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Educational Oversight Review

# Template for a Self-Evaluation Document

# Introduction

A self-evaluation document with supporting evidence (collectively referred to as 'the submission') is the starting point for an Educational Oversight Review. This document provides the recommended template for a self-evaluation and includes indicative information on the evidence that might be suitable to support your claim.

This self-evaluation template fulfils two purposes - it allows you to outline the evidence you are providing to support your claim that you adhere to the UK Quality Code for Higher Education 2024 Sector-Agreed Principles, and it allows you to briefly explain why you consider that this evidence demonstrates that the Sector-Agreed Principles are met. It also allows you to present examples of enhancement that you have undertaken with regard to your higher education provision, along with the supporting evidence that you consider demonstrates that these represent good practice. The self-evaluation template should be read in conjunction with the [Educational Oversight Review: Guidance for Providers](https://www.qaa.ac.uk/docs/qaa/guidance/educational-oversight-review-guidance-for-providers.pdf?sfvrsn=cf98bb81_7), particularly paragraphs 62-65.

The review team will use your self-evaluation document to guide its work in analysing your claims against the evidence provided and in identifying further information that it needs to come to a secure judgement on whether the institution meets each Sector-Agreed Principle. While this self-evaluation document and supporting evidence will help the team form its judgements, the team is likely to request other evidence and may ask specific questions - interrogating the evidence submitted to reach conclusions. Requests may vary between providers, as the Sector-Agreed Principles might be met in a wide variety of ways depending on the context and courses or individual providers.

**IMPORTANT**: It is for you to decide what evidence you wish to include as part of your initial submission. There are many ways you can meet the Sector-Agreed Principles and the review team will not have a pre-determined view on how a provider should operate, what individual pieces of evidence are required or what these need to contain. In selecting the information that you consider best demonstrates alignment with the Sector-Agreed Principles, you are evaluating your quality assurance approach and the evidence that is generated from your quality assurance activities. It is not the responsibility of the review team to seek out the evidence needed, but for you to select evidence that best illustrates and substantiates your claims.

# How to complete this template

## Section 1

Section 1 requires a concise overview of your institution that enables the review team to understand your particular context, approach, challenges and responsibilities. Note that, in this section, as in other sections of this document, it is not necessary to describe your processes in detail, particularly where the detail is available in the supporting documentation that you submit. Instead, you should provide a high-level overview and direct the review team to the documents that provide further detail in order to avoid repetition or duplication of material.

## Section 2

In Section 2, you should use Part 1 to list the key documents in your submission that are relevant to demonstrating adherence to the Sector-Agreed Principle. Use Part 2 to explain, for each document, how the document contributes to demonstrating adherence to the Sector-Agreed Principle. You should also include examples of enhancement (defined as: *using evidence to plan, implement and evaluate deliberate steps intended to improve the student learning experience*) that you have undertaken with regard to your higher education provision. Your strategic intentions and plans for enhancement, reflecting the diversity of your provision (reflected in the student population, location, modes and levels of study) will also be of interest. Include the supporting documentation that is relevant to each example of enhancement and explain why you consider this documentation supports your claim that this represents enhancement. Please note that providers subject to the **Core** component are only required to complete Home Office requirements 1-6 (underpinned by specific Sector-Agreed Principles); providers subject to the **Full** component will also be required to complete the additional Sector-Agreed Principles.

## Section 3

Section 3 allows you to list **all** documentation submitted for easy reference by the review team. You can list this within Section 3 of this document or provide a separate Excel spreadsheet if you prefer.

In completing this template, please consider the ease with which the review team can access and scrutinise your evidence. Your mapping should enable the team to navigate your submission easily and identify the most pertinent evidence. Please also consider how the review team would locate evidence items quickly and efficiently. We request that each piece of evidence you supply has a unique reference number. We recommend using a numerical system at the start of the file title, commencing with 001 (for example, 001 Strategic Plan; 002 Senate Annual Plan and so on) as this allows documents to be listed in numerical order in our document management system.

Section 4

Section 4 is to be completed outlining your responsibilities set out in your partnership agreement with any awarding bodies or organisations.

Please ensure that all evidence you submit at this stage is included and mapped in this document. If you refer to evidence that is not submitted, this may result in delays while this information is obtained.

