Pearson

Assured by Pearson Handbook 2025

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Introduction

At Pearson, our purpose is to help people realise the life they imagine through learning. This is a powerful position of trust, not only because learning has a profound impact on all aspects of people's lives, but also because learning is not just one stage in life. It's a lifelong journey in which people expect real growth and impact. As the world's lifelong learning company, our purpose guides everything that we do.

Pearson produces high-quality learning experiences, media and services that are engaging, credible and designed to enable consumers to realise their potential throughout their lives. Earning people's trust in our brand to consistently deliver on our purpose is central to our approach wherever we operate.

Assured by Pearson embeds quality assurance and programme review in line with Pearson's Global Content Policy (GCP). The GCP provides a set of principles that guide the design, creation, development, and production of learning content that is:

1. Grounded in evidence and facts
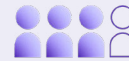
2. Inclusive, and meets the needs of the diversity of audiences we serve

3. Free from discrimination and minimizes bias

4. Ethical and adheres to legal requirements

Please read this handbook alongside the Assured by Pearson Services policy which is available on the Pearson website.

The Assured by Pearson service provides a framework to support you in the development of policies and procedures to help you to offer high quality learning/ training programmes, maintaining their content and delivery. Pearson is your independent third-party quality assurance partner to support you to be the best provider of training programmes you can be.

Assured by Pearson programme approval provides formal recognition of the quality of the delivery, content and management of an organisation's training activities. Organisations are able to demonstrate high quality and continuous improvement and that their courses:

A. Have clear aims and objectives

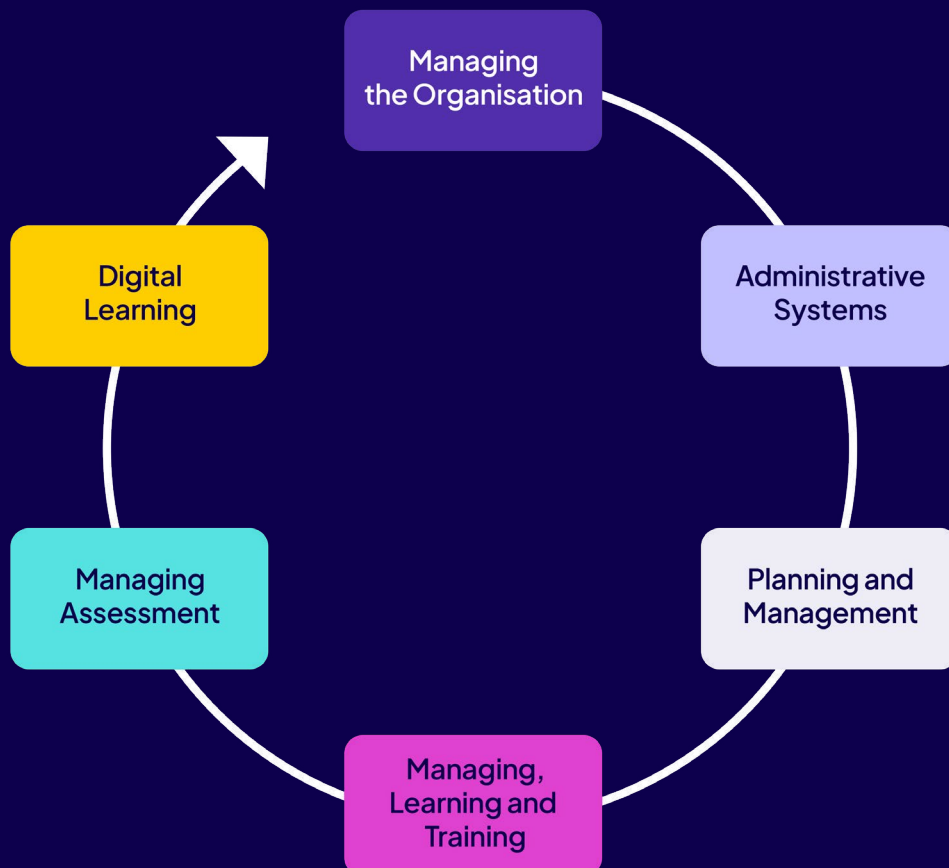**B. Provide a valuable and worthwhile training experience**

C. Meet defined delivery, content and management standards which benefit their organisation and those who participate within the training activities.

What benefits does the Assured by Pearson status offer?

By choosing the Assured by Pearson service, you can draw on Pearson's expertise in measuring standards and quality. Assured by Pearson 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 each of your own learning or training programmes for at least 18 months to qualifiy as an Assured by Pearson customer. As per section 1.11 of the Assured by Pearson Policy, if a programme has not been delivered for a period of 12 months before your quality audit, you will need to wait 18 months before a programme application submission.

