



BTEC Centre Guide to Policies & Procedures

2023 - 2024

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Introduction

Welcome to this guide to Policies and procedures for vocational qualifications. The guide provides you with the information you need to ensure your BTEC policies and procedures meet requirements in 2023-24.

The guide walks you through:

- the main policies & procedures that you need to have in place.
- development templates for use by your centre

We're here to help.

If you need more information or support at any stage, please contact the [Vocational Quality Assurance Managers](#) by emailing [Pearson Support](#). We are here to help with all your quality assurance queries.

IMPORTANT: Please note that changes to our guidance are highlighted in *orange italic print*.

Why do we need policies and procedures?

Quality assurance is at the heart of our vocational qualifications.

You use quality assurance to ensure that your Managers, Lead Internal Verifiers, Internal Verifiers and Assessors are standardised and supported.

We use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support where it is needed to safeguard certification. It also allows us to recognise and support good practice.

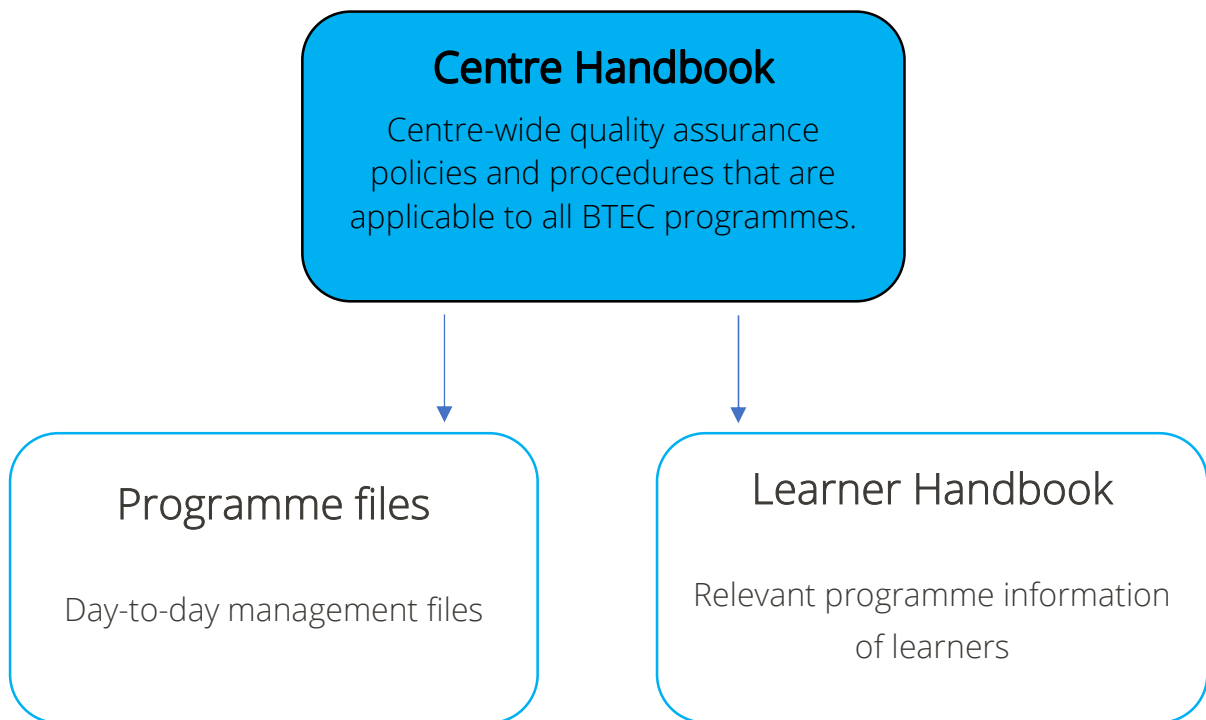
To be able to ensure that your quality assurance continues to meet BTEC requirements for Pearson Centre Approval and Recognition, we advise that you should develop and maintain policies and procedures that support you to have

- operational quality systems appropriate to your centre's size that enable quality assurance management, review and improvement
- sufficient records that demonstrate the use of the quality systems and the outcomes of key monitoring activities.
- effective internal and external communications
- systems that are compliant with current BTEC and regulatory requirements.