You should consider the following when compiling your evidence submission.

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| **Please ensure that your submission:** |
| * only includes evidence referenced in this self-evaluation |
| * is focused on demonstrating how you consider you meet the Sector-Agreed Principles |
| * has clear headings and names relevant to the evidence |
| * has documents (if provided) with clear titles |
| * has documents (if provided) that include page numbers |
| * is not provided in compressed files (such as a .zip file format) |
| * has (if provided) direct hyperlinks to content on webpages |
| * is in file formats that are accessible (not requiring specialist software to access) |
| * has any personally identifiable or sensitive information, which is not necessary for the team to consider, removed or redacted. |

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| **Please ensure that your self-evaluation document:** |
| * references exact document titles |
| * references correct page and paragraph numbers |
| * contains specific weblinks (links to specific evidence, not generic webpages), if applicable |
| * contains accessible web links (not those accessible only via an internal intranet), if applicable |
| * contains current web links (those that are up-to-date and work), if applicable. |

The introductory text on pages 1-3 of this template should be deleted from your final submission.

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# Educational Oversight Review: Self-Evaluation Document

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| **Name of institution:** |  |

## Section 1: Brief description of your institution

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| **Brief description of your institution** |
| **A concise overview of your institution to provide context for what follows in the sections below. Your overview should not repeat information in the supporting documentation but should clearly signpost the reviewers to the relevant sections of the documentation that support your statements.**  Supporting evidence is likely to include some or all of the following:   * your institution's mission and ethos * recent major changes (or changes since the last QAA review where relevant) * strategic aims or priorities * key challenges your institution faces * implications of changes, challenges, strategic aims or priorities for safeguarding academic standards and the quality of student learning opportunities * details of the external reference points, where relevant, that your institution is required to consider (for example: national requirements, the requirements of professional, statutory and regulatory bodies, and qualification frameworks) * number of students and staff (managerial, academic, professional services staff) * outline of any contractual agreements with awarding bodies/validating bodies; subcontracting arrangements and respective responsibilities * outline of organisational structure (for example: departments, directorates) * previous external quality assurance activities, including any outcomes and progress made against any recommendations and/or good practice * examples of enhancement that you have taken with regard to your higher education provision * a broad overview of your approach to quality assurance * partnership agreements and responsibilities checklists for all your partner arrangements; this enables a review team to understand the respective responsibilities for quality and standards in collaborative academic partnerships; a responsibilities checklist template is available on request. |
| **Part 1** |
| **Provide a concise contextual overview of your institution, including references to specific parts of the evidence listed in Section 3 that support this overview.**  *[Add text]* |
| **Part 2** |
| **Highlight the parts of your evidence submission (listed in the evidence table in Section 3) that you consider are particularly relevant to this contextual overview.**  *[Add text]* |

## Section 2: Alignment with Sector-Agreed Principles

### Core component

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| **Home Office Requirement 1:**  The setting and/or maintenance of academic standards by the provider |
| **Sector-Agreed Principle 1: Taking a strategic approach to managing quality and standards**  *Providers demonstrate they have a strategic approach to securing academic standards and assuring and enhancing quality that is embedded across the organisation****.*** |
| **Key Practices**   1. Academic standards and the quality of the student learning experience are the responsibility of each provider. Degree-awarding bodies have particular responsibilities for the qualifications offered in their name. 2. The strategic approach is employed wherever and however provision is delivered and is embedded in the culture and practices of providers. 3. The strategic approach aligns with providers' policies and practices on equity, equality, diversity and inclusion for students and staff. 4. The strategic approach is published and supported by a comprehensive and transparent governance framework that is communicated clearly and is accessible to staff, students and external stakeholders. 5. The strategic approach is monitored, evaluated and enhanced on a regular basis. 6. External expertise is a key element of the strategic approach to managing quality and standards. |

