



ZEST! Essentials:

Learner Support and Development

Contents

	Page
1	Who is this guide for? 2
2	Why do lecturers need to know about learner support and development? 3
	2.1 Learner support 3
	2.2 Learner guidance and development 3
	2.3 Research 4
	2.4 Activities 4
	2.5 Sources of information 5
3	What do lecturers need to know about learner support and development 6
	3.1 UK framework 6
	3.2 Scottish quality enhancement framework 6
	3.3 Personal Development Planning/ Effective Learning Framework (PDP/ELF) 7
	3.4 GCU learner support framework 8
	3.5 Role of the Students Association 8
	3.6 Activities 9
	3.7 Sources of information 9
4	How can lecturers support learners and their development 10
	4.1 Application to the university 10
	4.2 Induction and transition strategy 11
	4.3 Academic support 12
	4.4 Learning support 13
	4.5 Activities 14
	4.6 Sources of information 15
5	Professional development 16
	5.1 Activities 16
	5.2 Sources of information 17
6	Where can I get more information 18

Appendix: Mindmap of GCU services for students

ZEST! Essentials: Learner Support and Development

1 Who is this guide for?

Although this guide is primarily intended for use by new lecturers, it may be of interest to any member of staff who has a student-facing role. The guide is not about understanding and supporting academic learning but creating a university environment which is supportive towards learners and conducive to their individual development.

The Scottish Quality Enhancement Framework is having a significant effect on how learners are viewed within higher education and how the sector can be more responsive to their current needs as students and their future career development needs.

The advent of the enhancement themes¹ is leading to major shifts in emphasis from teaching to supporting learning and from summative assessment to formative learning. This has profound implications for all teaching staff in the university.

Many lecturers have additional responsibilities in relation to supporting student learning, for instance Studies Advisor or Disability Co-ordinator which require specific knowledge and skills, although lecturers do not necessarily have to take on these responsibilities unsupported themselves. In many areas there are specialist services within the university to whom students can be referred for appropriate support.

Students on the Postgraduate Certificate in Learning and Teaching in Higher Education (PgC LTHE), their mentors and supervisors may also find this guide useful in addressing the requirements of Goal B in the programme.

¹ The enhancement themes are a key element of the Quality Enhancement Framework, developed in Scotland jointly by the Scottish Higher Education Funding Council (now amalgamated into the Scottish Funding Council or SFC), Universities Scotland, the Higher Education Academy, the National Union of Students in Scotland (NUS Scotland) and the Quality Assurance Agency for higher education (QAA) Scotland.

2 Why do lecturers need to know about learner support and development?

There are a number of factors which make it necessary for lecturers to know how to and be able to support learner development, in addition to carrying out their formal teaching and assessment activities, eg

- Increasing student:staff ratio, meaning less staff time per student
- A large and diverse student population
- External pressure to increase student progression and retention statistics
- Changing patterns of employment and serial career development
- The lifelong learning agenda.

Internationalisation is an increasingly important issue which influences higher education on a number of levels eg the Bologna process on harmonisation of qualifications, collaborative provision of awards, staff or student exchange programmes and an increasing proportion of international students on campus.

2.1 Learner support

Without prejudice to the subject specific knowledge and skills which are central to a degree, it is now perceived that one of the major purposes of a university education is to equip students to take responsibility for their own learning. As Gosling (2003: 164) says

“Students need help to recognise their own learning needs and to find strategies to meet them.”

One of the difficulties about providing support for student learning is that it can be perceived to be required only in a remedial context. Many students will not seek support for their learning and development for fear of being stigmatised as ‘weak’ or ‘failing’. This fear of failure can be overcome by an organisational culture which proactively supports student learning and development as an entitlement. In GCU the Learner Support and Guidance Policy (LSGP) statement outlines how this might be brought about. The GCU initiative, Partners in Delivery (PiD) also contains information about learner support and development

2.2 Learner guidance and development

Many lecturers also have responsibilities for some, or all, of the following functions:

- Pre-entry guidance and support
- Student induction at school or programme level

- Acting as a Studies Advisor
- Supporting development of study skills, Personal Development Planning (PDP) and employability skills
- Co-ordinating work-based or work-related learning
- Supporting and assessing claims for Recognition of Prior Learning (RPL).