Documents will vary between centres and may be stored electronically. All quality assurance documents must be reviewed and revised regularly.

The next page is a suggestion of how they can be organised at centre and programme level.

Quality Assurance Organisation



We would advise you that

- holding centre policies and procedures electronically makes them easier to access and update,
- these documents will contain much of the information required for your quality assurance, Centre Assessment Standards Reviewer and SV sampling activities,
- standardised documentation aids the accuracy, consistency, and audit of records.

Content varies according to the size and type of centre. For example, small centres may use a combined centre/programme file, while larger centres may opt for separate files.

The importance of developing consistency across all BTEC provision at your centre is key to your success and is good practice, which also supports Pearson representatives to undertake quality assurance monitoring activities.

Centre Handbook

Centre wide quality assurance processes that are applicable to all BTEC programmes

Programme Files

Day to day management file for BTEC programmes

Suggested centre handbook content:

Approval applications / confirmation
Registration, entry & certification policy
Assessment policy & procedures
Internal Verification policy & procedures
Distance & blended learning policy
Appeals policy
Assessment Malpractice Policy
Special Considerations policy
Collaborative arrangements policy (if applicable)
Assessment & IV templates:
- IV of assignment brief
- IV of assessment decisions
- Tracking sheet - at grade criteria
- Tracking sheet - unit achievement
Year plan
Annual review cycle

Suggested Programme File content:

Programme Management

Programme details
Programme team
Timetable
Assessment Plan
IV schedule
Meeting minutes/ notes

Teaching & learning

Specification
Schemes of work / lesson plans
Employer Involvement

Assessment & Learner Records

Class lists
Assignment Brief
Tracking Sheets - grading criteria
Tracking sheets - unit achievement
Assessment Records/ Appeals
Other info - predicted grades etc.

Learner Support

Recruitment information
Advice & guidance
Diagnostic Testing / Learning styles
Induction materials/ checklist
Parent evening docs
Tutorial records

Quality Assurance

IV records
SV reports
Withdrawal / transfer data
Programme review/ evaluation
Learner Voice feedback
Retention / achievement data

Learner Handbook

Relevant Information for BTEC learners

Suggested learner handbook content:

Qualification details
Programme overview
Induction timetable/checklist
Health & Safety information
Programme timetable
Assessment plan
Unit details
Key skills / functional skills information
BTEC Assessment procedures
Plagiarism and Malpractice
Appeals procedure
Study skills
Tutorial

What policies and procedures do I need?

We would advise that you need policies and procedures that cover the key aspects of BTEC quality assurance and management. This would include:

- Registration, entry, and certification of learners
- Assessment
- Internal Verification
- Distance and/or Blended Learning policy
- Assessment Malpractice
- Appeals and Complaints
- Collaborative arrangements policy & operational procedures (if appropriate)

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

- Equality and Diversity
- Safeguarding
- Health and Safety (including any arrangements for Employer Involvement)
- Special Consideration and Reasonable Adjustment
- Recognition of Prior Learning
- Conflict of Interest
- Contingency or Adverse Effects

All policies and procedures must be reviewed and evaluated annually. Your centre policies and procedures must be detailed and contextualised in terms of how BTEC programmes and their quality assurance work in your centre. Although you will not have to send them all to Pearson for review, the policies and procedures may be requested if an issue arises during the quality assurance cycle.

How do I develop policies and procedures to meet Pearson requirements?

You can develop these to meet the structure and needs of your centre. You can either choose to have separate BTEC policy and procedure documents or you can choose to incorporate them into your overarching centre policies and procedures with specific reference made to individual BTEC procedures.

The examples provided are what your policies and procedures may look like. You can use them as a starting point for your own policies which you should customise and badge for your centre.

IMPORTANT: These on their own are not sufficient to meet the requirements for Pearson quality assurance. Specific procedures, based on the policies and processes relevant to your centre, should be developed.

Policy and procedure exemplars

BTEC Registration, entry & certification policy

Aims

1. To register individual learners to the correct programme within agreed timescales.
2. *To enter individual learners for assessment, where required, by published deadlines.*
3. To claim valid learner certificates within agreed timescales.
4. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration, entries and certification claims can be tracked to the certificate which is issued for each learner.

