

Pearson's Self Regulated Framework policy

Document summary

This policy is for centres who are developing, delivering, and assessing qualifications available on Pearson's Self Regulated Framework.

The criteria set out in this policy are the minimum requirements that must be met by qualifications on the Self Regulated Framework.

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Pearson Education Ltd – our mission and values

Our purpose is simple: to help people realize the life they imagine through learning. We believe that every learning opportunity is a chance for a personal breakthrough. That's why our c. 18,000 Pearson employees are committed to creating vibrant and enriching learning experiences designed for real-life impact. We are the world's lifelong learning company, serving customers in nearly 200 countries with digital content, assessments, qualifications, and data. For us, learning isn't just what we do. It's who we are. Visit us at pearsonplc.com.

We are regulated by the UK qualifications regulators Ofqual (England), CCEA Regulation (Northern Ireland) and Qualifications Wales (Wales). Our regulatory policies are integral to our approach and articulate how we meet regulatory requirements. These policies are designed to support centres and students and set out clearly our approach to the design, delivery, and award of Pearson qualifications and services.

1. Introduction

- 1.1 Qualifications available on Pearson's Self Regulated Framework (SRF) are developed to meet specific needs of users that are not already met by regulated qualifications. Although our SRF qualifications are not subject to external scrutiny by the UK qualifications regulators, Pearson's internal governance and oversight arrangements, including internal quality assurance and audit functions, ensure that these qualifications are developed and operate in accordance with the requirements of qualification regulators. This policy provides information about qualifications to be submitted onto Pearson's Self Regulated Framework.

2. Scope of policy

- 2.1 This policy applies to all qualifications on Pearson's SRF. The '[Self Regulated Framework Quality Assurance Handbook](#)' should be read alongside this policy.
- 2.2 Pearson's SRF is designed to ensure that all qualifications on the Self Regulated Framework meet agreed minimum standards. Qualifications on Pearson's SRF are developed to the same high quality and standards as UK externally regulated qualifications. However, they are developed for a specific employer or provider and not accredited or regulated by any UK external regulatory body.
- 2.3 Self regulated qualifications are designed to meet the needs of learners and stakeholders where those needs cannot be met by our standard regulated qualifications. They are qualifications devised and developed in agreement with a provider/consortium, or employer.
- 2.4 This policy provides the criteria for developing qualifications for Pearson's SRF. **These criteria are the mandatory requirements that need to be met by our SRF qualifications on this framework.** They are designed to ensure each qualification is coherent, of appropriate demand and provides consistent measurable outcomes so that they can be effectively quality assured.
- 2.5 This policy does not apply to national suites of qualifications developed in consultation with local governments and in response to contracts, nor to suites of qualifications available internationally across jurisdictions including Pearson's International Advanced Levels (IALs), International GCSEs, and the International L2 and L3 BTEC suites.

3. Criteria for developing qualifications for Pearson's Self Regulated Framework

Qualification overview

Qualification title

- 3.1 The qualification title must include the level and indicate the content of the qualification. If the qualification is a single unit, the unit title will be the same as the title of the qualification.
- 3.2 The title must be 150 characters or less, accurately reflect the qualification content and not contain ambiguous language.
- 3.3 The qualification title must not replicate any existing Pearson qualification. The title must not indicate externally regulated status.
- 3.4 Qualifications on Pearson Self-Regulated Framework must be titled in the following way:

Pearson	BTEC or other brand (optional)	Level	Qualification Type (optional)	Size	Subject title	SRF
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- 3.5 The qualification title must not include any additional words that infer competence or level unless there is a strong, evidenced rationale for doing so (e.g. professional or advanced).
- 3.6 All proposed additional title words must be discussed with the quality and regulatory team.
- 3.7 If the title is shortened for any reason the (SRF) must be retained at the end of the title, to denote the self-regulated status.

