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SPECIFICATION FOR A
QUALITY MANAGEMENT FRAMEWORK
AT DEPARTMENTAL LEVEL

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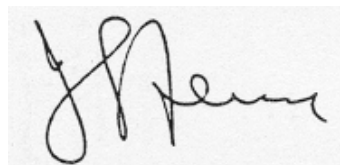
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FOREWORD

The Engineering Professors' Council (EPC) specification for a departmental quality management framework has been developed primarily to assist Heads of Department, academic staff and managers within university departments to develop effective arrangements for quality assurance. It will also be of interest to senior institutional and faculty managers who have responsibility for quality assurance and those engaged in the accreditation of programmes on behalf of professional bodies. The scope of the specification includes provision for award-bearing taught programmes at sub-degree, degree and postgraduate levels, as well as research supervision and training.

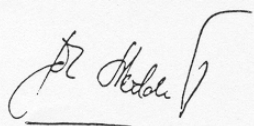
The specification, based on earlier EPC Occasional Papers 4 and 7, has been developed by the EPC and the Higher Education Quality Council as part of a collaborative project involving engineering departments at Cambridge, Heriot Watt, Northumbria, Portsmouth, Queen's Belfast, and Surrey universities.

The EPC would like to thank the project sponsors for their support and encouragement; the authors, who were also project consultants, for their enthusiasm and expertise; and the staff from the participating departments for their commitment and effort -without all of these the project could not have achieved the success it has.

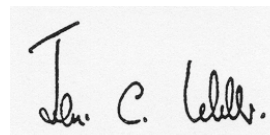


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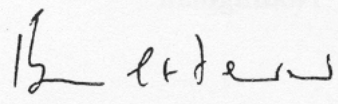
“We endorse and support this specification for a Departmental Quality Management Framework as an aid to promoting good practice in the management of quality and academic standards in the environment of an academic department or, by extension, faculty. The guidance it provides is considered to be consonant with the requirements and expectations of internal and external quality scrutiny, including professional body accreditation.”



J Stoddart
Chairman, Higher Education Quality Council



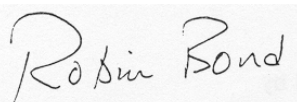
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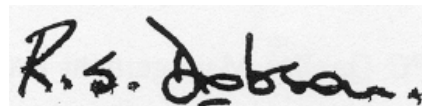
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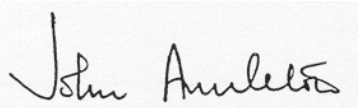
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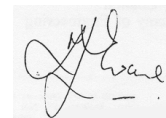
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THE EPC SPECIFICATION FOR A QUALITY MANAGEMENT FRAMEWORK AT DEPARTMENTAL LEVEL

1. INTRODUCTION

Universities in the United Kingdom and Northern Ireland are autonomous self-regulating institutions responsible for the quality and standards of their programmes and awards. In practice, responsibility for quality of education and academic standards is devolved within institutions, primarily to the subject communities which provide that education, located within academic departments¹.

In recent years, self-regulation has been viewed increasingly as a quality management process, involving the monitoring, evaluation and management of conditions and activities that will lead to the provision of appropriate quality and standards. Guidance on quality management is available at university level, but comparatively little guidance has been available concerning the departmental quality management arrangements to fulfil institutional and external expectations and requirements.

To meet this need the EPC Quality Management Project has now developed this specification, based on good practice, to support self-regulation of the quality and standards of education. The rationale for a formal departmental quality management framework is based on the following needs:

- The need to take substantial measures at departmental level, which meet internal and external expectations and requirements for quality and standards.
- The need for department-level quality policies, practices and procedures to be made explicit and accessible through a process of documenting intentions and evidencing process and outcomes.
- The need to support professionalism and promote a culture of critical self-evaluation and continuous improvement.

The EPC recognises that universities vary in the way they approach the management of academic quality issues and the level of responsibility for quality management which they devolve to departments. This specification must therefore be interpreted according to individual circumstances. The starting points in the development of a quality management framework will

be the existing policies, practices and procedures of the university and the department. Those implementing or enhancing a departmental quality management framework may use this specification to help them identify aspects of their arrangements which are in need of further development.

Any quality management framework must consider the requirements and expectations of external agencies and bodies who have a legitimate concern with the quality and standards of education provided. The specification takes account of relevant sections of the HEQC Guidelines on Quality Assurance, which is the definitive document for institutional-level quality management in the UK, and consolidates the expectations and requirements of the funding bodies' quality assessment processes, professional body accreditation and the DfEE Charter for Higher Education.

