

Quality Assurance of Postgraduate Taught Courses



QAA



Engineering Professors Council



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Research Development and Partnerships

The role of the Quality Assurance Agency

- QAA's mission is to safeguard standards and improve the quality of UK higher education
- We work with higher education providers to develop reference points and guidance which are used by all providers
- We conduct reviews and publish reports detailing the findings of those reviews
- For more information see: [aboutus](#)

QAA's Strategy 2011-14

- QAA has four strategic aims for the period 2011-14
 1. Meet students' needs and be valued by them
 2. Safeguard standards in an increasingly diverse UK and international context
 3. Drive improvements in UK higher education
 4. Improve public understanding of higher education standards and quality.

UK Quality Code for Higher Education



Launched Dec 2011 replacing the Academic Infrastructure

The UK Quality Code for Higher Education

- is the definitive reference point for all UK higher education providers.
- It makes clear what higher education providers are required to do, what they can expect of each other, and what the general public can expect of them.
- It covers all four nations of the UK and all providers of UK higher education operating overseas.
- It protects the interests of all students, regardless of where they are studying or whether they are full-time, part-time, undergraduate or **postgraduate students**.

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 C: Information about higher education provision

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

General introduction

Part A: Setting and maintaining threshold academic standards

- FHEQ – the Bologna Process, Integrated Masters were referenced to the end of the second cycle of the Bologna Framework (referenced as full Masters).

[Bologna Leaflet](#)

- Master's degree characteristics March 2010

[Masters Degree Characteristics](#)

- The subject benchmark statement for engineering was revised in November 2010, replacing the previous version published in June 2006.

[Subject benchmark statement: Engineering](#)

Part B: Assuring and enhancing academic quality

- Chapters B 1-9 - PGT / International Students embedded in each Chapter, in addition we published in January 2012 International students studying in the UK- guidance for UK higher education providers

[International students studying in the UK - Guidance for UK higher education providers](#)

- **B10: Management of collaborative arrangements**
- **B11: Research degrees**

Part C: Information about higher education provision

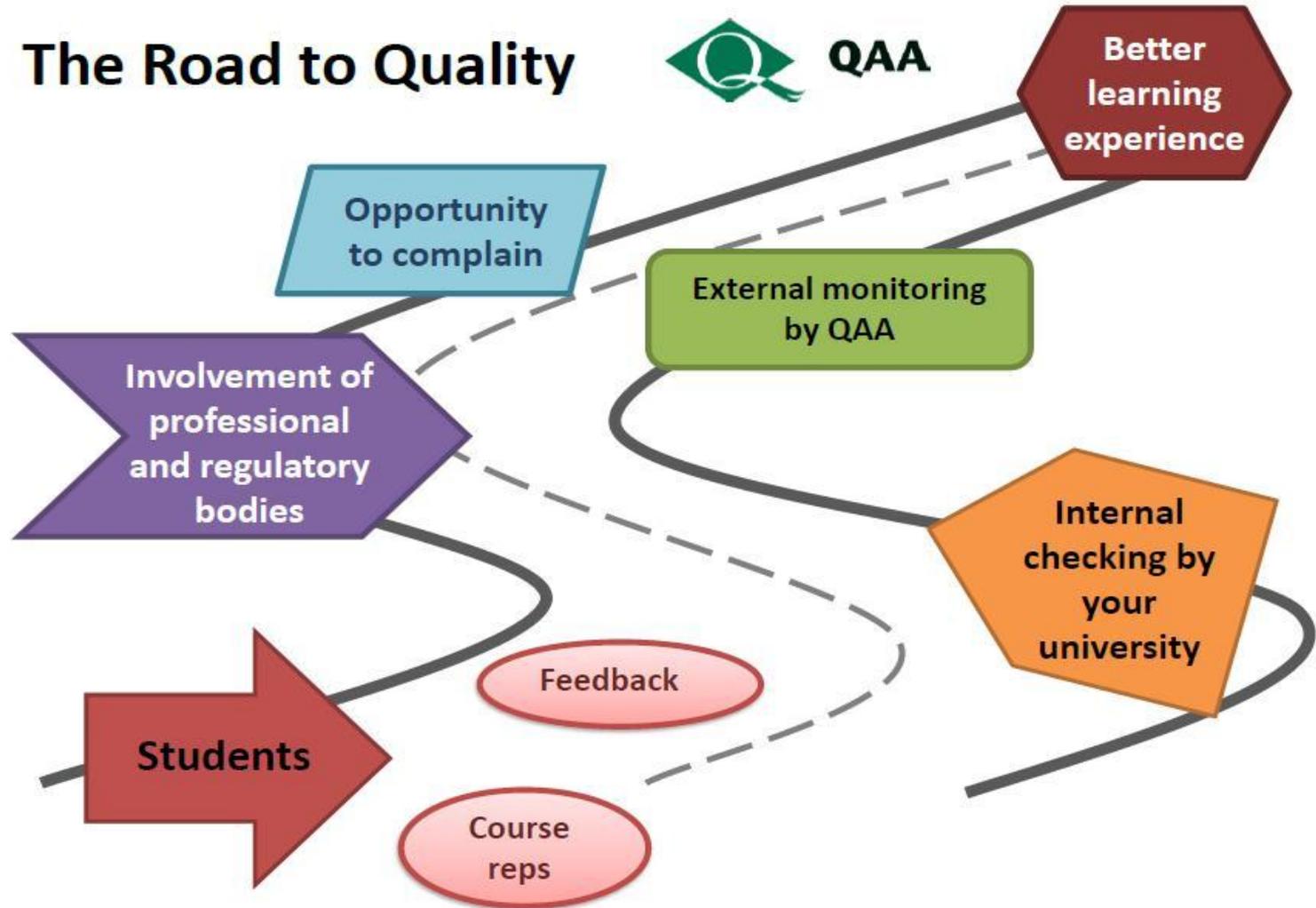
Expectation :

Higher education providers produce information for their intended audiences about the learning opportunities they offer that is fit for purpose, accessible and trustworthy

Timing issues

- We've likened the launch of the Quality Code to the television digital switchover
- The Academic Infrastructure and the Quality Code are now running in parallel
- The Academic Infrastructure will cease to be used in QAA reviews from the start of academic year 2012-13 (calendar year 2013 for Educational Oversight reviews)
- When we publish a new or revised chapter there will be a period of up to one year in which HE providers can consider what changes are needed to their procedures and practices

The Road to Quality



How can I find out more?



Website:

www.qaa.ac.uk/AssuringStandardsAndQuality

Email:

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