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

```
                    Managing
                 the Organisation

  Digital                          Administrative
  Learning                            Systems



  Managing                          Planning and
  Assessment                        Management


                  Managing,
               Learning and
                  Training
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The Handbook will walk through each of these items in more detail, explaining what we will be measuring and what examples of evidence you can provide to support your application. Please note that not all documents will need to be submitted at the point of application.

Assured by Pearson programmes remain owned by the organisation and are endorsed by Pearson with the Assured by Pearson status, this protects your intellectual property. However, they provide a great era for innovation and new developments, as programmes can be quickly updated to meet the changing requirements, unlike regulated qualifications which are more fixed.

Assured by Pearson endorsed programmes do not provide formal external validation of the individual participant assessment process.

Cost

The Assured by Pearson service is a global offering available in many locations. The annual fee includes three components:

1. Annual Approval Fee
2. Quality Advisor programme(s) Review
3. Digital Badge Subscription

Digital badges are provided in bundles of 500, 1,000, 2,000, 5,000, 10,000, or 20,000 as part of the initial application. Additional badges can be purchased during the 12–month approval period but will expire when the annual approval ends. Please contact your Pearson representative to determine your badge requirements.

Organisations will receive endorsement for up to 5 programmes with their annual subscription charge, additional endorsements are bundled in packages of 5. Your Pearson representative will discuss pricing based on your centre's requirement during our introduction call.

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

How can you apply?

Any customer, whether an already approved Pearson Centre or new, can become an Assured by Pearson provider. After registering your interest on our website, a Pearson representative will contact you to discuss your organisation's goals, number of proposed programmes and expected number of learners. If you decide to proceed, you'll need to complete an application form and pay for the Assured by Pearson service.

The application form will ask about your existing quality assurance policies and procedures. You must explain how you meet or plan to meet each Quality Measure linked to the Quality Objectives and provide full evidence during the remote Quality Advisor's visit. All Quality Measures must be supported by evidence. If even one is missing, Assured by Pearson endorsement cannot be given.

If you're unable to provide evidence for any Quality Measure, carefully assess whether your organisation/centre is ready to achieve Assured by Pearson programme status. Your Regional Representative or a Pearson contact can assist you.

Register your interest:
scan here ▶

Customer submits Expression of Interest on Pearson website

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②

A Pearson representative will contact to discuss your organisation
(Goals, number of potential programmes and expected learner numbers.) Providing guidance for the application process.

Customer submits the Assured by Pearson Application
Pearson completes their initial checks and sets you up as a customer on our system. (Note that a non-refundable application fee is issued, payable before approval.)

③

④

Your Subject Matter Expert is allocated
We work to allocate our SMEs within 2 days of the application being submitted and the SME will be in contact within 48 hours to arrange your remote programme review.

Your Pearson SME will complete their report
Reports will be completed within 5 working days of your programme review and provide their recommendation for endorsement.

⑤

⑥

Assured by Pearson endorsement is approved for titles listed on application form
Welcome email to be received from Credly Success Manager within 24 hours of Approval confirmation. Pearson will confirm you have paid the application fee and invoice the outstanding balance.

Credly by Pearson account set-up and on-boarding training
Our Customer Success Manager will send a welcome email within 48 hours of your approval confirmation arranging a time and date for your on-boarding (usually within 5 working days).

⑦

⑧

Assured by Pearson Endorsed badges approved
After completing your on-boarding with our Customer Success Manager, you will submit your badges for approval. Your badges will be reviewed to ensure they align with guidelines and endorsement added. You are ready to start your credentialling of learners.

Assured by Pearson Endorsed Programme Agreement

The Assured by Pearson Application form sets out the terms and conditions for centre approval in relation to the delivery of endorsed programmes. The agreement must be agreed by the Organisation's Head of Centre or their delegated representative, to confirm that the centre will operate in line with Pearson's requirements. This must be completed before the application is submitted to Pearson. It is important that you tell us about all locations where programmes will be delivered.

The Head of Organisation, or their delegated representative, should ensure that the agreement is available to all those who are involved within the organisation's Endorsed Programme training activity to ensure they are aware of their responsibilities.

If a programme is declined during the application process, as set out in section 1.8 of the Assured by Pearson Policy, customers are required to wait for a period of 12 months from the date of their original application. Your new application will need to confirm that the quality advisor's comments have been addressed and provide sufficient evidence of policies, reviews of programmes, learner feedback and staff appraisals as examples.

Programme titles

Assured by Pearson status is awarded to individual programmes in your organisation/centre. At least one programme must be registered on our Credly by Pearson system to validate your approval. All programmes promoted as Assured by Pearson must comply with the Quality Objectives and Measures. For further information on programme titles please review Appendix 1: Programme Titles.

Key points:

- Endorsed digital badges (via Credly by Pearson) can only be issued for programmes included in your application and must meet the Assured by Pearson Service policy

- Programmes must follow specific naming rules for titles on endorsed digital badges:

  - Use terms like "Introductory," "Intermediate," or "Advanced" to show progression.

  - Do not duplicate titles of nationally or internationally recognized qualifications (e.g., "Higher National Diploma").

  - Do not include other organisations' brand names unless authorised.

  - Do not include levels (e.g., Level 3) or terms implying license to practice.

  - Do not include other organisations' brand names unless they have given you explicit documented permission to do so. Pearson may verify this directly with the organisation. *

- Digital badge titles must clearly describe the completed programme (e.g., "Engineering 010" is acceptable, while "ENG 010" is not). Acronyms should be avoided.

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.

Non-English Programme Titles:

If programme titles or advertising are in a language other than English, include an English translation in the application form to enable Pearson to conduct suitability checks.

Programme Planning:

List programmes you plan to deliver in the next 12 months. Assured by Pearson approval is valid for 12 months from the completion of a successful Quality Advisor visit and report.

Programmes Exceeding 5 Titles:

If you plan to claim digital badges for more than 5 programmes, provide additional information about learner numbers and evidence of your organisation/centre's experience in delivering large-scale education and training. Pearson may request further details beyond the application form. For guidance on programme titles or additional support, contact your regional Pearson representative.

Specialist vocational areas

Pearson reserves the right *not* to award Assured by Pearson status for some specialist vocational sectors. These include:

- Professional specialisms where specific qualifications are a legal requirement to be eligible for a job role, such as teaching and medical roles, e.g. midwifery training or a programme title that implies accreditation as a teacher

- Where the certificate of completion implies that the holder has a licence to practice, e.g. Electrical Safety Technician in the Nuclear Industry or Asbestos Removal Technician

- 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'

Education or training programmes that teach skills closely linked to life and death situations, such as those associated with:

- lifesaving 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

Addition of titles

Titles can be added to the approved list of reviewed programmes annually. New titles will go through the same review process, either during the initial approval or the yearly review. To add more titles, discuss this with your Quality Advisor when they reach out to discuss your annual review and complete the yearly application documentation.

If you need titles added outside of this meeting, contact your local Pearson representative to submit your request for consideration.

To support Pearson's review of your Assured by Pearson application you must provide a detailed specification for each programme listed. Pearson reserves the right to exclude any programmes that are identified as high risk.

Registration and certification

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

You do not have to register and claim Pearson digital badges 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 Assured by Pearson.**

When a learner is issued a Credly digital badge they will receive an email prompting them to accept their new badge. First time Credly users will need to create an account and returning users will log in to accept the badge. Once a learner/trainee has accepted their badge, they will be able to share their achievement to other platforms and download a printable certificate.

Create your
Credly account:
scan here ▶

This is an example Credly badge design that you can create, incorporating the Assured by Pearson logo.

It is not possible to register learners/trainees who have completed an education or training programme with you in the past. Registration is limited to those learners/trainees who complete after the date of confirmation of Assured by Pearson 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 an Assured by Pearson digital badge of completion. Learners/trainees must understand how their learning will be certified before they undertake the training.

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

Printed Certificates

If you would like to offer a printable certificate to learners/trainees, you can do so by enabling printing in your Credly account. Be sure to use an approved Assured by Pearson template when creating your certificate. Once the certificate is created and attached to the badge, learners/trainees will be able to download and print the certificate from an accepted badge.

Other certification options such as Pearson printing and shipping certificates 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.
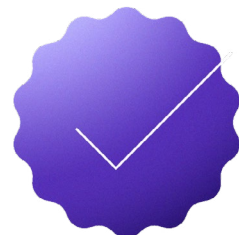
Use of the Assured by Pearson status

Once your organisation/centre's programmes are endorsed as Assured by Pearson, you are encouraged to promote this status.

During the annual quality review, your use of Assured by Pearson in marketing materials will be checked. Detailed guidance on marketing is provided with your approval email. If you do not receive it, contact your local Pearson representative.

Important:

Assured by Pearson does not audit the financial status of an organisation/centre. There are no checks by Pearson on an organisation/centre's judgement of individual learner/trainee achievement. Therefore, we cannot put a level or grade on an Assured by Pearson Digital badge or reference to any national or international standards. The Assured by Pearson 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 your organisation's/centre's quality processes.

The Quality Advisor approval

After submitting your application, a Quality Advisor will contact you to schedule a visit. Our quality advisor will contact within 5 working days of accepting to arrange a time and date suitable for your organisation. Prepare evidence for all the Assured by Pearson Quality Measures, ensuring it is organised and easy to find.

The Quality Advisor will visit remotely to conduct their programme(s) audit. During the visit the Quality Advisor will review your evidence against the Quality Objectives and their associated Quality Measures. They will determine one of the following outcomes:

- **All quality processes are in place and effective: No action is needed, though recommendations for improvement may be given.**
- **All quality processes are in place but there are areas for improvement: Recommendations and possible actions will be provided.**
- **Insufficient evidence of effective quality processes: Assured by Pearson status cannot be approved. The Quality Advisor will explain the reasons, which will also be detailed in the report.**

Pearson may decline or withdraw Assured by Pearson status if significant quality issues are identified during the annual review.

What happens when you receive Assured by Pearson status?

We will send you a letter acknowledging the Assured by Pearson status of the selected programmes. 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 the selected programmes being recognised as endorsed by Assured by Pearson. A Credly Pearson Customer Success Manager will arrange a welcome call and on-boarding session with your selected representative to introduce you to the platform. Within this 2–hour training session you will receive guidance on badge design and creation, how to use the platform to issue Assured by Pearson endorsed digital badges and how to allocate digital certificates if required. Pearson will complete a final audit of proposed programme digital badges with associated data before the endorsement is approved on the platform. Pearson will contact your representative directly if there are any concerns.

The Annual Quality review

To ensure consistent quality, Pearson conducts an annual review by a Quality Advisor, different from the one who conducted your initial application review. This visit confirms that your organisation continues to meet the Quality Objectives.

The annual review is required even if no learners/trainees are currently registered. You'll need to provide up-to-date evidence demonstrating compliance with the Quality Measures.

