

**Title:** **UK Quality Code for Higher Education: contribute to its chapter on learning and teaching**

**Presenters:** **Harriet Barnes and Tim Burton**  
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**Abstract:**

**Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Understand the nature and purpose of the UK Quality Code for Higher Education and its relationship to other reference points
- Have contributed to the development of the new chapter of the Quality Code on Learning and Teaching

**Session Outline**

Following a period of evaluation and consultation, QAA is restructuring the reference points for quality and standards known as the Academic Infrastructure into the UK Quality Code for Higher Education. This provides an opportunity to review the content of the existing elements and fill in the gaps in coverage identified in the evaluation. This includes the development of a chapter about learning and teaching. At the time of the conference, QAA, working with an advisory group of expert practitioners representative of the sector, will have developed a draft of this new chapter for full public consultation in June and July 2012. This workshop will provide an opportunity to examine in outline the contents of this draft and provide early feedback to the consultation. This will include discussion of issues relating to strategic management of teaching and learning within higher education providers and how academic teaching practice can contribute to quality enhancement, in the context of shared expectations across the whole, increasingly varied, UK higher education sector. To facilitate this discussion, the session will also provide an introduction to the Quality Code as a whole, setting the chapter on learning and teaching in context.

**Session Activities and Approximate Timings**

- Introduction to the Quality Code (presentation; 10 minutes)
- How well do you know the Quality Code? (interactive exercise; 10 minutes)
- Outline of the contents of the learning and teaching chapter and its place in the Quality Code (presentation; 10 minutes)
- Examining the contents of the learning and teaching chapter (small group discussions and exercises; 20 minutes)
- Feedback from small groups and closing summary (plenary; 10 minutes)