

Education for Health

Quality Framework

1. Introduction:

1.1 Education for Health is committed to maintaining academic standards and enhancing the quality of teaching and learning provision, ensuring excellence in all its programmes. The organisation's strategic aim is that its education should:

Provide an excellent learning experience that develops the knowledge, skills and competencies required to manage Long Term Conditions effectively and leads to sustained change

1.2 To ensure the organisation meets its commitment, the Framework outlines its approach to the ensuring and enhancing the quality and standards of its academic provision, describing key aspects and relationships and referencing links to policies for more detailed information. It also demonstrates the organisation's adherence to the Quality Assurance Agency's UK Quality Code for Higher Education in the UK.

1.3 In conjunction with the Regulations for the validated awards of the Open University and the University of Hertfordshire Academic Quality Policies and Regulations overview, the Framework replaces the Education for Health Teaching and Learning Quality Assurance Handbook and Academic Regulations. It includes elements that have formed the basis for our approach to quality, alongside more recent developments. As an overview it supports the presentation of associated policies and procedures in a more accessible and appropriate format for our students, who now all access our programmes online.

1.4 The regulations for validated awards of the Open University and the University of Hertfordshire Academic Policies and Regulations overview are integral to the framework in respect of Education for Health's Undergraduate and Postgraduate programmes respectively.

1.5 The following key definitions inform the Framework:

- Academic standards are the level of academic achievement that must be attained in order for a student to gain an academic award or be awarded academic credit.
- Quality assurance is the process of ensuring that the quality of learning opportunities are appropriate to enable students to meet the academic standards of the award for which they are studying
- Quality enhancement is the process of using strategy, systems and information to improve the quality of the student learning experience.

1.6 The framework will be of interest to staff, students and subject advisers who require an overview or an indication of where to go for more specific detail. It will also be of interest to external audiences such as commissioners, prospective students and members of the general public.

1.7 Education for Health ensures adherence to the Framework by meeting policies and carrying out the processes it is informed by, all of which are monitored by the appropriate teams and central committees.

2. Background:

2.1 Education for Health's Organisational Strategy sets out its mission, vision and values. It is supported by four underpinning aims, which are to:

- Extend our potential by promoting the impact and value of what we do for the benefit of patients across the globe
- Provide an excellent learning experience that delivers the knowledge skills and competencies required to manage Long Term Conditions effectively and leads to sustained change
- Be at the forefront of adopting innovative technologies and digital solutions to enhance learning and streamline our business processes
- Develop and manage our resources responsibly to ensure the charity's continued sustainability and to promote growth

2.2 The key aims of the organisation in relation to the standards of its awards and the quality assurance and enhancement of its provision can be summarised:

- To maintain the standards and reputation of the awards
- To ensure an effective learning experience for our students
- To be responsive to external agendas
- To promote a culture of reflection and evaluation
- To highlight and promote best practice

2.3 Our vision for the Teaching and Learning Strategy is to provide an approach to teaching and learning based on themes, which are in accordance with our values. Our thematic approach is therefore:

- Student centered
- Progressive
- Excellence
- Partnership Working

2.4 Through these aims we will expect our graduates to have:

- An understanding of the broad clinical, intellectual, social, and emotional intelligence skills required to deliver appropriate management to people living with, or at risk of long-term conditions and their carers.
- The ability to exercise critical judgement in evaluating sources of information, and the presentation of this information in a professional and appropriate manner to a range of a multi-disciplinary team members.
- The ability to work as self-directed, lifelong learners in possession of digital scholarship skills and creativity, which can be applied at personal and professional levels.
- An understanding of their own resilience and adaptability surrounding the promotion of behaviour change, service development and leadership capabilities within their work environment, and as professional, ethical and legal citizens

3.0 Roles and Responsibilities:

3.1 Overall responsibility for the Framework lies with Academic Board on behalf of the Executive Team and Trustees. The Director of Education is responsible to the CEO and Board of Trustees and has responsibility for the quality and standards of awards and is supported by the Education Team. Academic Quality and Standards Committee

3.2 Ensuring effectiveness is monitored by the Academic Quality and Standards Committee

3.3 The values of the organisation means that an ethos of shared responsibility for quality assurance and quality enhancement is also held by individual staff, departments and also by its students

3.4 Individual staff:

- Reflect on the effectiveness of their practice and the way in which it may be enhanced
- Consult with students prior to a change being made
- Refer any changes through appropriate processes
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- Evaluate the effectiveness of changes made

3.5 Departments

- Assure the academic standards of provision and the quality of learning opportunities that enable students to attain these academic standards and the defined learning outcomes of their programmes
- Identify examples of good practice in learning and teaching for dissemination
- Identify opportunities to enhance the quality of learning opportunities