The Advisor will also review your marketing materials, including the use of the Assured by Pearson logo. Inactive programme titles will be removed, while new active titles can be added if they meet the Quality Objectives and Measures. Please refer to Appendix 2 on brand and marketing guidelines for further information on how you can promote your Assured by Pearson endorsement.

If a serious issue is identified that risks Pearson's reputation or the quality of programmes, Assured by Pearson status may be withdrawn immediately. To regain this status, you'll need to reapply through the full approval process.

Documentation for submission

For each programme listed in your application, please provide an outline within the application form of the programme in the areas provided. Please provide the programme specification for each programme – to be submitted separately with the centre approval documentation.

Pearson's Quality Benchmarks

This section contains the questions your centre/organisation will need to consider as part of both devising and delivering your programme to satisfy Pearson on the validity and quality of your training programmes. To support centres/organisations in devising and delivering a programme of quality, Pearson has produced a set of criteria it will use for the review of a proposed programme selected for an Assured by Pearson endorsement. The benchmark criteria are separated into the below areas:

1. Managing the organisation
2. Administrative Systems
3. Planning and Management
4. Managing Learning and Training
5. Managing Assessment
6. Digital Learning

This section contains further guidance for centres on evidencing best practice in the above areas.

Pearson Benchmark 1: Managing the organisation

Each programme must be planned, resourced, and managed to meet its purpose and the needs of learners/trainees.

Note: The evidence provided can vary and does not need to include every item listed below, but it must be sufficient to demonstrate that the Quality Measure is met. Alternative evidence is acceptable.

What's covered:

1.1 Organisational Structure

1.2 Staff resources

1.3 Physical Resource

1.4 Administrative systems

1.1 Organisational Structure

Responsibilities and roles must be clearly defined:

- The organisation/centre has been delivering learning/training programmes for at least 18 months

- A clear structure with appropriate roles and responsibilities that supports a culture of quality assurance

- Effective communication lines are integrated into the organisational structure

- Staff have delegated authority to plan and manage programme quality at the main site and across all delivery locations, if applicable

Measures and Examples of Evidence

1.1.1 Evidence of delivering education/training programmes for at least 18 months.

Examples of Evidence:

- Historical records (e.g., timetables, registers, learner outcomes)

- Marketing materials published over 18 months ago

- Letters of success from learners/trainees or stakeholders (e.g., employers, training providers)

1.1.2 A clear structure with appropriate roles and responsibilities that supports a culture of quality assurance

Examples of Evidence:

- Current organisational chart showing reporting relationships (available on intranet, staff handbook, or wall chart)
- Staff have access to the chart and understand their roles and reporting lines (confirmed through interviews)
- Managers know their team members and oversee an appropriate number of staff
- Effective communication with timely responses (e.g., dated emails)

1.1.3 Clear communication lines built into the organisational structure

Examples of Evidence:

- Cross-department meeting minutes and schedules
- Records of communication between departments
- Process charts showing cross-departmental workflows
- Staff interviews confirming effective communication across the organisation

1.1.4 Staff have delegated authority to plan and manage programme quality at the main site and across all delivery locations, if applicable

Examples of Evidence:

- Interviews identifying staff roles in planning, managing, and implementing quality
- Meeting minutes, documented processes, and reports demonstrating accountability

1.2 Staff resources

Education/training programmes must be developed, marketed, delivered, and assessed (if applicable) by a team that is:

- Large enough to meet needs
- Appropriately qualified
- Given enough time to perform their roles effectively

Measures and Examples of Evidence

1.2.1 Staff monitoring provision. Ensure sufficient qualified staff are available and regularly monitored.

Examples of Evidence:

- Role(s) in the organisational chart for staff recruitment and monitoring
- Documented processes for maintaining staffing levels
- Recruitment aligned with predicted learner/trainee numbers
- Records showing staff qualifications (e.g., CVs, qualification requirements)
- Internal audits and annual performance reviews, including CPD
- Process used to assess staffing needs to each programme provision, cohort size and delivery mode

For assessment roles:

- Job descriptions and CVs proving relevant qualifications
- Training schedules for assessment staff
- Instructions for assessment development
- Evidence of staff resourcing planning to match each programme delivery

1.2.2 Recruitment, selection, and training. Having effective processes for recruiting, selecting, and training staff.

Examples of Evidence:

- Recruitment and selection processes and criteria
- Advertisements targeted to relevant audiences
- Records of interview questions, selection guidelines, and procedures
- Training documentation and induction plans
- Training needs analysis for staff and departments
- Staff development programmes and evaluation records
- Policy and accountability for organisng staff development
- Training records/CPD linked to quality improvement objectives

1.2.3 Identifying responsible individuals. Identify individuals responsible for key organisational functions (e.g., quality, programme design, marketing, recruitment, delivery, assessment).

Examples of Evidence:

- Organisational chart with named individuals for key roles
- Job descriptions detailing responsibilities
- Staff interviews and handbooks confirming responsibilities

1.2.4 Staff induction. Induct new staff into relevant policies, procedures, and requirements.

Examples of Evidence:

- Documented induction programmes, including organisational structure and responsibilities
- Up-to-date induction materials and records of completed inductions
- Printed guidelines on Assured by Pearson requirements

1.2.5 Allocating time for activities. Provide staff sufficient time for their responsibilities, including formal meetings for teaching, assessment, and quality strategies.

Examples of Evidence:

- Timetables, schedules, and meeting agendas
- Minutes from meetings, with quality as a regular agenda item

1.2.6 Evaluating induction and development. Ensure induction and development are accessible, up-to-date, and effective.

Examples of Evidence:

- Evaluation records for staff induction and development
- Equal access records for all staff
- Updates to induction to maintain relevance
- Documents stating expected outcomes for induction and development, with actions taken as needed

In relation to the appendices and section below, the organisation/centre is asked to provide copies of their polices and procedure as listed in appendix 1, or indicate where Pearson published policies will be utilised.

1.3 Physical Resources

Adequate physical resources must:

- Support all staff and learners/trainees
- Enhance learning/training effectively
- Ensure health and safety standards are met

1.3.1 Adequate resources for learning/training. Sufficient resources to deliver the learning/training programmes.

