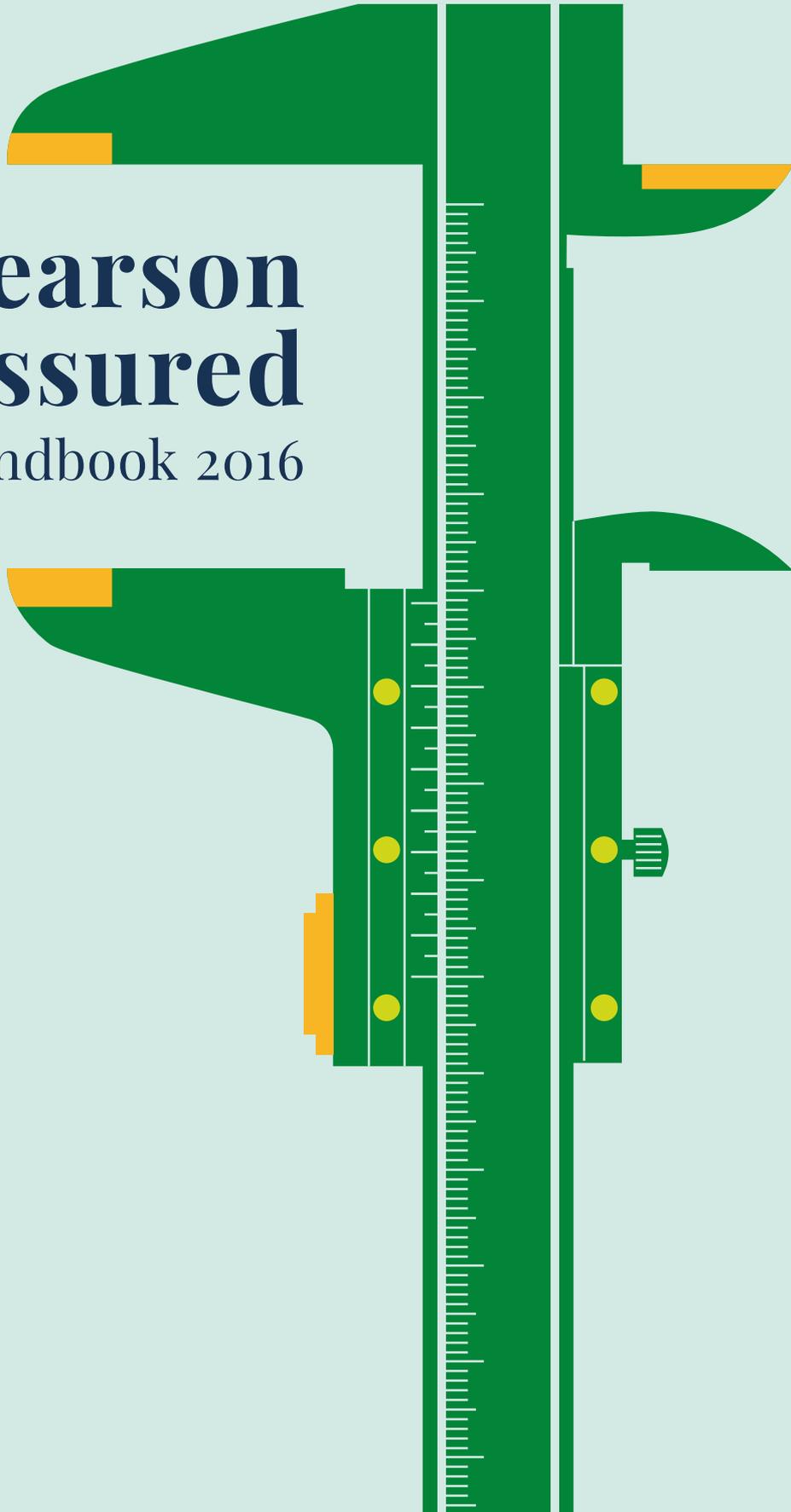




Pearson

Pearson Assured

Handbook 2016



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Introduction

Please read this handbook alongside the Pearson Assured policy which is available on the web site at www.edexcel.com/policies. This policy will provide you with the key principles of the Pearson Assured service.

Please be aware that Pearson reserves the right not to award Pearson Assured status. The Pearson Assured status cannot be awarded to some education / training programme titles in some specialist vocational sectors. Pearson also reserves the right to remove the Pearson Assured status if the quality requirements are not met and maintained.

Important

Pearson Assured does not audit the financial status of an organisation or the quality, content, assessment or rigour of individual programmes.

There are no checks by Pearson on a Pearson Assured centre's judgement of individual learner / trainee achievements. Therefore we cannot put a level or grade on a certificate, or reference any national or international standards. The Pearson Assured service does not check or confirm the accuracy of assessment.

We are not checking the standard of your qualification or training. We are making judgements about the standard of the organisation's quality processes.

What benefits does the Pearson Assured status offer you?

By choosing the Pearson Assured service, you can draw on Pearson's expertise in measuring standards and quality. Pearson Assured acknowledges that the quality of your education / training has been reviewed by Pearson, the UK's largest awarding organisation.

You will need to have been delivering your own education or training programmes for at least 18 months. Once you have achieved Pearson Assured status, you will be able to promote your organisation's education or training programmes as having the Pearson Assured status.

Pearson Assured is based on Quality Objectives which provide a framework for measuring the quality of:

Managing the organisation

- The organisation structure
- Staff resources (roles and team working)
- Physical resources
- Administrative systems

Managing learning / training

- Design of education / training
- Maintaining and improving quality
- Learner / Trainee recruitment
- Malpractice, appeals and complaints

Managing assessment (if applicable)

- Assessment practice

The Quality Objectives and the associated Measures appear in Appendix 1, along with examples of the type of evidence you could use to show that you can meet the measures.

Education / training programme titles

Pearson Assured is awarded to the organisation and not to individual education / training programmes. Therefore you only need to list on the application form, the titles of education / training programmes where you want to claim certificates of completion for your learners / trainees. All titles must comply with the requirements of the Pearson Assured policy.

