》Pearson

Centre Guide to Policies & procedures

2025-2026

Table of Contents

Version Control

Page Number	What has changed	Date of Change
5	Amendments to Centre Handbook & Programme folder suggested structure	10/09/2025

Introduction

Use this guide to make developing and keeping your policies and procedures up to date for your vocational qualifications in 2025/26.

The guide will walk you through:

• the main policies & procedures that you need to have in place
• templates that you can use as a starting point.

We're here to help.

If you need any help with quality assurance, contact us via the Pearson support portal and we'll be on hand to help.

Need to have a quick chat or want some dedicated time for one-to-one support? Book a 15min appointment with your Vocational Quality Assurance Manager (VQAM) on our website.

Why do we need policies and procedures?

Quality assurance is at the heart of our vocational qualifications, and we are here to support you with developing policies and procedures for your BTEC qualifications and to review and evaluate them annually.

Clear policies and procedures support you to make sure that Managers, Lead Internal Verifiers, Internal Verifiers, and Assessors are standardised and receive the right support for BTEC qualifications.

While you don't have to submit them to Pearson, we might request them if there's an issue during the quality assurance cycle. 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.

It is important that your quality assurance continues to meet BTEC requirements for Pearson Centre Approval and Recognition, we ask that you develop and maintain policies and procedures that support you to have

- a Quality Nominee identified on Edexcel Online (EOL), who is a member of the Senior Leadership Team, (or supported by SLT) to act as the main contact for Pearson and take responsibility for the quality assurance of your vocational programmes
- sufficient vocationally experienced and competent staff to deliver and assess Pearson qualifications
- time allocated for programme teams to have formal meetings to discuss delivery, assessment, verification, and other activities such as BTEC standardisation
- Quality systems suitable for your centre's size that support effective assurance, review, and improvement
- records that show how your quality systems support BTEC delivery & assessment and the outcomes of key monitoring activities
- effective internal and external communications
- systems that meet with current BTEC and regulatory requirements.

Here is a suggestion of how they can be organised at both centre and programme level.

Centre Quality Handbook

This is where all the policies and procedures are held that apply to all your BTEC qualifications

Programme File

Where BTEC staff keep all day-to-day documents about the qualification

Learner handbook

Where learners can find all the information they need about their BTEC course

Our advice on handbooks and folders.

Let's talk about the best way to organise your documents.

- You can keep them digitally or in hard copy, whatever suits you. Just make sure they're up to date and reviewed annually. We recommend going digital. It's easier for everyone to access and update.
- Standardising your documents is key. It'll help keep everything accurate and consistent and make quality assurance activities a lot smoother.
- Depending on your center's size, you might want a combined file for small centers or separate files for larger ones.

Centre Handbook

Suggested content

Approval confirmation (inc. collaborative arrangements)

Policies & procedures for:
- ✓ Recruitment, enrolment & induction
- ✓ Registration, entry & certification
- ✓ Internal verification
- ✓ BTEC Assessment
- ✓ Distance / Blended learning
- ✓ Appeals (& complaints L4-7)
- ✓ Assessment malpractice
- ✓ Special considerations
- ✓ Collaborative arrangements

Assessment & IV templates
- – IV of assignment
- – IV of assessment
- – Tracking sheet - LO/grade criteria
- – Tracking sheet – unit achievement

Year plan

Annual review cycle or calendar

Programme file

Suggested content

Progamme management
staff teams & roles
Timetable
Assessment plan
IV schedule
Meeting minutes / notes
Teaching & learning
Specification
Schemes of work / lesson plans
Employer involvement
Assessment & learner records
Class lists
Tracking sheets (unit & LO criteria level)
Assessment records
Appeals
Learner Support
Recruitment / Advice & Guidance info
Skills tests / diagnostic tests
Induction material / checklist
Tutorial
Quality Assurance
IV records
SV reports
Withdrawal / transfer data
Programme review/ evaluation
Learner voice feedback
Retention & achievement data

Keeping things consistent with all your Pearson courses makes it easier for you to be successful and Pearson representatives to check on quality through our annual quality checks.

Learner Handbook

Suggested content

Course/ qualification details	Student support opportunities
Course overview	BTEC Assessment guidelines
Induction checklist	Assessment malpractice & plagiarism procedures
Health & Safety information	Appeals (& complaints) procedure
Course timetable	Study skills support
Assessment plan / assignment schedule	Tutorial support
Unit / module details	

Every student should have a copy to support them to be successful on their course

What policies and procedures do I need?

