



Pearson

Pearson Mapping Document – UK Quality Code & BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment (2019/20)

April 2020

The Quality Code for Higher Education in the UK was revised in March 2018. It was published in May 2018 and should now be used by providers of Higher Education in the UK.

(<https://www.qaa.ac.uk/quality-code>)

The code is based on fundamental principles. These include:

- Emphasising the role of providers in assuring the quality of students' experience
- Supporting student engagement
- Using external referencing to ensure the integrity of awards and the quality of provision.

There are three elements that provide reference points for effective quality assurance:

1. **Expectations** which clearly and succinctly express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision.
2. **Practices** representing effective ways of working that underpin the delivery of the expectations and will deliver positive outcomes for students. These include:
 - *Core practices* that **must** be demonstrated by all UK higher education providers as part of assuring their standards and quality
 - *Common practices* that will be applied by providers in line with their missions, their regulatory context and the needs of their students. These

are practices common to the underpinning of quality in all UK providers but are **not** regulatory requirements for providers in **England**.

3. **Advice and guidance** which will help established and new providers alike to develop and maintain effective quality assurance practices.

Currently the Core practices for Expectations for standards and quality are **mandatory** and this guide maps these against the *Pearson BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*.

(<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Assessment-L4-7.pdf>)

Quality Code Expectations for Standards

Core practice	Evidenced in
<p>The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.</p>	<ul style="list-style-type: none"> • New providers must follow the Provider Approval Process and subsequent Programme Approval Process. They must submit all required evidence to Pearson at specified stages. This provides evidence that they can effectively deliver programmes (p11). • Existing providers seeking to renew programme approval need to meet the requirements set out by Pearson (p11). • Pearson safeguards the integrity of its awards by reserving the rights to withdraw qualifications or provider approval as set out in the relevant policy (p13). • Centres should use the specific structure of individual Pearson BTEC HNCs and HNDs. (p39). • When combining units use the specific combinations required (p39). • Centres should use and adhere to BTEC qualification specifications for all delivery, planning and assessment (p15). • Use Total Qualification Time (TQT) specifications and Guided Learning Hours guidance to determine organisation of teaching and learning. This is available for each BTEC qualification. (p19; 39-40). • Centres should meet requirements for QAA reviews either as a FE College or Alternative Provider (p18). • Centres must use Internal verification for all programmes and follow the guidance, and, further information available in the BTEC Centre Guide to Internal Verification (p84). • Assessment Boards are a mandatory requirement for all BTEC Higher National programmes and must include member/s independent from the programme (p89-91)
<p>The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.</p>	<ul style="list-style-type: none"> • Understand the Teaching Excellence Framework and consider participating to recognise excellence and drive forward teaching and learning (p21). • There is a requirement for centres to submit an Annual Programme Monitoring Report which is analytical, reflective and provides sources of information for improving quality standards (p24).

	<ul style="list-style-type: none"> • Ensure that sufficient systems and procedures are in place prior to delivering a programme; that there are clear lines of responsibility and roles and that programme teams include individuals with up to date and relevant vocational experience or knowledge (p26) • Support all members of the delivery team by producing a staff handbook which includes practice and procedures (p28). • Raise awareness of the process to report suspected malpractice or maladministration involving staff to Pearson (p28). • Produce a programme specification for all programmes and pathways. Ensure availability to all students, staff, External Examiners, employers and professional and regulatory bodies. (p32). • Establish a formal process to agree the programme structure and delivery to ensure a strong academic case for delivery and to embed the programme into the academic quality structure of the organisation (p39-40).
<p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p>	<ul style="list-style-type: none"> • Centres need Pearson approval to enter into consortium collaborative arrangements either with UK or International partners. The application and specifications criteria are set out in the Collaborative Arrangements Policy (p12). • If centres wish to deliver qualifications at additional sites they must follow the requirements and guidelines in the Additional Sites Policy (p12). • If centres wish to enter into other collaborative arrangements, termed Exceptional Collaborative Arrangements then these are agreed with Pearson on an individual basis (p12). • Centres using distance learning delivery and assessment either in collaborative arrangements or through their own centre must follow the Distance Learning and Assessment Policy (p13).
<p>The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.</p>	<ul style="list-style-type: none"> • Prepare for External Examiner visits and seriously consider and act upon comments and recommendations which are outcomes of visits (p23). • The recruitment of delivery, assessment and internal verification staff is carried out with integrity and follow the Pearson staffing requirements (p27). • Centres should plan effectively and thoroughly to include processes for: delivery and assessment,

	<p>verification, External Examiners, student achievement and certification (p38).</p> <ul style="list-style-type: none"> ● Use appropriate recording methods to meet requirements for internal verification, assignments, assessment tracking, tutor observations and student declarations (p16; p68). ● Assessment decisions must be based on specific criteria given in each unit and internally verified in compliance with Pearson specifications (p71; p84). ● Grading at pass, merit or distinction must be based on the total evidence produced for each unit and according to the grade descriptors for each unit. The final grade for qualifications is calculated according to credit achievement and conditions for the award of the HNC or HND (p71-74; p94-95). ● Centres must make available their assessment regulations, including policies for late submissions, re-submissions, extenuating circumstances, and extensions, differentiating, where appropriate, between requirements for QCF and RQF (p77; p81-82). ● Students' assessment and achievement records must be kept in accordance with Pearson's specifications (p87). ● Assessment Boards are a mandatory requirement for all BTEC Higher National programmes and must include member/s independent from the programme (p89-90)
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Quality Code Expectations for Quality