2. FRAMEWORK FOR THE MANAGEMENT OF QUALITY AND STANDARDS

A quality management framework is the means by which a department satisfies itself that the quality of education it provides is being maintained and improved, and appropriate academic standards are achieved. A quality framework must also be designed to meet the challenges posed by external scrutiny such as quality assessment, academic audit and professional accreditation, as it provides evidence to demonstrate that the expectations of the University and relevant external bodies in respect of quality and standards are being met. There are many ways in which such various requirements can be combined -the task is to combine them in the most effective, creative and productive manner. The following sections outline the elements required of a quality management framework.

2.1 Policy and Objectives

The framework should be underpinned by an agreed statement articulating the values, policy and objectives of the department concerning the maintenance and improvement of the quality of education and research training that it provides.

It is important to ensure that the policies and objectives are relevant to the stated policy of the university, and consonant with the strategy, circumstances and environment of the department. It is expected that the policy and objectives will be made available to all staff and students.

¹ Department is a familiar term and is used throughout the remainder of this document. Organisational structure and terminology vary, and the word is meant to refer to any academic unit which is the primary subject provider for one or more programmes of study.

2.2 Organisation for Quality

Responsibility for maintaining and improving the quality of education provided rests with the department and also with each individual through their own professional and academic standards. The essence of an effective quality management framework is that it supports the individual and department in discharging their responsibilities and planning for improvement.

To achieve this it is necessary to define clearly the responsibility, authority, and interrelation of all staff who undertake work affecting the quality of education and of committees which oversee quality.

The organisation for quality within the department must take account of and support the quality-related structures and processes operating at a more general level within the university. There are many ways of coordinating the development and maintenance of a quality system, for example the identification of a member of staff with specific responsibility and authority, or the sharing of responsibility between members of a group or quality committee.

Whichever route is adopted, resource requirements should be identified, and adequate resources provided to support the implementation and continuing management of the quality management framework.

2.3 Quality Assurance System and Documentation

Quality management to support a complex professional service like higher education must incorporate specific operational elements of quality assurance and control, together referred to as the quality assurance system or simply 'quality system'. The quality system exists in the context of the policy and structures of the quality framework, and operates to control quality and standards throughout the educational process and to support staff in achieving the department's quality policy and objectives. Specific system elements and requirements are outlined in Sections 3.4 and 5.

The assembly and documentation of the quality system by means of a Quality Manual is an important part of the process of building, consolidating and clarifying the quality management framework. By describing the framework in a single document, a department can show that its activities reflect a coherent and integrated quality strategy.

As well as detailing the specific elements of the quality system, the manual should describe the broader content of the quality management framework, including policy, objectives, organisation, quality improvement, integration and academic standards.

2.4 Quality Improvement

A key role of the quality management framework is to enable and support a process of continuous quality improvement. To this end it is expected that the department will establish formal measures as part of the quality system, to support an ongoing improvement process aimed at all departmental activities, including the quality system itself.

Effective improvement requires timely and objective information about actual and potential quality failures and their causes, and results in decisive action to prevent their occurrence or recurrence. There are many possible mechanisms for quality improvement and each department will need to develop approaches best suited to its own circumstances. In this document, regular review processes are proposed, supported by rapid-response mechanisms to resolve any shortcomings as they arise.

Formal systems should be supplemented by efforts to ensure that all staff are aware of the constant need for individual and collective efforts towards critical self-assessment and improvement of the quality of education.

2.5 Integration and Externality

The quality of education provided by a department depends upon effective integration of the departmental quality framework in a context provided by university quality management systems, external quality assessment and the requirements of the academic or professional discipline. There are three dimensions to this aspect of the specification.

- a) Internal vertical relationships which link the department to the faculty or school, the university and to peer networks outside the discipline (e.g. internal quality audit validation and course review processes).
- b) Internal horizontal relationships which link the department to other parts of the university which have responsibilities for the quality of education, support the students learning experience (e.g. other departments, colleges or service providers) or provide essential administrative services (e.g. Registry).
- c) External relationships which link the department to peer and (where appropriate) practitioner networks in its discipline, and which support the department in maintaining and enhancing the quality and standards of education (e.g. professional body accreditors, teaching quality assessment, external inputs to programme validation or departmental review).

