

Number	CL 18/13
Subject	UK Quality Code for Higher Education - Chapter B2: <i>Recruitment, selection and admission to higher education</i>
Publication date	31 October 2013
Recipients	UK higher education institutions and further education colleges; UK higher education funding councils and representative bodies; higher education student representative bodies; other higher education sector bodies; professional, statutory or regulatory bodies; employer bodies.
Of interest to	Individuals with responsibilities for recruitment and admissions; students, student representatives and staff from student representative bodies, professional, statutory or regulatory bodies and policy makers.
Further information	Dr Melinda Drowley m.drowley@qaa.ac.uk or Dr Cathy Kerfoot c.kerfoot@qaa.ac.uk .
Related documents	<i>Chapter B2: Recruitment, selection and admission to higher education</i> Available at: www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B2.aspx

Dear colleague,

I am writing to inform you of the publication on the Quality Assurance Agency for Higher Education's (QAA) website of the final version of *Chapter B2: Recruitment, selection and admission to higher education* which forms part of the UK Quality Code for Higher Education (the Quality Code).

This Chapter focuses on the interconnected policies and procedures related to the recruitment, selection and admission of students to higher education. It offers a framework for assuring quality, and provides guidance to higher education providers and those involved in recruitment, selection and admission. It will also be helpful to prospective students and their advisers, and current students who are considering whether to undertake further studies.

This Chapter is informed by, and reflects, the extensive body of research that exists on recruitment, selection and admissions in the UK. It aims to highlight the sector's acknowledged strengths, as well as to address those areas which are more challenging. Concerns about recruitment, selection and admission to higher education become matters of public debate from time to time and this Chapter provides information for the general public about what constitutes sound practice in this respect.

In line with the format of the Quality Code, *Chapter B2: Recruitment, selection and admission to higher education* sets out a headline Expectation:

Recruitment, selection, and admission policies and procedures adhere to the principles of fair admission. They are transparent, reliable, valid, inclusive and underpinned by appropriate organisational structures and processes. They support higher education providers in the selection of students who are able to complete their programme.

The Expectations set out in the Quality Code express key matters of principle that the higher education community has identified as important for assuring academic standards and quality. They make clear what UK higher education providers are required to do, what they expect of themselves and of each other, and what students and the general public can therefore expect of all of them. To help higher education providers meet the relevant Expectation in each Chapter, the Quality Code sets out a series of Indicators of sound practice. Further information about the Quality Code is available at: www.qaa.ac.uk/qualitycode.

This Chapter supersedes the *Code of practice for the assurance of academic quality and standards in higher education, Section 10: Admissions to higher education*.

The Chapter will be used as a reference point for QAA reviews from **August 2014**. If you would like further information about the Chapter, please contact Dr Melinda Drowley (m.drowley@qaa.ac.uk) or Dr Cathy Kerfoot (c.kerfoot@qaa.ac.uk).

I would like to take this opportunity to thank all those who contributed to the development of this Chapter. Thanks are also due to the group responsible for the predecessor to this document (*Section 10: Admissions to higher education*), which provided an excellent foundation on which to build.

I look forward to your continued engagement with our work to disseminate, maintain and evaluate the Quality Code.

Yours sincerely



Anthony McClaran
Chief Executive



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Number	CL 19/13
Subject	Publication of Part A: 'Setting and maintaining academic standards', <i>Chapter B1: Programme design, development and approval</i> , <i>Chapter B8: Programme monitoring and review</i> and <i>Chapter B6: Assessment of students and the recognition of prior learning</i> .
Publication date	31 October 2013
Recipients	UK higher education institutions and further education colleges; UK higher education funding councils and representative bodies; higher education student representative bodies; other higher education sector bodies; professional, statutory or regulatory bodies; and employer bodies.
Of interest to	Individuals with responsibilities for academic standards, programme design, development and approval, programme monitoring and review, assessment of students and recognition of prior learning; students; student representatives; staff from student representative bodies; professional, statutory or regulatory bodies; and policy makers.
Further information	Part A: Sarah Butler s.butler@qaa.ac.uk , Dr Melinda Drowley m.drowley@qaa.ac.uk or Dr Anett Loescher a.loescher@qaa.ac.uk . Chapters B1 and B8: Janet Bohrer j.bohrer@qaa.ac.uk or Harriet Barnes h.barnes@qaa.ac.uk . Chapter B6: Dr Tim Burton t.burton@qaa.ac.uk or Dr Anett Loescher a.loescher@qaa.ac.uk .
Related documents	Part A: Setting and maintaining academic standards Chapter B1: Programme design, development and approval Chapter B6: Assessment of students and the recognition of prior learning Chapter B8: Programme monitoring and review

Dear colleague,

I am writing to inform you of the publication on the Quality Assurance Agency for Higher Education's (QAA) website of the final versions of Part A: 'Setting and maintaining academic standards' and three further Chapters of the UK Quality Code for Higher Education: *Chapter B1: Programme design, development and approval*, *Chapter B6: Assessment of students and the recognition of prior learning* and *Chapter B8: Programme monitoring and review*.