Qualification aim/purpose/objective

- 3.8 Each qualification must have a clearly explained aim, purpose or objective that is clear and informative to learners and other users.
- 3.9 If the qualification is part of a suite of qualifications, an aim/purpose/objective must be provided for the suite and each qualification within it.
- 3.10 There are some specialist vocational areas that we may not approve for the SRF. This may be because it's an area for which we do not have the relevant expertise or authority, or because our association with a type of qualification could reflect negatively on our public reputation. These areas include (but are not limited to):
- Some professional specialisms such as medical, legal and 'licence to practice' sectors.
 - Subjects and specialisms that could pose reputational risk to Pearson.
 - Subjects and specialisms that could pose litigation risk to Pearson.
 - Subjects and specialisms that could pose harm to self and/or others.
- 3.11 SRF BTEC qualifications will be validated for the same duration of time as its Regulated Qualification Framework (RQF) equivalent qualification. For example, if a Pearson BTEC RQF Higher National qualification is validated for a period of 5 years an SRF equivalent Pearson BTEC Higher National qualification will also be validated for a period of 5 years. Where there is no equivalent SRF qualification level and size, the SRF qualification will be validated for a period of 5 years.
- 3.12 SRF qualifications will follow the standard qualification lifecycle; validate, review – with a view to; redevelop, extend, retire. Where an SRF BTEC qualification has been custom designed, the lifecycle process will be followed in consultation with the commissioning party, ensuring that as part of the review process anticipated student registration numbers are being achieved and that the qualification purpose and content remains valid and fit for purpose.

Qualification structure

- 3.13 All rules of combination within an SRF qualification should ensure that units and their associated credit/value are significantly different from any rules of combination of a live regulated qualification. In any given structure any possible combination of units must not overlap with a UK regulated qualification by more than 70% of the Total Qualification Time (a maximum of 70% the same and 30% different to a UK regulated qualification). Student outcome must lead to a different progression opportunity to the UK regulated provision, either in terms of further learning or employment. The

appropriateness of proposed rules of SRF unit combination will be reviewed on a case-by-case basis.

- 3.14 All possible combinations of units must be considered to make sure that all routes to certification are comparable.
- 3.15 Qualification structures must be designed to ensure that any route in the qualification has a distinct purpose.

Qualification progression

- 3.16 SRF qualifications must not imply an automatic progression route, unless this has been formally agreed between a provider and with specific employers, education institutions or professional bodies. In these cases, the progression routes must be described in the specification and be made clear to learners.
- 3.17 Evidence of progression routes must be made available during the qualification proposal and development stages, and throughout the lifespan of the qualification.
- 3.18 You must make sure that information about progression routes is accurate and kept updated in the specification and all marketing materials.
- 3.19 Where a qualification is claiming a progression route, the specification must show clearly where it gives learners the opportunity to prepare for employment, progress in employment and/or to continue in further or higher education.

Qualification level

- 3.20 SRF qualifications are set at a single level equivalent to the level descriptors in a recognised level framework for example, RQF¹. Other non-UK frameworks will need to be approved by us as fit for purpose.
- 3.21 Applications including proposed units must specify which level descriptors have been used. Unless stated, we will assume the units have been evaluated against the RQF level descriptors.

¹ Regulated Qualification Framework

- 3.22 The proposed level will be checked against the relevant descriptors during the qualification development stage to ensure that it has been set appropriately, including making use of any existing NOS² or competency frameworks.
- 3.23 The standard of a qualification is set by aligning the demand of its assessment and outcomes of learning against level descriptors. If you want to include units at a level above or below that of the qualification you must have a clear rationale for this.
- 3.24 Qualifications will be kept under review, by the product teams, to ensure that the content remains relevant to the subject area and that the assigned level is appropriate. Qualifications must be reviewed no later than 3 to 5 years after the first teach date.

