



University of East London

Quality Manual 2024/25



University of
East London

Quality Assurance
and Enhancement

**QUALITY ENHANCEMENT
THROUGH COLLABORATION**



UEL QUALITY MANUAL – 2024/25

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UEL QUALITY MANUAL

PART 1

QUALITY ASSURANCE AND ENHANCEMENT PRINCIPLES

1. UEL's Vision 2028 includes focus on delivering high quality inclusive courses which prepare our students for the jobs and opportunities of the future. To achieve our vision, UEL has established a framework of quality assurance and enhancement procedures. These are underpinned by a set of principles which inform our approach. Clear understanding and acceptance of these principles by all staff will ensure that our quality assurance and enhancement system works effectively and that internal and external requirements are met.

2. Principles

2.1. ***We aim to assure the quality of the total student experience***

The focus of our quality assurance and enhancement procedures is not just on maintaining the academic standard of our courses, although this is vital to ensure we meet the needs of our students. We aim to assure the quality of all students' experiences while they are studying at UEL. We recognise that all areas of UEL's operation have a direct or indirect impact on the quality of that experience and may ultimately have an impact on student achievement.

2.2. ***All staff are responsible for quality***

Quality is a collective responsibility among our staff, and each contribution is essential to achieving our vision. For this approach to be successful, there must be clear lines of responsibility and accountability for each area of operation and adequate support to enable staff to achieve their quality objectives.

2.3. ***We aim to enhance quality whenever possible***

Within the constraints of the resources available, we aim to provide the best possible student experience and enhance quality at all levels.

2.4. ***We are committed to the principle of external peer involvement in assuring quality***

We recognise that assuring quality also involves a constant re-examination of our own approach against those of our peers. In this way, we can assure ourselves that we are maintaining appropriate standards and demonstrate accountability to external bodies for the use of public funds and student fees. We are therefore committed to the involvement of external peers in our quality assurance procedures (in this context, the term 'peer' is broadly defined to incorporate academic staff and specialists within the sector, practitioners, and future employers).

2.5. ***We value and incorporate the perspectives of our students***

We recognise that students make a valuable contribution to the assurance and assessment of quality within UEL. We are therefore committed to seeking the views of our students and using the feedback that we gain to improve the quality of their experience. Student input must be a key factor in course design, modification, monitoring and review processes. We will work collaboratively with the UEL Students' Union and student representatives operating in different fora. We will also promote student engagement with the UEL's boards, committees and quality assurance activities.

UEL QUALITY MANUAL

PART 2

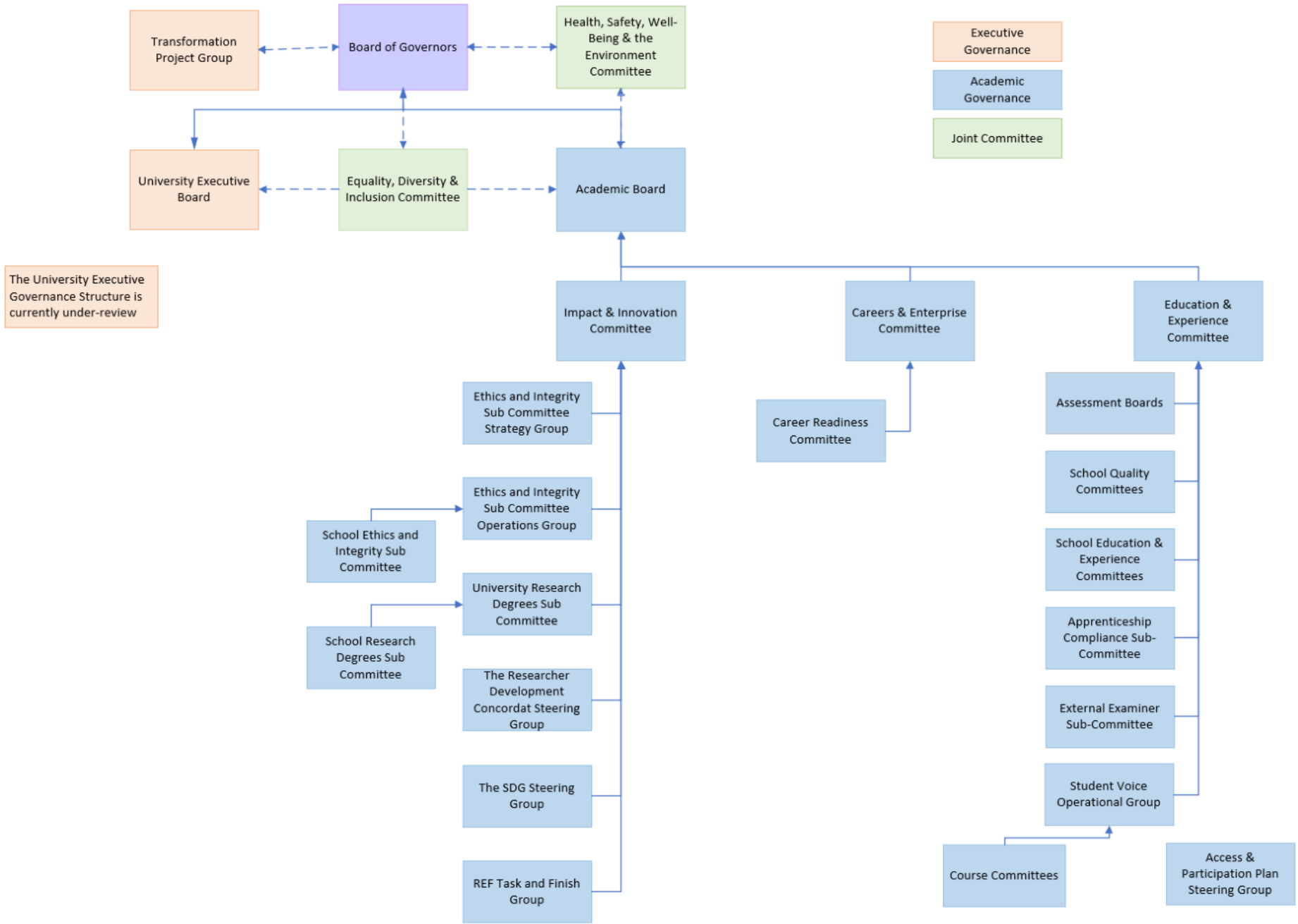
RESPONSIBILITY FOR QUALITY ASSURANCE AND ENHANCEMENT

1. Introduction

- 1.1. UEL's quality assurance and enhancement system incorporates clear lines of responsibility and accountability. This can be seen from two different perspectives: the collective responsibility of staff through the committee structure; and the individual responsibility of all staff in the performance of their duties.
- 1.2. This manual details the locus of responsibility for the implementation of our policies and procedures, and for monitoring them. The Education and Experience Committee regularly reviews elements of our procedures as appropriate and receives an annual summary of changes that have been made.

2. The UEL committee structure

- 2.1. The UEL scheme of governance defines governance as having two strands, Executive Governance overseen by the University Executive Board (UEB) and Academic Governance overseen by Academic Board. Both strands feed into the Board of Governors.
- 2.2. Quality assurance activity is predominantly located in the Academic Governance strand, though quality assurance processes do often include reference to Executive Governance where strategic decisions are required.
- 2.3. The following is a visual interpretation of the committee structure followed by a summary of the roles and responsibilities of the main committees associated with quality assurance. There are full terms of reference for each of the committees listed which are agreed at Academic Board initially. Changes to Terms of Reference are made by a proposal to the parent committee.
- 2.4. Summaries outlining the remit of committees, sub-committees and groups with responsibility for academic quality and standards and related activities are detailed throughout this section.



3. The Board of Governors

- 3.1. The Board of Governors is responsible for the determination of the educational character and mission of the University and for oversight of its activities. Its key responsibilities relating to quality assurance include:
Oversight of the programme of quality-related activities scheduled for the year and discussion of the outcomes of those activities, leading to the submission of any annual accountability returns.

4. Academic Board

- 4.1. The Academic Board is responsible for academic quality in relation to taught courses and research. Many of the operational aspects are delegated to standing committees of Academic Board. The Board monitors the operation of delegated powers by the receipt of minutes and reports from its committees. Its key responsibilities relating to quality assurance include:
- criteria for the admission of students;
 - the appointment and removal of internal and external examiners;
 - policies and procedures for assessment and examination of the academic performance of students, including the academic regulations;
 - the content of the curriculum;
 - academic standards and the validation and review of courses;
 - the procedures for the award of qualifications and honorary academic titles including the powers to revoke such awards in accordance with section 76 of the Further and Higher Education Act 1992;
 - and the procedures for the expulsion of students for academic reasons.
- 4.2. The Vice-Chancellor and President is the ex-officio Chair of the Academic Board

5. Equality Diversity and Inclusion Committee

- 5.1. The Equality, Diversity and Inclusion (EDI) Committee is responsible to the Academic Board, University Executive Board and the Board of Governors. It exists to promote, steer and progress inclusivity and equity at UEL. The Committee has institutional oversight of delivery against EDI objectives and commitments against agreed performance indicators. The Committee seeks to work with our internal and external communities to ensure that current and future equality legislation is embedded in our policies and practices so that all forms of discriminatory behaviour are eliminated and that equity and inclusion are actively progressed.
- 5.2. The Vice-Chancellor and President is the ex-officio Chair of the Equality, Diversity and Inclusion Committee.

