

BTEC Centre Guide to Quality Assurance

2024 - 2025



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Introduction

This guide provides you with the information you need to deliver BTEC Quality Assurance in 2024/25. We want to make delivering a BTEC as simple as possible, provide all the support you need from the start and tailor our Quality Assurance process towards your needs to ensure you can be confident in the assessment of BTEC qualifications.

We're here to help.

If you need more information or support at any stage, please do contact us and we will do our very best to help.

For all enquiries, please use the [contact us](#) link on any of our website pages. Complete the form in as much detail as possible to ensure a timely response by our teams. Including your centre number will help us to quickly find your records.

UK Qualifications Covered by BTEC Quality Assurance

This guide provides you with the information you need to deliver quality assurance for the following BTEC programmes:

- BTEC Level 1/2 Firsts
- BTEC Level 1/2 Tech Awards (2017, Engineering only in Wales and Northern Ireland)
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals
- BTEC QCF Specialists, Level 1, and Entry Level (not covered by WBL QA)

Please note, the BTEC Tech Awards from 2022 are not covered within this model. Please refer to the *Centre Guide to Quality Assurance for the BTEC Tech Awards (from 2022)*. This can be accessed on our quality assurance webpage [here](#).

The following qualifications are subject to the Work Based Learning (WBL) Quality Assurance Lead Standards Verifier activities:

- Level 1 – 7 Pearson Edexcel and Pearson NVQs and competence-based qualifications regulated by Ofqual
- Pearson Scottish Vocational Qualifications (SVQs) regulated by SQA Accreditation
- BTEC Apprenticeship frameworks (except the Functional skills suite)
- BTEC Security and Fire qualifications
- Personal and Social Development
- BTEC WorkSkills
- BTEC Entry Levels 1–3
- BTEC Introductory Level 1
- BTEC specialist qualifications including:
 - Cleaning, facilities, and hospitality
 - Goods, warehousing, transport, and logistics
 - Business Admin, Team Leading, Customer Service and Management
 - BTEC Teamwork, Personal Skills, and Citizenship in Youth Organisations (CiYO)
 - Health and Social Care (old framework qualifications, including Dementia and End of Life Care)
 - Construction Occupations, Health, and Safety in a Construction Environment, BTEC Level 1 Construction
- On programme qualifications for the new apprenticeship standards

- Advanced Manufacturing Engineering and other Apprenticeship Standards Engineering
- Standalone BTEC Specialist (where you do not offer BTEC Firsts or Nationals)

The following qualifications will remain subject to External Examination and the Annual Programme Monitoring Report (APMR):

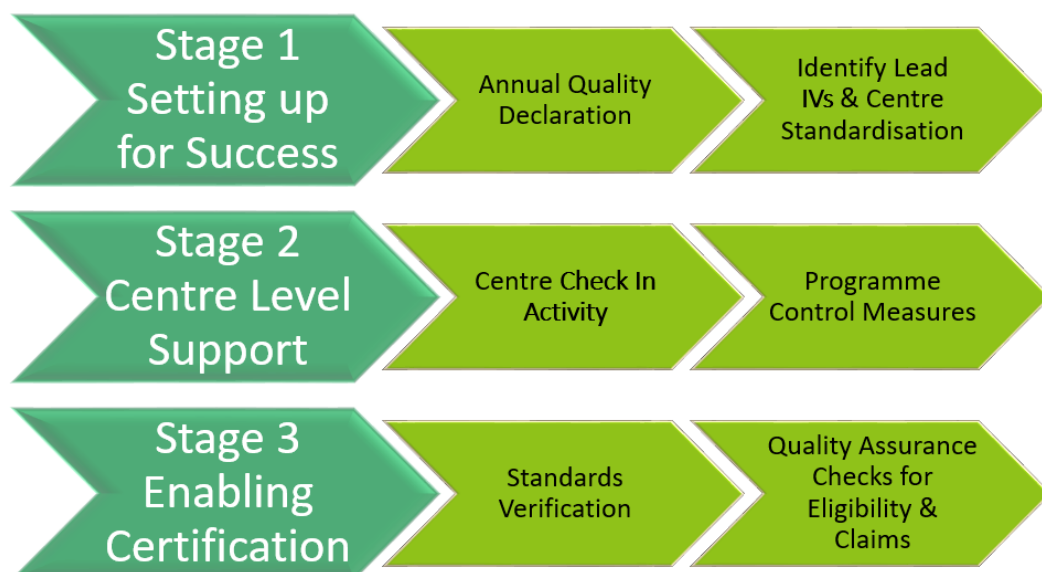
- BTEC Higher Nationals Levels 4-5
- Level 4 – 7 BTEC Professional Qualifications

If you are a Private Training Provider delivering BTEC Level 4-7 qualifications these will remain subject to Academic Management Review (AMR) and External Examination.

