

Quality Assurance of Learning Solutions for Employers: Rapid Response and Fit For Purpose?

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Partner Institutions

- University of Derby
- Aston University
- University of Chester
- University of Hertfordshire
- GMUA (specifically Manchester Metropolitan University and Liverpool John Moore's University)

Why Rapid Response and Fit for Purpose is important

- Respond to market need: including employer timescales and curriculum requirements
- Maintain HE USP

Key challenges

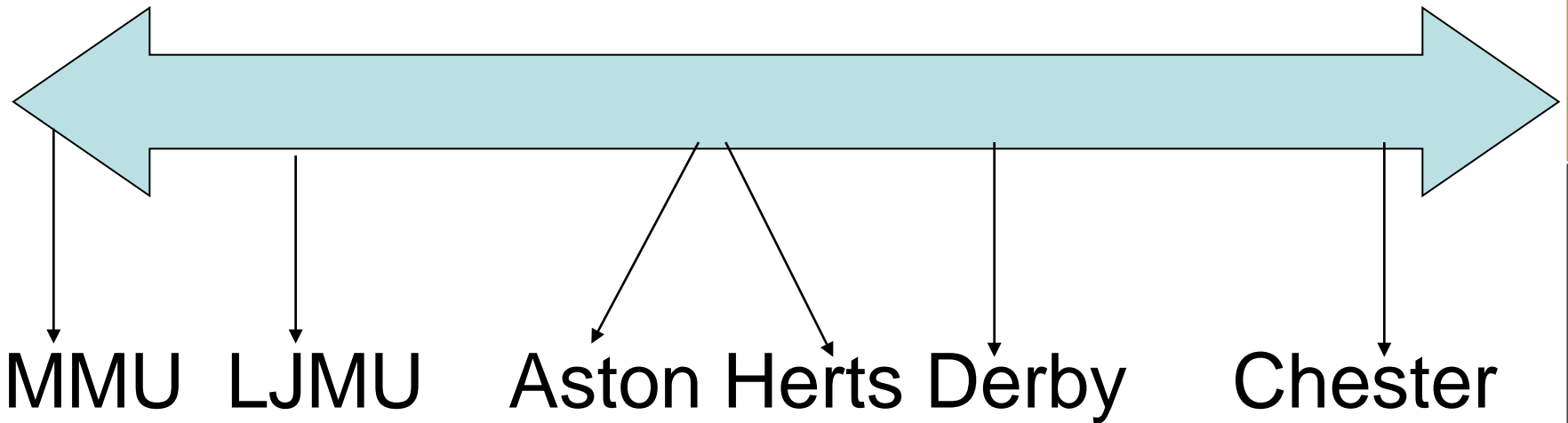
- Institutional Approach- central or faculty?
- Curriculum Development- who should be involved?
- Approval Mechanisms- robust and proportionate
- Implementation – assessment boards, annual monitoring, external examination

Institutional Approaches

Faculty

Hybrid

Central



Open Professional Programme Manchester Metropolitan University

- Faculty based, linked to strong professional partners in the fashion Industry
- Portfolio of short courses, small amounts of credit that can build into larger awards
- All HE academic levels

Foundation Degrees

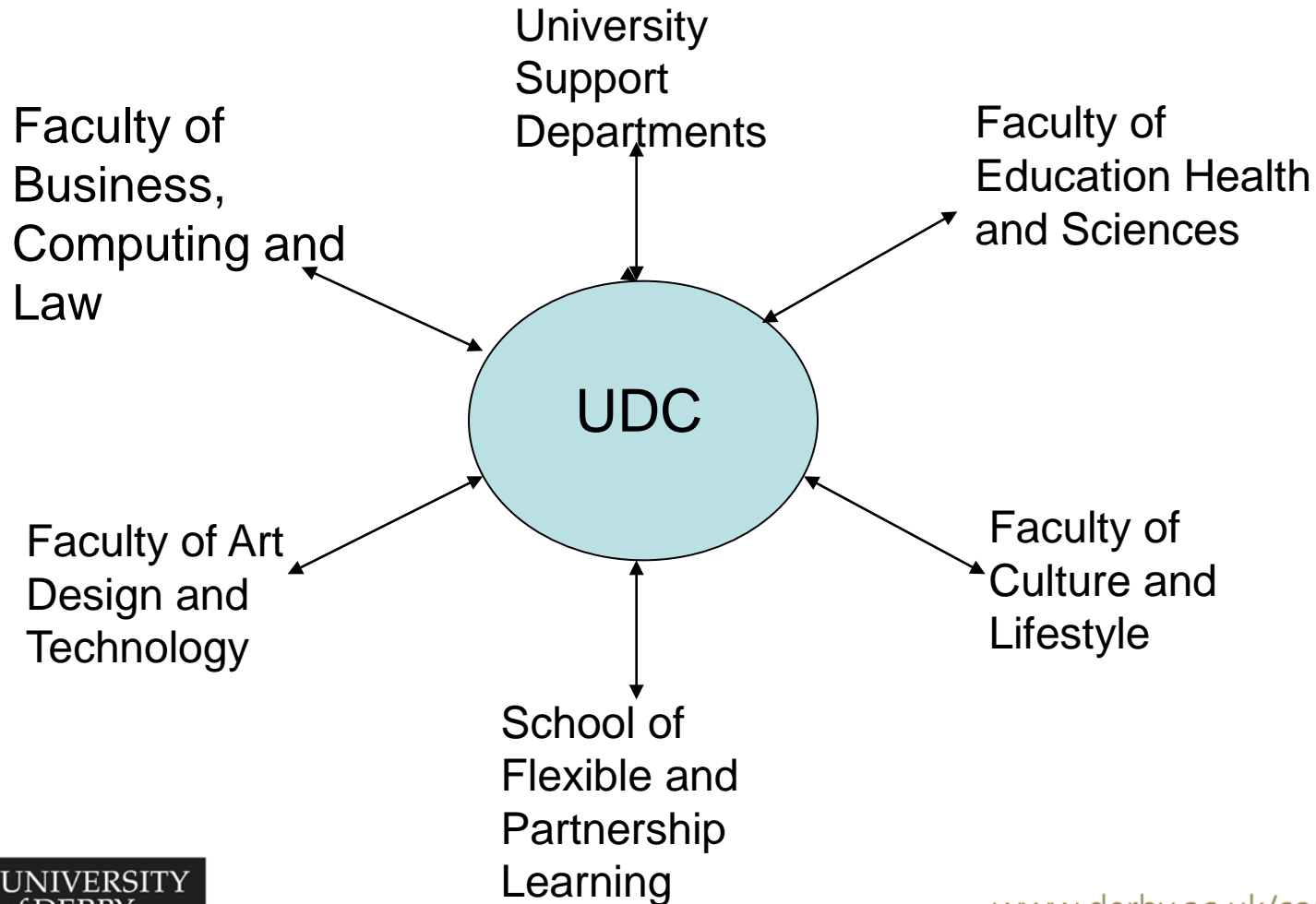
Aston University

- Foundation Degree Centre to promote and lead development work for new FD's
- Link to employers to ensure curriculum and arrangements are fit for purpose
- Identify key contact in faculty to bring the two together.

University of Derby Corporate

- Activity managed through Central business facing unit, with range of staff
- Systems specifically designed to meet needs of business, but link into wider university systems
- Key links into faculty- Workforce Development Fellows, specialise in employer engagement activity, interpreting the needs of employers and academia.

University of Derby



Curriculum Development

- Contextualisation of existing provision or bespoke development
- Role of employer and employees
- External Reference points
- Naming the Award

Health Care at Home

University of Derby

- Management Development programme (managing, leading and developing people)
- 60 credit programme at level 5
- Maps against aspects of existing provision and also WBL level Indicators (Durrant, Rhodes and Young, 2009)
- Assessment based on real work activity

NHS East of England Hertfordshire University

- Discussion with Strategic Health partners, designed to meet specific workforce development needs
- Health strategy and workforce development priorities
- Assessment is based on real work activity

FD in Government University of Chester

- Consultation with the Government Office and Sector Skills Council to inform curriculum
- Draws on existing modules within the university- didactic provision based on professional standards
- Utilises work based learning modules from the WBIS framework

Approval Mechanisms

- Risk and Proportionality
- Bespoke Learning Outcomes or Generic Learning Outcomes
- Timescales

Worked Based and Integrative Studies

University of Chester

- A framework that enables the development of bespoke provision
- No limitations on volume of credit for approval, but must be linked to work based learning
- A pre approved pool of externals comment on new developments
- Timescales – Monthly meeting to consider proposals

Approval Panel

Hertfordshire University

- A pre-approved set of generic learning outcomes
- New modules draw on these learning outcomes, and are considered by the panel
- No limitations on credit volume
- Monthly meetings

Lifelong Learning Scheme

University of Derby

- Framework with delegated powers of approval, based on risk
- Excludes approval of collaborative provision, but can include major awards with a generic title
- Utilises expertise in WBL across the university
- Draws on pool of external examiners
- Bi-monthly meetings- to consider the process

QA during implementation

- Arrangements for assessment boards
- External examination
- Annual monitoring

FD Aviation Studies

University of Derby

- Standard University Approvals Mechanism for collaborative provision
- RAF tutors are accredited lecturers of the university
- Marking and moderation in line with standard policy
- Assessment board schedule in line with promotion boards

3 P's to promote a Rapid Response that's Fit for Purpose