6. Education and Experience Committee

- 6.1. The Education and Experience Committee is responsible to the Academic Board for leading UEL's strategic approach to the development, delivery and support of the Future Graduate strategic objectives and related Transformational Projects in support of Vision 2028. In particular, these objectives and projects will focus on student success and student experience. Its themes include oversight, approval and monitoring of recommendations for enhancement of both on-campus and partner provision learning and teaching, quality and standards, and the learner journey.
- 6.2. The Pro-Vice Chancellor (Education and Experience) is the ex-officio Chair of the Education and Experience Committee.

6.2.1. School Quality Committees

School Quality Committees are accountable to Education and Experience Committee. The purpose of the School Quality Committees is to ensure the School's compliance with University quality processes and the Quality Manual and to monitor the School's activity relating to University enhancement processes. The committee is responsible for developing, implementing and monitoring any additional School-level processes and strategies deemed necessary for productive engagement with the University's Quality Assurance and Enhancement activities.

6.2.2. School Education and Experience Committees

School Education and Experience Committees are accountable to Education and Experience Committee. The purpose of the School Education and Experience Committee is to have oversight of School-based activities in relation to the enhancement of academic practices and the student experience. This will include consideration of factors impacting on and current data on teaching, learning and assessment, monitoring the student experience and outcomes data and activities, ensuring School level consideration of Continual Monitoring Reports overseeing action plans relating to student education and experience; oversight of staff development activities within the School; and working closely with the School Quality Committee to enhance quality assurance practices as they related to academic practice and the student experience.

6.2.3. External Examiner Sub-Committee

The External Examiner Sub-Committee (EESC) is accountable to the Education and Experience Committee (E&EC) for monitoring the external examining system at UEL. It is responsible for appointing and where necessary terminating the appointment of examiners, based on recommendation from the Schools. It monitors the composition and characteristics of

examiners and keeps national developments relating the system under review. The sub-committee monitors issues raised in examiner reports at an institutional overview level. EESC makes recommendations to E&EC for actions to improve the system and standards, monitors their completion and considers and escalates risks accordingly. The Quality Manager Curriculum Development and Quality Manager Review and Compliance are ex-officio co-chairs of the External Examiners Sub-Committee.

6.2.4. Assessment Boards

Assessment Boards are sub-committees of Education and Experience Committee held for each School once per term, that have delegated responsibility for confirming progression and conferring the award of students on behalf of Academic Board. These committees will ensure the accuracy of marks and note decisions on awards and classifications that students have achieved. They will confirm external examiner approval of module standards within a School and they will note decisions on extenuation, misconduct and student withdrawal.

6.2.5. Course Committees

Course Committees are accountable to School Education and Experience Committees. They are a method for assuring the quality of the student experience at the course level. Course Committees include all staff making a significant teaching contribution, students on the course, and representatives of relevant academic services (e.g. UEL Academic Tutors). Their role is to ensure that the course(s) operates in a manner appropriate to its stated aims and objectives and to a standard commensurate to the award to which it leads. Proposals to change a course should be discussed at the Course Committee.

6.2.6. Apprenticeship Compliance Sub-Committee

The Apprenticeships Compliance Sub-Committee is accountable to the Education and Experience Committee. The purpose of the sub-committee is to develop and embed institutional compliance with Ofsted and ESFA requirements for all apprenticeships delivered by UEL. This includes the development and monitoring of policy and procedures, the institutional Self-Assessment Report (SAR) and Quality Improvement Plan (QIP), training provision for staff, and logistical arrangements for Ofsted visits and ESFA audits.

6.2.7. Student Voice Operational Group

The Student Voice Operational Group supports the Education and Experience Committee with the gathering and actioning student feedback collected via Quality Assurance and Enhancement

processes. In particular, it supports the promotion of external surveys, Module Evaluation and Course Committees. This group oversees the collection, analysis and dissemination of data and the resultant Actions from these feedback mechanisms.

7. Impact and Innovation Committee

- 7.1. The Impact and Innovation Committee is responsible to the Academic Board for directing the impact and innovation strategy across the institution. It determines and monitors impact and innovation KPIs, oversees the University's postgraduate research student provision and research student experience and has responsibility for the Framework for Research Quality.
- 7.2. The Pro-Vice Chancellor (Impact and Innovation) is the ex-officio Chair of the Impact and Innovation Committee.

7.2.1. Ethics and Integrity Sub-Committee (EISC)¹ Strategy Group

The Ethics and Integrity Sub-Committee (EISC) Strategy Group maintains institutional compliance with [The Concordat to Support Research Integrity, 2019](#), and associated policies and procedures, through periodical review and in relation to the University's Impact and Innovation Strategy. The group monitors the quality indicators of ethical review, ensuring that research projects are conducted to high standards of research integrity across all disciplines. The group also provides guidance on UEL's Codes of Practice for research, Staff and Student Misconduct in Research Procedure, all relevant internal regulations, and research governance, policies and procedures.

- 7.2.2. The Pro-Vice Chancellor (Impact and Innovation) is the Chair of the Ethics and Integrity Sub-Committee (EISC).

7.2.3. Ethics and Integrity Sub-Committee (EISC) Operations Group

The Ethics and Integrity Sub-Committee (EISC) Operations Group provides oversight of School Ethics Committees (SEC), including ethical review of ethics applications forms that raise significant concerns, escalated to EISC by Schools. The group considers ethical approval of research programmes and consultancy and contract projects involving human participants, human material, human data; personal, sensitive or otherwise and non-human animals. EISC considers applications for ethical approval from academics, staff members, postgraduate research students, interns, and external requests to UEL to conduct research projects within the University's community.

¹ The EISC committee was divided into a 'Strategy group' and an 'Operations group' in 2023-24. EISC remains as one committee (split into two groups). EISC reports to the Impact and Innovation Committee (I&IC).

7.2.4. The Pro-Vice Chancellor (Impact and Innovation) is the ex-officio Chair of the Impact and Innovation Committee.

7.2.5. University Research Degree Sub Committee

The University Research Degree Sub Committee (URDSC) monitors the quality of postgraduate research provision by receiving the unconfirmed minutes of each School RDSC (SRDSC) and monitoring the delivery of processes. It receives the university Postgraduate Research Annual Reports and the reports and data from the SRDSCs, identifying any matters of concern and communicating as appropriate the required actions. The URDSC monitors the assessment of quality of provision and the rates of timely progression and completion. The URDSC ensures that PGR degree regulations, CoP and the PGR Framework of Responsibilities and associated procedures are regularly reviewed and updated and reflect the university's values, including anti-racism, inclusivity, and well-being.

7.2.6. The Director of the Office for Postgraduates, Research and Engagement is the ex-officio Chair of the University Research Degree Sub Committee.

7.2.7. Researcher Development Concordat Steering Group

The Research Development Concordat Steering Group (RDCSG) oversees the institution's commitment to, and enactment of, the principles of the Concordat. RDCSG supports the career development of researchers via an annual action plan, progress review and annual report available to external stakeholders. It has a mandate to raise the visibility of and maximise the role the Concordat plays in supporting continuous improvement in the activities and approaches.

7.2.8. Research Excellence Framework (REF) Steering Group

The UEL REF Steering Group acts as an umbrella panel to help steer and shape the University's REF submission and ensure that the quality and size of the submission are maximised. The group advises the PVC Impact and Innovation on any emerging implications of REF proposals, criteria and submission guidelines. It ensures that effective and appropriate institutional action is undertaken to support research productivity, grant capture and research student progression in line with REF proposals. It also ensures EDI is embedded throughout preparations for REF through equality impact assessments and consideration of how Schools and Institutes are progressing EDI within the research.

7.2.9. The Pro-Vice Chancellor (Impact and Innovation) is the ex-officio Chair of the REF Steering Group.

7.2.10. Sustainable Development Goals (SDG) Steering Group

The Sustainable Development Goals Steering Group examines the Institution's engagement with sustainable development goals and how to improve visibility of this. The Group provides guidance in the areas of teaching and learning, research, impact and university operation in relation to sustainable development goals and collects the required evidence for external recognition.

7.2.11. The Director of the Office for Postgraduates, Research and Engagement is the ex-officio Chair.

8. Careers and Enterprise Committee

8.1. The Careers and Enterprise Committee is responsible to the Academic Board in relation to the successful achievement of the Future Professional strategic objectives and related Transformational Projects. In particular, these objectives and projects focus on graduate employment, enterprise, partnerships and portfolio diversification. Its themes include oversight, approval and monitoring of recommendations for enhancement of student employability including placement activity, the portfolio of collaborative and apprenticeship provision, graduate outcomes and access and participation.

