



Pearson  
BTEC



# Centre Guide to Academic Management Review

2023/24

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# Introduction

Welcome to this guide to Academic Management Review (AMR). The guide provides you with the information you need to be prepared for this process in 2022-23. Academic Management Review is how we quality assure Alternative Providers delivering: BTEC Higher National Level 4-5, BTEC Strategic Management Level 7 and BTEC Level 5 Diploma in Education and Training.

The guide walks you through:

- what you need to do
- who is responsible at each stage

and provides additional advice and guidance on best practice.

We've aimed to cover all relevant points to help you successfully meet the requirements outlined in the Quality Objectives and Measures framework. We hope you find this guide useful.

## We're here to help

If you need more information or support at any stage, please contact the [Vocational Quality Assurance Manager](#) team. We are here to help you with all your vocational quality queries.

For all queries, please visit the [Pearson Support](#) page of our website, so your questions can be answered as quickly as possible by the relevant Pearson team.

# How to use this guide

## What you need to do

### Step 1: Quality Assurance

If you are new to delivering BTEC qualifications it may be useful to start by familiarising yourself with the term 'Academic Management Review', and how we quality assure a centre's processes and procedures for managing the delivery and quality of their vocational provision. This document provides more information on the process and offers support to help you prepare for the annual activity.

### Step 2: Read this guide

This guide provides you with the additional information you need to undertake the Academic Management Review process for:

#### Academic Management Review

##### What qualifications are in scope

Alternative providers delivering the following qualifications:

- BTEC Higher Nationals at Level 4-5
- BTEC Strategic Management Level 7
- BTEC Education & Training at Level 4-5

##### What qualifications are not in scope

- Programmes delivered under licence from Higher Education Institutions
- BTEC Customised and Self-Regulated Framework
- Programmes delivered within BTEC Apprenticeships
- All skills programmes
- All levels of stand-alone NVQ/SVQ.
- BTEC from Entry Level to Level 3

There's detailed, step-by-step guidance for your Quality Nominee and internal teams so you can be confident that you have everything covered.

# What you need to know

## What's new for 2023 -24

Quality assurance activity in Academic Management Review may be undertaken by your Reviewer either in a remote or physical capacity. Your Reviewer will confirm to you whether they will be visiting your centre.

Pearson reserve the right to retain flexibility between virtual visits and face-to-face visits in 2023/24 and may choose to operate face-to-face or remote visits as appropriate to centre support requirements based on but not limited to:

- previous AMR report outcomes
- External Examiner outcomes
- newly approved centre/ qualifications
- the delivery of qualifications within an exceptional / formal collaboration

Therefore, the use of the term “visit” in this guide may refer to remote or face-to-face.

The review window for 2023/34 is scheduled to take place between **January and March 2024**.

## Guidance for The Office for Students

Established by the Higher Education and Research Act 2017, the [Office for Students \(OfS\)](#) became active in January 2018 and is the government approved regulatory body for Higher Education Institutions (HEI's) in England. Their strategic aim is to ensure that every student, whatever their background has a fulfilling experience of higher education that enriches their lives and careers. The OfS works with the Higher Education Statistics Agency (HESA) and the Quality Assurance Agency (QAA) to ensure that they have the data, and the quality assurance processes in place to deliver on their strategic aims. The OfS Register provides a single list of English HEIs and their regulatory status. Registration with the OfS is optional but a centre must register if they want to access:

- Any public grant/funding/student support funding

- A tier 4 licence to recruit international students (or to maintain an existing licence)
- Degree awarding powers and/or a university title.

## The Quality Assurance Agency for Higher Education (QAA)

As well as meeting the quality requirements for the delivery of Pearson BTEC Higher Nationals, centres should also meet the quality and standards expectations of the [Quality Assurance Agency for Higher Education](#) (QAA). This is the independent body responsible for monitoring (not in England) and advising on standards and quality for UK higher education, and this includes UK qualifications delivered outside the UK. As such, Pearson BTEC Higher Nationals should also be delivered by centres in a way that meets the guidance in the [QAA Quality Code](#).