Examples of Evidence:

- Senior management approves resources in minuted meetings
- Accurate, up-to-date inventory maintained by a designated person
- Resource replacement schedule for outdated or broken items
- Location of resources is tracked and monitored
- Regular reviews of resources by senior management
- Budget records and invoices showing resources aligned with learner/trainee numbers
- Sufficient general resources like IT, libraries, and seating, which are accessible and safe

For learners/trainees with additional needs:

- Equal Opportunities policy
- Evidence of support provided, e.g., resource adaptations or specialist help
- Records identifying special needs learners/trainees
- Questionnaires to identify learner requirements
- Safeguarding Children policy

1.3.2 Regular resource monitoring. Regularly monitored all resources to ensure they are fit for purpose and safe to use.

Examples of Evidence:

- Depreciation records and replacement/repair requests noted in meetings
- Regular safety tests (e.g., electrical, gas, water)
- Accident book reviews to identify unsafe resources
- Feedback from staff and learners/trainees on resource suitability and safety, with actions taken
- Compliance with safety regulations and legislation

1.3.3 Resource planning for new programmes. Consider the impact on resources of developing new programmes of training/learning.

Examples of Evidence:

- Senior management evaluates resource needs based on predicted learner/trainee numbers for new programmes
- Course planning documents outlining resource requirements
- Purchase orders for new or additional resources

Pearson Benchmark 2: Administrative Systems

Administrative processes must ensure that all records and procedures are:
- Accurate and up-to-date
- Auditable and secure
- Accessible to the appropriate people or organisations

1.4.1 Accurate and Up-to-Date Learner Records. Accurate and up to date records which allow individual learners to be identified accurately.

Examples of Evidence:

- Registers, attendance lists, and tracking records showing learner/trainee achievements
- Learner/trainee numbers of match application forms
- Service Level Agreement for timely updates to records
- Clearly assigned responsibility for record updates in the organisation chart
- Signed, dated, and securely stored records
- Standardised enrolment procedure (e.g., flow chart) with responsible staff roles identified
- Proof enrolment happens at the start of the programme
- Secure data storage

1.4.2 Safe and Secure Storage with a Retention Policy. Stored records safely and securely with a defined retention policy.

Examples of Evidence:

- Documented record retention policy
- Records stored in accessible formats with defined access rights
- Use of fire-resistant filing cabinets or secure storage
- Backup systems for electronic records

1.4.3 Audit Processes for Key Records. Audit processes in place to check the accuracy of enrolment, registration, assessment and certificate claim records (if appropriate).

Examples of Evidence:

- Signed and dated audit records
- Clear guidelines for auditor authorisation
- Sample audits covering enrolment, registration, assessment, and certification
- Process flow from enrolment to program completion
- Attendance records linked to certificate or programme completion records
- Accessible historical records/alumni data

- For assessments:
  - Auditable assessment procedures
  - Tracking documentation and stable systems for assessment processes

1.4.4 Document ownership and review. Allocated ownership of documents to named individuals who are responsible for document management and document review.

Examples of Evidence:

- Documents include footers showing ownership and version numbers
- Evidence of regular review dates and updates
- Document register and review schedule
- Standardised document formats and titles aligned with processes

Pearson Benchmark 3: Planning and Management

A. Programme rationale, there is a rationale for each programme that is consistent with the organisations strategic goals:

1. **Aims of the programme are linked to the business needs, values and vision**
2. **Any pre-requisite/prior learning and or qualification requirements**
3. **Development and delivery of programme**
4. **Assessment method (if any)**
5. **Local language delivery (if applicable)**

B. Resources – Resources have been allocated to support the development, delivery and administration of programme(s): Staffing, delivery locations/sites, facilities/equipment, administrative systems and processes

C. Policies, processes and procedures – policies that demonstrate best practice in learning and development design and delivery that are in place: equality, diversity and inclusion, health, safety and welfare, complaints and grievance, data protection, safeguarding (if applicable), malpractice and maladministration

D. Processes and procedures that demonstrate best practice recruitment of participants, access arrangements, claiming or issuing certificates/credentials, replacement of lost certificates or errors on certificates

E. Staff skills and experience. Staff selection, recruitment and training, technical competence, learning and development experience, Assessment experience (if required)

Pearson Benchmark 4: Managing Learning and Training

Design and Delivery

When designing your delivery please take into account:

A. Intellectual property sign-off: written confirmation of intellectual property (if relevant)

B. Programme materials, title reflects content and context of programme, materials reflect objectives of subject matter

C. Programme length, expected hours for programme delivery, length/time of assessments (if relevant)

D. Accessibility, documented programme materials to demonstrate different learning styles and reasonable adjustments for accessibility purposes in the programme delivery

E. Industry links (where applicable) – Mapping evidence links to industry standards

Each programme must be planned and managed to meet its purpose and the needs of learners/trainees.

Examples of Evidence:

1. There is a Programme Leader in place, who can support the whole programme team in understanding higher level assessment standards

2. A clear programme specification/outline to show the Learning outcomes/aims/expectations to be addressed through delivery and assessment, if applicable

3. An assessment plan or evidence of how certification will be achieved

4. Assessment requirements such as specifications, Authorised Assignment Briefs/Example Assessment Briefs, other support materials and guidance:
   - Plan the assessment of units to fit with delivery – the plan should allow for the links between units, such as where one unit needs to build on another

5. Suitable assignments (for example, assignments, projects or case studies) or select assignment briefs from available resources, adapting them as necessary

6. Plan the assessment for each unit in terms of when it will be authorised by the Internal Verifier, when it will be taught and assessed, and how long it will take:

- Ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across Assessors, and is internally verified before use

- Provide preparation and support for learners/trainees in order that they are prepared for summative assessment.

7. To show, as applicable a clear strategy for formative assessment. And a strategy for formative and summative assessment (including work-based learning and/or practice, if applicable)

8. Processes to manage consistent assessment decisions based only on using the defined assessment criteria and unit requirements as applicable