Unit structure

Title, aim and level

- 3.25 Each unit must have a title that reflects the content and outcomes of the unit.
- 3.26 Units must have an aim that summarises who the unit is for and what the learners can expect to learn from the content.
- 3.27 The level of a unit is set by profiling its assessment and related outcomes of learning against the assigned level descriptors. Units must be set at a single level. Mandatory unit levels must not be above the level of the qualification.

Unit content

- 3.28 Units from regulated frameworks can be used in SRF qualifications, subject to suitability and approval.
- 3.29 Units must be classified as mandatory or optional to the achievement of the qualification. Where a qualification contains optional units, you must provide clear guidance for learners on what combination of units makes a complete qualification.
- 3.30 Units must contain a set of outcomes of learning and must be coherent within the qualification structure.

² National Occupational Standards

3.31 You can choose an appropriate approved delivery and assessment mode to meet the requirements of learners. You will need to state your preferred delivery method on the [approval application form](#).

3.32 A single assessment can be designed to cover the assessment criteria of:

- A single unit.
- Components of different units.
- Groups of units.

Outcomes of learning and assessment

3.33 Outcomes of learning must detail all, and no more, of what a learner is expected to know, understand or be able to do on completion of the SRF qualification.

3.34 Outcomes of learning cannot contain language or branding that may lead to learners with particular characteristics³ being excluded. See section 4, Diversity, equity and inclusion for more information.

3.35 Learning content should be developed from the outcomes of learning.

3.36 Outcomes of learning must be capable of being assessed. Outcomes of learning contain assessment criteria, all of which must be evidenced by a learner to demonstrate the outcome.

3.37 Assessment criteria must be appropriately linked to a specific outcome of learning and must specify a standard of performance that is specific and measurable by assessors.

Unit and qualification size

Unit size

3.38 All units, including those available on the SRF, have an indication of size which is based on the total number of hours an average learner is expected to take to complete the unit to the required standard. This includes teaching, self-study, and assessment time.

³ [UK Equality Act](#).

This will be expressed as Notional Learning Hours (NLH) or Total Qualification Time (TQT).

3.39 Credit or Value may be assigned to each unit based on the NLH or TQT. The qualification is achieved when the learner achieves a valid combination of units.

Qualification size

3.40 SRF qualifications must have an NLH/TQT size and a Guided Learning Hours (GLH) size.

3.41 Qualification NLH or TQT is the total number of hours a learner is expected to take to complete the qualification to the required standard. This includes teaching, self-study, and assessment time. NLH and TQT are comprised of the number of GLH, being taught and supervised activities, and the number of hours the learner would be reasonably expected to spend in a non-supervised setting. The terms NLH and TQT are synonymous.

3.42 Qualification NLH or TQT must be calculated, during the development, by those with expertise in the delivery of the qualification based on the rules of unit combination within the qualification.

3.43 Based on the amount of NLH or TQT required to complete the qualification, an SRF qualification can be:

- Award (0-120 NLH/TQT).
- Certificate (121-369 NLH/TQT).
- Diploma (370+ NLH/TQT).

3.44 SRF qualifications may also use the term 'Value' or 'Credit'.

3.45 'Value' is normally associated with the use of NLH. Value is calculated using the formula $NLH/10$. 'Credit' is normally associated with the use of TQT. Credit is calculated using the formula $TQT/10$. Credit and/or Value will always be a whole number.

3.46 "Credit or Value" may be listed on the Notification of Performance which accompanies the Certificate.

3.47 The use of TQT and/or Credit does not imply regulated status on any SRF qualification.

Higher nationals

3.48 The Higher National Certificate (HNC), developed on the SRF and Regulated Qualification Framework (RQF) is a Level 4 qualification made up of 120 credits. It is usually studied full time over one year, or part time over two years.

