Academic Quality Framework

Section 3:

Assurance & Enhancement of Academic Quality & Standards in Teaching & Learning at the UCO

2023-2024

Academic Quality Framework

Section 3: The Assurance and Enhancement of Academic Quality and Standards in Teaching and Learning at the University College of Osteopathy

> **This Section of the Academic Quality Framework should be of particular interest to academic staff, and of particular interest to Course and Unit Leaders, members of relevant UCO Committees and Collaborative Partner staff.**

Version number	Dates produced and approved (include committee)	Reason for production/ revision	Author	Location(s)	Proposed next review date and approval required
V1.0	*March 2014* *Academic Council*	*To define the procedures for the management of academic quality and standards in teaching and learning at the UCO.*	*Head of Quality*	*Master Version:* *J:\0 Quality Team – AQF* *Published Version: Intranet*	*Annually and on an "as required" basis.*
V1.0	*Jun 2015* *N/A*	*No Amendments*	*Head of Quality*	*Master Version:* *J:\0 Quality Team – AQF* *Published Version: Intranet*	*Annually and on an "as required" basis.*
V2.0	*Sept 2016* *Academic Council*	*Reviewed to update staff role and policy titles and to reflect current practice.*	*Head of Quality*	*Master Version:* *J:\ Quality Team \ 0 Quality Team – AQF* *Published Version: Intranet*	*Annually and on an "as required" basis.*
V3.0	*Sept 2017* *Academic Council*	*Annual Review including amendments to reflect the name change of the British School of Osteopathy to the University College of Osteopathy*	*Deputy Vice-Chancellor (Education)* *Head of Quality*	*Master Version:* *J:\ Quality Team \ 0 Quality Team – AQF* *Published Version: Intranet*	*Annually and on an "as required" basis.*
V4.0	*Sept 2018* *PRAG Chair*	*Annual Review:* *Administrative Amendments to update role titles, HE regulatory body and web links.*	*Deputy Vice-Chancellor (Education)* *Head of Quality*	*Master Version:* *J:\ Quality Team \ 0 Quality Team – AQF* *Published Version: Website*	*Annually and on an "as required" basis.*
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V7.0	*Aug 2021 PRAG Chair*	*Administrative Amendments to reflect current staff, committee and partnership arrangements.*	*Deputy Vice-Chancellor (Education)* *Head of Quality*	*Master Version: J:\ Quality Team \ 0 Quality Team – AQF* *Published Version: Website*	*Annually and on an "as required" basis.*
V8.0	*June 2022 PRAG Chair TQSC*	*Administrative Amendments of a factual nature updating academic years, committee and role titles and responsibilities, including the addition of the UCO's TLA Strategy as an Appendix.*	*Deputy Vice-Chancellor (Education)* *Head of Quality*	*Master Version: J:\ Quality Team \ 0 Quality Team – AQF* *Published Version: Website*	*Annually and on an "as required" basis.*
V9.0	*June 2023 TQSC*	*Annual Review:* *Administrative & Minor Amendments to update academic year, staff changes, committee titles and to add references to Collaborative Partners.*	*Deputy Vice-Chancellor (Education)* *Head of Quality & Partnerships*	*Master Version: SharePoint - QA* *Published Version: Website*	*Annually and on an "as required" basis.*

Equality Impact	
Positive equality impact (i.e. the policy/procedure/guideline significantly reduces inequalities)	
Neutral equality impact (i.e. no significant effect)	X
Negative equality impact (i.e. increasing inequalities)	

If you have any feedback or suggestions for enhancing this document, please email your comments to: quality@uco.ac.uk

Academic Quality Framework

Section 3:

The Assurance and Enhancement of Academic Quality and Standards in Teaching and Learning at the University College of Osteopathy

CONTENTS

3.1 RESPONSIBILITY FOR THE ASSURANCE & ENHANCEMENT OF ACADEMIC QUALITY & STANDARDS

3.1.1 The University College of Osteopathy (UCO) takes responsibility for assuring and enhancing quality and academic standards, adhering to national frameworks, as well as aligning to requirements and standards of Professional, Regulatory and Statutory Bodies (PSRBs) as appropriate. The UCO also takes responsibility for assuring and enhancing quality and academic standards of collaborative partners where courses they deliver lead to a UCO award. Within the UCO, overall responsibility for academic quality and standards for all courses that lead to a UCO award rests with the Academic Council. The UCO's academic governance structures are designed to ensure that responsibilities for quality are clearly defined and owned throughout the UCO.

