UK Quality Code Review

25th May 2023
14:00 – 16:00
Online

Aims

- To offer an update of the review of the UK Quality Code
- To report the key headings from feedback received so far
- To present proposed approaches for the quality code
- To seek feedback on content for the Code and initial thoughts on the Advice and Guidance
- To hear about the next steps for the review

What have we been doing?

Sector Bodies	Sector Groups and Committees	Roundtable Sessions (Jan x2, Feb March 2023)	QAA Groups and Networks
Association of Colleges	ARC QPG	England: 95 individual institutions	PVC Strategy Summit
GuildHE (Quality Managers)	QSN (Exec)	Scotland: 9 individual institutions	College HE Network
HEFCW	QASHE	Wales: 3 individual institutions	Specialist and Independent Network
SFC	Russell Group Quality Practitioners	Northern Ireland: 11 individual institutions	Strategic Student Advisory Committee
QAA Staff	Independent HE *(date TBC)*	Colleges: 15 individual institutions	Student Network
		Sector Bodies/Agencies: 5	PSRB Forum
			International Insights Policy and Practice Network
			Wales Quality Network
			The Quality Forum (Scotland)

Key headlines from scoping exercise - overarching

➢ Providers tend to map to the Expectations and Core and Common Practices of the Code for reporting and at a strategic/managerial level.

➢ There is support for a revised Code to have an enhancement ethos, although there were differing views as to where enhancement should sit within it.

➢ There was also consensus that the Code applies across the UK regardless of the regulatory systems in place in each nation.

➢ A revised Code structure will need greater flexibility as it accommodates different operating models across the UK.

Key headlines from scoping exercise - structure

- The brevity of the current Code made it more accessible and useful to new members of staff and students and it offered a welcome change from the previous longer version.

- There was some support to keep the Expectations, which some providers use for reporting and high-level mapping. However, others noted they do not use them as they were too vague to be of any use.

- There was very strong support to merge the Core and Common practices, with revised Practices replacing Expectations.

- Additions to the Core Practices included:

→ dual responsibilities of partnerships
→ partnership with students
→ transitions
→ Academic integrity

Key headlines from feedback engagement - content

- The Advice and Guidance themes are used on a more frequent basis compared to the use of the Core and Common Practices. Is there a way they can be made more integral to the Code?

- Navigation between the different elements of the Code needs to be improved for mapping purposes and that the relationship between the sector agreed principles in the Advice and Guidance and the Core and Common practices is unclear.

- There were some reservations about including tertiary education formally within the Code and indicated more research was required.

- Any mapping to other frameworks such as the OfS B conditions should not be explicit within the Code itself nor in the Advice and Guidance. However, there was strong support to map the Code to the European Standards and Guidelines (ESG).

- Student Engagement to be more explicitly threaded throughout the Advice and Guidance and to strengthen the wording in the Practices.
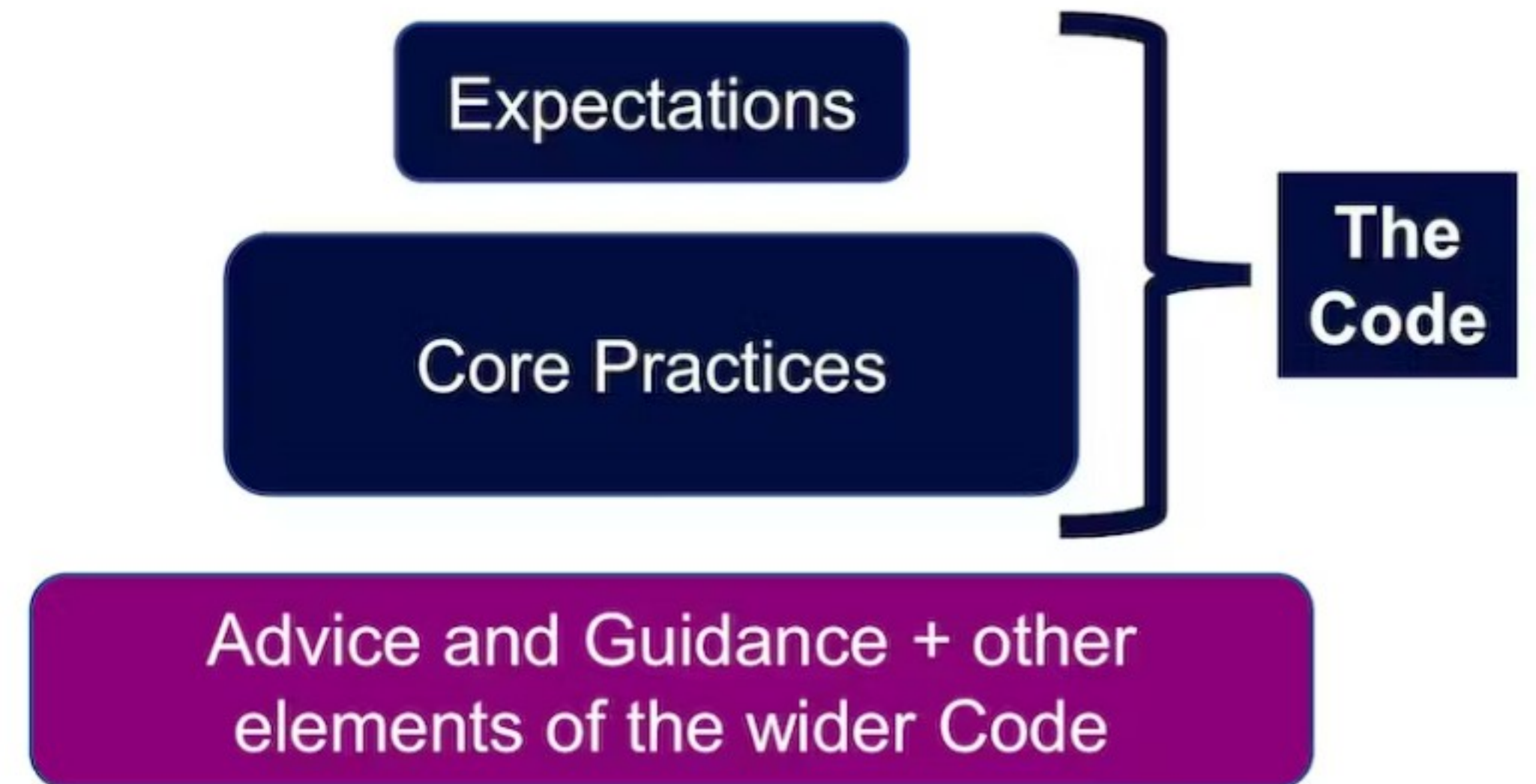
Proposed models

Example: Model 1

- A minor rework of the existing version.
- Core and Common practices have been merged.
- The Expectations for Standards and Quality are retained.
- Underpinned by the Advice and Guidance and other elements of the Code

