![Pearson logo]

Pearson Work-based Learning Delivery Guidance & Quality Assurance Requirements 2023–2024

September 2023

Contents

Introduction

What is this document about?

Pearson requirements for the delivery of and the quality assurance model for Work-based Learning qualifications.

Work-based Learning qualifications are defined as:

- 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
- 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 (CiYO)
  - Health and Social Care (old framework qualifications, including Dementia and End of Life Care)
  - Construction Occupations, Health and Safety in a Construction Environment, BTEC Level 1 Construction
  - Sport Industry Skills
- On programme qualifications for the new apprenticeship standards
  - Advanced Manufacturing Engineering and other Apprenticeship Standards Engineering
- Standalone BTEC Specialist (where you do not offer BTEC Firsts or Nationals)

For the purpose of this document, qualifications listed above will be collectively referred to as 'Pearson Work-based Learning qualifications'. There will be instances where policies only apply to 'NVQs/SVQs and competence-based qualifications', where this is the case, the guidance will refer to these qualifications as 'NVQs and SVQs'.

The Work-based Learning external quality assurance model has been devised to reflect the General Conditions of Recognition June 2016 and SQA Accreditation's   Regulatory Principles [2021](#) published by Ofqual and the SQA Accreditation, respectively. The external quality assurance model places emphasis on working collaboratively with centres to improve the quality management of programme delivery.

Key changes that have been made within this handbook, in relation to previous guidance include:

- 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 form.
- Streamlining of Lead Standards Verifier allocations for centres only delivering non-competency BTEC qualifications

- Additional guidance on learner interviews

- BTEC Sport Industry Skills has transferred to the Work-based Learning quality assurance model and this handbook is now applicable.

Further details of changes can be found on our [webpage](#).

Who is this guidance for?

- Employers and centres approved to deliver or seeking approval to deliver Pearson Work-based Learning qualifications
- Centre Quality Nominees and managers
- Centre assessment and quality assurance staff delivering Pearson Work-based Learning qualifications
- Centre assessment and quality assurance staff delivering Pearson Security and Fire qualifications
- Pearson Lead Standards Verifiers Pearson Standards Verifiers.

The role of the centre Quality Nominee

- As a part of the [Ofqual General Conditions of Recognition](#) of Pearson as an awarding organisation, condition C2, Arrangements with Centres has, inter alia, where a Centre

undertakes any part of the delivery of a qualification on behalf of an awarding organisation Pearson must require the Centre to have available sufficient managerial and other resources to enable it effectively and efficiently to undertake the delivery of the qualification as required by the awarding organisation. The [SQA Accreditation's Regulatory Principles (2021)](#) states that awarding body and its providers must ensure that they have the necessary arrangements and resources required to manage and administer qualification delivery and assessment.

- In relation to this, Pearson requires each centre to have in place a manager to take the role of the centre Quality Nominee

- The centre Quality Nominee is integral to the quality assurance model for Pearson Work-based Learning qualifications and is the principal point of contact for all Pearson personnel and Pearson Lead Standards Verifiers and Standards Verifiers

- It is essential that the centre Quality Nominee is in a position of authority in the centre and is able to provide a means of communication between key centre personnel and Pearson Lead Standards Verifiers and Standards Verifiers

- Pearson holds the details for each centre Quality Nominee on its systems. These details are accessible to centres via Edexcel Online (EOL). To permit effective interaction between Pearson and centres these details must be set up and kept up to date by the centre EOL accounts administrator – usually the Examinations Officer

- The centre Quality Nominee is key to effective interaction between the centre and Pearson in order to ensure the safe and timely certification of learners

- The centre Quality Nominee must ensure that the requirements for workplace assessment of Work-based Learning qualifications - as specified by the relevant Sector Skills Council (SSC) or Standards Setting Body (SSB) or Professional body - are fully met

- Where provision is made by the SSC or SSB for assessment to be undertaken in a Realistic Working Environment (RWE), the RWE must provide conditions the sAMEas the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Please see Appendix 6.

Quality Assurance of Pearson Work-based Learning Qualifications

General Conditions of Recognition June 2016 (Ofqual) and SQA Accreditation's Regulatory Principles (2021)

1.1 To meet conditions C2.1, C2.2 and C2.3 of the General Conditions of Recognition June 2016 and the SQA Accreditation's Regulatory Principles (2021), Pearson applies the following requirements:
  a. Terms and Conditions annual agreement.
  b. Minimum data requirements (Appendix 2)
  c. Application of assessment methodology (Appendix 3)
  d. Approved centre criteria (Appendix 4)
  e. Sanctions for non-compliance with the centre approval criteria (Appendix 6)

1.2 All centre staff members managing, delivering and administering Pearson work-based learning qualifications should be fully aware of the contents and requirements of the General Conditions of Recognition June 2016, Ofqual and the SQA Accreditation's Regulatory Principles (2021), respectively.

Centre Recognition and Qualification Approval

2.1 For Centre Recognition and Qualification Approvals, Pearson will ensure that centres have available sufficient managerial and other resources to enable it to effectively and efficiently undertake the delivery of the qualification, this includes the physical and the human resources to meet the requirements for the effective delivery of Work-based Learning qualifications, before approval may be given – Appendices 1, 3 & 4

2.2 To gain approval for Centre Recognition for the delivery of Pearson Work-based Learning qualifications, depending on the qualification, centres may be visited by an Pearson Centre Approval officer to confirm that centre recognition requirements and approval criteria are met

2.3 To gain Qualification Approval, centres must submit details of the personnel delivering the qualification to an Pearson Qualifications Briefer to confirm requirements of the sector are met, with particular reference to the SSC's or SSB's overarching assessment strategies/requirements for Pearson Work-based Learning qualifications. Standards Verifiers will check that personnel continue to meet requirements of the sector and have adequate resources as part of the external quality assurance for the programme

2.4 Centres must notify the Standards Verifier allocated to a sector of any changesto

personnel acting as Assessors or internal verifiers for that sector

2.5 The assessment strategies enable NVQs & SVQs to attest to competence in the workplace through:

    a. identifying the specific skills, knowledge and understanding needed to meet standards required in the workplace

    b. specifying the type and amount of evidence to be collected for assessment purposes

    c. specifying the aspects of the National Occupational Standards (NOS) that must be assessed through performance in the workplace

    d. clarifying where simulated working conditions may be used in assessment, and special requirements for these, including definitions ofthe realistic working environments (RWE)

    e. specifying the occupational expertise of Assessors, internal quality assurance staff and Standards Verifiers.

2.6 The assessment strategies also specify the qualifications that Assessors, internal quality assurance staff and Standards Verifiers for NVQs & SVQs shouldpossess to perform their roles.[1]

2.7 Centres that have gained centre and qualification approval may also use Edexcel Online or the Qualifications Management Application (QMA) to gain approval to offer Pearson Work-based Learning programmes in a different sector, provided that they have evidence of the effective delivery of Pearson Work-based Learning programmes for which they are already approved. The evidence will be in the form of external verification reports with no sanctions higher than Level 2 within the last 12 months.

2.8 For centres switching from other awarding organisations to Pearson for the delivery of Pearson Work-based Learning programmes, Pearson will provide both centre and qualification approval on the basis of:

    a. Confirmation of centre and qualifications approval from the other awarding body, in the form of the original approval letters or other auditable evidence

    b. Confirmation of the effective delivery of Pearson Work-based Learning programmes, in the form of external verifier reports showing that no sanctions higher than a Level 2 have been applied to the programmes concerned within the last 12 months.

2.9 Pearson will transfer Direct Claims Status (DCS) for Work-based Learning programmes switched to Pearson, provided there is auditable evidence **less than 6 months old** that DCS is conferred on the programme by the other awarding organisation at the time of switching. This will not apply to high risk sectors such as Security.

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[1] Certain SSCs have made provision for employers to be approved for delivery of NVQs & SVQs in their sector through the 'Employer Direct' model. Under the 'Employer Direct' model, employers are required to demonstrate that their internal training programmes are delivered according to the NOS for Learning & Development and may then forego the requirement for Assessors and internal quality assurance staff to besuitably qualified for their roles.

Recruitment and Learner Support

3.1   Centres must act with integrity when registering learners on Pearson Work-based Learning programmes

3.2   Learners should be recruited on Pearson Work-based Learning programmes suited to their ability – physical, mental, intellectual – and qualification aims. Centres should explain to learners if, due to a disability, they are likely to be unable to achieve the full qualification. Centres must comply with theirresponsibilities under the Equality Act 2010

3.3   Centres must not impose any artificial barriers to prevent learners' access to Pearson Work-based Learning programmes suited to their ability – physical, mental, intellectual – and qualification aims

3.4   Centres must provide support, advice and guidance to learners who are registered on Pearson Work-based Learning programmes

3.5   Centres should engage learners fully in both the assessment planning and the assessment processes as part of their personal and occupational development.

3.6   Feedback should be provided to learners by their Assessors at interim and summative stages of assessment.

Internal Quality Assurance

4.1   An integral aspect of the partnership between Pearson and centres approved to deliver Pearson Work-based Learning qualifications is the requirement for centres to have in place robust procedures for the internal quality assurance ofthese qualifications.

