



BTEC POLICY & PROCEDURES

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Reviewed by	Academic Standards, SEND and Educational Trips Committee

Signed:

Dated: 16/10/2025

Chair of Governors

Signed:

Dated: 16/10/2025

Principal

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Key staff involved in the BTEC

Role	Name
Head of Centre	Francis Galbraith
Quality Nominee	Leanne Chapman
Programme/Course Leader	James Pinkney
Lead Internal Verifier	James Pinkney
Internal Verifier	Leanne Chapman
Assessors	James Pinkney
Exams Manager	Jodi Henderson

1. BTEC Registration, entry & certification policy

Aims

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

To do this, Goldington Academy 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 prior to any assessment activity
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers, or changes to learner details
- Ensure registration data on Edexcel/Pearson Online is accurate and up to date, including learner 'estimated completion dates'

- Ensure learner entries for internal and/or external assessment are accurate and timely, meeting published deadlines
- Provide a mechanism for programme leads to check the accuracy of individual learner entries
- Ensure that certificate claims are timely to meet Pearson published deadlines
- Ensure audit certificate claims made to Pearson
- Audit the certificates received from Pearson, to ensure accuracy
- Keep all records safely and securely for three years post certification, in line with Pearson Terms and Conditions

Goldington Academy procedures for the following are:

- Approval of new programmes – Goldington Academy will apply for any new programme via the approved application form for additional Vocational Qualifications which is located in Edexcel Online. All guidelines and timeframes set by Pearson will be adopted and followed.
- Registration - Exams Manager will liaise with course lead to confirm students to be registered. Learners should be registered on Edexcel Online on the appropriate programme code, at the start of teaching and prior to any assessment of a BTEC qualification.
- Transfer – not applicable
- Withdrawal – The course lead will inform the Exams Manager of any students who have withdrawn from the course.
- Internal/ external assessment entries – The Exams Manager will gather information at the beginning of each academic year from the course lead of all units that will require entry. The Exams Manager will notify the course lead of the deadline dates for entries and get confirmation of entries within the examining board to meet relevant dates.
- Unit Certification – The course lead will send through the results for each student for the Exams Manager to submit to Pearson within the published deadlines.
- Certification - The course lead will send through the results for each student for the Exams Manager to submit to Pearson within the published deadlines.

Staff roles and responsibilities for each process outlined at the end of the policy

[Roles within your BTEC team | Pearson qualifications](#)

Key dates & actions - According to BTEC key dates schedule set by Pearson

Links:

2. Entries & information manual | Pearson qualifications BTEC Assessment Policy

Aims

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

To do this, Goldington Academy 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 performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Terms of Approval

- Have all learner evidence available for review when requested, in line with Pearson Terms of Approval Author:
- Comply with the requirements as set out in the Pearson Centre Guide to Assessment - [btec-centre-guide-to-internal-assessment.pdf](https://www.pearson.com/qualifications/btec/centres/btec-centre-guide-to-internal-assessment.pdf)

Goldington Academy procedures for the following are:

- Assessment plans – produced by programme lead using materials provided by Pearson
- Assignment design / assignment brief – downloaded from Pearson website
- Assessment – work to be assessed using marking grids provided by Pearson
- Submission, resubmissions & retakes – to be made according to Pearson guidelines
- Assessment recording/ tracking for learners – recorded on Pearson assessment recording sheet/tracked for learners via marking grids provided by Pearson
- Retention of learner work to meet Pearson requirements - Original learner evidence must be kept current, safe, and secure for 12 weeks after learners have been certificated (unless specifically advised longer due to unforeseen circumstances). All evidence will be kept in an archived folder

Staff roles and responsibilities for each process outlined at the end of the policy

Key dates & actions - According to BTEC key dates schedule as set by Pearson

Links

[Travel and Tourism | Pearson qualifications](#)

[BTEC Tech Award Travel and Tourism 2022 Purpose Statement \(pearson.com\)](#)

[Specification - Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism 2022](#)

[Quality Assurance handbook | Pearson qualifications](#)

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

3. 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)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors

and programme activity

3. To ensure that the Internal Verification procedure is open, fair, and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