3.2 UCO'S ACADEMIC GOVERNANCE STRUCTURE

3.2.1 The primary UCO committees with responsibility for academic quality are outlined below. Each has Terms of Reference, which determines the committee's remit, membership, frequency of meetings, quoracy and reporting lines which are diagrammatically represented within the UCO's Committee Structure diagram.

a) **Academic Council**: The Academic Council (AC) is the main decision-making committee for all academic matters at the UCO (subject to approval by the Board of Directors). It is responsible for promoting, regulating, and directing the academic work of the UCO, including teaching and research. It also oversees the UCO's academic management and all aspects of academic quality and standards associated with the UCO. The Academic Council is also the forum where the strategic academic development of the UCO is debated, critically reviewed, and proposed to the Board for consideration and / or approval. The Academic Council is chaired by the Vice-Chancellor and includes members from a cross section of the institution, including academic management, Faculty Representatives (from full-time and part-time courses), the Students' Union, Student Representatives (from full-time and part-time courses) and External Representatives (normally one from a Higher Education Institution and one from another Health Care profession).

b) The **Teaching Quality & Standards Committee (TQSC):** The Teaching Quality & Standards Committee (TQSC) is a sub-committee of the Academic Council and communicates with the Senior Management Team (SMT) on institutional matters. It is responsible to the Academic Council for overseeing the implementation and development of the UCO's systems for setting, maintaining, and monitoring academic standards and its quality assurance systems and procedures for taught provision at the UCO, and is responsible to the SMT for monitoring the effectiveness and the extent to which the UCO meets its institutional quality assurance obligations.

c) **Boards of Examiners** (EBs) which consider the results of assessments at all stages of a course and determine progression and recommend awards to the UCO Academic Council, ensuring that students have completed assessment programmes in accordance with approved progression criteria thereby maintaining academic standards.

d) The **Access and Student Success Committee (ASSC)** which oversees the development, implementation, and review of the UCO's strategy, policies, and procedures to support the access, success and progression of students from groups under-represented in higher education.

e) The **Enhancement of Teaching, Learning and Assessment Sub-Committee (ETLASC)** which oversees the development and implementation of the UCO's Teaching, Learning & Assessment Strategy.

f) The **Collaborative Provision Sub-Committee (CPSC)** which oversees the UCO's collaborative partnerships ensuring that the standard of the UCO award and the quality of the learning opportunities

of students, ensuring that all collaborative provision is developed and delivered in line with the agreed validation documents and this Academic Quality Framework.

g) The **Policy & Regulations Group (PRG)** which oversees and monitors the effectiveness of academic policy and regulations, the Academic Quality Framework, and the UCO's academic committee structure and is responsible for managing the UCO's core documents.

h) The **Research and Scholarship Strategy Committee (RSSC):** The Research and Scholarship Strategy Committee (RSSC) reports to the Academic Council and focuses on research and scholarship activity and development across the UCO. The RSSC is responsible for the implementation of the Research and Scholarship Strategy. Embedded within this, the RSSC develops and considers the implementation of new areas of research, as well as enhancing scholarship amongst staff and students. The RSSC also oversees the UCO's Research Ethics process and Research Excellence Framework activities through its sub-committees.

i) **Course Teams**: Course Teams report to the TQSC regarding the day-to-day administration and management of each Course. Course Teams ensure that the validated curriculum is delivered and assessed in accordance with the relevant course information and unit information forms. Course Teams are chaired by Course Leaders and consist of Unit Leaders and a Student Representative.