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| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 1.**  *[Add text]* |
| **Part 2** |
| **Highlight which parts of your evidence submission (listed in the evidence table above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 1. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 1.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Home Office Requirement 1:**  The setting and/or maintenance of academic standards by the provider |
| **Sector-Agreed Principle 7: Designing, developing, approving and modifying programmes**  *Providers design, develop, approve and modify programmes and modules to ensure the quality of provision and the academic standards of awards are consistent with the relevant Qualifications Framework. Providers ensure their provision and level of qualifications are comparable to those offered across the UK and, where applicable,* [*The Framework for Qualifications of the European Higher Education Area.*](https://ehea.info/media.ehea.info/file/WG_Frameworks_qualification/71/0/050218_QF_EHEA_580710.pdf) |
| **Key Practices**   1. All programmes and modules meet academic standards that are consistent with national qualifications and credit frameworks. Where applicable, provision also meets professional body and accreditation requirements, and apprenticeship standards. 2. A definitive set of documents are produced from the design, development, approval and modification processes, which are held securely and act as the primary source of information about each programme. Similar but proportionate arrangements are in place for modules and smaller units of study. 3. The award to be received, and how outcomes of study are recorded and certificated, are made clear to all students and staff involved in the teaching, learning and evaluation of the programme and module. 4. Policies and processes that support the design, development, approval and modification and review of programmes and modules are published on each provider's website and are easily accessible to key stakeholders. 5. External engagement and evaluation form a component part of the design, development, approval and modification process. 6. The design, development, approval and modification processes align with providers' policies and practices on equity, equality, diversity and inclusion, and environmental sustainability. 7. Students are involved meaningfully in the design, development, approval and modification of programmes and modules. |

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| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 7.**  *[Add text]* |
| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 7. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 7*.***  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Home Office Requirement 2:**  The provision of learning opportunities by the provider |
| **Sector-Agreed Principle 11: Teaching, learning and assessment**  *Providers facilitate a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally.* |
| **Key Practices**   1. Learning and assessment at all levels is informed by research and/or scholarship. Teaching, learning and assessment align to ensure students can demonstrate their achievements, reflect on and reinforce their prior learning, skills and knowledge, and fulfil their potential. 2. Students are given clear information about the intended modular and/or programme learning outcomes and the purpose of assessment and are enabled to use feedback/feedforward to support further learning. 3. Staff involved in facilitating learning and supervising research are appropriately qualified and supported to enhance their teaching and supervisory practice. Research degrees are delivered in supportive environments that are conducive to learning and research. 4. Students are enabled and encouraged to take responsibility for their own learning and to take an active role in shaping and enhancing the learning process. Providers offer ongoing advice and guidance about academic integrity to ensure that students and staff understand what is expected of them. 5. As students move through their learning journey, they are given the opportunity and support to transition effectively between academic levels, further study and employment. Providers enable students to recognise the progression they have made and steps they need to take to achieve their potential. 6. Providers design assessments that test appropriate learning outcomes and are fair, reliable, accessible, authentic and inclusive. Where applicable, and sustainable, students are offered different options for undertaking assessments to promote accessibility and inclusion. 7. Providers establish coherent approaches to technologies that impact teaching, learning and assessment (such as Generative Artificial Intelligence). These approaches are clearly communicated to staff and students, include how they are utilised and define misuse of such technologies. 8. Providers offer advice and guidance about academic integrity to ensure that students and staff understand what is expected of them throughout the learning journey. The advice is kept current. |
| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 11.**  *[Add text]* |
| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 11. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 11.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Home Office Requirement 3:**  The enhancement of the quality of students' learning opportunities by the provider |
| **Sector-Agreed Principle 4: Using data to inform and evaluate quality**  *Providers collect, analyse and utilise qualitative and quantitative data at provider, departmental, programme and module levels. These analyses inform decision-making with the aim of enhancing practices and processes relating to teaching, learning and the wider student experience.* |
| **Key Practices**   1. A consistent, coherent and evidence-informed approach to the collection, storage and management of data is employed across the provider. The provider makes explicit the type and level of data utilised (such as departmental, programme, module level) and the policies and processes that underpin its use in the maintenance of academic standards and the assurance and enhancement of quality. 2. Staff and students are aware of the types of data gathered and how it is stored and used in the management of quality and standards. 3. When designing and implementing monitoring and evaluation arrangements, staff and students adhere to ethical and data protection requirements relating to gathering and submitting data for national data sets, regulatory purposes, and internal monitoring and evaluation. 4. Staff who are required to collect, manipulate and analyse data for reporting, quality assurance and enhancement purposes receive training that enables them to undertake these activities effectively, ethically and securely. Policies cover any third-party use of data, including applications utilising Generative Artificial Intelligence. 5. Providers in partnership arrangements (including the student representative body, where applicable) ensure data sharing agreements and reporting requirements are clearly stated, understood and reviewed periodically. 6. Data is collected and analysed in ways that enable providers to understand and respond to the needs of their student populations - promoting equality, diversity and inclusion, and environmental sustainability. |

