



PSRB Forum

Summary from 11 May 2023

The UK Quality Code Review 2022-24

Presented by: Ruth Burchell, Quality Enhancement and Standards Specialist, QAA

Key points

QAA is working with the sector to review the Quality Code. Significant sector consultation has taken place to date including previous discussion with the PSRB Forum.

A scoping exercise was undertaken to seek views in three key areas:

- the approaches to using the Quality Code in providers now and in the future
- how the Code could most usefully be structured in future
- the key content that should be included in the introductory or central part of the Code

A summary of the feedback gained can be found at:

[Feedback summary for Quality Code review published \(qaa.ac.uk\)](https://qaa.ac.uk/feedback-summary-for-quality-code-review)

- Additional views will be sought from further sessions including the online event planned for 25 May.
- A model for targeted consultation will be presented in early autumn 2023 and we intend to produce a schedule for the review of the Advice and Guidance (that is linked to the current Quality Code) around the same time.

Supporting and enhancing the experience of international students in the UK

Key points

- An overview of this [recently published guidance](#) is available.
- The guidance is divided into sections following key aspects of the international student experience.
- The section on Careers and Employability was highlighted to the PSRB Forum.

Collaborative Enhancement Projects

QAA funds a range of [Collaborative Enhancement Projects](#) which are led by QAA Members working with other providers and organisations to deliver findings and resources that will benefit the higher education sector. They cover topics including:

- Academic Integrity
- Assessment

- Educational Gain/Classifying Student Achievement
- Education for Sustainable Development
- Employability and Enterprise.

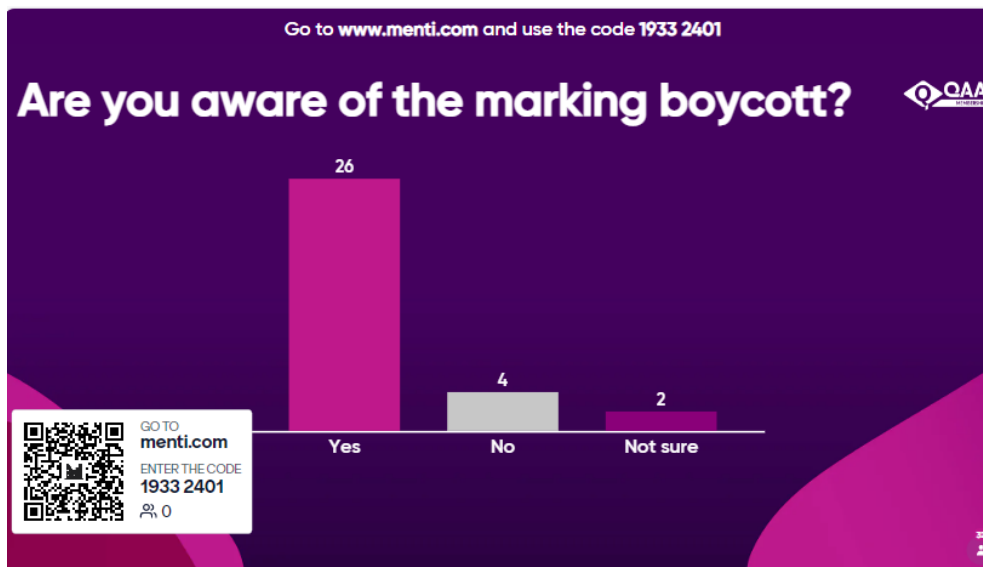
PSRB responses to the marking and assessment boycott

Discussion facilitated by Dr Ailsa Crum, QAA and Professor Gavin Brown, University of Liverpool.

Key points

The discussion was initiated by asking three questions via Menti:

1. *Are you aware of the marking boycott?*



2. *What concerns do you have about the boycott?*

Responses centred on the following points:

- potential disadvantage and detrimental impact on students' wellbeing
- the impact/delay on exam results
- a concern about the potential impact on staff-student relationships
- the potential impact on student application to graduate training schemes and postgraduate course enrolment
- the potential for this to have a negative impact on the public and student perceptions about the value of degrees

3. *What approaches have you taken to mitigate concerns - in relation to your partnerships with providers?*

Discussion points included:

- Close working with partners to understand the extent of the impact
- Proactive approaches taken by the PSRB to liaise with their partners
- Care taken to avoid additional burden
- Maintaining the expectation that providers will ensure academic standards are met
- Interest in developing/requesting a common approach across all PSRBs
- Participants confirmed that they were thinking about different options for students who could be affected by the boycott; early ideas include waivers or the recording of specific cases; however, details are yet to be formalised.

4. *What approaches have you taken to mitigate the concerns - in relation to graduating students who require accreditation to gain employment?*

Responses included:

- Majority of partners have indicated that the boycott will not adversely affect them or change assessment arrangements
- One regulator (the Financial Reporting Council) indicated that if universities are making changes to assessment arrangements, this needed to be discussed with them to understand what flexibility could be given
- Those who complete programmes are required to demonstrate competency according to PSRB standards so there is no need for mitigation
- For non-statutory regulators there may be more of an issue for international students where the professionals are regulated in other countries.

