

# EVIDENCING THE DIMENSIONS OF THE UKPSF: K6

K6: "The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching"

## WHAT IS IT ABOUT?

K6 is about the expectations of quality assurance and quality enhancement that apply in your context, and their implications for your practice in teaching and learning. A common definition of quality assurance is that it involves **taking deliberate steps to adhere to regulations or standards, to ensure the quality of the learner experience is appropriate for learners.**

In a similar way, quality enhancement is often defined as making **continuous improvements that extend and improve practice and the learner experience.**

## HOW DO I EVIDENCE THIS?

Approaches to quality assurance (QA) and quality enhancement (QE) vary in different contexts. Relevant QA and QE procedures in your subject, professional field or institution may include programme validation or accreditation, assessment moderation, results confirmation, policy development, and periodic programme review.

You need to demonstrate an understanding of how requirements for QA and QE are relevant to your practice, and why they are important for the learner experience and the broader context of higher education. The QA and QE requirements that apply in your context may be both formal and informal. For example, there may be informal local arrangements for reviewing curriculum content, surveying learners, checking laboratory / clinic safety, and marking moderation, alongside more formal processes.

You may find that when identifying evidence for K6 you are drawing on examples that also help you to evidence V4 in particular ("Acknowledge the wider context in which higher education operates recognising the implications for professional practice").



## IN SHORT

K6 focuses on the importance of quality assurance (QA) and quality enhancement (QE) in teaching, ensuring adherence to standards and continuous improvement for a better learner experience. To evidence this, demonstrate your understanding and implementation of relevant QA and QE procedures in your specific context, highlighting both formal and informal processes.

# WHAT EXAMPLES COULD I USE?

The evidence you provide will depend on the context you work in and your role. Examples might include:

- the implications for your role of institutional or institutional partner frameworks, policies, standards, or benchmarks
- how you have engaged in regulations, procedures and standards to maintain and improve effectiveness in your context
- how you have ensured that learning activities and/or assessments are aligned with the intended learning outcomes of a module or programme or with professional body requirements
- your role in ensuring adherence to subject or professional standards, including how you ensure that learners' work meets standards expected and that academic integrity guidelines are followed
- your responsibilities for maintaining safety for learners (e.g. in a laboratory or clinical context)
- how procedures to ensure consistency, fairness and integrity in assessment are important for your role
- your broader contribution to the development of quality procedures, showing clearly the outcomes of your influence
- examples showing how you have used feedback from external review or other quality assurance and enhancement activities or processes to improve your practice and the student learning experience
- discussion of your involvement in and/or application of quality assurance of curriculum and learning resources to ensure they support teaching effectively.

**You need to consider what the implications of quality assurance and quality enhancement are for your role and context, and evidence how your understanding of these processes and their implications informs your approaches to teaching and learning. These questions may help you to generate evidence:**

- What do I know of professional, institutional and/or national standards or requirements that apply to the broad range of my responsibilities in teaching and/or supporting learning?
- What makes these requirements important? In what ways have they influenced me and how have I taken account of them in my practice? (e.g. in programme / service design, content, assessment, student guidance)
- How have I ensured that activities for which I was responsible, such as modules, units or services, met the expectations for QA and QE that apply in my context? (e.g. Institution /partner policies and frameworks, subject benchmarks, professional body requirements, requirements of national frameworks and statutory bodies, national standards for academic levels, quality codes)
- What examples can I give to show the ways in which participating in formal quality procedures has helped to improve my practice and the student learning experience?

## TOP TIPS

- Demonstrate how you have engaged with institutional frameworks, policies, and standards to maintain and improve effectiveness in your context.
- Provide examples of aligning learning activities and assessments with intended learning outcomes and professional body requirements.
- Show your role in maintaining safety, ensuring adherence to standards, and using feedback from quality assurance processes to enhance teaching and learning.

## COMMON PITFALLS

- A common pitfall is focusing too much on describing QA and QE processes without providing specific examples of how you have personally engaged with and implemented these processes to improve teaching and learning in your context.