Pearson Assured Handbook

2024

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Introduction

Please read this handbook alongside the Pearson Assured Services policy which is available on the Pearson website. This policy will provide you with the key principles of the Pearson Assured service.

The Pearson Assured service provides a framework for you to develop policies and procedures that help you to offer high quality training programmes, maintain their content and professionalise your delivery. Pearson is your independent, third party quality assurance partner to make you the best training provider of training programmes you can be.

We are not checking the content or standard of your training delivery. We evaluate the standard of your organisation's quality processes that support the development of your training programme.

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 programme design and training has been reviewed by Pearson, the UK's largest awarding organisation.

You will need to have been delivering your own learning 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
- 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

For Pearson Assured English only:

- Alignment to the Global Scale of English Learning Objectives

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 meet the measures.

*Managing assessment is mandatory for delivery partners who wish to be recognisedas Pearson Assured English centres.

Programme titles

Pearson Assured, or Pearson Assured English, centre status is awarded to your organisation. Though individual programmes can be recognised as being delivered by a Pearson Assured organisation, they do not carry Pearson Assured status in their own right. We need at least one programme title to be registered on Pearson's systems in order to validate your approval. All programmes that are promoted as Pearson Assured will need to comply with the Quality Objectives and Quality Measures. Please note that you will only be able to issue Pearson certificates of completion to your learners for programmes you have included in your application. All titles must comply with the requirements of the Pearson Assured Services policy.

If you wish, 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 practise.
- 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 useof 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 learning 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 programme titles please contact your local Pearson representative for the area in which you are based. Contact details can be found on the website at https://qualifications.pearson.com.

If you require the programme 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.

Please include the titles of programmes that you are planning to deliver in the following 12 months. The Pearson Assured status for your learning programmes is approved on a rolling 12 month basis from the completion of a successful Quality Adviser visit and report. 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.

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, such as 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 licence to practise, e.g. Electrical Safety Technician in the Nuclear Industry or Asbestos Removal Technician cannot be Assured by Pearson.
- Education or training programmes that include working with vulnerable children and/or adults.
- Where the following words appear in titles:
  - 'practitioner'
  - 'certified' or 'certificated'
  - 'licensed' or 'licence'
  - 'accreditation' or 'accredited'
  - 'qualified'
  - 'official'

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- 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.

If you require additional titles to be added before or after the Quality Adviser visit (to enable you to claim certificates of completion from Pearson), then please complete a Request for Additional Titles form and ask your local Pearson representative to submit this to Pearson 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. When learners/trainees have enrolled on an education or training programme, you will have the option to register them in the data management online system, Edexcel Online, and claim the certificates of completion when appropriate.

Pearson will print the certificate on behalf of your organisation. If required, the certificate can include one of your organisation's logos; one additional logo if you are a Pearson Assured English centre. You will need to send us a copy of your logo in the specified format when you submit the application form. Your Pearson representative will be able to help you with the required logo information.

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 the Pearson 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.

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.

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. Learners must be clear how their learning will be certified before they undertake the training.

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

Use of the Pearson Assured status

When you have achieved Pearson Assured status, you are encouraged to promote this status.

The annual quality review visit will examine how you refer to Pearson Assured in your marketing materials. There is extensive guidance marketing messaging. You will receive 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 marketing guidelines may result in the Pearson Assured status being removed.

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.

Pearson Assured English

From 2019 Pearson is offering centres that design and deliver English language training programmes that embed Global Scale of English (GSE) Learning Objectives the opportunity to gain recognition as a Pearson Assured English centre.

Pearson Assured English offers an enhanced Pearson Assured service that incorporates unique Quality Objectives within the Managing Learning section (Appendix 1, L5).

To gain Pearson Assured English status you must:

- demonstrate that you have incorporated GSE Learning Objectives in your training programme by clearly signposting your programme design documents with the selected GSE Learning Objective references. You can find out more about the Global Scale of English and access the current GSE Learning Objectives at www.english.com/gse.
- justify the inclusion of the GSE references in the programme for the target learner audience of the programme
- include an assessment plan for the programme that is linked to the GSE Learning Objectives and proficiency scale. The Managing Assessment Quality Objectives (A 1.1 – A1.6) and measures will be mandatory for Pearson Assured English programmes.
- comply with ALL Pearson Assured Quality Objectives with reference to the approved Pearson Assured English programmes you have included on your application. The Pearson Assured English service will have specialist Quality Advisers who will be trained in Pearson Assured Quality Objectives and the Global Scale of English.

