
Peep Progression Pathway Guide:

How to become a Delivery Centre

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1. Introduction

Thank you for your interest in becoming a Delivery Centre for the Peep Progression Pathway. We hope you will find this guide useful in informing your decision to set up as a Delivery Centre.

This document will explain:

- what is required to set up as a Delivery Centre
- roles and responsibilities
- the resources and documentation that supports delivery
- the information management processes
- the quality assurance processes

The Peep Progression Pathway is a range of units that are SCQF credit-rated by SQA and are offered to learners within a range of settings. The units are delivered through a variety of topics that are embedded within the Peep Learning Together Programme.

We are committed to offering credit-rated units which build on learners existing knowledge and offer progression into further learning, volunteering or employment. The units are open to everyone and are offered at SCQF levels 3, 4 and 5.

Peep will strive to ensure that the Peep Progression Pathway is as accessible as possible to learners. We will provide Delivery Centres with high quality resources and guidance to support delivery and work with you to ensure that all learners are supported in an open, fair and professional manner.

Note Peep Learning Together Programme resources are shown in **black**. Peep Progression Pathway resources are shown in **blue**.

2. Requirements for setting up as a Delivery Centre

A Delivery Centre is an organisation, local authority or constituted community group that has the capacity to deliver the Peep Progression Pathway, carry out Internal Quality Assurance (IQA) and liaise with Peep on External Quality Assurance (EQA).

Every Delivery Centre must have:

- identified at least one suitable Internal Quality Assurance (IQA) Officer
- identified at least one suitable Assessor
- the capacity and administration processes to collect and safely store learner information as well as share appropriate information with Peep in a timely and secure manner. A **Service Level Agreement** and **Data Sharing Agreement** will have to be signed by the Delivery Centre in advance of delivery

- organisational policies in place that support effective responses to learner needs, appeals or complaints. These policies are:
 - Health & safety
 - Data protection (including privacy policy)
 - Safeguarding/Child Protection
 - Equal opportunities

3. Training

Peeples has developed Peep Progression Pathway training to ensure that all Delivery Centre staff directly involved in the delivery of the Peep Progression Pathway:

- are aware of the specific requirements needed to deliver the SCQF credit-rated units
- have relevant standard of knowledge, understanding and practice required

This training is for practitioners from any professional background who have already attended the Peep Learning Together Programme Training (from 2015 onwards). This course is also suited to volunteers, parents and student placements who support the delivery of Peep sessions that are offering the Peep Progression Pathway.

Full access to the Peep Progression Pathway resources will be given at the beginning of your training course.

3.1. Training aims

The Peep Progression Pathway training equips practitioners to:

- effectively embed the units within their Peep delivery
- understand how to promote, support and assess the units

3.2. Duration and content

Training is delivered online over 1 working day.

It is interactive, visual and has embedded videos, activities to complete as well as a supplementary Sway to take away and support practitioners as they begin delivery.

The training has been designed to embed the principles of adult learning throughout the whole course and we feel that the adult learning sessions will be valuable to practitioners regardless of their experience and background. From experience, we know that the sharing of good practice by knowledgeable practitioners is a powerful learning tool!

Please contact the Peeples Qualifications Manager (pathway@peeples.org.uk) if you wish to discuss your individual training requirements.

4. Roles and responsibilities

The list below provides details of the roles and responsibilities required to deliver the Peep Progression Pathway. For detailed information relating to these roles, please refer to the [Assessor/Peep Practitioner Pack](#), [Internal Quality Assurance Officer \(IQA\) Pack](#), [External Quality Assurance \(EQA\) Pack](#) and [Learner Handbook](#).