The BTEC Quality Assurance Cycle

The BTEC Quality Assurance Cycle is a three-stage process. The cycle has been designed to allow Pearson to:

- work in partnership with you with a collective responsibility in ensuring every learner receives the right result for their BTEC qualifications.
- tailor our approach to provide you with more individualised and targeted advice and activity.
- allow everyone involved at each stage of the process to understand their role.
- ensure that you are managing appropriate quality assurance systems and procedures.



The next section of this guide will explain each stage of the process in detail and provide some of our most Frequently Asked Questions to support you.

Stage 1 Setting up for Success

Annual Quality Declaration

At the start of the academic year, the Head of Centre or Quality Nominee acting on their behalf will need to complete the Annual Quality Declaration (AQD).

The deadline for AQD submission is **14 October***.

**This is a fixed annual deadline. If this falls on a weekend, centres may wish to consider the preceding working day, although submission will be accepted on the official deadline.*

The purpose of the Annual Quality Declaration (AQD) is for you to accept Pearson's Terms and Conditions of Centre Recognition and Qualification Approval.

Direct link to the [Annual Quality Declaration](#)

For further guidance, please refer to the *Annual Quality Declaration support article* which can be located on our [Vocational Quality Assurance](#) support index webpage.

Centre Policies and Procedures

There are specific policies and procedures required for the delivery of BTEC qualifications that must be in place, effective and have been contextualised for your centre.

All centre policies and procedures must be reviewed and evaluated annually. They must be detailed and contextualised in terms of how BTEC programmes and their quality assurance work in your centre. Although you will not have to send them all to Pearson for review, the policies and procedures may be requested if an issue arises during the quality assurance cycle. Please refer to the *Centre Guide to Policies and Procedures for vocational qualifications* on our [Quality Assurance webpage](#).

Frequently Asked Questions

How do I access the Annual Quality Declaration?

The Annual Quality Declaration is an electronic form that can be accessed via the direct link above. The link can also be found on our [Quality Assurance webpage](#).

What policies do we need to have in place?

Policies and procedures that cover the key aspects of BTEC quality assurance and management. This would include:

- Registration and Certification of learners
- Assessment
- Internal Verification
- Distance and Blended Learning (if applicable)
- Plagiarism and Assessment Malpractice (including the use of AI*)
- Appeals and Complaints
- Collaborative Arrangements & operational procedures (if appropriate).

**Please see the Centre Guide to Plagiarism for further information on the use of AI. This can be located on our [Quality Assurance webpage](#).*

We would advise that you may need to have other centre policies and procedures for non BTEC Specific aspects of your organisation's needs.

- Equality and Diversity
- Safeguarding
- Health and Safety (including any arrangements for Employer Involvement)
- Special consideration and Reasonable Adjustment
- Recognition of Prior Learning
- Contingency or Adverse Effects (such as to respond to a cyber-attack)

Edexcel Online Account Confirmation

Alongside the Annual Quality Declaration activity, your *Head of Centre* will need to complete the Edexcel Online account confirmation.

The deadline for this activity is **14 October***.

**This is a fixed annual deadline. If this falls on a weekend, centres may wish to consider the preceding working day, although submission will be accepted on the official deadline.*

The AQD dashboard includes a prompt with a link that we ask you to share with the Head of Centre to request completion.

Further guidance can be found within our Edexcel Online Account Confirmation knowledge article which can be located on our [Vocational Quality Assurance](#) support index webpage.

Identify Lead IVs and Centre Standardisation

It is a requirement for centres to identify a single Lead Internal Verifier (Lead IV) for each programme from all the following BTEC suites.

- BTEC Level 1/2 Firsts
- BTEC Level 1/2 Tech Awards (2017, Engineering only in Wales and Northern Ireland)
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals
- BTEC QCF Specialists, Level 1, and Entry Level

The Lead IV acts as the point of accountability for the quality assurance and standard of these programmes. This means that where possible, the Lead IV should be involved in the assessment and delivery of the programme and have a good understanding of the units/components being assessed.

If you are delivering across a range of programmes from different suites for the same subject area, then you can choose to use the same person as Lead IV for all programmes or you can split the responsibility if your staffing allows.

If there is a single assessor for a programme, they should be the Lead IV, but they will need another person to act as the internal verifier for their assignment briefs and assessment decisions.

There is no formal requirement to register a Lead IV on Edexcel Online.

We encourage Quality Nominees to hold their own internal record of who holds the Lead IV role for each programme – Please see our [Template for Overseeing your Lead Internal Verifiers](#).

Centre Standardisation

Lead IVs should ensure all Assessors and Internal Verifiers involved in a programme undertake a standardisation activity annually. Centres are advised to conduct this activity **before formal assessment commences**.

To support teams, Centre Standardisation Materials (CSMs) are available. This ensures that everyone involved in the assessment of learner work understands national standards. Centres should retain evidence that this process has taken place and make the evidence available on request.

We encourage Quality Nominees to hold their own internal record of completion of team standardisation.