8.2. The Pro-Vice Chancellor (Careers and Enterprise) is the ex-officio Chair of the Careers and Enterprise Committee.

8.2.1. The Career Readiness Committee

The Career Readiness Committee is a sub-committee of the Careers and Enterprise Committee. The purpose of the group is to monitor and oversee delivery and evolution of the Graduate Employability Action Plan and adherence to the CaSE Standard Operating Procedures (SOP).

8.2.2. The Pro-Vice Chancellor (Careers and Enterprise) is the ex-officio Chair of the Career Readiness Committee.

9. Executive Groups

Executive groups are not part of the formal academic committee structure, but they play an important part in developing and implementing academic and

non-academic strategy.

9.1. School Executive Teams

School Executive Teams are responsible to University Executive Board for developing, implementing, and monitoring strategy and process at the School level, in line with institutional strategy, with respect to the academic portfolio; financial performance and risk management; admissions requirements and targets; international recruitment; research; learning, teaching and assessment; curriculum development; Equality and Diversity Strategy; strategy and outcomes in relation to student engagement and student experience; collaborative provision; employability strategy; the Teaching Excellence Framework; peer review; and staff support and development.

9.2. School Executive Teams also have oversight of quality, standards and partnership activity at the School level, including outputs from School-based committees which consider these areas, including:

- collaborative provision for the School;
- course approval, re-approval and modifications;
- external examiner activity;
- annual monitoring processes.

9.3. Department Committees

Department Committees are comprised of all module leaders in the department, and course leaders from courses on which modules are core. Department Committees are responsible for assuring the quality and standards of the range of modules within the department. They will consider matters relating to the content, assessment and delivery of modules in the department based on feedback from course leaders, course committees, module feedback questionnaires and module leaders. The Department Committee is responsible for approving the Department Continual Monitoring Process report and action plan.

10. Task and Finish Groups

10.1. Task and Finish groups may be established by parent committees on a temporary basis, in order that certain aspects of committee business can be investigated or monitored in more depth. Where this occurs the parent committee will establish the membership, duration and remit of the task and finish group, receive reports or minutes and make decisions based on recommendations for action.

11. Scrutiny Groups

11.1. Scrutiny groups may be established by parent committees on an ongoing basis, in order that certain aspects of committee business can be scrutinised

outside of the main assembly and then formally proposed to the committee for approval. Where this occurs the parent committee will establish the membership and remit of the scrutiny group, receive reports or minutes and make decisions based on recommendations for action.

12. Executive responsibilities for quality

12.1. Vice-Chancellor's Group and University Executive Board

12.2. The Vice-Chancellor and President is accountable to the Board of Governors. The Vice-Chancellor and President has overall executive responsibility for the management of UEL and is ex officio chair of the Academic Board. The Vice-Chancellor delegates senior staff responsibilities for particular aspects of the institution's management. Each member of staff has responsibility for ensuring quality within their area. The Vice-Chancellor and President chairs the University Executive Board (UEB).

12.3. School Deans

12.4. Each School Dean is responsible for executive oversight for the quality of their School's academic provision and for ensuring that quality assurance procedures are complied with inside each School.

12.5. The School Dean is responsible for ensuring the appointment of School Directors to lead the implementation of university strategy at a School level for Education, Careers and Research. This may also include where appropriate the appointment of School Leaders for Learning and Teaching, Research, and Quality, and Deputy Leaders who may represent the School on committees and chair relevant School meetings.

12.6. The School Dean is responsible for ensuring that each Course Leader leads completion of a Continual Monitoring Report. The School Dean ensures that a School Continual Monitoring Report, including an action plan, is produced and approved by the School.

12.7. The School Dean is responsible for the implementation within the School of actions arising from validation, monitoring and review of courses and the ongoing academic quality and standards of courses.

12.8. School Directors

12.9. Normally, each School has Directors for Education and Experience, Careers and Enterprise, and Innovation and Impact. Directors are accountable to the School Dean and the Pro-Vice Chancellor related to their areas of responsibility, for the effective implementation of relevant procedures at the School level.

12.10. **School Leaders**

12.11. Schools appoint Leaders in critical areas of activity such as Collaborations with Academic Partners, Learning and Teaching, Quality Assurance, and Research. Leaders are accountable to the Deans and/or Directors for the effective implementation of relevant procedures at the School level. The Directors may stand in as a Leader where no Leader is appointed.

12.12. **Course Leaders/Heads of Department**

12.13. Course Leaders and Heads of Department are accountable to the School Dean for the effective management of a department or course and for ensuring that quality assurance procedures at the department or course level, as appropriate, are followed.

12.14. The Head of Department is responsible for leading subject development and ensuring the management of the delivery of modules and their associated assessment in the department. Heads of Department ensure the appointment of appropriate numbers of external examiners.

12.15. The Course Leader completes the Continual Monitoring Report for their courses and ensuring the report is discussed at the Course Committee, and that follow up actions are completed. The Course Leader is also responsible for completing the student handbook and other documentation for quality assurance and enhancement purposes.

12.16. The Course Leader is responsible for ensuring that each member of the course team is aware of their particular responsibilities with regard to the management of a course e.g. Module Leaders, Admissions Tutors, Year Tutors, and Academic Advisors.

12.17. **Directors/Heads of Services**

12.18. Each Director/Head of a Service is accountable to a member of the UEB for the quality of the service which is provided. The Director is responsible for ensuring that quality assurance procedures are followed.

12.19. In particular, the Head of Quality Assurance and Enhancement is responsible for: the provision of support for the development of policies with regard to quality assurance; the implementation of those quality assurance processes managed by Quality Assurance and Enhancement; and the provision of advice and guidance with regard to implementation at School level.

12.20. The Head of the Centre for Excellence in Learning and Teaching is responsible for overseeing the development of policy and practice in relation to the development of learning and teaching.

12.21. **All staff**

12.22. All staff are accountable to their line manager. All staff have clearly defined job descriptions which state their duties and responsibilities.

12.23. The effective fulfilment of their job description is the responsibility of every member of staff.

12.24. Every member of staff is expected to subscribe to the ethos of quality and contributes to quality assurance and enhancement.

UEL QUALITY MANUAL

PART 3

MODULE PROCESSES

1. Introduction

- 1.1. Information about module processes can be found throughout this manual. This section provides a brief summary of these processes and identifies the part of the Quality Manual in which further information may be found.

2. Responsibility

- 2.1. The Head of Department is responsible for leading department development and ensuring the management of delivery of modules and their associated assessment in the department area.
- 2.2. The Course Leader is responsible for ensuring that each member of the course team is aware of their responsibilities regarding the management of a course, e.g. Module Leaders and Academic Advisors.

3. Creating and Updating Module Specifications

- 3.1. The module specification form and associated guidance is available at: <https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx#modules>
- 3.2. Note that modules on any type of provision use the same module specification template.
- 3.3. Module specifications for any given year are held by QAE, therefore QAE should be notified of any changes to module specifications, even regular routine updates that do not require formal quality approval such as updates to the reading lists. This is essential to ensure information to students and other stakeholders is up to date and consistent.
- 3.4. Updated specifications can be sent to the QAE mailbox (gae@uel.ac.uk).

4. Module Approval

- 4.1. Module approval may take place during the process of course approval. Module specifications are included in the documentation required for the approval of a new course (Part 5, Approval and Validation of Award-Bearing Courses (non-collaborative)).
- 4.2. New modules for incorporation in existing courses may be approved by the School Quality Committee (Part 6, Module and Course Modifications).

- 4.3. Where a course incorporates modules 'owned' by another School, the Course Leader will obtain written agreement from the School relating to the use of the modules, and this should be presented at the approval meeting (Part 5, Approval and Validation of Award-Bearing Courses (non-collaborative)).
- 4.4. Following module approval:
 - Course specification(s) must be updated to include details of any newly approved modules and forwarded to QAE.
 - Where modules are core, the implications for the 25% rule must be noted. (Part 6, Module and Course Modifications).
- 4.5. While not a formal part of the module approval process, it is expected that following approval, a module guide/handbook will be produced and made available to students upon commencement of the module. Module guides will be considered as part of the Periodic Review Process (Part 8, Periodic Academic Review).

5. Module Modification

- 5.1. Guidance on module modifications can be found in Part 6, Module and Course Modifications.
- 5.2. Module modifications must be approved by the relevant School Quality Committee.
- 5.3. Module modifications will not be applied retrospectively and should only be implemented at the start of the term or academic session following their approval.
- 5.4. Where modifications are being proposed that will affect students currently enrolled on a course, students must be consulted and notified if approved.
- 5.5. Where module modifications are being proposed that will affect apprentices currently enrolled on a course, in addition to the apprentices affected, employers must also be consulted and notified if approved.
- 5.6. Where changes to learning outcomes, level, credit weighting and curriculum content are proposed, external expert advice must be sought.
- 5.7. Where modules are core, the implications for the 25% rule must be noted. A running log of all course modifications should be kept by the School Quality Committee.
- 5.8. Normal and regular updates of reading and resources lists do not require approval by the School Quality Committee however, the updated module specification should be sent to the QAE mailbox (qae@uel.ac.uk).
- 5.9. Course Leaders should be notified when module modifications have been made to modules that are offered on their courses.
- 5.10. Where modifications are approved to modules on franchised partner courses, the relevant link tutor and the Academic Partnerships Office must be informed.

