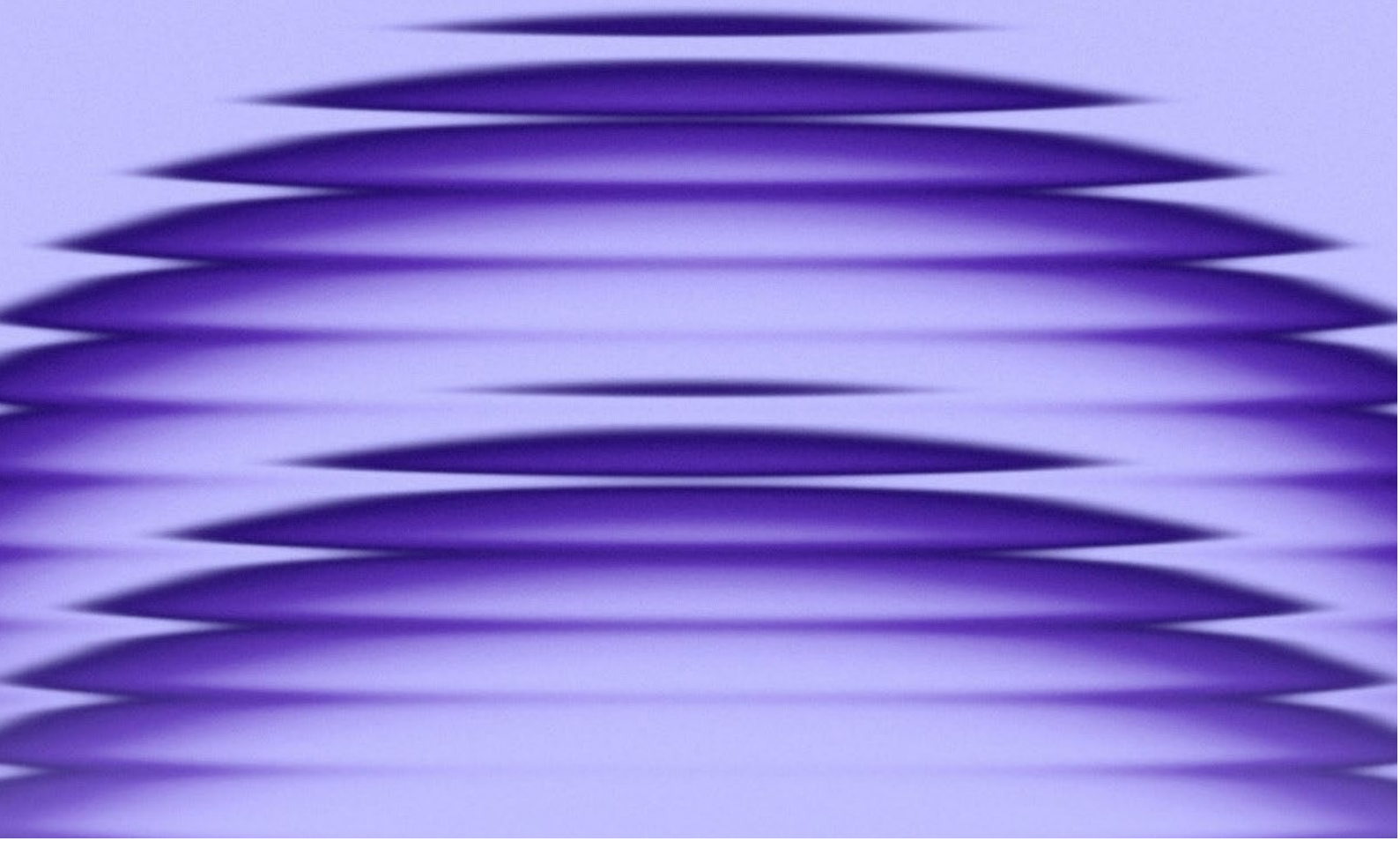
Pearson

International Centre Guide to Quality Assurance and Standards Verification 2026/27



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Version control

This section summarises the changes and additions made to this guide since the 2025/26 version.