4.1. Assessors/Peep Practitioners

***Please note:** It is anticipated that the Assessor will also be the Peep practitioner for the group. However, when this is not possible it is entirely acceptable for these to be two different roles – the differences between the responsibilities have been identified below. If this applies to you, please contact the People Qualifications Manager (pathway@people.org.uk) to discuss.*

Role (competencies) – All Peep Practitioners and Assessors responsible for delivering the Peep Progression Pathway will have:

- Completed the Peep Learning Together Programme Training (from 2015 onwards)
- attended Peep Progression Pathway training
- an adult learning, community development **or** teaching qualification **or** equivalent experience **or** have completed the *full* Peep Progression Pathway training.
- completed a [Professional Record](#) regarding their competencies for this role

Responsibilities – All Assessors/Peep Practitioners will:

- plan and deliver quality courses
- provide learners with information about the Peep Progression Pathway
- support learners to complete the unit(s)

In addition to this Assessors will:

- complete required paperwork
- assess learner portfolios (*Note: we suggest that portfolios are referred to as Keepsake Books when discussing them with parents/carers*)
- attend and contribute to standardisation meetings

4.2. Internal Quality Assurance (IQA) Officers

Role (competencies) - Internal Quality Assurance (IQA) officers will have:

- completed Peep Learning Together Programme Training (from 2015 onwards)
- at least six months experience of the Peep Learning Together Programme

OR

- visit at least 3 Peep sessions and complete a reflective account for each session (either on-line, outdoors or face-to-face).

- attended Peep Progression Pathway training
- experience in **either or both of** internally verifying accredited courses **or** experience of supervising the work of others
- a qualification at SCQF level 7 or above in adult learning, community development or teaching. For more detail, the '[Qualifications can cross boundaries](#)' document (updated Aug23) shows equivalent qualification levels across England, Wales, Scotland, Northern Ireland, and the Republic of Ireland, and is officially recognised by the Qualifications Frameworks in all those countries.
Other relevant qualifications, experience and/or competencies will be considered on an individual basis – please discuss with Peeple if you feel this applies
- completed a **Professional Record** regarding their competencies for this role

Responsibilities - Internal Quality Assurance (IQA) officers will:

- direct assessors to all resources, delivery and procedural guidance
- review assessments
- ensure learners have received information on the Peep Progression Pathway
- support the registration of learners, if required – including the payment of learner registration fees to Peeple (*Note: Please see the Peeple website for the latest Learner Registration fees*)
- conduct regular standardisation and course review meetings (once per term)
- quality assure delivery of the Peep Progression Pathway
- ensure all policies and procedures are being adhered to

Important note: *The role of an Internal Quality Assurance (IQA) officer can be demanding and time consuming. It is important that careful consideration is given to the person/people assigned to this role to ensure they have the capacity to undertake the IQA responsibilities. If you feel you have no one in your organisation who can fulfil this role, Peeple can support you to find a suitable person. Please contact the Peeple Qualifications Manager (pathway@peeple.org.uk) to discuss this.*

4.3. Learners

Responsibilities – Learners will:

- work towards successfully completing the unit(s)
- complete the portfolio (keepsake book) as their own work
- choose if they want to submit their keepsake book for certification
- let their Assessor/Peep Practitioner know if there are any problems

4.4. Peeple

Responsibilities – Peeple will:

- maintain resources, delivery and procedural guidance

- provide support to Internal Quality Assurance (IQA) officers and other delivery centre staff as appropriate
- be responsive to your feedback
- arrange an annual External Quality Assurance (EQA) visit to support your delivery
- host bi-annual IQA Support Meetings

5. Resources

All of the resources required for Assessors, Peep Practitioners and IQAs to deliver the Peep Progression Pathway are available in the Peep Progression Pathway area of the People website and will be available before the training for practitioners.

If you are unable to find what you are looking for, if you would like to make a request for new/modified resources, or if you need to report an error in the documentation, please contact the People Qualifications Manager (pathway@people.org.uk). If for any reason People is unable to meet your request, clear reasons will be provided where possible, within 15 working days.

5.1. Learning resources to support the delivery of the Peep Progression Pathway

The table below outlines the learning resources available for the delivery of the Peep Progression Pathway. The use of these resources is covered during both the **Peep Learning Together Programme Training** and the **Peep Progression Pathway Training**.