Accessing Centre Standardisation Materials (CSMs)

To access the standardisation materials, you should go to the qualification Webpage > Course materials > Internal Assessments > Centre Standardisation Material. Please note, the materials are under silver padlock, meaning Edexcel Online login credentials are required for download. For example,



BTEC Nationals
Sport and Exercise Science (2016 and 2017)

Course materials

FILTERS

Internal assessments (16) SORT BY Latest

CATEGORIES

- Specification and sample assessments (17)
- External assessments (185)
- Internal assessments (16)
- Stakeholder recognition (8)
- Teaching and learning materials (15)

CONTENT TYPE

- All
- Authorised assignment briefs (9)
- Centre standardisation material (2)
- Guidance (1)
- Sample marked learner work (4)

Internal assessments (16) EXPAND ALL

- Authorised assignment briefs
- Centre standardisation material
-  Sport and Exercise Science RQF Level 3 SSV Commentary (Unit 10)
Unit 10: Physical Activity for Individual and Group-based Exercise
| PDF 368.2 KB | 25 September 2023
-  Sport and Exercise Science RQF Level 3 Standardisation Material (Unit 10)
Unit 10: Physical Activity for Individual and Group-based Exercise
| PDF 1.6 MB | 25 September 2023
- Guidance
- Sample marked learner work

The standardisation material includes:

- assignments, assessed learner work, assessor, and internal verifier comments.
- activities
- Senior Standards Verifier (SSV) commentaries

To get the most from the materials, we suggest you:

1. Access the practice materials and make notes on how the work would be assessed at your centre, comparing the work to your own practice.

2. Respond to the questions, then compare your responses to those provided by the Senior Standards Verifier (SSV). You can use the commentaries to help understand the rationale for the standard provided by the SSV.
3. Make notes on any implications for your centre's assessment and quality assurance practice.

Please refer to the *BTEC Centre Guide for Lead Internal Verifiers* for further guidance on identifying a Lead IV and the team standardisation process as well as their roles and responsibilities. This can be accessed on our Quality Assurance webpage [here](#).

Frequently Asked Questions

What is the benefit of having a Lead IV?

The Lead IV is a key role within the BTEC Quality Assurance cycle and has responsibility for standardising the team, managing IV activity, approving resubmissions, and ensuring their assessing teams understand national standards. It is therefore important to have a member of staff assigned to this role for each BTEC subject delivered, as it enables consistency in national assessment standards.

Do I need to register for the role of Lead IV?

No. Unlike previous years, there is now, no formal requirement to register as a Lead Internal Verifier on Edexcel Online. Please identify someone to take on the role and ensure that standardisation is completed. It is strongly recommended that you keep records of this.

Stage 2 Centre Level Support

CCI – Centre Check in Activity

Overview of Activity

From September 2024 to April 2025 each Vocational Quality Manager (VQAM) will contact select centres within their region for the purpose of a Centre Check-In activity.

The aim of the activity is to support the QN to ensure that all QA processes are in place and effective with a view to timely and accurate claims leading to safe certification. The VQAM role is supportive, and this activity is intended to reassure centres that they have everything in place that will ultimately lead to a safe and successful outcome for learners, particularly at the point of Standards Verification. The activity will also allow us to support centres with any issues that have been identified during the previous academic year and ensure that they have been successfully addressed.

The benefit of this approach will be to provide more consistent support all year round from the VQAM who covers centres within your area. This enables you to work with the same person who would normally provide your Quality Assurance support.

In September, the VQAMs will start to contact the centres who we hope to see for a Centre Check-In during the academic year. If you have not heard from us by the end of September, then you will not be contacted this year unless specifically referred to the VQAM team for support at some later point. Please note, this activity does not prevent any centre contacting the team to request support in the normal way.

The activity will be a rolling programme starting in September, where each VQAM will contact several centres within their area to start the check in process. While we will focus on new centres and centres identified as benefiting from support, we will also focus on centres who have not been involved in the previous Holistic Review process and centres who contact us directly requesting this support. This means that your VQAM will be working their way through the centres in the region and so your contact might not be made until term 2, but please remember that we are always here, and you do not have to 'wait your turn'.

Centres not in scope will still engage with all other aspects of the QA cycle i.e. AQD, SV and timely submissions of results.

Frequently Asked Questions

Why could a centre be identified as requiring a Centre Check In?

There are a range of reasons why a centre may have been identified. These can include:

- New centre quality assurance support
- Centres not seen in the previous two years as part of the Holistic Review process.
- Centres referred from other teams for issues found during the previous year's quality assurance cycle requiring support, such as:
 - Referral from the Quality Management Team
 - Late and/or inaccurate Summer 2024 claims
 - Quality policies/procedures that lack rigour.

Leaving issues unresolved can result in the qualification requirements not being met, a lack of validity and reliability in assessment decisions, an increased risk of malpractice and, ultimately the unsecure certification of learners. It is therefore important that Pearson works with centres at this early stage of the quality assurance cycle to provide support and correct any issues.

As in previous years, *all* centres delivering BTEC programmes will continue to receive ongoing support from the Vocational Quality Assurance Management team.

How will I know if my centre will be included in the Centre Check-in activity?