Approval

You can discuss your application in detail with your regional Pearson representative who will advise you how to complete the Pearson Assured English application. You must indicate at the point of approval that you wish to be recognised as a Pearson Assured English centre.

The approval process will be the same as for Pearson Assured but will include evidence against all Quality Objectives including L5 and A1.1 – 1.6.
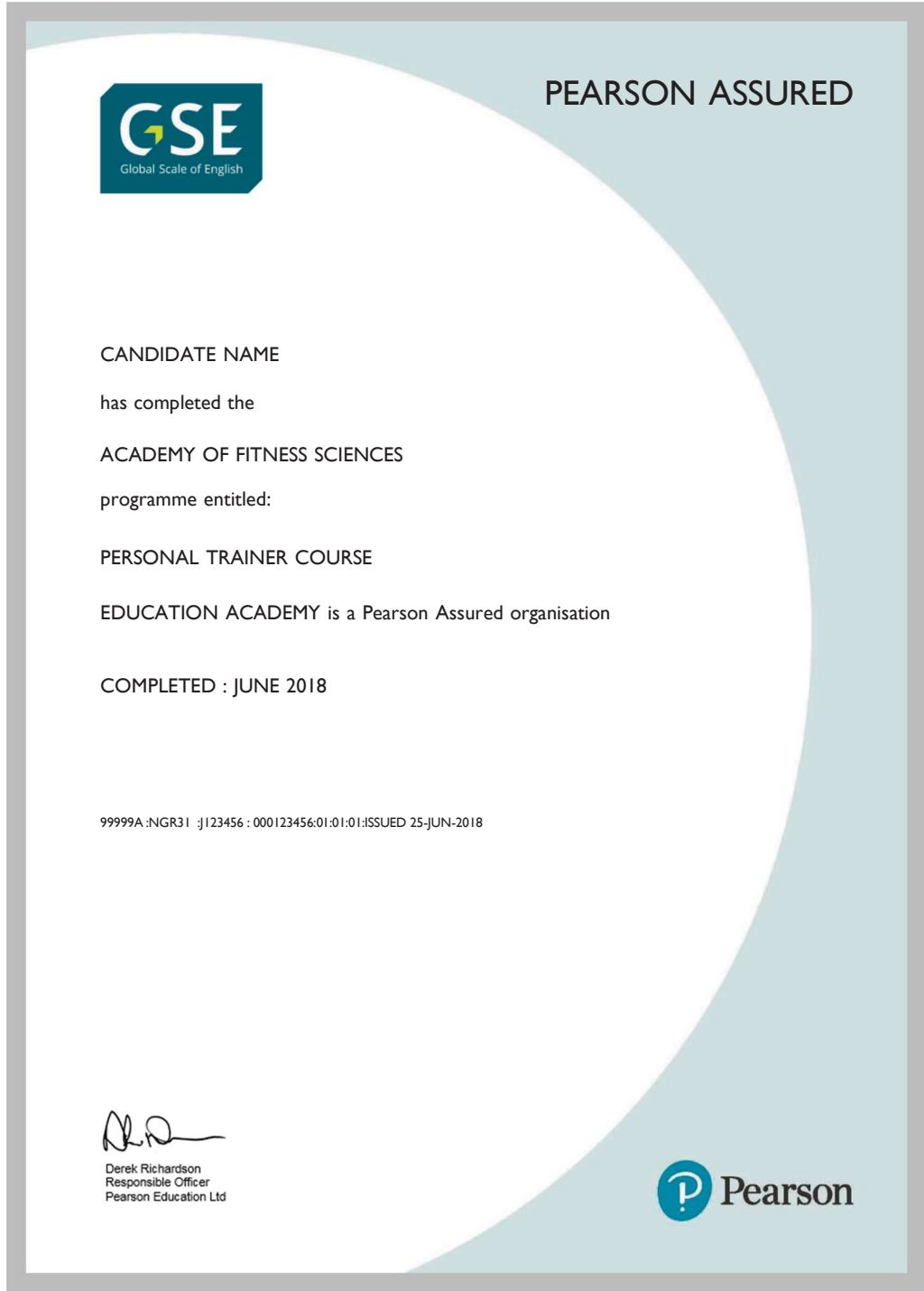
You may also be approved for the standard Pearson Assured service at the same time, which will allow you to be recognised for other non-English training programmes you may offer. These programmes cannot be promoted or certified with the GSE logo but will be recognised and certified as Pearson Assured programmes.