- 3.49 The Higher National Diploma (HND), developed on the SRF and RQF is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full time over two years, or part time over four years.
- 3.50 Pearson would expect an HND student to have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows the student to submit the remaining 30 credits at Level 4 while continuing with their Level 5 study. If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits.
- 3.51 If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits.
- 3.52 Pearson BTEC Higher Nationals can consist of core units, specialist units and optional units.
- 3.53 Core and specialist units are mandatory.
- 3.54 Specialist units provide a specific occupational focus to the qualification in line with professional body standards.
- 3.55 Each unit usually carries 15 credits, although 30 credit units are also permissible, typically at Level 5. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment. Each 15-credit unit has a TQT of 150 hours, 60 guided learning hours (GLH) and 90 hours of independent learning hours (ILH).
- **The total qualification time for Higher National Certificate (HNC) = 1,200 hours.**
 - **The total qualification time for Higher National Diploma (HND) = 2,400 hours.**

4. Qualification, assessment, grading and quality assurance

Qualifications

- 4.1 Qualifications must be designed to be fit for purpose and have a balanced approach to:

- Validity
- Reliability.
- Comparability.
- Manageability.
- Minimising bias.

Assessment

- 4.2 The assessments of all qualifications will be subject to appropriate quality assurance processes.
- 4.3 The person who delivers the learning and assesses the learners' work cannot also verify the assessment decisions, to claim certificates.
- 4.4 Where outcomes are verified, the centre delivering the qualification are responsible for internal verification of assessment. The centre internal verification process should allow for centre colleagues not directly involved in the delivery of the qualification, setting and/or marking of an assessment to ensure there is no conflict of interest between teaching, assessment, and verification.
- 4.5 All Level 1-3 SRF programmes are subject to the assessment rules and regulations stated in the BTEC Centre Guide to Internal Assessment. All Level 4-7 SRF programmes and SRF Higher Nationals are subject to the assessment rules and regulations stated in the BTEC Centre Guide to Quality Assurance and Assessment Levels 4-7. The Pearson SRF Quality Assurance Handbook can be referred to as it references these two documents.
- 4.6 There may be multiple forms of assessment for a qualification whereby different methods of assessment may be used in different units. The chosen method of assessment must be appropriate to the outcomes of learning and the demand on the learner must reflect the qualification level and criteria for assessment.
- 4.7 SRF qualifications need to be comparable with other similar qualifications in terms of assessment outcomes, and over time.
- 4.8 Where there is no requirement for the qualification to be delivered in English, you may deliver the SRF qualification in other languages. Please refer to our [Use of languages in qualifications policy](#). The language used for delivering and assessing the qualification must be stated on the approval form. It is your responsibility to ensure that materials used for Standards Verification are translated into English.
- 4.9 Some SRF qualifications may be delivered using Distance Learning. Please refer to [Distance Learning and Assessment policy](#) for full details.

Grading

- 4.10 Qualifications must have clear objectives for learning. Any assessment and/or grading criteria should clearly reflect the intended learning objectives.
- 4.11 If an SRF qualification is a close variant of a regulated qualification, grading must follow the grading principles of the original. For example, an overall grade of Pass, Merit or Distinction will be awarded for an SRF Higher National Certificate (HNC) or Higher National Diploma (HND) qualification that follows the size and requirements of the equivalent regulated title. All other SRF qualification outcomes are Pass or Not Achieved only.
- 4.12 Information on how grading decisions are reached and the differentiation between grades must be clearly available.
- 4.13 An explanation of how grades are derived must be provided for learners within the specification. This must cover both unit and qualification level grading.
- 4.14 You may provide graded assessment opportunities as part of the formative assessment process. These will not form part of an overall grade for a graded qualification or define any grading outcomes for a qualification.

