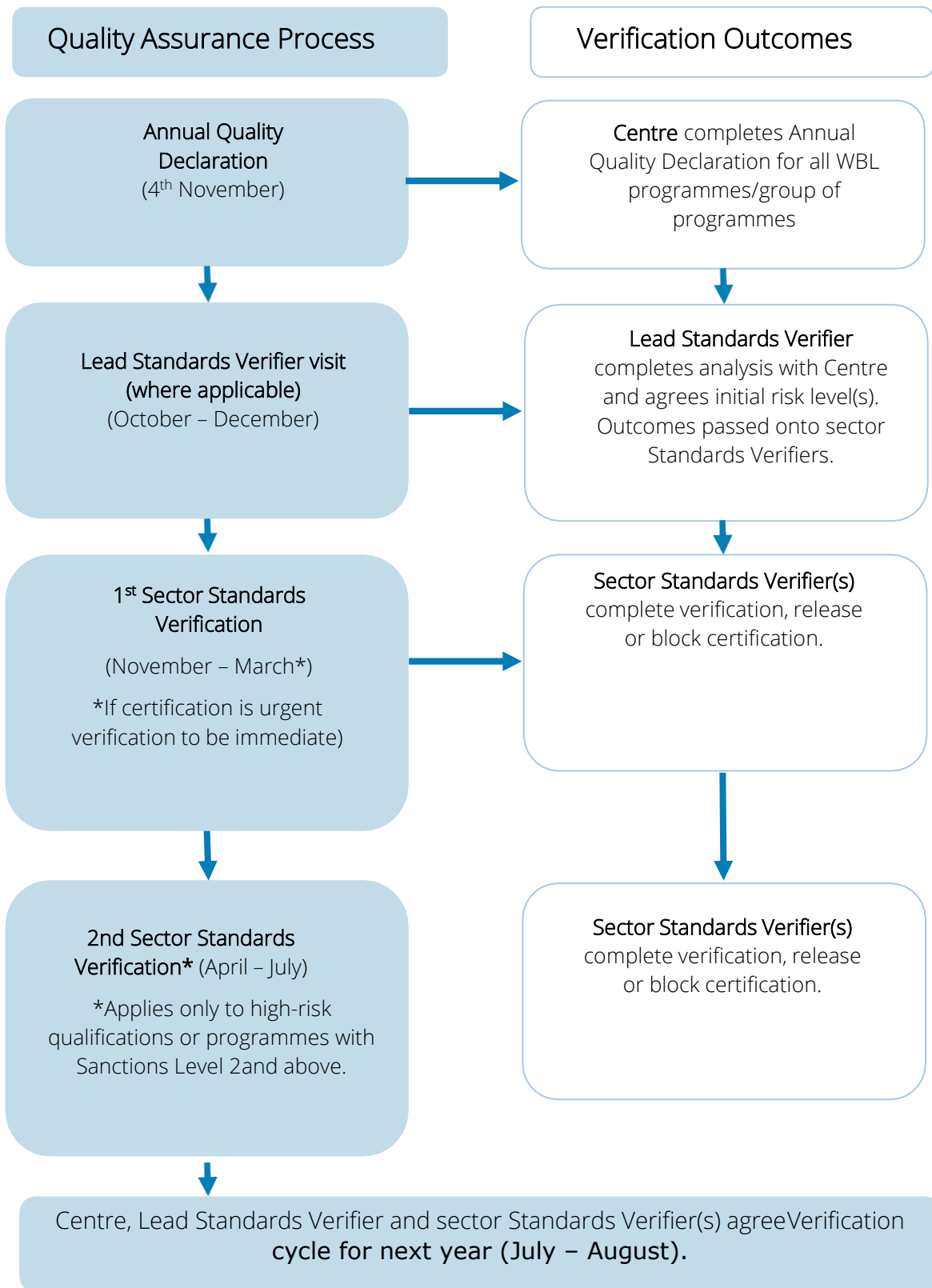
During the year you will be supported throughout the verification process across all programmes – continual communication will be key to ensuring that we can work together to quality assure certification ahead of claims.

## Applying flexibilities

Whilst we have reduced the number of sector Standards Verifier remote visits in the first instance, the approach we have taken is to work closer with you. The purpose of a risk-based approach to standards verification is to have a clearer understanding of your centre. This allows us to amend the 'two visit approach', and tailor sampling towards the needs of your programmes. Your Lead Standards Verifier will submit a final report at the end of the year, providing Pearson with their recommendations for the following year's verification cycle. This may include recommendations to change sampling frequencies.



# Quality assurance process



# Risk-based verification

## What do we mean by 'risk-based' standards verification?

The core principle underpinning the approach is the recognition that, whilst we must have robust systems in place to uphold standards and safeguard certification, there isn't a 'one-size-fits-all' approach within work-based learning.

The aim of risk-based standards verification is to allow us to safely tailor standards verification in frequency and interval. To be able to do this, we need to accurately understand how well programmes are being delivered against our expectations.

### Definition of risk

For Pearson, risk means the level of risk we believe you carry as a customer of ours when delivering our qualifications. The risk itself is in relation to learner achievement. For example, if evidence suggests that internal quality assurance is 'poor', or learners are not given enough contact time with Assessors, then the likelihood of learners achieving will be low, and therefore the risk you carry is 'high'.

Risk can also be defined as:

- the probability of invalid certification
- the possibility of learners not achieving their qualification.

Our quality assurance model has been designed to ascertain 'levels' of risk so that we can work with you to reduce them ahead of your sector Standards Verifier visits.

As a result, the Lead Standards Verifier Report form has been designed with objective criteria and a scoring system to enable us to evaluate the rigour and consistency of quality assurance and programme delivery. We will continue to review the scoring system to ensure that it accurately reflects the centre's risk levels.

## Ascertaining risk

Risk-based standards verification requires accurate information. This will be derived from three (where applicable) key sources of information:

- Your Annual Quality Declaration
- Your Lead Standards Verifier (where applicable)
- Your sector Standards Verifier(s)

**Collaboration** – without working together we will not be able to release certification

The Lead Standards Verifier will manage a team of sector Standards Verifiers for your centre, drawing the information together and working with you to determine risk levels for each programme.

## Completing your Annual Quality Declaration

### Terms and Conditions

The introduction of the Annual Quality Declaration allows us to streamline the approach to quality assurance and allows you to complete your annual Terms and Conditions, as well as your Centre Self-Assessment (now the AQD), online on one platform, in one place, easily accessible at any time.

The Pearson Terms and Conditions are regularly reviewed and updated, to ensure they are aligned with our regulators' responsibilities, as well as our own regulatory policies.

We therefore require the Head of Centre to review, sign and date the Pearson Terms and Conditions **annually** as part of your centre approval criteria.

These will form part of the Annual Quality Declaration and should be completed prior to your LSV visit. If you have not completed this by the date of your LSV visit, an action point will be given.