6. Changes to Module Titles

- 6.1. School Quality Committees may approve changes to module titles (Part 6, Module and Course Modifications).

7. Collecting and Responding to Student Feedback

- 7.1. All students will be provided with the opportunity to contribute feedback on each module anonymously via Module Evaluation Questionnaires (MEQ). A centrally administered automated module evaluation system is used for undergraduate and postgraduate taught, work placement and dissertation modules delivered at UEL. The standard questions cover key areas such as knowledge and skills; module organisation; module resources; module satisfaction; and employment readiness.
- 7.2. Module Evaluation processes do not include surveys at collaborative partner institutions and postgraduate research courses. Guidance for collaborative partners on Module Evaluation is provided in the Student Engagement Guidance for Academic Partners pack.
- 7.3. Staff are able to monitor response rates, view historical MEQ reports and close the feedback loop with students via the online platform Evasys+.
- 7.4. A results analysis report is automatically generated and sent to Module Leaders that are assigned to the modules in SITS and quantitative responses are uploaded to Power BI. Student feedback from module evaluation should be considered in the Module Development Plan, as detailed below.

8. Module Monitoring

- 8.1. A Module Development Plan (MDEP) will be prepared for each module at the end of each delivery cycle (term or academic year, as appropriate).
- 8.2. A standard report template is available on the Quality Assurance & Enhancement SharePoint page (<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx#modules>).
- 8.3. The MDEP should be forwarded to External Examiners as part of the assessment board pack. Schools will make local arrangements for storing MDEPs and provide a copy to QAE for the central repository.

9. Manuals, Forms and Guidance notes relevant to Part 3

- 9.1. All manuals, forms and guidance are available on the QAE intranet (<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx#modules>).
- 9.2. Module-specific guidance:
 - Module Development Plan Template and Guidance
 - Module Specification Template
 - Module Indicative Learning and Teaching Time

- Guidance for accessing online MEQs
- Guidelines for Module Guides
- Module Guide Template
- Taught/Distance Learning Module Evaluation Questionnaire
- Work Placement Module Evaluation Questionnaire

- Dissertation Module Evaluation Questionnaire

9.3. Module Amendments:

- Module Amendment Form for School Quality Committee.

UEL QUALITY MANUAL

PART 4

QUALITY CRITERIA

1. Introduction

- 1.1. For courses to be approved and validated, they must satisfy the quality criteria outlined in this section of the Quality Manual.
- 1.2. In line with the Office for Students (OfS) registration [Condition B1](#) (Academic Experience), each course is up-to-date, provides educational challenge, is coherent, is effectively delivered, and as appropriate to the subject matter of the course, requires students to develop relevant skills.
- 1.3. In Academic Reviews (see: Part 8), courses are reassessed against these criteria. If the criteria are not met, sanctions may be applied until improvements have been made or approval to deliver may be withdrawn..
- 1.4. Any deviations to these criteria must be justified during the planning stage and, as necessary, referred to the Education and Experience Committee for approval.

2. Academic climate

- 2.1. Courses align with current and emerging trends in academia, ensuring curriculum and teaching and learning methods are relevant and responsive to sector developments.
- 2.2. The relevant School(s) actively engage with industry partners, professional bodies, and academic networks to ensure that courses reflect evolving expectations of the wider academic and professional landscape.

3. Resources

- 3.1. The relevant School(s) provide evidence of relevant academic, scholarly and professional fitness and can demonstrate that this is adequate and appropriate to support the course.
- 3.2. The course team has adequate numbers of staff with appropriate expertise at all levels to sustainably deliver and support the course.
- 3.3. The University has sufficient physical accommodation for teaching and learning to take place within an environment that is conducive to learning.
- 3.4. The University has appropriate and up-to-date specialist equipment (including learning technologies and platforms) to support learning where necessary.

- 3.5. The University has sufficient library materials, digital resources and other educational resources available to support students' learning needs.

4. Course philosophy and principles

- 4.1. Courses have clearly articulated aims and learning outcomes which students can comprehend and which equip them with the essential knowledge, skills and behaviours to achieve occupational competency in their future careers to meet the needs of employers and the global economy.
- 4.2. Courses have aims and learning outcomes which support the objectives of [Vision 2028](#).
- 4.3. Courses provide opportunities for progression onto further lifelong study, career or professional development.
- 4.4. Courses comply with the [Equality and Diversity Policy](#) and the University's strategic aims to widen participation and embed accessibility as reflected in the course curriculum and teaching methods.

5. Professional and academic compliance

- 5.1. Courses provide subject content, teaching, and learning materials that meet national standards and the expectations of employers and external partners, as outlined in the Quality Assurance Agency for Higher Education (QAA)'s [Subject Benchmark Statements](#), [Framework for Higher Education Qualifications](#), [UK Quality Code for Higher Education](#) and as reflected in the [OfS sector-recognised standards](#).
- 5.2. In the case of apprenticeships, courses reflect the specifications of the QAA [Characteristics Statement for Higher Education in Apprenticeships](#) and the relevant [apprenticeship standard](#) produced by the Institute for Apprenticeships and Technical Education (IfATE) (see: Appendix C).
- 5.3. In the case of research degrees, courses reflect the standards outlined in the [Concordat to Support Research Integrity 2019](#) and the University's [Code of Practice for Postgraduate Research \(PGR\) Degrees](#) and [Regulations for Research Degrees](#).
- 5.4. In the case of qualifications accredited or validated by an external professional, statutory or regulatory body (PSRB), courses reflect the standards outlined in the relevant [PSRB framework](#) (see: Part 14).

6. Admissions

- 6.1. Admissions follows a fair process and do not directly or indirectly discriminate applicants on the grounds of any protected characteristics, consistent with the [Regulations for Admissions](#) and the [Admissions of Students Policy](#). Reasonable adjustments to admissions are additionally put in place to ensure the needs of applicants with declared disabilities and/or learning support needs are met.

- 6.2. Admissions clearly specify and justify any required threshold competencies to be accepted onto the course.
- 6.3. Admissions provide opportunities for both those with formal prior certifications/qualifications and those wishing to enhance learning previously achieved by identifying, assessing and accrediting learning that is not an outcome of a formal programme of study in line with the [Accreditation of Prior Certificated and Experiential Learning Policy](#).
- 6.4. Applicants are only admitted onto courses where course teams believe the applicant is likely to be successful in gaining the award.
- 6.5. For apprenticeships, any additional admissions requirements are considered (see: Appendix C).

7. Course and module structure

- 7.1. Course structures are clearly defined and consistent with the aims and learning outcomes of the course.
- 7.2. Course structures permit flexibility of movement between courses both within the University and at other providers.
- 7.3. Courses have clearly defined points for the awarding of credit and/or interim awards where students partially complete a course.
- 7.4. Modules clearly specify learning outcomes and culminate in summative assessment(s) which assess every module learning outcome in accordance with the Assessment and Feedback Policy.
- 7.5. Modules have a credit tariff specified in accordance with the [Academic Regulations](#) and Assessment and Feedback Policy. .
- 7.6. Additional structural requirements may apply for apprenticeships (see: Appendix C) and for short courses (see: Part 10).

8. Course content and curriculum

- 8.1. Course content is consistent with course aims and learning outcomes.
- 8.2. Course content is current and comparable with that of similar courses at other providers.
- 8.3. Course content is designed to be inclusive and to ensure all students can access and actively engage with learning (see: Appendix E).
- 8.4. Course content includes education for sustainable development, as outlined in the QAA subject benchmark statement.

8.5. Course content actively fosters the following general skills and competencies within all students through both teaching and assessment:

8.5.1. Content for all courses

- use of subject-specific English (or alternative language of delivery) and mathematics pertinent to the demands of the course;
- intellectual and imaginative skills;
- understanding and competence;
- the ability to solve problems;
- an enquiring, analytical and creative approach;
- independent judgment and critical self-awareness;
- skills of clear communication and logical argument;
- the ability to see relationships within what students have learned and to relate what they have learned to actual situations;
- an appreciation of attitudes, modes of thought, practices and disciplines other than those of their main studies.

8.5.2. Content for all undergraduate courses

- ability to take initiative and work independently;
- ability to work effectively as a member of a team;
- ability to use written communication and oral presentation effectively in a variety of contexts;
- ability to search for information and carry out appropriate data-analysis;
- ability to make effective use of information technology.