If you wish to, you can register learners and claim Pearson Assured certificates of completion. Programme titles that appear on certificates must;

- use appropriate adjectives to show a progression pathway e.g. 'Introductory programme in ...' or 'Intermediate programme in ...' or 'Advanced programme in...'
- not duplicate titles used in nationally or internationally recognised qualifications
- not state a level e.g. Level 3 would not be allowed
- not include any word(s) that indicate a licence to practice.
- not replicate qualification titles awarded by Pearson or other awarding organisations, Professional bodies or any Standards-setting body e.g. Higher National Diploma will not be allowed. A fuller list is in Appendix 2.
- not include a brand name of another organisation, unless official, authenticated documentation is provided by the other organisation to confirm it agrees to the use of the brand or name. Pearson reserves the right to contact that organisation to validate documents e.g. Adobe Flash Player would not be allowed in a title without authenticated approval from Adobe.

The titles that will appear on the Pearson Assured certificate of completion must clearly indicate what education or training programme a learner has completed e.g. ENG 010 would not be Pearson Assured but English 010 would be considered for the quality kite mark. Acronyms must be avoided.

If you need advice about titles please contact the Curriculum Development Manager or Regional Development Manager for the area in which you are based. Contact details can be found on the website at www.pearson.com.

If you require the titles to appear on Pearson Assured certificates of completion in a language other than English and/or you will be advertising your education and training programmes in a language other than English, you must translate the titles into English when they are entered onto the application form. This will allow appropriate suitability checks to be made by Pearson.

If you wish to claim Pearson Assured completion certificates for more than 50 education or training programmes we will ask you to give us more information about the forecasted number of learners. We will require evidence that your organisation has several years' experience of delivering education and training on this scale. We may therefore ask for more information than that required on the application form.

Specialist vocational areas

Pearson reserves the right not to award Pearson Assured status to some specialist vocational sectors.

In order to minimise risk, there are areas where Pearson will normally not provide Pearson Assured status. Please discuss the suitability of your training programme titles with your Pearson regional representative.

There will be areas where Pearson does not have the relevant expertise or authority, or where association with a particular type of training could reflect negatively on Pearson's public reputation.

Areas where Pearson will not award Pearson Assured are:

- Professional specialisms where there are legal requirements in order to be eligible for a job role, e.g. teaching and medical roles, e.g. Midwifery Training cannot be Assured by Pearson: a programme title that implies competency as a teacher cannot be Assured by Pearson.
- Where the certificate of completion may imply that the holder has a license to practice, e.g. Electrical Safety Technician in the Nuclear Industry: Asbestos Removal Technician cannot be Assured by Pearson.
- Education or training programmes that include working with children and/or vulnerable adults.
- Where the following words appear in titles:
 - 'practitioner'
 - 'certified' or 'certificated'
 - 'licensed' or 'licence'
 - 'accreditation' or 'accredited'
 - 'qualified'
 - 'official'
- Education or training programmes that teach skills closely linked to life and death situations, such as those associated with:
 - life saving first aid and medical procedures
 - administering drugs or vaccinations
 - production of pharmaceuticals
 - handling and discharging of firearms or explosives
 - hostage situation management
 - counter terrorism
 - securing the safety of individuals working in high-risk environments e.g. police; fire fighters
 - physical intervention with hostile and potentially hostile individuals

This is not an exhaustive list and other areas may be included if they are judged to present an unacceptable risk.

Addition of titles

If you wish to add further titles, this can be discussed with the Quality Adviser at the annual quality review visit. Titles cannot normally be added part way through a year.

If there is a proven business need for certificates of completion for new education / training programmes then please complete a Request for Additional Titles form and ask your Pearson Regional or Curriculum Development Manager to submit this to Head Office for consideration.

Registration and certification

You need to tell us at the application stage, whether or not you wish to claim Pearson Assured certificates of completion. We will only list on Edexcel Online, those programmes for which you want to claim certificates of completion.

When learners/trainees have successfully completed an education or training programme, you will have the option to register them on the online system, Edexcel Online and claim the certificates of completion. More information about Edexcel Online is available on the web site at this link: www.edexcelonline.com

Pearson will print the certificate on behalf of your organisation. If required, the certificate can include one or a maximum of two of your organisation's logos. You will need to send us a copy of your logo in the specified format when you submit the application form.

Please note that the certificate of completion is not a Pearson qualification certificate.

You do not have to register and claim Pearson certificates of completion for your learners / trainees. You may wish to issue your own certificates. If you do then you must not;

- use the Pearson logo
- replicate Pearson's Responsible Officer's signature or any other Pearson employee's signature
- make any reference to Pearson Assured on the certificate

Other certification options may be allowable but they will need to be considered on a case by case basis and subject to written agreement from Pearson's Responsible Officer. There will need to be a written contract between all parties and we may audit the way that certificates are printed. Please email regulation@pearson.com if you wish to discuss exceptional certificate printing.

It is not possible to register learners who may have completed an education or training programme with you in the past. Registration is limited to those learners who complete after the date of approval of the Pearson Assured status. Registration confirms that the learner / trainee has successfully completed the education or training programme with you.

If you choose not to register learners/trainees with Pearson, you must inform them at the beginning of their programme that they will not receive a Pearson Assured certificate of completion.

The Quality Adviser will inspect the way that you informed the learners / trainees of the non-availability of a Pearson certificate of completion.

Use of the Pearson Assured status

When you have achieved Pearson Assured, you are encouraged to promote this status. If you require a copy of the logo for use in your marketing materials, please email uk.branding@pearson.com

The annual quality review visit will examine how you describe Pearson Assured in your marketing materials and how you use logos. There is extensive guidance on brand and marketing guidelines in Appendix 3 of this Handbook. You should have received a copy of these guidelines with your approval email. If you have not received this, please contact your local Pearson representative.

Failure to conform to the branding and marketing guidelines may result in the Pearson Assured status being removed.

Where can you get advice on the service?

The starting point is with the Curriculum Development Manager or Regional Development Manager for the area in which you are based. Contact details can be found on the website at www.edexcel.com/contactus. The Curriculum Development Manager or Regional Development Manager will be able to discuss your organisation's needs and take you through the process and requirements for Pearson Assured status.

How can you apply?

Once the Curriculum Development Manager or Regional Development Manager has discussed your needs and it has been agreed that you will proceed, you will be asked to complete an application form and pay for the Pearson Assured service.

The form asks you to confirm information about your organisation. You will only need to list the titles of the education / training programme(s) for which you want to claim Pearson Assured completion certificates. You are expected to maintain this list of programmes and the status of the programmes will be checked at your annual quality review visit. Any programmes that have not had registrations made or that are no longer active, will be removed from the system.