2.3 Research

The Responding to Student Needs enhancement theme conducted a scoping study, based on available research, to identify the key issues in learner support. Their findings indicated that the topics for developmental work during the enhancement theme were:

- Student needs, both academic and pastoral, in the first year of study and
- The effective use of student evaluation of, and feedback on their learning experience.

A number of case studies is presented in the 2005 report on the outcomes from the enhancement theme. The Centre for Lifelong Learning (CRL) also has an ongoing Student Experience Project investigating the GCU student experience and issues associated with withdrawal, retention and progression.

Harvey et al (2006) have produced a full review of published research and grey (unpublished institutional) literature on the first year experience. It is available for download from the HEA website.

Some Schools recruit students with qualifications from colleges for direct entry to year 2 or 3 of their undergraduate programmes. There is some evidence that some students find this transition particularly difficult. The CRL is currently running a research project on FE-HE articulation. A particularly interesting strand of this project is the student mentoring scheme.

2.4 Activities

- 1 What are the five characteristics that Gosling (2002) lists for creating an ethos of supporting student learning?
- 2 What is the aim in the university's LSGP statement?
- 3 The CRL has identified five strands in the FE-HE articulation project. Is your school involved in any of them?

2.5 Sources of information

Centre for Research in Lifelong Learning

Gosling, D (2003) "Supporting student learning" in Fry, H, Ketteridge, S and Marshall, S (eds) A handbook for teaching and learning in higher education, 2nd ed, RoutledgeFalmer

GCU LSGP

3 What do lecturers need to know about learner support and development?

Like many other aspects of higher education there are a number of frameworks detailing what support and guidance students are entitled to and how it should be provided. These range from the mandatory Code of Practice published by the Quality Assurance Agency for higher education (QAA), to GCU policies and procedures implemented through centralised learner support, schools and programmes.

3.1 UK framework

There are two sections of the QAA Code of Practice which are relevant to a guide on learner support and development. Section 10 deals with Recruitment and Admissions and requires higher education institutions to have in place policies and procedures which will ensure that all applicants will be treated fairly. GCU practice on recruitment and admissions will be covered in more depth in section 4.1 of this guide.

Section 8 is concerned with Careers Education, Information and Guidance (CEIG). It sets out the approach which should be adopted in individual institutions and is based on a student entitlements and responsibilities model. It also stipulates that the institutional provision in this area should be subject to the institution's quality assurance procedures.

Other Sections of the QAA Code of Practice relevant to learner support and development are:

- 1 Postgraduate Research Programmes which sets out guidelines on supervision
- 2 Collaborative Provision and Flexible and Distributed learning (including e-learning)
- 3 Students with Disabilities (this code is more fully addressed in the ZEST! Essentials guide on Equality and Diversity)
- 9 Placement Learning which covers guidance and support provided for students whose programmes include a period of assessed placement learning

3.2 Scottish quality enhancement framework

One of the five inter-related aspects of this framework is the enhancement themes. All of the enhancement themes, to a greater or lesser extent, are concerned with supporting student learning and development. Those which most explicitly address these issues are Responding to Student Needs, and Employability.

The Responding to Student Needs theme, after an initial scoping study concentrated on student needs in the first year of study, and

student evaluation of and feedback on their learning experience. The former aspect was deemed to be of sufficient importance that a continuation theme on the First Year Experience is currently running and is expected to report in 2007.

The Employability theme is about skill development, specifically raising the profile of employability within the sector and promoting the embedding of employability in the higher education curriculum.

Although it is not the main focus of the Flexible Delivery theme, there are significant issues about supporting student learning and development when flexible programme delivery is introduced. Similarly the findings of the Student Assessment theme, especially in relation to issues of feedback to students and formative learning, led to a continuation theme on Integrative Assessment which is in progress.

Another relevant strand of the Scottish quality enhancement framework is concerned with effective involvement of students in quality management. This strand is operating in conjunction with Student Participation in Quality Scotland (sparqs).

3.3 Personal Development Planning/Effective Learning Framework (PDP/ELF)

In 2000 the "Policy statement on student progress files for Higher Education" was published jointly by the Committee of Vice Chancellors and Principals (now Universities UK), the Standing Committee of Principals (SCOP), the Committee of Scottish Higher Education Principals (now Universities Scotland) and QAA. This policy statement set out the two parts of the progress file, which are qualitatively very different. The policy statement can be accessed on the QAA Scotland website.