To do this, [add centre name] will:

- *Register each learner to meet with Pearson requirements*
- *Register each learner on the appropriate programme code, at the start of teaching and prior to any assessment activity*
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers, or changes to learner details
- *Ensure registration data on Edexcel Online is accurate and up to date, including learner 'estimated completion dates'*
- Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines
- *Provide a mechanism for programme leads to check the accuracy of individual learner entries*
- *Ensure that certificate claims are timely to meet Pearson published deadlines*
- Audit certificate claims made to Pearson
- Audit the certificates received from Pearson, to ensure accuracy
- Keep all records safely and securely for three years post certification, *in line with Pearson Terms and Conditions*

Top Tip: You now need to add your centre specific procedures making sure you cover all the following as a minimum. You can do this in a format that suits your centre (i.e., flowchart, process map, text etc.)

Procedures for

- Registration
- Transfer
- Withdrawal
- *Internal/ external assessment entries*
- Unit Certification
- Certification

Staff roles and responsibilities for each process, as appropriate

Key dates & actions

Policy review & update and version control details.

Links

Add links here to key Pearson and /or centre documents that may be helpful when reading or using this policy & procedure:

[Entries & Information manual](#): this is published by Pearson each year and provides detailed information for Exams Officers about registration and certification procedures for all Pearson programmes on our website.

Please note - Learners should be registered on Edexcel Online on the appropriate programme code, **at the start of teaching and prior to any assessment of a BTEC qualification**. Failure to do so will be in breach of your Terms of Approval and may result in sanctions being applied to your centre.

BTEC Assessment policy

Aims

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
2. To ensure that the assessment procedure is open, fair, and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decisions.

To do this, [add centre name] will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that assessment decisions are impartial, valid, and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for *plagiarism & assessment* malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination/ moderation as required by Pearson
- Monitor standards verification/external examination/ moderation reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms of Approval

Top Tip: You now need to add your centre specific procedures making sure you cover all the following as a minimum. You can do this in a format that suits your centre (i.e., flowchart, process map, text etc.)

Procedures for

- Assessment plans
- Assignment design / assignment brief
- Assessment
- Submission, resubmissions & retakes
- Assessment recording/ tracking for learners

Staff roles and responsibilities for each process, as appropriate

Key dates & actions

Policy review & update and version control details

Links

Add links here to key Pearson and /or centre documents that may be helpful for staff when reading or using the policy & procedures. A few are already listed that may be useful.

- [Pearson Qualification Subject pages](#)
- [BTEC Quality Assurance](#)
- [Assessment & Internal Verification templates](#)

BTEC Internal Verification policy

Aims

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
3. To ensure that the Internal Verification procedure is open, fair, and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

To do this, [add centre name] will ensure:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, who is registered, *annually, with Pearson and has completed standardisation with the programme team*
- Each Lead Internal Verifier oversees effective internal verification in their subject area
- Staff are briefed and trained in the requirements for current internal verification procedures
- Effective internal verification roles are defined, maintained, and supported. Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites, and assessors is internally verified
- Secure records of all internal verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice.

***Top Tip:** You now need to add your centre specific procedures making sure you cover all the following as a minimum. You can do this in a format that suits your centre (i.e., flowchart, process map, text etc.)*

Add procedures for

- LIV registration
- OSCA accreditation / standardisation activities
- IV schedules
- Staff briefing / annual updating
- IV of assignments
- IV of assessment decisions
- Maintenance of IV records
- Standards verification (Entry to L3) / External Examination (L4-7) monitoring and review

Staff roles and responsibilities for each process, as appropriate

Key dates & actions for processes & procedures

Policy review & update and version control details

Links

Add links here to key Pearson and /or centre documents that may be helpful for staff when reading or using the policy & procedures. A few are already listed that may be useful. It is important that this document links to the BTEC Guide to Internal Verification and other key documents related to IV, such as:

- [BTEC Centre Guide to Internal Verification](#)
- [Assessment & Internal Verification templates](#)
- [Lead Internal Verification](#)
- [Quality Assurance](#)

BTEC Appeals policy

Aims

1. To enable the learner to enquire, question or appeal against an assessment decision
2. To attempt to reach agreement between the learner and the assessor at the earliest opportunity
3. To standardise and record any appeal to ensure openness and fairness
4. To facilitate a learner's ultimate right of appeal to the Pearson and the Office of the Independent Adjudicator (BTEC Level 4-Level 7 only), where appropriate
5. To protect the interests of all learners and the integrity of the qualification.