To do this, Goldington Academy will ensure:

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

Goldington Academy procedures for the following are:

- LIV appointment – LIV to be appointed by Head of Centre/Quality Nominee
- OSCA standardisation activities – downloaded and completed by relevant personnel according to Pearson schedule of dates
- IV schedules – to be in line with assessment plan
- Staff briefing / annual updating – appropriate messages to be disseminated through regular and scheduled Vocational meetings
- IV of assignments - in line with assessment plan and Pearson set deadlines

- IV of assessment decisions - in line with assessment plan and Pearson set deadlines
- Maintenance of IV records – completed on Pearson provided materials. Stored in secure area on Goldington Academy electronic drives
- Standards verification (Entry to L3) / External Examination (L4-7) monitoring and review – completed at start of each academic year

Staff roles and responsibilities for each process outlined at the end of the policy

Key dates & actions - According to BTEC key dates schedule as set by Pearson

Links

[btec-centre-guide-to-internal-verification.pdf \(pearson.com\)](https://www.pearson.com/qualifications/btec/centres/guide-to-internal-verification.pdf)

[BTEC forms and guides | Pearson qualifications](https://www.pearson.com/qualifications/btec/centres/forms-and-guides)

[btec-centre-guide-for-the-lead-internal-verifier.pdf \(pearson.com\)](https://www.pearson.com/qualifications/btec/centres/guide-for-the-lead-internal-verifier.pdf)

[btec-centre-guide-to-quality-assurance.pdf \(pearson.com\)](https://www.pearson.com/qualifications/btec/centres/guide-to-quality-assurance.pdf)

4. BTEC Appeals Policy

Aims

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

To do this, Goldington Academy 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.

Goldington Academy procedures for the following are:

- Learner induction, informing them about the appeals procedure – This is detailed in the learner handbook which is updated annually by Exams Manager and distributed at the beginning of the course.
- Stages of learner appeals procedure (both internal and external stages) - This is detailed in the learner handbook which is updated annually by Exams Manager and distributed at the beginning of the course.
- Recording each stage of the appeals procedure – This process is managed in accordance with Goldington Academy's appeals procedure policy.
- Monitoring appeals – All appeals are recorded by the Exams Manager and will be reported to the Quality Nominee.

Staff roles and responsibilities for each process outlined at the end of the policy

Key dates & actions - According to BTEC key dates schedule as set by Pearson

Links

[Policies for centres, learners and employees | Pearson qualifications](#)

[Appeals - JCQ Joint Council for Qualifications](#)

[Appeals Booklet 2025 FINAL.pdf](#)

5. BTEC Plagiarism and Assessment Malpractice (including use of AI) policy

Aims

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To report all alleged, suspected, and actual incidents of malpractice to

Pearson

- To protect the integrity of this centre and BTEC qualifications.

To do this, Goldington Academy will:

- Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone
- Seek to prevent malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the sanctions for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Require learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Advise learners of the centre's rules regarding whether AI tools (e.g. ChatGPT) can be used and, if so, require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tools made in the production of their work
- Report to Pearson all alleged, suspected and actual incidents of malpractice in accordance with JCQ Suspected Malpractice Policies and Procedures
 - If Goldington Academy 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. Author: CQM 17 of 29
Version: 1.0 Approver: Head of Centre Management Classification: DCL 1
Date: August 2025
 - For internal assessment, where learners have not completed a declaration of authentication, Goldington Academy 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 Pearson policy; [Centre guidance for 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.

Goldington Academy procedures for the following are:

- Minimise the risk of learner malpractice – Students will be issued a handbook at the beginning of the course which includes information about malpractice. The Exams Manager will lead an assembly detailing the possible sanctions of committing malpractice.
- Minimise the risk of staff malpractice - All staff involved with the BTEC will be issued with the current JCQ guidance for both Coursework and Malpractice to ensure that they have a thorough understanding of the procedures.
- Dealing with malpractice - Goldington Academy will deal with any instances of malpractice in accordance with the current JCQ Malpractice guidance.
- Informing Pearson of any malpractice - The Exams Manager in conjunction with the Head of Centre will report such instances of malpractice to Pearson via the requested channels.