j) **Student-Staff Liaison Consultation Groups (SSLCGs)**: Student-Staff Liaison Consultation Groups (SSLCGs) report to the Course Teams. They serve as the forum for students to discuss with faculty and staff significant group issues connected to learning, teaching, student support, and UCO services and environment. They also provide an opportunity for staff to consult with students about institutional developments under consideration. They are co-chaired by the Head of Student Services and Student Union President and consist of student representatives, Course Team members and senior academic staff. There is an SSLCG for both full- and part-time students including both undergraduate and postgraduate students.

k) **Scrutiny Boards**: Scrutiny Boards are sub-committees of Course Teams. Scrutiny Boards are responsible for the receipt, consideration and modification of all examination material for the specified course, ensuring that: all assessment items are at the appropriate level; all appropriate learning outcomes are assessed for the year being considered; a high level of written English is maintained throughout all printed assessments; overlapping subject areas do not duplicate the content of questions unnecessarily; and that a diverse range of assessments is used and that assessment methods used are appropriate for the subject they are examining. Scrutiny Boards are chaired by the Registrar and consist of the Course Leader relevant to the assessment under scrutiny, Unit Leaders relevant to the assessment under scrutiny, appropriate Internal Examiners, and relevant External Examiners.

l) The **Engagement Monitoring Group (EMG)**: The Engagement Monitoring Group (EMG) is a sub-committee of the WPSC. Its purpose is to monitor student attendance and to notify the relevant support staff, Course Leaders, Unit Leaders and the Student Support Officer in cases of concern regarding a student's attendance or engagement. The EMG is chaired by the Student Support Officer and consists of Course Leaders, the Registrar and Head of Clinical Practice. Other members of staff are invited to attend EMG meetings on an 'as required' basis.

3.3 STAFF RESPONSIBILITIES TO ACADEMIC QUALITY

A) THE VICE-CHANCELLOR

3.3.1 The UCO's Vice-Chancellor oversees the entire academic portfolio and has overall responsibility for academic quality assurance and enhancement. They are supported by several staff in respect of ensuring that the UCO's quality assurance procedures are undertaken effectively and in promoting the enhancement of quality. The Vice-Chancellor chairs the Academic Council.

B) THE DIRECTOR OF TEACHING, LEARNING AND ASSESSMENT

3.3.2   The Director of Teaching, Learning and Assessment oversees academic development and quality enhancement across the UCO's academic portfolio, including that for overseeing the development and monitoring of the UCO's Teaching, Learning and Assessment Strategy, and reports to the Vice-Chancellor on these matters.

C) COURSE LEADERS AND UNIT LEADERS

3.3.3   Course Leaders take responsibility for ensuring the effectiveness of the day-to-day quality of the course and for ensuring that operational delivery is being carried out effectively and efficiently by all academic staff. Course Leaders normally chair Course Team committees.

3.3.4   Unit Leaders take responsibility for the day-to-day management of a unit of a course and ensures that it is delivered and assessed in line with the validated course documentation.

3.3.5   The roles and responsibilities of Course Leaders and Unit Leaders are detailed in AQF Section 2: An Overview of Teaching & Learning at the University College of Osteopathy.

D) THE REGISTRAR AND ACADEMIC REGISTRY

3.3.6   The Registrar has an overarching role covering both student and course administration and manages the Academic Registry.

3.3.7   The Academic Registry's main role is to act as the definitive record keeper about students and courses, including those validated by the UCO and delivered by collaborative partners on behalf of the UCO. Its work underpins a student's academic experience from application through to graduation, including enrolment, assessment, timetabling, complaints, discipline, and transcript production on behalf of the UCO. The Academic Registry guides and supports the work of academic and administrative staff in several areas including regulations and student assessment.

E) THE QUALITY TEAM

3.3.8   The UCO's Quality Team is managed by the Head of Quality & Partnerships who is supported by the Partnerships Quality Manager and Quality Assurance Assistant. The Quality Team is responsible on an operational basis for the day-to-day management of, and compliance with, quality assurance and enhancement matters at the UCO and for quality assurance and enhancement monitoring of collaborative partners.