VQAM's will contact the Quality Nominee if selected for a check-in during September. If you do not hear by the end of September, you will not be included in the activity unless referred to the VQAM team later in the year. Of course, you may always get in touch to request support either online or by way of visit.

How do I know who my VQAM is?

You can find your VQAM by checking the VQAM map showing the allocations by region on the [Quality Assurance home page](#).

Centre Check-In Activity

Your VQAM will contact you to arrange a support call that will normally be completely remotely. We anticipate this to take approximately 30 minutes.

The purpose of the activity is to focus on centre assessment standards to ensure the effective delivery of qualifications. During the call the VQAM will discuss QA arrangements with the QN and identify any issues, any areas where support would be welcome, signpost existing support, and ensure the QN knows how to contact VQAM team. This may involve (this list is not exhaustive):

- Discussion of quality assurance processes, procedures, and policies for your BTEC programmes
- Review of implementation of the above to ensure accurate outcomes for learners, to include centre procedures for timely claims in line with Pearson published deadlines.

The Vocational Quality Assurance Manager will:

- Work with you to ensure continual improvement.
- Provide or signpost support available.
- Identify any actions to improve programme delivery or QA systems.

Please Note: The purpose of this activity is to support your centre to be successful. It is *not* an inspection.

Frequently Asked Questions

Will the video call from the VQAM be pre-arranged to allow the Quality Nominee to prepare?

Yes. A mutually convenient time will be arranged to ensure the call takes place at a time suitable for both parties.

Will the VQAM meet with learners?

No. There is not a requirement for the VQAM to meet with learners.

Will I have access to the Programme Control Measures prior to the activity?

Programme Control Measures will be shared with centres by mid-November, so it depends on when the check-in is scheduled. However, you should assume that all programmes being delivered will be subject to Standard Control and will be sampled during the quality cycle as part of the normal annual process. We will ensure that we communicate any movement to Enhanced sampling control by mid-November.

Will I know what is going to be discussed so that I can prepare?

Yes, there will be a discussion outline shared with you prior to the check-in activity. See appendix A

Outcomes from the Centre Check-in

Following the check-in, your VQAM will confirm the discussions with you by email and include any advice or recommendations designed to support you with quality assurance. As part of the follow-up process, you may wish to arrange for the VQAM to visit your centre or arrange a second call so that quality assurance support can be widened to include more of your BTEC team.

You will then be contacted at key points later in the academic year just to check that everything is on track and that you have all the support that you need.

Please Note:

- The Quality Nominee will retain overall responsibility for quality assurance within the centre, including disseminating information to the BTEC teaching teams.
- The VQAM team can support with staff development sessions in exceptional circumstances, but this will not be available on a regular basis due to the volume of centres to be seen. Guidance will be provided in respect of the appropriate existing online and on-demand offer, or any training available from the Training from Pearson page.

Programme Control Measures

Overview of Programme Control Measures for BTEC Qualifications

Pearson takes a risk-based approach to standards verification. We apply a Control Measure to each of your BTEC programmes early in the academic year to give us an idea of where to start, based on annual sampling being the norm and a regulatory requirement.

By applying a Control Measure, we can target standards verification and support to where it is needed the most. Programmes can only have one Control Measure assigned and this will be the highest level of risk criteria.

The norm for sampling is *Standard Control*, with *Enhanced Control* being applied in some cases.

Centres should assume all programmes are Standard Control unless you are informed by mid-November that a programme has been assigned Enhanced Control.

Please ensure the most recent contact details for Quality Nominees and Exams Officers are available on Edexcel Online. Any notification of Enhanced Control will be shared with the Quality Nominee in the first instance.

Standards Verification Programme Control Measures

Each programme will be allocated one of the following Control Measures for standards verification:

Standard Control

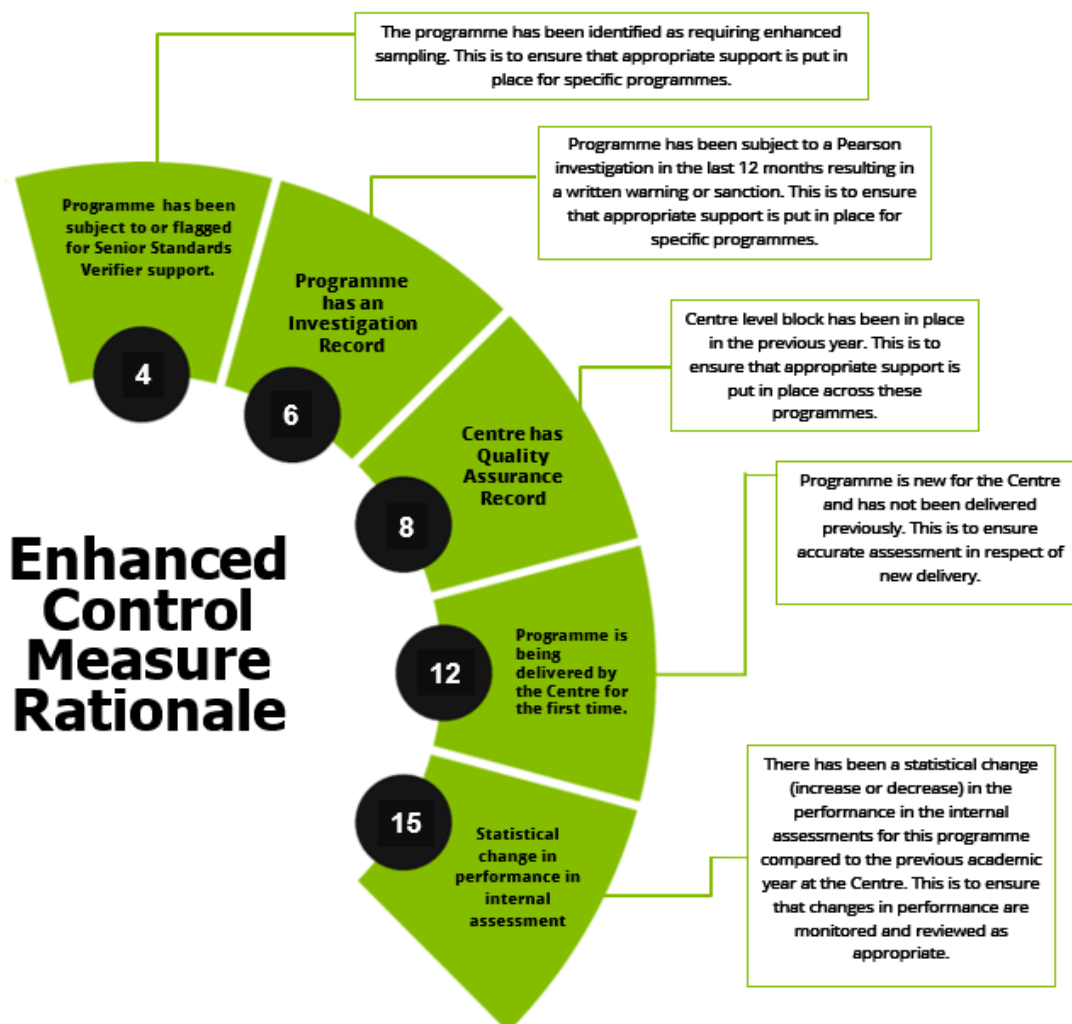
Standard Control is the normal measure applicable to annual sampling. Sampling will be conducted remotely, and the sample submitted electronically. The SV will inform centres of the units and learners to be sampled. Please refer to the sample size tables in the *Centre Guide to Standards Verification* to confirm the number of units and learners which will be requested. This is available from mid-autumn term annually and can be located on our [Quality Assurance webpage](#).

Enhanced Control

Programmes assigned Enhanced Control will be provided with additional support through more detailed scrutiny of their assessment decisions, which is reflected in the number of units to be standards verified. Most sampling will be conducted remotely, and the sample submitted electronically. The SV will inform centres of the units and learners to be sampled. Please refer to the sample size tables in the *Centre Guide to Standards Verification* to confirm the number of units and learners which will be requested. This is available from mid-autumn term annually and can be located on our [Quality Assurance webpage](#).

Enhanced Programme Control Measures Explained

We understand that it can be confusing when you receive your Programme Control Measures. There are several valid reasons why a programme may fall into an 'Enhanced' control measure and you will see below a short description and rationale of the factors that are considered.



Frequently Asked Questions

We will be delivering a new BTEC programme this year, how will the Control Measure be determined?

All new programmes will be subject to a default Enhanced Control Measure. This is to ensure that you receive the required support in your first year of delivery. Where you have a new programme delivered over 2 years, you may not be able to provide a full sample in year one due to the delivery schedule. This is not an issue and will result in an NYFS outcome (Not Yet Fully Sampled). The SV may still be able to provide feedback on one assignment and we would recommend that, where possible, this is made available so that you have on-going confidence in the assessment judgements being made in your first year.

We started delivery of a new programme last year and were given a 'NYFS' Not Yet Fully Sampled. What control measure will be given this year?

All new programmes will be subject to a default 'Enhanced' Control Measure. If the programme was new last year and received NYFS, then an Enhanced control will be applied this year.

Why has my programme been assigned Enhanced Control?

A programme may be allocated Enhanced Control for a number of reasons, possibly including (please note this is *not* an exhaustive list):

- Random selection
- Suspension of certification in 2023/2024
- Identification of centre quality assurance issues by Centre Quality Managers
- The centre required Pearson support with the programme prior to certification release in 2024.
- The programme has been subject to a Pearson investigation within the past 12 months.
- The most recent claim showed a statistical change in performance in internal assessment achievement at the centre compared to the previous academic year

Please see the 'Enhanced' control measure graphic on page 17.

I do not have a Control Measure for a programme we are delivering.

For programmes where learners are registered after the 1 November deadline, a Programme Control Measure will not have been generated. Please ensure that you have made all required registrations. You should then contact the Vocational Quality Assurance Management Team via the [Pearson Contact Portal](#) to let us know

the programmes where a Control Measure has not been provided. Please note, you should assume at least Standard Control will be applied as normal annual sampling.