2.6 Academic Standards

Changes in UK universities, including the adoption of modular structures and semesters, have led to concerns that traditional approaches to academic standards, based on collective judgements against implicit criteria, are of variable effectiveness. The subject community within a department is normally the operational level at which responsibility for academic standards is exercised. It is therefore essential that the department addresses these issues within its quality management framework, by establishing conditions conducive to appropriate standards in the context of the entire educational process.

Consideration of academic standards must address two interrelated aspects, the *construction* of standards and the *application* of standards in the assessment of student learning. The first is a complex iterative process involving the individual and collective scholarship and expertise of academic staff, professional standards and the external relationships described above. This process is fundamental to the quality of education as it underpins the design of programmes which enable the desired standards to be achieved. At departmental level construction of academic standards should include: -

- a) Identification of explicit reference points and benchmarks for the construction of academic standards including comparability with similar programmes elsewhere (through programme validation, the external examiner systems and other mechanisms) and, where appropriate, acknowledgement of the role of subject associations, professional/statutory bodies and employers in the setting of standards.
- b) Clear definition and articulation of academic standards in terms of the level of award and stage of study, taking into account the aims and learning objectives of the overall programme of study.
- c) Communication to students of the standards expected of them, and their own responsibilities in fulfilling them.
- d) Provision of opportunities for all staff to develop and maintain an appreciation of the expected standards, the processes by which students achieve them, and good practice in the way this achievement is assessed.

The application of standards to student assessment involves staff expertise in assessing levels of student performance supported by the external examiner system, which also serves to help calibrate and confirm standards. Academic standards are applied within explicit regulatory settings designed to support the consistency and reliability of academic practice and judgements. The nature of this regulation varies

between universities, but typically it controls the architecture of the curriculum (e.g. the size, type, level and number of modules, how they are organised into programmes of study) and the various operations of examination boards (e.g. rules for progression, the award of credit, honours classification). Expectations for the application of standards are given in Section 3.8.

3. QUALITY MANAGEMENT OF THE EDUCATIONAL PROCESS

Practices for the management of quality and academic standards are undertaken in the context of the educational process, which can be conceptualised as a cycle of activities, the key stages of which include planning and design, delivery management and assessment, review and evaluation of activities and performance and planning for improvement. This cycle of activities lies at the heart of the quality management framework (see Figure 1).

3.1 Design of Programmes of Study

It is expected that a department will establish, maintain and document systems to plan, control and validate the design and review of programmes of study, including any aspects conducted by other departments and partner institutions. These systems should provide for:-

- a) Design and development of programmes of study and programme elements (e.g. modules and units). This process should include, as appropriate, the preparation of statements about student demand, programme aims, structure, teaching/learning objectives and methods, entry requirements, programme elements, pre- and co-requisites, assessment strategies and criteria, progression requirements, responsibilities for programme management and resources to support learning.
- b) Scrutiny, approval and/or validation of proposed programmes of study against appropriate academic, professional and vocational standards both from within the university and from external.
- c) Periodic review, and if necessary modification, of existing programmes of study, to include where appropriate the same considerations as applied to new programmes.

Records which demonstrate the achievement of the above expectations should be maintained to provide information for both internal and external audit and assessment.

3.2 Admissions and Entry Standards

It is expected that a department will establish, maintain and document its systems for recruitment and