Section	Summary of change	Date of change
1.1 What is standards verification?	Information on In-person visits updated: all providers will receive physical visits every two years, with increased frequency determined by Pearson based on identified needs. Centres with 25 learners or less on a programme will not receive a site visit.	23.10.26
2.1 Programme planning and approval	New information on HN Flex added	23.10.26
3.1 Sample types and sizes	Standard and enhanced sampling clarified. New table added setting out when there will be one or two sampling visits. Explanation added how Pearson decides whether a visit is remote or in-person.	23.10.26
4.1 Planning the visit	Review of the centre management sections (sections 1–3 of the IQRF report) added to visit activities. This is completed by only one of the ISVs allocated to the centre.	23.10.26
7.2 Training and Professional Development	Pearson will review all ISV reports and outcomes, and may recommend optional training or set mandatory training for centres to address essential actions. New section on Training in the IQRF report added in	23.10.26

Welcome and introduction

Welcome to the Pearson International Centre Guide to Quality Assurance and Standards Verification 2026/27. We've designed this guide to support you in delivering high-quality vocational education aligned with Pearson's global standards. It explains the purpose of standards verification, outlines your responsibilities, and helps you prepare for a successful quality assurance experience.

This guide applies to International qualifications from Entry Level to Level 7, including:

International BTEC Entry to Level 3	• **BTEC Level 2 (SRF)** • **BTEC Level 3 (SRF)** • **BTEC Specialist qualifications at Entry Level to Level 3**
International BTEC Level 4 to 7 & Level 3 International Foundation Programme for Higher Education	• BTEC Level 3 International Foundation Programme for Higher Education in Business • BTEC Level 4 HNC and Level 5 HND • BTEC Level 3 and 4 Foundation Diploma in Art & Design • BTEC Professional qualifications at Levels 4 and above
BTEC RQF HN Level 4 to 5 & HN Flex	Please refer to the btec-higher-nationals-centre-guide-to-quality-assurance-and-assessment.pdf
NVQ	Please refer to the National Vocational Qualifications delivered overseas policy

Understanding standards verification

1.1 What is standards verification?

Standards verification is how we make sure that BTEC programmes are assessed to global standards across all Pearson centres. We'll allocate an International Standards Verifier (ISV), a subject specialist, to you to sample learner work, review assessment records, and confirm the accuracy of your internal processes. ISVs will also complete the annual centre checks on the international quality report form, making sure that you have administrative functions and policies in place to successfully deliver international programmes.

This process ensures:

- fair and consistent grading
- effective internal verification
- accurate and safe certification decisions.

Whenever we state 'visit' in this handbook, this refers to both in-person visits and remote visits.

- An in-person visit is a physical inspection conducted by one of our ISVs at your relevant site.
- All centres will receive physical visits every two years, with increased frequency determined by Pearson based on identified needs. Charges for these visits will be made to the provider. Centres with 25 or fewer learner registrations on a programme will not receive a site visit.
- A remote visit means the inspection is done online, with information shared digitally and meetings held using video calls or similar tools.

1.2 A quick look at the standards verification journey

Standards verification follows a cycle that starts with learner registration and ends in certification. The key stages are:

1. **Accept our terms and conditions**
   - Centres are required to confirm acceptance of our terms and conditions annually via the Pearson Portal. There is no need to download, sign, or send a physical or email copy of the terms and conditions to Pearson. The confirmation process is completed entirely online through the portal, ensuring compliance and streamlining administration.

2. **Register your students on Edexcel Online**
   - You should register your students on Edexcel Online as soon as they start their programme of learning and no later than 60 days after enrolment for both BTEC

and Higher Nationals (HN) qualifications. This applies to all Pearson centres and is a **mandatory** requirement for quality assurance and certification release.

- Make sure that student registrations have the correct estimated completion date. This will help us coordinate suitable ISV visits with you. Incorrect estimated completion dates can cause delays to your standards verification visits and certification.
- **BTEC International** learner **registration deletions** – Delete registrations within 90 days of registration to receive a full refund.
- **Higher Nationals learner registration deletions** – Delete **registrations** within 49 days of registration to receive a full refund.

2. Accuracy of Student Registrations

- Ensuring student data is accurate is important, in particular the management of student estimated completion dates and the timely withdrawal of students no longer studying. Should a student still be on programme but be due to finish after their estimated completion date, this date should be updated via EOL. Students no longer on programme should be withdrawn via EOL. Pearson monitors and will follow up directly with centres where student data appears to require adjustment.

3. International standards verifier (ISV) allocated

- Your ISV will contact you once they've been allocated. This can happen at any time within the calendar year, and dates can vary depending on your needs. Generally, your ISV will contact you in January to arrange the verification activity. The ISV will let your quality nominee know if the visit will be remote or in-person.