### Centre Self-Assessment

The purpose of the Centre Self-Assessment within the Annual Quality Declaration is to allow you to begin the verification process. We also need accurate information on the programmes you are delivering so that we can make appropriate decisions about the way forward.

Our systems tell us about registered learners, but you can use this self-audit to tell us about recruitment plans or when you plan to certificate; this means we can ensure a sector Standards

Verifier will be available.

To access the Centre Self-Assessment within the Annual Quality Declaration, you will select the 'Work-based Learning' qualification group option, which will then take you through the Centre Self-Assessment, with the following five sections:

### **Section 1: Programme information**

Section 1 should be completed by your Quality Nominee or Centre Manager to confirm the programme titles, registered learners, number of learners planned within the next 12 months along with how you plan on delivering your programmes.

### **Section 2: Management Arrangements**

### **Section 3: Learner Support**

Sections 2 and 3 should be completed by your Quality Nominee or Centre Manager. This should be completed for all work-based learning qualifications.

### **Section 4: Progress against open actions**

Section 4 should be completed by your Quality Nominee to advise of any open actions from your previous SV report along with any updates to resolve these actions.

### **Section 5: Assessment and Verification**

Section 5 'Assessment and Internal Verification' requires each of the Programme Managers or Lead Internal Quality Assurers to complete the section Assessor and Verifier profiles for the relevant programme areas.

Once the Annual Quality Declaration has been submitted, your Lead Standards Verifier will be able to access and see your responses to review the information and plan for the Lead Standards Verifier visit.

The Lead Standards Verifier will then arrange a date for a remote visit to meet with your Quality Nominee and Programme Leaders/Managers. This visit is intended to amplify and clarify information provided on the Centre Self-Assessment completed within the Annual Quality Declaration, and an opportunity for you to discuss programme delivery and quality processes.

More information on completing Centre Self-Assessment within the Annual Quality Declaration can be found in the **Annual Quality Declaration Guidance for Work-based Learning Qualifications 2023-24** document which can be found on our Quality Assurance webpage.

## Key features

With feedback from our centres and Lead Standards Verifiers, reviewing and revising our Centre Self-Assessment (which is now embedded within the Annual Quality Declaration) is an ongoing process. To ensure that this form is fit-for-purpose and provides your LSV with all the necessary information, we have maintained the sections below in the form.

- **Planned learners:** the first section of the Centre Self-Assessment within the AQD is for you to include your centre details and programmes; we have now also added a space for you to include the number of future projected learners by programme. This will help your LSV ensure appropriate standards verification takes place.
- **Individual unit registration:** the next section gives you the opportunity to list any learners registered on individual units rather than the full qualification, again it would be helpful if you included future projected learner numbers by programme / units in this section.
- **Key information:** please use this section to tell us about your centre, include information about your organisational plans for the year, for example any changes to your delivery staff, centre mergers etc.
- **Assessment and internal verification sections:** these sections are provided to list your Assessor / Verifier profiles to allow the LSV a quick overview of the current roles.

## Initial risks levels

During the first few months of delivery, once a Lead Standards Verifier visit has taken place, an 'initial risk level' will be assigned to each programme or group of programmes. This will allow you to work on areas that may need improving ahead of sector Standards Verifier visit(s).

This means the Lead Standards Verifier is not there to scrutinise programmes and remove Direct Claims Status; the Lead Standards Verifier is there to work with you to identify risk to certification as well as good practice.

Your Lead Standards Verifier is there to provide upfront support, act as a point of contact for quality assurance systems for all work-based learning programmes.

## Working with your sector Standards Verifiers

Sector Standards Verifiers will continue to complete the electronic Quality Report Form (eQRF) for programmes on Edexcel Online or the QMA report form for programmes on the Qualifications Management Application (QMA) system as normal to release certification. *\*Please note that centres are no longer able to make registrations on QMA\**

However, to reduce the administrative burden, your Lead Standards Verifier will send their findings and initial risk levels to your sector Standards Verifier(s). This will support sector Standards Verifiers in completing 'Management arrangements' and other generic information required to complete the verification process. This will allow sector Standards Verifiers to focus more on how well programmes are delivered, the effectiveness

of learner support and the accuracy and rigour of assessment and quality assurance.

The key to understanding which areas Lead Standards Verifiers review and what sector Standards Verifiers review is to remember that sector Standards Verifiers are occupationally competent and have the relevant CPD, and therefore will remain responsible for reviewing areas that require occupational competence such as competence of personnel or national standards. Policies such as Complaints procedures, Equality and Diversity, will be reviewed by your Lead Standards Verifier.

## Final risk levels

On completion of the sector standards verification, sector standards verification report(s) will be reviewed by the Lead Standards Verifier and the risk level for each programme area will be confirmed or adjusted. Final risk levels must be agreed with the sector Standards Verifier. This gives you a final risk level, for each programme area at your centre.

It may therefore be perfectly possible for one 'high risk' programme at your centre to receive more than two supporting Standard Verifier visits in a 12-month period.

Conversely, 'low risk' programmes may receive one supporting visit once in 18 months. The Lead Standards Verifier will monitor this and as circumstances change within a centre, adjust the risk level and verification cycle for each programme area.

Final risk levels will only be assigned after a year of verification (usually in July), as this will allow us to gain an accurate picture of performance before adjusting the frequency and intervals of verification activities. This will mean that where risk is determined as 'low', i.e. where quality assurance processes are strong and consistent, there will be less frequent standards verification interventions, unless and you request additional support. Remember, your Lead Standards Verifier is available all year round, so you will have someone to contact.

Please note, 'final risk level(s)' are determined from at least one visit from a Standards Verifier and in agreement with the Lead Standards Verifier. This will not apply to newly approved programmes until the Standard Verifier has verified and completed, summative assessment decisions across a full qualification.

# The Lead Standards Verification Visit (where applicable)

We will allocate a Lead Standards Verifier:

- to approved centres offering competency based qualifications that have registered learners,
- And notify your centre Quality Nominee who acts as our point of contact
- to manage sector Standards Verifiers allocated to your centre
- to undertake Standards Verifier duties where they have current occupational competence in a sector where you have active programmes.

Wherever possible your Lead Standards Verifier will work with you to rationalise the number of Standards Verifiers allocated to your centre. Lead Standards Verifiers can also act as sector Standards Verifiers where they are occupationally competent and have relevant and up-to-date CPD. This reduces the need for additional personnel.

Our Lead Standards Verifier will work with your Quality Nominee. The Lead Standards Verifier will check which programmes are currently offered in your centre and confirm registrations on each. You may have completed the Self-Assessment within the [Annual Quality Declaration](#) ahead of receiving details of your Lead Standards Verifier. If not, your Lead Standards Verifier will request for this to be completed.

The Lead Standards Verifier will then arrange a suitable date to visit you (remotely) and to meet with your Quality Nominee and Programme Leaders/Managers.

From October, you will be able to see your allocated Lead Standards Verifier on Edexcel Online, along with their contact details. Please see Appendix 2 for guide on how to view this.

