

Mapping the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015) to the 2024 UK Quality Code

A fundamental aim of the ESG is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders. In response to feedback from the sector QAA offers this mapping of the ESG to the latest (2024) edition of the Quality Code. The ESG are integral to the regulatory frameworks in Scotland, Wales and Northern Ireland and are often referenced in partnership arrangements for UK providers seeking to work with European Partners.

1.1 POLICY FOR QUALITY ASSURANCE

Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Guidelines

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution.

In order to facilitate this, the policy has a formal status and is publicly available.

Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports

- the organisation of the quality assurance system;
- departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
- academic integrity and freedom and is vigilant against academic fraud;
- guarding against intolerance of any kind or discrimination against the students or staff;
- the involvement of external stakeholders in quality assurance.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.

The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.

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

- 1a. Academic standards and the quality of the student learning experience are the responsibility of the provider. Degree-awarding bodies are aware that they have ultimate responsibility for the qualifications offered in their name.
- 1b. The strategic approach is employed wherever and however provision is delivered and is embedded in the culture and practices of providers.
- 1c. The strategic approach aligns with providers' policies and practices on equity, equality, diversity and inclusion, and environmental sustainability for students and staff.
- 1d. The strategic approach to securing academic standards, quality assurance and enhancement is published, communicated clearly and accessible to staff, students and external stakeholders. It is supported by a comprehensive and transparent governance framework.
- 1e. The strategic approach is monitored and evaluated on a regular basis.

1.2 DESIGN AND APPROVAL OF PROGRAMMES

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area

Guidelines

Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers. Programmes - are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;

- are designed by involving students and other stakeholders in the work;
- benefit from external expertise and reference points;
- reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);
- are designed so that they enable smooth student progression; - define the expected student workload, e.g. in ECTS;
- include well-structured placement opportunities where appropriate;
- are subject to a formal institutional approval process.

Relevant Sector-Agreed Principles and Key Practices

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 to drive reflection and enhancement across the provider.

Key Practices

- 5g. 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.

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 of Qualifications for The European Higher Education Area](#).

Key Practices

- 7a. All programmes and modules meet academic standards that are consistent with relevant national qualifications and credit frameworks. Where applicable, provision also meets professional body and accreditation requirements, and apprenticeship standards.

- 7c. 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.
- 7e. External engagement and evaluation form a component part of the design, development, approval and modification process.
- 7g. Students are involved meaningfully in the design, development, approval and modification of programmes and modules

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

Key Practices

- 11b. 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.

1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Guidelines

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

The implementation of student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate;
- flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and pedagogical methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- promotes mutual respect within the learner-teacher relationship;
- has appropriate procedures for dealing with students' complaints.

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
- The criteria for and method of assessment as well as criteria for marking are published in advance;

Relevant Sector-Agreed Principles and Key Practices

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

- 2a. Student engagement through partnership working is strategically led, student-centred and embedded in the culture of providers.
- 2b. 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.
- 2d. 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.

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 to drive reflection and enhancement across the provider.

Key Practices

- 5c. Staff and students are engaged in monitoring and evaluation activities and receive appropriate training and support to undertake them.

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- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
- Where possible, assessment is carried out by more than one examiner;
- The regulations for assessment take into account mitigating circumstances;
- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
- A formal procedure for student appeals is in place.

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

- 11a. 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.
- 11b. 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.
- 11c. 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.
- 11d. 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.
- 11f. 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.

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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

- 12a. 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.
- 12b. 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.

1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life-cycle", e.g. student admission, progression, recognition and certification.

Guidelines

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.

It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided.

Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.

Appropriate recognition procedures rely on

- institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

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

- 4a. A consistent, coherent and evidence-informed strategic 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
- 4c. When designing and operating 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.

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 to drive reflection and enhancement across the provider

Key Practices

- 5b. 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.

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 of Qualifications for The European Higher Education Area.

Key Practices

- 7a. All programmes and modules meet academic standards that are consistent with relevant national qualifications and credit frameworks. Where applicable, provision also meets professional body and accreditation requirements, and apprenticeship standards
- 7c. 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.

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

- 9a. 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.

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- 9b. 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.
- 9d. 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.

1.5 TEACHING STAFF

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Guidelines

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).

Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment

- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;
- offers opportunities for and promotes the professional development of teaching staff;
- encourages scholarly activity to strengthen the link between education and research;
- encourages innovation in teaching methods and the use of new technologies.

Relevant Sector-Agreed Principles and Key Practices

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

- 4d. 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.

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

- 9c. Staff, student representatives and external partners engaged in the delivery of recruitment, selection, admissions and widening access processes are appropriately trained and resourced.

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

10d. Staff are appropriately qualified, trained and supported to deliver high-quality learning and support for all students, particularly those with specific needs and requirements.

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

11c. 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.

1.6 LEARNING RESOURCES AND STUDENT SUPPORT

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Guidelines

For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.

Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

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

- 3b. Providers ensure they have dedicated, accessible and inclusive resources to support and enhance the delivery of their programmes (and smaller units of study) along with the well-being of students and staff. These include staffing, digital and physical resources.
- 3d. 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.
- 3e. 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.
- 3f. 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.
- 3g. 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.