Where qualification specifications specify (mainly NVQs/SVQs, competence based or licence linked qualifications):

4.2   Centres must employ internal verifiers who are suitably qualified or who are working toward the Internal Quality Assurance qualification (or SCQF equivalent) and who meet the occupational competency requirements of the sector assessment strategy and ensure that internal verification procedures are robust.

4.3   Internal verification carried out by an unqualified internal verifier must be countersigned by a qualified internal verifier who is occupationally competent.

4.4   Internal Verifiers who are unqualified and working toward the Internal Quality Assurance qualification must achieve the qualification within 18 months of starting the role.

For all centres:

4.5   We support our approved centres in developing an internal quality assurance process based on managing risk.

4.6   The management of risk should lead to an internal quality assurance strategy and an internal quality assurance process.

4.7   The process should include details of, for example:
   a.   sampling strategies, plans and records.
   b.   monitoring of assessment judgments
   c.   standardising of Assessors and assessment judgments

4.8   Part of the role of the internal quality assurance staff is to raise the quality of assessment practice through:
   a.   encouraging Assessors to raise the standards of the assessment process.
   b.   identifying and encouraging participation in training opportunities for Assessors
   c.   interim internal verification to provide advice and support to Assessors at an early opportunity.
   d.   arranging for the standardisation of Assessors
   e.   using technology to reduce the assessment and administrative burden.

4.9   As part of the external quality assurance process, Pearson will ensure that centres comply with the requirements for internal quality assurance through reviewing the processes, procedures, documentation and records in place to deliver internal quality assurance. Where the requirements for internal quality assurance are not met, Standards Verifiers will apply the appropriate sanctions.

4.10   The Lead Standards Verifier role has been introduced to support you with aspects of this across all programmes being delivered.

4.11   Where qualification specifications specify centres must ensure that they employ Assessors who are suitably qualified or that are working towards the Level 3 Award in Assessing Competence in the Work Environment (or SCQF equivalent) and that meet the occupational competency requirements of the sector assessment strategy and ensure that the assessment process is robust. Some exemptions apply, for example for some BTEC specialist (or non-competence based) qualifications, this does not apply, check the relevant qualification specification for details.

Assessment

5.1   Where qualification specifications specify centres must ensure that they employ Assessors who are suitably qualified or that are working towards the Level 3 Award in Assessing Competence in the Work Environment (or SCQF equivalent) and that meet the occupational competency requirements of the sector assessment strategy and ensure that the assessment process is robust. Some exemptions apply, for example for the BTEC Technical Level suite and some BTEC specialist qualifications, this does not apply,

check the relevant qualification specification for details.

5.2   Where occupational competence is required, assessment carried out by an unqualified Assessor must be countersigned by aqualified Assessor who is occupationally competent.

5.3   Unqualified Assessors that are working towards the Level 3 Award in Assessing Competence in the Work Environment must achieve the qualification within 18months of starting their role.

5.4   Centre Assessors are responsible and accountable for:

    a.   managing the assessment system, assessment planning, making andrecording assessment decisions

    b.   assessing evidence of learner competence against NOS (where applicable) and/or the requirements of the assessment criteria in the qualification

    c.   ensuring that learners' evidence is valid, authentic, reliable, currentand sufficient.

    d.   maintaining accurate and verifiable learner assessment and achievement records

5.5   The assessment process should support learners towards the achievement oftheir qualification aim, whilst ensuring that the requirements of the NOS or standards for assessment and the sector are met.

5.6   Part of the role of the Assessor is to raise the quality of assessment through:

    a.   engaging learners at an early stage in the assessment process

    b.   effective and efficient assessment of naturally occurring activity.

    c.   holistic assessment to maximise assessment opportunities.

    d.   using interim assessment to provide advice and support at an early opportunity.

    e.   encouraging access through using the full range of assessment methods

    f.   using technology to reduce the assessment and administrativeburden.

5.7   As part of the external quality assurance process, Pearson will ensure that centres comply with the requirements for assessment.

Records

6.1   Much of the external quality assurance process relies on centres maintaining a robust audit trail of assessment and internal quality assurance decisions and recommendations.

6.2   Records of assessment and internal verification activity must be maintained inline with the requirements set out in Appendix 2

6.3   Centres must make records of assessment and internal verification available to Pearson Standards Verifiers on their visits/verification activities with centres.

6.4   Centres should use their records to monitor and review their achievements to inform future programme delivery as part of the quality cycle.

6.5   Feedback from learners, employers and other stakeholders should be recorded

and kept to evaluate the quality and effectiveness of qualification provision against the centre's stated aims and policies, leading to continuous improvement

6.6   Actions resulting from standards verification activities must be noted and disseminated to appropriate staff in order that corrective measures are implemented promptly.

6.7   Records of learners' achievements and assessment outcomes must be used to monitor and review the effectiveness of the centre's equal opportunities policy.

6.8   The Lead Standards Verifier role has been introduced to support you with aspects of this across all programmes being delivered.

Use of Language

7.1   Pearson will support the internal assessment of learners in Irish or Welsh, subject to the centre providing Pearson with notice that this is happening, at the point of learner registration. This is to ensure that any assessment carriedout in Welsh or Irish is comparable to assessment in English.

7.2   Pearson will conduct all quality assurance activities in English. Verification and reporting will also be in English. Pearson will allocate a Welsh or Irish speaking Standards Verifier where possible. If this is not possible, Pearson will make alternative arrangements with the Standards Verifier allocated and will provide translation services as necessary.

7.3   Internal assessment of vocational and competence-based qualifications in languages other than English, Welsh and Irish (including qualifications developed for the Pearson Self-Regulated Framework)

a.   In certain circumstances Pearson will support the internal assessmentof learners in languages other than English, Welsh or Irish, unless otherwise prohibited by the qualification specification. This is permitted under General Condition G2.3 (b) where one of the primary objectives of the qualification is to support a role in the workplace, and proficiency in English, Welsh or Irish is not required for the role supported by the qualification. This could include instances where these qualifications are delivered overseas for people who will not be employed in the UK

7.4   Pearson will require specific assurance that the assessment is accurate and meets the same standard as assessment in English, Welsh or Irish. For more information, please refer to the [Pearson Use of languages in qualifications policy](#).

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)

The External Quality Assurance Model

Lead Standards Verifier

8.1   We will allocate a Work based Learning Lead Standards Verifier:
  a. to approved centres offering competence-based qualifications that have registered learners,
  b. notify your centre Quality Nominee who acts as our point of contact.
  c. to manage the sector Standards Verifiers allocated to your centre.
  d. to undertake Standards Verifier duties where they have current occupational competence or knowledge in a sector/qualification suite where you have active programmes.

8.2   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 or knowledge expertise. This reduces the need for additional personnel.

8.3   Please be aware that 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. 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.

8.4   ****New. For 2023/2024, a Lead Standards Verifier will not be allocated to programmes within a 'green' sector. For a list of 'Green' sectors, please see Appendix 8**

8.5   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 Annual Quality Declaration (AQD) ahead of receiving details of your Lead Standards Verifier. If not, there is still time to complete this form online via this link *AQD* before the LSV visits the centre.

8.6   The Lead Standards Verifier will support you across all programmes being delivered, focusing on the following areas:
  a. Centre management arrangements

      b.   Learner Support

      c.   Internal Quality Assurance

      d.   Assessment

The Lead Standards Verifier will arrange a suitable date to undertake LSV activities with you and to meet with your Quality Nominee and Programme Leaders/Managers. Following your LSV activities, remote support will be provided throughout the year. For more information on the Lead Standards Verifier, please see the Pearson Work-based Learning Centre Guide to Quality Assurance available on the quality assurance [webpage](#).

Sector Standards Verification

9.1   Please refer to Appendix 4

9.2   Pearson employs Standards Verifiers that are suitably qualified in the relevant sector or qualification suite or that are working towards the Level 4 (or SCQF equivalent) Award in the External Quality Assurance of Assessment Processes and Practice (where required) and are occupationally competent (where required)

9.3   Standards Verifiers that are working towards the Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (or SCQF equivalent) must achieve the qualification within 18 months of starting their role.

9.4   Standards Verifiers are contracted for eleven months of the year, followed by a break of one month. Visits/verification activities will be scheduled within this contract period. Centres should seek to ensure that their requirements for external verification are accommodated within the contract period of their allocated Standards Verifiers

9.5   Centre Quality Nominees are notified by email when a Standards Verifier has been allocated to their centre. The contact details of the allocated Standards Verifiers are available to centres via Edexcel Online

9.6   The Quality Nominee must communicate promptly the details of the allocations and standards verifier contact details to the relevant internal verifiers, in order that the centre and internal verifiers may proactively engage with the standards verification process.

9.7   Standards Verifiers will work with their allocated centres to ensure that external quality assurance activity is sufficient to meet the centre's needs whilst being confined to the eleven months of the Standards Verifiers' contracts.

9.8   With the introduction of the Lead Standards Verifier, the minimum frequency of standards verification visits/verification activities to centres is now once a year. However, the exact frequency and duration of external verifier visits/verification activities will be dependent upon the centre's performance, taking account of the:

a. number of assessment sites
   b. number and throughput of candidates
   c. number and turnover of Assessors
   d. number and turnover of internal verifiers.

9.9 Centres delivering qualifications such as Security, First Person on the Scene (FPOS) and other 'high risk' or license to practice qualifications, will still be subject to two visits/verification activities a year. See Appendix 7 for a list of High-Risk sectors.