3.3.9   The Quality Team manages the UCO's Quality Assurance processes including partner and course approval; modifications to courses and units; course and institutional reviews and monitoring and reporting.

F) COLLABORATIVE PARTNER STAFF

3.3.10 Where a collaborative partner delivers provision that leads to a UCO award, staff appointed by the partner are responsible for assuring and enhancing academic quality and standards in line with this Academic Quality Framework and / or any approved variances to it.

3.3.11 The UCO has overall responsibility for the academic standards and quality of course that lead to a UCO award irrespective of where they are delivered and therefore works closely with Collaborative Partner staff to ensure that academic standards and quality are maintained.

3.4 UCO POLICY REGARDING ACADEMIC STANDARDS & QUALITY

A) OVERALL POLICY REGARDING ACADEMIC STANDARDS & QUALITY

3.4.1 The UCO's overall policy in regard to academic standards for undergraduate and postgraduate taught degrees that lead to a UCO award is to ensure that the standards achieved by students completing a particular course of study are comparable both within and between cohorts and with qualifications granted and conferred throughout the university sector in England, in compliance with the Office for Students[1], the QAA UK Quality Code[2], the UCO's Academic Regulations (AQF Section 7) (or agreed schedules of variance to these Regulations) and relevant Professional, Regulatory and Statutory Body (PSRB) requirements.

3.4.2 Through course approval processes, course documents clarify full details of the learning and assessment structures of courses approved by the UCO. Students are referred to the appropriate course handbook or other course materials for fuller guidance and details on the learning and assessment structures of their course of study.

B) THE DEFINITION OF AND RESPONSIBILITY FOR ACADEMIC STANDARDS & QUALITY

3.4.3 Academic Standards and Quality are set and maintained by the UCO to ensure that the academic credit and qualifications awarded to students by the UCO meet national qualifications frameworks and other relevant benchmarks (including PSRB requirements) and are of a sufficient quality to represent a good academic offering. Academic standards and quality ensure that qualifications of the same level are comparable, that assessment criteria used to award academic credit and qualifications are sufficiently robust to ensure parity of academic judgement between different assessors, and that assessment regulations, policies and procedures are in place and operated consistently.

3.4.4 The UCO is responsible for setting and maintaining academic standards and quality and for ensuring that these meet the requirements of relevant national qualifications frameworks and PSRBs.

3.4.5 The UCO is also responsible for the academic standards and quality of all academic credit and qualifications granted in the UCO's name, including that delivered by partner institutions irrespective of where or how courses are delivered or by whom.

3.4.6 Several individuals or groups of individuals share the responsibility for defining and maintaining academic standards at the UCO relating to the design, delivery, assessment and review of subject areas and courses of study. These include:

a) **Individual Tutors & Practice Educators** who contribute to the design, delivery and assessment of courses and regularly review their subject area in accordance with the UCO's academic regulations and relevant policies and procedures or approved variances or equivalents to these in place at collaborative partner institutions.

b) **Unit Leaders** who, as members of Course Teams, collectively design, deliver, assess, resource and review units that comprise courses of study in accordance with the UCO's academic regulations and relevant policies and procedures or approved variances or equivalents to these in place at collaborative partner institutions.

c) **Course Leaders**, who oversee unit and course design, stipulate the course curriculum and organise its delivery, identify resources required for successful delivery, and co-ordinate the review of courses of study in accordance with the UCO's academic regulations and relevant policies and procedures or approved variances or equivalents to these in place at collaborative partner institutions.