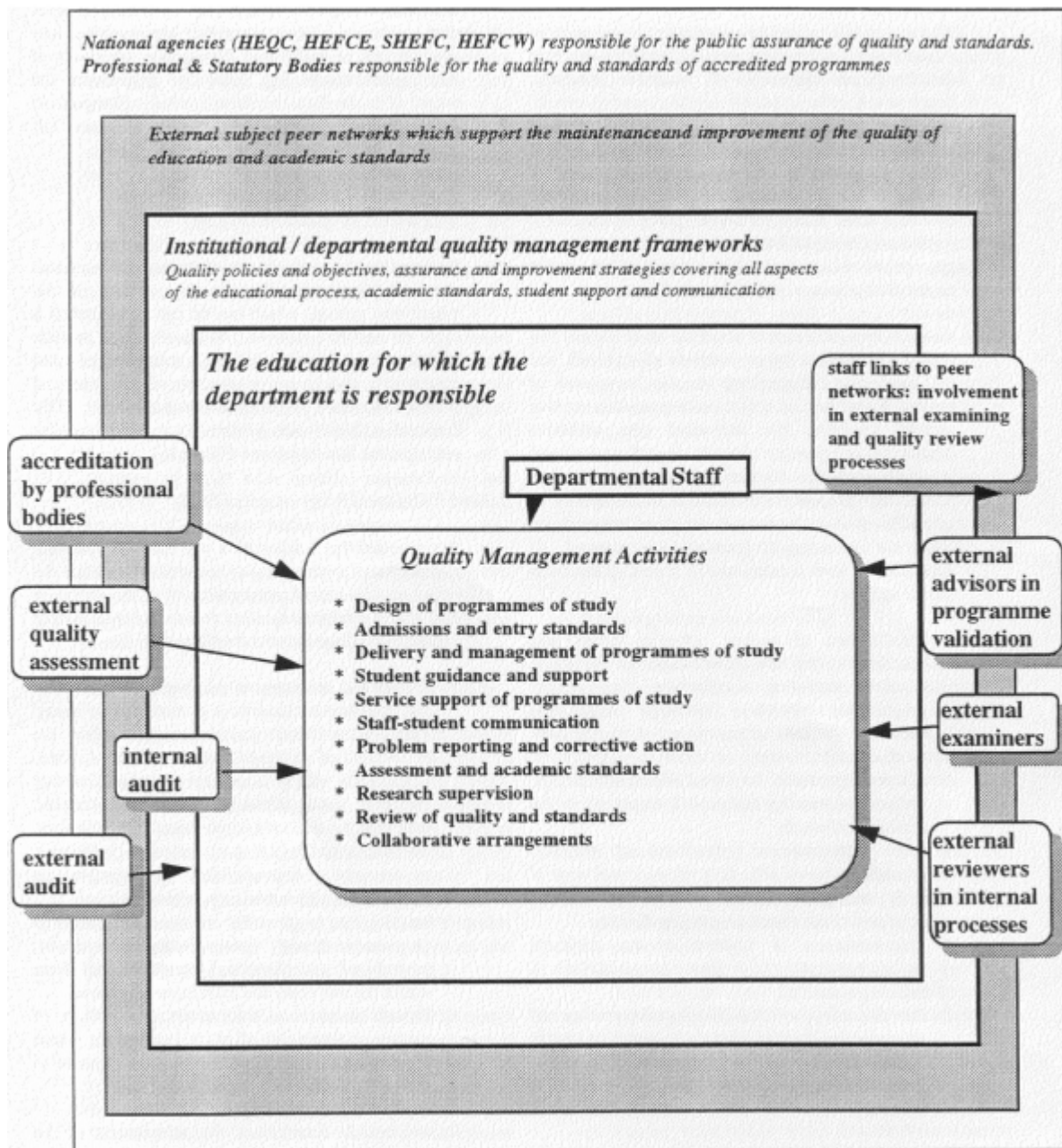


Figure 1 Diagram to illustrate the main elements of the self-regulatory framework for the management of quality and academic standards in higher education. The diagram is designed to show that departmental responsibilities for the quality of education and academic standards lie at the heart of the self-regulatory framework. Details of each of the quality management activities are provided in EPC specification.

admission of students to taught programmes of Study and to research studies. including:-

- a) The provision of clear and accurate information to applicants on the programmes of study offered.
- b) Documentation of admissions processes, including procedures for establishment of target numbers, responding to enquiries, processing applications, and confirming places.
- c) Criteria and standards for entry to each programme, including accreditation of prior learning (APL) and accreditation of prior experimental learning (APEL) where appropriate.
- d) Guidelines on the matching of applicant's abilities and aspirations to appropriate programmes of study.
- e) The maintenance of appropriate records including individual student's achievement of the admissions criteria.

Regular reviews of the admissions system should be undertaken to ensure that it is effective and fair, offering equal opportunities to all applicants. Such reviews should ensure that the admissions criteria are appropriate and the information provided to applicants is accurate and up-to-date. Records of the review and evaluation, and any resulting actions, should be maintained.

3.3 Delivery and Management of Programmes of Study

It is expected that a department will establish effective arrangements for the delivery and management of each programme of study. These should provide for: -

- a) The provision of appropriate management structures (e.g. course teams, course directors, course/year tutors, etc.) and arrangements (e.g. scheduled meetings) for effective monitoring and administration of the programme.
- b) The preparation of comprehensive syllabuses, timetables and assessment schedules (including assessment criteria, provision for formative assessment and grading schemes).
- c) Statements of expectations for timing and standards of work to enable students to plan their work and make informed choices about using the learning opportunities available.
- d) The maintenance of comprehensive, accurate and up-to-date records of student performance.
- e) Staff codes of practice and guidelines which support high standards of professional practice in teaching and assessment.
- f) Objective self-evaluation and peer-evaluation of teaching and the management of learning (which may inform staff development covered in Section

4.2 below).