Once approved, you will be able to promote your status by indicating in your own promotional materials the programmes you offer that are recognised as Pearson Assured English programmes. You will also receive a Pearson Assured English approved centre plaque.

Learner Certification

Learners completing a Pearson Assured English programme will receive a Pearson Assured certificate that will carry the GSE logo when registered and certificated using Edexcel Online.

GSE
Global Scale of English

PEARSON ASSURED

CANDIDATE NAME

has completed the

ACADEMY OF FITNESS SCIENCES

programme entitled:

PERSONAL TRAINER COURSE

EDUCATION ACADEMY is a Pearson Assured organisation

COMPLETED : JUNE 2018

99999A :NGR31 :J123456 : 000123456:01:01:01:ISSUED 25-JUN-2018

Derek Richardson
Responsible Officer
Pearson Education Ltd

P Pearson

To find out more about becoming a Pearson Assured English centre please contact your local Pearson representative.

Where can you get advice on the service?

The starting point is with the your local Pearson representative for the area in which you are based. Contact details can be found on the website at https://qualifications.pearson.com. The Pearson representative 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 your Pearson representative 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.

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. Your Regional Representative will be able to help or share relevant contact details with a Pearson representative who will be able to help you.

The Quality Advisor approval 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 Pearson Assured 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 discuss the reasons for this and details will be added to the report.

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 and a certificate to display at your premises. This will be for a period of one year from the date of approval.

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

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.

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 programme titles that are not currently active will be removed. Any new active programme titles can be added as long as they too meet the Quality Objectives and Measures.

If the Quality Advisor identifies a serious issue that presents a risk to the reputation of Pearson and the quality of the programmes, we reserve the right to withdraw the

Pearson Assured status immediately. If Pearson Assured status is removed and you wish to reapply in the future you will have to go through full approval application again.

Costs

The Pearson Assured service is a global service available in numerous geographical locations and fees may vary between regions but will be made up of 3 components:

- Approval fee – one-off fee
- Quality Advisor annual review visit
- Learner certification fee

Fees are payable with the application and for the annual quality review visit. Your Pearson representative will discuss these costs with you.

Please note: you will be eligible for the approval fee costs even if your application is rejected due to lack of credible evidence in support of the Quality Measures.

Appendix 1: 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.	• 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 stakeholders (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.	• 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.	• 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.

0.1.4 clear lines of communication that are built into the organisation structure.	• 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.
0.1.5 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.	• 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)

O.2 The development, marketing, delivery and assessment (if carried out) of education / training programmes are carried out by a team that is: • of a sufficient size. • appropriately qualified. • given sufficient time to fulfil all aspects of a role.	
Measures: There must be evidence that you have:	Examples of possible evidence:

O.2.1 regularly monitor staff provision and maintained adequate numbers of appropriately qualified and competent staff.	• An identified role(s) in the organisation chart with responsibility for staff recruitment, monitoring and maintaining 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:
	  • 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.

O.2.2 have effective staff recruitment, selection and training processes.	• 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.
O.2.3 identify individuals with overarching organisational responsibility for management of: • 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).	• 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.