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| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 4.**  *[Add text]* |
| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 4. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 4.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Home Office Requirement 3:**  The enhancement of the quality of students' learning opportunities by the provider |
| **Sector-Agreed Principle 5: Monitoring, evaluating and enhancing provision**  *Providers regularly monitor and review their provision to secure academic standards and enhance quality. Deliberate steps are taken to engage and involve students, staff and external expertise in monitoring and evaluation activity. The outcomes and impact of these activities are considered at provider level and conveyed to the governing body to drive reflection and enhancement across the provider.* |
| **Key Practices**   1. Providers agree strategic principles for monitoring and evaluation to ensure processes are applied systematically and operated consistently and appropriate to their operational context. 2. The methods for monitoring and evaluation activity are documented to clarify their aims, objectives, intended actions and targets. They are explicit about how they will be conducted, the nature of evidence (data) to be considered and the form of reporting, along with key indicators of success. 3. Staff and students are engaged in monitoring and evaluation activities and receive appropriate training and support to undertake them. 4. The actions and outcomes from monitoring and evaluation activities are communicated in an accessible manner to staff, students, the governing body and, where required, external stakeholders. 5. Improvements and enhancements that have been implemented as a result of monitoring and evaluation are, in turn, monitored and evaluated to ensure their impact is positive and remains fit for purpose. 6. Monitoring and evaluation activity facilitates providers' insights and promotion of equality, diversity and inclusion, and education for sustainable development. 7. Programmes and modules are monitored and reviewed regularly by internal and external peers, employers and students, in line with the provider's strategic approach to quality and standards. Outcomes from processes required from funding, accrediting, professional and approval bodies feed into monitoring and review. |

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| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 5.**  *[Add text]* |
| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 5. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 5.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Home Office Requirement 4:**  The provision of information to students by the provider |
| **Sector-Agreed Principle 9: Recruiting, selecting and admitting students**  *Providers operate recruitment, selection and admissions processes that are transparent, fair and inclusive. Providers maintain and publish accurate, relevant and accessible information about their provision, enabling students to make informed choices about their studies and future aspirations.* |
| **Key Practices**   1. Policies and procedures for application, recruitment, selection and admission to programmes are reliable, fair, transparent and accessible, including processes for the recognition of prior learning. Similar and proportionate arrangements are in place for modules and other units of study. 2. Providers offer information that supports prospective students, and their advisors for recruitment and widening access purposes, in making informed decisions. Providers meet their legal and regulatory obligations in relation to the information presented about themselves and their provision or any changes they make to programmes and modules. 3. Staff, student representatives and external partners engaged in the delivery of recruitment, selection, admissions and widening access processes are appropriately trained and resourced. 4. All teams involved in the application, selection and admissions processes ensure information about the applicant journey is consistent and clear. Specific elements of the selection process are clearly defined and any programme or module changes that can impact decision making are communicated swiftly and consistently to enable all parties to exercise informed choice. |
| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 9.**  *[Add text]* |
| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 9. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 9.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Home Office Requirement 4:**  The provision of information to students by the provider |
| **Sector-Agreed Principle 10: Supporting students to achieve their potential**  *Providers facilitate a framework of support for students that enables them to have a high-quality learning experience and achieve their potential as they progress in their studies. The support structure scaffolds the academic, personal and professional learning journey, enabling students to recognise and articulate their progress and achievements.* |
| **Key Practices**   1. Accessible, relevant, accurate and timely information is offered to students and the staff supporting them throughout the learning journey about the provider, programme of study, wider opportunities for development and availability of support services. 2. All students are supported at key transition points throughout their journey, with their specific needs and requirements met and their particular pathways into learning recognised. 3. Students and staff are aware of the ongoing academic, professional and pastoral services and activities available, and students are encouraged to access these opportunities throughout their learning journey. 4. Staff are appropriately qualified, trained and supported to deliver high-quality learning and support for all students, particularly those with specific needs and requirements. 5. Students and staff recognise that activities offered outside the formal curriculum are beneficial for promoting students' sense of belonging, as well as providing opportunities for students to broaden their skills and achievements, complementing their formal studies. |
| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 10.**  *[Add text]* |