## Exceptional Collaborations

Where a Further Education College enters an Exceptional Collaboration with an Alternative Provider, both centres must participate in Academic Management Review in relation to the programme(s) being offered under that Collaboration. The college of Further Education will have direct responsibility for the students on the programme(s) and overview and responsibility of the Quality Assurance process. The college of Further Education will be expected to act as the Lead centre in the AMR process.

## Assessment Board reminder

The requirements for 2023/24 remain the same as last year. We would like to remind you that centres offering Level 4 to 7 Qualifications must have in place an Assessment Board. Each provider is expected by Pearson to hold Assessment Boards for all its BTEC Higher level programmes.

The main purpose of an Assessment Board is to make recommendations on:

- the grades achieved by students on the individual units
- extenuating circumstances
- cases of cheating and plagiarism
- progression of students on to the next stage of the programme
- the awards to be made to students

- referrals and deferrals.

Assessment Boards may also monitor academic standards. It is only when the unit results of students' achievement have been considered by an Assessment Board that certification can be awarded. Prior to this the External Examiner will have sampled work and the report will be received by the Assessment Board.

### Timing of Assessment Boards

The main boards are normally held annually, although if the provider operates on a semester system there may be (intermediate) boards at the end of the first semester.

Where a provider does not currently have such a process then the External Examiner (EE) should discuss this with the Quality Nominee and Programme Leader, stressing the requirement for Assessment Boards by Pearson and that Assessment Board reports and minutes provide valuable evidence for the QAA's Review of College Higher Education process (Higher Education Review).

Please refer to [QAA's Code](#) for further guidance.

### How we review Academic Management

Academic Management Review is designed to assure Pearson that alternative providers are managing higher level provision in line with national standards. This takes the form of an annual visit that critically reviews centre-wide quality assurance systems. It confirms that you have measures in place to ensure effective management, delivery, and assessment of higher level BTEC qualifications. It focuses on cross-centre management of vocational provision and scrutiny of current centre records.

We allocate an Academic Management Reviewer to conduct a review of your centre-wide quality assurance systems against the Quality Objectives and Measures framework to provide judgements and feedback. Academic Management Reviewers support you in identifying good practice and areas for further development. If our Academic Management Reviewers find that your centre-wide systems do not meet the requirements outlined in the Quality Objectives and Measures framework, they may recommend suspension of certification to the Pearson Centre Management

team. This process is undertaken to safeguard the safe certification of BTEC qualifications.

***Important:***

***AMR visits will take place between January and 31 March annually***

Please note: Academic Management Review is in addition to External Examiner verification, which must still be completed successfully to claim certificates for students.

Academic Management Review applies to Alternative Providers and FE Colleges where an exceptional arrangement is in place.

Other types of Centres that deliver BTEC programmes at Levels 4-7 and between Entry Level to Level 3 will be required to participate under the Quality Assurance model for 2023-24.

## Completing your Annual Quality Declaration and Terms & Conditions

All centres will be required to complete and submit their Annual Quality Declaration (AQD) prior to the AMR visit to your centre. All centres in scope of AMR are required to complete the sections listed below.

- the Terms and Conditions
- the Mandatory Declaration
- Alternative Providers

This document needs to be **completed and submitted by 30 November** each year.

For further support with the completion of the Annual Quality Declaration, please visit [annual-quality-declaration-guidance.pdf \(pearson.com\)](https://www.pearson.com/annual-quality-declaration-guidance.pdf)

The AQD gives you an official document that enables you to provide information about your centre and to reflect on the outcomes of last year's Academic Management Review visit. It also allows you to consider the strengths and areas for development of your quality assurance processes in your centre. The completion



of the AQD has replaced the previous Centre Engagement Document and is now available to complete electronically.