If your centre is on QMA, this functionality is unfortunately not yet available, and you will continue to hear directly from your Lead Standards Verifier with an introductory email.

## Arranging the Lead Standards Verifier visit (where applicable)

The Lead Standards Verifier will meet with your Quality Nominee and the Programme Leaders/Managers. If your centre offers numerous Pearson work-based learning programmes, allow time for each Programme Leader/Manager meeting. Allow some time at the start of the day and again at the end of the day for the Lead Standards Verifier to discuss findings with your Quality Nominee.

The remote visit will need to be long enough for the Lead Standards Verifier to look at programme documentation and centre wide policies and procedures. We would expect a typical Lead Standards Verifier visit to take around 4–5 hours depending on the number of programmes being reviewed. The Lead Standards Verifier will not observe any assessment, nor will they meet with learners as this will be undertaken by sector Standards Verifiers.

## Preparing for the Lead Standards Verifier visit

Prior to their remote visit your Lead Standards Verifier will send you an LSV Activity Plan. In the Plan the Lead Standards Verifier will set out which Programme Leaders they would like to meet. The Lead Standards Verifier will work with you to organise the times of each meeting so that you can arrange the day around your centre activities. The LSV Activity Plan and schedule should be agreed at least a week in advance of the remote visit.

The Lead Standards Verifier Activity Plan will also identify the information needed on the day. This should include:

- learner numbers on each programme
- approval letters for any programme approved within the previous 12 months
- details of any new programme proposed within the next 12 months
- details of sub-sites/additional sites, consortia arrangements
- examples of codes of practice/contracts between satellite, outreach, linked sites and work placements
- details of responses to Standards Verifier action points
- examples of remedial actions in response to recommendations from other agencies e.g. Ofsted
- examples of programme reviews
- details of sanctions applied in the preceding 2 years
- examples of learner induction processes and materials
- systems for ensuring work placements are safe and suitable
- details of equipment and IT resources for each programme area.

If you are unable to supply relevant documents or policy, then this will be explored during the Lead Standards Verifier visit and guidance will be given.

## After the Lead Standards Verifier visit

Following the remote visit, your Lead Standards Verifier will assign an 'initial risk level' for each programme area, and the report should follow no later than 10 working days after the remote visit.

Your Lead Standards Verifier report will be available for you to access via Edexcel Online once it has been submitted. Each year, two versions of the report will be submitted:

- an initial report submitted after the Lead Standards Verifier's remote visit,
- and a final report submitted at the end of the verification year, with a final risk level.

Please see Appendix 2 to see how to access your Lead Standards Verifier allocation and report.



## Final Lead Standards Verifier Risk-Ratings

Please note, 'final risk level(s)' are determined from at least one visit from a Standards Verifier and in agreement with the Lead Standards Verifier. This will not apply to newly approved programmes until the Standard Verifier has verified and completed, summative assessment decisions across a full qualification.

## Sector Standards Verification

We allocate a Standards Verifier:

- to those approved centres that have registered learners
- to qualifications in sectors for which they are occupationally competent to verify.

For some sectors, you may be allocated separate Standards Verifiers for qualifications at levels 1–3 and qualifications at levels 4–7. Wherever possible we will seek to rationalise the number of sector Standards Verifiers allocated.

Standard Verifier and Lead Standards Verifier allocations for WBL qualifications are usually released in October, with the exception of NAS Engineering which has the altered timelines below.

### NAS Engineering (Knowledge) qualifications

Programmes falling under National Apprenticeship Standards (NAS) Engineering (Knowledge), such as Advanced Manufacturing Engineering (Knowledge-based), have their allocations released later in the academic year than regular qualifications under Work Based Learning's Quality Assurance model.

For NAS Engineering (Knowledge) programmes, we would expect to see allocations released in November, aligning sampling from our Standards Verifiers with a more typical academic cycle. This does not affect the Direct Claims Status (DCS) model that is used for releasing certification but does shift the typical availability window for verification activities from starting in mid-September to starting in mid-November.

### Applying flexibilities

Standards Verifiers will carry out a remote visit for their programme area, usually between November and March. This remote visit will assess the risk level of a programme area(s) which will be fed back to you and the Lead Standards Verifier. Depending on the outcome, this may change the frequency and type of the next verification activity for the programme(s).

For example, for programmes assigned as 'low risk' by the Lead Standard Verifier, and awarded DCS by the Standards Verifier it may be suggested that the next annual sample remains as remote sampling. In other cases, the Standards Verifier may return for a second sample more quickly. In both cases, this will be discussed with you and the Lead Standards Verifier.

Where the risk level for a programme area changes, this will change the verification type and frequency. This will enable us to provide support where it is most needed.

Whenever programmes are started, it's important to note that flexibilities will only apply after at least a year of verification, this is so we have had enough time to make the right decisions about your delivery.

## Registered learners

Standards Verifiers will only review qualifications with registrations. Learners should be registered within six weeks of enrolment so that you can receive guidance and support from the Standards Verifier as early as possible.

Information regarding learners should be accurate and up to date so that we can provide appropriate support and ensure compliance with regulatory requirements. If learners leave a programme it is important to withdraw their names from Edexcel Online or the Qualifications Management Application (QMA) system so that we can base verification on accurate numbers. Our Account Managers and/or Specialist can help you with this.

If you cancel a pre-arranged visit at short notice, you must have a legitimate reason. We may withhold any claims for certification until a verification visit has been completed. We reserve the right to charge a fee for visits that have been cancelled at short notice.

## The Standards Verifier will:

- visit your centre remotely usually before March each year, subsequent remote visits or sampling will depend on the risk level for each programme area
- liaise with your Programme Manager(s) to arrange a remote visit date and a schedule for the day
- sample and review learners' evidence, assessment and internal verification including records of standardisation meetings
- observe live assessment practice wherever possible
- review the learning and work-based resources to ensure these enable the learner to meet national standards
- review the additional support available to learners to help them progress
- verify that the National Occupational Standards for assessment, internal verification and for the occupational sector are met
- provide advice, support and guidance to the centre on best practice

- provide verbal feedback at the end of their remote visit highlighting any areas for improvement or non-compliance
- agree an action plan for improvement where needed
- recommend access to certification or actions to be undertaken by the centre, as appropriate
- where necessary, recommend limitation or suspension of certification, or suspension of registration
- submit reports within 10 working days of their remote visit.

## Retrospective Sampling

Standards Verifiers are required to make full use of retrospective sampling. To enable retrospective sampling to take place, portfolios must be retained for all learners certificated between verification activities.

## Arranging the Standards Verification remote visit

The Lead Standards Verifier will have already confirmed with you which programmes are running, and the number of registered learners and/or planned registration numbers. The Standards Verifier will then agree with you a date for the remote visit and timings for key activities. The date of this remote visit should be appropriate for when learners require certification. The Standards Verifier will send you an Activity Planner setting out what you have agreed.

