



Pearson
BTEC



Academic Management Review

Suggested Evidence 2023/24

Version 1.0

November 2023

Contents

[Introduction](#)

[Quality Objective 1](#) 4

[Quality Objective 2](#) 5

[Quality Objective 3](#) 8

[Quality Objective 4](#) 11

[Quality Objective 5](#) 13

[Quality Objective 6](#) 15

[Quality Objective 7](#) 17

Introduction

The aim of the AMR Suggested Evidence guide is to provide you with support in preparation for Academic Management Review visits.

Each section covers the quality objectives and measures that AMR judgements will be made against during your AMR visit. We have added comments to develop your understanding of each quality measure and suggestions as to where evidence in support of each quality measure may be found in your organisation's policies, procedures, and documentation.

Please note that whether your AMR is a visit or a remote review, the process is the same. Evidence to support each of the quality objectives & measures should be made available on the day of the review. You can choose the most appropriate format for the Academic Management Reviewer to access

- Hard copy documents
- Electronic access via a shared drive (OneDrive, SharePoint, Teams)
- VLE access

Where evidence is not presented on the day of the review, this may result in an action.

QO1. How to meet quality measures

| Reference | Comments | Suggested evidence |
|-----------|---|---|
| QO.1.1 | You should demonstrate that your centre understands the process for gaining approval to deliver Higher National Programmes at Level 4-7 including Diploma in Education and the placement requirements. | <ul style="list-style-type: none"> • Appropriate Pearson and centre documentation • Approval confirmation letters • Confirmation of programmes being delivered; cross-referenced to those approved on Edexcel Online |
| QO.1.2 | <p>Approval to deliver BTEC programmes must be gained prior to first teaching</p> <p>The organisation structure will demonstrate the management of Pearson programmes and responsibility for quality assurance at centre and programme levels.</p> | <ul style="list-style-type: none"> • Appropriate Pearson and centre documentation • Details of location, ownership, and management of additional sites, cross-referenced to our records |
| QO 1.3 | There is an organisation chart, providing clear reporting relationships, which is communicated to all members of the organisation | <ul style="list-style-type: none"> • Centre organisation chart • Centre roles & responsibilities documentation |
| QO.1.4 | <p>The Academic Management Reviewer will expect to see full details and documentation relating to any collaborative / consortium arrangements with other centres, sites, or organisations.</p> <p>It is important that Pearson has a clear understanding of how centres delivering BTEC qualifications operate,</p> | <ul style="list-style-type: none"> • Centre organisation chart • Centre roles & responsibilities documentation • Staff Handbook • Assessment policies and procedures • Collaborative arrangement policy document |

| | | |
|--------|---|---|
| | and that approval obligations are being met by all stakeholders. | |
| QO 1.5 | Where delivery is via distance learning, this has been approved by Pearson and the centre continues to adhere to the criteria outlined in Pearson's Distance Learning and Assessment policy . | <ul style="list-style-type: none"> • Copy of Pearson Approval • Evidence of adherence to criteria • Contractual agreements between partner centres • Details of location of consortia partners or other collaborative partnerships. |

QO2. How to meet quality measures

| Reference | Comments | Suggested evidence |
|-----------|--|---|
| QO 2.1 | <p>The students must be recruited and placed on the correct programme and level either through prior achieved formal qualifications or using appropriate initial assessment. Identification of learning needs and specific support on programme must be planned and monitored.</p> <p>Specification documents provide details of skills sets required for each qualification.</p> <p>Relevant, clear, and documented initial assessment process identifying learning needs and support are available before learning starts.</p> | <ul style="list-style-type: none"> • Policy and procedures on the provision of ILP and development needs • IAG records • Evidence of skills testing for additional needs |