*Important: You will be required to re-sign your terms and conditions of approval to offer Pearson programmes as part of annual audit, through the AQD.*

To confirm that your recording processes are in place, the Academic Management Reviewer will select several students on our system registered at your centre. The Reviewer will track selected student records between registration and certificate claims to ensure that everything is accurately recorded. Selection will be made at random on the day of the visit. The Reviewer will also discuss completion rates for programmes where end dates have passed. The Reviewer will also request to interview learners on the programme(s) of study.

The Academic Management Reviewer will make a judgement against each quality measure in their report and provide a commentary based upon the evidence presented to justify their decisions.

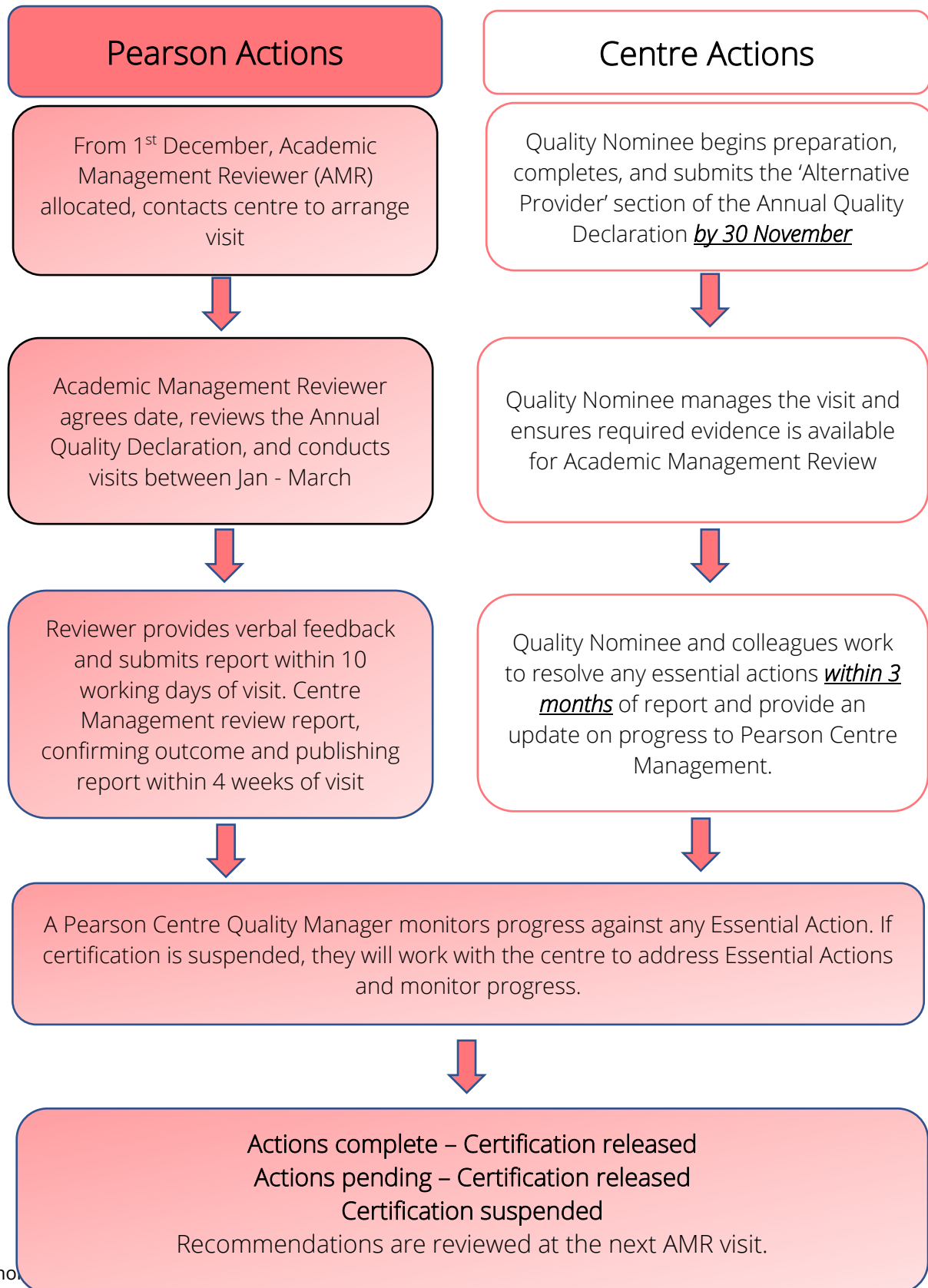
During the visit, the Academic Management Reviewer will also complete a brief audit check of the resources you have available for your Higher Education students.