8.5.3. Content for all postgraduate courses

- research appropriate to the subject, including data searching and retrieval at the research level;
- management/leadership skills, including decision-making skills;
- independent critical analysis of the conceptual and theoretical basis of a piece of argument within the field being studied;
- awareness of new developments in the subject area.

8.6. Additional course content requirements may apply for apprenticeships (see: Appendix C) and for short courses (see: Part 10).

9. Learning and teaching methods

- 9.1. Learning and teaching methods enable students to meet the aims and learning outcomes of the course and address the needs of students.
- 9.2. Learning and teaching methods are varied to provide students with a range of learning opportunities and experiences.
- 9.3. Learning and teaching methods respond to the diversity of the student cohort and promote equality of opportunity and inclusivity (see: Appendix E).
- 9.4. Learning and teaching methods encourage students to be active in the learning process and to take responsibility for their own learning.
- 9.5. Learning and teaching methods align with the UEL teaching and learning framework: [Technology Enhanced Active Learning \(TEAL\)](#). The Centre for Excellence in Learning and Teaching (CELT@uel.ac.uk) provides support and guidance on the implementation of the TEAL framework.
- 9.6. Additional learning and teaching requirements may apply for apprenticeships (see: Appendix C) and for short courses (see: Part 10).

10. Assessment

- 10.1. Assessments are in compliance with the [Assessment and Feedback Policy](#) and [Regulations for Assessment of Students](#).
- 10.2. There is a clear Assessment Strategy for the course and assessments use an appropriate variety of methods of assessing students' learning including both formative and summative assessments in each module.
- 10.3. Assessments are inclusive, robust, reliable, valid, secure and at the appropriate level.
- 10.4. Assessments measure all stated learning outcomes for each module.
- 10.5. Assessments are distributed appropriately across each course to support students' and markers' workload management. Oversight must be provided in the course assessment framework which sets out students' assessment load, mode and assessment timings and is published for staff and students.
- 10.6. Assessments are followed up with timely feedback, providing for opportunities of reflection on both formative and summative assessments.
- 10.7. Assessments measure technical proficiency in the English language (for courses taught in English and with due regard to the provisions of the Equality Act 2010) in a manner which appropriately reflects the level and content of the course.
- 10.8. Assessments ensure credibility of awards and mitigate plagiarism (including consideration of potential artificial intelligence (AI) plagiarism risks).

- 10.9. Assessments are subject to [external examination](#) (see: Part 9).
- 10.10. Additional assessments requirements may apply for apprenticeships (see: Appendix C) and for short courses (see: Part 10).

11. Guidance and support

- 11.1. Guidance and support for induction are provided at the point of admission to the course and is consistent with the [Student Induction Policy](#).
- 11.2. Guidance and support for academic study are in place to provide support for students which facilitates the planning, monitoring, reviewing, and recording of their learning.
- 11.3. Guidance and support are available to help students acquire core skills and competencies.
- 11.4. Guidance and support are available for students' personal support needs, including support for any disabilities and/or additional learning support needs.
- 11.5. Guidance and support are available to provide information to students on employability and careers, including guidance and support for apprentices who face redundancy during their course (see [paragraph 238.3](#) of the apprenticeship funding rules).

12. Continuation, Completion and Progression

- 12.1. Arrangements and responsibilities for how student continuation, completion and progression rates are to be kept under review, and ensuring that appropriate actions are taken where problems are identified, are clearly defined.
- 12.2. For additional progression and completion requirements for apprenticeship courses, refer to Appendix C.

13. Information

- 13.1. Detailed and useful information on the philosophy, aims, learning outcomes, structure, content, admissions, operation and assessment of the course is readily available to all staff and students involved with the course through the provision of student handbooks, course/module specifications and handbooks as appropriate.

14. Course costs

14.1. Any additional course costs outside of tuition fees, in compliance with the [Consumer Rights Act 2015](#), must be provided in course specification. Examples of some common additional course costs include but are not limited to fields trips, equipment, materials, bench fees, and studio hire.

14.2. Any additional course costs must also provide the following information:

- Whether any additional costs are mandatory or optional.
- When any additional costs will be required to be paid.
- How much any additional costs will be expected to be. Note that where the value is unknown or uncertain, information must be provided for how the exact values will be calculated as this information becomes available.
- For apprenticeship courses, that apprentices will not be liable to fund any aspect of their training including additional course costs (see [paragraph 145](#) of the funding rules).

15. Feedback from students and employers

15.1. Feedback from students and employers are actively sought and considered in the design, delivery and outcomes of the course.

15.2. For course revalidations, feedback from any impacted students and employers are sought on the proposed changes and considered (see: Appendix D).

15.3. For course revalidations, feedback from any offer-holder applicants must be sought on the proposed changes and considered.

UEL QUALITY MANUAL

PART 5

APPROVAL AND VALIDATION OF AWARD-BEARING COURSES (NON-COLLABORATIVE)

1. Introduction

- 1.1. All proposals for new courses require Initial Approval

After Initial Approval, all non-collaborative courses are developed to be validated by the School Quality Committees. Part 11 of this manual outlines the procedures for the approval of collaborative courses.

- 1.2. After School approval, validation of all non-collaborative courses is confirmed via the Peer Review process.
- 1.3. Education & Experience Committee and Academic Board formally note the addition of courses to the university portfolio.

2. The Initial Approval Process

- 2.1. Before a new course is developed, Initial Approval must be obtained. The aim is to ensure that time is spent productively on developing proposals that are viable, in accord with the UEL vision and strategic plans and are likely to succeed at validation.

Initial Approval should be obtained eighteen months before the first intake of students. Exceptions with tighter timescales may be approved if an appropriate rationale is received.

The Initial Approval Process is currently being reviewed and revised as a process improvement project, with a view to implementing a new process in term 2 2024/25. Enquiries relating to existing or new course proposals should be sent to qae@uel.ac.uk

3. Course Validation

- 3.1. No proposal may proceed to validation unless it has been granted Initial Approval.
- 3.2. Once Initial Approval has been granted, the proposal is added to the validation schedule and progress in terms of validation is monitored by the School Quality Committee. The QAE Officer associated with the School will

be available to provide advice and guidance throughout the validation process.

Once Initial Approval has been granted, the Course Proposer establishes a development team to develop the course. For Apprenticeship courses a member of Employer Partnerships Office and the Apprenticeships Delivery Lead should be part of the development team.

- 3.3. Where a course has, or requires, recognition by a professional, regulatory or statutory body (PSRB), the body should be informed at the earliest opportunity. Depending on the approval requirements of the PSRB, a representative of that body can be involved in the approval process. QAE can advise on possible arrangements.

4. Naming of Courses Involving Multiple Subjects

- 4.1. Where a single honours degree combines two subjects within its course title, the title should contain either the words 'and' or 'with':
- 4.2. **And:** should be used where there is equal weighting at all levels between the two subjects so that there are 60 credits per subject area per level.
- 4.3. If some modules contain aspects of both subjects, there must be clear indications that there is an equal amount of content from both subject areas.
- 4.4. **With:** should be used where there are a greater number of credits in one subject compared to the other, typically 90/30. The subject with the greatest credit weighting must appear first in the degree name.
- 4.5. Where the course contains a dissertation, it would be assumed that the topic of this would reflect both subjects taught where the degree is 'and', with a greater bias on one rather than the other for 'with'.

5. External Advice

- 5.1. Prior to the School Quality Committee meeting convened to consider the course for approval, the Course Proposer nominates appropriate external subject advisers to participate in the approval process. Two external advisers are required, but this number can be increased, if appropriate, at the discretion of the Chair of the School Quality Committee. Where a substantive amount of distance or blended learning is included, at least one of the external advisers should have experience of distance learning provision.
- 5.2. The suitability of the external advisers will be determined by the Chair of the School Quality Committee subject to the following criteria:
 - The depth of subject knowledge.
 - The relevance of subject knowledge.
 - Prior experience of teaching on courses at the same level or above; and experience of different modes of provision (distance learning, blended learning, apprenticeships) where appropriate.

- Impartiality (the nominee should not have any formal links with UEL during the last five years as a former member of staff or the last three years as an external examiner).
 - Professional expertise (for vocational courses, at least one of the advisers should be a 'practitioner' drawn from a relevant business or professional background).
 - External Advisors should be drawn from a variety of contexts. While it is permissible to use the same advisor for several approvals, efforts should be made to periodically seek fresh perspectives by appointing advisors that have not been used before.
- 5.3. It is unlikely that any single nominee will meet all the above requirements. In making judgments about the suitability of the proposed external subject advisers, the Chair will need to consider the overall balance of expertise presented by the external advisers. The Chair may reject a nominee or require the Course Proposer to nominate additional external subject advisers in order to ensure a balance of expert advice.
- 5.4. The external adviser should receive a copy of all documentation detailed below and be asked to comment on the extent to which the documentation meets the UEL Quality Criteria.
- 5.5. Normally, comments from external advisers will be sought by correspondence and presented to a full meeting of the School Quality Committee. There is no requirement that external advisers attend a committee meeting but, at the discretion of the School Quality Committee, external advisers may be invited to attend a meeting (remotely or in person) in order to contribute to the discussion. Where an external adviser has not attended the meeting, the Course Proposer will formally notify the external adviser of the outcome of the process.