You should plan the day so that the best use is made of the Standards Verifier's time. If your centre has several assessment sites, you will need to make the Standards Verifier aware of this and agree which will be focused on. The remote visit will need to be of sufficient duration for the Standards Verifier to complete all necessary verification activities in order to make recommendations on certification.

The remote visit should include time to cover the:

- observation of assessment practice
- sampling of learner work and interviews with learners (in line with revised guidance)
- review of internal verification plans and their implementation
- records of standardisation meetings
- meeting with Assessors and Internal Verifiers
- discussion of any action points from previous reports
- review of learning and support resources and materials
- review of the assessment strategy requirements and their implementation
- feedback to the Internal Verifier/Programme Manager and, in some cases, the

assessment team.

For remote standards verification where a sample is requested by the StandardsVerifier:

- the Standards Verifier agrees the units, learners, portfolios and other related records required in the sample and confirms arrangements with you in writing
- you should never send original evidence or records unless specifically required.

Please note that where necessary, Pearson have the right to conduct unannounced visits as part of their QA requirements, and requests are complied with for access to premises, records, information, learners and staff for the purpose of external verification

## Guidance on learner interviews

When learner interviews take place during a face-to-face visit by a Pearson Associate, they must only take place whilst the learner is on site (i.e. centre or workplace) and never in their home.

A member of centre staff who is not involved with the delivery and/or assessment of the programme does not need to accompany the learner for the duration of the interview for observation purposes only.

Pearson will be conducting remote interviews for Security qualifications. Remote interviews will take place via telephone.

Centres will need to provide all telephone numbers to facilitate the interviews. Centres will not be informed of learners who have been interviewed, this is to protect the learners, and the information they provide. Pearson Assessment Associates will not store details beyond the sample, this avoids any data privacy concerns of personal contact details being shared.

## Preparing for sector standards verification

The following sets out the information that you will need to prepare for the StandardsVerifier remote visit:

### For learners

- Start date, registration date and number, NVQ/SVQ qualification/level
- Initial assessment, including learning needs and Recognition of Prior Learning
- Workplace location, including details of supervisor/manager/mentor
- Assessor to learner allocations
- Progress review dates, including latest action agreed
- Records of assessments and summative decisions

- Unit progress and completion

## For Assessors

- Details of any changes to the assessment team since the last visit or Standards Verifier sampling
- Up-to-date CVs, relevant to the qualifications assessed
- Assessment qualification certificates or validated copies of the originals
- Personal development plans for Assessors showing professional updating/development on a rolling basis
- Learner workload including assessment sites (if provision is dispersed)
- Records of monitoring Assessor performance including feedback
- Specimen signatures of Assessors

## For Internal Verifiers

- Details of any changes to the Internal Verifier team since the last visit or sample
- Up-to-date CVs, relevant to the qualifications assessed
- Quality Assurance qualification certificates or validated copies of the originals
- Personal development plans as Internal Verifiers, showing ongoing professional updating/development
- Assessor locations
- Learner locations
- Records of monitoring Assessor performance including feedback
- Specimen signatures of Internal Verifiers

## For the programme

- The current version of the Quality Assurance Handbook
- Internal verification sampling strategy, including proposed and actual sampling
- Monitoring of assessment practice records and feedback
- Sampling of assessment decisions and feedback
- The previous standards verification report
- Certification claims for current learners and those made since the last visit
- Records of Assessor meetings and standardisation activities
- Learner support materials
- Records of individual needs assessments and support provided

## Pre-verification information for Standards Verifiers

Standards Verifiers may ask for information to be sent to them before finalising their SV activity planner. This helps Standards Verifiers familiarise themselves with the organisation and ensure that they see key people and resources. This information may include:

- a list of designated Assessors and Internal Verifiers for each qualification
- CVs and authenticated copies of D units or A and V awards, or the Level 3 Certificate in Assessing Vocational Achievement and Level 4 Award in Internal Quality Assurance of Assessment for Assessors and Internal Verifiers Processes and Practice for Assessors and Internal Verifiers.
- registered learners for each qualification (and their locations if provision is dispersed).

Much of the above is sensitive information and should be held securely and restricted to named personnel. Where information is stored electronically, access to the system should be password protected and accessible only to those authorised to make amendments. It should be kept up to date, preferably by a named officer, and be easily retrievable. You must keep centre records for three years for audit purposes.

This includes all learner records, internal verification and assessment reports. If you have learners who have withdrawn from the qualification, then you should promptly withdraw their registration through Edexcel Online or QMA.

# The Standard Verification Visit (or remote activity) - what to expect

In the risk-based verification system, the Standards Verifier will evaluate:

- learner resources – equipment, learning materials, IT etc
- learner support specific to the qualification
- the quality and accuracy of assessment
- the rigor and effectiveness of internal quality assurance/internal verification.

The most important aspect of the verification activity is that the Standards Verifier has enough information to make a decision as to whether if certification claims can go ahead. The decision will be based on the centre recognition and approval criteria and the assessed risk level for the programme(s) being verified. The Standards Verifier's priority is to ensure that all claims for certification are valid and that all learners have parity of access to assessment.

## Internal quality assurance

The Internal Verifier is responsible for demonstrating that assessment meets the required standards and that there are satisfactory quality assurance measures in place to maintain these consistently in the future. In larger centres, where there are several Internal Verifiers it would be helpful if there is one point of contact to take responsibility for managing the programme information for the Standards Verifier visit such as a Lead Internal Quality Assurer or Quality Nominee.

The Standards Verifier will ask to see evidence of internal verification/quality assurance. This may include:

- an overall sampling strategy based on risk
- sampling plans of assessment planning, decisions and practice
- sampling records, including feedback to Assessors
- records of standardisation meetings
- records of monitoring assessment practice, including feedback to Assessors
- development plans for assessors.

The Standards Verifier will typically start by reviewing the quality of internal verification to see that it is rigorous and robust.

The Standards Verifier needs to be sure that all Internal Verifiers:

- understand centre systems and procedures
- are knowledgeable about the standards and sector assessment

requirements/strategy

- are knowledgeable about the learners
- understand their own role in managing their assessment team
- base their sampling on the risk level of their Assessors
- maintain effective and appropriate quality assurance processes.

## Internal Verifiers

Internal Verifiers must be both suitably qualified and occupationally competent and should ideally be involved in the delivery and assessment of the qualification. You cannot internally verify your own assessment. Where there is a team of Assessors, it is good practice to encourage some of the team to become qualified for the internal quality assurance role.

For each NVQ/SVQ and competence-based qualification for which approval is sought, there usually must be two qualified Assessors, one of whom may also be a qualified Internal Verifier. There must be two Internal Verifiers, one of whom should be a qualified Internal Verifier and one of whom may be working towards qualification, with an identified target date for completion. **This is a minimum of three personnel.**

However, in unique circumstances it may be appropriate to agree exceptions to this rule. Where centres apply for qualification approval with only two personnel, these requests will need to come to the WBL Assessment team for review to ensure learners are not disadvantaged, maintain the integrity of qualifications and safe certification. In order to ensure that assessment is being carried out consistently and that National Occupational Standards are being met, Internal Verifiers are responsible for monitoring that Assessors maintain their Continuous Professional Development (CPD) as specified in the assessment requirements or assessment strategy for the sector.