If you have registered learners by the deadline and have still not received a Programme Control Measure, please also contact the Vocational Quality Assurance Management Team in the first instance who will be able to advise.

I have a Control Measure for a programme we are no longer delivering.

Please confirm there are no active learner registrations linked to the programme within Edexcel Online. Your Exams Officer will need to process any outstanding claims or withdraw learners no longer on the course. Please contact Customer Services via the [Pearson Contact Portal](#) if you require further guidance.

I disagree with Enhanced Control applied to one of our programmes. Can I appeal it?

Yes, you can appeal some of the Enhanced Control measures. You should submit your appeal to the Vocational Quality Assurance Management Team in writing via the [Pearson Support Portal](#), attaching any evidence which supports the appeal. This should be done within three weeks of receiving the information. The window for appeals is open until 13 December 2024. The Vocational Quality Assurance Management Team will review the case and will respond to you with an outcome within 15 days of the appeal being acknowledged.

Please note: A Standard Control measure cannot be appealed due to this being the norm for sampling, as it is a regulatory requirement to ensure scrutiny is applied to internal assessment decisions.

Please see the appeal table on the following page, outlining the 'Enhanced' control measures you can appeal.

| Criteria Ref | Description | Sampling Control | Definition | Can I appeal |
|--------------|---|------------------|---|--|
| 8 | Centre has a QA record | Enhanced | Centre level block has been in place in the previous year | Yes – if you believe that this criterion has been applied inaccurately. N.B This does not apply if you disagree with the reason for the centre level block |
| 4 | Programme has been subject to or flagged for Senior Standards Verifier support | Enhanced | The programme has been identified as requiring enhanced sampling | Yes – if you believe that this criterion has been applied inaccurately. N.B This does not apply if you disagree with the reason for the support intervention |
| 6 | Programme has an investigation record | Enhanced | Programme has been subject to a Pearson investigation in the last 12 months resulting in a written warning or sanction | Yes – if you believe that this criterion has been applied inaccurately. N.B This does not apply if you disagree with the reason for or outcome of the investigation |
| 15 | Statistical change in performance in internal assessment achievement at the centre compared to the previous academic year | Enhanced | There has been a statistical change (increase or decrease) in the average unit points score for internally assessed units for this programme compared to the previous academic year at the centre | No – This uses a technical data driven approach which calculates statistical changes looking at average point difference with the given point variances and candidate numbers to provide evidence of any change |
| 12 | Programme is being delivered by the centre for the first time | Enhanced | Programme is new for the centre and has not been delivered previously | No – If your programme is in the first year of delivery or was given 'NYFS' last year during first year of delivery then the programme will automatically be given an 'Enhanced' control measure. |

Frequently Asked Questions

Is there more detail on criterion 15?

The technical approach used to calculate statistical changes looked at average point difference with the given point variances and candidate numbers to provide evidence of any change.

The performance of centres at programme level in 2023/2024 compared to 2022/2023 were analysed and the outputs of this analysis were categorised as either an increase, decrease or no clear change in performance.

Please note that this data has used a points value rather than grades and so may look slightly different to your EOL grade profile.

Why can't I appeal criterion 15?

As it is a statistical analysis, we are unable to accept any appeal against this criterion. This performance control measure compared learner performance from the last academic year against performance in the previous academic year, at programme level, within the centre. The analysis completed considered the average number of points achieved by learners (based on the unit level points available for each grade achieved that are outlined within the specification), the spread of learner marks and number of learners on the programme for this and the previous academic year. The outputs of this analysis determined whether there was either a statistical (a 95% confidence level) increase or decrease in overall performance at programme level in the centre, based on differences in averages in performance. N.B the analysis does allow for variation which may be expected in a year-on-year situation.

The criterion has been applied where there has been an increase or decrease and while there could be many valid reasons for these changes, we only hold the data and so need to explore further. The mechanism we have for doing this is standards verification and the enhanced sample allows us to fully meet our obligations in respect of the requirements of the regulator and our duty to support learners and centres while validating results.

Stage 3 Enabling Certification

Standards Verification

Standards verification is an annual process that will take place each year that you have 'live' learner registrations. As in previous years, we will allocate subject sector expert Standards Verifiers to conduct sampling of learner work for BTEC Entry to Level 3 qualifications. Standards verification ensures that Assessors are making accurate assessment decisions in a fair and consistent manner. Most sampling will take place remotely, by electronic means, with visits only being carried out in those subject areas where this is normally required.

You will be allocated one Standards Verifier from mid-January for all BTEC Entry to Level 3 programmes in a subject area where sampling is required. For example, if you are delivering a First and Level 3 National in a subject, one Standards Verifier will be allocated where possible, and will sample all qualifications.

We recommend for centres to factor in the Standards Verification process when designing programme assessment plans. Please work towards having internally assessed units available by the spring term to facilitate a smooth and timely SV activity. This is to avoid any potential delays to certification if sampling is left close to the standards verification deadline in the summer term.