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| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 10. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 10.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Home Office Requirement 4:**  The provision of information to students by the provider |
| **Sector-Agreed Principle 12: Operating concerns, complaints and appeals processes**  *Providers operate processes for complaints and appeals that are robust, fair, transparent and accessible, and clearly articulated to staff and students. Policies and processes for concerns, complaints and appeals are regularly reviewed and the outcomes are used to support the enhancement of provision and the student experience.* |
| **Key Practices**   1. Policies and processes for concerns, complaints and appeals are accessible, robust and inclusive, and enable early resolution wherever possible and include information relating to recruitment, selection and admission. 2. Concerns, complaints and appeals policies and procedures, including information about them, are clear and transparent to students, those advising them and those implementing the processes. Formal and informal stages of the processes are clearly articulated. 3. Providers meet (where applicable) the national and international requirements of external bodies with responsibility for hearing or overseeing concerns and complaints. 4. Actions resulting from concerns, complaints and appeals are proportionate and enable cases to be resolved as early as possible. 5. Processes for concerns, complaints and appeals are monitored and reviewed to ensure they promote enhancement throughout the provider and operate as intended, to the benefit of students and staff. 6. Outcomes from concerns, complaints and appeals are used to develop and enhance the teaching and learning and wider student experience. |

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| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 12.**  *[Add text]* |
| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 12. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 12.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Home Office Requirement 5:**  The suitability of teaching staff, taking into account whether pre-appointment checks have been carried out on staff where they will be teaching students under the age of eighteen or any vulnerable adults |
| **Sector-Agreed Principle 3: Resourcing delivery of a high-quality learning experience**  *Providers plan, secure and maintain resources relating to learning, technology, facilities and staffing to enable the delivery and enhancement of an accessible, innovative and high-quality learning experience for students that aligns with the provider's strategy and the composition of the student body.* |
| **Key Practices**   1. Strategic and operational plans, along with resources, align with the student journey and are designed and implemented to support a positive student experience and enable student achievement. 2. Providers ensure they have dedicated and inclusive resources to support and enhance the delivery of their programmes (and smaller units of study) along with the wellbeing of students and staff. These include staffing, digital and physical resources. 3. Resources are reviewed and updated in alignment with strategic and programme developments and changes in provision, as well as staff and student recruitment. This also ensures relevance to the workplace and the wider academic discipline. 4. Resources are allocated to ensure that staff receive ongoing professional development to support and enhance the delivery of a high-quality and innovative student learning and research experience. 5. Processes and activities to support the management of academic standards and quality enhancement are appropriately resourced to meet strategic, operational and regulatory objectives and requirements. 6. The creation, development and maintenance of accessible and inclusive learning environments (physical and virtual) offer all students the opportunity to be engaged in their learning experience and facilitate a sense of belonging. Providers ensure they consider environmental sustainability in designing and maintaining these learning resources and facilities. 7. Providers, in collaboration with staff and students, monitor and evaluate on a systematic basis, the effectiveness and impact of learning environments and the resources required for the delivery and enhancement of the learning experience. |

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| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 3.**  *[Add text]* |
| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 3. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 3.**  *[Add text]* |