To do this, [add centre name] will:

- Inform the learner at induction, of the Appeals Policy and procedure
- *Accurately record, track, and validate any appeal submitted*
- Forward the appeal to Pearson when a learner considers that an assessment decision continues to disadvantage them after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Pearson for a minimum of 18 months
- Have a staged *internal* appeals procedure
- Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement.

***Top Tip:** You now need to add your centre specific procedures making sure you cover all the following as a minimum. You can do this in a format that suits your centre (i.e., flowchart, process map, text etc.)*

Add centre specific details for

- Learner induction, informing them about the appeals procedure
- Stages of learner appeals procedure (both internal and external stages)
- Recording each stage of the appeals procedure
- Monitoring appeals

- Roles / responsibilities of staff within the process.

Links

Add links here to key Pearson and /or centre documents that may be helpful for staff when reading or using the policy & procedures.

- [Policies for centres, learners, and employees](https://www.jcq.org.uk/exams-office/appeals/): This is Pearson's policy on learner appeals. Please note, this does not apply until internal centre processes have been exhausted <https://www.jcq.org.uk/exams-office/appeals/>

BTEC Assessment Malpractice policy

Aims

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- *To report all alleged, suspected, and actual incidents of malpractice to Pearson*
- To protect the integrity of this centre and BTEC qualifications.

To do this, [add centre name] will:

- *Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone*
- Seek to prevent malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the sanctions for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Require learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- *Advise learners of the centre's rules regarding whether AI tools (e.g., ChatGPT) can be used and, if so,*
- *Require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tools made in the production of their work*
- *Report to Pearson all alleged, suspected and actual incidents of malpractice in accordance with JCQ Suspected Malpractice Policies and Procedures (add link)*
- *Where required, gather information for an investigation in accordance with Pearson instructions. Such an investigation will be supported by the Head of Centre / Principal / CEO and all personnel linked to the allegation.*

Where malpractice is proven, Pearson will determine the sanctions to be imposed.

Learner Malpractice

This list of examples is not exhaustive:

- Plagiarism of any nature, including the misuse of AI tools

- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation, by pretending to be someone else to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

Staff Malpractice

This list of examples is not exhaustive:

- Improper assistance to learners
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the learners' achievement to justify the marks given or assessment decisions made
- Failure to keep learner coursework/portfolios of evidence secure
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- *Failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader*
- Falsifying records/certificates, for example by alteration, substitution, or fabrication
- Improper certificate claims, e.g., claiming for a certificate prior to the learner completing all the requirements of assessment.

Top Tip: You now need to add your centre specific procedures making sure you cover all the following as a minimum. You can do this in a format that suits your centre (i.e., flowchart, process map, text etc.)

Add specific centre details about

- How you minimise the risk of learner malpractice
- How you minimise the risk of staff malpractice
- How you deal with malpractice
- Informing Pearson of any malpractice

Staff roles and responsibilities for each process, as appropriate

Key dates & actions for processes & procedures

Policy review & update and version control details

Links

Add links here to key Pearson and /or centre documents that may be helpful for staff when reading or using the policy & procedures. A few are already listed that may be useful.

- [Centre guide for dealing with malpractice and maladministration](#). This is Pearson's guidance on dealing with assessment malpractice and maladministration.
- [BTEC Quality Assurance guidance for BTEC Level 2 and 3](#), which includes guidance on understanding and managing plagiarism.