Records should be maintained to demonstrate the effectiveness of the arrangements for delivery and management of programmes of study.

3.4 Student Guidance and Support

It is expected a department will establish, maintain and document its systems to monitor and provide guidance and support for student progress throughout their studies. Departmental policies for the support of students might be expected to embrace:-

- a) A clear statement of the guidance and support entitlement of all students, which will provide information on departmental and institutional responsibilities.
- b) Induction procedures for new students.
- c) Provision of accurate, up-to-date and comprehensive information on their programmes of study.
- d) Access to personal and academic tutors.
- e) Arrangements for monitoring of academic progress and the provision of appropriate and timely feedback of assessment marks and comments, allowing students to monitor their overall academic performance.
- f) Procedures for referral to specialist services such as student counselling, incorporating provision for follow-up monitoring and the maintenance of records.
- g) Information and guidance on placements with industry, business or other academic institutions.
- h) Careers guidance.

3.5 Service Support of Programmes of Study

Service support refers to those activities over which the department has no direct control but which have an impact on the quality of education, e.g. service teaching by another department, central administration, library and computing facilities. It is expected a department will take all necessary steps to ensure that any service support for programmes of study conforms with agreed, appropriate and well-defined requirements in order to achieve quality objectives and maintain academic standards.

Where possible the department should provide clear written statements of the service and standard required from the provider. Service support elements of a programme of study should be selected on the basis of their ability to meet these requirements. It is expected that service support providers should be formally involved, where appropriate with the design of programmes of study and programme elements (See Section 3.1).

At appropriate intervals the department should review the performance of the service provider against these requirements and maintain records of the review and evaluation. Such reviews should be informed by the views of students and of external examiners.

3.6 Staff-Student Communication

It is expected that a department will establish and maintain a variety of mechanisms to ensure that there is an ongoing dialogue between students and staff. These mechanisms should enable and support students in providing constructive feedback on the quality of education provided by the department and supporting services, and to enable the department to explain how such feedback has been used to improve quality. Modes of communication might include:-

- a) Personal communication in tutorials and other teaching and non-teaching situations.
- b) Feedback questionnaires and information technology-based feedback systems.
- c) Staff/student consultative committees.
- d) Student representation on departmental and programme committee meetings.
- e) Written communication through handbooks, noticeboards, newsletter or minutes of meetings.

3.7 Problem Reporting and Corrective Action

A department which is committed to providing education of the highest quality will have many informal mechanisms for identifying and responding to problems and deficiencies, as and when they arise. Such mechanisms rely greatly on good communication between staff and students and an acceptance of individual and collective responsibility by staff to respond to and address such matters.

In addition to informal systems it is expected that a department will establish and maintain a documented system to deal with all serious or persistent deficiencies, and ensure that appropriate preventative or corrective action is undertaken in a timely manner. For such problems, a procedure should be instituted which requires the formal identification and recording of the nature of the difficulty, its causes and effects, and establishes the required action and responsibility for corrective action within a specified time.

Where quality deficiencies are considered to result from a failure to allocate adequate resources this conclusion should be clearly stated and the resource requirements identified.

3.8 Assessment and Academic Standards

It is expected that the department will establish, maintain and document its policies and practices to

ensure the equity and integrity of the assessment process, considering: -

- a) The alignment of assessment purpose, range, balance and workload to the overall learning objectives of programmes and programme elements.
- b) The validity and reliability of assessment and the impartiality, accuracy' and consistency of marking standards. This process should take account of the views and comments of external examiners, where appropriate, on examination papers, marking schemes and coursework assessments.
- c) Progression of students through each programme of studies, taking account of all relevant university regulations and the requirements of professional and statutory bodies where applicable.

A key focus of departmental assessment systems should be the application of appropriate academic standards in modules and awards. This will require:-

- a) The documentation of staff and external examiner roles and responsibilities, and of committee terms of reference relating to standards. and the discharge of such responsibilities effectively.
- b) Explicit assessment and marking criteria at module/unit level as a basis for judgements about standards (e.g. examination marking schemes and documented benchmarks/exemplars for student achievement levels in coursework essays or projects).
- c) Consistency in the operation of examination boards and the application of assessment regulation to ensure that overall standards in the award are maintained.