The policies and procedures that cover the key aspects of BTEC quality assurance and management should include:

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

You may need to have other non-BTEC-specific centre policies and procedures in place, such as:

- 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
- Recruitment, enrolment, and induction (L4-7, PTP and WBL only)
- English language requirements (L4-7 only)
- Contingency or adverse effects (such as responding to cyber-attack or major events/incidents)
- Appeals & complaints (L4-7 only)

All policies and procedures must be reviewed against Pearson requirements and guidance, and updated annually. You should make sure they have enough detail and are contextualised to show how BTEC programmes and quality assurance works in your centre.

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

You can develop these to meet the needs of your centre. You can either choose to have separate Pearson 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 we have provided in this guide are what your policies and procedures may look like. You can use them as a starting point for your own policies which you can then customise and badge for your centre.

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

Policy and procedure templates

BTEC Registration, entry & certification policy

Aims

1. To register individual learners to the correct programme within Pearson stated 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:

- Ensure all relevant approvals are in place for programmes being offered, prior to starting delivery and assessment
- Register each learner to meet with Pearson requirements
- Register each learner on the appropriate programme code, at the start of teaching and before any assessment activity is completed
- Provide a robust mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status and number, if requested
- Inform the awarding body of any withdrawals, transfers, or changes to learner details
- Ensure registration data on Edexcel Online is accurate and up to date, including learner 'estimated completion dates (ECD)'
- Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines
- Provide a robust 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 and maintain accurate learner 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.)

Specific procedures for

- Approval of new programmes
- 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.

> Learners must 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 all 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, *to meet published deadlines*
- 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 carried out accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms & Conditions of Approval
- Have all learner evidence available for review when requested, in line with Pearson Terms and Conditions of Approval

- comply with the requirements as set out in the Pearson [Centre Guide to 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.)

Specific procedures for
- Assessment plans
- Assignment design / assignment brief
- Assessment
- Submission, resubmissions & retakes
- Assessment recording/ tracking for learners
- Retention of learner work to meet Pearson requirements

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:

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

BTEC Internal Verification policy

Aims

1. To ensure there is an identified and appropriately experienced Lead Internal Verifier in each principal subject area (BTEC Entry Level – Level 3/ Level 4-7)
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 are accurate and detailed records of Internal Verification decisions.

To do this, [add centre name] will:

- Where required by the qualification, appoint a Lead Internal Verifier appropriately for each subject area, and complete standardisation annually 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 and that 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, cohorts, and assessors is internally verified
- Secure records of all internal verification activity are maintained and retained to meet Pearson requirements
- The outcome of internal verification is used to enhance future assessment practice
- comply with the requirements as set out in the [Pearson Centre Guide to Internal Verification](#).

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.)

Specific procedures for
- LIV appointment
- OSCA 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

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 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
- comply with the requirements as set out in the JCQ Appeals information.

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.)

Specific procedures 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.

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.

- [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

1. To identify and minimise the risk of malpractice by staff or learners
2. To respond to any incident of alleged malpractice promptly and objectively
3. To standardise and record any investigation of malpractice to ensure openness and fairness
4. To report all alleged, suspected, and actual incidents of malpractice to Pearson
5. 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 our 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 our 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

  - If [add centre name] discover or suspect a learner or member of staff of having committed malpractice, the individual will be made fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
  - Cases of suspected learner malpractice in external assessments will be reported to Pearson immediately. The Head of Centre will complete JCQ Form M1 and submit this along with all supporting documentation to Pearson's Investigations Processing team at candidatemalpractice@pearson.com.
  - Cases of suspected learner malpractice in internal assessments will be reported to Pearson if the learner has signed the declaration of authentication. The Head of Centre will complete JCQ Form M1 and submit this along with all supporting documentation to Pearson's Investigations Processing team at candidatemalpractice@pearson.com.

- For internal assessment, where learners have not completed a declaration of authentication, [add centre name] will follow the internal assessment malpractice/academic misconduct policy in resolving the matter as this does not need to be reported to Pearson.
- 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
- comply with the requirements as set out in the Centre Guidance: Dealing with Malpractice and maladministration.

