

Annex B

Components of the QAA Academic Infrastructure

Framework for Higher Education Qualifications (FHEQ)

The FHEQ identifies a series of levels within which HE institutions locate their awards. The associated qualification descriptors exemplify the outcomes of the main qualification at each of the five levels within the framework (certificate/level 4; Foundation degree/level 5; honours degree/level 6; masters degree/level 7; and doctoral/level 8). The FHEQ is published by the Quality Assurance Agency for Higher Education (QAA).

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>

Foundation degree Qualification Benchmark (FDQB)

The FDQB describes the distinctive features, general characteristics and generic outcomes of Foundation degrees, but does not include subject-level detail. It sets out the generic skills, knowledge and understanding that a successful graduate of a Foundation degree should be able to demonstrate, as well as giving guidance on approaches to teaching and learning strategies and assessment of the qualification. The FDQB is published by QAA.

<http://www.qaa.ac.uk/reviews/foundationDegree/benchmark/FDQB.asp>

Subject benchmark statements

Subject benchmark statements are written by specialists within academic communities; they describe the general characteristics, attributes, capabilities and standards associated with specific levels of award in a particular subject area. Subject benchmark statements are not available specifically for Foundation degrees. However, designers of Foundation degree programmes may wish to consult these documents as a useful reference tool. These documents are published by QAA. Relevant benchmarks to building services are: Engineering and Building and Surveying.

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>

Programme specifications

Programme specifications are concise descriptions of the intended learning outcomes of a higher education programme. Each specification clarifies the knowledge, understanding, skills and other attributes a student will have developed on successful completion of that programme. It also provides details of teaching and learning methods, assessment and how the programme relates to the qualifications framework. QAA publish guidelines on preparing programme specifications.

<http://www.qaa.ac.uk/academicinfrastructure/programSpec/default.asp>

The Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (the Code)

The *Code* sets out guidelines on good practice relating to the management of academic standards and quality. The sections of the *Code* include precepts (principles) and explanatory text that an institution should consider within its quality assurance processes.

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp>

Key references for assessment

The Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (QAA)

Section 6: Assessment of students

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp>

The Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (QAA)

Section 7: Programme approval, monitoring and review

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp>