Developments in quality assurance: the UK Quality Code for Higher Education

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UK Quality Code for Higher Education

Part A
- Setting and maintaining threshold academic standards

Part B
- Assuring and enhancing academic quality

Part C
- Information about higher education provision

Expectations: What higher education providers expect of each other and which the general public can expect of all higher education providers

Indicators of sound practice

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Chapters of the Quality Code

Part A: Setting and maintaining threshold academic standards

A1: The national level

A2: The subject and qualification level

A3: The programme level

A4: Approval and review

A5: Externality

A6: Assessment of achievement of learning outcomes

Part B: Assuring and enhancing academic quality

B1: Programme design and approval

B2: Admissions

B3: Learning and teaching

B4: Student support

B5: Student engagement

B6: Assessment of students and accreditation of prior learning

B7: External examining

B8: Programme monitoring and review

B9: Complaints and appeals

B10: Management of collaborative arrangements

B11: Research degrees

Part C: Information about higher education provision

General introduction

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The Quality Code Jigsaw

Part B: Assuring and enhancing academic quality

Oct 2011	Chapter B7: External examining
Mar 2012	**Part C: Information about higher education provision**
Jun 2012	Chapter B11: Research degrees
	Chapter B5: Student engagement
Sep 2012	Chapter B3: Learning and teaching
Dec 2012	Chapter B10: Management of collaborative arrangements
Mar 2013	Chapter B4: Student support, learning resources and careers education, information, advice and guidance
Apr 2013	Chapter B9: Complaints and appeals

Part A: Setting and maintaining threshold academic standards

Jul 2013	Chapter A1: The national level
	Chapter A2: The subject and qualification level
	Chapter A3: The programme level
	Chapter A4: Approval and review
	Chapter A5: Externality
	Chapter A6: Assessment of achievement of learning outcomes
Jul 2013	Chapter B6: Assessment of students and accreditation of prior learning
Sep 2013	Chapter B1: Programme design and approval
	Chapter B8: Programme monitoring and review
Oct 2013	Chapter B2: Admissions

B3: Learning and teaching

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Scope

- A new chapter addressing all aspects of the QA and QE of learning and teaching
- Incorporating Academic Infrastructure content on:
  - flexible and distributed learning
  - work-based and placement learning

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Themes

- Equality of opportunity for all students irrespective of mode, location, level, equality entitlement or means of delivery
- Importance of the role of those who deliver learning opportunities: those who teach, those who support learning, those who contribute e.g. via placements
- The responsibility of students to engage ⇨ the development of active and engaged learners
- Partnership between provider, staff and students
- A commitment to enhancement: by reflective practitioners; by HE providers

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Quality Code context

- Potential links/overlaps with
  - B1: Programme design and approval
  - B4: Student support, learning resources, CEIAG
  - B5: Student engagement (publishing in June)
  - B6: Assessment and APL
  - Part C: Information about HE provision

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Structure

- Introduction
  - Context
- Expectation (mandatory)
- Indicators of sound practice
- Explanatory text
- Links to further information
  - Legal and national regulatory requirements
  - Sources of good practice

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The draft Expectation

Higher education providers, working in partnership with their students, create and systematically review and enhance learning environments and teaching practices to provide opportunities for every student to become an active and independent learner.

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Indicators of sound practice (1)

The basis for effective learning and teaching

(1)A strategic approach to assuring and enhancing learning and teaching

(2) Designing L&T activities that enable the achievement of the stated learning outcomes

(3) Practice informed by the outcomes of research, scholarship and the evaluation of professional practices

(4) Collection, analysis and use of data to enhance L&T activities and environment

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Indicators of sound practice (2)

Enabling active and independent learners

(5) Responsibilities of students to engage with learning opportunities provided

(6) Opportunities for students to engage with feedback to aid their development

(7) Clear information for students on the learning opportunities available

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Indicators of sound practice (3)

Facilitating and supporting effective learning and teaching

(8) Staff are qualified, supported and adequately resourced

(9) Physical and virtual environments are safe, accessible, reliable and usable

(10) Accessible, adequate and appropriate resources provided

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Timeline

- Draft published for consultation 30 May
- Consultation until 25 July
- Written comments from anyone with an interest
- Supported by four consultation events:
  - 8 June: Belfast; 15 June: Edinburgh
  - 21 June: Cardiff; 11 July: Birmingham
- Publication: end of September

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Issues for the consultation

- Does the wording of the Expectation capture what the chapter should be about?
- Is it supported by the Indicators?
- Are flexible and distributed learning, and work-based/placement learning appropriately covered?
- Are equality and diversity issues reflected sufficiently?

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How can I find out more?

Website:
www.qaa.ac.uk/qualitycode

Email:
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