BTEC Collaborative arrangements policy

Aims

1. To ensure that all collaborative (consortia) arrangements are approved and meet requirements
2. To ensure delivery and assessment of each qualification delivered through the arrangement will meet the learning outcomes and assessment requirements set out by Pearson
3. To manage quality assurance processes to provide robust internal verification that fully meets Pearson requirements

To do this, [add centre name] will

- have a process in place to ensure that approval to deliver qualifications in partnership with another provider has been authorised by Pearson, *prior to recruitment & the start of teaching of the qualification(s)*
- make sure that all providers have qualification approval before applying for approval under a collaborative arrangement
- identify a Lead Centre for the collaborative arrangement, to coordinate the quality assurance for each qualification delivered
- ensure a Lead Internal Verifier (LIV) is registered annually for each qualification delivered
- ensure that the LIV completes standardisation activities annually and undertakes appropriate standardisation training with all staff completing assessment and internal verification
- make accurate learner registrations and claims under the appropriate consortium programme code and / or subsite
- have appropriate policies and procedures for registration and certification of learners in place
- ensure we have access to all quality assurance documentation linked to registered learners
- ensure we have access to all learner progress and achievement records
- be included /participate fully in regular evaluation and review of all qualifications delivered in the collaborative arrangement
- retain all assessment evidence and quality assurance documentation relating to registered learners in line with Pearson requirements
- participate in Pearson quality assurance monitoring through the Holistic Review and Standards Verification (SV)
- complete and submit an Annual Quality Declaration to confirm that all required Centre Quality processes and procedures are in place and operating effectively

- apply the outcomes of Standards Verification and support any essential actions required
- ensure we / or the Lead Centre communicate any changes or amendments to the collaborative arrangement to Pearson, including adding or withdrawing from a collaborative arrangement and adding or withdrawing qualifications.

***Top Tip:** You now need to add your centre specific procedures making sure you cover all the following as a minimum. You can do this in a format that suits your centre (i.e., flowchart, process map, text etc.)*

Add centre specific details for

- Staff roles and responsibilities (i.e., Lead IV, Lead centre, assessors, IV, Exams Officers)
- Staff updating/ briefing (i.e., standardisation; meetings; review & evaluation)
- Standards verification review & monitoring

Key dates & actions for processes & procedures

Policy review & update and version control details

Links

Add links here to key Pearson and /or centre documents that may be helpful for staff when reading or using the policy & procedures. A few are already listed that may be useful.

- [BTEC Centre Guide to Collaborative arrangements for vocational qualifications](#)
- [Collaborative and consortia arrangements for vocational qualifications policy](#)
- [Collaborative and consortia arrangements application form](#)

BTEC Distance and blended learning policy

Aims

1. To ensure that distance and / or blended learning delivery meets the guidelines set by Pearson.
2. To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.

To do this, [add centre name] will

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure the setting of assignments is undertaken in the face-to-face sessions and that deadlines are clear
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms of Approval.

***Top Tip:** You now need to add your centre specific procedures making sure you cover all the following as a minimum. You can do this in a format that suits your centre (i.e., flowchart, process map, text etc.)*

Procedures for

- managing feedback on assignments
- constructive feedback in a timely manner
- submissions / resubmissions & retakes as appropriate
- authenticating learner's work
- minimising assessment malpractice / plagiarism
- secure storage of all assessment and internal verification records

Staff roles and responsibilities regarding support when learners are working remotely

Staff updating & training for remote delivery & assessment

Key dates & actions for processes & procedures

Policy review & update and version control details

Links

Add links here to key Pearson and /or centre documents that may be helpful for staff when reading or using the policy & procedures.

- [Pearson guidance for Distance Learning and Blended Learning](#)
- BTEC subject specifications.

*BTEC Special consideration and reasonable adjustments - *new**

Aims

1. To make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
2. To ensure any Special Consideration adjustment to a candidate's mark or grade to reflect temporary injury, illness, or other indisposition at the time of the examination/assessment is submitted appropriately and timely.
3. To ensure that learners are not unfairly disadvantaged/advantaged during the assessment process.

To do this, [add centre name] will

Reasonable adjustments

- Ensure any reasonable adjustment during an assessment reflects the normal learning or working practice of a learner in the centre or working in an occupational area
- Only use mechanical, electronic, and other aids to demonstrate competence that are generally commercially available or available from a specialist supplier
- Ensure any adaptations do not impact on any assessment standards or competence standards being assessed
- Only use adaptations that are recognised in current JCQ guidance and contact Pearson for further guidance, if appropriate
- Consider any reasonable adjustment on a case-by-case basis
- Provide evidence of need if requested by Pearson
- Inform the learner where a reasonable adjustment application has been submitted to Pearson
- Record all reasonable adjustments made in relation to internal assessments on Form VQ/IA and make available to Pearson on request
- Apply for reasonable adjustments to external assessments in line with deadlines published by Pearson.