Staff roles and responsibilities for each process outlined at the end of the policy

Key dates & actions - According to BTEC key dates schedule as set by Pearson

Links

[Centre guidance for dealing with malpractice and maladministration](#)

[BTEC-centre-guide-to-quality-assurance.pdf \(pearson.com\)](#)

6. BTEC Collaborative arrangements policy

Aims

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

To do this, Goldington Academy will

- have a process in place to ensure that approval to deliver qualifications in partnership with another provider has been authorised by Pearson, prior to recruitment & the start of teaching of the qualification(s)
- make sure that all providers have qualification approval before applying for approval under a collaborative arrangement
- identify a Lead Centre for the collaborative arrangement, to coordinate the quality assurance for each qualification delivered
- ensure a Lead Internal Verifier (LIV) is 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 and participate fully in regular evaluation and review of all qualifications delivered in the collaborative arrangement
- retain all assessment evidence and quality assurance documentation relating to registered learners in line with Pearson requirements
- participate in 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 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 and consortia arrangements.

Goldington Academy are not currently involved in the delivery/assessment of any qualification in partnership with another provider

Links

[btec-guide-to-collaborative-arrangements.pdf \(pearson.com\)](#)

[Collaborative and consortium arrangements for the delivery of vocational qualifications policy \(pearson.com\)](#)

[collaborative-consortia-arrangements-application-form.pdf \(pearson.com\)](#)

7. BTEC Distance and blended learning

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, Goldington Academy 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.

Goldington Academy are not currently engaging in distance learning for any students.

Goldington Academy Distance Learning procedures for the following are:

- Advice & guidance, enrolment, and induction for distance learning
- All advice, & guidance, enrolment, and induction will follow Pearson guidance
- managing feedback on assignments
- constructive feedback in a timely manner
- All feedback will be given within BTEC guidelines via Teams lessons or BromCom.
- submissions / resubmissions & retakes as appropriate
- authenticating learner's work
- minimising assessment malpractice / plagiarism
- All learners are required to submit work via BromCom
- All staff are required to ensure pupils are aware of BTEC requirements
- All learners will be required to complete self-authentication form by Goldington staff
- secure storage of all assessment and internal verification records
- All work submitted will be stored in a secure folder accessed by relevant Goldington Academy Staff

Staff roles and responsibilities for each process outlined at the end of the policy

Key dates & actions - According to BTEC key dates schedule as set by Pearson

Links

[Distance learning and assessment policy \(pearson.com\)](https://www.pearson.com/qualifications/btec/qualifications)

[Our qualifications | Pearson qualifications](https://www.pearson.com/qualifications/btec/qualifications)

8. BTEC Special consideration and reasonable adjustments

Aims

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

To do this, Goldington Academy will:

Reasonable adjustments

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

- Apply for reasonable adjustments to external assessments in line with deadlines published by Pearson.

Special Considerations

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

Goldington Academy procedures for the following are:

- managing & recording applications - The Exams Manager will collate any special consideration requests digitally that have been brought to their attention from either the course lead, SLT or Head of Year.
- secure storage of evidence to support applications - The Exams Manager will collect and store securely any evidence.
- completion & authorisation of applications for reasonable adjustments and / or special considerations - The Exams Manager will complete the applications once SLT authorisation has been sought.

Staff roles and responsibilities for each process outlined at the end of the policy

Key dates & actions - According to BTEC key dates schedule as set by Pearson

Links

[Forms - JCQ Joint Council for Qualifications](#)

[Special consideration | Pearson qualifications](#)

[Reasonable adjustment | Pearson qualifications](#)

[Access arrangements | Pearson qualifications](#)

[Pearson Qualifications Support - Contact Us](#)

[Supplementary guidance for reasonable adjustments and special consideration in internal assessments \(pearson.com\)](#)

Further support can be accessed via the Quality assurance | Pearson qualifications to find guidance and support for quality assurance.

Staff Roles and Responsibilities

Senior Managers

The head of centre is formally responsible for the management and delivery of BTECs. Their main responsibility is to ensure that the centre acts in accordance with the conditions of approval, regulations and any other terms and conditions or policies.