9. To ensure all learner/trainee evidence submitted for assessment is valid and authentic:
   - Validate and record assessment decisions carefully and completely

10. Policies to ensure that implementation, delivery and assessment are consistent in meeting quality assurance standard

Note

- **The evidence provided can vary and does not need to include every item listed below, but it must be sufficient to demonstrate that the Quality Measure is met**

- **Alternative evidence is acceptable**

Design of education/training programmes

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

1. **Assessing programme viability. Identify the need and evaluate the feasibility of programmes.**

Examples of Evidence:

- Research showing demand (e.g., surveys, stakeholder reports)

- Data collection from diverse sources (e.g., public, employers, government) Documented evaluations and decisions (e.g., meeting minutes, stakeholder input)

2. **Collaborative programme design. Facilitate discussions and design by qualified individuals.**

Examples of Evidence:

- Team qualifications (CVs) and records of their involvement
- Programme design documents and meeting minutes and assessment methodology (if appropriate)

3. **Formal Review and approval. Ensure senior management reviews, evaluates, and approves programmes.**

Examples of Evidence:

- Review schedules, meeting minutes, and approved versions
- Version-controlled syllabi or specifications

4. **Assessment design. A process for determining and designing the appropriate assessment method (if appropriate)**

Examples of Evidence:

- Documentation of assessment evaluations
- Instructions for designers and security measures
- Documentation of assessment design considerations

Maintaining and improving quality

Examples of Evidence:

1. **Provide copies of centre/organisation or programme-based policies and/or procedural documentation**

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

Quality systems and processes. Quality systems must be:

- Supported by policies and senior management
- Suited to the organisation's size and programme requirement
- Learner/trainee record systems and recording mechanisms
- Policy and example documents to show how final assessment and/or outcome confirmation will be managed to allow Assured by Pearson provision certification

Examples of Evidence:

- Quality manual and policies ensuring programme quality
- Senior management actively promoting quality (e.g. meeting minutes)
- Published quality standards and service-level agreements
- Staff awareness and examples of embedded quality systems
- Processes scaled to organisational size, with documented controls for larger organisations/centres

2. **Review and evaluation. There must be a structured review process to gather feedback from stakeholders and support ongoing improvement.**

Examples of Evidence:

- Processes for continuous improvement (e.g. suggestion boxes, staff surveys)
- Regular review schedules and reports (e.g. annual self-assessments)
- Feedback from learners/trainees, staff, and external stakeholders
- Records of meetings, consultations, and resulting improvements
- Records of self-review and assessment for both the organisation and staff
- Improvements or changes made with records of outcomes of consultations

3. **Drive change through reviews. Ensure that there is a process for review and evaluation that collects the views of customers, staff, learners /trainees and informs an embedded quality cycle. Review outcomes should lead to:**

- Improvements in learning and training
- Evidence of continuous quality improvement
- Assurance that programmes remain effective and relevant

Examples of Evidence:

- Documented quality cycles (Plan, Do, Act, Review
- Examples of changes made following reviews
- Benchmarked best practices
- Senior management sign-off on programme updates
- Published schedules for regular reviews communicated to staff and learners/trainees.

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.

Examples of Evidence:

- Audit records for instructions and procedures audits
- Teaching and learning observations, team reviews, self-assessment reports and action plans
- Senior management meeting minutes

Learner and Trainee recruitment

Learners and trainees are recruited fairly and enrolled on programmes that:

- Meet their needs
- Support learning, training, and achievement
- Enable progression, if intended

3.1 Clear and honest marketing materials. Marketing and advertising should provide accurate, consistent, and relevant information without misleading learners or trainees.

Examples of Evidence:

- Marketing materials (e.g., leaflets, brochures, website, social media)
- Up-to-date prospectus and programme literature
- Induction materials
- Details on entry requirements and progression opportunities
- Open day or information session materials

3.2 Proper use of Pearson branding. Staff should follow Pearson branding and marketing guidelines when using the logo or referring to "Assured by Pearson."

Examples of Evidence:

- Guidelines from Pearson on logo use
- Correct usage of the "Assured by Pearson" logo (e.g., size, format, colour)
- Marketing materials adhere to branding rules (e.g., no distortion or added text)
- Clear statement explaining what "Assured by Pearson" means
- Materials should not suggest that specific programmes are regulated

3.3 Transparent entry and selection criteria. Published entry and selection criteria ensure fair and honest recruitment.

Examples of Evidence:

- Accurate entry requirements in marketing materials
- Standardised selection processes for all staff
- Records of interviews and application forms
- Completion, achievement, or withdrawal data
- Learner/trainee feedback through questionnaires

3.4 Comprehensive Induction/Orientation. New learners or trainees should undergo a thorough induction to prepare them for their programme.

Examples of Evidence:

- Induction programme materials and schedules

- Induction programme materials and schedules
- Feedback from learners/trainees after induction
- Needs analyses and individual learning plans

2. Learner/trainee support:

A. Communication– availability to join the programme, programme information, joining information.

B. Induction– documented induction plan that includes aims and objectives, learning hours, delivery method, support available, assessment requirements if applicable.

C. Learner and Trainee recruitment

Examples of Evidence:

1. Copies of marketing and recruitment material

2. Programme entry requiremens, as applicable

3. Copy of the induction programme at centre and programme level to ensure participants are aware of the progamme/centre and learner/trainee expectation for achievement

4. Copy of teaching delivery timetable or schedule

5. Copy of a learner/trainee handbook which may include 3 and 4 above

3.5 Clear Certificate Information. Learners/trainees must be informed at the start of their programme if they will or will not receive an "Assured by Pearson" completion certificate.

Examples of Evidence:

- Copies of documents provided to learners/trainees stating certificate eligibility

Malpractice, appeals, and complaints

Malpractice, appeals, and complaints related to staff and learners/trainees:

- Must be clearly defined in policies and procedures

- Investigations should be fair, thorough, documented, and follow the defined process
- Outcomes should be recorded and communicated to relevant parties

4.1 Policies and procedures for malpractice, appeals, and complaints. There should be clear policies and procedures for staff and learner/trainee malpractice, as well as for handling appeals and complaints.