4. Submission of sampling materials

- Your ISV will let you know which sampling materials are required and when you need to submit them by.
- The ISV will create an international visit planner and email it to your quality nominee.
- You should make sure that work from the whole cohort is available for the ISV to select from.

5. Feedback and reporting

- Once the visit is completed, your ISV will send a copy of the international quality report form to your quality nominee within 10 days.

6. Second ISV sample

- You may need to provide a second sample if the programme is receiving enhanced sampling or if it's needed to release certification within the academic year.

7. **Certification released**
    - Depending on the outcome of the standards verification activities, the programme will have been deemed to meet quality standards or not. This includes UCAS learners who will be released prior to the UCAS deadline (August 2027).

1.3 Roles and responsibilities

Pearson allocates an international standards verifier to each programme. They verify that your centre's assessment meets global standards. Your quality nominee coordinates the process and connects the ISV with the lead internal verifier.

Here are the key roles involved in the standards verification process:

- **International standards verifier (Pearson staff)**: confirms the standard of assessment decisions and processes for Pearson
- **Quality nominee (centre staff)**: liaises with Pearson, ensures readiness and has an overall responsibility for quality control and standards at the centre

- **Lead internal verifier (centre staff)**: coordinates assessment plans and internal verification
- **Programme lead (centre staff)**: the person designated to take overall responsibility for the effective delivery and assessment of qualifications in their subject area
- **Assessor (centre staff)**: assessors are responsible for:
    - teaching the given BTEC specification so students can successfully show what they have learned and its application in real-world job situations.
    - assessing learners fairly and accurately against the specified learning aims and assessment criteria and following the rules of assessment to meet required standards.

Before verification

2.1 Programme planning and approval

You must make sure that every BTEC programme you offer is appropriately approved by Pearson. This includes initial approval for new centres, programme approval for specific qualifications and ongoing oversight for additional sites or collaborative delivery models. You must have programme approval before you can start delivery. You are responsible for making sure you have the required human and physical resources, and that you deliver qualifications in line with global and Pearson-specific quality expectations.

HN Flex

HN Flex offers students the chance to study stackable skills within a single BTEC Higher National qualification from our full range of over 40 subjects, with the progression opportunity to a Higher National Certificate (HNC) or Higher National Diploma (HND) qualification, achieving a Certificate of Unit Credit (CoUC) upon completion of the individual units studied.

Centres must be approved to deliver a full HN to be able to deliver HN Flex units. Approved centres will apply using the HN Flex Intention to Deliver form.

Centres may choose to focus **on individual unit delivery** (HN Flex) only, for example:

- to meet the needs of employers;
- to meet the requirements of an apprenticeship standard;
- to upskill/reskill employees;
- to provide an opportunity for students to return to study and enable a progression route onto a full HN.

HN Flex units are available at Level 4 or Level 5. Students may study HN Flex units, assuming they have the **prerequisite entry requirements** for each level, as detailed in the subject specification.

Only 15 credit units will be available via HN Flex, with students being able to achieve a maximum of 60 credits (4 x 15 credit units)

For more information on the HN Flex, please visit our Guide to adopting HN Flex

Note if you have not yet received a Standards Verifier to sample your HN Flex units, please contact us through the portal.

2.2 Centre policies and procedures

You must operate a clear set of policies that govern the quality assurance of BTEC programmes. These policies should be available to all staff and include procedures for:

- Assessment and feedback
- Internal verification
- Appeals and complaints
- Malpractice and academic integrity
- Reasonable adjustments and special considerations
- Staff training and continued professional development (CPD)

These policies ensure consistency, fairness, and compliance with global and Pearson requirements.

It is good practice for you to conduct an annual policy review with senior management sign-off.

See our full list of regulatory policies and guidance for centres, learners and employees.

2.3 Staff and training requirements

We expect you to recruit and support staff who are suitably qualified and experienced for their role as specified in the relevant qualification specification. Centres should maintain records of:

- CVs and qualification certificates
- staff roles and responsibilities
- evidence of training and continued professional development.

It's good practice to offer a staff handbook and role-specific induction for new members of staff.

2.4 Planning internal verification

Internal verification ensures that assessment decisions are valid, consistent, and meet required standards. You must have a planned schedule of internal verification for each programme, which should include:

- pre-delivery review of assignments (before learners receive them)
- sampling of assessment decisions
- feedback to assessors and records of outcomes

Internal verifiers must not verify their own assessments. Standardisation meetings should be held to ensure consistency across assessors.