9.10 Through the information provided by centres and feedback from Standards Verifiers, Pearson will put in place a risk management strategy for monitoring approved centres to determine the number of Standards Verifier visits/verification activities required.

9.11 The Standards Verifier reviews evidence, which must be provided by the centre, to ensure that the Centre Recognition and Qualification Approval criteria continue to be met.

9.12 The Standards Verifier will wish to confirm that the centre management team understands and supports the centre's aims and policies in relation to their Pearson Work-based Learning programmes.

9.13 The centre management team must ensure that there are sufficient and suitable physical and human resources available for the effective and efficient delivery of the qualifications for which it is approved, and the Standards Verifier will wish to confirm that this is the case.

9.14 The Standards Verifier will also sample learners' evidence to ensure the NOS/assessment criteria for assessment, for internal verification, the NOS/assessment criteria for the occupational sector, and/or the requirements of the qualification are fully met.

9.15 Standards Verifiers provide advice, support and guidance to centres on best practice for assessment and internal verification and for the achievement of the NOS/assessment criteria for the occupational sector/qualification suite.

9.16 Recommendation for certification or otherwise for qualifications within the occupational sector or qualification suite will be made by Standards Verifiers

9.17 Standards Verifiers will consult with centres to agree the scope of the visit/verification activities, the sampling objectives that will take place and provide an SV Activity Planner

9.18 Standards Verifiers will plan to visit/review all assessment sites, over time.

9.19 Centres must comply with requests for access to premises, people and records. If a centre fails to provide access, Pearson will take actions to protect the integrity of the qualifications concerned.

9.20 If a centre cancels a pre-arranged visit /verification activity at short notice, Pearson must be satisfied that there was a legitimate reason for this. If this cannot be established, we will reserve the right to withhold certification claims until a standards verification visit/verification activity is completed

9.21   If there is insufficient reason for the visit/verification activities to be cancelled, Pearson reserves the right to charge centres for the expenses incurred for the visit/verification activities

9.22   Centres are advised that Pearson and the regulatory authorities reserve the right to carry out visits/verification activities at short notice or without notice, to minimise the risk ofunsubstantiated claims for certification

9.23   Standards Verifiers will make a record of the sampling carried out and the rationale behind its selection. Over time, the sample will include:
   a.   the assessment decisions of all Assessors
   b.   all assessment methods
   c.   all assessment locations
   d.   learners at different stages of their award.

For additional information on sampling for BTEC programmes where BTEC Quality Assurance applies, please refer to the BTEC Centre Guide to Standards Verification.

9.24   Standards Verifiers will plan to meet with learners, Assessors and internal verifiers to discuss aspects of learner support, programme delivery, assessment and internal verification. Centres must comply with requests for access to learners, Assessors and those conducting internal quality assurance. Details of all registered learners must be made available to Standards Verifiers including those on programmes for distance learning / assessment

9.25   The sampling of learners, Assessors and internal verifiers will not be left solely to the discretion or convenience of centres

9.26   Standards Verifiers will select some samples without giving prior notice to the centre, to minimise the risk of unsubstantiated claims for certification

9.27   Full use of retrospective sampling of the portfolios of learners for whom certification has been claimed between Standards Verifier visits/verification activities or between LSV and Standard Verifier visits/activities (if only 1 visit/activity takes place) will be carried out by Standards Verifiers

9.28   Standards Verifiers must inform Pearson if a centre fails to make available those learners selected for interview or sampling. The centre must provide proof that these learners exist and, if this cannot be clearly established, Pearson will:
   a.   inform the regulatory authorities
   b.   suspend the centre from registering further learners or claiming certificates
   c.   start investigative action as agreed with theregulatory authorities.

Guidance on learner interviews for Security Programmes

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.

Standards Verifier Report Forms

10.1 The standards verifier will provide feedback to centre staff at the end of a visit/verification activities.The standards verifier will complete and submit an online report form, the e- QRF (for EOL), or offline QMA SV Report form (for EOL) and BTEC SV Report form (for BTEC qualifications) within 10 working days of the visit/verification activities to a centre

10.2 The e-QRF and BTEC report forms are accessible to centres via Edexcel Online. The Offline QMA SV Report for centres using the Qualification Management Application (QMA) is available from Standards Verifiers

10.3 The Report Forms inform Pearson and the centre of the degree to which the centre complies with the Centre Recognition Criteria, Pearson requirements for the delivery and assessment of Pearson Work-based Learning programmes

10.4 Please see Appendix 1

10.5 The report will include:
   a. the date of the visit/verification activity
   b. details of the monitoring and verification activities undertaken, including information on the sample

and who was interviewed

    c.   confirmation or otherwise that the centre recognition and approvals criteria continue to be met

    d.   details any changes in centre staff or their competence since the last visit/verification activity

    e.   explicit feedback to the centre on the quality and consistency of assessment and the effectiveness of internal verification

    f.   details of good practice

    g.   the actions the centre must take if its performance does not meet requirements, when these actions mustbe completed and who is responsible for completing them

    h.   confirmation of whether the centre has carried out previous action points.

10.6   If a centre fails to meet the requirements for the delivery and assessment of Pearson Work-based Learning qualifications or fails to implement directed actions, the Report Forms will generate verification outcomes according to the tariff of sanctions or block/release for BTEC programmes. Please see Appendix 6 and the BTEC Centre Guide to Standards Verification

10.7   Standards Verifiers are responsible for making a judgement on the suitability of these outcomes and may modify these to better reflect the circumstances at the centre

10.8   When the outcomes are modified, the Standards Verifier will explain why this is the case and recommend an alternative outcome that may be more or less severe.

Certification release

11.1   In order for claims for certification to be released for learners, confirmation is required through the submission of the relevant SV Report form by the allocated standards verifier that the following are met: the NOS/criteria for assessment, the NOS/criteria for internal quality assurance, the NOS/assessment criteria for the particular occupational sector and the requirements of the qualification

11.2   The release for claims to certification for Pearson Work-based Learning programmes will expire after 365 days, unless there has been a further recommendation for release to claims for certification by an allocated standards verifier through the submission of a further e-QRF/QMA SV Report. Centres must engage with the standards verification process to maintain the release of claims

for certification and direct claims status. Centres should workwith their allocated Lead Standards Verifier to avoid delays to certification

11.3 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. SQA Regulatory Principles Directive RPDIR 1.

Direct Claims Status and Verification Outcomes

12.1 Direct Claims Status (DCS) may be conferred on programmes, as recommended by the standards verifier, where the centre demonstrates that the NOS/criteria for assessment, internal quality assurance, the NOS/assessment criteria for the sector and/or other requirements of the qualification have been consistently met

12.2 Standards Verifiers will provide support, advice and guidance to centres on the manner in which to achieve DCS

12.3 For programmes that have DCS, the portfolios of those learners for whom certification is claimed between SV visits/verification activities must be retained for retrospective sampling

12.4 Where there is insufficient evidence to demonstrate consistency in the application of the standards and requirements of the qualification, or, to reflect other circumstances at a centre, Standards Verifiers may recommend 'limited certification' to release certification for specified learners that have satisfied the NOS for the sector and the met the requirements of the qualification

12.5 Pearson will maintain the integrity of Work-based Learning qualifications through ensuring that the award of the qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:
   a. direct centres to take actions
   b. remove DCS and limit certification
   c. suspend certification and/or registration
   d. remove approval to deliver individual qualifications
   e. remove centre recognition for the delivery of Pearson Work-based Learning qualifications

12.6 The approach of Pearson in circumstances a, b, c and d will be to work with the centre to overcome the problems identified. If additional training is required,Pearson will aim to secure the appropriate expertise to provide this

12.7 The standards verifier will inform you as the Internal Verifier/programme manager if they intend to recommend suspension of certification or suspension of registration and explain the next steps

12.8 The standards verifier makes the recommendation through the relevant SV Report. The recommendations for suspension of certification or suspension of registration will be checked by the Senior Standards Verifier for the sector, once

the relevant SV Report is submitted to us. The e-QRF/QMA SV Report is not available to you when suspension of certification or suspension of registration is recommended until the circumstances have been reviewed by the Senior Standards Verifier

12.9   If a suspension of certification or registration is confirmed, we will inform you directly, provide you with access to the e-QRF/QMA SV Report and 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/activities arising from a quality issue.

Guidance to Centres on Complaints

Purpose/Scope

To support centres with their responsibility to:-

- have a clear written procedure in place for learners to raise concerns and complaints about examinations or assessment and have these addressed

- ensure learners are aware of the procedure and know where to find a written copy

- ensure learners are aware of how to escalate their concerns to the awarding body and appropriate regulator

- ensure complaints and all related correspondence are recorded and documented for an appropriate time period. This should be based on a centre's document retention policy.

Definitions/Terminology

- Complaint: An expression of concern or dissatisfaction from a learner which needs to be investigated and addressed by the centre via a formal complaints channel.

- Complaints procedure: a standard, time-limited, sequenced and documented process for the centre and learner to follow when a complaint is made.

Responsibilities

- Learner: responsible for invoking the complaints procedure, via the appropriate channel, when they have a complaint.