Resource(s)	Details
Peep Learning Together Programme Training: Delegate Workbook (previously called 'Manul')	Provides the underpinning theory for the Learning Together Programme as well as practical delivery suggestions.
Peep Progression Pathway Training Materials	Provides an overview of the Peep Progression Pathway units including planning, delivery and assessment. Covers the principles of adult learning within the context of Peep delivery.
Peep Learning Together materials	A wide variety of materials to support the delivery of the Peep Learning Together Programme, including: <ul style="list-style-type: none"> – The Peep Learning Together Programme (<i>Topics</i>) – Topic Cards – Session Plans – Supplementary resources (<i>e.g. Topic Handouts, Activity Sheets, Online Topic Toolbox, Information Sheets etc.</i>) – Online Practitioner Forums

Peep Progression Pathway resources	Resources to support the delivery of the Peep Progression Pathway units. This includes: <ul style="list-style-type: none"> - Course content - Unit descriptors (<i>optional</i>) - Assessment guidance - Portfolios (<i>referred to as keepsake books with Parents/Carers</i>) - Learner evidence guidance (<i>at SCQF levels 4 and 5</i>)
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5.2 Documentation to support the Peep Progression Pathway process

A full list of the documentation (guidance and forms) you will need to support the Peep Progression Pathway can be found in the table below (*Note: The latest versions of all the documentation are available in electronic form on the Peep Progression Pathway area of the People website.*)

Documentation	Details
Professional Record	Evidence of competency for the various roles needed to deliver the Peep Progression Pathway. This must be completed prior to delivery and updated yearly by the practitioner.
Assessor/Peep Practitioner Pack	Guidance and documentation requirements for delivering and assessing the units. Includes: <ul style="list-style-type: none"> - Learner Registration and Declaration - Assessment Log and Declaration - Learner Journey - Learner Reflective Feedback - Course Evaluation Form - Assessor Submission Checklist (<i>optional</i>)
Learner Handbook	Friendly introduction to the Peep Progression Pathway – should be handed out with the Learner Registration and Declaration . We have a simplified version of the Learner Handbook for learners who would prefer this.
Internal Quality Assurance (IQA) Pack	Contains guidance and documentation requirements for monitoring and sampling to ensure the quality of delivery. Includes: <ul style="list-style-type: none"> - Induction Checklist for Assessors - IQA Monitoring and Sampling Record - Delivery Centre Standardisation and Course Review Meeting – Agenda - Venue Suitability Checklist (<i>optional document</i>)
External Quality Assurance (EQA) Pack	Contains guidance and documentation to support the Delivery Centre quality assurance visit/meeting with People.

5.3. Policies and procedures

There are a number of policies and procedure that are required to support the Peep Progression Pathway. Some are provided by Peeple, others will already be in place within your organisation – see the table below for details:

Policies and Procedures	
<i>Provided by Peeple</i>	<i>Provided by the Delivery Centre</i>
<ul style="list-style-type: none">- Assessment Procedures (includes Remediation and Re-assessment)- Appeals Procedure- Malpractice Procedure (Covers learner complaints and plagiarism)- Local college agreement (if in place)	<ul style="list-style-type: none">- Data Protection- Health and Safety- Safeguarding / Child Protection- Equal Opportunities

5.4. Communicating resource updates

If Peeple change or update any of the policies, procedures or forms, an electronic form of the revised version will be updated on the Peep Progression Pathway area of the website and an email will be sent to all Internal Quality Assurance Officers (IQAs) with revision(s) detailed. Once notified of any changes by Peeple, it will be the responsibility of the IQA officer(s) to ensure the revised information is used accordingly by Assessors, Peep practitioners and learners accordingly.

5.5. Delivery Centre resources

The quality and availability of other resources including accommodation, equipment, ICT and staff are the responsibility of delivery centres. These should be monitored by the IQA officer(s) at regular meetings with practitioners and assessors.

6. Information Sharing

This section covers how delivery centres will collect and manage information from learners and outlines the documentation submission requirements to Peeple. A **Service Level Agreement** and **Data Sharing Agreement** must be signed off in advance of delivery of the Peep Progression Pathway. It is important that both parties adhere to organisational policies and procedures relating to data protection and confidentiality.