The first part is the transcript which is mandatory and its contents are nationally agreed. The second part deals with the Personal Development Planning (PDP) where the approach is much less prescriptive. The purpose of the PDP is to provide students with a means by which they can monitor, build and reflect upon their personal development. Paragraph 11 of the policy defines PDP as

"a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development".

At the time it was widely recognised that, although some universities had developed the necessary infrastructure to support these activities, others had been slower to adopt this process so the requirement for full implementation of the policy was deferred until 2005. The Scottish Advisory Committee on Credit and Access

(SACCA) and Universities Scotland set up a joint working group to produce guidance on how to introduce PDP for students within the sector. The project became known as ELF and, with PDP, has since become closely linked to implementation of the outcomes from the Employability enhancement theme.

GCU policy on implementation of PDP was set out in the Learning, Teaching and Assessment Strategy for 2002/3-2005/6. The LTAS for 2006/7- 2009/10 builds on its predecessor by continuing to focus on employability as an important outcome of student learning. How each School interprets and implements the LTAS is a responsibility devolved to the School level.

3.4 GCU learner support framework

GCU has a series of policies on supporting student learning and development, in line with UK and Scottish frameworks. The top level policy is the LSPG referred to in section 2 of this guide. The key statement in paragraph 2.1 of the policy is that "Glasgow Caledonian University will make appropriate support and guidance available for current, prospective students and graduates"².

A central element in the university's approach to supporting student learning and development is the PiD initiative which has been developed in conjunction with the Students Association. The main aspect of PiD to be covered here is the Partnership Agreement which sets out the university's commitment in terms of student entitlements as well as the university's expectation in terms of students' responsibilities. It also links to all of the specialist support services available to students.

In addition to the general policies laid out in the LSGP and PiD, the university has a number of specific policies on learner support which will be addressed in section 4 of this guide.

3.5 Role of the Students Association

GCU Students Association (GCUSA) has a Welfare Office headed by an elected student officer as Vice President Support and Advice. The office also offers a wide range of specialist support services for students as well as recruiting and training welfare volunteers from the student population.

The Students Association also provides training for student representatives on university committees. These activities are part of the Student Leader Programme under PiD. Each year there are four prizes awarded, one for the overall winner or Student of the Year and one in each of the sub-groups Representation, Sports/ Societies and GCUSA Volunteer.

² For up to two years after graduation

3.6 Activities

- 1 How does the QAA Code of Practice define CEIG?
- 2 From the preliminary scoping study for the Responding to Student Needs enhancement theme, which two key topics were adopted as the focus for the theme?
- 3 The Employability enhancement theme website has a draft document on Benchmarking Employability. How does it relate employability to the Scottish Credit and Qualifications Framework?
- 4 In the Guidelines on HE Progress Files on the QAA website, what benefits are listed for PDP?
- 5 How does the PiD initiative provide opportunities for students to develop their leadership abilities?
- 6 What welfare services are offered by the Students Association?

3.7 Sources of information

[Employability enhancement theme](#)

[GCU Students Association](#)

[Partners in Delivery](#)

[The Quality Assurance Association for higher education](#)

[Responding to Student Needs enhancement theme](#)

4 How can lecturers support learners and their development?

This is a very wide-ranging subject when account is taken of the full range of support services available to learners. It is not feasible that individual lecturers should be qualified, or able, to provide them all. It is, however, necessary for lecturers to understand the functions of learner support and development within the academic domain and be able to advise students how to access these specialist services.

Some learners' support needs will vary over time eg level in programme or changes in personal circumstances, but others will be present throughout the academic year or programme level eg support for students with disabilities. Key stages when learner support may be required are:

- application to the university
- induction
- end of semester exam diets and
- transition to the next level of their programme.

4.1 Application to the university

It is essential that all information provided to potential applicants to the university should be up to date and accurate, whether printed, electronic or verbal. Potential students should also be made aware of any learning support which may be available prior to entry to their chosen programme.

The Department of Marketing and Public Relations (MPR) is responsible for production of official university documents but lecturers have to provide accurate programme-specific information which will include required grades at Higher or A Level for standard entry applicants. Additional information on recommended entry qualifications may also be included. MPR has a section for Schools Liaison. The website includes an extensive range of information for potential applicants to higher education. MPR also organises university open days for potential applicants to find out more about GCU and its programmes.