- Centre: to address the learner's concerns in accordance with its published complaints procedure, which should include timescales for acknowledgement and resolution of the complaint, and at least one point of escalation for the learner if they are not happy

with the first review of their complaint. The centre should update the learner if it is not able to meet the timescales published in its complaints procedure, and set a new expectation on the time frame for a response.The centre also needs to ensure learners know how to escalate their concerns to the awarding body and relevant regulator.

Procedures

- Learner induction: the learner should be informed of the centre's complaint procedure and where it is available.

- Learner complaints procedure: The procedure which will allow a centre to address its learners' concerns or complaints. The centre should have the opportunity to investigate and respond to a learner's concerns before Pearson becomes involved (with the exception of malpractice cases).

- **Stage 1** – Informal: learner lets an appropriate member of centre staff (e.g. teacher or exams officer) know about their concerns and the member of staff attempts to satisfactorily resolve any issues. The outcome should be documented and if unresolved, move to Stage 2.

- **Stage 2** – Formal review: learner submits their complaint through the formal centre complaints channel and appropriate manager at the centre investigates and addresses their concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 3.

- **Stage 3** – Formal review at a point of escalation: learner escalates their complaint through the formal complaints channel and appropriate senior manager at the centre investigates and addresses their ongoing concerns. Learner notified of findings and outcome in writing. If remain dissatisfied, move to Stage 4.

- **Stage 4** – Formal review at final point of escalation: learner escalates their complaint through the formal complaints channel and Board of Governors reviews the case to address the learner's ongoing concerns. Learner notified of findings andoutcome in writing. If remain dissatisfied, move to Stage 5.

- **Stage 5** – Escalation to Pearson or appropriate regulator for information on next steps*. Information on the Pearson complaints procedure and regulatory bodiescan be found here.

*Please note that once a learner has exhausted a centre's complaints procedure, there will only be certain matters Pearson can then assist with. We cannot assist withmatters which are between the centre and learner, for example, fee disputes.

- **Recording complaints:** all complaints correspondence should be recorded in writing and dated. Letters of complaint and their responses should be kept for the appropriate time period based on the centre's own document retention policy.
- **Monitoring of complaints and outcomes:** undertaken by senior management at the centre to inform development and quality improvement.
- **Support with the resolution of complaints:** At any point during the investigation of a complaint, a centre can make contact with Pearson for information, support or advice. We would not normally get involved with a complaint until the centre complaints procedure has been fully exhausted, and there are some centre matters which we are not able to support with, for example, fees. A centre should also forward Pearson a copy of all complaints received related to Pearson qualifications, which are not resolved within 28 days of receipt, and co-operate with Pearson in respect of any action Pearson needs to take to resolve such matters.

Example: Complaints Policy

This is an example of what a centre's complaints procedure may include. Centre's may use this as a starting point for their own procedure and tailor it so it's appropriate for their centre and learners.

Specific procedures, appropriate for the centre, should be developed.

Complaints Procedure

Aim:

- To give learners the opportunity to raise matters of concern about their examinations or assessment via a formal and documented process

- To protect the interests of all learners

- To facilitate a learner's ultimate right of complaint to Pearson, where it is appropriate.

In order to do this, the centre will:

- inform all learners of the complaints procedure at induction and make it accessible to all learners

- have a staged complaints procedure

- record, track and respond to all complaints in line with the complaints procedure

- take appropriate action to try and resolve learner concerns

- monitor complaints to inform quality improvement

- forward the complaint to Pearson, should it not be resolved within 28 days of receipt

- keep complaints records for the appropriate document retention period.

Procedure*

*Please refer to the 'possible complaints procedure stages' outlined above for an example of what your procedure may look like. Please note that all centre complaints procedures need to ensure learners know how to escalate their concerns to the awarding body and appropriate regulator.

Further Support

If you're already delivering Pearson Work-based Learning qualifications or if you're thinking of starting, please use the details below to contact us:

Training providers and employers

Tel: 0344 576 0045*

New customers, please: Complete this form

Existing customer, please use the **customer Portal**

Our telephone lines are open between 8.30am and 5pm Monday to Friday.

* Calls cost 1.5p per minute plus your phone company's access charge.

Further Education Colleges, Sixth Form Colleges,Private Colleges or UTC

Please contact us via the customer service portal, alternatively you can contact us via the email addresses below.

Tel: 0845 373 0114*

New customer

Email: fecentresupport@pearson.com

Existing customer delivering qualifications on QMA Email: WBLcustomerservices@pearson.com

Existing customer delivering qualification on Edexcel online Email: examsofficers@pearson.com

Our telephone lines are open between 8.30am and 5pm Monday to Friday.

Calls cost 1.5p per minute plus your phone company's access charge.

Learners

Visit our [contact us page](#) to find out how to get in touch with us.

Appendix 1: Centre Approval for NVQs & SVQs and Sector Standards Verifier Reports

The following Centre Recognition and Approval criteria and Pearson requirements for assessment and the delivery of Pearson Work-based Learning programmes form the basis on which centres are approved for the delivery of Pearson Work-based Learning programmes. Pearson Standards Verifiers report on centres' continued compliance with these criteria and make their recommendations on certification based on this.

This process of external quality assurance and the systems that support this assistPearson in satisfying Ofqual's General Conditions of Recognition C1 and C2.

Recognition and Approval Criteria	Non-compliance
Management Systems	
The centre's aims and policies in relation to NVQs are supported by senior management and understood by the assessment team.	Action Point
The centre's access and fair assessment policy and practice is understood and complied with by Assessors and candidates.	Action Point
The roles, responsibilities, authorities and accountabilities of the assessment and verification team across all assessment sites are clearly defined, allocated and understood.	Action Point
There is effective communication within the assessment team and with the awarding body.	Action Point
Awarding bodies are notified of any changes that may affect the centre's ability to meet the centre approval requirements.	Action Point
Assessors and verifiers have sufficient time, resources and authority to perform their roles and responsibilitieseffectively.	Remove DCS
Information supplied to the awarding body for the purposes of registration and certification is complete and accurate.	Certification Suspended

Queries about the qualification specification, assessment guidance or related awarding body material are resolved and recorded.	Action Point
Candidate records and details of achievements are accurate, kept up to date, securely stored in line with awarding body requirements, and available for externalverification and auditing.	Remove DCS
Requests are complied with for access to premises, records, information, candidates and staff for the purpose of external verification.	Certification Suspended

Recognition and Approval Criteria	Non-compliance
Centre Recognition	
There are sufficient competent and qualified Assessors – as specified within the overarching assessment strategy for the sector - to support the assessment of units and the programme	Action Point
There are sufficient competent and qualified internal verifiers – as specified within the overarching assessment strategy for the sector - to support the assessment of unitsand the programme	Remove DCS
A system of professional updating explicitly linked to individual development plans is maintained for all Assessors and internal verifiers	Action Point
Resource requirements for the effective delivery of the programme are accurately identified in relation to thespecific qualification	Action Point
The identified resource requirements for the effective delivery of the programme are sufficient and accessible toall learners	Action Point
The centre ensures that equipment and facilities comply with relevant safeguarding, health and safety and other regulatory requirements	Action Point
The centre provides Pearson with access to premises, people and records, and cooperates with Pearson's monitoring activities	Certification Suspended
Changes to programme personnel are notified to the Pearson Standards Verifier	Action Point

Recognition and Approval Criteria	Non-compliance
Learner Support	
Information, advice and guidance about qualification procedures and practices is provided to learners andpotential learners	Action Point
Learners' previous experience and development needs are matched against the requirements of the award and individual development/action plans are established	Action Point
Where appropriate, literacy, numeracy & I.T. skills are evaluated and support agreed with learners	Action Point
Roles and responsibilities (including health and safety) of the learner and others involved in the process are explained	Action Point
Learners receive regular, ongoing guidance and supportsuited to their needs	Action Point
Individual assessment requirements of learners are identified and met where possible	Action Point
There is a documented appeals process which meets Pearson's requirements and which is explained to learners	Action Point
Access to unit certification is explained and available to learners	Action Point

Recognition and Approval Criteria	Non-compliance
Assessment and Internal Quality Assurance	
Assessment is carried out by occupationally competent and qualified staff, as specified within the overarching assessment strategy for the qualification	Remove DCS
All decisions of unqualified Assessors are validated by qualified, occupationally competent Assessors	Remove DCS
Assessment tools are suited to the NVQ and capture evidence effectively and efficiently	Action Point
Assessment is planned effectively to make best use ofnaturally occurring evidence opportunities	Action Point
Assessment is undertaken on an holistic rather than piecemeal basis	Action Point
Performance evidence from the learner's own working environment is the predominant source of evidence	Action Point
The range of methods used ensures equality of access to assessment for all learners	Action Point
The IV strategy sets out a clear and feasible rationale for sampling assessment decisions and assessment practice	Action Point

Assessment practice and decisions are systematically sampled and recorded	Remove DCS
Validation of summative assessment decisions is completed by qualified Internal Verifiers	Remove DCS
Results of sampling are acted upon and feedback given	Action Point
The IV system is used pro-actively to improve assessment practice	Action Point
Training and development is carried out to address identified needs of Assessors and internal verifiers	Action Point
The effectiveness of the internal verification strategy is regularly reviewed against national requirements including the JAB guide	Action Point

Recognition and Approval Criteria	Non-compliance
Assessment and Internal Quality Assurance	
Records of assessment and internal verification are made available for the purposes of auditing	Remove DCS
Records of assessment and internal verification activity are maintained in line with Pearson requirements	Action Point
A mechanism is in place to ensure that the centre's achievements are monitored and reviewed and used to inform future centre qualification developmental activity	Action Point
Learner, employer and other feedback is used to evaluate the quality and effectiveness of qualification provision against the centre's stated aims and policies, leading to continuous improvement	Action Point
A mechanism is in place to ensure that actions identified by external verification visits/verification activities are disseminated to appropriate staff and corrective measures are implemented	Action Point
Learner achievement and assessment outcomes are monitored and reviewed in relation to the centre's equal opportunities policy	Action Point

Standards Verifiers will also complete a section of their reports for centres that address the following risks to programme delivery.