## Sampling assessment

The sampling of assessment decisions on learners' evidence is central to standards verification. It is important therefore that you ensure that learners' evidence is available and that the records of formative and summative assessment can be seen. If assessment records and learner work isn't available when requested, the Standards Verifier report will identify actions. If no summative assessment decisions on learners' evidence are sampled for a qualification, then certification will not be allowed.

When sampling assessment, Standards Verifiers will plan to see sufficient evidence to enable them to decide that there is consistent and accurate assessment by all assessors and across all units in a qualification. Standards Verifiers will ensure that they can select independently some of the learners who are sampled to ensure the validity of the sampling process.

The Standards Verifier will select their sample to:

- include formative (interim) and summative (final) stages, particularly for new centres or



inexperienced teams and where qualifications have changed

- see a range of evidence and assessment methods including hard copy and alternative formats such as video, CD/DVD, audio tape, e-portfolio, etc
- evaluate the suitability and efficiency of the assessment approach
- review the support and guidance offered to learners
- check consistency across Assessors
- focus on new or inexperienced Assessors/Internal Verifiers
- look at different assessment sites and satellites
- see different learners, with particular assessment needs
- focus on new/revised qualifications or additional units
- see all units and, in particular, any problem units
- include internally verified and non-internally verified assessment decisions
- check assessment decisions on learners for whom certification has been claimed between Standards Verifier visits
- include SVQ learners who are also undertaking a **Foundation Apprenticeship\***.

Provision should be made for the Standards Verifier to observe assessment practice, such as assessment planning with a learner, live assessment of a workplace activity, verbal questioning or professional discussions.

**\*Foundation Apprenticeships** have been launched in Scotland. Foundation Apprenticeships have been designed for school pupils and they are typically delivered by FE colleges working in partnership with the pupils' schools. The Foundation Apprenticeship also requires the pupils to undertake a work placement. More information on Foundation Apprenticeships can be found [here](#).

A Foundation Apprenticeship normally comprises of a National Progression Award and a number of units from the main qualification in the Modern Apprenticeship Framework.

**It is a requirement that any learners registered on our SVQs, who are also undertaking a Foundation Apprenticeship, are included in the verification sample completed by the Standards Verifier.**

Please inform both your Lead Standards Verifier and Standards Verifier (for the relevant qualification) if any of your learners registered on our SVQs, are also undertaking a Foundation Apprenticeship.

The Standards Verifier will then work with you to include SVQ learners on a Foundation Apprenticeship within their verification sample.

## Meeting the Programme team

The Standards Verifier remote visit is a valuable opportunity to obtain expert help and advice. The Standards Verifier will meet with Assessors and Internal Verifiers to discuss and advise on assessment issues and practices. It is worthwhile drawing up a list of any questions or concerns that Assessors may have prior to the Standards Verifier visit so that they can make the most of the opportunity and raise these. Where issues are outside the Standards Verifier's remit or experience, they will refer you to the appropriate person/department at Pearson.

The Standards Verifier will check the qualifications for Assessors and Internal Verifiers. Where Assessors or Internal Verifiers are qualified with D units or A and V awards, they must operate to the new standards for Assessment and Quality Assurance. They do not need to achieve the new awards but need to show that their practice and understanding is up to date with current requirements.

Please see our [Quality Assurance webpage](#) for more information.

The Standards Verifier will check that all Assessors and Internal Verifiers meet the occupational competence requirements for the NVQs/SVQs they are

assessing/verifying. These are usually set out in the sector assessment requirements/strategy. In some sectors, this is specified in detail. In others, the requirement to maintain occupational competence is implied rather than explicit. It is however, essential that all requirements are met.

It is part of centre approval requirements that occupational competence is maintained and continuing professional development (CPD) is updated. Therefore, Standards Verifiers will also review the relevance and currency of professional development within the assessment team. Your centre should have personal development plans in place for all staff to support them in their roles. If you have staff based primarily in education and training, who are no longer actively working in the sector in which they are assessing and verifying, you need to consider and be able to demonstrate how their occupational competence remains current.

## Conclusion of the activities

It may not be practical for the Standards Verifier to complete their report during their visit, but they will want to meet with key personnel and provide a summary of the remote visit outcomes. The Standards Verifier will discuss their findings and where appropriate agree an action plan with you. It is important that the actions and target dates agreed upon are clear and realistic, since failure to complete the actions within the timeframe will lead to limitation or suspension of certification or suspension of registration. The person responsible for ensuring the action plan is met is the Lead Internal Verifier, with support from the centre Quality Nominee.

Where there are quality issues or concerns, Standards Verifiers will consider how and to what extent these may disadvantage learners or threaten the integrity of the qualifications. If Standards Verifiers decide that requirements have not been met, they will recommend one of the following:

- actions to remedy non-compliance
- limited, or suspension of, certification
- (in exceptional circumstances), suspension of learner registration.

## Certification

Certification status can be:

- open (Direct Claims Status)
- limited (on a named learner basis)
- suspended/blocked.

Standards Verifiers will provide support, advice, and guidance to centres to achieve Direct Claim Status (DCS) so that you can claim certificates on an ongoing basis. DCS is reviewed annually. Once DCS is confirmed, DCS generally lasts for 365 days, subject to review. To ensure standards are upheld, we reserve the right to revoke DCS if evidence suggests this action is appropriate.

Access to certification for all newly approved qualifications is automatically 'blocked' until the Standards Verifier is satisfied that national standards are being consistently met and that internal quality assurance is robust.

In situations where learner evidence meets national standards, but this has not been demonstrated consistently over time, the Standards Verifier may recommend limited certification for individual learners.

The recommendations of Standards Verifiers are reviewed by the Lead Standards Verifier who will combine their findings, and discussions with you to ascertain a holistic view of performance at your centre and establish final risk levels.

Where the recommendation is to suspend certification or registrations this is reviewed by the Senior Standards Verifier. In this case the report is not immediately available to you, but rather, is subject to pending review by the Senior Standards Verifier. This may mean in these rare circumstances; you may not receive your report within the usual 10 days.

If suspension of certification or registration is confirmed:

- we will inform you directly and provide you with access to the report
- we will work with you to address the issues
- if additional training is required, we will aim to secure appropriate expertise to provide this
- a charge may be made for consultancy visits arising from a quality issue.

It is envisaged that the new quality assurance model will reduce the need to suspend or block certification, due to the efforts put in ahead of sector standards verification.

## Accessing standards verification reports

For centres delivering qualifications on Edexcel Online, standards verification reports can be accessed online, via your Edexcel Online account. For further guidance on how to access your report on Edexcel Online, see Appendix 1.

For centres delivering qualifications on the Qualification Management Application (QMA) system, standards verification reports will be emailed to you directly. They will also be available for you to access online via QMA.