A colleague from one provider indicated they were not expecting large numbers of programmes or students to be affected. The provider was working hard to avoid students being disadvantaged - for example, by ensuring student work will be marked, even if on an extended timescale, and, if necessary, communicating with employers so students will be able to take up job offers. In some cases, students may need to be given interim results or conditional classifications. If these are adjusted later, that provider had taken the decision not to lower students' results.

Making use of digital tools in assessment - Jisc project

Presented by: Professor Simon Walker, University College London and Sarah Knight, Jisc

Key points

The colleagues presented an overview of the project and findings to date, inviting participants to take part in a survey exploring the use of digital tools, platforms and approaches in assessment and feedback. The survey aims to capture perceptions, from a PSRB perspective, of the benefits and drawbacks of digital assessment in higher education, and the factors that influence decisions by PSRBs to promote or limit its use.

Three events linked to the project were highlighted:

Join us at our Demonstrating digital transformation events

Hosted in partnership with universities, designed to inspire new thinking and share good practice, to support you with your transformation journey.



5 June
Reimagining assessment and feedback
hosted by University College London
<https://ji.sc/DTE-UCL>



6 July
Rethinking learning and curriculum design
hosted by University of Northampton
<https://ji.sc/DTE-Northampton>



18 July
Developing and implementing a digital strategy
hosted by University of Greenwich
<https://ji.sc/DTE-Greenwich>

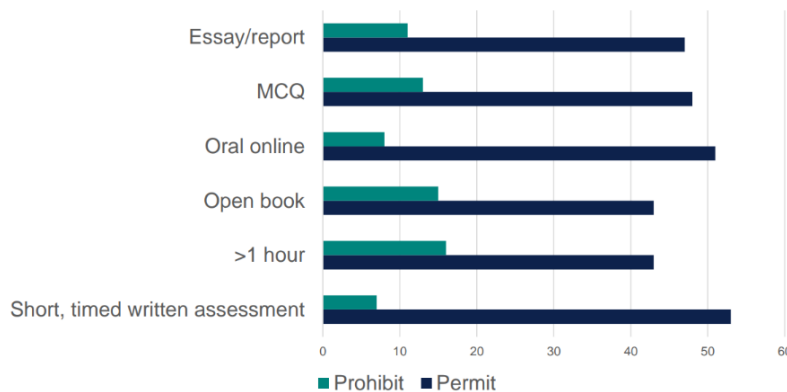


Findings (so far) from the 64 responses to the survey and 15 interviews held with PSRB colleagues included:

- 17.2% confirmed they are adopting a position or policies on the use of generative artificial intelligent tools within formative or summative assessment; 20.3% stated they were not; but a majority (56.3%) responded that they did not know.
- The top three types of staff development needed around digital assessment were: training on how to use a digital assessment platform; help with designing assessments for a platform; and resources to help design the assessment.

With regard to the types of digital assessment that might be permitted or prohibited in accredited modules or programmes, the following results were recorded:

What types of assessment might influence your decision to permit or prohibit digital assessment in accredited modules or programmes?



Participants were invited to take the survey which can be found at:
<https://jisc.onlinesurveys.ac.uk/psrb-perspectives-of-digital-in-assessment>

The rise of artificial intelligence tools

Discussion facilitated by Dr Ailsa Crum, QAA.

Key points

- The recent QAA work in this area includes the advice paper on [how to manage the rapidly increasing use of Generative Artificial Intelligence](#) (published in May). Colleagues can keep up-to-date with QAA activity on our [artificial intelligence webpage](#).
- The majority of participants confirmed their thinking on this topic was in the early stages although some are producing guidance around it for their partner institutions.

Introduction to the Competence-Based Education Primer

Presented by: Dr Kate Mori, Quality Enhancement Education Manager and Amrita Narang, Quality Enhancement and Standards Specialist, QAA.

Key points

- The overarching question behind this guidance is 'Why do we assess and what are we preparing graduates for?'
- The starting point being: what values, skills, attitudes and behaviours would a thoughtful, compassionate and sustainability-focused professional in your subject area or discipline embody?'
- The primer offers practical advice and guidance to enable the user to work through key stages of designing competence-based programmes and reflect upon their practice throughout the key stages of designing competence-based programmes.

The Primer is divided into four sections:

Section 1: Defining competence-based education

Section 2: Curriculum design for competence-based education

Section 3: How do we teach and assess competence-based education?

Section 4: Quality considerations for competence-based education

The Guidance can be found at: [Competence-based education \(qaa.ac.uk\)](#)

For QAA Members, keep up-to-date with our resources and activities with our [Weekly Update](#) and our [Membership Resources Site](#).

If there are topics you would like raised at future PSRB Forum sessions, let us know by contacting membership@qaa.ac.uk – we're always eager to hear from you.

This document is published in QAA's capacity as a membership organisation.
It is published on our [QAA Membership Resources site](#).

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