Expectations

Core Practices

The Code

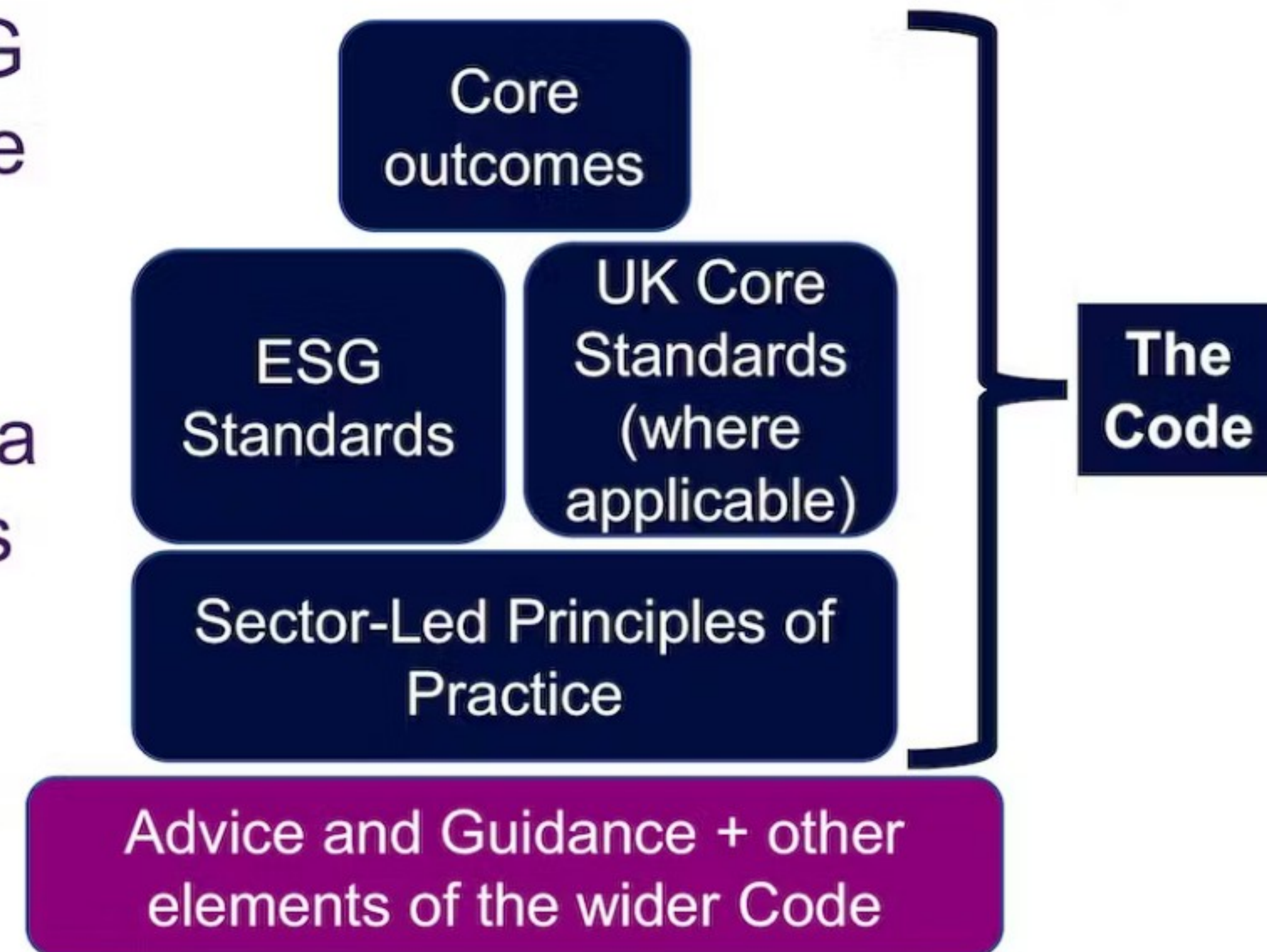Advice and Guidance + other elements of the wider Code

Example: Model 2

- A moderate approach
- Core and Common practices have been merged.
- The Expectations for Standards and Quality are removed.
- Includes sector agreed principles drawn from the current advice and guidance themes
- Underpinned by the Advice and Guidance and other elements of the Code

Core Practices

Sector-led Principles of Practice

The Code

Advice and Guidance + other elements of the wider Code
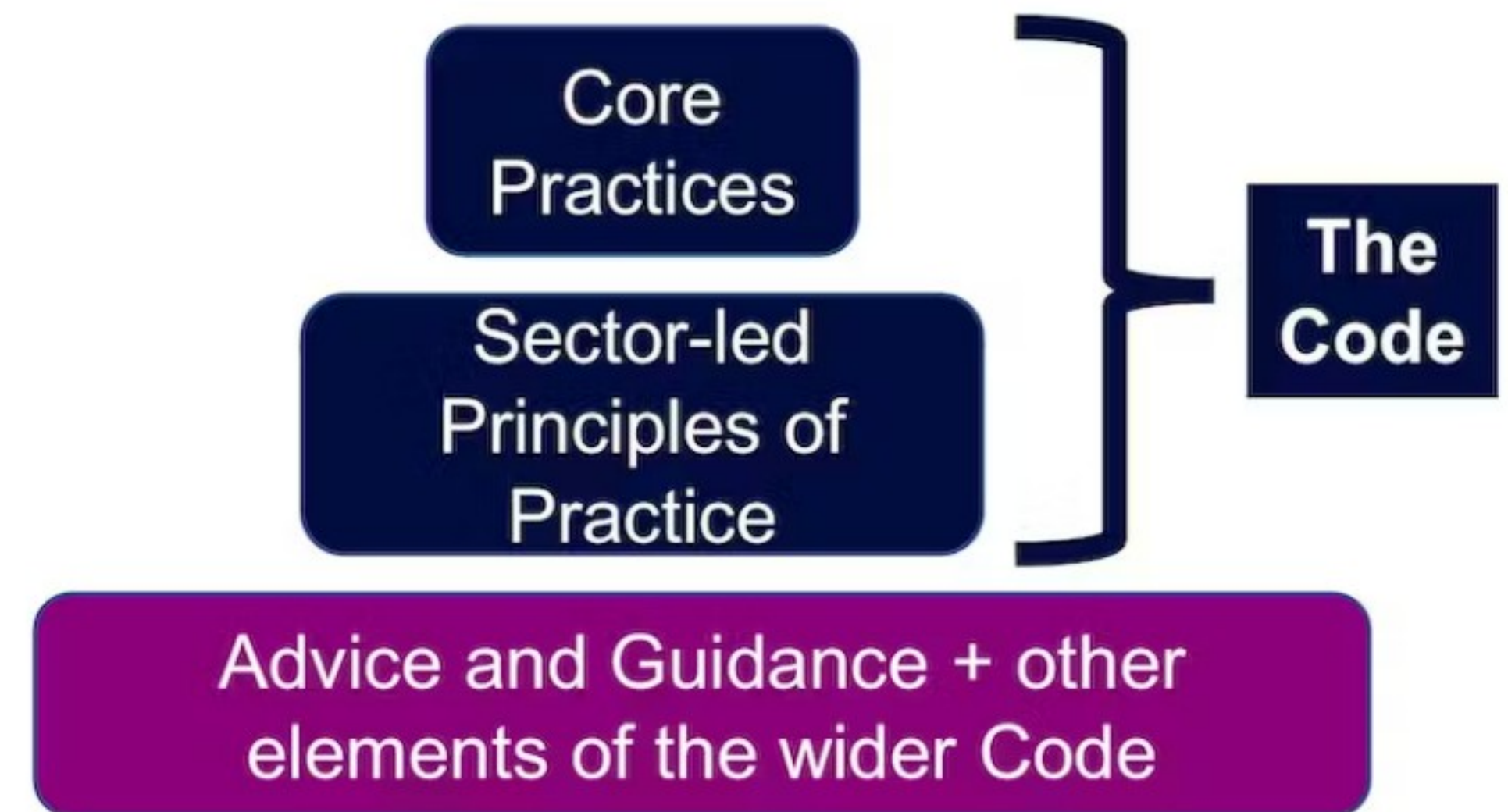
Example: Model 3