Examples of Evidence:

- Staff and learner/trainee malpractice policies that outline how to identify, investigate, and handle malpractice
- Appeals policy with timeframes and clear steps
- Complaints policy with a clear process for raising and handling complaints
- Policies should be easy to access (e.g., in handbooks, websites, or notice boards)
- Policies are regularly reviewed and updated

4.2 Informing Staff, learners, and trainees: Staff, learners, and trainees must be informed about:

- Conditions for lodging an appeal
- Definitions of staff and learner/trainee malpractice
- The process for making complaints or appeals, and how malpractice will be investigated
- The possible outcomes and consequences of complaints, appeals, or investigations
- Methods for escalating issues to the appropriate bodies

Examples of Evidence:

- Handbooks and forms outlining the processes for complaints, appeals, and malpractice
- Clear definitions of staff and learner/trainee malpractice
- Flowcharts or process charts showing how complaints and appeals are handled
- Communication of the outcomes of complaints, appeals, or investigations to all relevant parties

- Interviews confirming staff and learners understand the processes and definitions

4.3 Using outcomes to improve quality. The outcomes of complaints, appeals, and investigations should help improve the quality of education or training.

Examples of Evidence:

- Individuals responsible for acting on the outcomes of complaints, appeals, or investigations
- Records of past complaints, appeals, and investigations
- Meeting minutes showing how the outcomes have been addressed
- A quality improvement plan that includes actions taken based on outcomes
- Audits showing how quality has improved after addressing issues

Pearson Benchmark 5: Managing Assessment

Assessment processes and management should ensure:
- Clear definitions and integration into the organisation
- Valid and reliable outcomes
- Safe certification of achievement

Examples of Evidence:

- **1 copy of polices outlined above – examples available in Pearson centre guidance material/guides modified as applicable**

5.1 Procedures for developing valid and reliable assessment methods. There should be clear procedures to develop assessment methods that are valid and reliable.

Examples of Evidence:

- An assessment policy and published methodology
- Testing and recording the validity of assessment methods
- Procedures for verifying and checking assessment methods

- An assessment policy and published methodology
- Testing and recording the validity of assessment methods
- Procedures for verifying and checking assessment methods
- Records of assessment method checks and improvements
- Standardised assessment methods with proper sign-off
- Monitoring records of assessment usage and outcomes

5.2 Assessment or Marking Procedures. Clear procedures should be in place for assessment and marking.

Examples of Evidence:

- Published assessment and marking procedures
- Forms to record assessment and marking outcomes
- Records showing validity of assessment results
- Standardised records and mark schemes
- Regular review and updating of assessment methods

5.3 Standardised Assessment Decisions. Assessors/markers must make consistent decisions across all assessments.

Examples of Evidence:

- Minutes of meetings discussing assessment outcomes
- Standardisation training for assessors and markers
- Documented decisions from assessments
- Double marking records and standardised moderation

5.4 Verifying accuracy of marking or assessment decisions. Processes must ensure the accuracy of assessment decisions.

Examples of Evidence:

- Documented verification processes for assessment
- Double marking and audit records
- A sampling procedure to check assessment accuracy

- Senior management involvement in audit processes
- Authorisation signatures for certification claims

5.5 Secure storage of assessment materials. Assessment materials must be securely stored.

Examples of Evidence:

- Safe storage of question banks, exam papers, and responses
- Limited access to storage systems with password protection
- Recorded and validated access to systems

5.6 Valid invigilation or supervision processes. Clear procedures for invigilation or supervision must be in place.

Examples of Evidence:

- Invigilation/supervision policies and documented procedures
- Standardised recruitment criteria for invigilators/supervisors
- Training for invigilators/supervisors
- Published rules and standards for invigilation/supervision

Pearson Benchmark 6: Digital Learning

6. Digital learning

A. Design Accessibility standards:

1. Usability: Accessible fonts, sizes, colours and layouts used according to our accessibility framework, which operates in line with Pearson's Global Content Standards principles and Accessibility Policy Framework
2. Clarity: content is free from jargon and uses plain English. Learning content objectives are clearly stated at the beginning of each module
3. Accessibility: We commit to AA compliance for accessibility for disabled users and AAA compliance for neurodivergent users. We will also offer voice recorded content available and embedded into the platform, alt text for all images, captions for videos, screen reader compatibility and compatibility with other accessible technology
4. Engagement: visual elements (graphics, animations) enhance understanding without overwhelming users. Use of storytelling or scenarios to maintain learner interest

Examples of Evidence:

- Consistency: Style guide document, screenshots of module layouts showcasing uniform design

- Clarity: learning objectives are listed at the start of each module. Examples of simplified content adapted to audience level

- Accessibility: accessibility audit reports using newly developed accessibility framework specific to our content and delivery screenshots of alt text for images, video captions, or transcripts

- Engagement: screenshots or recordings of animated or interactive content, examples of storytelling scenarios used within the module

B. Learner/trainee interactivity:

1. Engagement features: includes interactive elements like quizzes, multiple choice questions, drag and drop, clickable hotspots, or simulations
2. Alternative engagement features available to capture accessibility needs, e.g. multiple-choice questions.
3. Immediate feedback: automated feedback is provided for all assessments, highlighting correct/incorrect responses
4. Real-world application: case studies, problem-solving tasks, or role plays are included to relate learning to practical scenarios.
5. Gamification and badging: use of badges, points, or progress tracking to motivate learners

Examples of Evidence:

- Engagement features: Links or screenshots of interactive activities (e.g., quizzes, drag-and-drop tasks). Heatmaps or logs showing learner interactions

- Immediate Feedback: Screenshots of automated feedback for quiz responses. Examples of feedback logic (e.g. rules for correct/incorrect answers)

- Real-World Application: Case studies, problem-solving tasks, or role play scenarios embedded in the content. Examples of learner responses in applied tasks

- Gamification: screenshots of badges, points, or leaderboard tracking systems. Logs showing engagement with gamification features

C. Navigation:

1. Intuitive design: learners can access content with minimal clicks, with labels and logical flow

2. Search functionality: a robust search feature enables learners to locate specific topics or keywords
