QUALITY REVIEW AND ENHANCEMENT FRAMEWORK

Chapter 1 – Principles and Purpose

1.   Principles and Purpose

1.1   Introduction

The Quality Review and Enhancement Framework (QREF) provides a structure of review and development meetings that assure the Education Board and the Postgraduate Research Board of the quality and standards of teaching and learning at the University of Exeter and at Partner institutions where qualifications awarded by the University are delivered through a Validation Partnerships. It is designed to support a high-quality academic experience for all students by facilitating developmental dialogue between peers and using outcomes to drive continuous improvement and enhancement.

In addition, the Quality Review and Enhancement Framework supports the University of Exeter in meeting the conditions B1 to B6, governing quality, reliable standards, and positive outcomes for all students, of its registration with the Office for Students (OfS). Details of each B Condition can be found on the OfS Webpage.

1.2   Principles

The following principles underpin the QREF:

- The framework ensures opportunities to monitor, review and report on the quality and standards of all awards granted by the University of Exeter, in line with the national qualifications framework, the Regulated Qualifications Framework (RQF).
- Student partnership is core to the framework and student representation and feedback should be sought throughout, with students engaged in all elements of the quality of their educational experience.
- The activities encompassed in the framework should be forward-looking, taking the opportunity to learn from the past and taking full account of the current position to ensure that academic standards are sound, teaching and learning is high-quality, and that all students are supported to achieve success.
- The monitoring of quality undertaken within the framework ought to be proportionate to the risk to the student experience.
- Outcomes of the activity defined within the framework should drive improvement and enhancement for the benefit of all students.

1.3   Purpose

The QREF provides assurances to the Education Board and the Postgraduate Research Board, and to Senate, of the following:

- Faculties have strategic oversight of, and take responsibility for, the academic standards and high-quality of their programmes.
- All students are treated fairly, equitably and as individuals.
- Students have the opportunity to contribute to shaping their learning experience and are engaged individually and collectively in the quality of their educational experience.
- Students are properly and actively informed at appropriate times of matters relevant to their programmes of study.
- There is sufficient external involvement in the design, approval and review of the curriculum to ensure it is of a high-quality.
- Staff are appropriately qualified and skilled, and supported to deliver high-quality academic experiences.
- Innovation and creativity in the design and delivery of the curriculum is actively supported.

QREF processes are applicable to all programmes, including Degree Apprenticeships (see the Special Provisions for Degree Apprenticeships) INTO/University of Exeter International Study Centre, and programmes delivered and assessed through Validation Partnerships with UK and international partners (see the Academic Partnerships Handbook).

QREF processes may lead to enhancements that require support from elsewhere in the University, either from academic colleagues, through Annual Module Review and Peer Review (for UG and PGT), or Annual Monitoring Review (for PGR), as well as a range of professional services, including but not limited to:

- Learning Experiences and Innovation
- Marketing, Recruitment, Communications, and Global
- Student Employability and Academic Success (SEAS)
- Researcher Development and Research Culture

1.4   Summary of Quality Review and Enhancement Processes

This is non-exhaustive; further local-level initiatives may also be undertaken at local-level (e.g., Department/Faculty (or delegated School) or within Validation Partner Institutions), which are not documented here.

Routine

- Student feedback and representation, including Student Voice Partnerships for taught programmes and PGR programmes

- Programme amendment and approval for taught and PGR programmes
- Peer dialogue for taught programmes

External

- Accreditation by Professional, Statutory and Regulatory Bodies (PSRBs)
- External Examiners (for Assessment, Progression and Awarding Committees (APACs) for taught programmes, including Professional Doctorates)
- External Examiners (for PGR Viva)
- External Assessors (for new taught programmes and significant amendments)

Annual

- APACs
- Quality Review and Enhancement for taught programmes (including the Annual Module Review (AMR), creation of Teaching Excellence Action Plans (TEAPs), which are reviewed at Teaching Excellence Monitoring Meetings (TEMs), before an annual review at a University-level
- Quality Review and Enhancement for PGR programmes including Discipline/Department/Faculty (or delegated School), and University-level reviews
- Annual Monitoring Review for PGR programmes (feeding into PGR Quality Review)
- Partnership Boards for UG, PGT and PGR

Periodic

- Periodic reviews of academic partnerships
- Other Department/Faculty (or delegated School) academic quality assurance activities, and periodic reviews