- A more radical approach
- Core and Common practices have been merged and reworked to align to the ESG as 'Core Outcomes' and Expectations are removed.
- ESG Standards have been included, where no ESG standard maps across to a particular area, a 'UK Core Standard' has been incorporated
- Includes sector agreed principles drawn from the current advice and guidance themes
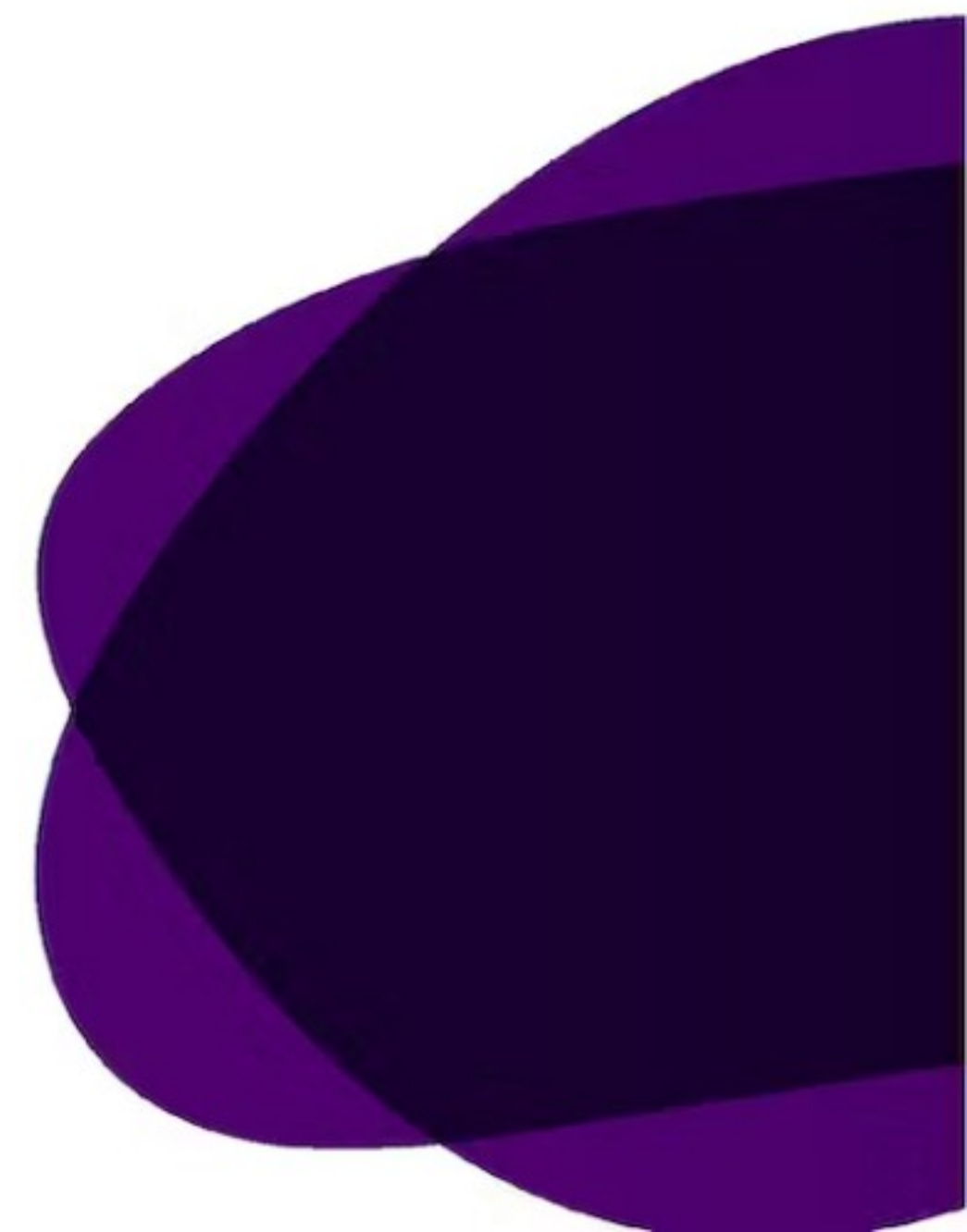- Underpinned by the Advice and Guidance and other elements of the Code

Core outcomes

ESG Standards

UK Core Standards (where applicable)

The Code

Sector-Led Principles of Practice

Advice and Guidance + other elements of the wider Code

Questions

Section 1: Feedback on the Models

Feedback on model 1 (minimal change) **71** Answers

It represents the least amount of change

Not enough change/update in this. Needs a bigger refresh.

Feels like it will be easy to implement

Model 2: Like linking case studies, subject benchmark statements, characteristics statements and qualification framework documents and supporting guidance.

It's understood

Simplicity

Doesn't emphasise enhancement or student engagement enough

Lot of work for not too much change

Quick to implement?

Feedback on model 1 (minimal change) **71** Answers

Pros: Short and succinct.Cons: The Standards are overly generic, it's not mapped to the ESG

Better set up. Clear to understand

Not enough change to bridge the gap between code and guidance

I like the Expectations: Clear about why we are doing what we do

Too topline

I like Model 1 - it will be helpful to support those who are just coming into the sector

Minimal change requires the least adjustment

It's familiar but is it a lost opportunity?

Minor rework

Feedback on model 1 (minimal change) 71 Answers

Simple and familiar to us	Time to change	Some key bits will remain missing in model 1
Could the changes be phased, so model 1 becomes the first step in a more radical move?	More robust	Like: we know it works wellDislike: time for change perhaps?
Not enough change.	Not enough challenge	Minimum changes from the current Quality code

Feedback on model 1 (minimal change)

71 Answers

As a newbie to UK HE, model 1 looks familiar.

Good as aquick intro or summary

either institutions map to a very high level or have to do a very detailed mapping. neither approach is ideal

Not enough aspiration

Won't help address changes that have been identified

Some providers (especially small) are behind the curve on clearly mapping regulation/compliance to code – the small changes here mean the first steps are easier to continue

Same problem as old code - probably too brief to be useful for mapping, would still require advice and guidance to reference to.

Too top level, which is not helpful for colleagues new to quality.

very status quo so easy to implement and not much change needed to policies but not so exciting

43

Feedback on model 1 (minimal change) **71** Answers

I favour a cleaner, easier to digest set of principles and advice and guidance. It's too much to take in having expections, practices and then the more useful hints and pointers.

Tbh, tho, expectations seem as if they should go without saying.

More condensed guidance is clear

Already understood

Not so principles driven so harder to make useful in practice w/ colleagues who may be unaware of the models

How does it become more relevant in England when OfS conditions are taking over. Needs detail to be over and above OfS conditions

I do always go straight to the guidance for help on what to do

easy to engage with

Other proposals make more of the chance for change. Not enough here.

Feedback on model 1 (minimal change) 71 Answers

A lost opportunity to provide more clarity on minimal standards.

Not enough change - needs a bigger fresh ... needs to

It's the easiest shift but is it too close to recent past? Is it time to move on?

We must integrate the advice and guidance with the code, make the links otherwise it won't become easier to use

Think the brevity being good can be addressed by being accessible in any model

It's family's r but needs updates

Unclear how this maps to other standards/frameworks especially where working w/ collaborative providers, esp. in TNE

With so much change using a format that is familiar is positive, it makes it easier to translate and thinking about our guidance etc. back at base it means that a full re-write may not be required

This model is easier to read

Feedback on model 1 (minimal change) **71** Answers

I like having the principles explicit in the quality code itself

Yes this is sharper and more directed to enhancement

Useful to retain quality and standards distinction. Useful to trim some of the levels. Clear link to wider set of docs for reference helpful.

Agreed principles are good to guide our practices

It's clear and easy to understand. To me, these principles are legitimate 'expectations'

What might be nice is if it allowed members to add in a brief example of how they wld put the principle into action

Sorry, the practices are expectations.

Not a lot of change

Case studies to support the Quality code is welcomed.

Feedback on model 1 (minimal change) 71 Answers

Agree need no's or references

Do you envisages using model 2 as a basisFor developing an approach to review methods?

Introduction of the sector led principles gives a greater sense of co-ownership and engagement with the sector.

Good middle ground between 1 and 3. Like the use of numbers for core practices from the perspective of mapping these at an institutional level or using within review methods.

Very useful for our detailed usage but perhaps denser than the other models for new users. Perhaps this could just be made easier in look/format of it. Should ESG be appendix?

I think it's really useful to map to the ESG. If the ESG changed and we went with model 1 or model 2, we would have to do some work to make sure the QC aligned to it

I'm not sure all of these are outcomes - some of them read more as processes?

The look of 2 with the content of 3, ESG as a separate map or appendix.