O.2.4 induct new staff involved with Pearson Assured education / training programmes in: • local educational policies, procedures and regulations. • management structures and accountabilities. • assessment methodology (if assessment is performed). • regulatory and awarding organisation requirements.	• 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.
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.	• 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.
O.2.6 evaluate staff induction and staff development to ensure that: • there is equal access to opportunities for all staff. • induction and staff development remain fit for purpose. • they are delivered against required outcomes.	• 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: • 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.	• 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:
	   • 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.	• 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 programmes of training / learning.	• 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:
O.4.1 accurate and up to date records which allow individual learners to be identified accurately.	• 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.
O.4.2 stored records safely and securely with a defined retention policy.	• 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.

O.4.3 audit processes in place to check the accuracy of enrolment, registration, assessment and certificate claim records (if appropriate).	• 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:
	  • Auditable procedures around assessment practice.
	  • Audit tracking documentation.
	  • Comprehensive stable systems that drive assessment practice.

0.4.4 allocated ownership of documents to named individuals who are responsible for document management and document review.	• 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/Training

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

L.1 Quality systems and processes are in place to: • **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.	• 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 ffective processes in place to allow discussion and design of proposed education / training programmes by appropriately qualified people	• 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	• 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	• 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:
• communicated to internal and external customers.   • staff and learners 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:
L.2.1 quality systems and processes which are: • supported by policies. • supported by senior management. • appropriate to the size of the organisation. • appropriate for the education / training programme requirements.	• 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).
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.	• 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.

L.2.3 demonstrated that the outcomes of the review process: • inform change. • drive continuous improvement. • ensure that all learning and training remains effective and fit for purpose.	• 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 evidenced. • Integration of mission statement, quality standards information, improvement processes as evidenced by quality improvement documents. • Benchmarking 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.
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.	• 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.	• 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.	• 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.:
	  • 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.

L.3.3 published entry and selection criteria for your learners/ trainees which have resulted in recruitment with integrity.	• 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).

L.3.4 carried out comprehensive learner/trainee induction/ orientation.	• Comprehensive learner / trainee induction programme materials. • Schedules for induction programmes. • Learner / trainee questionnaires following induction. • Learning / trainee needs analysis. • Individual learner / trainee plans.
L.3.5 informed learner sat the beginning of their education or training programme whether they will or will not, receive a Pearson Assured completion certificate.	• Copies of documents given to learners to inform them whether they will or will not receive a Pearson Assured completion certificate.

Quality Objective L.4: Malpractice, Appeals and Complaints

L.4 Staff and learner/trainee malpractice, appeals and complaints:
• **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.**

Measures: In order to do this you will have:	Possible evidence:
L.4.1 policies and procedures for staff malpractice and learner malpractice, appeals and complaints.	• 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.
L.4.2 inform staff, learners and trainees about: • 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.	• 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.
L.4.3 demonstrated how the outcomes of complaints, appeals or investigations inform quality improvement.	• 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.

For Pearson Assured English applications only

Pearson Assured English is an enhanced Pearson Assured service for education providers of English language learning programmes that embed the Global Scale of English learning objectives.

To be successful in applying for Pearson Assured English you must have evidence to comply to this additional Learning Quality Objective L5.

Quality Objective L.5 Alignment to Global Scale of English

L.5 Global Scale of English (GSE) and related GSE Learning Objectives underpin all aspects of an English programme: • The development and planning of syllabus and course content • The establishment of learner outcomes • The measurement of learner progress and proficiency at all stages during the course of study	
Measures: You will:	Possible evidence:
L.5.1 use GSE Learning Objectives to define course outcomes	• Documentation on the alignment of course outcomes to GSE Learning Objectives • List of GSE Learning Objectives that support the aim and purpose of the course • Course assessment plan (placement, progress, exit).
L.5.2 use GSE Learning Objectives to select and/or create course content	• Course scope and sequence containing outcomes and GSE Learning Objectives • Mapping documents to show GSE Learning Objectives covered in course materials • Course materials containing clearly signposted course outcomes aligned to GSE Learning Objectives • Materials accompanying course content that call out course outcomes/GSE Learning Objectives covered.
L.5.3 introduce GSE to and share GSE Learning Objectives with all stakeholders	• GSE induction plan for all new staff and staff responsible for selecting/creating content • GSE Learning Objectives and course outcomes have been shared with parents (if applicable) and translated into L1 where appropriate • Lesson plans contain explicit reference to GSE Learning Objectives and course outcomes • Process in place to incorporate GSE into the induction of learners.
L.5.4 use GSE Learning Objectives to monitor learner achievement through the course	• Documentation to show skills development through use of GSE Learning Objectives • Entry and exit requirements clearly stated in relation to GSE levels • Remediation plans in place to ensure that learners stay on track to meet achievement targets as a follow-up to in-course assessment • Progress clearly communicated to learners and stakeholders based on GSE Learning Objectives and Proficiency Scale • Progress tests are based on GSE Learning Objective.