6. Documentation

The Course Proposer is responsible for ensuring that complete and high quality documentation is provided for the School Quality Committee's attention in advance of the meeting. It is required that documentation is provided to the Quality Officer in time for it to be checked for completeness, collated and circulated a minimum of 5 working days in advance of the meeting. The following documentation is required for the approval of a new course.

6.1.1. Validation Document, which includes:

- The context of the proposed course.
- The rationale for the proposal.
- The professional context of the proposal.
- The course structure.
- Arrangements for the supervision and assessment of any placement element.

- School-based academic and other counselling/student support arrangements.
 - A statement detailing the course team's evaluation of their proposal with regard to the Framework for Higher Education Qualifications, relevant QAA Subject Benchmark Statement(s) (where applicable), the QAA Quality Code, and any professional accreditation requirements (i.e. how have they been used in the development of the Course).
 - A curriculum vitae for each member of staff associated with teaching on the course.
 - The resources available.
 - Details of student and employer consultations.
 - Transitional Arrangements (if relevant)
- 6.1.2. Course Specification, using the standard UEL template
- 6.1.3. Module Specifications, using the standard UEL template
- 6.1.4. Course technical details and Module information, using the standard UEL template
- 6.1.5. Apprenticeship Mapping Document (for apprenticeship courses only)
- 6.1.6. For distance learning proposals and proposals that involve a blend of both distance/online and on-campus learning, the proposal must also include a learning strategy, using the standard UEL template.
- 6.2. Where a course incorporates modules 'owned' by another School, the course leader will obtain a written agreement from the School relating to the use of the modules, and this should be presented to the approval meeting.
- 6.3. Apprenticeship courses may share module specifications with a non-apprenticeship counterpart; however, the module specifications should be addressed to ensure the terminology is still applicable for those on an apprenticeship.
- 6.4. In addition to the documentation provided by the course proposer, the School Quality Committee will be provided with a copy of the following information to assist with their deliberations:
- The UEL Quality Criteria (Part 4 of the Quality Manual);
 - The relevant QAA Subject Benchmark Statement(s);
 - The latest version of Ofsted's Education Inspection Framework (for apprenticeships courses only);
 - An extract from Part 1 of the Manual of General Regulations, providing the full description of the award to which the proposed course will lead;
 - The external advisers' written comments, and the course team's response;
 - A copy of the relevant professional body(s) requirements, where appropriate;
 - A copy of the Initial Approval form; and
 - Any other information relevant to the proposal.

7. Course Approval

All proposals for new courses will be considered for approval by a full meeting of the School Quality Committee (held in person or remotely). Proposals cannot be considered by correspondence. Schools Quality Committees are expected to set schedules for approval business and monitor these. The latest a course can be approved through School Quality Committee is the end of February preceding a September intake, or end of October preceding a February intake. Validations projected to be approved later than this can only proceed with the agreement of the Head of Quality Assurance and Enhancement.

- 7.1. Where a professional, statutory or regulatory body requires it, a joint validation/accreditation event may be held, either by participation of the body in the UEL process as part of the School Quality Committee, or by a separate bespoke event that satisfies both UEL and the accrediting body needs.
- 7.2. In order for courses to be approved, the Quality Assurance Officer and a member of staff from another School (normally a School Quality Leader, but may be a Deputy Quality Leader, Dean of School, or Director of Education and Experience), must be present at the meeting, as specified in the standard terms of reference and constitution of the School Quality Committee. For the approval of professional doctorate courses, a representative of the Graduate School will also be invited to attend.
- 7.3. The School Quality Committee will evaluate the proposal against the Quality Criteria and other external reference points, as appropriate, as set out in section 6.4 above.
- 7.4. In the case of distance and blended learning provision, the approval event will consider additionally the strategy for distance, blended or online delivery which will include the following: methods of; delivery; induction; support; implementation of the curriculum; assessment strategy; and a plan for the ongoing development of staff.
- 7.5. A School Quality Committee may not consider a course for approval unless the comments of all external advisers are available to the meeting.
- 7.6. The School Quality Committee can either: (a) approve the proposal and forward it to Quality Assurance and Enhancement for formal validation after Peer Review or; (b) reject the proposal and require that it be revised and re-submitted for further consideration at a future meeting. The School Quality Committee may not impose conditions of approval.
- 7.7. The School Quality Committee can ask for minor amendments to the documentation as a result of discussions at the approval meeting, to be completed before the documents are circulated for Peer Review. As a guide, these should take no longer than two weeks to resolve (deadline to be set at the event) and might include wording of learning outcomes, or clarification of student facing documentation. This would not include for example the

submission of missing documentation, which would require the proposal to be resubmitted to a future meeting.

- 7.8. The minutes of the School Quality Committee will record details of the discussion about the proposal and the outcome agreed by the Committee. They will also indicate clearly the action taken in respect of recommendations of external advisers. The minutes will be forwarded to Quality Assurance and Enhancement to be included in the documentation circulated for Peer Review.
- 7.9. Once a course has been approved by the School Quality Committee, it can be delivered, subject to formal validation by Peer Review. The Servicing Officer for Peer Review will write to each School, following successful confirmation to notify them of formal course validation.
- 7.10. All courses are validated indefinitely; the Academic Review process provides assurances that the course remains current. A shorter period may be determined by the School Quality Committee and/or a professional body(s) if necessary.
- 7.11. Courses that are validated but do not have an intake of students for a period of three academic years are required to be revalidated or withdrawn.

8. Peer Review

- 8.1. Peer Reviewers will formally recognise all new courses, on behalf of the Education and Experience Committee and Academic Board.
- 8.2. A subset of documentation will be circulated by QAE to a Peer Reviewer to judge whether due process has been followed and all relevant actions have been completed.
- 8.3. Peer Reviewers complete a standard review form.
- 8.4. Peer Reviewers will not 'second guess' the academic judgement of the School Quality Committee nor of the external advisers.
- 8.5. To facilitate their role, Peer Reviewers will receive: copies of the minutes of the meeting of the School Quality Committee; a copy of the course specification; a copy of the Validation Document; the external advisers' comments and School response.
- 8.6. Where Peer Reviewers have concerns about the completion of the process by the School Quality Committee, they will make those known to the Head of Quality Assurance and Enhancement, or their nominee, via the review form. The Head of Quality Assurance and Enhancement, or their nominee, may seek further information or refer the proposal back to the School Quality Committee for further consideration.

8.7. The Head of Quality Assurance and Enhancement, or their nominee, will report the status of courses currently being validated (and withdrawn) to Education and Experience Committee and Academic Board, noting when validation is complete and any issues of institutional significance that have emerged from validation activity.

8.8. Peer review will be undertaken with a risk-based approach. The Head of Quality or nominee will always act as a reviewer, the number of additional peer reviewers will be proportional to the type of approval event:

Type of activity	Number of Peer reviewers Required	HoQ (or nominee) review and sign off required.
School (Re)Validation	2	Yes
Collaborative (Re)Validation	2	Yes
Collaborative Standing Approval Panel	0	Yes
Collaborative Site Visit	0	Yes
Articulation	0	Yes
Title Change	0	Yes
Withdrawal	0	Yes
Short Course	1	Yes
Sub-Course	0	Yes

9. Example timeline for Validation of Courses at SQC in time for a September 2025 intake

Stage	Notes	Window / Deadline
Prep Meeting	<ul style="list-style-type: none"> Confirm courses Identify authors and key stakeholders Agree timelines Share templates Discuss document control Discuss External Advisor process 	31 st May to 18 th June (ideally by 11 th June)
Submit first draft of course and module specifications	<ul style="list-style-type: none"> Initial review of specs will commence from QAE Officer and Quality Lead upon receipt so that checks can be made, and feedback given prior to submission of first draft of validation document 	21 st June
CELT input	<ul style="list-style-type: none"> Discuss approach and shape of learning and teaching experience Discuss learning outcomes and how these can be approached 	Ideally before first draft of validation documents are submitted on 30 th July (but can happen anytime up until documents are sent out to External Advisors and SQC members for review on 4 th October)