The form will also ask you to confirm information about your existing quality assurance policies and procedures. You need to state how you meet, or intend to meet, each of the Quality Measures associated with the Quality Objectives. You will need to show full evidence to the Quality Advisor when s/he visits. All Quality Measures have to be evidenced. Failure to provide evidence for even one of the Quality measures means that Pearson Assured cannot be awarded.

If you do not yet have evidence to present to the Quality Advisor for any of the Quality Measures we ask you to consider carefully whether the organisation is able to achieve the Pearson Assured status. If you still wish to go ahead with a visit, the Quality Advisor will be able to guide you on how to develop quality processes but will not be able to award the Pearson Assured status until everything is in place.

The Quality Advisor visit

When you have submitted your application, a Quality Advisor will contact you to arrange a visit. You will need to gather together the evidence for all of the Quality Measures. Please make sure that the Quality Advisor will be able to find the evidence quickly and easily.

At the visit the Quality Advisor will review the evidence that you have put together and judge it against the Quality Objectives and the associated Quality Measures.

The Quality Advisor will judge whether:

- All quality processes are in place and effective, or
- All quality processes are in place but there are areas for improvement, or
- There is insufficient evidence that effective quality processes exist.

All quality processes are in place and effective

This indicates that everything is in place and no action is required. However, there may still be recommendations for further improvement.

All quality processes are in place but there are areas for improvement

There is room for improvement. The Quality Advisor will make recommendations for improvement and may require action to be taken.

There is insufficient evidence that effective quality processes exist

Pearson Assured cannot be approved if this decision is made. The Quality Advisor will compile an action plan which will need to be addressed before Pearson Assured can be awarded. Recommendations may also be made.

Pearson reserves the right not to award Pearson Assured status or to withdraw the Pearson Assured status if serious quality issues are found at the annual quality review visit.

What happens when you receive Pearson Assured status?

You will receive a letter from Pearson acknowledging the Pearson Assured status of your organisation. This will be for a period of one year from the date of approval. The letter can be exhibited at your premises.

You can continue to deliver your education or training programmes but now with the additional benefit of Pearson Assured.

If you require certificates to acknowledge the learners' / trainees' programme completion, Pearson will ask you to supply copies of the logos which will appear on the certificates that Pearson will issue. A maximum of 2 of your organisation's logos can be included on a certificate.

Certificates can be claimed when learners / trainees have completed their education or training programme after the date of the Pearson Assured approval. You will need to register learners / trainees through Edexcel Online. Your Curriculum Development Manager or Regional Development Manager will explain how this is done.

The Annual Quality Review visit

Pearson needs to ensure that quality is maintained year on year. To do this, Pearson will organise an annual quality review visit by a Quality Advisor who will visit your organisation. This will not be the same Quality Advisor who visited you at the application stage. The review will investigate and look to confirm that you are still meeting the Quality Objectives.

The Annual Review visit is required even if you have chosen not to register your learners / trainees.

The Quality Advisor will again ask you to supply current, up to date evidence that proves your organisation continues to meet the Quality Measures.

S/he will also look at your marketing and advertising materials and check the use of the Pearson Assured logo. Those titles that are not currently active will be removed. Any new active titles can be added as long as they too meet the Quality Objectives and Measures.

If the Quality Advisor identifies issues that present a risk to the reputation of Pearson and the quality of the programmes, they will work with you to ensure that quality is improved. Pearson always reserves the right to withdraw the Pearson Assured status.

Costs

Fees are payable with the application and for the annual quality review visit. The Curriculum Development Manager or Regional Development Manager will discuss these costs with you.

Appendix I: Pearson Assured Quality Objectives and Sources of Possible Evidence

Please Note: These lists are examples of possible evidence. They are not exhaustive and alternative evidence can be provided.

There is no need for an organisation to provide examples of everything that is in a list. However, sufficient evidence must be provided to prove that a Quality Measure is being met.

Managing the Organisation

Quality Objective O.1: Organisation Structure

O.1 There are functional responsibilities that are clearly defined.	
Measures: There must be evidence that you have:	Examples of possible evidence:
O.1.1 been delivering the education / training programme(s) for at least 18 months.	<ul style="list-style-type: none"> • Historical records from previous cohorts of learners – timetables: registers: outcomes. • Marketing materials dated for publication more than 18 months ago. • Letters confirming success from learners: other stake holders (employers: training providers).
O.1.2 a clear organisation structure with an appropriate span of control and with defined roles and responsibilities which reflects a culture of quality assurance.	<ul style="list-style-type: none"> • A current, up to date organisation chart that shows reporting relationships is published in an accessible location e.g. intranet: staff handbook: wall chart. • All staff have access to the organisation chart. • Interviews with staff prove they understand their responsibilities and know to whom they are accountable. • Interviews with managers prove that they know the people who report to them. • Managers are responsible for an appropriate number of staff to ensure control. • Communication is easy and responses to communications happen quickly and effectively (dated emails)
O.1.3 job descriptions that are up to date, clearly describe duties, and each job occupies its own position on the organisation chart.	<ul style="list-style-type: none"> • Each role on the organisation chart has a detailed and appropriate job description and person specification. • Up to date job descriptions. • An identified role(s) has/have responsibility for writing job descriptions. • Job descriptions include continual quality improvement in the job role. • Job descriptions go through an appropriate sign off process.

<p>O.1.4 clear lines of communication that are built into the organisation structure.</p>	<ul style="list-style-type: none"> ● Cross departmental meeting minutes. ● Communication records between departments. ● Meeting schedule. ● Minutes show inclusivity of people from different departments. ● Interviews with staff show communication across the organisation is facilitated. ● Process charts include cross departmental flow of documents and communications.
<p>O.1.5 given delegated authority to staff to plan and manage the quality of the delivery of the learning / training programmes at the main site and (if used) across all delivery sites.</p>	<ul style="list-style-type: none"> ● Interviews with staff and triangulation of evidence to identify who plans, who manages and who implements the quality of delivery. ● Minutes of meetings. ● Appropriate processes documented and followed. ● Reports.