If your centre operates across multiple sites, each subsite must individually meet the eligibility criteria and undergo separate approval. Subsites must adhere to the same standards of quality and compliance as your main centre. This will include a sample of evidence from students at each site. This will be conducted through our quality assurance model to make sure it meets our regulations.

We can also support various collaborative and consortium arrangements. See our Centre approval and qualification policy for information on the models we allow and how to apply for them.

2.5 Programme file and assessment planning

Each programme must maintain a current and accessible programme file. This should contain:

- the programme specification and structure
- an assessment plan with dates, assessors, and units
- an internal verification plan
- standardisation meeting notes
- learner tracking records

Assessment plans must be working documents, regularly updated to reflect changes, and version-controlled for audit purposes.

2.6 Pearson set assignments (PSAs)

Some mandatory units in the qualifications are assessed using a Pearson set assignment (PSA). By setting an assignment for a unit, we can make sure that all learners take the same assessment for a specific unit. Each assessment is set by Pearson and may need to be taken under controlled conditions before it is marked by the assessor. Students must take the Pearson set assignment for the set assignment unit. Assessors are not allowed to create their own assessments for set assignment units. For qualifications that include a Pearson Set Assignment (PSA), the allocated ISV will include the PSA within their sample.

2.7 Authorised assignment briefs

We've produced a range of authorised assignment briefs which you can use in their original form or edit and adapt to suit your individual programme and local needs.
Authorised assignment briefs are available for most units/components. You can find them on each qualification's course materials page on our website.

Using authorised assignment briefs
If you don't use the authorised briefs for your assessments, we would still strongly recommend that you read them before you write your own to familiarise yourself with the format and with what constitutes best practice for writing assignment briefs.

Authorised assignment briefs and internal verification
If you use an authorised assignment brief without making any changes, you will set your own deadline dates, so you must send it to your internal verifier to confirm that the dates are suitable and that the assignment is appropriate for your learners.

If you choose to make changes to the authorised assignment brief, you must send the amended brief to your internal verifier for review to make sure it meets the specification requirements.

Preparing for sampling

3.1 Sample types and sizes

Sampling is how your International Standards Verifier checks the accuracy of your assessment decisions. Sampling starts with a minimum sample size based on your cohort:

Learner Numbers	0–25	26–100	101–200	201–300	301–400	401–500	501+
Standard Sample Size	6	9	12	24	36	48	For larger centres please refer to the larger centre section below
Enhanced Sample Size	9	12	15	30	45	60	

Standard and enhanced sampling size

Standard sampling is the default approach. The sample size is determined by the number of learners registered on the programme, as shown in the table above.

If a programme receives a **certification block at** the **first sampling visit**, a second visit will be required, using an enhanced sample. The enhanced sample sizes are shown in the table above, and generally consist of the learners included in the first sample, plus additional learners as indicated in the table.

For example; a programme with 20 learners has received a block at the first visit, where 6 learners were sampled. A second visit will be required to release certification. The 6 learners included in the first sample will be sampled again, plus 3 additional learners (a total of 9 learners). Further information on second samples can be found in Section 5.2.

If your ISV isn't confident that you're meeting standards, they can ask for additional samples and more time to complete the verification.

Each sample is one piece of learner work. This will normally be the work produced for an assignment brief, which generally covers one learning aim.

When will there be one or two sampling visits?

The number of sampling visits depends on the centre's delivery history and the outcome of sampling. The strategy identifies the following circumstances for a second visit.

Circumstance	Sampling arrangements
A programme receives a block at its first sampling visit	A second visit is required, using an enhanced sample.
A new centre is in its first year of delivery	The centre will typically receive two sampling visits with an enhanced sampling size
An existing centre delivers a qualification for the first time	The centre may receive two sampling visits with an enhanced sampling size

Will sampling be remote or in-person?

The decision about whether a visit takes place remotely or in-person is separate from the sample size and number of visits. Pearson's Assessment team reviews and agrees the visit type using the relevant centre, programme and risk criteria. For example, physical visits may be required for:

- new centres
- new programmes
- centres needing enhanced support
- programmes with unresolved sampling concerns
- where a centre has not been visited for 2 years+
- certain sectors on a case-by-case basis

Over time, your allocated ISV will sample work from all assessors, units, assessment grades, cohorts and assessment locations.