While you are a Delivery Centre, we will hold and process information about you, your learners and the courses you deliver. Most data is processed under the lawful basis of legitimate interests that we have with you to offer the Peep Progression Pathway. Some of the data is processed for contractual reasons relating to certification of learners. The reason why we process your data is set out below:

Table 1 – Assessors, Peep Practitioners and IQA Officers

Data	Purpose <i>(the reason we hold this data)</i>	Storage and retention
Your name, work address, email, mobile/ landline number, training event details (from Training booking form)	<ul style="list-style-type: none"> - To contact you regarding your booking (legitimate interests) - To share your information with Peep trainers and Peep staff (legitimate interests) - To report anonymously to our funders, the Scottish Government 	<ul style="list-style-type: none"> - Data held on Peep database (<i>password protected – only accessible to authorised staff</i>). All data apart from <i>name, email address</i> and <i>training event details</i> is deleted when you are no longer involved in the delivery of the Peep Progression Pathway - Name, mobile number and town/city are shared with Peep trainers by word document, then deleted - Name, email address & training event details held by Peep and kept for three years from the training date, after which it will be deleted.
Your qualifications and experiences relating to your role (from Professional record and professional record annual update).	<ul style="list-style-type: none"> - To confirm competency to undertake the role of assessor/Peep practitioner/IQA (legitimate interests) - Part of SQA quality assurance requirements (legitimate interests) - To share your information with your IQA(s) (legitimate interests) 	<ul style="list-style-type: none"> - Data held on Peep database (<i>password protected – only accessible to authorised staff</i>). - deleted when you are no longer involved in the delivery of the Peep Progression Pathway.
Your name and signature (from Initial visit checklist, Induction checklist for assessors, IQA monitoring & sampling record, Meeting minutes and EQA pack)	<ul style="list-style-type: none"> - Required to facilitate your role as a assessor/Peep practitioner/IQA (legitimate interests) - Part of SQA quality assurance requirements (legitimate interests) 	<ul style="list-style-type: none"> - Data held on Peep database (<i>password protected – only accessible to authorised staff</i>). - deleted when you are no longer involved in the delivery of the Peep Progression Pathway.

Table 2 - Learners

Data	Purpose <i>(the reason we hold this data)</i>	Storage and retention
Your name, date of birth, home address, email/ mobile/landline number, course title, course level (from Learner registration document)	<ul style="list-style-type: none"> - To share with your Peep practitioner and Peep manager so they can contact you regarding your course (contractual) - To allow us to quality assure your course (contractual) 	<ul style="list-style-type: none"> - Data held on Peep database (<i>password protected – only accessible to authorised staff</i>). All data except your email/mobile/landline number will be kept for twenty years to allow us to re-issue your certificate in the future should you need it, and in case of you

	<ul style="list-style-type: none"> - For certification purposes (contractual) - To allow us to report anonymously to our funder, the Scottish Government - To allow us to recognise any prior learning through Peep (contractual) 	<p>decide to return to a Peep course in the future with children or grandchildren</p> <ul style="list-style-type: none"> - Your email/mobile/landline number will be kept for the required fifteen months from the course end date, after which it will be deleted - Your data will not be shared with any other organisations unless you have given specific permission
Your name, your child's name, photos and/or drawings provided (from Portfolio)	<ul style="list-style-type: none"> - To allow us to quality assure your course (contractual) - For certification purposes (contractual) 	<ul style="list-style-type: none"> - Data held on Peeple database <i>(password protected – only accessible to authorised staff)</i>. - Viewed and checked by other Peep managers across Scotland as part of quality assurance requirements. - Kept for the required fifteen months from the course end date, after which it will be deleted.
Your name, course title, and course level (from Learner assessment log & declaration)	<ul style="list-style-type: none"> - To share with your Peep practitioner and Peep manager so they can support you through your course (contractual) - To allow us to quality assure your course (contractual) - For certification purposes (contractual) 	<ul style="list-style-type: none"> - Data held on Peeple database <i>(password protected – only accessible to authorised staff)</i>. - Kept for the required fifteen months from the course end date, after which the form will be deleted. May be shared with other Peep managers as part of quality assurance requirements.
Anonymous feedback on the course (from Parent/carer reflective feedback and Parent/carer learning journey)	<ul style="list-style-type: none"> - To allow us to quality assure your course (contractual) - To allow us to report anonymously to our funder, the Scottish Government 	<ul style="list-style-type: none"> - Data held on Peeple database <i>(password protected – only accessible to authorised staff)</i>. - Kept for the required fifteen months from the course end date, after which the form will be deleted. May be shared with other Peep managers as part of quality assurance requirements.
Your name, email/mobile/landline number and course name (Appeals and malpractice forms)	<ul style="list-style-type: none"> - To allow us to quality assure your course (contractual) - For certification purposes (contractual) 	<ul style="list-style-type: none"> - Data held on Peeple database <i>(password protected – only accessible to authorised staff)</i>. - Kept for the required fifteen months from the course end date, after which the form will be deleted.
Your progression following completion of the Peep Progression Pathway (employment, return to work, volunteering or further learning)	<ul style="list-style-type: none"> - To allow us to quality assure your course (contractual) - To allow us to report anonymously to our funder, the Scottish Government 	<ul style="list-style-type: none"> - Data held on Peeple database <i>(password protected – only accessible to authorised staff)</i>. - Kept for the required fifteen months from the course end date, after which the data will be deleted.