Feedback on model 2 (moderate change) **51** Answers

Principles are really good especially the explicit focus on assessment which is a key conversation currently

by case studies, subject benchmark statements, characteristics statements and qualification framework documents and supporting guidance. Good to see how it all fits together

I like the integration of the sector principles, though they stand out somewhat with only being included in CPS4 and CPQ1

It is good, but I feel it is too much of a compromise

This model is easier to read

Model 2 strikes a good balance between the detail needed while still remaining relatively brief and clear. The reintroduction of sector-led principles is enormously beneficial.

Assessment focus seems key

Like principles. Easy to follow.

Can see the benefits of incorporating the principles, but feel it could do more (I'm waiting for my favourite!)

Feedback on model 2 (moderate change) 51 Answers

Accessible and easy to reference

Easy to follow/navigate – need to be able to use it

Sector led principles are good to see

Better that model 1. Like the principles of practice.

Principles have utility for use and bringing teaching colleagues along with us – there is clear relevance to their core work

Not sure core practices and principles distinction is useful

Agreed with the principles

Like the principles being integrating into the Quality Code itself

Looking across the models like the integration of guidance etc. in this one.

Feedback on model 2 (moderate change) **51** Answers

Brings most together but more required- needs to strike a balance for core practice

A small point but can we number the sector principles? Need to show how each principle ties back to the core practices

Sector led principles really helpful and encourage enhancement more

Have we lost any mention of research degreees or research elements in taught degrees in updated version

Principles are useful

Do you need to follow the principles though? Could be confusing

Better aligned to OfS B Conds?

Like: the potential for sector led principles to be live and organic

Simple yet informative

Feedback on model 2 (moderate change) **51** Answers

This is a good balance between 1 & 3. Principles are valuable

Clear and useful

Still not sure that the disctinction between principles/practices is useful

model 2 is well laid out and easy to follow

Principles offer an element which is less fixed and can respond to changes in the sector

I really like how the Advice and guidance section is sitting alongside the principles/practice

With greater focus on practices can we talk more directly about how those play out in teaching? Feel these are still a bit institution-level focussed

Have the expectations actually been removed ? CPS1 on model 2 is the same as EPS1 on Model 1 so is it just the duplication that is removed? Note other commenct about vague disctinctions agrees

The layout seems to have the potential to serve as a useful tool for enhancement - as opposed to the regulatory framework which is getting longer and harder and less accessible.

Feedback on model 2 (moderate change) **51** Answers

Need to be clear about what is prescriptive and what is guidance. Principles could be 'principles for good practice'

Principles with further detail are useful and give more value to the code. Minor element on wording for assessment, some providers are moving away from learning outcomes towards learning themes

If the principles from the existing code are updated and put into context of the current provision and regulatory environments is very good. Although I like the focus on outcomes of model 3

Having the principles integrated into the Code will make it easier to navigate.

I like the outcomes as they are action focussed and allow a variety of practice in achieving these.

Combination between model 2 and 3 would be useful

It is easy to follow but losing ESG alignment is a missed opportunit to demonstrate we do align to ESG

Can the wording of principle be broad enough to allow institutional autonomy, whilst not being so vague it looses value

Yes it's radical but maybe it's time to do this ... I like it .as institution led

Feedback on model 2 (moderate change) **51** Answers

I like it. Helpful to incorporate ESG and for that not to be at the expense of UK expectations

NO! I don't need the ESG as another framework to grapple with. Mapping to the ESG elsewhere is all that is required

Needs lots of examples to support any implication

I actually appreciate the detail/congruence of the ESG with UK standards, and ironically, post-Brexit, that we see a use for European standards.

Some of the outcomes are ambitious but can be good to raise aspirations

If the ESG Voluntary Recognition Review becomes popular model 3 will still allow us all to work to the same quality code.

Feedback on model 3 (radical change) **49** Answers

Not sure if it's inspired or madness. Kind of like it

I love the integration of quality and standards

What happens when the ESG changes? Are we at their mercy? Will we be required to change every time they change?

I like the fact this represents clearer blue water between past and now

Need to understand ESG changes and soon

Thorough and easy to follow and map

Model 3 is really helpful, but I wonder about its useability for a wider audience. Should the ESG mapping be underpinning information rather than top level?

I like the alignment to the ESG, but would that be better in an additional mapping document to allow for future changes and accessibility?

Like the use of the word "outcomes". Measure?

Feedback on model 3 (radical change)   49 Answers

Very busy, but does cover all current eventualities.

Prefer this one: feels like the best value model!

Could we possibly add 'those who deliver learning' as opposed to 'teaching'?

Useful to us in Wales to have the mapping to ESG and find it clearer than other models. Is ESG likely to change that much really?

ESG changes may be quite radical. They are looking at values for example that are wider than now

I like having alignment to ESG , even if it changes. It is useful to show that we do align but the layout iof the model s harder to understand.

I like the consideration of the ESG to keep everyone internationally focussed and comparable but yes would it be better as a map? intergration makes it longer, but clearer and more visible

The outcomes focus is positive but its a rather overwhelming document. Mapping to ESG should be a separate reference document

Like it. Would prefer big change rather than tinkering. Lot of info tho.

Feedback on model 3 (radical change)   **49** Answers

Easiest way to align to ESG. Like the UK Standards.Not sure about labelling those as outcomes though? Somewhat feels like a passing nod to the OfS regulation which I don't think is fully necessary

Combination of model 2 and 3 would be helpful

Link to the ESG useful for when working with overseas partners to help with demonstrating alignment as an English provider not really expected to look to anything but B Conditions.

I'd rather this model pulled us through and across to the UK wide notion

Feel it's a hostage to fortune to have the ESG fully integrated in the model

I like this model, as it provides an international context. Plus providers outside England have to align with the ESG and it helps to have the QC and ESG in one document

I like Model 3. Nice to make ESG more prominent (whilst not at the expense of UK requirements)

Alignment with ESG helps to set the code in the wider context for colleagues. Agree, separate supporting reference document might be easier for updating and timing thereof.

The terminology is more useful for discussion with senior managers - outcomes are more understandable.

Feedback on model 3 (radical change) **49** Answers

I like the fact ESG is mapped hereIt does feel quite heavy though, how it is displayed/ provided will need to be given some thought.....

I like how it's mapped to ESG and I do prefer the use of 'outcomes'

If we went for this model, would it take an awful lot of time to implement given it's relatively radical – could the changes be staged so model 1 or 2 comes first

If we align to ESG more closely it may make this approach more difficult for the OfS to attack ?

More alignment would help

Like but needs to not get too big/complex. Must be usable

No! I don't need another framework. ESG should be mapped to separately

I like the fact it is raising ESG awareness by incorporating it into the document

Alignment to ESG may help us to reassure international partners.

Feedback on model 3 (radical change)

49 Answers

Outcomes is helpful- allowing a variety of practices to achieve these outcomes?

Why are people asking for radical or major change to the quality code?

Strategically, foregrounding ESG could be helpful for UK providers looking to demonstrate to potential partners that the progs they develop share design parameters with European and related providers

Should the code be aligning with the ESG when the Quality Code is internationally recognised in its own right

No

Agree that a combination of 2 and 3 could be helpful

Could this help is also indicate alignment beyond Europe given that there are other more global qa approaches which have ESG as a touchstone ?

Combination of 2 and 3. Like the succinctness of 2 but like the wider mapping with ESG in 3

I like something you can actually say is the standard to ahere to with no messing. Sometimes it helps.

Feedback on model 3 (radical change) **49** Answers

Once model 2 has all of the sector agreed principles in it will look like a substantial document. I'd like to see that as a starting point before thinking about adding anything further.

2 with more of an enhancement focus- or an explicit link to QEF

Like the mapping to ESG in 3 and wonder how far that gets us down the road to UK-ness in itself? Also like the change in terminology in 3. A combination 2-3 would also be much better than currently.