Academic Schools in GCU are responsible for updating and maintaining the content of their programme and module web pages and for production of programme-specific materials. Lecturers may also be asked to be present at the open day to give potential applicants information about their programmes.

The student population has changed considerably in recent years and the undergraduate who comes to university straight from school is no longer the norm. Many students, both full-time and part-time, are adults returning to education, sometimes after a lengthy break. Some of these students bring previous certificated

qualifications which they want to update. Some have non-standard entry qualifications. All of them bring significant life experience which can be viewed as a resource in their academic and personal development. It is also worth noting that almost half of the undergraduate students at GCU are the first member of their family to enter higher education (CRLL, 2006, Student Experience Project).

Admission staff may consider using the university's flexible entry procedures to admit students through credit transfer or the Recognition of Prior informal Learning (RPL) route. Flexible entry enables students to gain credit within a programme if they can demonstrate that the outcomes of their prior learning (previous qualifications or informal learning) are comparable to the outcomes of the modules which make up the programme for which they are seeking credit. This means they may enter a programme later than the normal start point and therefore shorten their period of study. RPL can also be used for entry by students who do not have the normal entry qualifications but can show that they have gained the necessary knowledge and skills for entry through their life and work experiences. In either case, the Scottish Credit and Qualifications Framework (SCQF) provides a useful guide to generic levels of achievement in higher education.

The university's Summer School provides support to two distinct groups of students:

- non-standard entrants in meeting the entry requirements and
- standard entry students in gaining/improving entry qualifications.

It also enables students re-entering education after a long break to gain confidence in their ability to meet the requirements of their chosen programme.

4.2 Induction and transition strategy

Carney (2005) addresses what she terms the four adjustments that individual students have to make to integrate into university life. These are:

- academic adjustment
- geographic adjustment
- administrative adjustment
- personal adjustment

Gosling (2003) outlines four functions of a student induction programme to enable students to make these adjustments, as follows:

- social
- orientation to the university
- registration and enrolment
- supporting learning.

These functions underpin the GCU Student Induction policy, which was extended in 2005 to include a Student Transition Strategy for returning students. The procedures used are outlined below.

The process begins with the Academic Registry sending out information about registration and a joining instructions pack. The new2gcu website provides a comprehensive guide as to what new students should expect, what they need to do to and when they should do it.

During week 0 of Semester A all first year undergraduate and direct entry students should attend an induction programme. All new students are invited to the Principal's address to welcome them to the university. A central orientation session provides information about all the support services available to students in the university and how to access them. Much of this information is available in the contacts page of the new2gcu website which also includes an "Explore learning and life at Caledonian" page. Lecturers associated with academic programmes deal with enrolment and programme-specific induction which may include advice on study skills.

For returning students there is a similar back2gcu website which reminds students about all the things they need to do to register as well as providing information about important issues to do with student life at university.

The Student Transition Strategy requires Schools to provide a re-orientation session for returning students at the start of each academic year.

4.3 Academic support

Academic support, in terms of subject knowledge and skills development, is primarily carried out at module and programme levels through good curriculum design and learning, teaching and assessment strategies. These may include supporting students in preparing a claim for Recognition of Prior Learning (RPL) and assessing the submission, in line with the university's Guidelines for Flexible Entry. However, there are three specific roles that individual lecturers may also be required to undertake.

Firstly, GCU's Academic Support Policy states that all students are entitled to have a named personal Academic Advisor throughout their studies. Arrangements for the implementation of this policy are made at school or programme level but the policy itself sets out

the responsibilities which an Academic Advisor will be required to undertake, as follows:

- Curriculum specific advice and guidance
- Formative feedback on academic progress
- Summative feedback on academic progress
- Programme specific orientation
- Development of Personal Progress Files including Personal Development Planning.

Other activities may be shared responsibilities between academic staff and other designated individuals or services eg the Effective Learning Service and the Your Librarian Service, for students who wish for additional study skills or exams skills support. Gosling (2003) gives some useful case studies on how the academic support role can be used.

Secondly, lecturers may, as part of their professional activities, be required to supervise student projects at undergraduate or postgraduate level. GCU has separate sets of procedures for undergraduate project/dissertation supervision and postgraduate research student supervision, both of which set out the responsibilities of staff and students and procedures for assessment of the students' work. The undergraduate supervision guidelines are contained in the Appendices to the university Assessment Regulations and the postgraduate supervision guidelines are available from the Graduate Centre website.