*To ensure that standards are being applied consistently, where a centre has additional sites the Academic Management Reviewer visit will include each additional site separately. The findings from these visits will be collated into a single report for the centre.*

We strive to ensure consistency of judgment across all alternative providers. To achieve this, we undertake a two-part process. Whilst your Academic Management Reviewer will provide you with informal feedback at the end of your review visit, all AMR Reports are reviewed by the Centre Management Team at Pearson. This ensures that any actions, recommendations, or restrictions re: certification that may be implemented are fully supported by Pearson prior to the report being made available to the centre, normally within four weeks of the initial visit.

The report provided by Pearson is final and where Essential Actions are recorded these will be reported on in the Monitoring Report completed by the Centre Quality Manager (CQM) within three months of the original report date.

# Academic Management Review



# Roles and responsibilities

## Academic Management Reviewer

We will aim to provide you with the details of your Academic Management Reviewer by December. If you are a new BTEC centre starting after September, then we will tell you within four to six weeks after you first register students.

### Academic Management Review responsibilities

<p>Academic Management Reviewer</p>	<ul style="list-style-type: none"> <li>• Liaises with you to arrange a visit between start of January and end of March</li> <li>• Provides advice and guidance on the process</li> <li>• Reviews your Annual Quality Declaration (AQD)</li> <li>• Reviews any Actions or Recommendations from the last Academic Management Review visit</li> <li>• Conducts the visit, meeting with the Quality Nominee and Senior Managers as required.</li> <li>• Scrutinises your systems, the accuracy of current records, and range of resources</li> <li>• Makes initial judgements against each of the quality objectives, confirming whether quality processes are in place and effective</li> <li>• Provides informal feedback at the end of the visit, confirming their findings and offering constructive advice</li> <li>• Submits an Academic Management Review report to Pearson within 10 working days of the visit. (If visiting separate subsites, the report will be collated and submitted within 10 working days of the final visit)</li> </ul>
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## The Pearson Centre Management team

Our Centre Management team oversees the Academic Management Review process. The team receives the Academic Management Reviewer report and confirms the outcome. The Centre Management team will then send you a copy of

the report as soon as it has been finalised and will brief you on any further steps that need to be taken to help you to meet current standards or make improvements.

Pearson has internal standards procedures that periodically monitor completed centre reports to ensure quality and consistency. For this process, these monitoring activities may be conducted by the Pearson Centre Management team.

### Academic Management Review responsibilities

Centre Management	<ul style="list-style-type: none"> <li>• Confirms centres in scope</li> <li>• Provides initial centre data to Academic Management Reviewers</li> <li>• Supports Academic Management Reviewers with quality concerns</li> <li>• Receives Academic Management Reviewer reports and ratifies final outcomes, including any:             <ul style="list-style-type: none"> <li>- actions</li> <li>- recommendations</li> <li>- restriction on current certification claims</li> </ul> </li> <li>• Provides the final report to you within four weeks of the visit.</li> <li>• Ensures that the Academic Management Review standards are maintained</li> <li>• Provide Academic Management Reviewers and centres with confirmation of current standards underpinning this process.</li> <li>• Conduct on-going review of completed Academic Management Review reports.</li> <li>• Monitor identified Essential Actions within 3 months of submission of the report to the centre, if requested to do so by Pearson.</li> </ul>
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## Centre Quality Manager

Your centre has a Centre Quality Manager, who supports the Academic Management Reviewers where required and will support you to resolve Actions

and Recommendations if required. The Centre Quality Manager will take over the allocation if suspension of certification is confirmed and work with you to address the issues.

## Centres

### Quality Nominee

Each centre appoints a member of staff as the Quality Nominee to act as the main point of contact between Pearson and the centre. The Quality Nominee should be someone who has the capacity and authority to act for the centre.

*Top Tip: Check details of your Quality Nominee are correct on your Edexcel Online*

As a Quality Nominee, you should ensure the effective management of BTEC programmes and actively encourage and promote good practice.

*Top Tip: Wherever possible, involve all your internal team in the review.*

#### Academic Management Review responsibilities

Quality Nominee	<ul style="list-style-type: none"> <li>• Negotiates and agrees the date for the Academic Management Reviewer to visit</li> <li>• Agrees the agenda for the visit with the Academic Management Reviewer</li> <li>• Completes the Annual Quality Declaration (AQD) on Pearson Progress by 30<sup>th</sup> November</li> <li>• Manages the visit, bringing together the relevant practitioners and required evidence, which must be available on the day of the review</li> <li>• Receives feedback from the Academic Management Reviewer at the end of the visit</li> <li>• Manages the resolution of any identified Actions or Recommendations identified in the final report.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Provides the Centre Management with an update on progress in resolving any Essential Actions within three months of receiving the report.</li> <li>• Provides the Academic Management Reviewer with access to systems and evidence as required</li> </ul>
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## Examinations Officer

Each centre appoints a member of staff as the Examinations Officer to act as the main administrator for Edexcel Online and the person responsible for ensuring that student registration and certification claims are managed effectively.

<b>Academic Management Review responsibilities</b>	
Examinations Officer	<ul style="list-style-type: none"> <li>• Provide Academic Management Reviewer with access to systems and evidence as required</li> <li>• Discuss registration and certification processes and confirms evidence that these meet BTEC requirements.</li> </ul>

## Judgements made against quality objectives

For each quality measure, the Academic Management Reviewer will make a judgement whether there is 'sufficient evidence that all quality processes are in place and effective' for each quality measure. The reviewer will also provide an overall commentary for each quality objective.

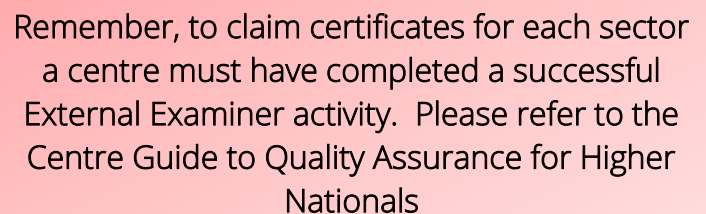
If it is judged that any quality measure is not being met, an action will be identified. Recommendations may be identified at any point to help you make further improvement.

### Academic Management Review and Certification

To ensure that all centres have effective procedures in place, the outcome of the report is linked to certification. If we have serious concerns about your centre's ability to meet the quality objectives, we may suspend certification while we provide extra support to resolve the issues. We will respond as quickly as possible to support you, to help ensure standards are met.

Centre Management will scrutinise the Academic Management Reviewer's report. If it is judged that there is insufficient evidence for any Quality Objective:

- They will confirm the judgement in the Academic Management Review report sent to you
- This will affect certification of all BTEC programmes within your centre
- The AMR report will identify the actions required
- They will provide a monitoring report, to show progress against the actions required to release certification.



Remember, to claim certificates for each sector a centre must have completed a successful External Examiner activity. Please refer to the Centre Guide to Quality Assurance for Higher Nationals



