

## LIBF Code of Practice for Quality Assurance (Higher Education)

### Chapter 1: introduction

- 1.1** Our code of practice for quality assurance (the code) sets the framework within which we manage our continuing assurance and enhancement of the academic quality of our higher education provision.
- 1.2** The code is intended to act as a convenient reference point providing an accessible structure for dealing with quality assurance matters and supporting the sharing of good practice. It forms part of our Academic Framework and directly reflects our General and Academic Regulations for Students and Apprentices.
- 1.3** Our approach to quality and standards has been developed with reference to national benchmarks, frameworks, and educational policy. It's based on established differentiation between academic quality and academic standards. We use the following definitions

**Academic quality** describes how well the learning opportunities available to learners<sup>1</sup> help them to achieve their award. It's a way of defining the overall student learning experience.

**Academic standards** are a way of describing the level of achievement a learner has to reach to gain an academic award (e.g., a degree).

**Enhancement** is the systematic approach to enhancing the learning experience by improving the quality of provision and personal and professional development opportunities. It involves a systematic process for

- identifying areas of concern and areas of good practice
  - analysing how processes and procedures can be developed or improved to address the concerns or share the good practice
  - implementing the resultant changes to the procedures, and
  - monitoring the effectiveness of those changes.
- 1.4** The code is tailored to reflect the nature of our awards and positioning, as a provider of higher education offered through various modes of study. It makes direct reference to the QAA's Framework for Higher Education Qualifications (FHEQ), and other external reference points.
- 1.5** The code is based on the principle that procedures should be
- simple, effective and measurable

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<sup>1</sup> Where we make reference to 'learners' in this document, we refer to those studying both Higher Education Full-time Degree Programmes and those studying Degree Apprenticeship Programmes.

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- drawn on best practice from across the sector
- integrated into the routine management of teaching, learning, and assessment, and
- derived from external procedures and expectations so as to ensure consistency with national requirements.

## **1.6** The QAA has identified the following expectations for standards and quality

### Expectations for standards

- “The academic standards of courses meet the requirements of the relevant national qualifications framework.”
- “The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.”

### Expectations for quality

- “Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.”
- “From admissions through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.”

In addition to these expectations, QAA have identified a number of core and common practices and have developed guidance and advice to support these.

## **1.7** The code is designed to reflect these expectations and practices in as comprehensive a fashion as possible, and each chapter has considered the advice and guidance provided by QAA. It’s kept under constant review to ensure its effectiveness. The Code is published on the internet and it’s this version, updated as changes are approved, which should be regarded as the definitive source at any time.

Updated May 2022