It is expected that opportunities will be provided for internal and external examiners to review and evaluate the assessment process and share their perspectives on academic standards. Documented procedures should be in place concerning external examiner selection and appointment (including guidance, induction and training) duties and reporting requirements.

Procedures for considering and responding to external examiners' comments and recommendations should be defined and incorporated into the annual review process (see Section 3.10).

3.9 Research Supervision

It is expected that the department will establish, document and maintain systems to assure the quality of research student training and supervision, and manage the progress of students studying for higher degrees by research. These should include:-

- a) Admissions criteria and processes.

- b) Selection of supervisors and advisors.
- c) Induction and research training.
- d) Provision of study accommodation and facilities.
- e) Provision of adequate and appropriate supervision and guidance.
- f) Interim reporting and progress monitoring methods.
- g) Provision of training and guidance for research supervisors.
- h) Mechanisms for research student to feedback their views on the quality of supervision, research training, and the facilities available to them.

Records which demonstrate the achievement of the above expectations should be maintained to provide information for internal and external review and audit.

3.10 Review of Quality and Standards

The development of a departmental capacity to review and evaluate the quality and standards of programmes which it provides is fundamental to continuous improvement and the principle of university self-regulation. A variety of approaches might be adopted, but the dual-level approach described below provides a detailed examination of the success of teaching, learning and assessment aimed at improvement, together with an overview of course performance in terms of quality and academic standards.

3.10(a) Review of Programme Elements. A review of teaching, learning and assessment for each individual module, unit or subject received by its students should be carried out by the department. The review should include modules provided by servicing departments or from external sources. The review process might be undertaken by staff responsible for the modules, by course teams, a review committee, or a departmental meeting.

The timing of the review process should allow the results to inform the overall programme of study review (see Section 3.10(b)) and also allow improvements to be implemented before the module is presented again. The review should consider: -

- a) Staff evaluation of module curriculum and delivery.
- b) Student feedback and the student experience.
- c) A comparative appraisal of the assessment process and assessment result. to ensure that assessments are appropriate and are carried out in accordance with requirements for all relevant programmes of study.
- d) A comparative appraisal of the assessment process and assessment results to ensure that assessments are appropriate and are carried out in accordance with requirements for all relevant programmes of study.

3.10(b) Review of Programmes of Study. It is

expected that the department will carry out a regular (usually annual) review of quality and standards for every programme of study to evaluate and verify the achievement of objectives. This review should be documented and include:-

- a) A staff appraisal of the overall conduct, management and outcomes of the programme, to ensure that activities are effective and appropriate, and carried out in accordance with planned requirements.
- b) Consideration of student feedback.
- c) The results of the detailed module review process (see Section 3.10a) where necessary.
- d) The views and recommendations of external examiners and their reports.
- e) All appraisal of the assessment process, including academic standards, student attainment and progression.
- f) The views of any internal quality assessment and of external bodies where appropriate (e.g. professional institutions, employers, external quality assessments).
- g) Support for learning from service departments and service providers such as libraries.
- h) Resource deficiencies and future requirements including staff development requirements.

Corrective or improvement actions for serious or persistent difficulties should be implemented according to the requirements of Section 3.7. Note that the review process described above is not to be confused with the thorough review of approach, content and delivery referred to in Section 3.1 c).

3.11 Collaborative Arrangement

Where collaborative arrangements (such as franchised programmes or programme elements, foundation or joint programmes, validated programmes or parts of programmes) exist with other institutions in the UK or overseas, the department's responsibilities may be extended to cover supervision of the quality and standards of programmes delivered in the partner institution.

The elements of a quality management strategy for collaborative provision will vary depending on the nature of the relationship, but in general should include:-

- a) Formal involvement of departmental staff in the validation and approval of the programme or programme elements offered in the partner institution.
- b) Designation of a member of staff to act as 'link tutor' with the partner institution.
- c) An agreed strategy for regular and effective

monitoring of the quality and standards of the programme offered in the partner institution.

- d) Attendance of the link tutor at programme/ committee boards and examination boards held at the partner institution.
- e) Formal consideration of external examiner reports through an appropriate departmental mechanism.

4. STAFFING

The quality of education provided by a department and the standards attained by students will, above all, be influenced by the abilities, commitment and professionalism of its staff. Many aspects of departmental staffing are determined by university policy and procedures, but departments should ensure that there is effective integration with, and utilisation of, central processes for:-

- a) Recruitment, initial training, induction and probation.
- b) Continuing professional development and updating of skills.
- c) Review and appraisal of performance.
- d) Promotion.