*The table above will expand accordingly – the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Home Office Requirement 6:**  The suitability of the premises for teaching, having regard to the number, age and needs (including any special needs) of students |
| **Sector-Agreed Principle 3: Resourcing delivery of a high-quality learning experience**  *Providers plan, secure and maintain resources relating to learning, technology, facilities and staffing to enable the delivery and enhancement of an accessible, innovative and high-quality learning experience for students that aligns with the provider's strategy and the composition of the student body.* |
| **Key Practices**   1. Strategic and operational plans, along with resources, align with the student journey and are designed and implemented to support a positive student experience and enable student achievement. 2. Providers ensure they have dedicated and inclusive resources to support and enhance the delivery of their programmes (and smaller units of study) along with the wellbeing of students and staff. These include staffing, digital and physical resources. 3. Resources are reviewed and updated in alignment with strategic and programme developments and changes in provision, as well as staff and student recruitment. This also ensures relevance to the workplace and the wider academic discipline. 4. Resources are allocated to ensure that staff receive ongoing professional development to support and enhance the delivery of a high-quality and innovative student learning and research experience. 5. Processes and activities to support the management of academic standards and quality enhancement are appropriately resourced to meet strategic, operational and regulatory objectives and requirements. 6. The creation, development and maintenance of accessible and inclusive learning environments (physical and virtual) offer all students the opportunity to be engaged in their learning experience and facilitate a sense of belonging. Providers ensure they consider environmental sustainability in designing and maintaining these learning resources and facilities. 7. Providers, in collaboration with staff and students, monitor and evaluate on a systematic basis the effectiveness and impact of learning environments and the resources required for the delivery and enhancement of the learning experience. |

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| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 3.**  *[Add text]* |
| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 3. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 3.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

**IMPORTANT: For category A providers who are subject only to the Core component of Educational Oversight Review, please go to Section 3 and 4. Providers subject to the Full component will also be assessed against the remaining Sector-Agreed Principles that follow; please complete the tables below including Section 3 and 4.**

### Full component

### This section applies to category A, B and C providers who are subject to the Full component of Educational Oversight Review.

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| **Sector-Agreed Principle 2: Engaging students as partners**  *Providers take deliberate steps to engage students as active partners in assuring and enhancing the quality of the student learning experience. Engagement happens individually and collectively to influence all levels of study and decision making. Enhancements identified through student engagement activities are implemented, where appropriate, and communicated to staff and students.* |
| **Key Practices**   1. Student engagement through partnership working is strategically led, student-centred and embedded in the culture of providers. 2. Student engagement and representation activities are clearly defined, communicated, resourced and supported. Transparent arrangements are in place for the collective student voice to be heard and responded to. 3. Providers demonstrate effective engagement with students, ensuring any representative groups or panels reflect the diversity of the student body. Students understand that their voice has been listened to and are aware of how their views have impacted the assurance and enhancement of the student experience. 4. Student engagement opportunities and processes are inclusive of students' characteristics and responsive to the diversity of each provider's student population. They involve student representative bodies, where applicable. 5. Providers and student representative bodies, where such bodies are in place, recognise and celebrate the contribution of students to the enhancement of teaching and learning and the wider student experience. 6. Students are enabled and encouraged to engage actively in the academic governance and enhancement of the wider student experience beyond the formal curriculum. |

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| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 2.**  *[Add text]* |
| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 2. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 2.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Sector-Agreed Principle 6: Engaging in external review and accreditation**  *Providers engage with external reviews to give assurance about the effectiveness of their approach to managing quality and standards. External reviews offer insights about the comparability of providers' approaches and generate outcomes that providers can use to enhance their policies and practices. Reviews may be commissioned by providers, form part of a national quality framework or linked to professional recognition and actively include staff, students and peers. They can be undertaken by representative organisations, agencies or professional, statutory and regulatory bodies (PSRBs) with recognised sector expertise according to the provision being reviewed.* |
| **Key Practices**   1. External review, whether optional or required by national quality frameworks or accrediting bodies, is built into the provider's strategic approach and aligns to internal quality and standards monitoring and evaluation activity. 2. Providers use outcomes from external review and accreditation as a catalyst for ongoing improvement and strategic enhancement of the student learning experience. 3. Providers acknowledge and support the expertise and resource required to participate in external review and accreditation. 4. Providers who engage in external review understand the UK national regulatory and legislative contexts in which they operate and the different approaches, forms and focus they may take. Providers may engage colleagues with international expertise, in addition to those familiar with UK requirements. 5. Providers understand the requirements and process for external reviews that may be required by regulators in partner delivery locations. |
| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 6.**  *[Add text]* |

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| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 6. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 6.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

