BENEFITS OF A TERTIARY APPROACH TO QUALITY

FOR STUDENTS

SUPPORTING SUCCESSFUL STUDENT OUTCOMES – clearer links between our quality arrangements and successful outcomes for students;

LEARNER JOURNEY AND TRANSITIONS – better support for student transitions and more seamless pathways for learners from senior phase and between colleges and universities;

SUPPORTING ALL TYPES OF PROVISION CONSISTENTLY – increased consistency for arrangements across different types of provision (e.g. work-based learning and micro-credentials). A significant proportion of higher education provision is delivered by Scotland’s colleges, and with more joint provision between the sectors planned, the divide between college and university quality approaches is already artificial;

CONTINUED CONFIDENCE IN STANDARDS AND QUALITY OF QUALIFICATIONS – the value of qualifications is crucial to students, employers as well as to the reputation of our system.

FOR INSTITUTIONS

REDUCTION IN DUPLICATION – of delivery of quality assurance and enhancement across the system;

MAXIMISING INSTITUTIONAL RESOURCE – in streamlining activity there are opportunities to both maximise institutional resource and the impact of the framework;

SUPPORTING OUR APPROACH TO COLLABORATION – a single approach to quality will enable us to support institution-led and learner focused collaborations across our tertiary system. As new provision and approaches to delivery are developed, the role of a shared quality framework will be crucial in continuing to do this effectively;

MORE EFFECTIVE IDENTIFICATION AND SHARING OF GOOD PRACTICE – we have excellent practice in both sectors at present and a tertiary approach will help organise how we share and gain impact from our collective experience.

FOR OUR SYSTEM

GREATER OVERSIGHT AND ACCOUNTABILITY – of key issues facing students, staff, and institutions through more consistent methodologies and reporting;

MAXIMISING IMPACT – of the expertise within our delivery partners;

CLEARER LINKS – between national and sector level priorities in shaping enhancement and improvement activities;

CONSISTENT APPROACH – to assurance and accountability, working with partners to optimise the assurance approach is consistent with development of the National Impact Framework and the Assurance and Accountability Framework;

GIVING SOMETHING BACK – a clearer link to UN Sustainability Goals can help us articulate how we can use our approach to learning, teaching, and working with students to benefit others.