| | | |
|---------------|--|---|
| <p>QO 2.2</p> | <p>Entry requirements must be explained to applicants and a standard, valid, fair recruitment procedure used, meeting Pearson English language requirements.</p> <p>Centres must use appropriate methods to recruit and select students: taster sessions, initial assessment, skills screening, interviews, and auditions.</p> | <ul style="list-style-type: none"> • Centre prospectus • Programme specifications • Detail of entry requirement and selection procedures • Enrolment documentation |
| <p>QO 2.3</p> | <p>Students need to understand the nature and requirements of the relevant programme and attendance policy.</p> <p>Specific advice and guidance will vary according to centre size and whether students are recruited internally or externally.</p> | <ul style="list-style-type: none"> • Attendance policy • Programme Specification |
| <p>QO 2.4</p> | <p>The deadline for registrations is published in the Information Manual here. Use the correct programme code to register students on Edexcel Online.</p> <p>Registration details should be checked and monitored before submission to Pearson.</p> | <ul style="list-style-type: none"> • Centre student registration details; cross-referenced to Pearson data • Registration & certification policy and procedural documentation. • Discussion with Exams Officer |
| <p>QO 2.5</p> | <p>Centres should have identified staff to be responsible for registrations and certification claims.</p> <p>There should be effective communication between staff with administrative responsibilities and practitioners on programmes, to ensure that accurate information is submitted to Pearson.</p> | <ul style="list-style-type: none"> • Centre student registration details; cross-referenced to Pearson data • Registration & certification policy and procedural documentation • Discussion with Examinations Officer |

| | | |
|--------|---|---|
| | | <ul style="list-style-type: none"> Evidence of adherence to registration caps if applicable. |
| QO 2.6 | <p>Every student must be tracked accurately at every stage of their programme, from enrolment and registration, attendance on programme and achievement, right through to certification.</p> <p>At the visit, the Academic Management Reviewer will select students and scrutinise their records to confirm that they are appropriate and accurately reflect the qualification guided learning hours.</p> | <ul style="list-style-type: none"> Centre student registration details; cross-referenced to Pearson data Attendance registers Assessment records |
| QO 2.7 | <p>A certification claims verifying process should be in place, involving assessment and administration staff. Claims will reflect achievement in assessment records.</p> <p>Checks should be made to ensure correct grades are entered for every student.</p> | <ul style="list-style-type: none"> Centre claims & certification process Claims verification records Records of certificate claims; cross-referenced to Pearson data and registration data Attainment and achievement figures |
| QO.2.8 | <p>When certificates are received, it is recommended that every certificate is checked against reported results.</p> <p>Any anomalies should be reported to Pearson and the certificate withheld until resolved.</p> | <ul style="list-style-type: none"> Examinations Office records; cross-referenced to Pearson data and centre assessment records |

| | | |
|---------|---|---|
| QO.2.9 | A senior member of staff should be responsible for the registration and certification processes and any untoward practices must be reported to Pearson so that a full investigation can take place. | <ul style="list-style-type: none"> • Registration & certification policy and procedural documentation • Centre claim process • Claims verification records • Records of certificate claims; cross- referenced to Pearson data and registration data • Attainment and achievement figures |
| QO.2.10 | Where students do not complete a full qualification, there is a system in place for accurate reporting and a certificate claim made to ensure that unit credit can be achieved. | <ul style="list-style-type: none"> • Programme and certificate claim records |

QO3. How to meet quality measures

| Reference | Comments | Suggested evidence |
|-----------|---|--|
| QO.3.1 | <p>You must comply with the QAA Quality Code for Higher Education when delivering higher level BTEC qualifications. The code requires all higher-level programmes to have a Programme Specification.</p> <p>This is different from the qualification specification published by Pearson. It is specific to your centre and the programme of study being followed.</p> | <ul style="list-style-type: none"> • Programme Specification for each programme delivered |

| | | |
|---------------|---|---|
| <p>QO.3.2</p> | <p>Clear evidence that Assessment Boards are in place and functioning effectively.</p> <p>Programme teams share responsibility for programme planning, delivery, and assessment.</p> <p>A programme leader or Lead Internal Verifier should take responsibility for operational management and liaise with the Quality Nominee about quality requirements: contact with the Standards Verifier/External Examiner; evidence preparation for Standards Verification; External Examiner activity; addressing any quality issues.</p> | <ul style="list-style-type: none"> • Programme files • Evidence of Assessment Boards in place • Job descriptions • Assessment policies and procedures, including roles & responsibilities • Evidence that Pearson requirements for authenticity of student evidence is being adhered to. |
| <p>QO.3.3</p> | <p>An assessment statement and assessment procedures should be present, which are effectively and consistently adhered to.</p> <p>There will be records to demonstrate that the procedures apply at any assessment location; covers all assessors and units. These records must be available for inspection. Assessment procedures must clearly identify assessment dates.</p> | <ul style="list-style-type: none"> • Student handbook • Assessment and internal verification documents and records • Assessment & IV policy |
| <p>QO.3.4</p> | <p>Adequate documentation and assessor support must ensure valid and reliable assessment outcomes.</p> <p>There must be a process to address assessment issues, which includes internal verifier feedback and training support.</p> | <ul style="list-style-type: none"> • Centre policy and assessment & IV documentation |