Thirdly, under the university's Code of Practice: Students with Disabilities, each school is required to have one or more designated disability co-ordinator(s) who will liaise with the Disability Service and with appropriate school staff (eg programme organisers, year tutors and module leaders) to ensure that action plans agreed between individual students and the Disability Service are implemented.

4.4 Learning Support

Lecturers may also be required to implement the university's policy on attendance monitoring, whether acting as Module Leader, Programme Organiser or Academic Advisor. In carrying out this role lecturers may be made aware of extenuating circumstances which are affecting a student's attendance or academic performance. Where this is the case lecturers may wish to advise the student about the university's policy on Consideration of Special Factors and how to complete and submit the relevant form.

While academic support is very important for students, individual lecturers cannot be expected to be able to fulfil all the specialist functions required. The PiD partnership agreement web page links

to the full list of specialist services available to support students throughout their programmes and beyond.

As part of the FE/HE articulation project, GCU has established a network of student mentors to support new students in making the transition into higher education. Details of this work can be found on the student mentors web pages. The mindmap of services for students from this website is reproduced as an appendix to this guide.

4.5 Activities

- 1 MPR maintains an extensive website as part of its schools liaison activities. How clear is the information given to school pupils on how to apply to university?
- 2 Look up the entry in the university prospectus for the programme(s) you teach on. How accurate is the information provided and how user friendly is the language for a potential student?
- 3 How does your programme deal with claims for credit transfer and RPL?
- 4 The new2gcu website has a section on induction and enrolment. What is covered in the general induction and what is the responsibility of the programme?
- 5 How does your school/programme help students make Carney's (2005) four adjustments to life at university?
- 6 What re-orientation activities does your school/programme provide for returning students?
- 7 How does your school/programme provide academic support for your students?
- 8 Who are the disability co-ordinator(s) for your school/programme? How do they carry out this role?
- 9 In the Partnership agreement in PiD what specialist services does the learning support hyperlink point to? How can students access these services?
- 10 Given that almost half of GCU undergraduate students are the first members of their families to come to university, what are the likely implications for learner support?

4.6 Sources of information

[Carney, C \(2005\) "Induction" in Responding to Student Needs QAA](#)

[GCU academic support policy](#)

[GCU guidelines for flexible entry: credit transfer and recognition of prior learning](#)

[GCU student induction policy \(student transition strategy\)](#)

[GCU learner support and guidance policy](#)

[GCU schools liaison](#)

[GCU student home page](#)

[GCU undergraduate programmes search](#)

[Partners in Delivery](#)

5 Professional development

The increasing diversity in the student population has two major implications in higher education. One is the need to recognise that these learners bring a wealth of knowledge and experience to their studies which should be recognised in the ways they are taught and encouraged to learn. The other is that they have very different needs in terms of how their learning and development can be supported. Gosling (2003) gives several examples of how lecturers can adapt their learning, teaching and assessment strategies to take this into account.

The Responding to Student Needs enhancement theme identified that first year students are often at risk of failing if they cannot adjust to the higher education environment. Several case studies, from the UK, USA, Australia and New Zealand are given on the website, some of which are generic and others are more specific to particular initiatives.

For the individual student, the subject lecturer often is the first point of contact for the student seeking help and advice, so it is important for lecturers to know how to respond appropriately to this kind of approach and know when and where to refer the student if specialist help is required.

Students on the PgC LTHE may find that undertaking some of the activities in this guide will contribute to achievement of learning objectives 2, 3, 4, 7 and 8 in Learning Goal B.

5.1 Activities

- 1 Gosling (2003) poses a series of questions about supporting student learning in an interrogating practice text box on page 167. How would you answer these questions, based on your own teaching?
- 2 Look up the case studies on the responding to student needs website. What can you learn from them that will be useful in your role as a lecturer?
- 3 If you already are an academic advisor and/or a disability co-ordinator, how can you enhance your practice in this role?
- 4 From the Learner Support web page, how can you involve specialist services like the Effective Learning Service, the Your Librarian Service and the Careers Service in supporting your students' learning?