Standard sampling work typically takes around one working day to complete, assuming no complications/issues.

Examples of sampling strategy

Centre 1 – Business L2 and L3 (Standard)

Business Level 2 – 48 Students 9 Samples
Business Level 3 – 140 Students 12 Samples

Centre 2 – Engineering L2 and L3 and Creative Media L3 (Enhanced)

Engineering Level 2 – 90 Students 12 Samples
Engineering Level 3 – 85 Students 12 Samples

Creative Media Level 3 – 12 Students 9 Samples

Centre 3 – Information Technology L2, (3 separate level 2 programmes, Standard)
Information Technology Level 2 – 350 Students 36 Samples
Information Technology Level 2 – 290 Students 24 Samples
Information Technology Level 2 – 24 Students 6 Samples

Sampling strategy for large centres (i.e. 501+ learners)
For larger centres, we will generally follow this process:

- Capping at 120 samples for standard sample (approximately 10 days), and 150 for enhanced sample (approximately 13 days).
- ISVs will continue to sample across assessors, grades and sites.

The international standards verifier will advise you on the number of samples required once they have devised the sampling plan.

3.2 Assessment and internal verification evidence

You must provide complete evidence to support all grades claimed. This should include:

- learner assignments, including authenticity documents
- feedback and assessment records
- internal verification documentation
- observation and/or witness statements (for practical work)
- correct unit titles and criteria mappings
- You should clarify that observation records link directly to grading criteria, are signed by both learner and assessor, and are supported by additional evidence where needed.
- Make sure all digital files are clearly labelled and compatible (e.g., PDF, MP4). Discuss unusual formats with your ISV in advance.

3.3 Use of observation records and witness statements

Observation and witness statements are valuable evidence for practical activities.
Observation records must:

- clearly state the unit, task, and criteria met
- be signed and dated by the assessor
- include the learner's identification.

Witness statements must:

- be provided by someone who observed the learner directly
- explain the context of the activity
- be reviewed and signed by the assessor.

3.4 Assessment planning and tracking

An up-to-date assessment plan must:

- show all units, assessors, IVs and deadlines
- be version controlled
- include timelines for submissions and resubmissions
- link to internal verification points and standardisation meetings.

Track assessment progress regularly to support sampling and make sure you don't miss any students.
We have a range of forms and templates you can use in your assessment planning and tracking. Download BTEC forms and templates

3.5 Digital file management and remote sampling

Where sampling is conducted remotely. You must:

- label digital evidence accurately with learner name, unit, and task
- make sure videos/photos are high resolution
- use file formats such as PDF, Word, MP4, JPEG
- include a standard folder naming convention (e.g. centre ID,programme,student name, unit)

Pearson Progress is our preferred platform to allow you to prepare for your standards verification visit. The platform facilitates the sharing of learner work and other quality assurance evidence that may be required by your standards verifier.
Pearson Progress: Getting Started

Make sure you discuss any technical limitations with your ISV in advance.

During standards verification

4.2 Planning the visit

The visit plan, agreed in advance with your ISV, outlines what will be reviewed and when. Please make sure:

- all evidence is pre-prepared and accessible
- relevant staff are available during scheduled meetings
- ISVs have a quiet space (for physical visits)
- Centres must supply a translator for ISV sampling if needed & translations must not compromise standards (see policy in section 4.6 for further information)

Activities will include:

- a review of internal verification and assessment decisions
- a review of the centre management sections (sections 1 – 3 of the IQRF report, this is completed by only one of the ISVs allocated to your centre)
- discussion of sampling rationale
- a tour or overview of relevant physical/digital resources

4.3 Remote vs in-person visits

You will be advised, during the visit planning stage, by your ISV if your visit will be remote or in-person. Many of our standards verification visits are remote however physical visits may be required for:

- new centres
- new programmes
- centres needing enhanced support
- programmes with unresolved sampling concerns
- where a centre has not been visited for 2 years+
- certain sectors on a case by case basis

4.4 Conducting the sampling activity

The sampling visit (remote or in-person) begins with a short welcome and confirmation of the schedule. The ISV will then begin reviewing assessment and verification evidence independently. Please avoid interruptions during this time.
Materials reviewed will include:

- student work and grades
- internal verification documentation
- resubmission/retake audit trails

Staff CVs must be made available to the international standards verifier on request.