Quality assurance

- 4.15 Centres must have [Pearson Approved Centre status](#) to deliver SRF qualifications and assessments. This means that the centre must have in place the necessary physical and staffing resources, and appropriate policies and procedures to deliver the qualification. SRF qualifications are subject to Pearson qualification terms and conditions, and quality assurance models.
- 4.16 SRF qualifications will only be approved if they can be appropriately quality assured by Pearson. Pearson will keep copies of all SRF qualification specifications.
- 4.17 A centre must not start to deliver any SRF qualification until the centre has qualification approval to do so.
- 4.18 Every year Standards Verifiers (SV), or in the case of Higher National qualifications External Examiners (EE) will review assessment and internal verification decisions against the current approved specification. Centres will need to:
- Provide materials selected for SV/EE samples in English.
 - Check that the qualification has not expired when recruiting learners onto the programme.

4.19 Pearson may suspend approval where the content of the Self Regulated Framework (SRF) qualification is considered to be aged / out of date or the qualification has been validated for more than 5 years.

4.20 Issues that may lead to Pearson considering or removing approval include:

- Review of efficacy data, for an individual centre, has identified that the performance of the Self Regulated Framework (SRF) qualification is poor, for example, poor student completion rates.
- Poor or undefined academic or vocational progression opportunities for students who study a Self Regulated Framework (SRF) qualification.

5. Diversity, equity and inclusion, branding and marketing

Diversity, equity and inclusion in the Self Regulated Framework

- 5.1 Pearson is committed to equity and opportunity in all our products and services, so that all learners have a fair assessment experience. Our qualifications and assessments, including those developed within the Self-Regulated Framework, must not discriminate on the grounds of age, disability, gender reassignments, marriage and civil partnership, pregnancy and maternity, race, religion and belief, gender identification or sexual orientation.
- 5.2 Qualifications, and their assessment, must be reviewed at every stage of development to identify and minimise any bias and/or unjustifiable barriers.
- 5.3 All learners must be recruited onto SRF qualifications with integrity⁴, centres should:

⁴ Please refer to our [Guide to recruiting learners onto Pearson qualifications](#)

- Make sure that learners applying have the information and advice they need about the qualification to be sure it meets their needs
 - Check each learner's qualifications and experience to make sure they have the potential to achieve the qualification
- 5.4 Consider any support needed during teaching and assessment for learners with disabilities and specific needs.

Diversity, equity and inclusion in SRF qualifications delivered in the UK

- 5.5 Any qualification that is developed for and operated in the UK must meet the requirements of the Equality Act 2010, and any other relevant legislation, for example, the Disability NI Discrimination Act 1995 (Section 75, Northern Ireland Act 1998 and Section 49A, Disability Discrimination Act 1995) if delivered in Northern Ireland.

Diversity, equity and inclusion in SRF qualifications delivered outside the UK

- 5.6 Any qualification that is developed for and operated outside the UK must meet any equality legislation that exists within the jurisdiction in which the qualification will be delivered and assessed. If this legislation in any way conflicts with the Pearson cultural sensitivities guidance and our values of diversity, equity, and inclusion, this will be reviewed on a case-by-case basis during the qualification development process and escalated as required. In certain circumstances, Pearson reserves the right not to develop a qualification.
- 5.7 Qualifications must meet the legislative requirements that apply in the countries where the qualifications are to be delivered and assessed.
- 5.8 Centres must make sure that learners are recruited onto Pearson qualifications with integrity, ensuring that any age entry requirements are made clear to learners, including the reason for any external restrictions.
- 5.9 In certain circumstances, Pearson reserve our right not to develop a qualification. This corresponds with our beliefs as an organisation and our commitment to the Equality Act 2010, and any other relevant legislation, for example, the Disability Discrimination Act 1995 in Northern Ireland, except in circumstances where the law applies for example dealing with alcohol or where competence requirements must be met.