| | | |
|---------------|--|---|
| <p>QO.3.5</p> | <p>You must have in place ways of ensuring that all students have fair and equal access to assessment. This should not be compromised where you operate in multiple locations.</p> | <ul style="list-style-type: none"> • Centre policy and assessment & IV documentation • Assessment schedules for every programme that map into an Internal Verification schedule |
| <p>QO.3.6</p> | <p>Effective mechanisms should exist to ensure that a consistent and uniform internal verification process applies at all locations where approved programmes operate.</p> <p>Records will demonstrate that internal verification applies systematically to all units and all assessors.</p> | <ul style="list-style-type: none"> • Internal verification plans and records • Internal verification process and meeting documentation • Organisational chart |
| <p>QO.3.7</p> | <p>Standardisation practices should be adopted by assessors to ensure assessment accuracy and consistency. The internal verification process will monitor the effectiveness of these practices.</p> <p>Access to appropriate training and updating should be provided as required.</p> <p>Checks should be in place to assure that internal verification is correctly, consistently, and systematically carried out throughout the programme. This should include every assessor, every unit, work from every assignment and every assessment site (for multi-site centres).</p> | <ul style="list-style-type: none"> • Assessment / internal verification records • Meeting minutes/meetings schedule • Training events attended |
| <p>QO.3.8</p> | <p>Strategies should be evident to ensure that improvements in assessment</p> | <ul style="list-style-type: none"> • Records of action taken following Standards |

| | | |
|--|--|---|
| | <p>practice identified by external and internal verification are carried out. This may include management process changes, and staff improvement training and CPD.</p> | <p>Verification /External Examiner activity</p> <ul style="list-style-type: none"> • Internal programme reviews • CPD records and other relevant training details |
|--|--|---|

QO4. How to meet quality measures

| Reference | Comments | Suggested evidence |
|-----------|--|--|
| QO.4.1 | <p>Staff should have appropriate academic qualifications and vocational experience.</p> <p>Job descriptions will clearly identify the roles and responsibilities of all staff within the organisation.</p> | <ul style="list-style-type: none"> • Centre roles & responsibilities • Documentation including Job descriptions |
| QO.4.2 | <p>Senior management should regularly review the structure of the programme teams to ensure that there is sufficient staff to effectively deliver and assess the programme. This includes full and part time staff.</p> <p>Staff should have appropriate academic qualifications and vocational experience.</p> <p>Though it is no longer mandatory in post-16 education institutions, it is desirable that assessment staff have, or are working towards, a teaching qualification.</p> | <ul style="list-style-type: none"> • Review meeting minutes • Centre strategy documents • Staff CVs • Timetables referenced to numbers of teaching staff |

| | | |
|--------|---|--|
| | Expertise in the vocational area and recent industrial experience are good practice, as is access to industrial updating. The vocational nature of these qualifications should be recognised; the vocational and professional skill set of staff should be adequate for the programme and the level. | |
| QO.4.3 | Standard recruitment and transparent selection process should be in place which seeks to recruit appropriately qualified and experienced staff. | <ul style="list-style-type: none"> • Centre recruitment processes |
| QO.4.4 | In addition to the recommended guided learning hours for delivery and assessment, staff should be given sufficient time for planning, review, and evaluation to improve programme quality. | <ul style="list-style-type: none"> • Staff timetables |
| QO.4.5 | <p>External people engaging with the learning process should be familiar with the programme specification and assessment standards. They should be adequately briefed.</p> <p>External expertise takes different forms: lectures and seminars given by visiting local experts; mentoring programmes; employer link activities; work experience (note: this is sometimes a requirement of the specification).</p> <p>External experts involved in assessment activities must be familiar with assessment requirements, however, the responsibility for</p> | <ul style="list-style-type: none"> • Records relating to the use of external people |