Inclusion of ESG could have strategic value for the sector. It could help evidence compatibility and make partnerships easier to establish, and thereby promote student mobility. So, prefer 3 or 2+

Do you have ideas for a hybrid, or a different model of your own?

What ever ends up must cover all the UK regions

Agree with the potential of having a more 2 inspired focus to the Code but perhaps an appendices which maps that code to the ESG clearly

I like the idea of 2 and 3 together - provides more guidance whilst still allowing flexibility

It could be easier to map as advice and guidance/ an appendix the ESG alignment to the Code which means it's easier to update

2 and 3. Perhaps if 3 had a different layout? It seems too busy.

Without over engineering could we merge 2 and 3 and ensure we have sufficient emphasis onontelligent use of data in decisions on quality?

Module 2 and 3 combination would be helpful

Mix of 2 and 3 (as suggested).

Not every provider wants to map to the ESG. The quality code is used internationally and in some countries the ESG does not figure into their quality and standards

Do you have ideas for a hybrid, or a different model of your own?

version of model 2 and 3 - more 3 in layout/format bringing together the standards and quality rather than separate, but includes principles. Mapping to ESG and others (OfS etc) done in document

I definitely appreciate the sector-agreed principles; they're helpful, and I also appreciate alignment with a wider set of standards, such as ESG.Will there be sector-agreed principles for ea outcome

I like something you can adhere to, to pin things too. Clear standards for us all with no confusion about the really key things.

It would be useful to do the mapping exercises as part of the design of the code, even if they are not to be included in the final document for other considerations - eg. too busy.

Model 3- but not having separate documents/chapters for Advice and Guidance as in the current code. Everything in one document will be helpful

Model 2 with some more focus on enhancement? Or explict link to QEF

Once model 2 has all the underpinning sector agreed principles it will look very substantial. I'd like to see what this looks like before considering further additions.

Combination of 2 and 3 but clearer to view and map.

It's difficult to provide high level model that encompasses different models (it might be worth thinking about tertiary education too) and its worth coming back to the main purpose of the code for all

Do you have ideas for a hybrid, or a different model of your own?

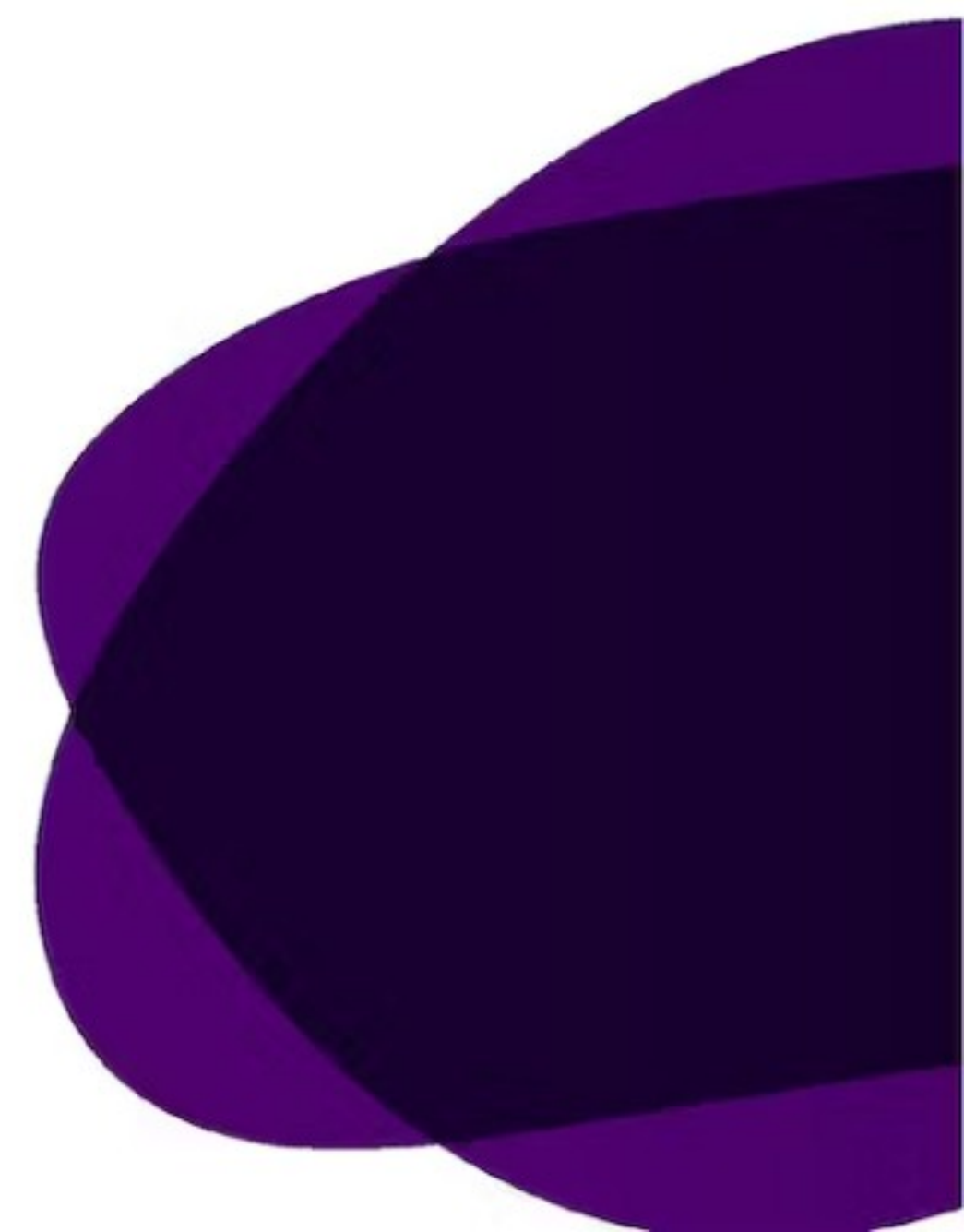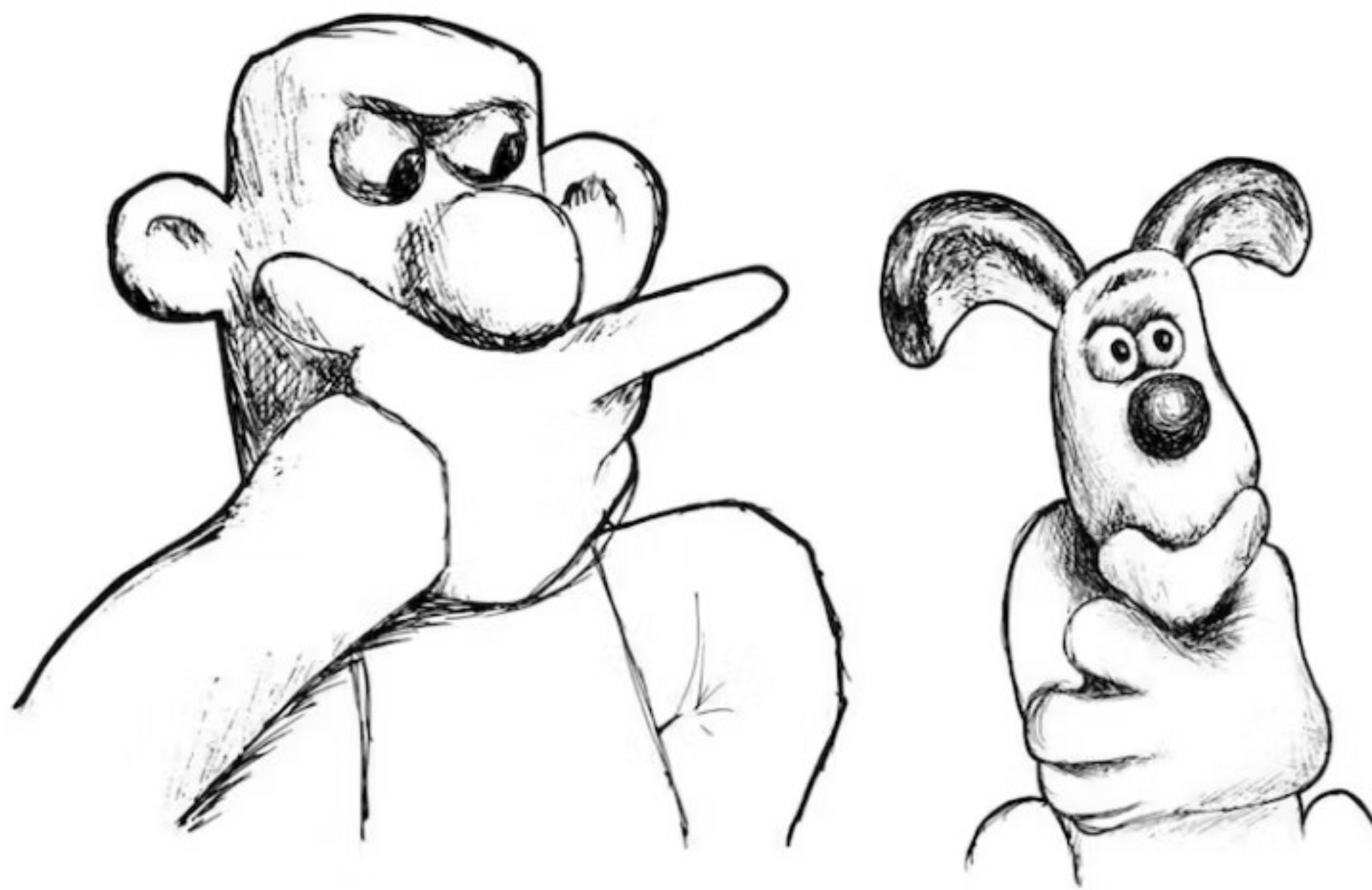Agree that outcomes is very metrics driven