6.1. Retention and storage of learner information

All learners must complete the **Data sharing consent** section on the [Learner Registration and Declaration](#). The delivery centre should upload a scanned copy on to Peeple's database and retain learner portfolios for three weeks after the course/unit completion date in a locked filing cabinet with limited access. After which time, the portfolio should be returned to the learner.

6.2. Collecting and sharing information with Peeple

To assure quality and comply with the requirements for learner registration and certification, there are specific documents which need to be completed and returned. All information exchanges are logged by the Peeple Qualifications Manager. The following flowchart explains the documentation requirements and timeframes for submission to Peeple.

Assessor

Identify learners for course. Identify venue and complete **Venue suitability checklist (optional)**.

Decide which course to deliver

Inform IQA of course start **at least two weeks before** course starts and arrange pre-course meeting with IQA

Assess needs of learners and level of learning

Support learner induction and registration session

Delivery Centre Policies, **Assessment Procedure, Appeals Procedure, Malpractice Procedure, Learner Handbook & Learner Registration and Declaration**

Deliver course and support learners to complete units

Course Content, Units Descriptors (optional), Assessment Guidance, Topic Cards, Session Plans, Keepsake Books and other resources

Keep **Assessment Log and Declaration** and update to share with the learners so they can see their own progress

Arrange course visit with IQA to take place during the course and attend any standardisation meetings

Evaluate course with learners and assess learning: Participate in Internal Verification with IQA

Assessment Guidance
Assessment Log and Declaration, Learner Journey, Learner Reflective Feedback and portfolios

Complete and send to IQA* along with **Course evaluation**

Send all forms* to IQA **one week** after course end

IQA

Carry out Assessor Induction before course start **Induction Checklist for assessors**

Ensure assessor has most up to date version of resources from the Peep Progression Pathway area of the website

Support assessor to understand and structure course and deliver learning that generates assessment evidence

Visit assessor and learners during course session.

IQA Monitoring & Sampling Record
Internally verify with assessor on portfolios

Invite Assessor to meetings with other assessors. Update **Professional Record (annual update)** at meetings annually
Standardisation and Course Review meeting agenda

Receive the following forms from assessor one week after course ends:
Assessment Log and Declaration; Learner Journey; Learner Reflective Feedback; Learner Registration and Declaration, Course Evaluation and portfolio, standardisation meeting minutes and portfolios.

Upload to Peep database together with standardisation meeting minutes, **IQA Monitoring & Sampling Record** and **Venue Suitability Checklist (optional)** for submission and EQA visit.

Complete **EQA Delivery Centre Report** (contained in the **EQA Pack**) **at least three weeks** before EQA visit takes place. Upload to Peep database

* Please check the Peep website for the current **Learner Registration Fee**.