Quality Objective O.2: Staff Resources (Roles and Team Working)

<p>O.2 The development, marketing, delivery and assessment (if carried out) of education / training programmes are carried out by a team that is:</p> <ul style="list-style-type: none"> ● of a sufficient size. ● appropriately qualified. ● given sufficient time to fulfil all aspects of a role. 	
<p>Measures: There must be evidence that you:</p>	<p>Examples of possible evidence:</p>
<p>O.2.1 regularly monitor staff provision and maintained adequate numbers of appropriately qualified and competent staff.</p>	<ul style="list-style-type: none"> ● An identified role(s) in the organisation chart with responsibility for staff recruitment, monitoring and maintain appropriate staffing levels, detailed in a job description. ● A documented process for monitoring and maintaining the correct staffing levels. ● How predicted learner / trainee numbers are used to inform staff recruitment. ● Recorded scrutiny of curriculum vitae to ensure appropriate staff qualifications. ● Documented requirements for qualifications of staff e.g. need to have a degree in a relevant subject: need for appropriate experience. ● Internal audits and annual reviews of staff performance and qualifications / Continuous Professional Development. ● If assessment is carried out: <ul style="list-style-type: none"> ○ A job description for the role of writer of assessment methods. ○ The CVs of staff designing or producing assessment methods (exams / tests / performance assessments etc.) show that they are appropriately qualified. ○ Training schedule to show how these staff are trained in order to produce fit for purpose assessment methods. ○ Auditable documented instructions to developers and designers of assessment methods.

<p>O.2.2 have effective staff recruitment, selection and training processes.</p>	<ul style="list-style-type: none"> ● Documented recruitment processes and procedures. ● Staff recruitment Targeted advertising (e.g. adverts in appropriate journals). ● Staff selection Agreed selection criteria which are adhered to. ● Standardised recorded selection questions and procedures. ● Documented guidelines for interview panels. ● Training Interviews with staff (at all levels within the organisation) who can give examples of training that they have received. ● Quality is included as a topic in the induction procedure. ● Training needs analysis carried out both for the organisation, departments and the individual. ● Dates and times of planned and monitored staff development programmes. ● An identified role in the organisation chart with accountability for organising staff development. ● Staff development policy. ● Records that staff development has been regularly evaluated to ensure that it is meeting the needs of the organisation. ● Individual staff training / staff development records. ● Departmental and individual's objectives include reference to quality improvement. ● Training records.
<p>O.2.3 identify individuals with overarching organisational responsibility for management of:</p> <ul style="list-style-type: none"> ● quality. ● the design and production of education / training programmes. ● marketing. ● recruitment of staff. ● enrolment of learners/trainees. ● delivery. ● assessment (where appropriate). ● tracking of learner / trainee achievement. ● administration of controlled assessments (where appropriate). ● claiming and distribution of Pearson Assured completion certificates (if claimed). 	<ul style="list-style-type: none"> ● Organisation chart matched to named individuals for each of the bullet points (left). ● Scope of responsibility identified in associated job descriptions. ● Interviews with staff evidence organisation chart. ● Handbooks confirm responsibilities.

<p>O.2.4 induct new staff involved with Pearson Assured education / training programmes in:</p> <ul style="list-style-type: none"> ● local educational policies, procedures and regulations. ● management structures and accountabilities. ● assessment methodology (if assessment is performed). ● regulatory and awarding organisation requirements. 	<ul style="list-style-type: none"> ● Documented staff induction programme that includes bullet points (left) (including an up to date organisation chart). ● Induction pack for new staff (to include assessment strategy if assessment is carried out). ● Materials in induction pack are up to date. ● Auditable records that staff induction has taken place. ● Printed information that informs staff of the requirements of Pearson Assured.
<p>O.2.5 give sufficient time for the activities which staff are expected to carry out, including time for formal, minuted meetings to discuss teaching, assessment, quality activities and strategies.</p>	<ul style="list-style-type: none"> ● Schedule of meetings or a list of staff activities. ● Agendas and minutes of meetings. ● Appropriate, regular time apportioned for activities, e.g. timetables for teaching: meetings: training diary: assessment. ● Minutes of meetings. ● Standing quality item on agenda.
<p>O.2.6 evaluate staff induction and staff development to ensure that:</p> <ul style="list-style-type: none"> ● there is equal access to opportunities for all staff. ● induction and staff development remain fit for purpose. ● they are delivered against required outcomes. 	<ul style="list-style-type: none"> ● Records that staff induction and staff development have been regularly evaluated to ensure that they are meeting the needs of the organisation. ● The profile of staff undertaking induction and staff development proves equal access by all staff. ● Evidence of change to induction that keeps it up to date and fit for purpose. ● Staff development and training files are up to date and easily accessible. ● The outcomes required from induction and staff development are clearly stated in an appropriate document. ● Outcomes are measured and there is evidence of action taken when necessary.

Quality Objective O.3: Physical Resources

O.3 There is adequate provision of physical resources that will: <ul style="list-style-type: none"> • support all staff and all learning / training. • appropriately improve or support learning / training. • ensure health and safety. 	
Measures: There must be evidence that you have:	Examples of possible evidence
O.3.1 sufficient resources to deliver the learning / training programmes.	<ul style="list-style-type: none"> • The amount of resources is discussed and approved by senior management in minuted meetings. • An inventory of physical resources is kept accurately and up to date by an identified role in the organisation chart. • Depreciation of resources is monitored and a replacement schedule in place for out of date or broken resources. • The location of resources is recorded and monitored. • Senior management regularly review resources. • Budgetary evidence including invoices of purchases made that show resources are replaced or increased in line with learner / trainee numbers. • Up to date specialist machinery/ journals / equipment is able to be inspected on a tour of the facility or by photographs authenticated by the head of the organisation. • General resources (e.g. library facilities: IT equipment: rooms: seating) are sufficient, safe and accessible by all learners / trainees. • Where there are learners requiring special support: <ul style="list-style-type: none"> ○ Equal Opportunities policy. ○ Evidence that learner support has been given when needed e.g. adaptation of resources: appointment of specialist helpers: extra time. ○ Records that identify learners with special needs. ○ Questionnaires to identify learners. ○ Safeguarding Children policy.
O.3.2 regularly monitored all resources to ensure they are fit for purpose and safe to use.	<ul style="list-style-type: none"> • Depreciation records. • Minuted meetings where resources are reviewed and requests for replacement or repair are made. • Electrical / gas / water / emission tests are regularly carried out as required. • Review, monitor and act upon accident book to evaluate any unsafe resources. • Feedback about the physical resources is requested from learners/ trainees and staff (e.g. questionnaires, meetings) and acted upon. • Government / local legislation on safety is complied with.
O.3.3 considered the impact on resources of developing new education / training programmes or if the number of learners is greater than that predicted.	<ul style="list-style-type: none"> • Senior management request information about predicted learner / trainee numbers and what physical resources are required when any new training / education programme is being considered e.g. course planning documents to outline information required for consideration of a new programme. • Purchase orders to increase or buy new physical resources.