| | | |
|--------|--|--|
| | managing delivery and quality assurance remains with the centre. | |
| QO.4.6 | <p>You should have a formal induction programme for inexperienced or new staff, as well as CPD for existing staff.</p> <p>Staff new to BTEC must understand assessment and verification requirements.</p> | <ul style="list-style-type: none"> • Induction documents • CPD plans and documentation |
| QO.4.7 | <p>Staff development should be formally monitored to ensure it supports and impacts on the improvement, delivery, and assessment of all programmes. For example, this could be part of the staff performance review process.</p> | <ul style="list-style-type: none"> • Staff Development policy • Staff training needs analyses • Training materials • Staff feedback sheets |

QO5. How to meet quality measures

| Reference | Comments | Suggested evidence |
|-----------|--|--|
| QO.5.1 | <p>You should have physical resources to meet specification requirements, general educational needs, and additional learning needs, as confirmed at approval. You need sufficient physical resources for the size of student groups together with reasonable access.</p> <p>Review the essential resources section of each unit of your BTEC qualification</p> | <ul style="list-style-type: none"> • Physical resources • Pearson specifications • Leasing agreements • Booking arrangements • Third Party access • Sharing Loan Allocations |

| | | |
|--------|---|---|
| | to ensure that the learners have access to all necessary resources. | |
| QO.5.2 | You should have procedures for regular monitoring, maintenance and replacement of all resources needed to deliver Pearson programmes. This will include vocationally specific resources, audio visual media, ICT facilities, learning areas, internet access. If these are lacking or are poorly maintained students may not achieve their qualifications or their safety might be at risk. | <ul style="list-style-type: none"> • Resource management procedures • Annual department audits |
| QO.5.3 | Physical resources are a prime consideration when new programmes or new units are planned. Procedures should be in place to renew resources and meet changing curriculum, specifications, and student requirements. | <ul style="list-style-type: none"> • Resource planning and renewal records |
| QO.5.4 | <p>You may access external physical resources and expertise where it is impractical to maintain your own. This can include short-term leasing/borrowing or the use of resources at a third-party site.</p> <p>Reasonable steps must be taken to ensure the safety, appropriateness and integrity and continuity of such resource. Such arrangements are your responsibility and contingency plans against the withdrawal of resource whilst the programme is running are good practice.</p> | <ul style="list-style-type: none"> • External resource procedures and records • Contingency plans |

| | | |
|-------|--|---|
| QO5.5 | Appropriate and fair access arrangements should be published for all students and, where necessary, meet legal requirements. | <ul style="list-style-type: none"> • Resource management information • Learner handbook |
|-------|--|---|

QO6. How to meet quality measures

| Reference | Comments | Suggested evidence |
|-----------|--|---|
| QO.6.1 | <p>All assessment records must be secure against hazards like theft, fire, and adverse impact upon information technology systems.</p> <p>The records must be of sufficient detail to show exactly how assessment decisions were made (i.e., to assessment criterion level). Data should only be accessible by relevant staff.</p> | <ul style="list-style-type: none"> • Protection of data information. • Visual check by AMR • Assessment Board Minutes |
| QO.6.2 | Up to date and accurate student progress information must be recorded: registration; student feedback and progress; and achievement (at assessment criterion level). | <ul style="list-style-type: none"> • Student records • Team records • Programme files • Assessment tracking records |

| | | |
|---------------|--|--|
| | <p>Where student evidence has been re-submitted, this must be clearly recorded.</p> <p>Staff must check the accuracy of information.</p> <p>Student records and monitoring information should be kept in an appropriate and accessible format. This may be electronic.</p> <p>Records must be available to Pearson audit on request. This is particularly important when there are changes to assessment staff. Experience tells us that this is a common cause of quality issues.</p> | |
| <p>QO.6.3</p> | <p>Internal verification and assessment records are maintained and checked. These should be of sufficient detail to show exactly how assessment decisions were made (i.e., to assessment criterion level).</p> <p>Records must be securely kept for Pearson audit and in case of student appeals, certification issues, etc. Centres must retain learner assessment records for a minimum of three years following certification.</p> | <ul style="list-style-type: none"> • Internal verification and assessment records |
| <p>QO.6.4</p> | <p>Student work must be made available to Pearson as required. Occasionally, the regulator will also require scrutiny of student portfolios. The format and storage of evidence must facilitate this: security needs to be maintained. Learner work must be retained for a minimum of 12 weeks following certification.</p> | <ul style="list-style-type: none"> • Student record procedures |

| | | |
|--------|--|---|
| QO.6.5 | <p>While students are on programme, you must keep records of any formative and all summative assessment feedback so that guidance given to students can be seen during standards verification / external verification/examination activity.</p> <p>The regulator may also require access to student feedback during inspections.</p> | <ul style="list-style-type: none">• Assessment feedback documentation |
|--------|--|---|