Managing Assessment

Quality Objective A1: Assessment Practice (If applicable)

A.1 Assessment strategy, processes and management underpin an assessment system that: • 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: In order to do this you will have:	Possible evidence:
A.1.1 clearly defined procedures for developing assessment methods that will lead to valid and reliable assessment methods.	• 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.	• 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.	• 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.

A.1.4 verified the accuracy of marking or assessment decisions.	• 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.
A.1.5 safe and secure storage systems for assessment materials.	• 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.
A.1.6 valid invigilation or supervision processes in place.	• 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.

*All Managing Assessment Quality Objectives are mandatory for Pearson Assured English status and should support the GSE Learning Objectives..

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 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.

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].

or

Pearson Assured English is a service that assures the quality of the processes underpinning the design, delivery, quality assurance and assessment of the organisation's English Language programmes. This service quality assures the organisation's processes in aligning its English Language courses to the Global Scale of English, not specific qualifications or training programmes offered by [name of organisation].

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

The following applies to all Pearson Assured and Pearson Assured English 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 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 logo on marketing materials and the use must complywith 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.

- 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 hasbeen 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' or 'Pearson Assured English'

Certificates

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

Branding

The **Assured by Edexcel logo** should no longer be used by your organisation after being audited against the new Pearson Assuredcriteria (after September 2014).

Logo rules:

- The Pearson logo can <u>only</u> be used with your own organisation's logo

- Can only be shown at no morethan 75% of the size of the organisation's own logo

- Must adhere to the short bar exclusion zone, which is the sizeof the 'P' in Pearson