Given the context of your institution and your role what model would you choose?

Model 1	Model 2	Model 3	Hybrid	None
1	7	8	40	0
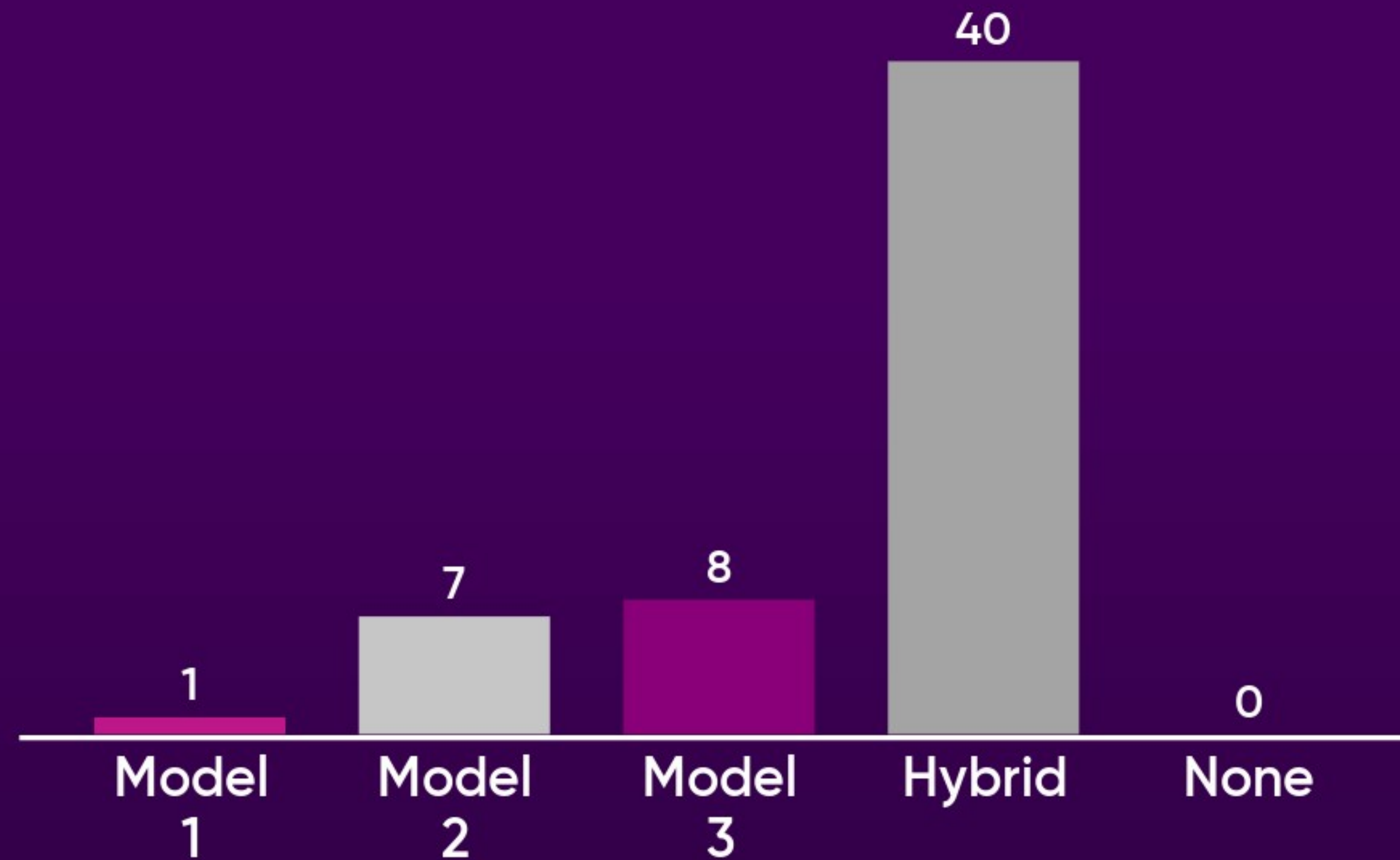
Section 2: Content for The Code

If we embedded "sector-led principles" into the core of The Code - what are your thoughts/concerns?

Like sector-led, need refreshed

I would want it to be really dynamic and continuously updated as we navigate changes

The do we have to do them? What bits are essential is key and useful for external review to make reccs and point towards something

Principles may offer the opportunity to respond more flexibly to developments in the policy environment without a full review of the code e.g. could there be a principle on AI?

I understand principles as 'best practice' not necessarily requirements, so if the requirement cannot be met for some reason, at least the 'best practice' can be aimed for

Need to be refreshed as the sector has moved

I'd welcome the through-line between bits of the Code, but agree they would need review as well

I like sector-led, it's inclusive and highlights where the principles derive from

Positive thoughts about embedding sector principles. It adds value to the code and gives a reference point for those who want to cut quality corners.

If we embedded "sector-led principles" into the core of The Code - what are your thoughts/concerns?

If they are taken from the principles in the current A & G, are you confident these are sector-led in a 2023 context?

Clarity of terminology would be helpful = principles vs requirements?

Students - and plenty of them - to be included in developing sector principles

Might we be asked what gives usThe mandate to do this ?

AI person - I meant Academic Integrity but incorporating the other AI!

Only concern in England around how they would be highlighted as seperate to 'Sector Recognised Standards'

I really like the sector-led principles - probably the most useful part of the Code. It needs to be clear that they are guidance and not prescriptive though

To be focussed more on the why we do than the what we do

To underpin ethos

If we embedded "sector-led principles" into the core of The Code - what are your thoughts/concerns?

Principles are helpful as they 'flesh out' the core practices.

Sector-led is a good term, it would need to be clear what our commitment as institutions (as QAA members) is to uphold them.

Exemplars and case studies would be fabulous, especially if organisations are willing to share how they embed change and bring the whole organisation along

Would be really important to understand must haves/nice to haves – best practice vs baseline

In England we don't need to follow the quality code, just the OfS, but principles add value as to how we should do things

Sector led principles are useful reference to current practices but should be refreshed.

Sector led, might help to promote buy in from colleagues. Particularly if they reflect (as they should) current context and priorities.