Quality Objective O.4: Administrative Systems

O.4 Administrative processes and procedures must ensure that all records and processes are:

- accurate.
- up to date.
- auditable.
- safe and secure.
- communicated to appropriate people or organisations.

Measures: There must be evidence that you have:	Examples of possible evidence:
<p>O.4.1 accurate and up to date records which allow individual learners to be identified accurately.</p>	<ul style="list-style-type: none"> ● Accurate and up to date records e.g. Up to date registers / lists of attendance: Tracking records to show achievement whilst on programme: Organisation reference number for learners / trainees. ● The number of learners / trainees on programme matches application forms. ● Service level agreement to ensure records are quickly updated when required. ● Responsibility to update records clearly allocated to identified roles / individuals in the organisation chart. ● Records are signed and dated. ● Learner / trainee information is kept accurately and securely. ● Tracking documentation for individual learner / trainee achievement. ● Documented enrolment procedure (e.g. process chart: flow chart) to standardise the learner / trainee experience of enrolment. ● Named people in identified roles responsible for enrolment. ● Documentary evidence that enrolment happens at the appropriate time (i.e. at the beginning of the education / training programme). ● Security of data evidenced.
<p>O.4.2 stored records safely and securely with a defined retention policy.</p>	<ul style="list-style-type: none"> ● Retention of records policy. ● Records are filed in an accessible format. ● Access rights to records published and adhered to. ● Fire resistant filing cabinets or secure rooms. ● Back up archive system for electronic records.

<p>O.4.3 audit processes in place to check the accuracy of enrolment, registration, assessment and certificate claim records (if made).</p>	<ul style="list-style-type: none"> ● Signed and dated accessible audit records. ● Clear authorization requirements for auditors. ● Audit of processes for chosen learner / trainee sample. ● Process chart or flow chart to show steps involved from enrolment to certification or end of programme. ● Attendance records matched to certificate / end of programme records. ● Audit trail from enrolment to completion. ● Accessibility of accurate historical records / alumni. ● If there is assessment: <ul style="list-style-type: none"> ○ Auditable procedures around assessment practice. ○ Audit tracking documentation. ○ Comprehensive stable systems that drive assessment practice.
<p>O.4.4 allocated ownership of documents to named individuals who are responsible for document management and document review.</p>	<ul style="list-style-type: none"> ● Documents have footers that identify owners and version numbers. ● Documents are up to date with evidence of review dates. ● Document register. ● Cycle of document review is scheduled. ● Documents are standardized and appropriately titles to match processes.

Managing Learning

Quality Objective L.1: Design of education / training programmes

L.1 Quality systems and processes are in place to:	
<ul style="list-style-type: none"> ● assess the viability of new education / training programmes. ● approve and sign off new education / training programmes ● design effective education / training programmes 	
Measures: You will have:	Examples of possible evidence:
L.1.1 seen the need for education / training programmes and gathered information to assess the viability of these programmes	<ul style="list-style-type: none"> ● Collection of research evidence to assess the need and demand for education / training programmes in a specific subject ● Qualitative and quantitative research evidence ● Research evidence that shows a wide range of sources of data and information have been accessed e.g. questionnaires / surveys to the public, employers, government or other interested stake holders ● Government or other stakeholder reports highlighting the need for education / training programmes ● Evidence that research has been evaluated and valid conclusions made e.g. meeting minutes that record auditable decisions as to whether to proceed to the design phase ● Stakeholder engagement evidenced e.g. letters, public statements or other communications
L.1.2 effective processes in place to allow discussion and design of proposed education / training programmes by appropriately qualified people	<ul style="list-style-type: none"> ● Records of the people involved in designing the programmes along with their CVs and qualifications ● Documents that show the progression of the design of programme content ● Minutes of meetings held to discuss detail of the programmes e.g. titles, content, design and if appropriate, assessment methodology
L.1.3 a formalised review, evaluation and sign off of any new education / training programme	<ul style="list-style-type: none"> ● Evidence of senior management's involvement ● Instructions to staff ● Schedule and minutes of review meetings ● Version control on documents e.g. syllabus or specification
L.1.4 (if appropriate) a process for determining and designing the appropriate assessment method	<ul style="list-style-type: none"> ● Evidence that different forms of assessment have been considered and evaluated ● Appropriate documented instructions for assessment designers ● Methods to assure security of assessment design and documents

Quality Objective L.2: Maintaining and Improving Quality

L.2 Quality systems and processes are in place, agreed by senior management and are:
<ul style="list-style-type: none"> ● communicated to internal and external customers. ● staff and learners / trainees receive appropriate training.

- monitored to ensure that they are embedded in the operation of the organisation.
- regularly reviewed, improved and updated.

Measures: You will have:	Examples of possible evidence:
<p>L.2.1 quality systems and processes which are:</p> <ul style="list-style-type: none"> ● supported by policies. ● supported by senior management. ● appropriate to the size of the organisation. ● appropriate for the education / training programme requirements. 	<ul style="list-style-type: none"> ● Quality manual. ● An appropriate portfolio of policies and procedures which assure the quality of the education / learning programme (s). ● The quality cycle is communicated (perhaps in the quality manual) driven and monitored by senior management. ● Senior management can give examples of how quality is embedded in the organisation. ● Compliance with policies can be evidenced by examples. ● Quality standards, service level agreements are published. ● Interviews with staff show that they are aware of the quality systems and can give examples of how they are embedded in the organisation. ● Processes are appropriate for the size of the organisation – a larger organisation may have a larger number of documented processes in order to maintain control. ● Evidence that senior management lead on embedding quality (e.g. minuted meetings with senior management present: senior management devise policy: quality processes signed off by senior management).
<p>L.2.2 ensured that there is a process for review and evaluation that collects the views of customers, staff, learners /trainees and informs an embedded quality cycle.</p>	<ul style="list-style-type: none"> ● Systems in place to ensure continual improvement. ● Suggestion box or other communication channel for staff to make suggestions for quality improvement. ● Staff questionnaires to include suggestions for quality improvement. ● Annual cycle diagram for review of the organisation and individuals in the organisation. ● Associated processes that surround Pearson Assured. ● Schedule for organisational / individual review and assessment. ● Organisational / individual assessment review reports. ● Records of self-review and assessment for both the organisation and staff. ● Minutes of meetings. ● Feedback from learners/ trainees: staff: external agencies that prove quality systems are operating. ● Minutes of meetings with learners / trainees, staff or external stakeholders. ● Improvements or changes made. ● Records of outcomes of consultations.
<p>L.2.3 demonstrated that the outcomes of the review process:</p> <ul style="list-style-type: none"> ● inform change. ● drive continuous improvement. ● ensure that all learning and training remains effective and fit for purpose. 	<ul style="list-style-type: none"> ● A quality cycle to review and evaluate learning / training programmes which is documented and communicated to staff. ● Changes / improvements made. ● The quality cycle operates over a defined and appropriate period of time (e.g. after each learning / training programme: annually: biannually: monthly). ● The quality improvement cycle. (Plan, act, do, and review) is