4.5 Feedback and reporting

A feedback session will take place at the end of the sampling visit. It will summarise:

- strengths observed
- any essential actions or recommendations
- whether certification is released or pending

We recommend that at least one member of senior management attends this session. The written report will be available after 10days.

We'd recommend that centres record key action points from this session in a tracker and log responses to recommendations.

4.6 Etiquette, conflicts of interest and malpractice

International Standards Verifiers are independent representatives of Pearson. They are not permitted to:

- deliver training
- act as Pearson spokespersons
- accept gifts, beyond culturally respectful tokens (e.g. booklets)

Please avoid offering gifts or pressuring them for feedback before the formal report is issued.

All staff (including assessment associates and contractors) need to be aware of the potential for a conflict of interest. See our dedicated policy for information on conflicts of interest, how and why they should be managed and the responsibilities of staff to report them. Publishing this policy makes sure we meet all our regulatory requirements as an awarding organisation.

Read our conflict of interest policy

Malpractice - JCQ Joint Council for Qualifications

It is essential that Pearson staff can conduct their work without the threat of physical and/or verbal abuse. Any incidents of harassment or pressure to amend results will be considered a serious issue and sanctions may be applied.

4.7 Use of languages in qualifications policy

This policy provides guidance on the use of language in specifications, assessment and support materials where a student wishes to undertake a qualification in a language other than English.

Read our Use of languages in qualifications policy

You must confirm that students are able to demonstrate the relevant proficiency of English language as stipulated in the qualification specification. If not, the verification outcome will be marked as CERTIFICATION PENDING until confirmed.

ISVs will then need to discuss with you whether the certificates should contain the sentence, "Assessed in a language other than English." Please contact the Pearson Support portal for further information and to implement this change.

4.8 Student interviews

Interviewing learners is an important aspect of standards verification. It provides valuable insight into the learner experience and helps ensure that assessment and delivery meet Pearson's quality standards. Your ISV will inform you if student interviews are required during the ISV planning stage.

To ensure consistency and compliance with Pearson's standards, all centres should follow the guidance below when arranging learner interviews as part of the sampling process:

- **Location**: Interviews must only take place while the learner is on site (centre or workplace), never in their home.
- **Observation**: A member of centre staff who is not involved in the delivery or assessment of the programme should accompany the learner for the duration of the interview, solely for observation purposes.
- **Arranging interviews**: Centres must provide a centre email address to facilitate the interview. For example, a Teams meeting may be arranged for a group of learners, with the invite link sent by centre staff to the ISV, or by the ISV to centre staff.
- **Virtual Learning Environments (VLE):** Where centres deliver programmes via distance learning and learners cannot attend the centre, interviews must take place using the centres VLE. Again, a member of centre staff not involved in delivery or assessment should accompany the learner(s) for observation.

These principles apply to both UK and International centres. All centres should follow this guidance to ensure consistency and compliance with Pearson's standards.

For full details and further guidance, please refer to the BTEC Higher Nationals Centre Guide to External Examination UK (2026-2027).

4.9 Resubmission and retake rules

Students have the opportunity for resubmission and/or retakes where appropriate. Please see the relevant guide below for more information about resubmission and retakes.

When allowing resubmission, you must follow all relevant rules and procedures. If you don't follow the resubmission rules, we won't be able to release the programme for certification without further action.

Refer to our centre guides for the full rules on resubmissions and retakes:

- BTEC International centre guide to internal assessment
- BTEC Higher Nationals centre guide to quality assurance and assessment

Should your standards verifier determine that learners have been disadvantaged during assessment, they will authorise a further resubmission. This will be clearly indicated in the standards verification report.

4.10 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an important process that allows learners' previous achievements and experiences to be considered as evidence towards Pearson vocational qualifications. By applying RPL, centres can ensure that learners are not required to repeat learning or assessment where they have already demonstrated the necessary knowledge, skills, or understanding.

RPL can be used for internally assessed components of Pearson qualifications, provided that centres have robust policies and procedures in place. The process must ensure that all evidence is valid, current, reliable, authentic, and sufficient. Please note that RPL cannot be applied to externally assessed units, set exams, or set assignments.

For a comprehensive explanation of RPL—including eligibility, process steps, documentation requirements, and examples—please refer to Recognition or Prior Learning Policy

This resource provides detailed guidance for centre staff, employers, and training providers on how to manage RPL effectively and in line with regulatory requirements.