For more detailed guidance on the standards verification process, please refer to the *Centre Guide to Standards Verification*, available from mid-autumn term annually, which can be located on our [Quality Assurance webpage](#).

Quality Assurance Checks for Eligibility and Claims

The annual deadline for certification claims is 5 July. Please note, this is the final deadline and not the date you should be working towards to enter internal unit grades and claim certification.

Accurate and timely certification requires a partnership approach with the Quality Nominee, Examinations Team and Lead IVs working together to complete this activity.

We cannot dictate how centres manage the process; however, we can advise on best practice to ensure your learners receive their certificates on the published results days and we encourage you to schedule key activities in your centre's quality assurance calendar throughout the year. Effective internal processes regarding claims, that all staff are aware of, will ensure learners claims are eligible and submitted on time.

Best practice for eligible claims:

| Timeline | Activity |
|---|---|
| Start of a programme | <p>When creating the Assessment Plan, Lead IVs should check the units planned against the rule of combination set out in the specification. Towards the front of each specification, you will find a table outlining how many units need to be completed, any minimum grade requirements and what is classed as an eligible combination of units. Each qualification has its own rules for eligibility.</p> <p>We recommend the Quality Nominee conducts QA checks following this to ensure the rule of combination has been met.</p> |
| When making Interim / Full Award certification claims | <p>Before internal unit grades are entered on Edexcel Online, the Lead IV should again check the rule of combination has been met for all learners.</p> <p>After grades have been entered, we recommend the Lead IV and Quality Nominee check the grades have been entered against the correct unit as errors may occur by selecting the wrong unit, thus potentially making the claim ineligible.</p> |

Best practice for timely certification claims:

| Timeline | Activity |
|---|--|
| | <p>Top tips:</p> <ol style="list-style-type: none"> 1. Delayed standards verification past 15 May deadline can impact on timely certification. We recommend for assessment planning at the start of the year to factor in SV activity. 2. Avoid leaving it until close to the official deadline (5 July) to make certification claims. If claims are made after this date, this may cause a delay in receiving results. This is particularly important for UCAS applicants as Pearson must inform UCAS of their results. |
| <p>Throughout the duration of the programme</p> | <p>There is no need to wait until the end of the course to enter internal unit grades. The following suggestion will relieve pressure on LIVs, the QN and Examination Staff at the end of the programme when making certification claims.</p> <p>We recommend Quality Nominees meet regularly (e.g. termly) with Lead IVs and the Examinations team to collate any internal unit results and enter those on Edexcel Online as an Interim Claim.</p> <p>Who makes the interim claims is a centre's decision and should be based on the size of your BTEC provision. However, Lead IVs are best placed to identify any errors as they know the units and learner's achievements.</p> <p>Guidance for making interim claims can be found here. Staff making individual learner interim claims will need the 'BTEC. /NVQ Achievement Reporting' permission within their EOL profile (this can be added by the centre's Exams Officer). If the Bulk Grade Reporting tool is used, staff will need the permissions 'Basic Access', 'Coursework & Portfolio' and 'BTEC Bulk Grade Reporting'.</p> |
| <p>At the end of the programme</p> | <p>Full Award Claims can be made at any point after a programme has been 'Released' following Standards Verification. There is no need to wait until close to the official deadline of 5 July.</p> <p>We recommend centres set an internal deadline for certification claims a few weeks before the official deadline.</p> <p>This will enable Lead IVs to check the accuracy of claims made and we encourage Quality Nominees to be involved in these checks as part of their responsibility for centre level quality assurance.</p> <p>This should involve a final eligibility check to ensure the correct combination of units have been assessed and the correct grades have been reported.</p> |

Setting an earlier internal certification claim deadline will provide reassurance that all learners will receive their certificates on time and allow for any issues to be resolved.

Supporting You

BTEC Qualification Specification

The specification for each BTEC qualification is the document that programme leaders and teams should use as their first point of reference for all planning and assessment. Specifications are accompanied by important assessment and delivery guidance which provide instructions and advice for each unit in the qualification. All BTEC specifications are freely available on the BTEC website under the relevant subject page.

Forms and Templates

We publish a range of useful forms and templates [here](#) for you to use in your centre. These templates are not mandatory, and you can devise your own.

They include:

- Assessment Plan
- Internal verification of assignment briefs
- Assignment briefs
- Internal verification of assessment decisions
- Assessment Record
- Record of Activity and guidance

You should also view our policies for centres, which can be found [here](#) and our guidance on policies which can be found on the [Quality Assurance webpage](#).

If you have a question, please contact BTEC Assessment or your Vocational Quality Assurance Manager via [The Pearson Contact Portal](#).

In addition, you will find further information on our [Quality Assurance webpages](#).

Appendix A

Aide memoire for successful claims and results.