Branding

- 5.10 Qualifications available on the SRF can be branded with the name of the organisation requesting the development.
- 5.11 The options for branding depend on the qualification title chosen. For example, where qualifications have BTEC in the title, the qualification title must follow current guidelines for BTEC qualifications.
- 5.12 The specification must clearly state the responsibilities between Pearson and the branded organisation. This must be agreed at the proposal stage. Branding in a specification can include reference to where a qualification is likely to be delivered.
- 5.13 All branding decisions are subject to Pearson approval processes. Once centres are approved to deliver BTEC qualifications they are able to use the BTEC branding, in line with Pearson [terms and conditions](#). The qualification cannot be branded in any way that could lead learners to believe it is regulated by [Ofqual](#) or other regulators.
- 5.14 Pearson reserve the right to use other descriptions such as 'International' in SRF qualifications delivered outside of the UK.
- 5.15 Certificates for qualifications on the SRF may feature the logo or reference to an organisation.
- 5.16 Certificates will follow the Pearson standard template. However, if there is a rationale for any deviation from the standard template this should be discussed with your Pearson contact.

Marketing

- 5.17 Centre marketing and promotional materials must use the approved qualification title to avoid any confusion to learners.
- 5.18 Marketing materials must make it clear that SRF qualifications are qualifications which are available on Pearson's Self Regulated Framework and are not regulated by Ofqual or other regulatory bodies.
- 5.19 Centres must not market the programme to learners as a qualification until the specification has been completed and the qualification approved.
- 5.20 Reference to qualification progression must not be included in marketing materials unless this has been formally agreed between a centre and with specific employers, education institutions or professional bodies.

5.21 If the qualification is being marketed as a commercial training programme, all promotional material must state who has created the standards upon which the qualification has been defined for example, centre devised standard; centre and employer devised standard; centre and professional body devised standard.

6. Regulatory references

6.1 Please note that qualifications on Pearson's SRF are not nationally regulated qualifications but are subject to the same quality assurance arrangements as Pearson's regulated qualifications.

7. Review date

7.1 This policy will be reviewed in April 2026.

8. Version control

Section	Summary of changes made between previous issue (Issue 7) and this current issue (Issue 8)	Page number
	Year changed from 2024 to 2025.	Cover page
	Summary of Changes Version 8 – 2025 added to document.	2
	Footer updated to reflect version number and publication year.	2 and beyond
3.11	New section added regarding qualification validation period.	11

Section	Summary of changes made between previous issue (Issue 7) and this current issue (Issue 8)	Page number
3.12	New section added regarding qualification life cycle.	11
3.56	Inclusion of 30 credits.	16
4.15	Reference to “centres”, rather than “you”.	18
4.16	Reference to “Pearson”, rather than “we”.	18
4.17	Reference to “centre”, rather than “you”.	18
4.18	Inclusion of Higher National qualifications and External Examiners (EE), in addition to Standards Verifiers (SV)	18
4.19	New criteria added regarding removal of approval for SRF qualifications	15
4.20	New criteria added regarding removal of approval for SRF qualifications.	15
5.4	Updated to reflect Section 75 Northern Ireland Act 1998 and Section 49A, Disability Discrimination Act 1995.	20
5.7	Reference to “centres” rather than “you”.	21
5.8	Reference to “Pearson” rather than “we”.	21
5.10	The word “structure” replaced with “title”.	21
5.12	Reference to “Pearson” rather than “our”.	21
5.13	Reference to “Pearson” rather than “we”.	21
5.16	Reference to “centre” rather than “your”	22
5.18	Reference to “centres” rather than “you”.	22

Section	Summary of changes made between previous issue (Issue 7) and this current issue (Issue 8)	Page number
7.1	Review date amended from 2025 to 2026.	23
8	Definition of External Examiner (EE) included.	24

9. Glossary

Term	Definition
Accredited/Regulated qualifications	Qualifications that are recognised, reviewed, and monitored by regulatory bodies such as Ofqual, to ensure that those qualifications meet specific criteria and quality standards.
Credit/Value	Credit/Value can be assigned to each unit and to the qualification overall. Credit or Value will always be NLH or TQT divided by 10 and rounded to the nearest whole number.
External Examiner	Representatives of Pearson who will review and assess the accuracy and consistency of centre decisions relating to internal assessment for Higher National qualifications.
External verification	The process that reviews and assesses centre decisions on the assessment of learners for accuracy and consistency.
Formative Assessment	The evaluation of learner achievement during the programme of study.
Guided Learning Hours (GLH)	The size of the course is measured in Guided Learning Hours (GLH). This is the number of hours teaching time required to deliver the course.
Notional Learning Hours (NLH):	An estimate of the total amount of time expected to be required for a Learner to achieve and demonstrate the achievement of the qualification. NLH and TQT are comprised of two elements: a) the number of 'guided learning hours' (GLH)