3. Progress tracking: progress is automatically saved, and learners can resume from where they left off
4. Navigation aids: breadcrumbs, back and forward buttons, and a table of contents are provided for ease of navigation

Examples of Evidence:

- Intuitive Design: User journey mapping or flowchart showing navigation paths. Screenshots of menu labels, tabs, and content organization

- Search Functionality: Video or demonstration of search feature usability. Logs of search queries and their success rates

- Progress Tracking: Screenshots of progress bars or completion tracking elements. Logs or database records showing learner progress data

- Navigation Aids: Screenshots of breadcrumbs, table of contents, or navigation menus. User testing feedback indicating ease of navigation

D. Compatibility

1. Device compatibility: content is fully responsive and functions seamlessly on desktop, tablet and mobile devices and is compatible with accessible technology
2. Browser compatibility: compatible with major browsers (e.g. Chrome, Edge, Firefox, Safari)
3. LMS integration: Supports SCORM, xAPI, or other LMS standards for tracking learner/trainee progress.
4. Offline access: content availability for offline use or download, where applicable

Examples of Evidence:

- Device Compatibility: Testing reports showing functionality on desktop, mobile, and tablet devices. Screenshots of responsive design on various screen sizes

- Browser Compatibility: Test results for compatibility with major browsers (e.g., Chrome, Firefox). Screenshots of content in different browsers

- LMS Integration: Screenshots or logs showing SCORM or xAPI tracking in the LMS. Example of reports generated from LMS tracking learner activity

- Offline Access: Screenshots of downloadable content options. Logs showing offline access/download activity

E. Learner/trainee management

1. Enrolment process: automated enrolment with email confirmations and reminders for learners
2. Performance tracking: real-time dashboards providing insights to individual and group progress
3. Customisation: facilitators can tailor content delivery based on participant needs or performance data
4. Support: a helpdesk or live support feature is available for technical or content-related queries

Examples of Evidence:

- Enrolment Process: Automated email templates for enrollment confirmations or reminders. Logs of enrollment data and participant statuses

- Performance Tracking: Screenshots of performance dashboards or analytics tools. Reports showing individual and group performance metrics

- Customisation: Screenshots of facilitator dashboards allowing content adjustments. Examples of custom learner pathways or tailored content.

- Support: Links or screenshots of helpdesk/live chat functionality. Logs showing average response time and resolution rates for queries

Additional evidence of policies and protocols to manage digital usage, so staff and students are aware of the technical, legal, ethical and safe usage of such media.

Appendices

Appendix 1: 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

Award certificate

Certificate

Certificate of achievement

Certified

Degree

Entry award

Entry certificate

Entry diploma

Entry key skills award

Entry key skills certificate

Entry level award

Entry level certificate

Entry level diploma

Entry level essential skills Wales

Entry level functional skills

Entry participation

Entry participation

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

Foundation award

Foundation certificate

Foundation degree

Foundation diploma

Functional skills qualification

GNVQ language units

GNVQ language units foundation

GNVQ language units intermediate

Higher national

Higher national certificate

Higher national diploma
HNC diploma
HND diploma
Intermediate
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 skill

Appendices

Appendix 2: Brand and Marketing Guidelines

You are encouraged to promote your Assured by Pearson status. However, to maintain the integrity of the Pearson brand and to distinguish between an Assured by Pearson 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/centre in relation to your education / training programmes is accurately represented.

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

Marketing

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

> Assured by Pearson 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 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 Assured by Pearson organisations/centres:

- Everything that is written or said or done about Assured by Pearson organisations/centres should exemplify the core message of high standards.
- Messages must not misrepresent to learners/trainees that programmes offered by the organisation/centre are regulated.
- An organisation/centre 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 Assured by Pearson status on an organisation's/centre's certificate not produced by Pearson. However, an Assured by Pearson organisation/centre may use the Assured by Pearson logo on marketing materials and the use must comply with these guidelines. Any such permission will automatically terminate when the Assured by Pearson status is terminated.
- The use of the Edexcel or BTEC logo (or any derivative or other logo owned by Pearson) is not permitted.
- You must not represent that your organisation/centre is an Edexcel approved centre, a BTEC approved centre, or a Pearson Approved Centre, or use these logos, unless your organisation centre has gone through the required process and has been approved.
- No mention of Assured by Pearson accreditation, or use of any logo, is permitted on any marketing or communications until your organisation has successfully passed the Assured by Pearson approval process conducted by Pearson.
- The relationship must be clearly stated as being 'Assured by Pearson'.

Branding

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

Logo rules:

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

This is an example Credly badge design that you can create, incorporating the Assured by Pearson logo.

When using our horizontal logo, clearspace = to the cap height of the Pearson logotype "P"

Putting it together – Website

Below are some examples of how to use the Assured by Pearson logo and include the Assured by Pearson statement in your organisation's marketing and communication
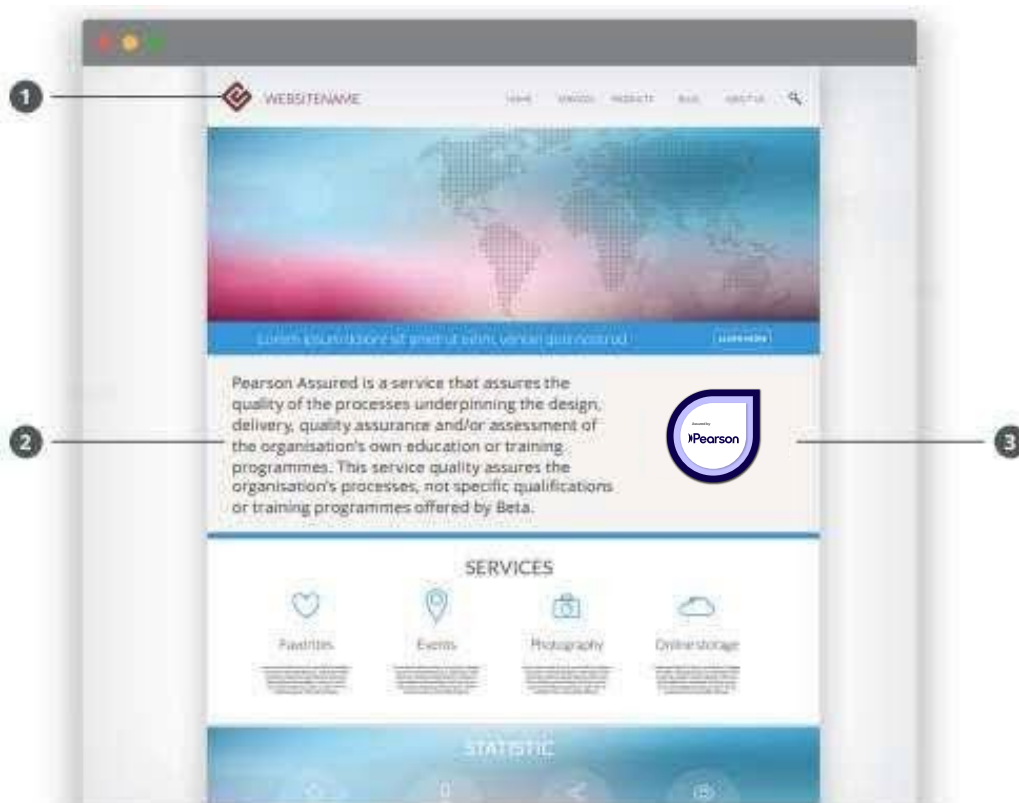
1. The Assured by Pearson logo can only be used in conjunction with the organisation's/centre's own logo, at maximum 75% of the organisation's logo
2. The Assured by Pearson statement should be used between the organisation /centre and Assured by Pearson
3. All marketing and communications, including websites, must be in the organisation's/centre's own identity.

**Putting it together – Prospectus or Brochure**

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

1. The Assured by Pearson logo must **not** appear on the cover of any marketing or communication materials as this implies a joint partnership and not the Assured by Pearson status.
2. The Assured by Pearson statement must be used to clearly explain the relationship between the organisation/centre and Assured by Pearson.
3. The Assured by Pearson logo can only be used with the organisation's/centre's own logo.

Putting it together – Advertisement/ Campaign email

Here are some examples of how to use the Assured by Pearson logo and include the Assured by Pearson statement in your organisation's/centre's marketing and communications.
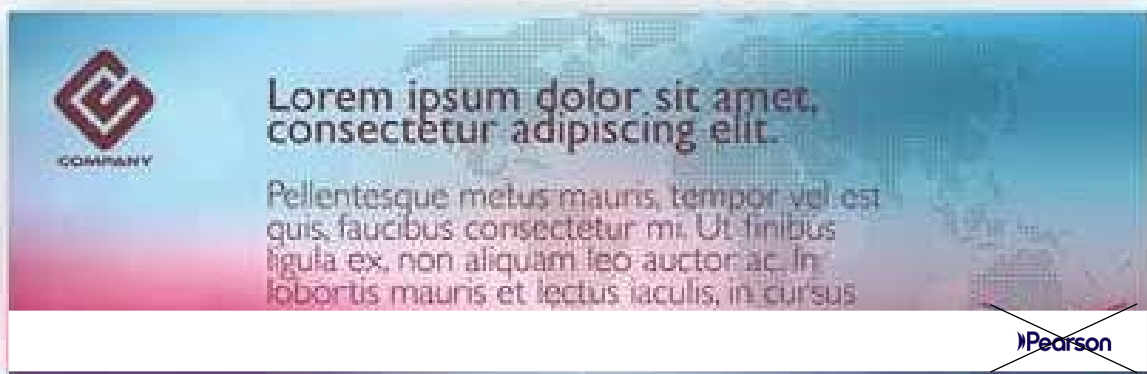
Advertisement/ Campaign emails

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