Appendix I: Mapping to OfS Quality and Standards Condition B1: Academic experience

OfS Condition B1 Applies to the Quality of HE provided in any form – including via collaborative methods (B1.1) and states that providers must ensure that the students registered on each higher education course receive a “**high quality academic experience**” (B1.2). Courses are defined as undergraduate and postgraduate provision, including research, individual modules or any provision that leads to the award of university credit.

B1.3 outlines that in order to provide a **“high quality academic experience”** HEIs must ensure that each higher education course:

Is **up-to-date**

Provides **educational challenge**

Is **coherent**

Is **effectively delivered**

As appropriate to the subject matter of the course, requires students to develop **relevant skills**.

The following table outlines how the university ensures that students receive a high quality academic experience” as contained within B1.3 via its Quality Assurance processes.

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| **B1.3 Definitions** | **Examples** | **Relevant University Quality Process** |
| “**up-to-date**” means representative of current thinking and practices in the subject matter to which the higher education courserelates, including being **appropriately informed** by recent:1. subject matter developments;
2. research, industrial and professional developments; and
3. developments in teaching and learning, including learning resources.
 | Courses are informed by current practice via the use of the QAA Framework and UK Quality Code with reference to subject benchmarks. Course Content and Teaching, Learning and Assessment Methods are reviewed and updated on a cyclical basis and in consultation with external stakeholders.External input is sought from employers, academics and where relevant PSRBs.Course content is expected to be delivered via research informed teaching drawing on current practices and our own academic research areas.Pedagogic developments are disseminated via the Strategic Teaching and Learning TeamVLE content and reading lists are updated at least annually.Course team have opportunity to share good practice and innovation in delivery methods. | ValidationCP ValidationSubject ReviewAnnual EvaluationExternal Examiner ReportsQuality Appraisals |
| “**educational challenge**” means a challenge that is no less than the minimum level of rigour and difficulty reasonably expected of the higher education course, in the context of the subject matter and level of the course. | Courses are approved and monitored with using relevant Benchmark Statements as a starting point for course content. Content is enhanced via external reference points and internal review.Course content is expected to be delivered via research informed teaching drawing on current practices and our own academic research areas.External input is sought from employers, academics and where relevant PSRBs | ValidationSubject ReviewAnnual EvaluationExternal Examiner Reports |
| **“coherent**” means a higher education course which ensures:1. there is an appropriate balance between breadth and depth of content;
2. subjects and skills are taught in an appropriate order and, where necessary, build on each other throughout the course; and
3. key concepts are introduced at the appropriate point in the course content.
 | Academic progression through courses is assessed as part of the approval and review process to ensure that students can develop level appropriate knowledge in a timely and rigorous manner.Courses are approved and monitored with using relevant Benchmark Statements as a starting point for course content. Content is enhanced via external reference points and internal review.Teaching, Learning & Assessments are designed to challenge and develop student knowledge as they progress, and Students are assessed in line with school assessment tariffs.  | ValidationSubject ReviewAnnual EvaluationExternal Examiner ReportsQuality Appraisals |
| **“effectively delivered**,” in relation to a higher education course, means the manner in which it is taught, supervised and assessed (both in person and remotely) including, but not limited to, ensuring:1. an appropriate balance between delivery methods, and
2. an appropriate balance between directed and independent study or research, as relevant to the level of the course.
 | Courses are delivered by suitably qualified, research active staff, staff who are encouraged to engage with the wider HE sector.Courses are informed by current practice via the use of the QAA Framework and UK Quality Code with reference to subject benchmarks. Course Content and Teaching, Learning and Assessment Methods are reviewed and updated on a cyclical basis and in consultation with external stakeholders. | ValidationSubject ReviewAnnual EvaluationExternal Examiner ReportsQuality Appraisals |
| **“relevant skills”** means:1. knowledge and understanding relevant to the subject matter and level of the higher education course; and
2. other skills relevant to the subject matter and level of the higher education course including, but not limited to, cognitive skills, practical skills, transferable skills and professional competences.
 | Courses are informed by current practice via the use of the QAA Framework and UK Quality Code with reference to subject benchmarks. Course Content and Teaching, Learning and Assessment Methods are reviewed and updated on a cyclical basis and in consultation with external stakeholders.External input is sought from employers, academics and where relevant PSRBs.Course content is expected to be delivered via research informed teaching drawing on current practices and our own academic research areas.Teaching, Learning & Assessment methods are revised as part of the approval and monitoring process and must align to the university’s definitions and guidance. | ValidationSubject ReviewAnnual EvaluationExternal Examiner ReportsQuality Appraisals |