Earlier this year, the schedule for the development of Part A and these three Chapters in Part B of the Quality Code was revised to allow work to take place in parallel, given the close relationships between the topics they cover. A series of discussion events was held around the UK in the spring, which informed the documents which were subject to consultation between June and August. They are now being published simultaneously to enable higher

education providers to engage with the complementary way in which these components of the Quality Code safeguard academic standards.

Part A explains how academic standards are set and maintained for higher education qualifications awarded by degree-awarding bodies. This is the first time that QAA has produced a statement which describes this process. It is important not only in providing practitioners with the relevant reference points and guidance (including *The framework for higher education qualifications in England, Wales and Northern Ireland*, *The framework for qualifications of higher education institutions in Scotland*, and subject benchmark statements) but also in providing an explanation for all stakeholders about how the various reference points are used collectively to set and maintain threshold standards on individual academic programmes. Part A describes the learning outcomes based approach to the award of qualifications which underpins the UK frameworks for higher education qualifications and explains how this approach is quality assured in the context of degree-awarding bodies designing their programmes and awarding qualifications. It is of particular importance in describing to the international community (more familiar with national accreditation processes) how academic standards for UK higher education qualifications are set and maintained by individual degree-awarding bodies.

Chapter B1: Programme design, development and approval and *Chapter B8: Programme monitoring and review* focus on the different processes which higher education providers use to ensure programmes offered to students make available learning opportunities which enable the intended learning outcomes to be achieved, and ensure that appropriate academic standards are set and maintained. Together these processes offer opportunities for higher education providers to encourage innovation and creativity in the development of the learning experience for students, as well as promoting a culture of continuous improvement of their provision.

Finally, *Chapter B6: Assessment of students and the recognition of prior learning* addresses those matters related to the processes of assessment and the regulatory frameworks within which those processes take place. It deals with the assessment and grading of student learning, both learning which is achieved as part of a defined programme offered by a higher education provider, and comparable learning achieved outside of the defined programme of study. The Chapter covers all forms of assessment used in the context of taught provision, and for the recognition of prior learning.

As with other Parts and Chapters of the Quality Code, these components set out Expectations which higher education providers must meet. Expectations express key matters of principle that the higher education community has identified as important for assuring academic standards and quality. They make clear what UK higher education providers are required to do, what they expect of themselves and of each other, and what students and the general public can therefore expect of all of them. Part A sets out seven Expectations, and each Chapter in Part B contains a single Expectation.

These components will become reference points for the purpose of reviews carried out by QAA from August 2014.

The revision of each of these components of the Quality Code has been undertaken by expert advisory groups comprising representatives who work in the areas of academic standards; programme design, development and approval; programme monitoring and review; assessment of students and the recognition of prior learning respectively. Members of the various advisory groups were drawn from different types of higher education providers and relevant sector bodies from across the four nations of the UK.

The publication of these components, and of *Chapter B2: Recruitment, selection and admission to higher education*, also published today, completes the programme of development and revision of the Quality Code. I would like to take this opportunity to thank everyone who has contributed to this process over the last two years.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Anthony McClaran', with a stylized flourish at the end.

Anthony McClaran
Chief Executive



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Number	CL 20/13
Subject	Consultation on draft guidance for UK higher education providers on education for sustainable development
Publication date	Monday 11 November 2013
Recipients	United Kingdom higher education providers; professional, statutory and regulatory bodies; academic subject associations; the Higher Education Academy; organisations representing higher education's interests and providing academic support; higher education funding councils; the National Union of Students
Of interest to	Staff within higher education providers with responsibility for programme design and delivery, academic quality and the student experience; students and student representatives; academic support organisations; professional, statutory and regulatory bodies
Further information	Dr Laura Bellingham (L.Bellingham@qaa.ac.uk)
Respond to	Online survey for responses
Respond by	Friday 3 January 2014
Related documents	Education for sustainable development – draft guidance for UK higher education providers

Dear colleague,

I am writing to let you know that QAA is currently consulting on new draft guidance for UK higher education providers on education for sustainable development. The new draft guidance has been produced in collaboration with the Higher Education Academy (HEA).

The guidance is intended to complement the UK Quality Code for Higher Education (the Quality Code) although it does not form an explicit part of it. *Chapter B3: Learning and teaching* of the Quality Code (published in September 2012) identifies education for sustainability* as an educational theme that cuts across academic disciplines. This new draft guidance is intended to help higher education providers wishing to embrace education for sustainable development as part of the student academic experience.

In producing the new guidance, QAA worked jointly with the HEA and an expert development group drawn from and acting on behalf of the higher education community. This period of consultation allows us to gather together wider views from across the sector and higher education providers and others are encouraged to respond by completing an online survey, which may be found at the link above. **Please submit your response by Friday 3 January 2014.**

Should you wish to discuss any aspect of the process followed in developing the new draft guidance, please contact Dr Laura Bellingham on L.Bellingham@qaa.ac.uk.

Yours sincerely

Anthony McClaran
Chief Executive

* the terms education for sustainable development and education for sustainability are used here interchangeably



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