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[1] https://www.officeforstudents.org.uk/
[2] https://www.qaa.ac.uk/quality-code

d) **Members of Academic Committees at the UCO and at Collaborative Partners**, who are responsible for developing and enhancing existing courses of study, endorsing proposals for new and modifications to existing courses and the discontinuation of existing courses.

e) **Members of the UCO's Academic Council**, who are responsible for maintaining academic standards and recommending the regular review of all courses in conjunction with, where applicable, the various examining and accrediting bodies, for planning, co-ordinating, developing and overseeing the academic work of the UCO and associated activities, and monitoring and implementing student feedback and for advising on matters of resourcing necessary to support the work of the UCO.

f) **Members of Boards of Examiners at the UCO and at Collaborative Partners**, who are responsible for considering the results of assessments at all stages of a course, determine progression and recommend awards, including the classification of awards where appropriate, in accordance with approved progression criteria and degree algorithms.

g) **Internal and External Panel Members & Experts** who consider approval of new Collaborative Partners and courses and the re-approval of existing courses in line with established course and review approval criteria, national quality frameworks and PSRB benchmarks.

h) **Internal and External Examiners, Moderators and Assessors at the UCO and at Collaborative Partners**, who are responsible for setting and marking course assessments to a sufficient standard, determine and moderate the final marks/grades awarded to students, agree modifications to courses and units and contribute to periodic review and monitoring and reporting activities.

3.4.7 The quality and capability of staff who are responsible and support these activities are fundamental in maintaining academic standards. The UCO ensures that the staff it and Collaborative Partners employ are of a sufficient standard and character that enables them to carry out their designated responsibilities adequately. UCO staff recruitment and development procedures are discussed more fully in AQF Section 13: Staff Recruitment & Development. Collaborative Partner staff recruitment and development procedures are considered, approved and monitored through Partner Approval (see AQF Section 16: Collaborative Activity), Course Approval (see AQF Section 4: Course and Unit Approval and Modification), Annual Monitoring (see AQF Section 5: Evaluation, Reporting and Monitoring) and Periodic Review (see AQF Section 6: Periodic Review) activities.

3.4.8 There is also corporate responsibility for academic standards and quality and their continuing review. It is important for an institution to establish rigorous mechanisms to ensure that the levels of academic and personal support and the teaching and learning environment are appropriate to enable students to fulfil their potential and achieve the highest level of award as possible.

C) SETTING ACADEMIC STANDARDS & QUALITY

3.4.9 The UCO sets academic standards which consider the following:

a) Alignment of academic credit and qualifications with that of national qualifications frameworks, subject benchmark statements, level descriptors and PSRB requirements.

b) Rigorous methods of assessment and robust assessment criteria.

c) Establishing appropriate assessment and unit threshold (pass) levels.

d) Clear regulations for the awarding and moderating of marks/grades which are based on robust assessment criteria, marking schemes and a Common Assessment Grading Scale to assure that effective means of verifying the standards of awards in terms of these elements are in place.

e) Ensuring academic integrity in terms of the assessment process and acceptable academic practice.

f) Clear and fair algorithms for awarding qualification classifications.

g) Ensuring a consistent approach to all the above.

3.4.10 The UCO's academic standards are articulated within the AQF specifically:

a) AQF Section 7: Academic Regulations

b) AQF Section 11: External Examining

c) AQF Section 12: Boards of Examiners

3.4.11 Collaborative Partners are expected to align to these academic standards. Approved variances to these are required to be approved by the UCO.

D) THE MAINTENANCE, VERIFICATION AND MONITORING OF ACADEMIC STANDARDS & QUALITY

3.4.12 The primary mechanisms by which academic standards and quality of UCO awards are maintained include:

a) Approval and periodic review of all courses that lead to a UCO irrespective of where they are delivered. This includes verification that relevant external standards and reference points including national qualifications frameworks published by the OfS[3], QAA[4] (which include the Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ), Credit Framework for England, subject benchmark statements, and degree characteristic statements), SEEC Credit Level Descriptors, relevant PSRB standards and transnational education benchmarks, have been used appropriately in the design and constructive alignment of the course.

b) Accreditation of courses and awards by PSRBs where appropriate.

c) Continuous and annual evaluation, reporting and monitoring[5] of the performance of courses informed by qualitative and quantitative data including feedback from students and external experts assessment and performance data.