I think the code being informed by sector led priniciples is fine, but folks do want a baseline of requirements and standards to adhere to, are these principles guidance or requirements?

I see sector-led principles as being an accurate reflection of the sector-led ethos of the code as demonstrated by UKSCQA and QAA's joint responsibility for the Code

If we embedded "sector-led principles" into the core of The Code - what are your thoughts/concerns?

40 Answers

The challenge of a principle of being 'sector-led' is the vast array of different providers end ensuring all voices are heard.

Like the idea of using 'sector led principles' as a basis for collating case studies of best practice in each of those principles which could be shared online or through QAA events?

What I loved about the 'old Code' was the seperate and clear commitment to Enhancement. Don't have a solution yet about how to best extricate it!

Is there any appetite from members to commit to implementing the Code in a way appropriate to them?

Agree Ailsa, really need clarity for reviews

Maybe more guidance on robustness of RPL processes, which will be more important for LLE

In Scotland we have been developing principles on the student learning experience. These are based on what students have told us should be included. Would be good to consider how to align this

I'd be concerned we might attract more attention from Jacob Rees Mogg

what is aspirational in one institution may not be achievable in other institutions

If we embedded "sector-led principles" into the core of The Code - what are your thoughts/concerns?

If it becomes too aspirational, then it is easy to ignore as not appropriate in the OfS conditions race to a baseline.

Aspirational as in helping teaching colleagues to see reg/compliance as a tool to do what they love - not firefighting but innovating, enhancing, trying new things, collectively exploring

Different providers will have different aspirations depending on size, ethos, context - so aspirations need to be realistic for 'average' institution.

Definitely different types of partnerships including TNE

What is missing from the core practices or indeed the outcomes statements of model 3?

We might need to be explicit references to metrics/data as evidence

Model 3: ESG on teaching staff professional development much stronger than UK standard example. Maybe we should be stronger in some areas?

Better linkages between code, char statement, benchmarks etc helpful

Case studies would be supportive & useful

Don't know how this is best reflected in core practice but is there a need for something around managing quality in micro-credentials and modular qualifications?

I really liked the seperate Enhancement chapter of the 'old code' - haven't yet worked out how this would best be extricated in an updated one though!

I would welcome an addition to the outcome about learning and development (5) to include integrity (in the broad sense), responsibility.....

We've heard you want The Code to be "aspirational" and have an enhancement ethos. How aspirational should we be with the practices/outcomes?

We could ask our students to review us against more aspirational lens?

Could be more aspirational with core stuff and allow 'working towards'

Important to remember the very different resource base of the HEIs – there's a world of difference between being aspirational at a Russell group Uni as opposed to a HE provision in a FE college

It used to be aspirational for new providers and helped them set policy and practice

Shoot for the moon! Practices should reflect a vision for an institutional model of continuous enhancement

Differentiating between 'remedial' enhancement and 'reaching' enhancement (i.e. fixing a problem or excelling in an area of strength)

What is the metric for aspirational and whether a HEI meets the aspiration? Who decides? Does it depend on the type of HEI (i.e., small, large, etc.)?

We may need to be wary of quality burden as well as the art of the financially possible?

I wonder if use of 'outcomes' makes this more challenging, as it maybe suggests you either have achieved them or you haven't. Whereas it should be about continuous enhancement and striving for more.

We've heard you want The Code to be "aspirational" and have an enhancement ethos. How aspirational should we be with the practices/outcomes?

Can the use of principles allow individual providers to decide what its outcomes should be?

There prob needs to be core stuff that's clearly non-negotiable and then more aspirational aims

Emphasise that detailed KPIs are a way to set aspirational goals - must be done by institutions.

Perhaps this is a way in which the code is presented. If we have baseline standards / requirements and then aspirations a bit like the separation of the old expectations and indications

Establishing intention to enhance and continuing to enhance. This might be about process/governance more so than outcome (which would presumably be shifting?)

If the language to too aspirational, the it is easy to ignore in the English race to the OfS base line minimum.

Like the idea of 'working towards' as we've not all got the same objectives and resources required if setting a new baseline across all areas.

Enhancement as continuous improvement (allows for more relativity!)

It might be nice to allow us to review where things haven't worked out so well and what our lessons learned might be as a result ?

We've heard you want The Code to be "aspirational" and have an enhancement ethos. How aspirational should we be with the practices/outcomes?

32 Answers

There may not be an end point, it's rather a journey which engages academics and students in developing the next deliberate steps to deliver better outcomes (student outcomes and experience)

The aspirational aspects should be to drive excellence and not as a tool to 'punish' small institutions or new provider.

Aspiration should be part of a culture, rather than be specific examples

Sometimes meeting core stuff well and reviewing it regularly is enhancement

Is it a difference between measuring 'where are we at' (Standard) then stating 'where do we want to go' (aspiration), what are we doing about it (enhancement) which can be evidenced at review

Might have to be more aspirational in order to get buy in in English HEIs that may be less invested in the code if it's close to what OfS is asking but just a bit different in some areas?

It will be useful to provide some context on where aspirations would be more valuable

We seem to come back to enhancement as a wrap-around principle.

Practices shouldn't be a tick list and once you've done them you've 'completed' quality. They can be starters for conversation with students and staff.

We've heard you want The Code to be "aspirational" and have an enhancement ethos. How aspirational should we be with the practices/outcomes?

Encouraging and sharing examples of creative and innovative solutions, stories about the journey.... anything that reminds us that when humans are involved it won't necessarily be straightforward!

There is risk with enhancement. trying stuff out and failing

But trying and failing can be good

We can learn so much from failing!!