## Sector Advisors

We have implemented the role of Sector Advisors within Work-based Learning to support specialist qualifications where the traditional Standards Verifier approach may not be appropriate due to the level of specialist expertise required, or the breadth of specialisms available on a qualification makes it challenging for a single expert to cover.

Sector Advisors work in cooperation with a Standards Verifier to sample specialist units and complete a report to inform the Standards Verifier as to whether if standards are being maintained in the assessment of learners at a centre. This report from the Sector Advisor feeds into the Standards Verification process and will be used in the decision of quality outcomes on the Standards Verifier's report for a programme.

This role currently only applies to a small number of qualifications within Work-based Learning in highly specialised sectors and will not affect the standard verification cycle for centres.

There may be a need for Sector Advisors to be included in sampling arrangements during standards verification, but your allocated Standards Verifier will make this request to Pearson when it is required.

## SQA Accreditation's Right of Access

SQA Accreditation uses robust quality assurance processes such as awarding organisation audits, self-assessment, risk profiling, centre monitoring, reviewing and evaluating accreditation submissions. These approaches help SQA Accreditation ensure compliance, maintenance of standards over time and protection of learner interests.

All centres delivering accredited qualifications must adhere to SQA Accreditation's right of access. Centres must ensure that when required, SQA Accreditation have access to the following for the purposes of quality assurance:

- premises and staff,
- centres, assessment locations and learners where appropriate,
- third parties and service providers where applicable,
- documents, records and data,

In order to comply with the SQA Regulatory Principles Directive, RPD1R 1, claims for certification for SVQs must not be made within 10 weeks of learners being registered on the qualification. Certification will not be released within this period for the learners concerned.

## Enquiries or appeals

If you are unclear about what our requirements are, or you feel you have not had information from us that you need, you can formally complain or contact us. If you believe that the Standards Verifier has acted incorrectly or has reached an incorrect decision, then you can appeal. Our Enquiries and Appeals Policy is available from our [Pearson Policies page](#).

## Malpractice

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

With the rise of Artificial Intelligence, caution must be taken to ensure that learners work meets the validity, authenticity, reliability, currency and sufficiency rules. For further information please see [Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications \(pearson.com\)](#)

# Appendix 1: Accessing your Standards Verification Reports

For NVQ and competence-based qualifications, Standards Verifiers will use the e-QRReport. The report is available online from your Edexcel Online account.

To view the report, please select NVQ from the drop-down menu on Edexcel Online, then select External Verification -> Report Enquiry and Feedback.

The screenshot shows the Edexcel Online interface. At the top, there is a navigation bar with 'Home', 'Mailbox', 'My Account', and 'Log-out'. Below this is the 'EDEXCEL ONLINE' header. The main content area shows the date 'Monday 15 Jan 2018', the centre number '99000', and the site 'ONE90 HIGH HOLBORN (99000 - Edexcel)'. A dropdown menu is set to 'NVQ'. The page title is 'NVQ Report Enquiry & FeedbackLIVEINTERNAL'. A message states: 'There are no allocation reports for this centre.' On the left sidebar, 'External Verification' is selected, with sub-options 'NVQ Allocations' and 'Report Enquiry & Feedback' highlighted.

For centres delivering BTEC Specialist programmes under the one-click Apprenticeship scheme, the BTEC report will be available on the BTEC page of your Edexcel Online account under External verification -> QCF BTEC 1-3/Foundation Learning/Workskills

The screenshot shows the Edexcel Online interface for BTEC. The main content area is titled 'Centre AllocationsLIVEINTERNAL'. It shows the qualification 'Foundation Learning/Workskills' and the year '2017/18 (K Registrations)'. Below this is a table with the following data:

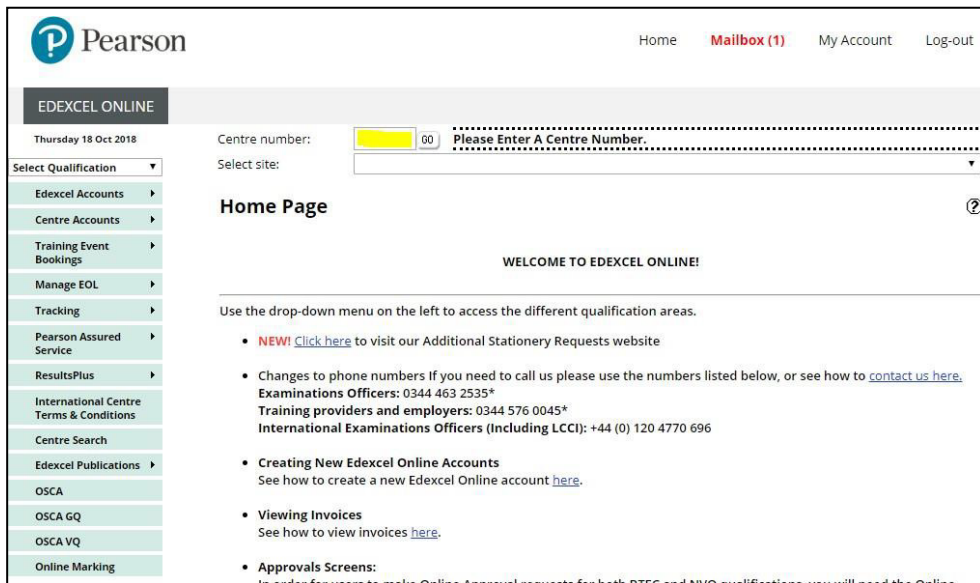
Centre No.	Centre Name	Group Code	Group Type	Group Title	SV No.	SV Name	Report	Your Feedback
99000	EDEXCEL TEST CENTRE (DO NOT DELETE)	ESW34COMM	ESW	ESSENTIAL SKILLS FOR WALES (LEVEL 3 AND 4) COMM	514182	MR NOT RUNNING	Outstanding	N/A
99000	EDEXCEL TEST CENTRE (DO NOT DELETE)	ESWL1DLS	ESW	ESSENTIAL DIGITAL LITERACY SKILLS (LEVEL 1)	514182	MR NOT RUNNING	Outstanding	N/A
99000	EDEXCEL TEST CENTRE (DO NOT DELETE)	ESWL2COMM	ESW	ESSENTIAL SKILLS FOR WALES (LEVEL 2) COMMS	514182	MR NOT RUNNING	Outstanding	N/A
99000	EDEXCEL TEST CENTRE (DO NOT DELETE)	ESWL3COMM	ESW	ESSENTIAL DIGITAL LITERACY SKILLS (LEVEL 3)	514182	MR NOT RUNNING	Outstanding	N/A

On the left sidebar, 'External Verification' is selected, with sub-options 'Edexcel BTEC Higher Level Programmes' and 'QCF BTEC 1-3/Foundation Learning/Workskills' highlighted.

