

Number	CL 05/13
Subject	Publication of <i>Chapter B4: Enabling student development and achievement</i> of the UK Quality Code for Higher Education
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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 institutional responsibilities for quality assurance and enhancement; staff involved in delivering and/or supporting learning and teaching; students and their representatives
Further information	Janet Bohrer (j.bohrer@qaa.ac.uk) or Harriet Barnes (h.barnes@qaa.ac.uk)

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 B4: Enabling student development and achievement* which forms part of the UK Quality Code for Higher Education (the Quality Code).

This Chapter addresses the ways in which higher education providers enable students to develop and achieve their academic, personal and professional potential. The underpinning approach is that all students benefit from being enabled to develop their potential and engage in their learning, and that such provision should not be targeted solely at students who are identified as at risk of failure. The title of the Chapter deliberately adopts the term 'enabling' rather than 'supporting' in order to reflect this.

Effective approaches to enabling student development and achievement are likely to entail involvement from many different staff and areas within the higher education provider, and from other organisations. The Chapter also recognises that institutions that provide UK higher education are diverse in nature and size, and in the students they serve. Consequently, higher education providers will adopt a wide range of mechanisms to enable student development and achievement but the Chapter stresses the importance of integration, coherence and internal cooperation, and of sufficient strategic oversight of the approaches used.

In line with the format of the Quality Code, *Chapter B4: Enabling student development and achievement* sets out a headline Expectation:

Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.

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.

The Chapter will be used as a reference point for QAA reviews from **January 2014**.

The need for a Chapter in the Quality Code on enabling student development and achievement was identified in QAA's evaluation of the Academic Infrastructure, completed in 2011. It was endorsed during the consultation on the Chapter with the sector and other stakeholders between October 2012 and January 2013. The work in developing the Chapter has been led by an expert advisory group and has been informed by a wide range of experts from across UK higher education, including academics, professional services staff, quality assurance professionals, and student representatives.

This Chapter incorporates and supersedes the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice), Section 8: Careers education, information, advice and guidance* (2010). It also incorporates and supersedes those parts of the *Code of practice, Section 3: Disabled students* (2010) relating to enabling student development and achievement. As identified in the evaluation of the Academic Infrastructure, the content of the former *Code of practice, Section 3: Disabled students* (2010) is being embedded throughout the Quality Code as appropriate, to encourage and facilitate inclusive practice.

The holistic approach adopted in the Chapter was welcomed by respondents to the consultation on the draft Chapter. However, as this Chapter is largely new to the Quality Code, the Steering Group for the Quality Code has agreed that the Chapter will be considered for revision early in the cycle of review, to ensure it continues to reflect an area which is developing rapidly, and that new and innovative areas of good practice in this area can be identified and shared.

If you would like further information about the Chapter, please contact Janet Bohrer (j.bohrer@qaa.ac.uk) or Harriet Barnes (h.barnes@qaa.ac.uk).

I would like to take this opportunity to thank all those who contributed to the development of this Chapter, and I look forward to your continued engagement and responses to our ongoing work to develop the Quality Code.

Yours sincerely



Anthony McClaran
Chief Executive



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