**The University of Leeds**

FACULTY TAUGHT STUDENT EDUCTAION COMMITTEE

**Institutional Oversight of Professional, Statutory and Regulatory Bodies (PSRBs) and Accreditation**

*This paper outlines the current position of Institutional oversight of PSRBs and accreditation. To ensure more effective oversight a number of recommendations are proposed in section 2 to update our approach and reflect best sector practice and compliance with sector wide expectations. FTSECs are asked to note the recommendations and disseminate the paper to STSECs for immediate implementation.*

**1. Current Position**

The Quality Assurance Team has undertaken a review of current processes for the oversight of Professional, Statutory and Regulatory Body (PSRB) accreditation, benchmarking practice against the UK Quality Code for Higher Education and other QAA guidance1,2,3. Institutional oversight of PSRBs and accreditation is essential to:

* monitor qualifying accreditation for the Key Information Set (KIS)4
* ensure schools comply with actions arising from accreditation reports
* disseminate good practice across the Institution
* learn from issues which have a broader institutional relevance
* monitor qualifying accreditation for the inclusion on Diploma Supplement and Transcript (DST)/ Higher Education Achievement Record (HEAR).

Currently the following statement appears in the academic summary field of the HEAR; ‘Professional accreditation/recognition from <insert name of body>’, however this is not applied to all accredited programmes.

**2. Recommendations and Implementation**

2.1 The QA Team have undertaken an institutional audit of PSRBs and accreditation in September 2014 and compiled an up to date database. For access to the database, please contact the QA Team. The table below summarises the number of accrediting bodies per faculty:

|  |  |  |
| --- | --- | --- |
| **Faculty** | **Number of Programmes Accredited** | **Number of Accrediting Bodies** |
| Arts | 5 (+ English language modules) | 4 |
| Biological Sciences | 41 | 1 |
| Business | 16 | 10 |
| Education, Social Science and Law | 14 | 5 |
| Engineering | 58 (+ 4 pending) | 9 |
| Environment | 18 | 12 |
| Mathematics and Physical Sciences | 35 | 5 |
| Medicine and Health | 59 | 16 |
| Performance, Visual Arts and Communications | 1 | 1 |
| Lifelong Learning Centre | 1 | 1 |
| SDDU | 7 | 1 |

2.2 To reflect best sector practice and comply with sector-wide expectations we propose that the following are implemented across all faculties with immediate effect:

i QA functional lead to act as a PSRB contact to the QA Team.

ii Schools to update the QA Team on scheduled accreditations to ensure information in the database is accurate and current.

iii QA Team to annually (September) send the faculty PSRB database report to the QA functional lead for updating.

iv Schools (QA functional lead) to upload reports and any action plans arising from an accreditation visit to a designated limited access SharePoint site, and inform the QA Team.

v Report and action plans arising from an accreditation visit to be discussed at Annual School Review (Student Education) or Student Academic Experience Review (SAER) meetings.

vi Actions arising from action plans to be followed up at subsequent Annual School Review (Student Education) or SAER meetings.

vii Schools to include a ‘status of actions arising from accreditation visit’ standing item on STSEC agendas, if appropriate.

viii PSRB database to be utilised by Programme Support and Assessment to ensure the accreditation statement is present on all appropriate HEARs.

ix PSRB database to be utilised by Strategy and Planning to ensure all qualifying accreditations are included in the Key Information Set.

x The QA Team to review accreditation reports and produce an annual report to the Taught Student Education Board (TSEB) outlining the Institutional status of PSRB and accreditations, and highlighting any issues of institutional significance.

**3. References**

1Professional, statutory and regulatory bodies: an exploration of their engagement with higher education. Higher Education Better Regulation Group (HEBRG). March 2011.

2<http://www.qaa.ac.uk/partners/professional-bodies>

3Outcomes from institutional audit: Institutions’ work with employers and professional, statutory and regulatory bodies (second series). The Quality Assurance Agency for Higher Education. 2008.

4<https://www.hesa.ac.uk/index.php?option=com_studrec&task=show_file&Itemid=233&mnl=14061&href=accreditation_list.html>

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QAT

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