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| **Sector-Agreed Principle 8: Operating partnerships with other organisations**  *Providers and their partners agree proportionate arrangements for effective governance to secure the academic standards and enhance the quality of programmes and modules that are delivered in partnership with others. Organisations involved in partnership arrangements agree and communicate the mutual and specific responsibilities in relation to delivering, monitoring, evaluating and enhancing the learning experience.* |
| **Key Practices**   1. Where academic provision is delivered through partnership, all partners agree, understand, communicate and take responsibility for the maintenance of academic standards and enhancement of quality. 2. Providers are aware that working in partnership with other organisations will involve different levels of risk. Due diligence processes are completed in accordance with each provider's approach to minimising risk, maintaining academic standards and enhancing quality. 3. Written agreements between partners are signed prior to the start of a programme or module and cover the lifecycle of the partnership, including details about closing a partnership. 4. Providers and their partners ensure compliance with the regulatory and legislative requirements of the countries in which they work and maintain an awareness of the cultural context in which they operate. Providers ensure students have information about the responsibilities of each partner and where to go for support throughout their studies. 5. Providers maintain accurate, up-to-date records of partnership arrangements that are subject to a formal agreement. 6. Partnerships are subject to ongoing scrutiny that includes regular monitoring, evaluation and review to assure quality and facilitate enhancement. |
| **Part 1** |
| **List the evidence you believe will assist the review team in making a judgement on whether you demonstrate adherence to Sector-Agreed Principle 8.**  *[Add text]* |

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| **Part 2** |
| **Highlight which parts of your evidence submission (listed in Part 1 above) the review team may wish to consider when forming a judgement as to whether you demonstrate adherence to Sector-Agreed Principle 8. Where applicable, include references to specific parts, sections or paragraphs of documents.**  *[Add text]* |
| **Part 3** |
| **Detail why you consider this evidence demonstrates that you adhere to Sector-Agreed Principle 8.**  *[Add text]* |

*The table above will expand accordingly - the size of the table in this template is not an indicator as to the amount of detail you may provide.*

## Section 3: Evidence summary

This section can be submitted as a separate Excel spreadsheet if preferred.

|  |  |  |
| --- | --- | --- |
| **Evidence table** | | |
| **Evidence reference**  *Use sequential numbering (001, 002 etc)* | **Evidence piece**  *EXAMPLE: Complaints Handling* | **Summary description (if required)**  *EXAMPLE: Institutional policy on dealing with complaints from higher education students* |
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## Section 4: Responsibilities checklist template

Where providers are delivering courses leading to awards from other degree-awarding bodies or awarding organisations, it is imperative that review teams understand what the provider is responsible for and what the awarding body or organisation is responsible for. To help review team members reach this understanding, we ask providers to complete a copy of the responsibilities checklist below for each different partnership, and to send that checklist to QAA as part of the evidence base for the submission.

Where the provider is fully responsible for the area or function in the left-hand column, please mark the **provider** column; where the awarding body or organisation has full responsibility, mark the **awarding body/organisation** column; where responsibility is shared or the provider does something under the direction of the awarding body or organisation, mark the **shared** column. There is also a notes column for any further information the provider would like to add

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of awarding body or organisation:** |  | | | |
| **Area or function** | **Provider** | **Awarding body/ organisation** | **Shared** | **Notes** |
| Use of external expertise in maintaining academic standards |  |  |  |  |
| Course design and/or delivery |  |  |  |  |
| Setting assessments |  |  |  |  |
| First marking of student work |  |  |  |  |
| Moderation or second marking of student work |  |  |  |  |
| Giving feedback to students on their work |  |  |  |  |
| Student recruitment |  |  |  |  |
| Student admissions |  |  |  |  |
| Widening access |  |  |  |  |
| Selection or approval of teaching staff |  |  |  |  |
| Facilities, learning resources and student support services |  |  |  |  |
| Student engagement |  |  |  |  |
| Responding to external examiners and other third parties |  |  |  |  |
| Annual monitoring |  |  |  |  |
| Student complaints and concerns |  |  |  |  |
| Student appeals |  |  |  |  |
| Managing relationships with other partner organisations (such as placement providers) |  |  |  |  |

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