## Outcomes from the annual activity

Overall Judgement	Outcome
<p style="text-align: center;">No actions required</p>	<ul style="list-style-type: none"> <li>Your Academic Management Reviewer has judged that your centre is meeting the expectations outlined in the Quality Objectives and Measures Framework.</li> <li>This means that certification at Centre Level is released for this academic year pending External Examiner outcomes.</li> </ul>
<p style="text-align: center;">Actions required</p>	<ul style="list-style-type: none"> <li>Your Academic Management Reviewer has judged that your centre has essential actions that need to take place to ensure full compliance with the Quality Objectives and Measures Framework.</li> <li>This means that, although certification at Centre Level is released for this academic year, an update on progress against actions is required within 3 months by the Centre Quality Manager.</li> </ul>
<p style="text-align: center;">Certification suspended</p>	<ul style="list-style-type: none"> <li>Your Academic Management Reviewer has judged that there is “insufficient evidence that effective quality processes exist” for one or more of the Quality Objectives.</li> <li>In such cases, <b>Centre Management have reviewed the report and agreed the suspension of certification.</b></li> <li>A Centre Quality Manager will work with you to address the concerns.</li> </ul>

## Checklist

We have provided a checklist for you to use to support the Academic Review Process, which can be found at the end of the guide in the Appendix.

# Quality Objectives and Measures Guide

This guide provides details of the quality objectives and measures that the Academic Quality Reviewer follows when making judgements. They have been developed to ensure that you have a clear understanding of the standards against which judgements are being made.

Quality objectives and measures are prescriptive and have been developed to:

- Provide guidance on our requirements
- Encourage a common understanding within your centre
- Promote consistent application across all Pearson vocational centres.

Please use the suggested evidence guide for AMR when preparing for a visit. It identifies the quality objectives and measures that will appear on the Academic Management Review report and gives further explanation on how you can meet them, with examples of what the Academic Management Reviewer will expect to see and the types of evidence you may have available.

*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. Where evidence is not available, this will result in an action.*

## QO1:Centre details and management

### Quality Objective

Your organisational structure is clearly defined and complies with Pearson approval requirements.

### Quality Measures

1.1 Pearson centre approval and recognition requirements are complied with fully.

1.2 Approval to deliver BTEC programmes must be gained prior to first teaching of the programme

1.3 There is an organisation chart, providing clear reporting relationships, which is communicated to all members of the organisation

1.4 Collaborative arrangements with additional sites, centres or organisations are approved by Pearson and appropriately recorded on Pearson systems.

Approval must be sought before delivery of any of the following arrangements

- Consortia
- Collaboration
- Exceptional Collaboration

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 (DLSA) policy.

## QO.2: Student recruitment, registration, and certification

### Quality Objective

Your administrative processes and procedures ensure that recruitment, registration, and certification processes:

- are accurate and timely
- are auditable
- reflect a student's course of study, time spent on programme and level of achievement
- provide safe and accurate certification.

### Quality Measures

2.1 The centre publishes information that is accurate and provides students with a basis for making an informed choice about enrolment decisions.

2.2 Robust processes are in place to assure the integrity of student recruitment onto the centre's Level 4-7 provision. This includes is

- an effective review whether the applicant has a sufficient level of English language
- where the applicant has English as a second language and has not studied the last two years of their education in English; and
- evidence which demonstrates how the English language requirement has been met is retained.

2.3 There is a student recruitment process that enables the applicant to discuss learning needs, additional support that might be required on programme, and takes account of progression aspirations.

2.4 There is a procedure for the timely and accurate registration of students that is operational and monitored and is compliant with Pearson and regulatory requirements.

2.5 There is a mechanism for checking the accuracy of student registrations and Pearson set registration caps, where applicable, are adhered to.

2.6 Accurate and up-to-date records of attendance are kept for every student, showing appropriate time spent on programme in relation to the qualification guided learning hours.

2.7 There is a procedure which ensures timely and accurate certification claims that are checked and verified against assessment records and submitted to meet Pearson deadlines.

2.8 There is a procedure for checking certificates received against assessment records, prior to issue.

2.9 The centre will investigate and report to Pearson all inaccurate, early/late, and fraudulent registrations or certification claims.

2.10 The centre provides unit certification claims for students where appropriate.

## QO.3: Managing assessment and verification

Quality Objective:

Your assessment strategy, processes and management underpin an assessment and internal verification system that:

- confirms authenticity of student evidence
- delivers valid and reliable assessment outcomes
- follows Pearson regulations and requirements
- reflects national standards
- enables internal verification to drive and maintain assessment standards
- leads to the safe certification of student achievement.