	<p>evidenced.</p> <ul style="list-style-type: none"> ● Integration of mission statement, quality standards information, improvement processes as evidenced by quality improvement documents. ● Bench marking against best practice. ● Minutes of quality improvement meetings where the review of learning / training programmes has occurred and change resulted. ● Process review schedule. ● Departmental reports. ● Staff appraisal records. ● More than one quality review evidenced. ● Plans for future reviews and development. ● Action taken to implement change and / or improvement. ● Senior management sign off and confirm continuity of effective and fit for purpose programmes ● Dated schedules for cyclical review published and communicated to staff and learners / trainees. ● Review incorporates research of current learning / training requirements by education establishment or employers.
<p>L.2.4 internal audits which are carried out as part of quality improvement to ensure that education / training programmes are being delivered (and assessed) to a high standard.</p>	<ul style="list-style-type: none"> ● Audit records for procedures audits. ● Audit instructions. ● Teaching and learning observations. ● Self-assessment reports and action plans. ● Team reviews. ● Senior management meeting minutes.

Quality Objective L.3: Learner /Trainee Recruitment

L.3 Learners / trainees are recruited with integrity onto appropriate learning / training programmes that will:

- meet their needs.
- enable and facilitate learning, training and achievement.
- enable progression where this is the intention.

Measures: In order to achieve this you will have:	Possible evidence
L.3.1 marketing and advertising materials that provide relevant information, is consistent and does not mislead learners / trainees.	<ul style="list-style-type: none"> ● Marketing / advertising materials. ● Accurate, up to date prospectus, leaflets, handbooks, pamphlets. ● Up to date and accurate web site: social networks. ● Interview records. ● Programme literature. ● Induction programme materials. ● Entry requirements. ● Progression routes. ● Open day, information session materials.
L.3.2 awareness of the Pearson brand and marketing guidelines and know how to use the Pearson logo and references to Pearson Assured in marketing material.	<ul style="list-style-type: none"> ● The communication from Pearson on how to use the logo. ● The Pearson Assured logo is used according to the format and guidelines given to the organisation. ● Use of the logo adheres to brand and marketing guidelines i.e.: <ul style="list-style-type: none"> ○ Is only being used in conjunction with the organisation's own logo. ○ Is shown at no more than 75% of the size of the organisation's own logo. ○ Must be an approved version of the logo. ○ The colour must not have been changed. ○ The logo must not have been distorted. ○ The typeface must be as supplied and not changed. ○ No text must be added to or surround the logo. ● Statement is included where the logo is used that, "Pearson Education Ltd. Assures the quality of the processes underpinning the design, delivery, quality assurance and/or assessment of the organisation's own education or training programmes. ● The standard Pearson, Pearson, BTEC or LCCI logos are not being used to market or advertise Pearson Assured. ● Materials must not imply that that specific education or training programmes are regulated.

<p>L.3.3 published entry and selection criteria for your learners/ trainees which have resulted in recruitment with integrity.</p>	<ul style="list-style-type: none"> ● Prospectus, web site, marketing / advertising materials include accurate entry requirements. ● Selection criteria are standardized and used by all staff involved in selecting learners / trainees. ● Records of interviews with learners / trainees. ● Achievement, completion, withdrawal records. ● Learner / trainee questionnaires. ● Application forms. ● Appropriate people on programme(s).
<p>L.3.4 carried out comprehensive learner/trainee induction/orientation.</p>	<ul style="list-style-type: none"> ● Comprehensive learner / trainee induction programme materials. ● Schedules for induction programmes. ● Learner / trainee questionnaires following induction. ● Learning / trainee needs analysis. ● Individual learner / trainee plans.
<p>L.3.5 informed learners / trainees at the beginning of their education or training programme whether they will or will not, receive a Pearson Assured completion certificate.</p>	<ul style="list-style-type: none"> ● Copies of documents given to learners / trainees to inform them whether they will or will not receive a Pearson Assured completion certificate.

Quality Objective L.4: Malpractice, Appeals and Complaints

<p>L.4 Staff and learner/trainee malpractice, appeals and complaints:</p> <ul style="list-style-type: none"> ● are clearly defined in appropriate policies and procedures. ● investigations are rigorous, free from bias, documented and conducted in line with policy and defined procedures. ● outcomes are recorded and communicated to those who need to know. 	
<p>Measures: In order to do this you will have:</p>	<p>Possible evidence</p>
<p>L.4.1 policies and procedures for staff malpractice and learner malpractice, appeals and complaints.</p>	<ul style="list-style-type: none"> ● Staff malpractice policy and procedures to be followed to identify, investigate and penalize type of identified staff malpractice. ● Learner / trainee malpractice policy and procedures to be followed if plagiarism or other types of learner / trainee malpractice are found. ● Appeals policy with time constrained procedure on how to make an appeal. ● Complaints policy and procedure on how to make a complaint. ● Publish policies and procedures in accessible locations e.g. handbooks: web site: notice boards. ● Policies and procedures are reviewed and kept up to date. ● Identified owners of policies and procedures.