Recognition and Approval Criteria	Non-compliance
Significant Failings In Delivery Of Programme(s)	
Assessment process disadvantages learners	Registration Suspended
Assessment decisions are unfair	Registration Suspended
No qualified internal verifier	Certification Suspended
Assessment does not meet national standards	Certification Suspended
The centre fails to provide access to requested records, information, learners and staff	Certification Suspended
Assessed evidence is not the authentic work of learners	Certification Suspended
Records of assessment show serious anomalies	Certification Suspended
Certification claims made before all the requirements of assessment are satisfied	Certification Suspended
Previously agreed corrective measures relating to 'ActionPoints' are not implemented	Remove DCS/Certification blocked
Previously agreed corrective measures relating to suspension of DCS are not implemented	Certification Suspended

Appendix 2: Minimum Data Requirements

Information required to track learner progress and to allow for the independent authentication of certification claims. This must include:

- lists of all learners registered for each qualification offered, including:
  - learner name
  - date of birth
  - contact address
  - workplace address and contact details
  - Assessor(s) name(s)
  - internal verifier(s) name(s)
  - date of registration with the awarding body
- learner assessment records detailing:
  - who assessed what and when
  - the assessment decision
  - the assessment methods used for each unit/component
  - the location of the supporting evidence
- records of internal verification activity detailing:
  - who verified what and when
  - details of the sample selected and its rationale
  - internal verifier standardisation meetings
  - Assessor support meetings
  - Assessor and verifier competence and the monitoring of Assessor/internal verifier progress towards achievement of required qualifications
- requirements for the retention of learner evidence
- records of certificates claimed – including unit certificates – who claimed them and when.

Centres to retain these records for a minimum of three years in case any issues arisefrom external verification or appeals. Such records must be made available to the regulatory authorities upon request.

If a centre fails to comply with the requirements for maintaining auditable records and cannot substantiate claims made on behalf of learners, the awarding body mustimpose the appropriate sanction from the tariff of sanctions in Appendix 5.

Appendix 3: Application of Assessment Methodology

Centres must appoint Assessors to carry out internal assessment. Assessors will be responsible and accountable for:

- managing the assessment system, from assessment planning to making and recording assessment decisions as required by the awarding body

- assessing evidence of learner competence against the national occupational standards in the qualification

- ensuring that learners' evidence is valid, authentic and sufficient

- maintaining accurate and verifiable learner assessment and achievement recordsas required by the awarding body.

Centres must ensure that Assessors are competent to perform their role. Centresmust therefore provide appropriate training and development opportunities to ensure that Assessors (where applicable):

- either hold the qualifications needed to carry out assessment – D32, D33, A1 or A2or Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocationally Related Achievement or Level 3 Certificate in Assessing Vocational Achievement or within 18 months of commencing their role achieve Level 3 Award in Assessing Competence in the Work Environment or Level 3 Award in Assessing Vocationally Related Achievement or Level 3 Certificate in Assessing Vocational Achievement as appropriate, or any qualifications subsequently specified by the regulatory authorities, except where this requirement is replaced by equivalent measures contained within an assessment strategy approved by the regulatory authorities

- carry out assessment to the National Occupational Standards for Learning and Development (March 2010) Standard 9

- have the occupational expertise specified in the relevant assessment strategy before commencing their role and maintain the currency of this expertise for the duration of their role
- know the awarding body requirements for recording assessment decisions and maintaining assessment records.

For centres delivering competency-based qualifications, centres must ensure that the assessment decisions of unqualified Assessors are checked, authenticated and countersigned by an Assessor or internal verifier who is appropriately qualified and occupationally expert for the Pearson Work-based Learningprogrammes in question. The internal verifier must sample an increased proportion of assessment decisions by unqualified Assessors. The internal verifier is also responsible and accountable for arranging the checking and countersigning process. Internal verifiers may verify only evidence that they did not assess.

Please note that for **some** BTEC qualifications, (such as BTEC Level 1 Introductory and Entry level qualifications, and BTEC Security qualifications), Assessor(s) and Internal Verifiers are not required to hold formal Assessor and Verifier qualifications, but generally must have relevant expertise in both the occupational area and assessment / verification. Variations occur between qualifications, however, so please ensure you check the specification for the correct requirements for each qualification.

Assessors and learners must provide a written declaration that learner evidence is authentic, and that assessment took place under the conditions or context set out in the assessment specification. Failure to do this constitutes grounds for the suspension or withdrawal of approved status for the Pearson Work-based Learning programme in question.

Centres must provide appropriate training and development opportunities to enable Assessors to meet their responsibilities and gain a common understanding of relevant standards and other assessment requirements. Awarding bodies must monitor a centre's compliance with this.

Therefore, centres must keep records of all such staff development.

Awarding bodies must ensure that assessment arrangements at their approvedcentres comply with those detailed in the assessment specification.

In developing the arrangements and methodologies for the external quality control of assessment for each Pearson Work-based Learning programme, awarding bodies must follow the agreed strategy for external quality control as established by the relevant sector body and approved by the regulatory authorities.

Centres' internal assessment processes and practices must be effective and support the integrity and consistency of the occupational standards in the award.

Internal verification

Centres must operate explicit, written internal verification procedures to ensure:

- the accuracy and consistency of assessment decisions between Assessors operating at the centre
- that Assessors are consistent in their interpretation and application of the national occupational standards in the award.

Centres must appoint internal verifiers who will be responsible for: regularly sampling evidence of assessment decisions made by all Assessor across all aspects of assessment for Pearson Work-based Learning programme. Sampling must include direct observation of assessment practice

- maintaining up-to-date records of internal verification and sampling activity and ensuring that these are available for external verification
- establishing procedures to ensure that all Assessors interpret the national occupational standards in the same way
- monitoring and supporting the work of Assessors
- facilitating appropriate staff development and training for Assessors
- providing feedback to the external verifier on the effectiveness of assessment
- ensuring that any corrective action required by the awarding body is carried out within agreed timescales.

Centres must ensure that internal verifiers are competent to perform their role. Centres must therefore provide appropriate training and development opportunities to ensure that internal verifiers (where applicable):

- either hold the qualifications needed to carry out internal verification – D34 or V1 or Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or within 18 months of commencing their role achieve Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or any qualifications subsequently specified by the regulatory authorities, except where this requirement is replaced by equivalent measures contained within an assessment strategy approved by the regulatory authorities
- internal verifiers must carry out internal verification to the National Occupational Standards for Learning and Development (March 2010) Standard 11
- have the occupational expertise specified in the relevant assessment strategy before commencing their role and maintain the currency of this expertise for the duration of their role

- understand the content, structure and assessment requirements for the awards they are verifying

For centres delivering competency-based qualifications, centres must ensure that the decisions of unqualified internal verifiers are checked, authenticated and countersigned by an internal verifier who is appropriately qualified and occupationally expert as specified by the relevant sector body. Please note that this requirement is for competency-based qualification and does not apply to **some** BTEC qualification (such as BTEC Level 1 Introductory and Entry level qualifications, and BTEC Security qualifications). Variations occur between qualifications, however, so please ensure you check the specification for the correct requirements for each qualification.

Awarding bodies must monitor a centre's compliance with these requirements. Centres must therefore provide evidence of their internal verifiers' development activities and qualifications.

Internal verifiers may undertake assessment at the centre. In such circumstances the internal verifier must have the qualifications and occupational expertise specified for Assessors by the relevant sector body. Internal verifiers may verify only evidence theydid not assess.

In exceptional circumstances, internal verification may be carried out by an external verifier. Awarding bodies may charge a centre for providing this service in line with their published costs and charges. In such cases the awarding body must ensure thatthe external verifier is competent to carry out internal verification and that the decisions and work of this person are subject to independent scrutiny by a different External Verifier. Awarding bodies must be able to show that these arrangements areeffective.

Awarding bodies must provide centres with guidance on internal verification to ensure that there are accurate and consistent standards of assessment both between Assessors operating within a centre and between centres offering the same award.

Pearson will monitor a centre's internal verification process through its own quality assurance arrangements. Centres must provide evidence demonstrating the effectiveness of such internal verification procedures against the requirements. Failure to meet these means that the integrity of assessment decisions at the centre isat risk. Therefore, Pearson will impose the appropriate sanction as specified in Appendix 5.