- Must <u>not</u> appear on the cover of any marketing or communication materials as this implies a joint partnership and not the Pearson Assured status
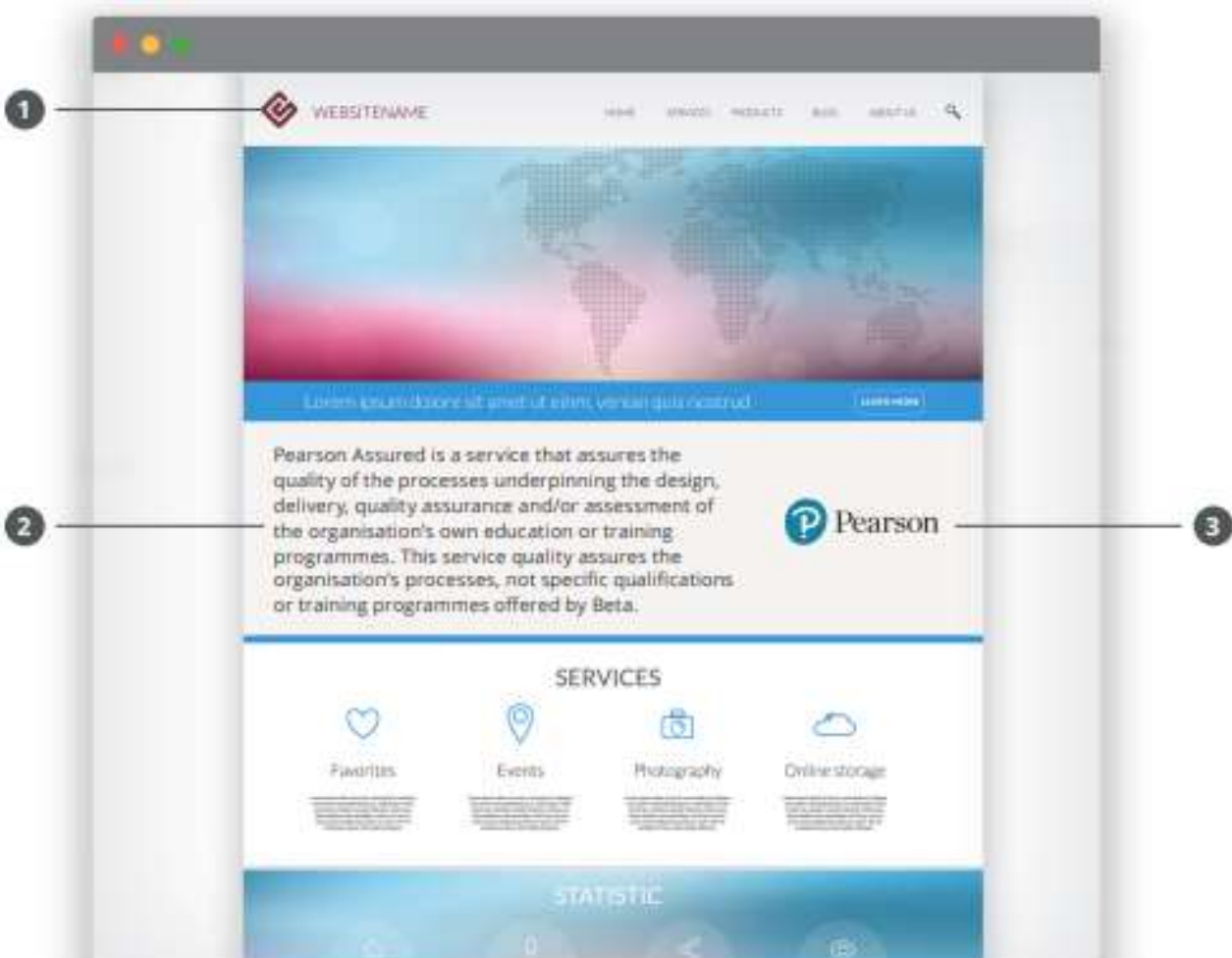

Logo clearspace = to the cap height of the Pearson logotype "P"

Putting in Together

Here are examples of how to use the Pearson logo and include the Pearson Assured statement in your organisation's marketing and communication