d) Implementation of a comprehensive Staff Recruitment and Selection Policy and Procedure and Appraisal and Professional Development Review Policy[6] (or approved Collaborative Partner equivalents) to ensure that staff are appropriately qualified and supported for the roles they undertake.

e) Ongoing monitoring of student attendance, engagement and assessment.

f) The use of a Common Assessment Grading Scheme throughout the UCO and at Collaborative Partners for courses that lead to a UCO award, and appropriate grading of the Access Course provided by Laser Learning Awards[7].

g) The implementation of a comprehensive double and second marking policy across assignments for foundation, undergraduate and postgraduate taught students, and anonymous marking (i.e., by candidate number and not by name) as appropriate[8].

h) The requirement for all final examination marks to be agreed by a Board of Examiners consisting of internal markers and External Examiners[9].

i) The role of External Examiners[10] and Moderators[11] to ensure academic standards and quality regarding the assessment of students, including the moderation of the standard of work carried out by students,

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[3]   https://www.officeforstudents.org.uk/advice-and-guidance/regulation/the-regulatory-framework-for-higher-education-in-england/

[4] https://www.qaa.ac.uk//en/home

[5] See AQF Section 5: Evaluation, Reporting & Monitoring

[6] https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy

[7] https://www.laser-awards.org.uk/

[8] See AQF Section 7: Academic Regulations

[9] See AQF Section 12: Boards of Examiners

[10] See AQF Section 11: External Examining

[11] See AQF Section 7: Academic Regulations

and examining and providing judgements on the validity, reliability and integrity of the assessment process and the standards of student performance.

j) The experience of internal examiners who serve or have served as External Examiners in other educational institutions to ensure comparability of standards.

3.4.13 External Examiners play a fundamental role in monitoring and verifying the academic standards of UCO awards, within the UCO and across the higher education sector. Further details of the UCO's practices and policies regarding external examining which are applicable to Collaborative Partners without exception are given in AQF Section 11: External Examining.

E) THE REVIEW OF ACADEMIC STANDARDS & QUALITY

3.4.14 The UCO reviews its academic standards and quality regularly and amends its Academic Quality Framework, policies and procedures in response to any sector changes in liaison with Collaborative Partners as appropriate.

3.4.15 Performance indicators including entry criteria, retention rates, progression rates, assessment outcomes and first-destination statistics are analysed and reviewed on an annual basis as part of the UCO's Annual Reporting activities as described in AQF Section 5: Evaluation, Reporting and Monitoring. Where appropriate, academic standards and quality associated with a particular course may be reviewed, and this review may lead to modifications in relevant areas such as learning outcomes, assessment criteria and methods, and delivery.

3.4.16 Any modification made to a course or unit that leads to or contributes to a UCO award is discussed with relevant students and External Examiners as appropriate, and is then considered and approved by the UCO's as described in AQF Section 4: Course and Unit Approval and Modification.

3.4.17 Any change made to the Access Course validated by LASER follows the LASER quality processes for amendments to units and courses.

3.5 QUALITY ENHANCEMENT

3.5.1 The UCO has a strategic commitment to enhancing quality and standards and this is encapsulated within the UCO's Strategic Plan[12]. Similarly, Collaborative Partners develop and work within their own strategic plans which the UCO considers as part of partner approval, periodic review and monitoring and reporting activities.

3.5.2 At the UCO quality and standards are enhanced using several mechanisms including:

a) **The UCO's Academic Committees,** which individually operate according to prescribed Terms of Reference that enable each committee to fulfil its remit transparently and efficiently, and together form part of a cohesive academic committee structure. Committee Terms of Reference and the committee structure is monitored by the Policy & Regulations Group and is normally reviewed on a 3-yearly basis to ensure that committee effectiveness is maintained or enhanced appropriately.

b) **Course Team Minutes,** which are completed by Course Teams enabling them to disseminate good practice and identify issues and actions for development and enhancement with each other.

c) **The Annual Staff Conference,** where both academic and non-academic staff participate in a weekend of staff development. Activities include the presentation of Annual Course Reports and discussion of key issues, with the aim of disseminating good practice and enhancing institution-wide standards and quality.