5.2 Sources of information

Gosling, D (2003) "Supporting student learning" in Fry, H, Ketteridge, S and Marshall, S (eds) A handbook for teaching and learning in higher education, 2nd ed, RoutledgeFalmer

[GCU learner support](#)

[Responding to Student Needs enhancement theme](#)

6 Where can I get more information?

Carney, C (2005) "Induction" in Responding to Students Needs QAA also available online at

<http://www.enhancementthemes.ac.uk/documents/studentneeds/StudentNeedsFullOutcomesFINAL29605.pdf>

Centre for Research in Lifelong Learning

<http://crl.gcal.ac.uk/>

Code of practice for the assurance academic quality and standards of higher education

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

Effective Learning Framework (ELF)

<http://www.enhancementthemes.ac.uk/ELF/default.asp>

Enhancement themes

<http://www.enhancementthemes.ac.uk/>

GCU Academic support policy

[http://www.caledonian.ac.uk/quality/handbook/Documents/ACADEMIC-SUPPORT-POLICY\(2\).pdf](http://www.caledonian.ac.uk/quality/handbook/Documents/ACADEMIC-SUPPORT-POLICY(2).pdf)

GCU Attendance policy

[http://www.caledonian.ac.uk/quality/handbook/Documents/ATTENDANCE-POLICY\(May-05\).pdf](http://www.caledonian.ac.uk/quality/handbook/Documents/ATTENDANCE-POLICY(May-05).pdf)

GCU Consideration of special factors

<http://www.gcal.ac.uk/student/exams/documents/assessmentappendices06.pdf>

GCU Disability Service

<http://www.learningservices.gcal.ac.uk/disability/>

GCU Effective Learning Service (ELS)

<http://www.caledonian.ac.uk/els/index.html>

GCU Graduate Centre

Website not available online yet, but expected very soon at the time of writing

GCU Guidelines for flexible entry: credit transfer and recognition of prior informal learning (RPL) and associated support documents

http://www.caledonian.ac.uk/quality/handbook/documents_index.html#Flexible%20Entry

GCU information for new students (new2gcu)

<http://www.caledonian.ac.uk/student/new2gcu/index.html>

GCU information for returning students (back2gcu)

<http://www.caledonian.ac.uk/student/back2gcu/index.html>

GCU Learner support and guidance policy (LSGP)

[http://www.caledonian.ac.uk/quality/handbook/Documents/LEARNER-SUPPORT+GUIDANCE-POLICY\(2\).pdf](http://www.caledonian.ac.uk/quality/handbook/Documents/LEARNER-SUPPORT+GUIDANCE-POLICY(2).pdf)

GCU Learning, Teaching and Assessment Strategy (LTAS)

http://www.caledonian.ac.uk/quality/handbook/Documents/LTAS_2006-07~2009-10.pdf

GCU Marketing and Public Relations (MPR)

<http://www.caledonian.ac.uk/mpr/index.html>

GCU Partners in Delivery (PiD)

<http://www.caledonian.ac.uk/pid/index.html>

GCU Procedures for project and dissertation supervision

<http://www.gcal.ac.uk/student/exams/documents/assessmentappendices06.pdf>

GCU Students Association

<http://www.caledonianstudent.com/display/caledonian/Home;jsessionid=CE9B9F50A0D3E67BBC08B57608D5CA89>

GCU Student induction policy (student transition strategy)

http://www.caledonian.ac.uk/quality/handbook/Documents/GCU_SIP05.pdf

GCU Your Librarian Service

<http://www.learningservices.gcal.ac.uk/library/findinginfo/librarian/index.html>

Gosling, D (2003) "Supporting student learning" in Fry, H, Ketteridge, S and Marshall, S (eds) A handbook for teaching and learning in higher education, 2nd ed, RoutledgeFalmer

Guidelines for HE Progress Files

<http://www.qaa.ac.uk/academicinfrastructure/progressFiles/guidelines/progfile2001.asp>

Harvey, L and Drew, S with Smith, M (2006) The first year experience: a review of literature for the Higher Education Academy available online at

<http://www.heacademy.ac.uk/4887.htm>

Quality enhancement framework

<http://www.qaa.ac.uk/scotland/qualityframework/default.asp>

Scottish Credit and Qualifications Framework (SCQF)

<http://www.scqf.org.uk/>

Student Participation in Quality Scotland (sparqs)
<http://www.sparqs.org.uk/>

The Quality Assurance Agency for higher education (QAA)
<http://www.qaa.ac.uk/>