I've always like the idea of enhancement and taking things forward – it is a good thing. But it can get to the point of thinking will I ever be good enough
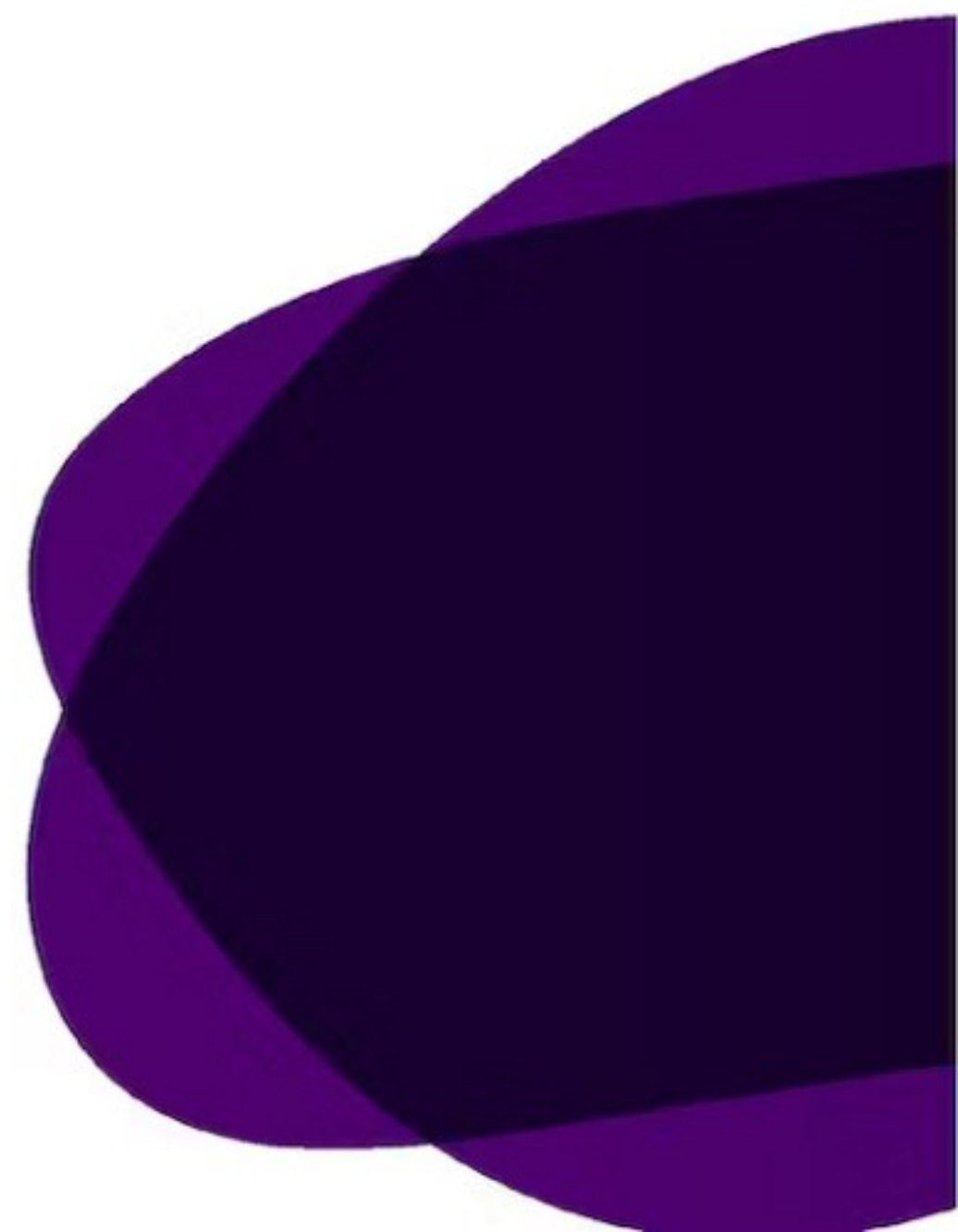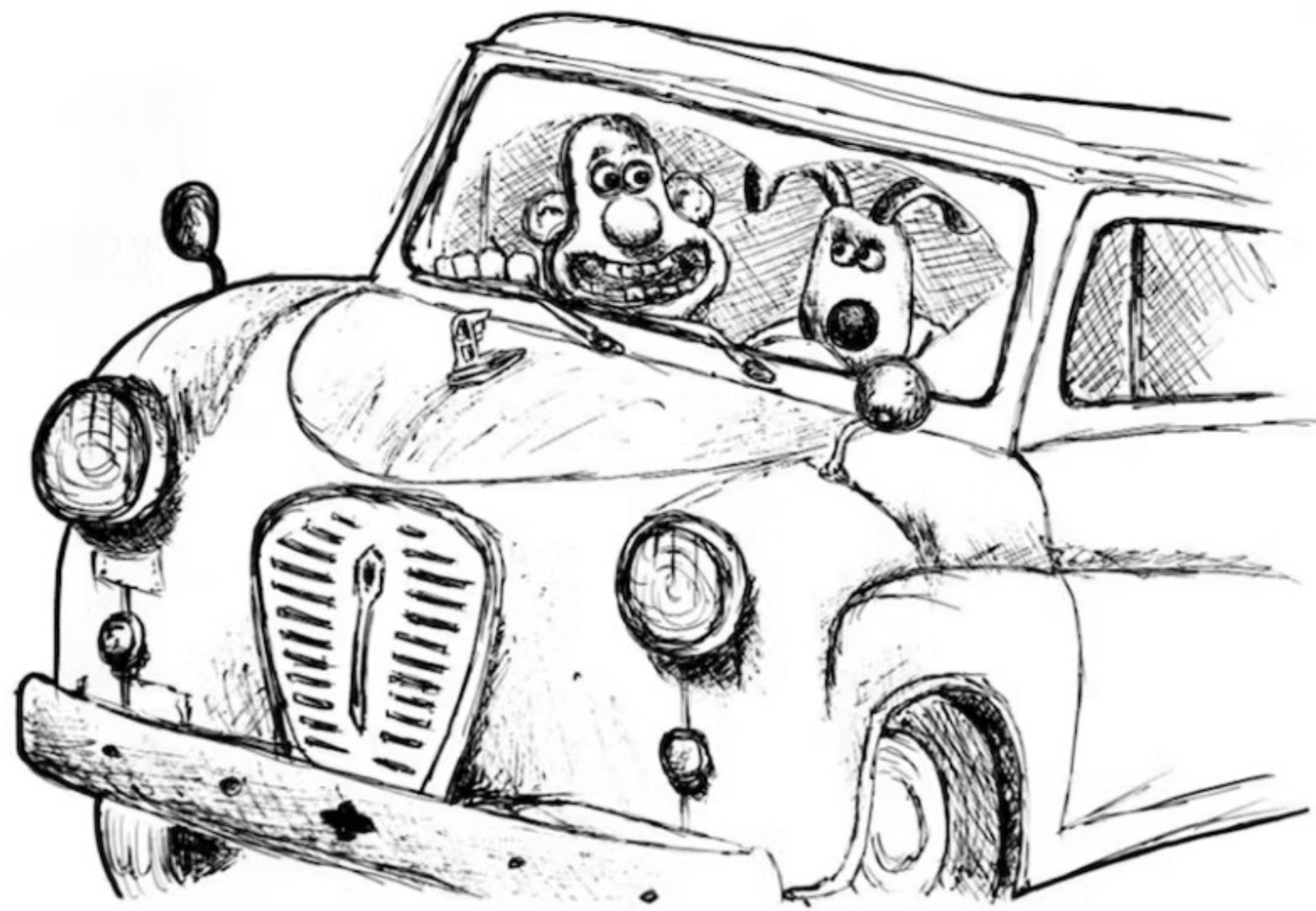
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Advice and Guidance Parking Lot

Advice and Guidance Parking Lot

32 Answers

Working with more than one partner (ie another provider and an employer)

Degree apprenticeships

What about non-academic services or things that fall outside of the teaching and learning/curriculum space?

Maybe it's time to think about the A&G about practical implementation - thinking through processes, legal implications, rather than as what used to be the substance of 'Chapters' in previous codes

Definitely something more focused on TNE- as there are different issues than U.K. partnerships.

Artificial Intelligence (large language models) / Academic IntegrityTNE / Partnerships Apprenticeships

Following OfS's release this morning definitely a focus on international partnerships, international students and transnational education would be very useful

A reference to that excellent recent guidance. On international students ;-)

Work based learning and apprenticeships

Advice and Guidance Parking Lot **32** Answers

Consideration of all higher provision including recognised and non-recognised provision.

Validating bodies vary in the level of responsibility they take as an awarding body. Can we include guidance and advice to strengthen this area?

Maintaining quality through disruption (explanding on COVID guidance to cover industrial action and other 'emergency' situations)

WBL

Agree on support viewed as outside of teaching/learning (e.g. wellbeing)

Placements

Dual degree awards

Link all the stuff

Approaches to/needs of Partner Intellectual Property Partnership Programmes versus Home Intellectual Property Partnerships

Advice and Guidance Parking Lot **32** Answers

Second linking all the stuff

TNE, in particular partnerships with other degree-awarding bodies

InternshipsBlended/online learning

Enhancements to improve student engagement in their academic experience

Like the split on evaluation versus External Quality Review in Model 3.

Integration would be very welcome. Can it be presented as web-based resource that links everything rather than the standalone PDFs?

The reflective questions is critical within the advice and guidance

Drawing the whole picture together is vital

To what extent do we separate particular student groups out, or should we ensure the A&G is designed to work for all students?

Advice and Guidance Parking Lot **32** Answers

Bring back the rummy!

Is it too mischievous to suggest an A&G document on how to conduct investigations?

More interactive rather than downloadable(Snap as I type!)

Duty of care

I'd like to see the advice and guidance set out in a way that specific colleagues can access information in a way that they get what is really relevant and actionable for their role.....(complex!?!)

Next steps

➤ Sharing substantial update with the UK Standing Committee for Quality Assurance in June

➤ A worked up model of a proposed way forward for the Autumn committee

➤ Share a proposed timetable for reviewing and updating the advice and guidance across a 2-3 year period

Contact r.burchell@qaa.ac.uk if you are interested in contributing or learning more about the project