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

2. The Pearson Assured statement should be used between the organisation and Pearson Assured.

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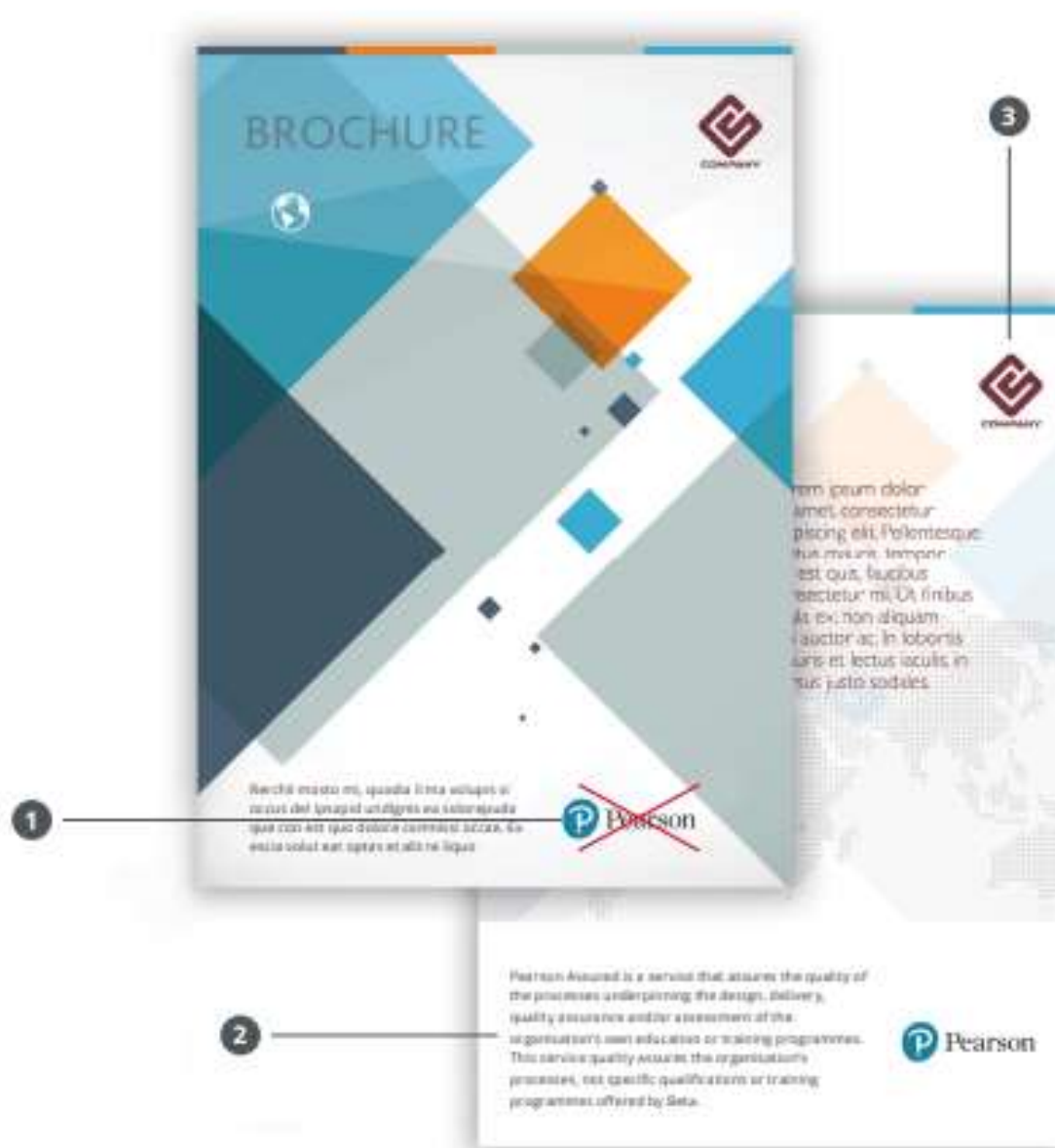
Putting in Together

Prospectus or Brochure

Here are examples of how to use the Pearson logo and include the Pearson Assured statement in your organisation's marketing and communications.

1. The Pearson logo must <u>not</u> appear on the cover of any marketing or communication materials as this implies a joint partnership and not the Pearson Assured status.

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

3. The Pearson logo can only be used with the organisation's own logo.

Putting in Together

Here are examples of how to use the Pearson logo and include the Pearson Assured statement in your organisation's marketing and communications

Advertisement/Campaign Emails

The Pearson logo can <u>only</u> be included on an organisation's advertisement if the Pearson Assured statement is also included.

Putting in Together

Certificates

Here are examples of how to usethe Pearson logo and include thePearson Assured statement in your organisation's marketing and communications

Certificates

An organisation's logo can still be included on the certificate (refer to the policy for more information). The certificate includes the Pearson logo and refers to the Pearson Assured programme.
An organisation must not include any of Pearson brand assets (including, but not limited to the Pearson, Edexcel or BTEC logo), in addition to any reference to, or naming of, Pearson's Responsible Officer or a Pearson Assured status on an organisation's certificate not produced by Pearson.

Pearson Assured

COMPANY

JOHN BULL

has completed the

ORGANISATION BETA

programme entitled:

DOMESTIC CLEANING

COMPLETED: OCTOBER 2019

10301:2041:LOH240541: 024067004|ISSUED 01-JAN-2020

Derek Whiteman
Responsible Officer
Pearson Education Ltd

Pearson

Note: the above certificates are samples only and there may be minor changes on the actual certificate.