Departmental staffing policy and procedures should be designed and implemented in respect of the principles of transparency, consistency, equity, probity and confidentiality.

4.1 Recruitment, Induction and Probation

It is expected that departments will establish and maintain systems for establishing staffing needs, recruitment and induction of staff which integrate with and inform the university's systems, to ensure that staff of appropriate calibre are recruited. All members of staff should be provided with a clear specification of their roles, responsibilities and duties which should be regularly reviewed and updated (including staff who are external to the university or who operate on a part-time or fixed-term contract).

A system for staff induction should be implemented to ensure that new staff are given assistance to become fully effective in their roles as rapidly as possible. Mechanisms should be in place to provide support, assistance and formative feedback on performance during any probationary period.

4.2 Staff Appraisal and Development

It is expected that departments will establish, maintain and document their systems for the appraisal and ongoing development of staff which integrate with and inform the university's systems. There should be a coherent and rational link between processes and procedures for staff appointment, appraisal,

development and promotion.

Where deficiencies in staff performance are evident the appropriate staff development measures should be implemented and consideration of these issues should be included in the university staff appraisal and development process. Records of appraisals and of staff development activities should be maintained.

5. CONTROL OF THE QUALITY MANAGEMENT FRAMEWORK

5.1 Document Control

An important role of the quality system is the provision of information to staff and students, to acquaint them with departmental quality practices and procedures. To ensure this information is current, accurate and accessible, it is expected that departments will establish and maintain a system to control all documents and information which forms part of their Quality Manual.

Every substantial quality system document should be reviewed and approved by appropriate staff prior to issue and after any change. Where practicable, the nature of any changes should be identified in the document or appropriate attachments. Current issues of all relevant documents should be available at all required locations. To preclude the use of superseded documents, each one should be marked with an issue number and status, and a master list maintained to record the current status of all documents.

Where quality systems documentation is primarily made available via on-line information technology methods, measures should be taken to ensure that only current issues of documents are accessible.

5.2 Records and Evidence

It is expected that records will be maintained to facilitate the effective operation of the quality system and promote quality improvement, and to provide evidence of the achievement of quality objectives. The department should establish systems for the identification, collection, indexing, filing, storage, maintenance and disposition of these records.

Records which might be maintained in a typical department are tabulated in Appendix B, against the relevant section number(s) of this specification.

5.3 Review of the Quality Management Framework

It is probable that a periodic review and/or audit of the department will be required, as part of a University or faculty system to verify whether actual quality management activities comply with requirements and

expectations. This process may be conducted internally within the department or by external staff. In the former case (or if a university/faculty system is lacking) it is expected that the department will establish and maintain a suitable mechanism for periodic review and/or audit of its quality management framework and quality system to ensure its continuing relevance, coherence and effectiveness. The process should include:-

- a) A review of quality policy and objectives against the needs of students and others to whom the department provides a service. Where a change in quality policy or objectives results from such a review, the implications for the quality system should be established and appropriate changes implemented.
- b) Identification of all significant quality deficiencies and an investigation of the causes of failure to achieve quality objectives, and the implementation of corrective actions to preclude their recurrence.
- c) An assessment of the departmental systems and activities against the expectations and requirements of external bodies (e.g. funding, professional and statutory bodies) which may conduct external scrutiny of the department.

APPENDIX A

DEFINITIONS

Many of these definitions are taken or adapted from ISO 8042 'Quality Vocabulary' (1994)

Academic Standards: Academic standards are specified levels of attainment in a subject which are used to describe and measure academic requirements and achievements of individual students or groups of students. They depend on the collective judgments of the academic community in the discipline in question, bearing in mind the educational purposes, emphases and learning objectives of each academic programme or assessed component of a programme.

Collaborative Arrangements: Partnerships between universities (or between universities and other institutions or organisations in the UK or overseas) to provide an education service. These arrangements include franchised programmes or franchised programme elements, foundation programmes, joint programmes, validated programmes or parts of programmes.

Departmental Quality Policy: The overall quality intentions and directions of a department as regards quality, as formally agreed and expressed by the department.

Programme of Study: a grouping of activities, courses and assessments which if completed satisfactorily will lead to the award by the institution of the appropriate recognized qualification.

Quality Assurance: All those planned and systematic actions necessary to provide adequate confidence that an education service will satisfy given requirements for quality.