In preparation for the Centre Check-in and to support quality assurance measures in general, please share the checklist below with your Exams Officer/s and Lead IVs. Each aspect is part of the robust quality assurance measures that will support the successful delivery and assessment of BTEC qualifications and will act as a good checklist at the start of the year. The evidence list is suggested and is by no means exhaustive. This could be used during the centre check-in activity with your VQAM as well as being a useful checklist for all centres.

| | Discussion points | Suggested Evidence to refer to |
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| Initial QN Discussion | | |
| 1.1 | Appropriate staffing is in place for all BTEC programmes being delivered | Programme staffing. |
| 1.2 | Regular meetings are in place to ensure sharing of information and good practice in relation to BTEC delivery | Annual planner/schedule of meetings Minutes of meetings |
| 1.3 | Appropriate policies are in place and are reviewed annually to facilitate effective delivery of BTEC programmes | Centre Policies |
| 1.4 | Checks and balances are in place to ensure timely and accurate registrations, entries and certification claims based on accurate tracking and record keeping | Quality calendar Minutes of meetings Assessment planning confirming rules of combination are met |
| Discussion Information sourced from Exams Officer | | |
| 2.1 | Procedures for registering learners in an accurate and timely way are in place and managed effectively | Quality calendar Registration policy |
| 2.2 | Procedures for making claims are clear and transparent and shared with the relevant staff. | Quality calendar Minutes of meetings Certification policy |

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| 2.3 | Checks and balances are in place and demonstrate rigour to ensure timely and accurate certification claims | Quality calendar Minutes of meetings Assessment planning confirming rules of combination are met |
| 2.4 | Learner data is checked regularly and EOL cleansed in line with changes through the year e.g. withdrawals, fall back claims, updates to estimated completion dates | Minutes of meetings Audit trail of action taken through the year Timely response to all checkpoints mid-year |
| Discussion Information sourced from LIV | | |
| Assessment Planning | | |
| 3.1 | Lead Internal Verifier has been identified for each programme, including across multi sites, consortia and/or collaborative arrangements | Minutes/activities of standardisation meetings Action plans/schedules for inconsistencies seen in internal verification process with individual assessors e.g., adjusted sample sizes. Any evidence of staff CPD e.g., attendance to Pearson train events or similar |
| 3.2 | Lead Internal Verifier understands their responsibilities regarding internal standardisation of assignments and assessed learner work | |
| 3.3 | Lead Internal Verifier provides the required internal standardisation training for teaching staff using Centre Standardisation Materials and / Sample Marked Learner Work as available | |
| 3.4 | Assessment planning is in place for all programmes delivered and LIV confirms that the rules of combination have been followed | |
| 3.5 | Assessment planning ensures that a range of units are available for standards verification sampling | |
| Conducting Assessment | | |
| 3.6 | Learners are provided with appropriate teaching and learning opportunities before formal assessment takes place. | Assessment plan/s Scheme/s of Work. |
| 3.7 | Learners are provided with appropriate feedback at all stages of the assessment process | Assessment plan/s |

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| | | Assessment feedback for learners across all Assessors and qualifications delivered |
| 3.8 | Learners have the opportunity for resubmission and/or retakes where appropriate | Assessment plan/s |
| 3.9 | Evidence of resubmission process meets Pearson requirements. | Assessment Plan/s Evidence of learner resubmissions if appropriate |
| 3.10 | Assessment tracking records are maintained, accurate and up to date to support the accurate sign off of learner achievement and certification claims | Tracking records/learner progress |
| Effective Internal Verification | | |
| 3.11 | An internal verification process is in place to inform and record that all assignments and assessment outcomes are compliant with awarding organisation and regulatory requirements, by ensuring: | Internal Verification Schedule Internal Verification Records |
| | <ul style="list-style-type: none"> all assignment briefs are internally verified annually | |
| | <ul style="list-style-type: none"> sufficient samples of learner work covering all Assessors and all assessed units are internally verified annually | |
| | <ul style="list-style-type: none"> a record of internal verification outcomes is maintained | |
| | <ul style="list-style-type: none"> a process is in place to deal with inaccuracies and weaknesses in assessment identified by internal verification, or by Pearson quality processes | |
| 3.12 | Lead Internal Verifier assures assessment standards amongst all Assessors and Internal Verifiers by monitoring and internal sampling | |
| Standards Verification | | |
| 3.13 | The Standards Verification process is facilitated by providing: | Action plans from Standards Verification reports |

| | | |
|-----------------------------|---|--|
| | <ul style="list-style-type: none"> • timely samples of learner work • additional information where it is requested. • additional sampling material where required | |
| Timely Certification | | |
| 3.14 | Certification claims on each programme are confirmed by an appropriate member of staff e.g., Lead Internal Verifier, Programme Manager | <p>Quality calendar</p> <p>Process for entering certification claims</p> |
| 3.15 | All Pearson expectations at checkpoints throughout the year have been met in a timely way and data is therefore accurate at the end of the academic year to facilitate straightforward and accurate claims. Where appropriate, applications for special considerations have been made throughout, and time has been built in at the end of the year to ensure any late situations are managed in as timely way as possible. | <p>Quality calendar</p> <p>Minutes from meetings</p> <p>Audit trail of action taken</p> <p>Process for entering certification claims</p> |