<p>L.4.2 inform staff, learners and trainees about:</p> <ul style="list-style-type: none"> ● conditions necessary for an appeal to be lodged. ● what defines staff malpractice. ● what defines learner malpractice. ● the processes for making a complaint or an appeal and investigating alleged staff or learner/trainee malpractice. ● the possible outcomes of complaints, appeals or investigations. ● the consequences of complaints, appeals or investigations. ● methods and routes for escalating issues to appropriate bodies. 	<ul style="list-style-type: none"> ● Learner / trainee and staff handbooks which address bullet points (left). ● Forms exist for processes to be followed and where appropriate for escalating issues to appropriate bodies. ● Published definitions of staff malpractice e.g. completing work for learners/trainees: favouritism: inaccurate recording of learner / trainee achievement: not fulfilling requirements of the role. ● Published definitions of learner / trainee malpractice. ● Published process charts or flow charts. ● Outcomes of complaints appeals or investigations published and communicated to staff and learners / trainees. ● Interviews with staff, learners / trainees. ● Distinction between a complaint and an appeal communicated to staff, learners / trainees.
<p>L.4.3 demonstrated how the outcomes of complaints, appeals or investigations inform quality improvement.</p>	<ul style="list-style-type: none"> ● Named individuals responsible for acting upon the outcome of complaints, appeals or investigations. ● Records of previous complaints, appeals or investigations. ● Minutes of meetings. ● Quality improvement plan. ● Audit of records of complaints, appeals and investigations which show how quality has improved as a result.

Managing Assessment

Quality Objective AI: Assessment Practice (If applicable)

AI Assessment strategy, processes and management underpin an assessment system that: <ul style="list-style-type: none"> ● is clearly defined and embedded in the operation of the organisation. ● is designed to deliver valid and reliable outcomes. ● leads to the safe certification of achievement. 	
Measures:	Possible evidence
In order to do this you will have:	
A.1.1 clearly defined procedures for developing assessment methods that will lead to valid and reliable assessment methods.	<ul style="list-style-type: none"> ● Assessment policy. ● Published assessment methodology. ● Validity of assessment methods is tested and recorded. ● Policy to cover verification/checking of assessment methods. ● Verification / checking records to ensure fit for purpose assessment methods. ● Documented procedure for designing appropriate assessment methods e.g. exams: case studies: performance tests: multiple choice tests. ● Identified individuals with responsibility for assessment design. ● Assessment methods are standardized and the process recorded. ● Sign off authorization is visible for designed assessment methods. ● Monitoring records of the use and outcome of assessment methods. ● Action plans and records of action taken.
A.1.2 clearly defined assessment or marking procedures.	<ul style="list-style-type: none"> ● Assessment policy. ● Documented and published assessment or marking procedures. ● Forms to record outcomes of assessment and marking. ● Records that assessment outcomes are tested for validity. ● Standardised records at all assessment and testing sites. ● Standardised mark schemes or assessment criteria. ● Catalogue of used and renewed assessment methods. ● Supported action plans to design assessment methods.
A.1.3 ensured that assessors/ markers make standardised decisions.	<ul style="list-style-type: none"> ● Minutes of meetings to discuss assessment outcomes. ● Standardisation training sessions for assessors, markers. ● Documented decisions. ● Double marking records. ● Standardised moderation/verification records at all sites.

<p>A.1.4 verified the accuracy of marking or assessment decisions.</p>	<ul style="list-style-type: none"> ● Assessment policy. ● Documented process for verifying accuracy of assessment. ● Double marking system evidence. ● Records of checking of assessment decisions. ● A rational sampling procedure. ● Audit records. ● Sampling strategy for checking accurate records. ● Senior management lead audit processes. ● Certification policy. ● Completion / certificate claims require authorization signatures. ● Documented process (e.g. process chart: flow chart) to show steps in printing and / or claiming certificates. ● Audit records to match certificates to learner / trainee details.
<p>A.1.5 safe and secure storage systems for assessment materials.</p>	<ul style="list-style-type: none"> ● Safe question banks. ● Safe storage of exam papers ● Safe storage of learners/ trainees responses to assessment materials. ● Limited access to storage systems. ● Password protection. ● Access to systems is recorded and validated.
<p>A.1.6 valid invigilation or supervision processes in place.</p>	<ul style="list-style-type: none"> ● Invigilation / supervision policy. ● Documented procedures for invigilation / supervision. ● Recruitment criteria for invigilators / supervisors standardized and used. ● Training sessions for invigilators or supervisors. ● Published standards / rules for invigilators and / or supervisors.

Appendix 2 Programme Titles

Education or training programme titles must not duplicate titles used in nationally or internationally-recognised qualifications. An example list is below. This list is intended to give an indication of the types of titles that will not be accepted. It is not exhaustive.

- 90-CREDIT DIPLOMA
- ADULT ICT ENTRY LEVEL
- ADULT NUMERACY/LITERACY
- ADULT SKILLS ENTRY LEVEL
- ADVANCED AWARD
- ADVANCED CERTIFICATE
- ADVANCED DIPLOMA
- ADVANCED PROFESSIONAL AWARD
- ADVANCED PROFESSIONAL CERTIFICATE
- ADVANCED PROFESSIONAL DIPLOMA
- CERTIFIED
- CERTIFICATE OF ACHIEVEMENT
- DEGREE
- ENTRY AWARD
- ENTRY CERTIFICATE
- ENTRY DIPLOMA
- ENTRY KEY SKILLS AWARD
- ENTRY KEY SKILLS CERTIFICATE
- ENTRY LEVEL AWARD
- ENTRY LEVEL CERTIFICATE
- ENTRY LEVEL AWARD
- ENTRY LEVEL CERTIFICATE
- ENTRY LEVEL DIPLOMA
- ENTRY LEVEL ESSENTIAL SKILLS WALES
- ENTRY LEVEL FUNCTIONAL SKILLS
- ENTRY PARTICIPATION AWARD
- ENTRY PARTICIPATION CERTIFICATE
- ENTRY SKILLS FOR LIFE AWARD
- ENTRY VOCATIONAL SKILLS AWARD
- ENTRY VOCATIONAL SKILLS CERTIFICATE
- ESOL ENTRY LEVEL
- ESSENTIAL SKILLS WALES
- EXTENDED AWARD
- EXTENDED CERTIFICATE
- EXTENDED DIPLOMA
- FIRST AWARD
- FIRST CERTIFICATE
- FIRST DIPLOMA
- FIRST EXT CERT
- FOUNDATION AWARD
- FOUNDATION CERTIFICATE
- FOUNDATION DEGREE
- FOUNDATION DIPLOMA
- FUNCTIONAL SKILLS QUALIFICATION
- GNVQ LANGUAGE UNITS FOUNDATION
- GNVQ LANGUAGE UNITS INTERMEDIATE
- HIGHER NATIONAL CERTIFICATE
- HIGHER NATIONAL DIPLOMA
- HNC DIPLOMA
- HND DIPLOMA
- INTERMEDIATE AWARD
- INTERMEDIATE CERTIFICATE
- INTERMEDIATE DIPLOMA
- INTERNATIONAL TOP-UP DEGREE
- INTRODUCTORY CERTIFICATE
- INTRODUCTORY DIPLOMA
- KEY SKILLS
- NATIONAL AWARD
- NATIONAL CERTIFICATE
- NATIONAL DIPLOMA
- PROFESSIONAL AWARD
- PROFESSIONAL CERTIFICATE
- PROFESSIONAL DEVELOPMENT AWARD
- PROFESSIONAL DEVELOPMENT CERTIFICATE
- PROFESSIONAL DEVELOPMENT DIPLOMA
- PROFESSIONAL DIPLOMA
- RESERVED UNTIL USED
- SKILLED FOR LIFE
- SUBSIDIARY CERT.
- SUBSIDIARY DIPLOMA
- WIDER KEY SKILLS