QO7. How to meet quality measures

| Reference | Comments | Suggested evidence |
|-----------|---|--|
| QO.7.1 | <p>Your centre's size and scale of vocational provision will influence policies and procedures. You should have policies and procedures appropriate to your activity, which consistently regulate practice. These are process - not people - driven to ensure ongoing consistency; monitoring quality assurance practice, allowing shortfalls to be identified and action taken, and encouraging continuous improvement.</p> <p>You should follow guidance in the QAA Quality Code for Higher Education when delivering higher level BTEC qualifications.</p> | <ul style="list-style-type: none"> • Centre policy and procedures documents • Centre policy: quality and continuous improvement |
| QO.7.2 | <p>The range of policies that inform practice listed here is the minimum expected in an educational setting to ensure the safe and secure access of all students to the learning and assessment processes.</p> <p>Procedures to minimise and deal with plagiarism should be in place. Staff and students should be made aware what constitutes plagiarism and why it is not acceptable. Good practice would include the systematic use of plagiarism checking tools (e.g., Turnitin or similar software).</p> | <ul style="list-style-type: none"> • Centre policy and procedures documents • Staff Handbook • Student Handbook • Programme specification • Exceptional Collaboration arrangement, approved by Pearson • Evidence of fair access arrangements for students |

| | | |
|---------------|---|--|
| <p>QO.7.3</p> | <p>Policies and procedures should be dated and regularly reviewed. Where appropriate, revisions should be made.</p> <p>Quality assurance is dynamic and as such staff should be aware of its nature and have easy access to updates and information.</p> | <ul style="list-style-type: none"> • Policy procedures review plan • Master copies of documentation |
| <p>QO.7.4</p> | <p>All higher-level programmes are required to have a comprehensive programme specification, providing students and applicants with full details of the qualification and how it is delivered.</p> <p>Effective and timely communication with Pearson and other external stakeholders is also important.</p> | <ul style="list-style-type: none"> • Programme specifications • Evidence of external / internal communications • Team meeting minutes • Communications policy |
| <p>QO.7.5</p> | <p>Assessment malpractice is not tolerated by Pearson. Appeals and Assessment malpractice procedures must relate to both students and staff.</p> <p>The procedures should identify and eliminate malpractice and be known and understood by students and staff. The use of AI should be covered.</p> <p>Planning and delivery should minimise malpractice. Assessment planning practices should help limit malpractice: e.g., supervise students producing evidence; question students on skills and knowledge; regular change of assignment briefs.</p> <p>AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. You should advise learners of the centre's rules</p> | <ul style="list-style-type: none"> • Appeals and malpractice policy and documentation • Verbal questioning of staff • Schemes of work • Assessment and Internal verification records • Student Handbook • Staff Handbook |

| | | |
|--------|--|--|
| | <p>regarding whether AI tools (e.g., ChatGPT) can be used and if so, how to acknowledge use of AI tools in the production of their work. AI misuse constitutes malpractice.</p> <p>Assessment and internal verification should confirm work is the students' own, supported by transparent and open assessment practices. Students must confirm that any assessment submitted is their own.</p> <p>Use vigilance when recording achievement and claiming certification to avoid errors and false claims.</p> | |
| QO.7.6 | <p>Procedures should investigate and record appeals and alleged malpractice relating to both internal assessment and management and conduct of controlled and external assessment activities.</p> <p>Processes must be in place for the disciplinary management of students/staff if allegations are found to be true.</p> | <ul style="list-style-type: none"> Investigation records of appeals and malpractice |
| QO.7.7 | <p>A process should exist to report malpractice to Pearson. You may contact our Investigations team at: pgsmalpractice@pearson.com</p> | <ul style="list-style-type: none"> Procedure and records. |