Appendix 4: Approved Centre Criteria

Management Systems

Approved centre criterion number	Criteria	Possible sources of evidence
1.0	The centre's aims and policies in relation to NVQs & SVQs are supported by senior management and understood by the assessment team.	Documented quality procedures. Progress reports and staff updates.
1.1	The centre's access and fair Assessment policy and practice is understood and complied withby Assessors and candidates.	Documented policies and procedures. Access and fair assessment policy review mechanisms.
1.2	The roles, responsibilities, authorities and accountabilities of the assessment and verificationteam across all assessmentsites are clearly defined, allocated and understood.	Documented quality assurance procedures. An organisational chart. Documented and signed agreements indicating the lines of accountability of partner organisations in relation to the management ofassessment and internal quality assurance. Records of all assessment sites and personnel. CVs of the assessment team and internal verifiers.
1.3	There is effective communication within the assessment team and withthe awarding body.	Staff handbooks and updates. Organisational charts. Minutes of team meetings. Records of communication with the awarding body.

1.4	Awarding bodies are notified of any changes that may affect the centre's ability to meet the centre approval requirements.	Notification of changes to the assessment and verification team. Notification of changes to resources.
1.5	Assessors and verifiers have sufficient time, resources and authority to perform their roles and responsibilities effectively.	A record of Assessor/candidate allocation. Candidate/Assessor ratios and time allocation. Oral confirmation from Assessors/verifiers.
1.6	Information supplied to the awarding body for the purposes of registration and certification is complete and accurate.	Records of candidate entry/registration details and certificate claims.
1.7	Queries about the qualification specification, assessment guidance or related awarding body materials are resolved and recorded.	Records of queries raised with awarding bodies. Records/minutes of queries raised with the internal verifier.
1.8	Candidate records and details of achievements are accurate, kept up to date, securely stored in line with awarding body requirements, and available for external verification and auditing.	Candidate registration details. Candidate assessment records. Evidence files/portfolios. Security and access arrangements.
1.9	Requests are complied with for access to premises, records, information, candidates and staff for the purpose of external verification.	Data and information management systems. Candidate tracking systems. Assessment and internal verification records.

Resources

Approved centre criterion number	Criteria	Possible sources of evidence
2.0	There are sufficient competent and qualified Assessors and internal verifiers to meet the demand for assessment and verification activity.	CVs and development plans for the assessment team. A list of qualified Assessorsand internal verifiers. Assessor/candidate ratios.
2.1	A staff development programme is established for the assessment and verification team in line with identified needs.	Staff induction and guidance materials. Records of meetings/briefings/updates. Records of individual development plans. Action plans to acquire the relevant qualifications.
2.2	Resource needs are accurately identified in relation to the specific award and resources aremade available.	Records of resource availability. Evidence of any additional resources obtained.
2.3	Equipment and accommodation used for the purposes of assessment comply with the requirementsof relevant health and safety acts.	Public employee liability certificates. Records of equipment and accommodation. Maintenance schedules. Health and safety policies.
2.4	There are sufficient competent and qualified Assessors and internal verifiers to meet the demand for assessment and verification activity.	CVs and development plans for the assessment team. A list of qualified Assessors and internal verifiers. Assessor/candidate ratios.

Candidate support

Approved centre criterion number	Criteria	Possible sources of evidence
3.0	Information, advice and guidance about qualification procedures and practices are provided to candidates and potential candidates.	Candidate guidance and induction materials. Details of support services available. Appeals procedures. Oral confirmation by candidates.
3.1	Candidates' development needs are matched against the requirements of the award and an agreed individual assessment plan is established.	Candidate initial assessment procedures. Candidate assessment plans. Learner/trainee contracts.
3.2	Candidates have regular opportunities to review their progress and goals and to revise their assessment plan accordingly.	Candidate assessment plan, frequency of review meetings; examples of revisions to assessment plans
3.3	Access to assessment is encouraged through the use of a range of valid assessment methods.	Assessment plans and candidate assessment records. Provision for candidates with particular assessment requirements.
3.4	Particular assessment requirements of candidates are identified and met where possible.	Materials/equipment/facilities to support candidates with particular requirements.
3.5	There is an established appeals procedure that is documented and made available to all candidates.	Documented appeals procedure, including details of grounds for appeal and timescales. Records of appeals made and their outcomes.
3.6	Unit certification is made available to candidates.	Records of units registered/claimed/awarded. Induction materials.

Assessment and verification

Approved centre criterion number	Criteria	Possible sources of evidence
4.0	Internal verification procedures and activities are clearly documented, consistent with national requirements and ensure the quality and consistency of assessment.	Internal verification plans and reports. A sampling strategy and schedule of activity. Records of assessment team meetings. Assessor networking opportunities.
4.1	Assessment decisions and practices are regularly sampled and findings are acted upon to ensure consistency and fairness.	Sampled assessments (observation, candidate portfolios, knowledge evidence etc). Internal verification plans and records of internal verification activity. Records of assessment sampling strategies. Minutes of assessment team meetings. Records of networking/ standardisation events.
4.2	Records of internal verification activity are maintained in line with awarding body requirements and made available for the purposes of auditing.	Internal verification plan and sampling records. Minutes of assessment team meetings.
4.3	The effectiveness of the internal verification strategy is reviewed against national requirements and corrective measures are implemented.	Internal reviews of sampling strategies. External verifier reports. Evidence of corrective actions taken.

4.4	Assessment is conducted by qualified and occupationally expert staff.	Details of the assessment team including occupational background, experience, possession of relevant qualifications. Details of countersigning arrangements for any assessment decisions made by unqualified Assessors.
4.5	Internal verification is conducted by appropriately qualified and experienced staff.	Details of internal verifier occupational background, experience and relevant qualifications. Details of countersigning arrangements for any internal verification decisions made by unqualified internal verifiers.

Records

Approved centre criterion number	Criteria	Possible sources of evidence
5.0	The centre's achievements are monitored and reviewed and used to inform future centre qualification developmental activity.	Internal audit/self-assessment arrangements. Records of findings against the approval requirements. Evidence of corrective actions taken/implemented.
5.1	Candidate, employer and other feedback is used to evaluate the quality and effectiveness of qualification provision against the centre's stated aims and policies,	Evaluation forms/surveys. Users' charter/customer service statements.

	leading to continuous improvement.	
5.2	Actions identified by external verification visits/activities are disseminated to appropriate staff and corrective measures are implemented.	External verifier report(s) circulated to the assessment team and senior management. Action plans.
5.3	Information and recording systems enable candidates' achievements to be monitored and reviewed in relation to the centre's equal opportunities policy.	Achievement records in relation to the access and fair assessment policy. Statistical information on achievement and certification rates analysed by factors such as ethnic origin, disability and gender.

Appendix 5: Sanction and Centre Approval Criteria

Sanctions for non-compliance with the centre approval criteria

Introduction

The tariff of sanctions below detail how Pearson will deal with approved centres whose Pearson Work-based Learning programmes management, assessment and quality assurance systems fail to meet the centre approvalcriteria. The tariff is designed to ensure:

- a transparent, fair and consistent response by all awarding bodies when specific shortcomings are found at their approved centres

- public confidence in the quality assurance and control arrangements underpinning Pearson Work-based Learning programmes.

The tariff of sanctions

The tariff links five levels of transgression against the centre approval criteria with a required sanction. These are set out in detail in Table 1 below, togetherwith a rationale for the sanction, and represent the minimum response required of an awarding body to a particular shortcoming or problem.

Tariff/Level of Transgression	Sanction	Rationale
1	Entry in action plan	Non-compliance with centre approval criteria but no threat to the integrity of assessment decisions
2	Removal of direct claims status, i.e. claims for certification must be authorised by the Standards verifier	Close scrutiny of the integrity of assessment decisions required

3	(a) Suspension of registration (b) Suspension of certification	(a) Threat to learners (b) Loss of the integrity of assessment decisions – risk of invalid claims for certification
4	Withdrawal of qualification approval of specific NVQs & SVQs	Irretrievable breakdown in management and quality assurance of specific Pearson Work-based Learning programmes
5	Withdrawal of centre approval for all NVQs & SVQs	Irretrievable breakdown in management and quality assurance of all Pearson Work-based Learning programmes run by the centre

Sanctions and centre approval criteria

Tariff levels 1–3

For tariff levels 1–3, Table 2 links specific failure to meet requirements (non-compliances) with specific sanctions. With some requirements, more than one level of sanction may apply depending on the gravity of the infringement as indicated in the table.

Tariff levels 4 and 5

For tariff levels 4 and 5 there may be non-compliances across a range of centre approval criteria. These would need to indicate significant faults in management and quality assurance, resulting in an ongoing failure to meet essential assessment requirements. This would apply to a specific Pearson Work-based Learning programme at tariff Level 4, or across all Pearson Work-based Learning programmes at tariff level 5. Failure to rectify non-compliances at tariff Level 4 is a reason for applying a sanction at tariff level 5.

Guidance on interpretation

The above sanctions represent a minimum response to identified non-compliances,but there will be circumstances in which an awarding body may judge that a higher level of tariff is justified.

Combinations

A combination of non-compliances at a particular tariff might call for a more serious response. A judgement should be made against the rationale of the sanction. Thus, a combination of infringements at tariff 2 could threaten the integrity of assessment decisions and thus Merit a response at tariff 3.

Persistence

A failure to implement action plan requests at tariff Level 1 should invoke a tariff Level 2 response. Similarly, a failure to rectify faults that have given rise to a Level 2 sanction must invoke a tariff Level 3 response.

Recurrences

A centre may temporarily rectify non-compliances in response to action plans (or higher-level sanctions) only to display the sAME weaknesses again at a later date. An awarding body must take into account the track record of a centre in considering whether to impose a higher-level sanction.