After the visit

5.1 Understanding verification outcomes

After the ISV visit, you will receive a standards verification report for your programme with one of the following outcomes:

Certification released:
You have provided a full sample and the ISV has confirmed you have adequate quality assurance procedures in place and you are documenting assessment correctly.
The ISV has agreed that student evidence is valid, authentic, and sufficient, and you are assessing students to the required standards. However, they may identify recommendations on how to improve on current practice.

Certification pending:
You have provided a full sample but the ISV has identified one or more essential actions that need to be addressed before we can release certification, such as:

- students have not been assessed to the standard
- assessment and/or internal verification has not been documented correctly on one or more of the programmes in the sector
- plagiarised work was found in the sample
- there are concerns with your assessment or verification processes.

Certification pending means that certification is not released and you will be asked to provide a second sample. The ISV will give you initial feedback on the day of the remote visit, so you should be prepared for the outcomes of the report.

The standards verification report can release certification separately for each programme within a sector. Therefore, if the ISV doesn't release one or more programmes within the report, this doesn't automatically affect certification of the other programmes.

Certification pending with limited certification:
Certification is permitted, but only for a few students whose work meets standards. Other students will be released for certification subject to follow-up sampling.

Not yet fully sampled (NYFS):

This status means the ISV has not seen enough evidence to release certification for the programme. Where NYFS is applied, certification is not released at programme level, and you will be asked to provide a second sample. Generally, you should only receive this status in the first year of new programme delivery.

5.2 Taking action after the report

You must resolve any essential actions before submitting a second sample to enable certification. Recommendations are actions we'd strongly encourage to improve practice, but don't block certification if you don't address them before the second sample. However, they may become essential actions by the next visit if you still haven't addressed them.
You should:

- log each action / recommendation and assign ownership
- include student representatives in the review process where relevant
- feed outcomes into the centre's quality improvement plans
- incorporate outcomes into annual review processes

Submitting a second sample
You will need to submit a second sample if your first sample did not result in a release of certification or if further sampling is needed for certification to be released (NYFS). The ISV will get in touch to agree a timescale and to confirm the format of your second sample once you have addressed the original report.

Your second sample will include:

- the elements of the first sample, that prevented the release of certification, including all additional work completed by students, to address any gaps identified during the remote visit.
- evidence that you have made changes to address the issues highlighted in the external examination report, such as revised assessment outcomes for the whole cohort for the unit(s) affected.
- work from additional students so the ISV can check that standards are being reapplied consistently across a programme.

Once your second sample has been reviewed, your ISV will submit a second report within 10 days.

Outcomes of a second sample:
Release
The ISV has agreed that you are now assessing learners to the required standards for all programmes, but may offer recommendations on how to improve on current practice. Your quality assurance procedures will also have been confirmed as adequate.
Certification is released and no further sampling is required for the academic year.

Certification pending
The ISV still does not agree that you are assessing to required standards for one or more programmes.
At this point, the ISV will meet with you to agree a remedial action plan. You need to complete the action plan before the ISV can release certification.

Certification pending with limited certification:
The ISV still does not agree that you are assessing to the required standards across the programme. Certification is only permitted for a few students whose work meets standards.

Where certification is still not released after second sampling this may delay certification and you must resolve any essential actions before submitting further samples. Further sampling may require enhanced sample sizing and a physical visit to support you with unresolved sampling concerns.

5.3 Appeals and challenges

If you disagree with the outcome of the standards verification report, you may submit an appeal. This must follow Pearson's enquiries and appeals process.

Appeals should be submitted by the quality nominee or authorised person within the published deadline and with support documentation

- You should make sure students also understand how to appeal and include this in learner handbooks or induction materials.

5.4 Student engagement

Your students' voice plays an important role in quality assurance. You are encouraged to:

- share general outcomes from verification reports with student representatives
- engage students in improvement discussions (e.g. feedback on learning resources, assessment clarity)
- include assessment standards and appeals training in student induction.

