

Responsibilities Checklist for Providers with Pearson Education Ltd Provision

Where providers undergoing review are delivering courses leading to awards from other degree-awarding bodies or awarding organisations, it is imperative that review teams understand the responsibilities of both the provider and the awarding body or organisation.

For courses leading to Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) awarded by Pearson, QAA and Pearson have jointly produced this standard responsibilities checklist for review team members to use.

Page references given below are from the [BTEC Centre Guide to Quality Assurance and Assessment 2020/21](#).

Awarding organisation: Pearson Education Ltd

Area or function	Summary of responsibilities of the provider	Summary of responsibilities of the awarding organisation
Use of external expertise in maintaining academic standards	<p>Preparing for external examiner visits and seriously considering and acting upon recommendations which are outcomes of visits.</p> <p>(Page 23)</p>	Allocation of trained external examiners to providers.
Course design and/or delivery	<p>Designing effective learning materials and a learning and teaching strategy that meets the learning outcomes of the Higher Nationals (HNs).</p> <p>Processes and procedures to ensure that the learning materials and the learning and teaching strategy are regularly reviewed and modified as appropriate to ensure their continued relevance and validity.</p> <p>(Pages 24, 34-38)</p> <p>Providing definitive programme information relating to the HNs as delivered at their institution, including a tailored programme specification.</p> <p>(Pages 30-33)</p>	<p>Designing and approving the HN qualifications and gaining recognition by Ofqual.</p> <p>Ensuring the relevance and validity of the qualification, identifying, implementing and approving modifications and ensuring recognition of these by Ofqual.</p> <p>Providing the definitive information for the HNs (including the overall qualification specification).</p>
Setting assessments	Operational responsibility for ensuring that students have	Responsible for setting the learning outcomes and assessment criteria

	<p>appropriate opportunities to show they have achieved the intended learning outcomes and grading descriptors (where appropriate). This includes responsibility for setting assessments in direct compliance with Pearson requirements.</p> <p>(Pages 61-65)</p>	<p>attached to each outcome - these must be strictly adhered to. Provision of generic grade descriptors that must be contextualised to the assessment set. Oversight through monitoring by external examiners at their annual visit that the assessments are appropriate and at the national standard.</p>
First marking of student work	<p>Undertaken by the provider.</p> <p>(Pages 68-75)</p>	<p>The marking is monitored by the external examiner to ensure that the standard of student work is appropriate to the grade awarded and to ensure consistency both within and across institutions.</p>
Moderation or second marking of student work	<p>Undertaken by the provider (known as internal verification)</p> <p>(Pages 84-86)</p>	<p>As above</p>
Giving feedback to students on their work	<p>The provider is responsible for this.</p> <p>(Pages 68-70)</p>	<p>Feedback on assessments is expected and monitored by the external examiner at their annual visit.</p>
Student recruitment	<p>Marketing of and recruitment of students to the programmes they provide.</p> <p>(Pages 44-45)</p>	<p>Requires centres to recruit students with integrity.</p>
Student admissions	<p>Activities associated with the admission of students to the programme, including: promoting and marketing the programme; setting admissions criteria; selecting applicants; making offers and enrolment, induction and orientation of new students. Making student registrations in a timely fashion.</p> <p>(Pages 45-46)</p>	<p>Maintenance of a register of students registered by centres on the HNs. At Centre Approval, ensuring the centre has policies and procedures for student admissions.</p>
Widening access	<p>All students should have an equal opportunity to access their qualifications and assessments.</p> <p>(Pages 41, 61-62)</p>	<p>All students should have equal opportunity to access Pearson qualifications, assessments, related products and services, and the content of Pearson qualifications and assessments should reflect the wide diversity of audiences.¹</p>

¹ https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Equality_diversity_and_inclusion_policy.pdf

<p>Selection or approval of teaching staff</p>	<p>The provider is responsible for the appointment of teaching staff and ensuring they have the right skills and experience to deliver a high-quality programme.</p> <p>(Pages 26-28)</p>	<p>Reviewing CVs of teaching staff at Centre Approval and as part of Pearson's ongoing quality assurance processes.</p>
<p>Facilities, learning resources and student support services</p>	<p>Delivery of the programme, including provision of learning resources and all aspects of learning and teaching strategy. Appointment of teaching staff. Strategic oversight of the identification and provision of learning resources to enable students to develop their academic, personal and professional potential, including provision for students with additional learning needs.</p> <p>(Pages 26-28, 41)</p>	<p>Appointment of external examiners for all providers. Oversight, at Centre Approval, of the arrangements and resources put in place by the providers. Reviewing providers to ensure they continue to have the capacity, the subject specific resources and the human resources to deliver a high-quality programme.</p>
<p>Student engagement</p>	<p>Developing, implementing and facilitating arrangements and processes that ensure the engagement of students, individually and collectively, in the enhancement and assurance of the educational experience.</p> <p>(Pages 25, 41)</p>	<p>External examiners meet students at their visit to the provider as part of the overall quality assurance and monitoring of the programme and of provision at the provider.</p>
<p>Responding to external examiners and other third parties</p>	<p>Responsibility for putting into effect the recommendations of external examiners.</p> <p>(Pages 23-24)</p>	<p>Approve and sign off providers' actions in response to external examiner reports at subsequent external examiner visits, as well as actions arising from other Pearson quality assurance processes.</p>
<p>Annual monitoring</p>	<p>Ensuring appropriate processes are in place to routinely monitor and periodically review the programme as delivered by them, and to keep under constant review all aspects of standards management, quality assurance and day-to-day delivery of the programme.</p> <p>(Pages 24-25)</p>	<p>Ultimate responsibility for the monitoring and review of HN programme(s), including directing providers to take necessary action as appropriate via Pearson's quality assurance processes.</p> <p>Responsible for the periodic review of HNs.²</p>

² A review of one or more programmes of study, undertaken periodically (typically once every five years), using nationally agreed reference points, to confirm that the programmes are of an appropriate academic standard and quality. The process typically involves experts from other institutions.

	Responsible for engaging with Pearson during periodic review when requested.	
Student complaints and concerns	<p>Implementation of a fair and accessible complaints procedure for the informal, and where appropriate, formal investigation and determination of a student complaint.³</p> <p>(Pages 85-86)</p> <p>Provision of information to students on their right to apply for external review by the Office of the Independent Adjudicator (OIA).⁴</p> <p>(Page 20)</p>	Dealing with direct or referred student complaints, relating to the overall quality or standards of the qualification itself if the student remains dissatisfied after exhausting the provider's internal complaints procedure.
Student appeals	<p>Provision of information to students on their right to appeal and process for internal appeal and subsequent external appeal to Pearson. Forwarding any external appeals to Pearson.</p> <p>(Page 85)</p> <p>Provision of information to students on their right to apply for external review by the OIA in relation to the provider's handling of the academic appeal (but not in relation to the academic decision).</p> <p>(Page 20)</p>	Determining external appeals made by students, following the exhaustion of the provider's internal appeal procedure. Pearson's determination of an appeal is final (subject to the involvement of the OIA or the relevant regulatory bodies).
Managing relationships with other partner organisations (such as placement providers)	<p>Designing and implementing key quality assurance processes to ensure the quality of student learning opportunities.</p> <p>(Pages 12-13)</p>	Oversight of the quality of the student learning opportunities and collaborative arrangements for delivery, by way of external examiner visits, Centre Approval and Pearson's ongoing quality assurance processes.

³ Pearson feedback and complaints: <https://qualifications.pearson.com/en/contact-us/feedback-and-complaints.html>

⁴ The Office of the Independent Adjudicator (OIA): www.oiahe.org.uk