Other senior managers will often work with the Quality Nominee to ensure that all quality assurance processes are conducted efficiently. They may be required to support putting actions in place in response to reports on quality assurance.

Quality Nominee

- The Quality Nominee is the point of contact at the centre for quality assurance. They are responsible for ensuring effective management of BTEC programmes and actively promoting good practice within the centre.
 - As they are involved in monitoring and supporting the programme teams, the Quality Nominee usually has responsibility for the BTEC curriculum at the centre.
 - Only one Quality Nominee can be identified on the system
 - The Quality Nominee contact details must be kept up-to-date on Edexcel Online.
-
- **Quality Management Review responsibilities**
 - The Quality Nominee will be the main point of contact for the Centre Quality Reviewer. They will agree the agenda of the visit, negotiating when this will take place and which practitioners need to be involved, and complete the Centre Engagement Document.
 - Following the visit they will manage the resolution of any Essential Actions and Recommendations.

- **Standards Verification responsibilities**
- The Quality Nominee will be the initial point of contact for the Standards Verifier and will work with other centre staff to ensure that Standards Verification can take place.

Examinations Manager

The exams Manager is the point of contact for administration at the centre. They are responsible for ensuring learners are registered on time and correctly.

Exams Managers usually control who has access to what on the online administration system, Edexcel Online.

Programme Team

The programme team consists of the teachers who are responsible for the delivery, assessment and internal verification of BTEC programmes.

The size of the programme team will depend on the number of units and learners. As no one can internally verify their own assessment, where a single specialist practitioner is delivering the programme, arrangements must be made for their assignments and assessment decisions to be internally verified by someone with appropriate experience.

Programme Leader

A programme leader or programme manager has overall responsibility for the effective delivery and assessment of BTEC qualifications.

For Entry to Level 3 qualifications, the programme leader may also act as the Lead Internal Verifier if appropriate.

Quality Management Review responsibilities

At the request of the Quality Nominee, Programme Leaders may be required to attend the Quality Management Review practitioners' meeting to provide:

- verbal evidence of how centre systems and procedures are understood and implemented at programme level
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation).

Lead Internal Verifier

The Lead Internal Verifier (Lead IV) acts as a single point of accountability for the quality assurance across a Principal Subject Area. This means that they're responsible for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions.

For BTEC programmes at Entry to Level 3, Lead IVs need to register through the online standardisation system, OSCA, each year. For QCF programmes only, OSCA provides Lead IVs the opportunity to gain accreditation,

Quality Management Review responsibilities

At the request of the Quality Nominee, Lead Internal Verifiers may be required to attend the Quality Management Review practitioners' meeting to provide:

- verbal evidence of how centre systems and procedures are understood and implemented at programme level
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation).

Standards Verification responsibilities

The Lead IV ensures that all assessment and verification records are available for scrutiny by Pearson with learner work, which they'll need to confirm is authentic and valid. They are also responsible for authorising resubmissions fairly and consistently.

Internal Verifiers

Internal Verifiers are responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.

Anyone involved in the delivery and assessment of the programme can be an Internal Verifier, but they can't internally verify their own assessment.

Quality Management Review responsibilities

At the request of the Quality Nominee, Internal Verifiers may be required to attend the Quality Management Review practitioners' meeting to provide:

- verbal evidence of how centre systems and procedures are understood and implemented at programme level
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation).

Standards Verification responsibilities

Internal Verifiers need to ensure that all assessment plans, assignments and assessment decisions have been internally verified and that assessors take appropriate action based on their feedback.

Assessors

Assessors are responsible for teaching and assessing learners against the learning aims and assessment criteria of the course specification.

Quality Management Review responsibilities

At the request of the Quality Nominee, Assessors may be required to attend the Quality Management Review practitioners' meeting to provide:

- verbal evidence of how centre systems and procedures are understood and implemented at programme level
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation).

Standards Verification responsibilities

Assessors need to provide assessment records and learner work for Standards Verification, and undertake any action required to bring the assessment in line with national standards.