Special Considerations

- Apply for any special consideration at the time of the assessment and in line with deadlines published by Pearson
- Only apply for a special consideration if the situation meets current JCQ guidance

- Only apply for special consideration if the centre is satisfied that there has been a material detrimental effect on the learner performance in external or internal assessment
- Make any applications on a case-by-case basis
- Inform the learner where a special consideration application has been submitted to Pearson
- Submit special consideration requests to Pearson in line with the published requirements along with evidence requested to support the request
- Make all applications for special considerations on the appropriate form as required by Pearson
- Ensure all applications are authorised by the head of centre/ Principal/CEO

***Top Tip:** You now need to add your centre specific procedures making sure you cover all the following as a minimum. You can do this in a format that suits your centre (i.e., flowchart, process map, text etc.)*

Procedures for

- managing & recording applications
- secure storage of evidence to support applications
- completion & authorisation of applications for reasonable adjustments and / or special considerations

Staff roles and responsibilities

Key dates & actions for processes & procedures

Policy review & update and version control details

Links

Add links here to key Pearson and /or centre documents that may be helpful for staff when reading or using the policy & procedures.

- [JCQ forms for Access Arrangements, Reasonable Adjustments and Special Consideration](#)
- [Special considerations](#)
- [Reasonable adjustments for BTEC qualifications](#)
- [Access arrangements for Pearson qualifications](#)

- [Pearson Support portal](#)
- [Supplementary guidance for Reasonable Adjustments and Special Consideration \(pearson.com\)](#)

Frequently asked questions

Do we need to have separate BTEC policies?

No, the policies and procedures can be included in your whole centre policies, if they refer to BTEC qualifications and all the requirements & guidance in the exemplar content is covered.

Do I need to update policies annually?

Not necessarily, but you should review the content of those policies referring to BTEC policies and procedures on an annual basis, to ensure that any changes to BTEC requirements & guidance is updated. It is good practice to update/review all policies on a regular basis and 'version control' will help identify updated versions.

Do policies and procedures need to be hard/paper copies?

No. Electronic versions are easier to maintain, as updates can be made quickly and circulated to key staff. If you choose to do this, ensure that all appropriate staff have access to the documents via a shared folder or 'cloud' storage.

Do we need to use the exemplar policies included in this guide?

No, in fact we would encourage you to use them as a starting point but develop policies and procedures to make them 'fit for purpose' for your centre size and requirements. If the exemplar content is covered as a minimum, to ensure that you are meeting BTEC requirements for quality assurance of BTEC qualifications, you can develop your own format & style.

We only provide BTEC qualifications through a collaborative (consortium) arrangement with another centre. Our learners go to this centre to complete their qualification. Do we need BTEC policies and procedures?

Yes. If you register learners, you are responsible for the learner journey & experience. As a minimum you will need policies that cover Registration, entries & certification, Assessment Malpractice, Collaborative Arrangements and Appeals, Special considerations/ reasonable adjustments.

Do I need to send my BTEC policies and procedures to Pearson?

No, but the policies and procedures may be requested if an issue arises during the quality assurance cycle. If you are referred to a Centre Quality Manager (CQM) for support, they may request to see them. If you are allocated to Centre Assessment Standards Review / Lead Standards Verification, they may request them.



Additional Support

Further support can be accessed via the [Quality Assurance webpages](#) where you will find guidance and support for quality assurance:

[Quality Nominees | Pearson qualifications](#)

[Quality Assurance - BTEC Tech Awards, L2 and L3 | Pearson qualifications](#)

[Quality Assurance - Higher Nationals | Pearson qualifications](#)

[Quality Assurance - Tech Awards | Pearson qualifications](#)

[Quality Assurance - Work-based Learning \(WBL\) | Pearson qualifications](#)

If you have any questions, please contact us via the [Pearson Support Portal](#).