## Quality Measures

3.1 All higher-level qualifications have an accurate Programme Specification, as defined by the Quality Assurance Agency (QAA) Quality Code, centres should also adhere to Pearson's requirements for authenticity of student evidence.

3.2 There are clearly defined and structured Assessment Boards in place and assessment procedures that are operational and auditable at all assessment locations and for all assessors, units, and students.

3.3 Assessment recording documentation is clearly understood by assessors and students and is used consistently across the centre and all assessment locations.

3.4 Assessment methodology leads to valid and reliable assessment outcomes against national standards, which are in line with regulatory standards and Pearson requirements.

3.5 There is open and equal access to fair assessment for all students, including any students requiring reasonable adjustments.

3.6 The internal verification process is compliant with Pearson requirements and regulatory requirements and ensures that:

- assessment instruments are fit for purpose
- assessment outcomes are valid, reliable and to national standards.

3.7 There is a formal process for dealing with weaknesses in assessment, whether highlighted internally or externally.

3.8 The centre utilises the outcomes of Pearson's external monitoring to improve internal systems, processes, and assessment.

## QO.4 Staff resources

### Quality Objective

The delivery and assessment of your Level 4-7 qualifications is enhanced by an appropriate programme team that:

- is appropriately qualified in the skill of teaching and assessment
- is vocationally competent to teach and assess the subject
- has sufficient time to effectively fulfil all aspects of the role
- views quality and improvement as an inherent part of their job role
- is supported by a formal programme of continuous professional development.

### Quality Measures

4.1 There are fit-for-purpose staff job descriptions providing details of duties for all roles.

4.2 Staffing on Level 4-7 programmes is continuously monitored to maintain adequate numbers of appropriately qualified and vocationally experienced personnel.

4.3 There is an effective recruitment and selection process which ensures the maintenance of adequate and appropriate staffing.

4.4 Teaching and assessing staff are given sufficient time for programme planning, delivery, assessment, verification, and evaluation activities.

4.5 Any external experts who deliver and assess on programmes are familiar with the specification and able to conduct appropriate and accurate assessment.

4.6 There are suitable programmes of induction and development for the centre's Level 4 -7 provision for staff new to delivery and assessment.

4.7 There is an ongoing and formally recorded programme of continuous professional development for staff to ensure that knowledge, skills, and qualifications are appropriate and up to date.

## QO.5 Physical resources

### Quality Objective

The provision of physical resources:

- effectively support the delivery of your education programme(s) at Level 4-7
- ensure that there is subject specific and technical learning and assessment at Level 4-7
- ensure student and staff safety.

### Quality Measures

5.1 There are suitable specialist and general resources available that are sufficient for student volumes.

5.2 The centre monitors all resources regularly to ensure they are adequate, fit for purpose and safe to use.

5.3 The centre considers the sufficient provision of general and subject specific resources when planning the introduction of new programmes.

5.4 Where used, there are contractual agreements in place to ensure that external resources are available, fit for purpose, appropriate for the delivery of the programme and safe.

5.5 There are appropriate and fair access arrangements for all enrolled students that meet statutory obligations with respect to protected characteristics as defined in the Equality Act 2010.

## QO.6 Assessment tracking, recording, and reporting

### Quality Objective

You record assessment decisions in a way that:

- is clearly measured against recognised, regulated standards
- allows student progress to be accurately tracked
- allows the assessment process to be reliably verified
- provides clear evidence of the safety of certification.

## Quality Measures

6.1 All assessment records are stored securely and safely.

6.2 Up to date records of student achievement are maintained and are regularly reviewed and tracked accurately against recognised, regulated standards.

6.3 Assessment records are retained for centre and awarding organisation scrutiny for minimum of three years following certification.

6.4 All current student evidence is available for centre and awarding organisation verification processes in line with Pearson Terms & Conditions.