Malpractice

If the circumstances and nature of non-compliance indicate that fraudulence is involved, the procedures for dealing with malpractice should be invoked. The *Centre Guide for dealing with Malpractice and Maladministration* is available on the [Pearson Policy page](#).

Non-compliance issue	Approved centre criteria that apply	Sanction	Rationale
1.1 Centre's aims, policies and assessment practices, and responsibilities of personnel are not clear or well understood by assessment team	1.0 – 1.2	Level 1 Entry in Action Plan	Non- compliance with centre approval criteria but no threat to the integrity of assessment decisions
1.2 Internal verification procedures and activities not clearly documented	4.0		
1.3 Communication within the assessment team and with the awarding body is ineffective	1.3		
1.4 Equipment and accommodation do not comply with health and safety acts	2.3		
1.5 Insufficient qualified Assessors	2.0		
1.6 Assessors/internal verifiers do not have adequate development plans	2.1		
1.7 Candidates are not aware of their rights and responsibilities, e.g. no appeals procedure for candidates	3.0 – 3.5		

1.8 There is inadequate assessment planning with candidates	3.1 – 3.2		
1.9 Queries are not resolved or recorded	1.7		
1.10 Range of assessment methods is insufficient to encourage access	3.3		
1.11 Changes to personnel of the assessment and verification team are not notified to the awarding body	1.4		
1.12 Unit certification is not made available to candidates	3.6		
1.13 There is inadequate monitoring or review of Procedures	4.3, 5.0 – 5.2		
2.1 Assessors have insufficient time, resources or authority toperform their role	1.5	Level 2 Removal of direct claims, i.e. claims for certification must be authorised by the external verifier	Close scrutiny of the integrity of assessment decisions required
2.2 Decisions of unqualified Assessors have not been countersigned by qualifiedAssessor	4.4		
2.3 Assessment decisions are not consistent	4.1		
2.4 Insufficient qualified internal verifiers	2.0		
2.5 Decisions of unqualified internal verifier have not been countersigned by qualified internal verifier	4.5		

2.6 Records are insufficient to allow audit of assessment	4.2		
2.7 Previously agreed corrective measures relating to Level 1 are not implemented	5.2		

Non-compliance issue	Approved centre criteria that apply	Sanction	Rationale
3A.1 Assessment process disadvantages candidates	3.0 – 3.5	Level 3A/3B Suspension of registration /certification	3a – threat to candidates
3A.2 Assessment decisions are unfair	1.1, 3.0 – 3.5, 4.1		
3B.1 No qualified internal verifier	2.0		3B – loss of integrity of assessment decisions – danger of invalid claims for certification
3B.2 Assessment does not meet national standards	1.7, 3.3, 4.1, 4.4		
3B.3 The centre fails to provide access to requested records, information, candidates and staff	1.9		
3B.4 Assessed evidence is not the authentic work of candidates	1.8		
3B.5 Records of assessment show serious anomalies	1.6, 1.8, 4.2, 5.3		
3B.6 Certification claims made before all the requirements of assessment are satisfied	1.6		

3B.7 Previously agreed corrective measures relating to Level 2 non-compliance are not implemented	5.2		

Non-compliance issue	Approved centre criteria that apply	Sanction	Rationale
4.1 Significant faults in the management and quality assurance of the Pearson Work-based Learning programme, which result in an ongoing failure to meet the core requirements for the conduct of assessment. 4.2 Previously agreed corrective measures relating to a Level 3 non-compliance have not been implemented		Level 4 Withdrawal of centre approval for specific NVQs & SVQs	Irretrievable breakdown in management and quality assurance of specific NVQs & SVQs

Non-compliance issue	Approved centre criteria that apply	Sanction	Rationale
5.1 Significant faults in the management and quality assurance of all Pearson Work-based Learning programmes **5.2** Previously agreed corrective measures relating to a Level 4 non-compliance not been implemented		Level 5 Withdrawal of centre approval for all NVQs & SVQs	Irretrievable breakdown in management and quality Irretrievable breakdown in management and quality

Appendix 6: Realistic Working Environments

Qualifications that attest to occupational competency – NVQs, SVQs and competence-based qualifications – are delivered and assessed in the actual workplace.

There are – mostly exceptional - circumstances where the delivery and assessment of these qualifications may be undertaken in a simulated environment as permitted and published by the relevant Sector Skills Council or Standards Setting Body for the sector concerned.

This provision is published in documents variously titled as 'Assessment Strategy', 'Assessment Requirements' and 'Assessment Principles', as examples.

Where simulation is permitted, the relevant Sector Skills Council or Standards SettingBody for the sector concerned stipulates that this must take place in a Realistic Working Environment' (RWE).

Where the relevant Sector Skills Council or Standards Setting Body does not fully specify that which constitutes a RWE, Pearson will apply the requirements that follow.

Definition of a Realistic Working Environment

For NVQs, SVQs and competence qualifications the following criteria must be applied to the delivery and assessment environment for the occupational skills to which these qualifications attest. These criteria must be consistently and rigorously applied to ensure that all learners are being taught and assessed in a RWE that properly reflects the environment found in a commercial workplace. This is to ensure that learners taught in this environment are not disadvantaged and are able develop fully occupational skills that are equivalent to those developed in the workplace.

1. A RWE established in schools, colleges, private training providers, industrial, commercial and other premises approved for the delivery of Pearson Edexcel NVQs, SVQs and competence qualifications must be managed as a real work situation:

    a. Learners must operate in and undergo assessment under realistic business, commercial and industry pressures.

2. Learners should provide occupational services that are completed both in a manner and to a timescale that is acceptable to commercial business organisations and in a manner that reflectsnormal, daily working patterns for the sector concerned.

3. The work rate and volume of work that learners provide must be comparable to that which is acceptable to normal, commercial business organisations.

4. The RWE in which the learner operates must take full account of any by-laws, legislation or local authority requirements that havebeen set down in relation to the type of work for the sector concerned.

5. The physical space and environment of the work area in whichthe learner operates must reflect that of a normal, commercial business organisation and comply with Health and Safety legislation as it applies to the sector concerned.

6. The full range of contemporary, industry-standard services, professional products, tools, materials, equipment and ICT facilities must be available for use to enable learners to properlydevelop the full range of skills required for the occupational sector.

7. Where the occupation demands that learners demonstrate leadership or management skills, the RWE must allow the learnerto meet these requirements and to properly discharge their responsibilities in this respect.

8. Where the occupation demands that the learner has additional

responsibilities the RWE must allow the learner to properly meet these requirements.

9. Public and customer experience and perceptions of the RWE must properly reflect that for the occupation concerned such thatlearners meet the requirements for effective and acceptable:

- written and verbal communication
- use of Personal Protective Equipment as required by the occupation
- punctuality and time-keeping
- customer service
- personal conduct, appearance and hygiene

At all times, the RWE and the conduct of learners must fully comply with Health andSafety Legislation as it applies to the sector concerned.

Appendix 7: High Risk Sectors

For the **Education & Training** sector that has been classed as high-risk, the below sampling requirements will apply for this current academic year of 2023-24.

- **Any newly approved programmes will receive:**
  - o 2x Lead Standards Verifier (LSV) activities per year (the initial LSV activity and risk rating will be face-to-face, and the final risk rating will take place remotely).
  - o 2x Standards Verifier (SV) activities (Visit 1 remotely and Visit 2 taking place face-to-face), subject to risk. The SV will ensure requirements for assessment observations in the workplace, as detailed within the specification, have been met.
- **All existing programmes will receive:**
  - o 2x LSV remote activities
  - o 1x SV remote activity
  - o Additional SV activities will be triggered where LSV risk rating is medium or high
- **Additional SV activities (either remote or face-to-face) may also be triggered based on:**
  - o Registrations increases
  - o Risks raised by SVs, LSVs, centres, external stakeholders, any other intelligence received (e.g. Ofsted reports)

As always, our approach to quality assurance is reviewed annually (as a minimum). This guidance may change based on requirements of the sector.

The table below contains the various risk ratings for each WBL sector. These are indicated by RED

(high risk), AMBER (medium risk) and GREEN (low risk).