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 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

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 and consortium arrangements policy

Aims

1. To ensure that all collaborative and consortia arrangements (including exceptional 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, (if appropriate)
- identify a Lead Centre for the collaborative arrangement, to coordinate the quality assurance for each qualification delivered
- ensure a Lead Internal Verifier (LIV) is appointed annually for each qualification delivered within the collaborative arrangement
- 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 Pearson and all centres in the arrangement have access to all quality assurance documentation linked to registered learners
- ensure all centres in the arrangement have access to all learner progress and achievement records
- ensure that all centres in the arrangement are included & participate fully in the 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 BTEC quality assurance monitoring through the appropriate Quality Model and Standards Verification (SV)/ External Examiner (EE) sampling

- complete the annual **Edexcel Online account confirmation and accept our terms and conditions**, to confirm that all required Centre Quality processes and procedures are in place and operating effectively
- apply the outcomes of Standards Verification / External Examiner activity 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
- comply with the requirements as set out in the Pearson Centre Guide to Collaborative arrangements for vocational 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 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

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:

- Apply for distance learning approval, prior to any recruitment, enrolment, or delivery / assessment of any intended permanent distance learning provision
- Accurately register learners on Edexcel Online, indicating the 'study mode' of delivery, if distance learning
- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely
- provide learners studying via distance learning with appropriate resources, support, and online virtual delivery, as required
- 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 for blended learning, 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.)

Add specific details for

- Advice & guidance, enrolment, and induction for distance learning (if appropriate)
- 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
- comply with the requirements as set out in the [Pearson policy for Distance & blended learning](#)

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 policy

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 must be made within seven days of the last examination of the series
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 them available to Pearson on request
- Apply for reasonable adjustments to external assessments in line with deadlines published by Pearson here on the website.

Special Considerations

- Apply for any special consideration at the time of the assessment and in line with deadlines published by Pearson
- Only apply for 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's 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.)

Add centre specific details for

- Advice & guidance, enrolment, and induction for distance learning (if appropriate)
- managing feedback on assignments
- constructive feedback in a timely manner
- submissions / resubmissions & retakes as appropriate
- authenticating learner's work
- mitigating assessment malpractice / plagiarism
- secure storage of all assessment and internal verification records
- comply with the requirements as set out in the Pearson policy for [Distance & blended learning](#)

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)](#)

BTEC Learner recruitment, enrolment, and induction
(*L4-7, WBL & Private Training Providers only)

Aims

1. Develop a comprehensive learner journey process and policy that outlines the process from recruitment to progression,
2. Ensure responsibilities are met in terms of curriculum planning, teaching, learning, and assessment.

To do this, [add centre name] will:

- recruit learners with integrity
- publish clear, accessible course information that is accurate and provides learners with a basis for making an informed choice about enrolment decisions
- enable appropriate structured discussion with the applicant, including advice and guidance, to enable informed learner choices
- provide information through appropriate channels, which may include online platforms, printed materials, and face-to-face interactions
- implement robust initial advice and guidance process to ensure learners are enrolled on appropriate programmes
- provide support for prospective learners requiring additional help and provide guidance from qualified staff
- provide opportunities to inform and engage applicants' parents/advocates where appropriate in the application and enrolment processes
- ensure an efficient admissions process, where appropriate, with support for prospective learners requiring additional help, and provide guidance from qualified staff
- assess the applicant's learning needs, progression aspirations and any additional on-programme support requirements
- ensure an effective learner induction is in place that familiarizes learners with course content, teaching methodologies, tutorials, individual learning plans, and methods 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 processes/ procedures that are relevant to recruitment, enrolment and induction, such as but not limited too

- Open days/ evenings
- Prospectus or program / course information
- Initial advice & guidance / initial assessment
- Interviews
- Parents evenings
- Tutorial support
- Induction programme

Staff roles and responsibilities

Key dates & actions for processes & procedures

Policy review & update and version control details

Links

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

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. Digital 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 in a secure 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 to develop policies and procedures to make them 'fit for purpose' for your centre's size and requirements. The exemplar content should be covered as a minimum, to make sure that you meet BTEC requirements for quality assurance of BTEC qualifications.

We only provide BTEC qualifications through a collaborative (consortium) arrangement with another centre. Learners go to this centre to complete their qualifications. 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, Appeals and Special considerations/ reasonable adjustments.

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

No, but the policies and procedures may be reviewed 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 a Centre check-in activity or Lead Standards Verification they may request to see them.

Additional Support

Further support can be accessed via the [Vocational Quality Assurance page](#) 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.](#)