Electronic and paper files in relation to learners will be held securely and deleted from the Peeple database fifteen months after course completion.

6.3. Maintaining records

If learners change address or other personal information during the period of their programme of study, this should be updated on their [Learner Registration and Declaration](#).

7. Quality Assurance

We wish to learn from Assessors, Peep practitioners, IQA officers and learners. To achieve this, we will encourage dialogue and feedback on both course content and our approach to supporting delivery centres to continually develop and improve delivery.

7.1. Responsibilities

Peep practitioners and assessors are responsible for the quality of delivery and assessment of the Peep Progression Pathway in their delivery centre. The Internal Quality Assurance (IQA) officer has overall responsibility for quality assurance within each delivery centre. It is the IQAs responsibility to provide assessors with their own organisational policies and procedures relating to the Peep Progression Pathway, and to provide ongoing support to assessors.

Peeple is responsible for carrying out External Quality Assurance (EQA), as well as quality assurance of the Peep Progression Pathway resources.

7.2. Continuing Professional Development (CPD)

To ensure the quality of the Peep Progression Pathway and ensure delivery meets current best practice standards, policy and thinking, assessors and IQA officers will be required to record their programme of CPD. It is recommended that staff are exposed to a broad range of information on adult learning, early years, family learning and assessing. As part of good practice and to demonstrate their professional role, a personal record of their CPD activities should be completed annually during standardisation. This can be done using the [Professional Record \(annual update\)](#).

7.3. Evaluation and feedback

Both staff and learner feedback are an important part of developing the Peep Progression Pathway. This helps to ensure that the course content, staff-learner contact, assessment and all other aspects of course delivery are appropriate and subject to continuous improvement.

Staff will be involved in obtaining and giving feedback in the following ways:

Stage	Recording Method
Learning materials and course content	Learners complete Learner Reflective Feedback and Learner Journey forms at the end of each course. Assessors issue and collect forms (see Assessor/Peep Practitioner Pack). The IQA officer(s) review these and share with Peeple. Assessors and Peep practitioners complete a report at the end of each course delivery (see Course Evaluation Form in the Assessor/Peep Practitioner Pack). This is shared with the IQA who in turn shares it with Peeple as part of the EQA process.
Delivery Centre's course design and delivery	Standardisation and course review meetings with practitioners, Assessors and the IQA officer(s). Bi-annual IQA support meetings.
National course design and delivery	Course review with an EQA Officer via regular standardisation meetings and with Peeple annually.

7.4. Review of Internal Quality Assurance

The sampling of learner evidence for internal quality assurance is an important part of the national quality assurance process. Peeple needs to apply this to ensure that the Peep Progression Pathway remains relevant and meets the needs of both delivery centres and learners.

7.5. External Quality Assurance

External quality assurance (EQA) is the process by which Peeple ensure the required standards are applied uniformly in assessments carried out by delivery centres. Delivery centres must agree to on-going EQA for as long as they continue to deliver the Peep Progression Pathway.

We will apply the quality standards similar to those required by SQA so that learners can be sure their learning is of a high standard, which is recognised as a valuable and verifiable level of knowledge, understanding and competence. We want delivery centres to take an active role in working with Peeple to ensure these standards are met.

EQA officer standardisation meetings take place within Peeple each term. During these meetings, resources and course content are discussed and 10% of portfolios (100% for new delivery centres) are sampled. The sample is chosen from learners completing different levels, from a range of age groups, abilities, ethnicity and gender. Some of the portfolios have been sampled by the IQA officer and others have not yet been sampled.

During the Peeple EQA officer's annual visit/meeting, the method and outcome of the quality assurance sampling will be reviewed. It is imperative that all staff members who have been involved in the delivery of the course provide an honest account of what is working well and what challenges they or learners are experiencing. The IQA Officer(s) is required to prepare for the meeting by completing the [EQA Delivery Centre Report](#) (contained within the [External Quality Assurance \(EQA\) Pack](#)). The outcome of the EQA review will be recorded and any subsequent action monitored by the EQA officer. For further details, see the [EQA Pack](#).

We hope you decide to become a delivery centre and look forward to working with you.