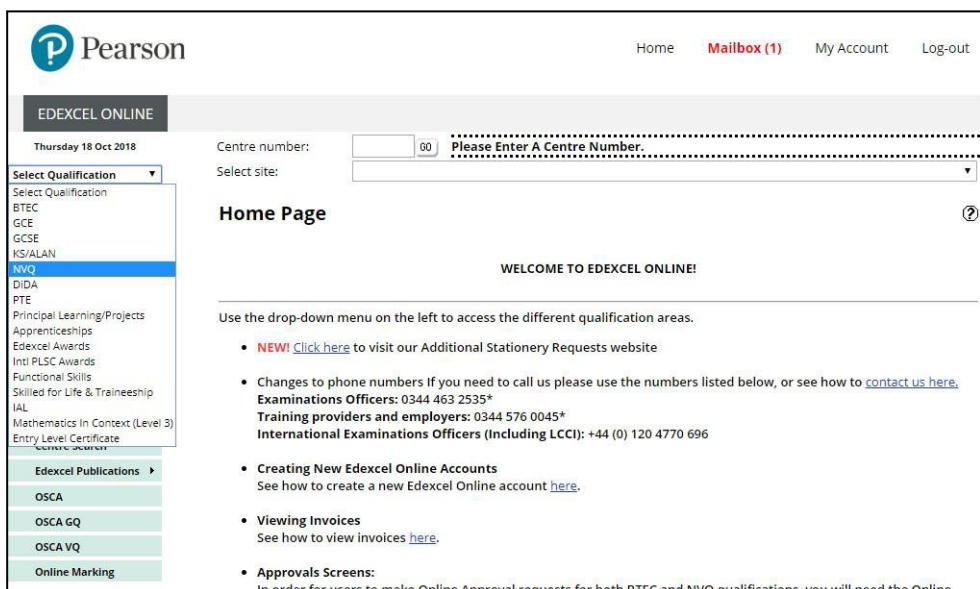
# Appendix 2: Accessing your LSV allocation and reports

To access both your LSV allocation and your LSV report, please follow the steps below:

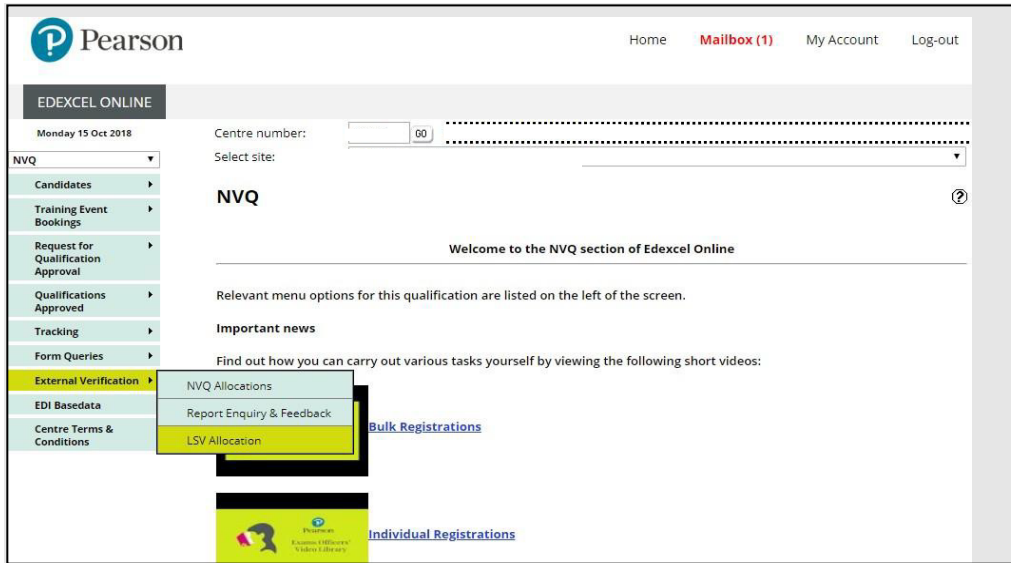
**Step 1:** Enter your centre number on Edexcel Online:



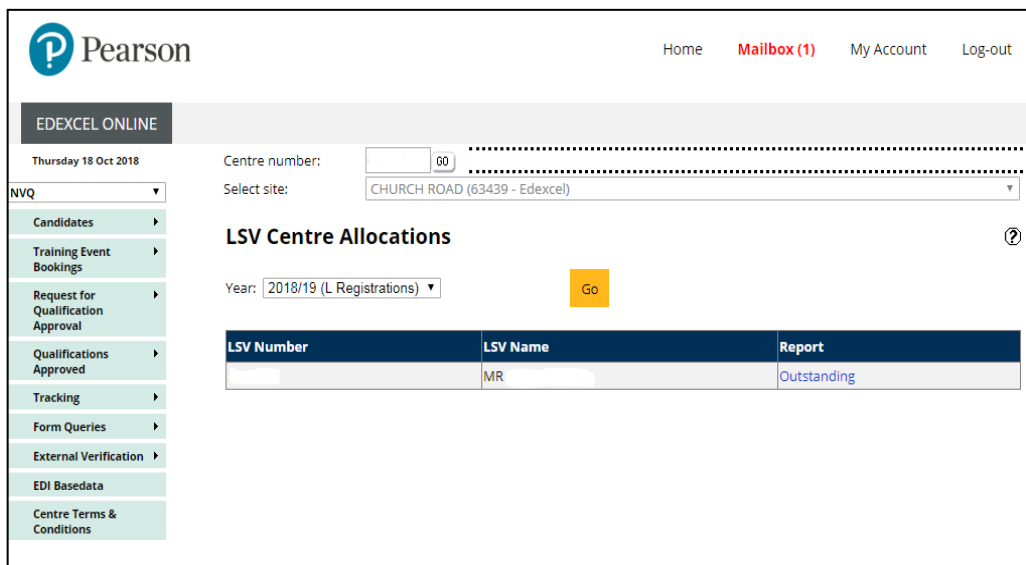
**Step 2:** Select 'NVQ' or 'Apprenticeship' in the dropdown bar on the left-hand side:



**Step 3:** Select the 'External Verification' tab on the left-hand side, and then select 'LSVAllocation'. Please see the screen shot below.