Appendix 3 Brand and marketing Guidelines

You are encouraged to promote your Pearson Assured status. However, in order to maintain the integrity of the Pearson brand and to distinguish between a Pearson Assured programme and Pearson's own programmes, you are required to strictly adhere to these brand and marketing guidelines. This will ensure that the relationship between Pearson and your organisation in relation to your education / training programmes is accurately represented.

A review of the way you refer to Pearson Assured status in your marketing and associated collateral will be undertaken at the annual visit. If you fail to comply with these guidelines, your Pearson Assured status may be removed.

Branding

The Pearson Assured logo below can be used alongside your own organisation logo to promote your Pearson Assured status. The logo can be obtained by emailing uk.branding@pearson.com

When a Pearson Assured logo is supplied, the logo:

- Can only be used with your own organisation's logo
- Can only be shown at no more than 75% of the size of the organisation's own logo
- Must adhere to the short bar exclusion zone, which is the size of the 'P' in Pearson
- Must not appear on the cover of any marketing or communication materials as this implies a joint partnership and not the Pearson Assured status.



A Pearson Assured organisation

Marketing

The statement below must be included on all communications and marketing promoting the Pearson Assured status:

Pearson Assured is a service that assures the quality of the processes underpinning the design, delivery, quality assurance and/or assessment of the organisation's own education or training programmes. This service quality assures the organisation's processes, not specific qualifications or training programmes offered by [name of organisation].

Pearson's reputation for quality and high standards is crucial to us but we can put that reputation at risk if communications are not clear and honest.

The following applies to all Pearson Assured organisations:

- Everything that is written or said or done about Pearson Assured organisations should exemplify the core message of high standards.
- Messages must not misrepresent to learners/trainees that specific own qualifications or other programmes offered by the organisation are regulated.
- An organisation does not have any right to use Pearson logos (including but not limited to Edexcel, BTEC or Pearson logos), or include references to, or naming of, Pearson's Responsible Officer or the Pearson Assured status on an organisation's

certificate not produced by Pearson. However, a Pearson Assured organisation may use the Pearson block logo on marketing materials and the use must comply with these guidelines. Any such permission will automatically terminate when the Pearson Assured status is terminated.

- The use of the Edexcel, BTEC or LCCI logo (or any derivative or other logo owned by Pearson) is not permitted.
- Use of the Pearson short bar logo is only permitted on a case-by-case basis when positioned alongside the provided copy.
- You must not represent that your organisation is an *Edexcel approved centre*, a *BTEC approved centre*, a *Pearson Approved Centre* or an *LCCI approved centre*, or use these logos, unless your centre has gone through the required process and has been approved.
- No mention of being Pearson Assured, or use of any logo, is permitted on any marketing or communications until your organisation has successfully passed the Pearson Assured approval process conducted by Pearson.
- The relationship must be clearly stated as being 'Pearson Assured'.

Putting it all together

Below is an example of how to use the Pearson Assured logo and how to include the Pearson Assured statement in your organisation's marketing and communications.

The image shows a marketing layout with several elements:

- Top Left:** A stylized 'E' logo with 'COMPANY' underneath.
- Top Middle:** Placeholder text: 'Lorem ipsum dolor sit amet, consectetur'.
- Top Right:** A photograph of a young woman in a yellow shirt writing in a notebook.
- Middle Left:** More placeholder text: 'Pellentesque metus mauris, tempor vel est quis, faucibus consectetur mi. Ut finibus ligula ex, non aliquam leo auctor ac. In lobortis mauris et lectus.'
- Bottom Left:** A section titled 'What is a Pearson Assured programme?' with a short paragraph of text.
- Bottom Right:** The Pearson Assured logo, which consists of the word 'PEARSON' in white on a red rectangular background, with 'A Pearson Assured organisation' written in small text below it.

All marketing and communications, including websites, must be in the organisation's own identity

The Pearson Assured statement should be used to clearly explain the relationship between the organisation and Pearson Assured.

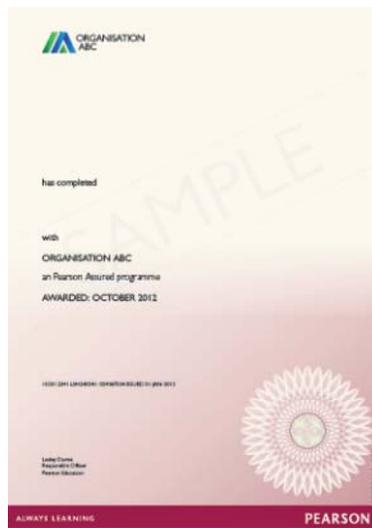
The Pearson short bar logo can only be used in conjunction with the organisation's own logo, at maximum 75% of the organisation's logo.

Certificates

An organisation's logo can still be included on the new look certificate (refer to the policy for more information). The certificate includes the Pearson logo bar and refers to the Pearson Assured programme.

An organisation must not include any of Pearson's brand assets (including but not limited to Pearson, Edexcel or BTEC logos) in addition to any reference to, or naming of, Pearson's Responsible Officer or a Pearson Assured status on a certificate not produced by Pearson.

From September 2014



Note: the above certificate is a sample only and there may be minor changes on the actual certificate.