Supporting success

6.1 Pearson support contacts and resources

Pearson offers dedicated support throughout the academic year.
If you need support with assessment, quality assurance, assessment or anything else please contact us through the Pearson Support Portal

Just want to quickly check something? We've got guidance on our website and a wealth of support articles covering everything you need to know:

- Delivering BTEC qualifications | Pearson qualifications
- Explore the Pearson support portal

6.2 Templates, tools and checklists

We've made a collection of editable templates for you to use to support your planning, assessment, and internal verification. These include:

- Internal verification plans
- Assignment briefs and feedback forms
- Assessment trackers and sampling logs
- Observation records and witness statement templates
- Certification claim checklists

Download BTEC forms and templates

Pearson Progress

6.3 Billing & Invoices Information

For information on billing and invoices, see our billing policy. If you have any questions about your invoices, reach out to us via the Pearson support portal

Further Reading

7.1 Learner and staff induction materials

Effective induction is key to setting clear expectations for BTEC programmes. We recommend:

- A **staff handbook** with quality roles, calendar, and assessment guidance
- A **student induction** covering:
    - Course structure and assessment
    - Quality assurance and feedback

- Use of AI and plagiarism rules
- Study skills and learner support

Download our editable student and staff induction templates

7.2 Training and Professional Development

Pearson offers a comprehensive range of training and professional development events to support the introduction, delivery, assessment, and administration of BTEC qualifications. These sector-specific events are developed and delivered by subject specialists and are available both face-to-face and online.

Pearson will review all ISV reports and outcomes, and through analysis, may suggest recommended optional training to assist centres to enhance their delivery, or, where a need is identified, provide a list of mandatory training for completion in order to address essential actions. This training will be communicated to the identified centre contact.

Within the International Quality Report Forms (IQRF), we have included a new field to indicate where further training and support may be of benefit. The International Standards Verifier will record the training recommendation, and contact will be made by the training team within seven working days to the contact listed within the report.
The new section can be found here:



Introduction to teaching and Assessing
These sessions provide essential support and guidance for planning, implementing, delivering, and assessing specific BTEC qualifications. They explore the structure and content of the qualifications to help educators gain confidence in their delivery. Examples include:

Holistic Assessment Planning and Assignment Writing
This session focuses on understanding the holistic approach to assignment writing and assessment for BTEC delivery. It covers:

- Pearson Set Assignments and other assignment briefs
- Assessment processes, methods, and varied forms of evidence
- Effective feedback strategies for learners
- Building links with employers and external stakeholders
- Using the Pearson Progress platform to support assessment and tracking

'An Introduction to the principles of Quality Assurance'

These events explain Pearson's approach to quality assurance and the rationale behind its processes.

Refer to our training pages for the live list of CPD Sessions

Feedback and complaints process

8.1 Feedback

We welcome your feedback, which helps us improve the products and services we provide. We know that sometimes things go wrong, but if they do, we want to try to stop them from happening again. If you'd like to give us your feedback or you're unhappy with the service, you can contact us via the Pearson Support Portal

Regulatory references

9.1 References

UK regulators require all awarding organisations to establish and maintain their compliance with regulatory conditions and criteria. As part of this process, policies and guides that relate to Pearson's status as an awarding organisation will reference any conditions and criteria that they address.

This policy addresses the following regulatory principles:

Ofqual Handbook: General Conditions of Recognition - Guidance - GOV.UK

Regulatory condition, criteria, or principle - E10, H5 and C2.5

General Conditions of Recognition | CCEA

Regulatory condition, criteria, or principle - E10, H5 and C2.5

Versioning and annual updates

10.1 Why versioning matters

Pearson qualifications evolve in response to regulatory changes, technological developments, and feedback from centres worldwide, which means we'll keep updating this guide, too. This guide is version-controlled so you can always be sure you've got the most accurate and compliant guidance. Make sure you use the latest version so you can:

- make sure your assessment practice reflects Pearson's current standards
- avoid unnecessary delays in sampling or certification
- access new support tools and updated processes as soon as they're released.

10.2 Annual update cycle

We publish an updated International Centre Guide to Quality Assurance & Standards Verification every year, aligned with the new academic cycle.

Always refer to the guide version listed on the front cover and at the foot of each page.

10.3 Keep up to date

- **Check regularly:** visit this link Support | Pearson qualifications for any updated versions.
- **Subscribe:** ask your quality nominee to sign up to our Vocational Qualifications Bulletin here VQ bulletin | Pearson qualifications
- **Bookmark:** save your local copy of this guide in a shared staff area with the file name clearly marked (e.g., "International_Centre_Guide_2067_27_v1.1.pdf").

10.4 How to navigate new versions

Each subsequent version of this guide will list a summary of changes in the "Version Control" section near the start of the document. This includes:

- Page references
- Summary of what was updated
- Date of change

At the start of each term, review the version history with your programme teams and adjust planning or delivery as needed.

This guide will be reviewed in September 2027.