6.5 All current records of assessment feedback are available for awarding organisation verification processes.

## QO.7 Policies and procedures

### Quality Objective

You have effective systems and procedures developed and agreed by managers, which cover Level 4-7 assessment processes and are:

- regularly reviewed and updated
- readily available to all staff and students
- operational throughout the organisation.

### Quality Measures

7.1 There are centre-wide quality assurance procedures for Level 4-7 provision, that:

- are supported by appropriate policies
- are appropriate to centre size and the qualification requirements



- are supported by senior managers and implemented by assessment and delivery teams
- manage and report on academic standards
- include quality standards documentation and working practices suitable for higher education
- embrace the principles contained in the QAA Quality Code
- have continuous compliance with our published policies, procedures, and regulatory requirements.

7.2 Policies and procedures are in place for managing:

- Equality and diversity
- Health and safety
- Special Consideration & Reasonable Adjustments
- Recognition of Prior Learning (RPL)
- Registration and certification
- Assessment & Internal Verification
- Student/staff malpractice, including plagiarism & AI
- Student Appeals
- Conflict of Interest
- Distance and /or Blended learning and assessment, if applicable
- Attendance and behaviour
- Centre Contingency & Adverse Occurrences (Student Protection Plan)
- Collaborations and or Exceptional Collaborations
- appropriate and fair access arrangements for all enrolled students regardless of ability, disability, or other protected characteristics.

7.3 Centre policies are reviewed and evaluated timely in accordance with the centres' stated review cycle, incorporating student feedback, improvement planning and actions, including actions arising from the Pearson Annual Programme Monitoring Review (APMR).

7.4 The accuracy and consistency of internal and external communications are effectively managed to ensure the timely dissemination of correct key messages to all stakeholders.

7.5 There is a means for ensuring all students and staff are aware of:

- what constitutes an appeal and what is considered assessment malpractice
- the related processes for instigating an appeal or investigating malpractice

- the possible outcomes that may be reached
- the consequences of both internal and external outcomes
- the process that exists to enable students to make an appeal to Pearson
- how the potential for any assessment malpractice informs programme planning and delivery.

7.6 There are robust systems for recording and managing all assessment appeals and malpractice, including plagiarism.

7.7 There is a process for reporting serious assessment malpractice to Pearson.

## Appendix

We've provided a simple checklist to support you with the Academic Management Review process.

<b>Before allocation of an Academic Management Reviewer</b>	<b>Completed</b>
I have familiarised myself with the Academic Management Review process	
I have reviewed what evidence we have in place against the Quality Objectives and Measures Framework and identified any gaps	
I have briefed my internal team on the process for the current academic year and we have an action plan in place to address any gaps identified through my review	
I have ensured all our registrations data on EOL is up to date	
<b>From allocation</b>	<b>Completed</b>
I have received notification of my Academic Management Reviewer and advised my internal team	
My Academic Management Reviewer has made initial contact with me	
I have completed our Annual Quality Declaration and submitted it online	
<b>Visit</b>	<b>Completed</b>
I have agreed a visit date with my Academic Management Reviewer and internal team between 2 January and 31 March	

I have confirmed the agenda and arrangements for the visit with my internal team and my Academic Management Reviewer	
I have briefed the Examinations Officer and the Lead Internal Verifier(s) on the visit	
I have collated all the evidence required for the Academic Management Reviewer during the visit and arranged access as appropriate (hard copies, OneDrive, SharePoint etc)	
<b>Following the visit</b>	<b>Completed</b>
Pearson Centre Management have provided our report with 4 weeks of the visit	
I have shared the report with my internal team and if required, we have an action plan in place to address any essential actions within the 3-month window and a strategy for considering any recommendations before next year's AMR activity	
I have provided a progress update to Centre Management within the stipulated 3-month window	

## 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 - Higher Nationals | Pearson qualifications](#)

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

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

[BTEC forms and guides | Pearson qualifications](#)

[BTEC Annual Quality Declaration Guidance](#)

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