Quality Audit: A systematic and independent examination to determine whether quality activities and related results comply with planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve objectives.

Quality of Education: The success with which a department provides educational environments which enable students effectively to achieve worthwhile learning goals, taking account of relevant academic standards.

Note: Worthwhile learning goals are established through consideration of both the needs of 'customers' (e.g. students, employers, government, professional institutions, etc.) and the expertise of the course providers.

Quality Management: That aspect of the overall departmental management function which determines and implements the departmental quality policy.

Review: The examination of the relevance and effectiveness of activities, procedures and practices in relation to the requirements of customers, or of defined expectations or specifications.

Support Services: activities which provide facilities and resource to support programmes of study and students carrying out programmes of study, which have a direct effect on the quality of education. (Support services may include libraries, computer services, staff development programmes, student accommodation and catering, careers advice, counselling and health care etc.)

Appendix B - Quality System Records and Evidence

Record	Specification Requirement																						
	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	4.1	4.2	5.1	5.2	5.3	
Admissions review reports								◆							◆								
Application forms								◆							◆			◆					
Code of practice for external examiner														◆									
Cohort analysis													◆										
Committee terms of reference						◆						◆				◆	◆						
Course-work instruction						◆								◆									
Course work marks						◆								◆									
Departmental resource plans		◆																					
Departmental meeting minutes							◆																
Departmental publicity material							◆	◆													◆		
Departmental quality procedures		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	
Examination scripts						◆								◆									
Examination marks						◆								◆				◆					
Examination meeting minutes														◆									
Examination paper marking schemes						◆					◆			◆									
Examination papers						◆					◆			◆									
Examples of marked student work						◆			◆		◆			◆									
External examiner's reports						◆					◆			◆	◆			◆					
Final degree classifications						◆								◆				◆					
Improvement reports														◆				◆					
Individual student records				◆							◆					◆							
Industrial year reports						◆												◆					
Institutional accreditation submissions					◆																		
Internal audit reports														◆				◆					
Laboratory/practical work instructions						◆			◆		◆			◆									
Lecture handouts									◆		◆												
List of documents issued																					◆		

Record	Specification Requirement																								
	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	4.1	4.2	5.1	5.2	5.3			
Minutes of industrial advisory group						♦						♦					♦								
Minutes of meetings from approval/validation committees/boards						♦	♦						♦	♦											
Minutes of meetings on programme of study or module design						♦	♦				♦		♦	♦											
Minutes of staff/student committees							♦					♦	♦												
Module/unit review reports									♦		♦		♦	♦		♦	♦								
Newsletters												♦													
Professional body reports						♦							♦	♦			♦								
Programme of study review reports								♦	♦		♦		♦	♦		♦	♦								
Promotion criteria																				♦					
Promotion nominations																				♦					
Quality manual	♦		♦	♦	♦																♦				
Quality framework review reports																							♦		
Questionnaires analyses													♦	♦		♦	♦								
Report on staff development																	♦	♦	♦						
Problems and corrective action report													♦												
Research student induction documentation															♦										
Research student progress reports										♦					♦										
Staff appraisal reports																♦	♦			♦					
Staff CVs					♦												♦	♦	♦						
Staff duties list		♦		♦													♦	♦	♦						
Staff job descriptions		♦		♦													♦	♦	♦						
Staff peer review reports						♦			♦							♦	♦			♦					
Student codes of practice that show student responsibilities						♦			♦			♦													
Student courses handbook							♦		♦			♦													
Student documentaiton on assessment criteria, structure and programme						♦			♦					♦											
Student entry qualifications						♦		♦							♦		♦								

Record	Specification Requirement																						
	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	4.1	4.2	5.1	5.2	5.3	
Student guidelines for assessed work						♦			♦														
Student feedback questionnaires						♦			♦		♦	♦	♦				♦	♦					
Student guidance on pastoral and careers services										♦													
Student information on accommodation																♦							
Submissions for new or modified modules						♦	♦				♦					♦							
Submissions for new or modified programmes of study						♦	♦				♦					♦							
Syllabuses									♦		♦												
Timetables									♦				♦										
TQA reports						♦									♦	♦					♦		
TQA self assessments					♦																		
University department review reports																					♦		
University mission statement	♦																						
University prospectus							♦																
Univeristy quality assurance procedures		♦				♦																	
University regulations																♦	♦						
Year abroad results/assessment						♦																♦	