Step 4: You will then see your allocated LSV, and the status of their report:



## Appendix 3: Green Sectors

Sector Group	Qualification Titles
159 - FOUNDATION DIP ART & DESIGN	Pearson BTEC Level 3 Foundation Diploma in Art, Design and Media Practice Pearson BTEC Level 4 Foundation Diploma in Art, Design and Media Practice



205 - MARKETING	Pearson BTEC Level 3 Certificate in Digital Marketing Business Principles Pearson BTEC Level 3 Certificate in Marketing Principles
214 - ADMINISTRATION (NVQ)	Pearson BTEC Level 1 Award in Principles of Business Administration Pearson BTEC Level 1 Certificate in Principles of Business Administration Pearson BTEC Level 2 Award in Principles of Business Administration Pearson BTEC Level 2 Certificate in Principles of Business Administration Pearson BTEC Level 2 Diploma in Business Administration Pearson BTEC Level 3 Award in Business Processes Pearson BTEC Level 3 Certificate for Business Administrators Pearson BTEC Level 3 Diploma for Business Administrators Pearson BTEC Level 3 Diploma in Business Administration
215 - CALL HANDLING (NVQ)	Pearson BTEC Level 1 Award in Principles of Customer Service Pearson BTEC Level 1 Certificate in Principles of Customer Service Pearson BTEC Level 2 Certificate for Customer Service Practitioners Pearson BTEC Level 2 Certificate in Principles of Customer Service Pearson BTEC Level 2 Diploma for Customer Service Practitioners Pearson BTEC Level 2 Diploma in Customer Service Pearson BTEC Level 3 Certificate for Customer Service Specialists Pearson BTEC Level 3 Certificate in Principles of Customer Service Pearson BTEC Level 3 Diploma for Customer Service Specialists

	Pearson BTEC Level 3 Diploma in Customer Service
302 - INFORMATION TECHNOLOGY (NVQ)	Pearson BTEC Level 2 Diploma in Professional Competence for IT and Telecoms Professionals Pearson BTEC Level 3 Diploma in Professional Competence for IT and Telecoms Professionals Pearson BTEC Level 4 Diploma in Professional Competence for IT and Telecoms Professionals
318 - IT USERS (ITQ) QCF	Pearson BTEC Level 2 Award for IT Users (ITQ) Pearson BTEC Level 2 Certificate for IT Users (ITQ)
350 - TEAM LEADING (SVQ)	Pearson BTEC Level 2 Award in Principles of Team Leading Pearson BTEC Level 2 Certificate in Principles of Team Leading Pearson BTEC Level 2 Diploma in Team Leading Pearson BTEC Level 3 Diploma for Managers Pearson BTEC Level 3 Diploma in Management
599 - LEVEL 1 INTRODUCTORY (GRADED)	Pearson BTEC Level 1 Introductory Award in Applied Science Pearson BTEC Level 1 Introductory Award in Art and Design Pearson BTEC Level 1 Introductory Award in Business Pearson BTEC Level 1 Introductory Award in Caring for Children Under Five Pearson BTEC Level 1 Introductory Award in Construction Pearson BTEC Level 1 Introductory Award in Digital Media Pearson BTEC Level 1 Introductory Award in Engineering Pearson BTEC Level 1 Introductory Award in Hair and Beauty

	<p>Pearson BTEC Level 1 Introductory Award in Health and Social Care</p> <p>Pearson BTEC Level 1 Introductory Award in Hospitality and Tourism</p> <p>Pearson BTEC Level 1 Introductory Award in Information Technology</p> <p>Pearson BTEC Level 1 Introductory Award in Land-Based Studies</p> <p>Pearson BTEC Level 1 Introductory Award in Performing Arts</p> <p>Pearson BTEC Level 1 Introductory Award in Public Services</p> <p>Pearson BTEC Level 1 Introductory Award in Sport</p> <p>Pearson BTEC Level 1 Introductory Award in Transport and Vehicle</p> <p>Pearson BTEC Level 1 Introductory Award in Vocational Studies</p> <p>Pearson BTEC Level 1 Introductory Certificate in Applied Science</p> <p>Pearson BTEC Level 1 Introductory Certificate in Art and Design</p> <p>Pearson BTEC Level 1 Introductory Certificate in Business</p> <p>Pearson BTEC Level 1 Introductory Certificate in Caring for Children Under Five</p> <p>Pearson BTEC Level 1 Introductory Certificate in Construction</p> <p>Pearson BTEC Level 1 Introductory Certificate in Digital Media</p> <p>Pearson BTEC Level 1 Introductory Certificate in Engineering</p> <p>Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty</p> <p>Pearson BTEC Level 1 Introductory Certificate in Health and Social Care</p> <p>Pearson BTEC Level 1 Introductory Certificate in Hospitality and Tourism</p> <p>Pearson BTEC Level 1 Introductory Certificate in Information Technology</p> <p>Pearson BTEC Level 1 Introductory Certificate in Land-based Studies</p> <p>Pearson BTEC Level 1 Introductory Certificate in Performing Arts</p>
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	<p>Pearson BTEC Level 1 Introductory Certificate in Public Services</p> <p>Pearson BTEC Level 1 Introductory Certificate in Sport</p> <p>Pearson BTEC Level 1 Introductory Certificate in Transport and Vehicle</p> <p>Pearson BTEC Level 1 Introductory Certificate in Vocational Studies</p> <p>Pearson BTEC Level 1 Introductory Diploma in Applied Science</p> <p>Pearson BTEC Level 1 Introductory Diploma in Art and Design</p> <p>Pearson BTEC Level 1 Introductory Diploma in Business</p> <p>Pearson BTEC Level 1 Introductory Diploma in Caring for Children Under Five</p> <p>Pearson BTEC Level 1 Introductory Diploma in Construction</p> <p>Pearson BTEC Level 1 Introductory Diploma in Digital Media</p> <p>Pearson BTEC Level 1 Introductory Diploma in Engineering</p> <p>Pearson BTEC Level 1 Introductory Diploma in Hair and Beauty</p> <p>Pearson BTEC Level 1 Introductory Diploma in Health and Social Care</p> <p>Pearson BTEC Level 1 Introductory Diploma in Hospitality and Tourism</p> <p>Pearson BTEC Level 1 Introductory Diploma in Information Technology</p> <p>Pearson BTEC Level 1 Introductory Diploma in Land-based Studies</p> <p>Pearson BTEC Level 1 Introductory Diploma in Performing Arts</p> <p>Pearson BTEC Level 1 Introductory Diploma in Public Services</p> <p>Pearson BTEC Level 1 Introductory Diploma in Sport</p> <p>Pearson BTEC Level 1 Introductory Diploma in Vocational Studies</p>
664 - SPORTS EXCELLENCE (NVQ)	Pearson BTEC Level 3 Diploma in Sporting Excellence
858 - ENTRY TO VOC STUDY E3 (RQF)	Pearson BTEC Entry Level 1 Award in Pre-Vocational Study

	<p>Pearson BTEC Entry Level 1 Certificate in Pre-Vocational Study</p> <p>Pearson BTEC Entry Level 1 Extended Certificate in Pre-Vocational Study</p> <p>Pearson BTEC Entry Level 1 Subsidiary Award in Pre-Vocational Study</p> <p>Pearson BTEC Entry Level 2 Award in Pre-Vocational Study</p> <p>Pearson BTEC Entry Level 2 Certificate in Pre-Vocational Study</p> <p>Pearson BTEC Entry Level 2 Extended Certificate in Pre-Vocational Study</p> <p>Pearson BTEC Entry Level 2 Subsidiary Award in Pre-Vocational Study</p> <p>Pearson BTEC Level Entry 3 Award in Entry to Vocational Study</p> <p>Pearson BTEC Level Entry 3 Certificate in Entry to Vocational Study</p> <p>Pearson BTEC Level Entry 3 Extended Certificate in Entry to Vocational Study</p> <p>Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study</p>
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