Stage	Notes	Window / Deadline
Student & Employer feedback	<ul style="list-style-type: none"> Obtain feedback that can be used to shape the course(s) being proposed 	Ideally before first draft of validation documents are submitted on 30 th July (but can happen anytime up until documents are sent out to External Advisors and SQC members for review on 4 th October)
Submit first draft of validation document		30 th July
Key QA reviewers to review first draft	<ul style="list-style-type: none"> Likely to include the following: <ul style="list-style-type: none"> Quality Lead Quality Officer Head of Department 	2 nd August – 6 th August
Planning meeting	<ul style="list-style-type: none"> To discuss issues picked up in first draft of validation documents, share good practice 	9 th August – 3 rd September
Work on final draft		6 th September – 17 th September
Submit External Advisor nomination forms		15 th September
External Advisors approved by SQC and Schools to carry out Right to Work Checks		17 th September
Submit Final draft		20 th September
Quality Lead and Quality Officers to review final draft		20 th September – 1 st October
Circulating of documents	<ul style="list-style-type: none"> QAE officers to collate and send packs for External Advisors and SQC members 	4 th October – 8 th October
Internal review (SQC) and External Review (External Advisors)	<ul style="list-style-type: none"> Checking that validation documentation meets quality criteria and completing pro-formas 	11 th October – 29 th October
Clusters to respond to pro-formas and carry out amendments/actions		1 st November – 19 th November
Close the loop		22 nd November – 7 th January
SQC meeting	<ul style="list-style-type: none"> Validate course(s) 	10 th January – 28 th January

Stage	Notes	Window / Deadline
2 nd SQC meeting	<ul style="list-style-type: none"> For any course(s) not validated at 1st SQC meeting 	31st January – 25 th February

10. Manuals, Forms and Guidance notes relevant to Part 5

Available to download here:

<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx>

- Initial Approval Form / Initial Approval Form for Apprenticeship Courses
- Module Specification Template
- Course Specification Template
- Professional Doctorate Courses Specifications Template
- Course Validation Document Template/ Appendix Items
- Apprenticeship Mapping Document
- Validation Annex - Strategy for Distance Blended and Online Learning
- Nomination of an External Adviser for a validation/review event
- Approval pro-forma, for external advisers to complete
- Standard Template for Staff CVs

UEL QUALITY MANUAL

PART 6

MODULE AND COURSES MODIFICATIONS

1. Introduction

- 1.1. Modification of modules/courses is allowed where it has been identified as necessary to enhance the delivery of a course. Modifications may or may not trigger the full re-approval of a course.
- 1.2. Reasons for a modification may be, for instance; a condition of Academic Review (Part 8) or Collaborative Review (Part 11); feedback from students; feedback from a professional, statutory, or regulatory body (PSRB); feedback from an External Examiner; or to keep content current and relevant.
- 1.3. The formal process for approving modifications ensures the integrity of modules/courses and ensures adherence to the Quality Assurance and Enhancement Principles (Part 1).

2. Principles governing the approval of modifications

- 2.1. Modifications will not be applied retrospectively and should only be implemented at the start of the Term or academic session following their approval.
- 2.2. Where new curriculum material is being introduced in existing modules, (other than the normal up-dating of existing modules), external input will always be sought.
- 2.3. Relevant student and applicant consultation and notification activities must take place as part of the modification process (see Appendix D for details).
- 2.4. Once a modification has been approved, student-facing documentation must be updated by the Course Leader and the revised version of the course specification lodged with Quality Assurance and Enhancement. Delta amendments via Courses and Systems must only be processed after formal approval by the relevant School Quality Committee (SQC).
- 2.5. Modifications should be considered within the parameters of any PSRB requirements.
- 2.6. Where a module is shared on several courses, either within a School or cross-institutionally, the School owning the module is responsible for ensuring that those impacted by the proposed modification have been consulted, including Course Leaders and Department Heads.

3. Types of modification

3.1. Course modifications can be categorised in three ways:

- Changes that constitute a modification of more than 25% of the core modules of the course.
- Changes that constitute a modification of less than or equal to 25% of the core modules on the course.
- Normal and regular updating of core and optional modules that do not count towards the 25% rule.

3.2. Changes that constitute a modification that counts toward the 25% rule are as follows:

- any replacement of a core module;
- any addition, removal or allocation to a different level of a core module;
- any change in the credit weighting of a core module;
- any change to the learning outcomes of a core module (with or without a change in the title of a module);
- any change to the curriculum content of a core module other than routine updating (with or without a change in the title of a module);
- any change in the mode of delivery of a core module (e.g., from face-to-face to distance learning mode).

3.3. The following table defines the number of core modules that can be modified before the 25% limit is exceeded:

<i>Number of core modules on the course</i>	<i>Number of core modules that can be modified before the 25% limit is exceeded</i>
18-16	4
15-12	3
11-8	2
7-4	1

3.4. The 25% rule relates to all core modules irrespective of their credit weighting (i.e., 15, 20, 30, 40, 45, 60, 120 credit modules all count as one module).

3.5. For courses outside the Academic Framework, assessment of modifications that constitute 25% of the course will be made on a case-by-case basis but will be based on the principles outlined here.

3.6. A running log of all course modifications should be kept by the School Quality Committee and submitted at the end of the academic year, to the Head of Quality Assurance and Enhancement.

3.7. An exception to the limits of the 25% rule can be granted in the circumstances that the impact of a revalidation would be disproportionately disruptive to the interests of staff and students. Decisions will be made on a

case-by-case basis by the Head of Quality. A rationale supported by the Dean of School and evidence of student consultation will be required. For partner courses further consultation with school staff responsible for partner courses will also be required. The decision will be recorded in an exceptions log and reported annually to the Education and Experience Committee.

4. Changes that constitute a modification of more than 25% of the core modules of the course

- 4.1. Modifications that constitute more than 25% of the total course require full re-approval of the course/provision.
- 4.2. The procedure to be followed for the re-approval of existing courses is the same as for the approval of new courses (see Part 5 of this manual) except that:
 - all current enrolled students must be notified, usually, but not exclusively, via the Course Committee;
 - transitional arrangements are specified (if applicable); and
 - where the reapproved course replaces a current course or courses, External Relations Directorate (ERD) will be notified in order to provide clear information on the university website and contact applicants to provide notification of course revalidation, where applicable.
- 4.3. Re-approval of on-campus courses should usually be completed and approved through the Peer Review process by March of the academic year preceding the first intake on to the new course, in order that applicants can make an informed acceptance of their offer.

5. Changes that constitute a modification of less than or equal to 25% of the core modules on the course.

- 5.1. The School Quality Leader shall set a deadline, internal to the School, for early notification of all planned modifications to existing courses and modules. Based on this information, the School Quality Leader determines whether the proposed amendment(s) constitute a modification or will trigger a full course re-approval. In order to aid this process, Schools should put in place a system to log and monitor changes considered cumulatively since the last (re)approval or Academic Review of the course. The Course Modification Log will be continuously reviewed and updated by the School Quality Committee and submitted to Quality Assurance and Enhancement for monitoring.
- 5.2. Changes that count towards the 25% rule should be approved by the School Quality Committee by no later than end of February of the academic year prior to the academic year in which they are to be implemented. Changes that do not count towards the 25% rule should be approved by the School Quality Committee no later than one full month prior to their implementation. Exceptions to deadlines may be permitted at the discretion of the School Quality Committee where there are sufficient grounds. Examples of sufficient grounds include; external / validating body requirements; significant unexpected operational difficulties; or clear evidence that not

carrying out an amendment in line with the requirements will detrimentally impact students or applicants. General improvements to the teaching and learning experience and minor operational difficulties do not count as sufficient grounds.

- 5.3. The modification process is not intended to be used to introduce significant amendments that should properly be dealt with by a full reapproval process. For this reason, the School Quality Leader may refuse to deal with proposed changes as modifications if it appears that the process is not being used in the spirit for which it is intended (for example, presentation of new options to consecutive meetings of a School Quality Committee).
- 5.4. Subject to the provisions of the 25% rule, the School Quality Committee may approve the creation of a distance learning version of an existing module. The following will be required:
 - A distance learning strategy – via completion of the Validation Annex - Strategy for Distance Blended and Online Learning;
 - Learning materials for the module amounting to 3 weeks of content;
 - Via the external expert's report, confirmation that the materials and online learning strategy meet the quality assurance requirements for distance learning.
- 5.5. In the following circumstances the Department Head is responsible for ensuring that a suitable external expert is nominated:
 - proposal of a new module;
 - changes to the curriculum content in an existing module;
 - addition or subtraction of learning outcomes in an existing module;
 - changes to the objective of learning outcomes in an existing module;
 - creation of a distance learning version of an existing module.
- 5.6. The suitability of the external expert will be determined by the Chair of the School Quality Committee subject to the following criteria:
 - The depth and relevance of subject knowledge.
 - Prior experience in teaching courses at the same level or above.
 - Impartiality (the nominee should not normally have any formal links with the School offering the course during the last five years as a former member of staff).
 - It is possible to use a current External Examiner with the required subject knowledge.
- 5.7. The external expert is asked to comment, in writing, on the following issues:
 - Whether the module is an academically coherent package;
 - Whether the learning outcomes for the module are of an appropriate standard;
 - Whether the indicative reading list for the module is appropriate and up to date;