3.6 Committees

- Academic Board

Academic Board has overall responsibility for overseeing the quality and standards of academic programmes and adherence to the Quality Framework. This is achieved for example by receiving summary reports from the External Examiners, reviewing student appeals and complaints data and consideration of proposals for new programmes and modification to existing programmes. Academic Board delegate's responsibility to the following committees ensuring ongoing suitability and an appropriate level of oversight of activities carried out under the Framework:

- Teaching and Learning Committee

The Teaching and Learning Committee is responsible for ensuring that the content of programmes remains relevant and that the quality of teaching and assessing is maintained and enhanced in line with best practice. Membership of the committee includes the Director of Education, Programme and Education Leads, administrative staff and Student Experience Manager. This wide membership ensures issues of clinical relevance, quality assurance and enhancement are addressed. In addition, it ensures externality is maintained, taking into account considerations of service providers, commissioners, patient and public involvement.

The Teaching and Learning Committee reports into the Academic Board.

- Academic Standards Committee and Quality Committee

The Academic Standards Committee has responsibility for the implementation and operation of policies and procedures relating to academic quality and standards in respect of all academic provision leading to the award of credit. The Academic Standards Committee reports into Academic Board.

Is the review system for policy and guidance for assuring the quality of academic provision:

- Academic Review Panel
- Module Review Committee
- Moderation Board
- Programme Examination Board

3.7 Students

Students provide representation and feedback through a variety of processes as laid out in our Student Engagement Policy based on our 'pyramid model.' Key feedback processes include:

- Student representation process, through which representatives provide ongoing feedback on academic provision and the student experience including as members of Academic Board.
- Formal evaluation process for modules and programmes.
- Focused feedback gathered as part of projects and studies undertaken by Education for Health to explore and enhance elements of the student experience.

4.0 The Framework

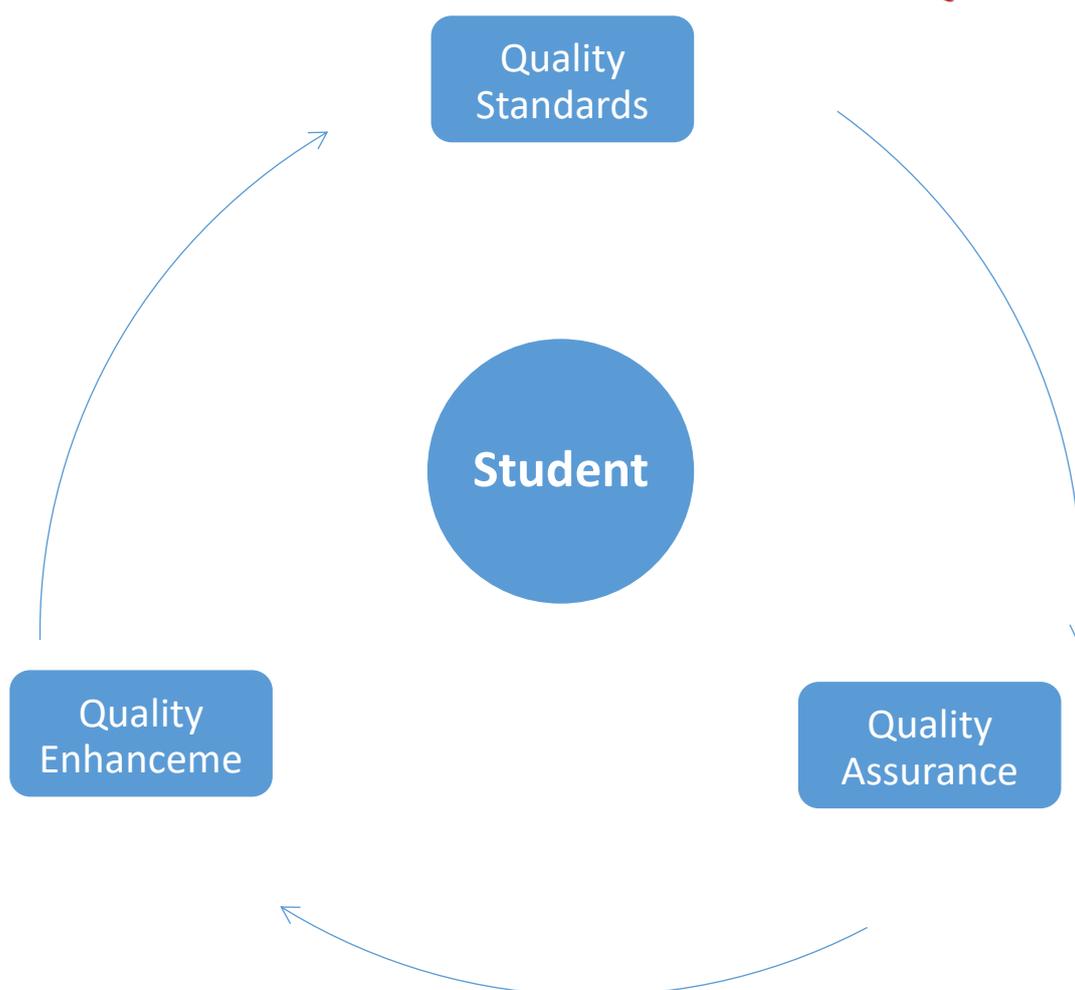
4.1 The quality assurance and enhancement processes and activities that support the Framework are underpinned and shaped by a number of key principles:

- Students should be engaged as participatory partners in the management of their experience
- Aspects of the framework should be informed by appropriate internal and external peer involvement
- Processes and activities should be evidence based
- The framework should be informed by frequent evaluation and self-reflection

4.2 The main inter-related components of the Framework are:

- Academic standards
- Quality assurance
- Quality enhancement

These are demonstrated in the diagram below:



5.0 Management of academic standards

Education for Health's academic standards are the principles which provide direction at a detailed level, for example concerning moderation of marks, rules for calculating degree classifications. The Academic Standards are assured by:

- Alignment with the Framework for Higher Education Qualifications
- Adherence to the regulations for the validated awards of the Open University /UH
- Procedures for the approval of new programmes and modules
- A robust external examiner system
- Annual review of taught programmes
- Institutional approval and review

6.0 Management of quality assurance

In order to assure the quality of teaching and learning there are a range of QA mechanisms:

- Robust recruitment processes
- personalised induction programme for all new staff
- programme approval processes which ensure the incorporation of views of appropriate external subject specialists

- policies and procedures for annual reviews of taught programmes
- effective external examiner reporting and action planning system
- involvement of students in all quality assurance processes
- regular review of the support made available to students
- regular consideration of management information relating to the quality of learning opportunities provided
- Appropriate and robust academic appeals, student complaint and grievance procedures and data reporting

6.0 Management of quality enhancement

Quality enhancement arises from routine QA processes as well as specific development activity. In order to enhance the quality of the student learning experience Education for Health ensures:

- Clear process of strategic educational and annual action planning and reporting
- Induction and appropriate professional development for all teaching staff
- Opportunity to reflect on professional practice through support and appraisal processes
- Opportunities for research and scholarly activity
- Development and implementation of action planning for enhancement of programmes
- Annual overview of external examiner reports
- Processes for identification and dissemination of good practice from annual module reviews
- Use of management information to identify opportunities to enhance the quality of learning opportunities provided.

7.0 Communication of quality assurance and quality enhancement processes takes place during:

- Staff development
- Dissemination of information through the quality and wider organisational committee structure
- To students through admissions policies, student charter, programme learning outcomes in handbook, student newsletter and via student representation at quality meeting structure
- External examiners via Exam Board and other updates including the general newsletter

8.0 Operational Documentation:

Academic regulations, quality assurance and quality enhancement policies and procedures are set out in the documentation on Education for Health's website

- The Regulations for validated awards of the Open University is available on the Education for Health website: <https://www.educationforhealth.org/wp-content/uploads/Revised-Regulations-for-validated-awards-June-2017.pdf>
- The Regulations for validated awards University of Hertfordshire
- Programme Specification for Diploma of Higher Education in Long Term Conditions and BSc (Hons) in Long Term Conditions (all pathways) are available at <https://www.educationforhealth.org/education/courses/programmes/>
- Course Handbook (including University of Hertfordshire Handbook) – The DipHE/BSc (Hons) Programme Guide is available to students via their iLearn login on the Programme Page.

- Student Guide available to students via their iLearn login on their My Courses and Learning Page
- Benchmark Statements, Framework for Higher Education Qualifications and the UK Quality Code for HE is available on the Education for Health website Policies and Procedures page at <https://www.educationforhealth.org/education/student-support/regulations-policies/>

10.0 Publicly Available information

- 10.1 Education for Health keeps under review the information it makes publicly available about its courses, following guidance published by Open University handbook for Validated Awards 2017-2018 p.27
- 10.2 Information about quality assurance and enhancement processes and policies, the teaching and learning strategy as well as information about courses including programme specifications, is available on Education for Health's website www.educationforhealth.org. Policies for student complaints and appeals and procedures for external examining are also available. Detailed information on procedures and outcomes for programme approval, monitoring and review are available externally on request.