Putting in Together

Certificates

An organisation's certificate example

An organisation must not include any of Pearson brand assets, any reference to, or naming of, Pearson's Responsible Officer or a Pearson Assured status on an organisation's certificate not produced by Pearson.
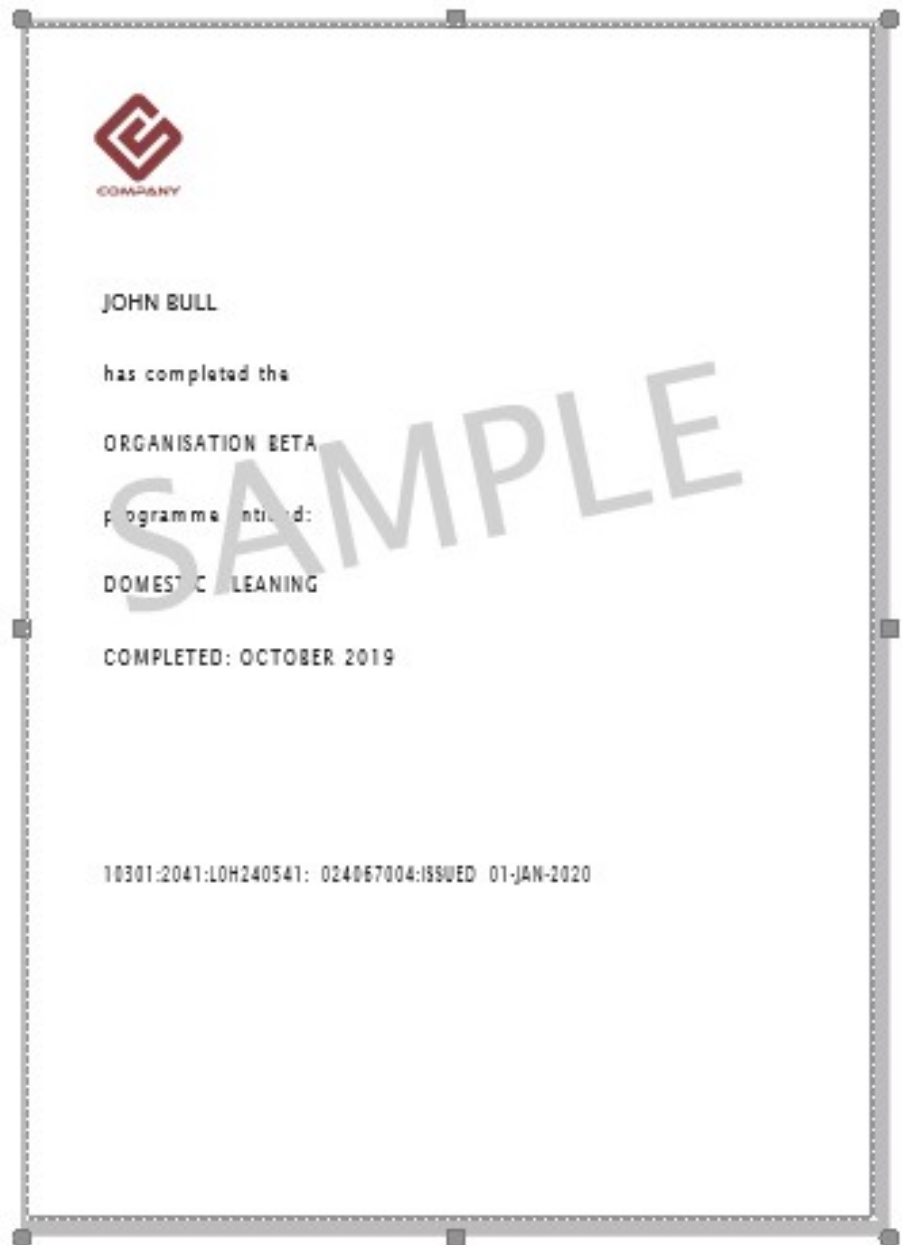

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SAMPLE

Putting in Together

An organisation's signage example

Pearson have offered bespoke solutions to support Employers, Training Providers, Schools and Further Education Colleges in the development and delivery of their own training programmes since 2004.

Pearson Assured Services are offers for our delivery partners where regulated qualifications may be neither available nor appropriate for their learners.

The service has previously been known as Assured by Edexcel, Accredited by Edexcel and BTEC Providing Solutions.