Term	Definition
Qualification aim/purpose/objective	<p>(taught and supervised activities) and b) the number of hours the Learner would be reasonably expected to spend in a non-supervised setting such as preparation for assessments. Qualifications will either use NLH or TQT.</p> <p>This develops the title to explain what a learner can expect to cover by taking a qualification. The aim/purpose/objective can be to:</p> <ul style="list-style-type: none"> (a) preparing Learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding, (b) preparing Learners to progress to a qualification in another subject area, (c) meeting relevant programmes of learning, (d) preparing Learners for employment, (e) supporting a role in the workplace, and/or (f) giving Learners personal growth and engagement in learning.
Qualification assessment	A process of reliably measuring learner work against outcomes of learning and any associated criteria to produce results that are a valid interpretation of learner performance.
Qualification grading	All qualifications are graded with a minimum of two grades e.g. pass/not achieved, however it is sometimes appropriate to have additional grades to discriminate candidate performance.
Qualification level	The level of a qualification indicates the complexity and demand expected for its achievement and places it on a framework of comparability with other qualifications at that level. You can find out more about qualification levels from the Ofqual website.

Term	Definition
Qualification pathway	Where the learner may specialise within the qualification, e.g. a dance pathway within a performing arts qualification or suite.
Qualification progression	The process that enables a learner to move into employment, progress in employment or progress onto further learning opportunities through the completion of a qualification.
Qualification size	Size provides an indication of the time necessary to complete the qualification. Self Regulated qualifications sizes are measured in Notional Learning Hours (NLH) or Total Qualification Time (TQT).
Qualification structure	The relationship between mandatory, specialist and optional units within a qualification. The structure must be clear, appropriate, and distinctive from regulated qualifications.
Qualification suite	A group of qualifications of differing sizes or pathways e.g. Pearson SRF BTEC Level 3 Award in Business, Pearson SRF BTEC Level 3 Certificate in Business, and Pearson SRF BTEC Level 3 Diploma in Business, would make a suite.
Qualification title	The title is a short description of the level and content of a qualification.
Qualification units	A unit is a coherent body of learning that can be taught and assessed individually or as part of a programme. Qualifications can be built up from one or more units.
Qualification unit criteria for assessment	Where outcomes of learning have associated criteria, these demonstrate how to achieve a qualification. Criteria of assessment are the minimum standard required to achieve the outcome of learning.
Self-Regulated qualification	A qualification that is designed specifically to meet a need not met by a regulated qualification.

Term	Definition
Standards Verifiers	Representatives of Pearson who will review and assess the accuracy and consistency of centre decisions relating to internal assessment for qualifications.
Summative Assessment	The evaluation of learner achievement at the end of the programme of study.
Total Qualification Time (TQT)	An estimate of the total amount of time expected to be required for a Learner to achieve and demonstrate the achievement of the qualification. TQT is comprised of two elements: a) the number of 'guided hours' (taught and supervised activities) and b) the number of hours the Learner would be reasonably expected to spend in non-supervised setting such as preparation for assessments. Qualifications will either use TQT or NLH.
Total Unit Time (TUT):	This is an estimate of the total amount of time expected to be required for a Learner to achieve and demonstrate achievement of the unit.
Unit outcomes of learning	Outcomes of learning state what a learner can be expected to know, understand or be able to do because of completing a programme of study. Some qualifications may use Learning Outcomes terminology.