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[12] https://www.uco.ac.uk/about-uco/who-we-are/mission-values-and-strategy

d) **Unit Annual Reporting,** whereby Unit Leaders complete a Unit Annual Monitoring Report (UAR). These annual reports review measurable actions based on student and external examiners' feedback to ensure the quality review and enhancement of each unit.

e) **Course Annual Reporting,** whereby Course Leaders complete a Course Annual Monitoring Report (CAR). These reports review measurable actions based on the Unit Report Forms, as well as student and staff feedback, to assure that each course undergoes sufficient quality review.

f) **Institutional Annual Reporting**:

    a. By external agencies reporting on the UCO as an institution to inform students and the wider public whether the UCO continues to meet academic standards and provision expectations of the higher education sector.

    b. By Collaborative Partners, whereby senior members of collaborative partner institutions appraise their partnership with the UCO.

g) **Periodic Course Reviews / Course Re-approval (Revalidation)**, whereby Course Teams substantively review course provision, identify areas for enhancement, and disseminate good practice. These events provide an in-depth process that enables greater reflection than annual monitoring and covers progress over a longer time frame (typically five years).

h) **Peer Review of Teaching,** which takes place as part of the UCO's annual Performance Development Reviews in line with the UCO's Appraisal & Professional Development Review Policy[13].

i) **Student Feedback Mechanisms** including termly Student-Staff Liaison Consultation Group meetings, the Student Voice e-forum, annual course and institutional surveys and the UCO's open-door policy, which are described in more detail within AQF Section 10: Student Voice.

3.5.3 Collaborative Partners implement similar measures to enhance academic quality and which are considered, approved and monitored through Partner Approval (see AQF Section 16: Collaborative Activity), Annual Monitoring (see AQF Section 5: Evaluation, Reporting and Monitoring), and Periodic Review (see AQF Section 6: Periodic Review) activities.

3.6 TEACHING, LEARNING & ASSESSMENT

3.6.1 A key priority at the UCO is ensuring effective teaching, learning and assessment of its students irrespective of where their course is delivered.

3.6.2 The UCO's Teaching, Learning and Assessment Strategy (see AQF04-08a) includes actions and targets to ensure that progressive approaches to learning, teaching and assessment are incorporated into an engaging curriculum that fully meets our students' needs.

3.6.3 This strategy is developed and reviewed by the Enhancement of Teaching, Learning & Assessment Sub-Committee, (ETLASC) and the TQSC to ensure that it remains current, reflects the UCO's short and long-term goals regarding teaching, learning and assessment, and is amended appropriately in response to changes in the HE and other relevant professional sectors.

3.6.4 The UCO's Teaching, Learning and Assessment Strategy also considers its diverse student population, and aims to accommodate the different teaching, learning and assessment needs of students by providing a variety of options regarding attendance patterns, learning styles, and assessment methods.

3.6.5 Student support mechanisms are also considered as part of this strategy, to enable students to become active, independent, and responsible learners, achieving their maximum potential and enabling them to demonstrate their achievement fully and successfully. In support of this goal, the UCO recognises the

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[13] https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy

need for well-educated, resourceful, and proactive staff fully committed to best practices in teaching and associated scholarship.

3.6.6   The Teaching, Learning and Assessment Strategy is designed to align closely with other elements of the UCO's Strategic Plan to achieve and continually develop high quality learning and teaching, which embraces the diversity of its student population and the osteopathic and other relevant professions.

3.6.7   It is recognised that Collaborative Partners may implement their own institution-wide Teaching, Learning and Assessment Strategy to support their own Strategic Plan, both of which are considered, approved and monitored through Partner Approval (see AQF Section 16: Collaborative Activity), Annual Monitoring (see AQF Section 5: Evaluation, Reporting and Monitoring), and Periodic Review (see AQF Section 6: Periodic Review) activities.

AQF03: APPENDICES

Appendix Reference Number	Appendix Title
N/A	N/A