Core practice	Evidenced in
<p>The provider has a reliable, fair and inclusive admissions system.</p>	<ul style="list-style-type: none"> ● Students must be recruited with integrity so that they are on the correct programme at the appropriate level and have a reasonable expectation of success. This should be referenced against the relevant BTEC Higher Nationals specification for each programme, which provides the entry requirements (p44; p51). ● Recognition of Prior Learning (RPL) can be used, if applicable, for students returning to learning (p86).

	<ul style="list-style-type: none"> ● Adhere to Pearson’s Equality Policy to ensure that students have equal opportunities to access qualifications (p44). ● All non-native speakers of English need to demonstrate capability, either, by having studied for the previous two years in English or meeting the Pearson IELTS specifications for entry (p45).
<p>The provider designs and/or delivers high-quality courses.</p>	<ul style="list-style-type: none"> ● Students should understand the programme structure and specifications through a comprehensive induction (p46). ● Student should be provided with a handbook which is a guide to course requirements, expectations of them and their rights (p29). ● Centres must comply with the requirements of the Competition and Markets Authority (CMA) and provide comprehensive course information (p19). ● Students should have access to the Programme Specification designed by the centre, to gain information about, and understand the programme (p20-33) ● Centres should use an attendance policy and processes to enable students to fully participate and benefit from learning (p46) ● Regardless of delivery mode students should have access to high quality teaching and learning (p40). ● Centres use and adhere to BTEC qualification specifications for: all delivery planning and assessment; verification; grading award and certification (p15). ● Employer engagement and workplace experience is beneficial to students in adding value to courses and relating theoretical knowledge to the workplace (p41; p51). ● Centres should implement a range of assessment strategies to enable students to demonstrate understanding and competence (p51-54). ● Develop clear policies and procedures to facilitate students’ understanding of plagiarism and how sanctions are imposed (p58).
<p>The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</p>	<ul style="list-style-type: none"> ● The recruitment of delivery, assessment and internal verification staff is carried out with integrity and follow the Pearson staffing requirements (p27).

	<ul style="list-style-type: none"> • Staff should hold a nationally recognised qualification at or above the level of qualification they deliver or equivalent relevant experience (p27). • Staff should have relevant up to date vocational experience or knowledge to enable them to deliver the programme effectively (p26). • There should be adequate staff in place to deliver a high quality programme and a system of staff development in place (p27). • Establish formal procedures to identify and monitor conflicts of interest of all staff (p43).
<p>The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p>	<ul style="list-style-type: none"> • Centres demonstrate that they have the physical and human resources and facilities to deliver programmes through the Provider Approval Process and Programme approval Process (p11). • Some units require specific resources, and this is clearly indicated in the unit description (p41). • Students are aware of and able to access the HN Global toolkit which supports their learning (p41).
<p>The provider actively engages students, individually and collectively, in the quality of their educational experience.</p>	<ul style="list-style-type: none"> • The students' voice can be captured informally through team meetings, forums, course representation. (p41). • The Pearson Annual Student Survey formally evaluates the student experience and centres are expected to promote participation (p25). • Completion of the Pearson Annual Programme Monitoring Report (APMR) is a mandatory requirement for all centres. Feedback from students about their courses should be included in this review (p24). • External Examiners meet annually with students and ask about their experience of teaching and learning. This is then included in their reports (p86). • Students have opportunities to participate in QAA reviews (p19).
<p>The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</p>	<ul style="list-style-type: none"> • Students should have access to procedures to constructively complain about their learning opportunities informally so that centres can respond before the complaint is taken to a formal level (p86). • There should be a formal appeals and complaint procedure accessible to students and documented through the student handbook (p29). • Students have the right to appeal to Pearson but only if the centres' procedures have been fully utilised. (p85).

	<ul style="list-style-type: none"> • Students should be informed in the student handbook, about their right to take complaints to the OIA which are not about academic or professional judgements (p20).
<p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.</p>	<ul style="list-style-type: none"> • If centres work in a formal collaboratively capacity they must follow the Collaborative Arrangement Policy and its associated principles, to ensure that all students have access to high quality learning (p12). • Students taking courses through distance learning must have access to the same high quality learning and support as other students. To ensure this the centres must follow the Distance Learning and Assessment Policy (p13).
<p>The provider supports all students to achieve successful academic and professional outcomes.</p>	<ul style="list-style-type: none"> • Formative assessment feedback should be used to enable students to improve assignments (p68-69). • Pearson exemplar materials and assessment briefs are available for centres to contextualise for their own needs ensuring that students are supported in their learning (p96). • Students should be familiar with the assessment criteria to understand how to achieve higher grades (p70-71; p74). • The student handbook should include information about progression opportunities (p28). • Assessment regulations should be available to students to enable them to meet assignment deadlines and to understand the consequences of not doing so (p76).