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

- 10a. 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.
- 10b. All students are supported at key transition points throughout their journey, with their specific needs and requirements met and their pathways into learning recognised.
- 10c. Students and staff are aware of the ongoing academic, professional and pastoral services and activities available, and students are encouraged to access these opportunities and support throughout their learning journey.
- 10d. Staff are appropriately qualified, trained and supported to deliver high-quality learning and support for all students, particularly those with specific needs and requirements.
- 10e. Students and staff recognise that activities offered outside the formal curriculum are beneficial for promoting students' sense of belonging, as well as providing opportunities to broaden their skills and achievements, complementing their formal studies.

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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

- 11a. 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.
- 11b. 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.
- 11c. 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.
- 11e. 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.
- 11f. 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.

1.7 INFORMATION MANAGEMENT

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Guidelines

Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system.

The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:

- Key performance indicators;
- Profile of the student population;
- Student progression, success and drop-out rates;
- Students' satisfaction with their programmes;
- Learning resources and student support available;
- Career paths of graduates.

Various methods of collecting information may be used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

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

- 4a. A consistent, coherent and evidence-informed strategic 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.
- 4b. 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.
- 4c. When designing and operating 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.
- 4e. 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.
- 4f. 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.

1.8 PUBLIC INFORMATION

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Guidelines

Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.

Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.

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 of Qualifications for The European Higher Education Area.

Key Practices

- 7b. 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.

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

- 9b. 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.
- 9d. 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.

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

- 10a. 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.

1.9 ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Guidelines

Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students. They include the evaluation of:

- The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;
- The changing needs of society; - The students' workload, progression and completion;
- The effectiveness of procedures for assessment of students;
- The student expectations, needs and satisfaction in relation to the programme;
- The learning environment and support services and their fitness for purpose for the programme.

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

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 to drive reflection and enhancement across the provider.

Key Practices

- 5b. 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.
- 5c. Staff and students are engaged in monitoring and evaluation activities and receive appropriate training and support to undertake them.
- 5e. 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.
- 5g. 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.

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 of Qualifications for The European Higher Education Area.

Key Practices

- 7d. Policies and processes that support the design, development, approval and modification of programmes and modules are published on each provider's website and are easily accessible to key stakeholders.
- 7e. External engagement and evaluation form a component part of the design, development, approval and modification process.
- 7f. The design, development, approval and modification processes align with providers' policies and practices on equity, equality, diversity and inclusion, and environmental sustainability.
- 7g. Students are involved meaningfully in the design, development, approval and modification of programmes and modules.

1.10 CYCLICAL EXTERNAL QUALITY ASSURANCE

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Guidelines

External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities.

Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution).

Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Relevant Sector-Agreed Principles and Key Practices

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

- 1f. External expertise is a key element of the strategic approach to managing quality and standards.

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

- 6a. 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.
- 6b. Providers use outcomes from external review and accreditation as a catalyst for ongoing improvement and strategic enhancement of the student learning experience.

- 6d. 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.
- 6e. Providers understand the requirements and process for external reviews that may be required by regulators in partner delivery locations.

Summary Table

ESG Standard	Relevant Sector-Agreed Principles and Key Practice
1.1 Policy for quality assurance	Principle 1: Taking a strategic approach to managing quality and standards Key Practices: a,b,c,d,e
1.2 Design and approval of programmes	Principle 5: Monitoring, evaluating and enhancing provision Key Practice: g Principle 7: Designing, developing, approving and modifying programmes Key Practices: a, c, e, g Principle 11: Teaching learning and assessment Key Practice: b
1.3 Student-centred learning, teaching and assessment	Principle 2: Engaging students as partners Key Practices: a, b, d Principle 5: Monitoring, evaluating and enhancing provision Key Practice: c Principle 11: Teaching learning and assessment Key Practices: a, b, c, d, f
1.4 Student admission, progression, recognition and certification	Principle 4: Using data to inform and evaluate quality Key Practices: a, b Principle 5: Monitoring, evaluating and enhancing provision Key Practice: b Principle 7: Designing, developing, approving and modifying programmes Key Practices: a, c Principle 9: Recruiting, selecting and admitting students Key Practices: a, b, d
1.5 Teaching Staff	Principle 4 - Using data to inform and evaluate quality Key Practice: d Principle 9: Recruiting, selecting and admitting students Key Practice: c Principle 10: Supporting students to achieve their potential Key Practice: d Principle 11: Teaching, learning and assessment Key Practice: c

ESG Standard	Relevant Sector-Agreed Principles and Key Practices
1.6 Learning resources and student support	Principle 3: Resourcing delivery of a high-quality learning experience Key Practices: b, d, e, f, g Principle 10: Supporting students to achieve their potential Key Practices: a, b, c, d, e, f Principle 11: Teaching, learning and assessment Key Practices: a, b, c, e, f
1.7 Information management	Principle 4 - Using data to inform and evaluate quality Key Practices: a, b, c, e, f
1.8 Public information	Principle 7: Designing, developing, approving and modifying programmes Key Practice: b Principle 9: Recruiting, selecting and admitting students Key Practices: b, d Principle 10: Supporting students to achieve their potential Key Practice: a
1.9 On-going monitoring and periodic review of programmes	Principle 5: Monitoring, evaluating and enhancing provision Key Practices: b, c, e, g Principle 7: Designing, developing, approving and modifying programmes Key Practices: d, e, f, g
1.10 Cyclical external quality assurance	Principle 1: Taking a strategic approach to managing quality and standards Key Practice: f Principle 6: Engaging in external review and accreditation Key Practices: a, b, c, d, e

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