Qualification	RAG Status
Supp. Teaching & Learning (NVQ)	RED
Early Years Care & Ed (NVQ)	RED
Learn & Dev for Children (NVQ)	RED
The Children and Young People's Workforce (Early Learning and Childcare) (QCF)	RED
The Children and Young People's Workforce (Learning, Development & Support Services) (QCF)	RED
Working With Children & Young People (Creative & Cultural) (NVQ) Edi	RED
Residential Childcare (QCF)	RED
L3-5 NVQ Qtls (Ptlls, Ctlls, Dtlls) + Education and Training	RED
Healthcare Support (NVQ)	RED
Funeral Operations (NVQ)	RED
End Of Life Care (NVQ)	RED
Care (NVQ)	RED
Health Screeners (Newborn Hearing)	RED
Health Screeners (Aortic Abdominal Aneurysm)	RED
Health Screeners (Diabetic Retinopathy)	RED
Adult Nursing Support	RED
Maternity Support	RED
Theatre Support	RED
Allied Health Support	RED
Mental Health Support	RED
Children Young People Support	RED
Registered Managers (NVQ)	RED
Emergency First Aid (NVQ)	RED
Paediatric First Aid	RED
Emergency Care Assistance (NVQ)	RED
First Person on Scene (NVQ)	RED
Pharmaceutical Sciences (QCF)	RED
Laboratory Science (Technical)	RED
Pharmacy Services (NVQ)	RED
Clinical And Science Lab Support (NVQ)	RED
Healthcare Science (Tbz)	RED
Healthcare Sciences and Pathology	RED
Optometry Services/Dispensing	RED
Hearing Care Assistant L4	RED
Children's Eyecare L6	RED
Construction & Built Environment Craft Occupations	RED
Construction & Built Environment Specialist Occupations	RED

Health And Safety in Construction	RED
Construction & Built Environment Technical & Supervisory Occupations	RED
Construction (L1&Fl)	RED
Construction L4-7 NVQ	RED
Construction Management L4-7 NVQ	RED
Utilities Network Planning L4-7 NVQ	RED
Building & Architecture	RED
Construction Conservation (NVQ)	RED
Technical Design (NVQ)	RED
Fire Services QCF	RED
Public Services and Debt Management	RED
Police And Custodial Care (NVQ)	RED
Emergency Fire Service (NVQ)	RED
Health And Safety (NVQ)	RED
Security QCF (CCTV)	RED
Door Supervision / Physical Intervention QCF	RED
Close Protection QCF	RED
Security & Spectator Safety (NVQ)	RED
Controlling Parking (NVQ)	RED
Aviation Security (NVQ)	RED
Management L4-7 NVQ	AMBER
Business Admin. L4-7 NVQ	AMBER
Business Admin L4+	AMBER
BTEC Management L4-5	AMBER
Strategic Management L6-7	AMBER
Learning & Development (NVQ)	AMBER
Assessor & Verifier (NVQ)	AMBER
Sport Industry Skills	AMBER
Distribution & Warehouse (NVQ, SVQ)	AMBER
Traffic Office, Logistics Support Operations And Road Haulage (NVQ, SVQ)	AMBER
Forklift Operations (NVQ)	AMBER
Retail (NVQ, SVQ)	AMBER
Sales (NVQ)	AMBER
Wholesale (NVQ, SVQ)	AMBER
Hospitality Management	AMBER
Work-Based Animal Care (NVQ)	AMBER
Environmental & Land Based	AMBER
Green Deal & Domestic Energy L3-4 (NVQ)	AMBER
AME Mech/E&E/Mach/Ops (Comp)	AMBER
Engineering And Business Improvement Techniques	AMBER
Motor And Engineering Maintenance	AMBER
Aeronautical Engineering (NVQ)	AMBER
Marine Engineering (NVQ)	AMBER

Rail Engineering (NVQ)	AMBER
Leather/Textile Production NVQ	AMBER
Engineering L4-7 NVQ	AMBER
Manufacturing Engineering L4-7 NVQ	AMBER
Vehicle Maintenance L4-7 NVQ	AMBER
Automotive Management L4-7 NVQ	AMBER
Incident Command In Fire And Rescue Services L3, L4, L6, L7	AMBER
Fire Safety (Fire Auditors) L3-4	AMBER
Teamwork And Personal Skills In The Community	AMBER
Personal Social Development Qcf	AMBER
Work And Employment Skills Qcf	AMBER
AME/Mech/E&E/Mach/Ops	AMBER
AME Composites	AMBER
AME Motorsports	AMBER
AME Medical	AMBER
AME Rail	AMBER
AME Aero & Aviation	AMBER
AME Robotics	AMBER
EPA	AMBER
Team Leading And Management (NVQ, SVQ)	GREEN
Business Administration (NVQ, SVQ)	GREEN
Legal Administration (NVQ)	GREEN
Start Own Business (NVQ) Edi	GREEN
Recruitment (NVQ)	GREEN
Marketing	GREEN
Learning & Development NVQ L1-3	GREEN
Payroll Administration (NVQ)	GREEN
Providing Financial Services (NVQ, SVQ)	GREEN
Accounting (NVQ)	GREEN
Customer Service L4+ (NVQ)	GREEN
Recruitment L4 (NVQ)	GREEN
It Users (Itq) QCF	GREEN
Information Technology (NVQ)	GREEN
Information Security	GREEN
Information Security L4 +	GREEN
Telecommunications (NVQ, SVQ)	GREEN
Advice & Guidance L3-4 (NVQ)	GREEN
Employment Related Services L3-4 (NVQ)	GREEN
Foundation Art & Design L3-4	GREEN
Creative & Digital Media (NVQ)	GREEN
Fitness Instruction (WBL)	GREEN
Sports Excellence (NVQ)	GREEN
Sport And Play Surfaces (NVQ)	GREEN

Sport Development (NVQ)	GREEN
Playwork (NVQ)	GREEN
Outdoor Education (NVQ)	GREEN
Sport & Recreation And Operational Services (NVQ/RVQ)	GREEN
Food Prep, Drink, Cooking And Manufacture	GREEN
Hospitality, Accommodation & Reception And Hotel Ops Management	GREEN
Travel Services (NVQ/RVQ)	GREEN
Mail Operation Services (NVQ)	GREEN
Facilities Management (NVQ)	GREEN
Cleaning (NVQ)	GREEN
Skilled For Life	GREEN
Level 1 Introductory (Graded)	GREEN
Entry To Vocational Study E3 (RQF)	GREEN

Appendix 8: 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
	Pearson BTEC Level 1 Introductory Award in Health and Social Care
	Pearson BTEC Level 1 Introductory Award in Hospitality and Tourism

	Pearson BTEC Level 1 Introductory Award in Information Technology
	Pearson BTEC Level 1 Introductory Award in Land-Based Studies
	Pearson BTEC Level 1 Introductory Award in Performing Arts
	Pearson BTEC Level 1 Introductory Award in Public Services
	Pearson BTEC Level 1 Introductory Award in Sport
	Pearson BTEC Level 1 Introductory Award in Transport and Vehicle
	Pearson BTEC Level 1 Introductory Award in Vocational Studies
	Pearson BTEC Level 1 Introductory Certificate in Applied Science
	Pearson BTEC Level 1 Introductory Certificate in Art and Design
	Pearson BTEC Level 1 Introductory Certificate in Business
	Pearson BTEC Level 1 Introductory Certificate in Caring for Children Under Five
	Pearson BTEC Level 1 Introductory Certificate in Construction
	Pearson BTEC Level 1 Introductory Certificate in Digital Media
	Pearson BTEC Level 1 Introductory Certificate in Engineering
	Pearson BTEC Level 1 Introductory Certificate in Hair and Beauty
	Pearson BTEC Level 1 Introductory Certificate in Health and Social Care
	Pearson BTEC Level 1 Introductory Certificate in Hospitality and Tourism
	Pearson BTEC Level 1 Introductory Certificate in Information Technology
	Pearson BTEC Level 1 Introductory Certificate in Land-based Studies
	Pearson BTEC Level 1 Introductory Certificate in Performing Arts
	Pearson BTEC Level 1 Introductory Certificate in Public Services
	Pearson BTEC Level 1 Introductory Certificate in Sport
	Pearson BTEC Level 1 Introductory Certificate in Transport and Vehicle
	Pearson BTEC Level 1 Introductory Certificate in Vocational Studies
	Pearson BTEC Level 1 Introductory Diploma in Applied Science

	Pearson BTEC Level 1 Introductory Diploma in Art and Design
	Pearson BTEC Level 1 Introductory Diploma in Business
	Pearson BTEC Level 1 Introductory Diploma in Caring for Children Under Five
	Pearson BTEC Level 1 Introductory Diploma in Construction
	Pearson BTEC Level 1 Introductory Diploma in Digital Media
	Pearson BTEC Level 1 Introductory Diploma in Engineering
	Pearson BTEC Level 1 Introductory Diploma in Hair and Beauty
	Pearson BTEC Level 1 Introductory Diploma in Health and Social Care
	Pearson BTEC Level 1 Introductory Diploma in Hospitality and Tourism
	Pearson BTEC Level 1 Introductory Diploma in Information Technology
	Pearson BTEC Level 1 Introductory Diploma in Land-based Studies
	Pearson BTEC Level 1 Introductory Diploma in Performing Arts
	Pearson BTEC Level 1 Introductory Diploma in Public Services
	Pearson BTEC Level 1 Introductory Diploma in Sport
	Pearson BTEC Level 1 Introductory Diploma in Vocational Studies
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
	Pearson BTEC Entry Level 1 Certificate in Pre-Vocational Study
	Pearson BTEC Entry Level 1 Extended Certificate in Pre-Vocational Study
	Pearson BTEC Entry Level 1 Subsidiary Award in Pre-Vocational Study
	Pearson BTEC Entry Level 2 Award in Pre-Vocational Study
	Pearson BTEC Entry Level 2 Certificate in Pre-Vocational Study
	Pearson BTEC Entry Level 2 Extended Certificate in Pre-Vocational Study
	Pearson BTEC Entry Level 2 Subsidiary Award in Pre-Vocational Study
	Pearson BTEC Level Entry 3 Award in Entry to Vocational Study

	Pearson BTEC Level Entry 3 Certificate in Entry to Vocational Study
	Pearson BTEC Level Entry 3 Extended Certificate in Entry to Vocational Study
	Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study