- Whether the teaching and learning methods listed for the module are appropriate;
 - Whether the assessment methods and weightings listed for the module are appropriate;
 - Whether the module is an appropriate addition to the overall course and whether its place in the structure is appropriate; and
 - For distance learning modules, confirmation that the materials and online learning strategy meet the quality assurance requirements for distance learning.
- 5.8. The Course Leader or Department Head, as appropriate, is responsible for providing the following documentation to the School Quality Committee for the consideration of modifications. All documentation should be circulated to members in advance of the meeting:
- Rationale for modification including details of how the modification affects the structure of the course(s) on which it is offered, how it affects the stated aims and objectives of the course, transitional arrangements (if applicable), communication with partner institution(s) (if applicable), communication with other School(s) where offered (if applicable) and, for new modules, examples of evidence of demand etc.
 - Evidence of student consultation (see Appendix D for expected consultation activities).
 - Where changes to existing modules are being proposed, a copy of the existing module specification(s) and a copy of the amended module specification(s).
 - Where changes to curriculum content are being proposed, the written comments of an external expert.
 - Where a new module is being proposed, the curriculum vitae of the module leader involved, and the written comments of an external expert.
 - A revised version of the course specification (if appropriate).
 - For apprenticeship courses, a revised version of the apprenticeship mapping document (if appropriate).
- 5.9. The School Quality Committee will evaluate the proposal against elements of the Quality Criteria (see part 4 of this manual) and other appropriate external reference points, as appropriate (see section 5.2 in Part 5 of this manual).
- 5.10. The School Quality Committee can either (a) approve the proposal or; (b) reject the proposal and require that it be revised and re-submitted for further consideration at a future meeting. The School Quality Committee may not impose conditions of approval.
- 5.11. The minutes of the School Quality Committee will record details of the discussion regarding the proposal, comments of external experts where appropriate, and the outcome agreed by the committee. The School Quality Committee Servicing Officer is responsible for forwarding the relevant paperwork to the internal departments affected.
- 5.12. Once a modification has been approved by the School Quality Committee, it

can be delivered at the next point of delivery of that module.

- 5.13. The Module Leader should consult Library and Learning Services or other relevant departments to ensure the availability of funding to purchase learning resources.
- 5.14. When approving modifications to modules or re-approving a module/replacing a module with an alternative, Schools should ensure that modifications are applied to all courses on which the module is offered. It is important that Department Head also consider whether such modules are offered on courses in other Schools or on collaborative courses.
- 5.15. Where modifications have been made to courses franchised to partner institution(s), the School Quality Committee will formally note the need to arrange for rolling out modifications to the partner. The School Collaborative Lead and Link Tutor will initiate discussions with the partner as to implementation and the partner will notify students of the changes usually but not exclusively through Course Committees. Once an agreement has been reached on the date from which the modifications are to be implemented by the partner, the School Quality Committee will approve the timescale and arrangements for implementation. Where new core modules or changes to curriculum content are involved, the School Quality Committee will need to satisfy itself that the partner is able to deliver the new content prior to commencement of delivery.

6. Normal and regular updating of core and optional modules that do not count towards the 25% rule

- 6.1. Changes to optional modules, require the approval of the School Quality Committee but do not constitute a modification counting towards the 25% modifications rule.
- 6.2. Changes to core modules that do not involve changes to curriculum content or learning outcomes, for example, the addition or removal of pre- or co-requisites; a change in the form, length, or nature of assessment; the main aims or main topics of study; or module title changes, require the approval of the School Quality Committee but do not constitute a modification counting towards the 25% modifications rule.
- 6.3. School Quality Committee may approve non-25 % rule modifications, on receipt of an appropriate rationale, evidence of student consultation (see Appendix D for expected consultation activities), and where appropriate, a revised module specification.
- 6.4. A change to a learning outcome would usually be considered as a 25% rule modification, however the School Quality Leader has the discretion to classify this as non-25% rule modification if the change is to improve the clarity of the learning outcomes without affecting a fundamental change to the meaning.
- 6.5. Normal and regular updating of indicative reading lists does not require approval by the School Quality Committee, any normal or regular updates to

module specifications should be sent to Quality Assurance and Enhancement so that an up-to-date version of the module specification is always accessible.

7. Modifications to course titles

7.1. Stage 1 – Cease recruitment to the former title

7.1.1. Permission must be obtained from the Chief Marketing Officer (CMO), or their nominee, and the Dean/Head of School. The CMO and the Dean will confirm the basic details of how the transition to the new title will be actioned, considering the following factors:

- Recruitment considerations including obligations relating to recruitment targets
- Impact on foundation year students or students for whom this course is a progression route
- Impact on collaborative partner arrangements, including consideration of in-country regulatory requirements
- Impact on other Schools (if modules are shared)
- Impact on current students
- Impact on offer holders including international students who may have been issued a CAS

7.1.2. The new title can be advertised subject to validation.

7.2. Stage 2 – Formally Approving the new title

7.2.1. Proposed modifications to course titles are considered and approved by the School Quality Committee, using the standard proforma (available from the UEL intranet

<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx>).

7.2.2. All proposals must include a rationale for the title change. Evidence of consultation of all students and applicants affected must be provided (see Appendix D for expected consultation activities), both through Course Committee and individual notifications, and detailed transitional arrangements supplied. The comments of an external expert are required to confirm that the proposed change is appropriate. A revised course specification should be presented to the School Quality Committee.

7.2.3. All course title changes are reported, by the School, to the Quality Assurance and Enhancement Officer responsible for approval and withdrawal, in order that Peer Review can be completed, and final approval obtained. The Quality Assurance and Enhancement Officer is responsible for informing the relevant departments to ensure that all records are updated.

8. Intermediate and named awards

- 8.1. Where an approved course exists, it may have named or un-named intermediate awards. If it is proposed that an intermediate award should be open for recruitment as a course in its own right (e.g. a PGDip from an MSc course) approval can only be considered after permission is obtained from the Chief Marketing Officer, or their nominee, and the Dean/Head of School.
- 8.2. The School Quality Committee can create a course in its own right from an intermediate award after considering a rationale and the course specification.
- 8.3. Where the intermediate award was previously un-named, the comments of an external expert are required to confirm the validity of the proposed change.
- 8.4. The process described in sections 8.2.and 8.3 of this section can also be adapted to add intermediate awards to existing courses, or to name/re-name previously un-named intermediate awards of existing courses.

9. Approving a distance learning version of an on-campus course

- 9.1. It has been the position of the university since the introduction of Vision 2028 that there is strategic approval for courses to validate with multiple modes of delivery and multiple intakes. Where a course is currently validated On-Campus and the School wish to add a full Distance Learning mode version of the course, the following is required:
 - 9.1.1. Head of School confirmation that the School wish to offer this mode of delivery.
 - 9.1.2. Submission of a shortened validation proforma (template to be provided by QAE), that includes:
 - Technical details about the operation of the course
 - The DL delivery strategy
 - Support mechanisms for students provided by the course team, highlighting any additional support agreed with support services for students with Special Learning Differences (SpLDs)
 - Details of any variations from the on-campus delivery for DL students
 - 9.1.3. Module specifications including any updates
 - 9.1.4. An updated Course Specification
 - 9.1.5. Confirmation from one or more external advisors, who are knowledgeable in the subject and distance learning, to confirm that the curriculum and assessment are achievable online.

10. Approving an apprenticeship version of a non-apprenticeship course

- 10.1. All apprenticeship courses must follow the standard and full apprenticeship course validation process. Given the many additional considerations including

external funding that come with delivering an apprenticeship course vs. a non-apprenticeship course, apprenticeship proposals cannot be validated as a 'course modification'. See Part 5 of this manual.

11. Course withdrawal

11.1. Course withdrawal principles

- 11.1.1. Course withdrawals are considered and noted by the School Quality Committee using the standard proforma, available from the UEL intranet (<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx>).
- 11.1.2. Withdrawal consists of two stages. No action to halt recruitment will be taken until Quality Assurance and Enhancement (QAE) receive the details from stage 1 of the form.
- 11.1.3. School Management Team (SMT) consider this form; if the decision is to withdraw, the servicing officer for SMT will circulate the form to QAE.
- 11.1.4. QAE will add the course to the withdrawal schedule and ERD to take action to halt recruitment. School Quality Committees will monitor stage 2 of the process.
- 11.1.5. This process is not for halting recruitment for a brief period.

11.2. Course withdrawal - Stage 1: Cease Recruitment

- 11.2.1. Dean/Head of School confirmation is needed to provide some basic details about what is being withdrawn and when. Confirmation is also needed to assure stakeholders that the decision to withdraw has been made with due consideration to all surrounding circumstances, including the following:
 - Recruitment considerations including obligations relating to recruitment targets
 - Obligations to foundation year students or students for whom this course is a progression route
 - Impact on collaborative partner arrangements, including consideration of in-country regulatory requirements
 - Impact on other Schools (if modules are shared)
 - Impact on staff
 - Impact on students
 - Impact on offer holders including international students who may have been issued a CAS

11.3. Course Withdrawal - Stage 2: Student Protection

- 11.3.1. The quality assurance process ensures those affected, particularly students and offer holders have been appropriately involved with the withdrawal, and that agreed transitional arrangements are in place.

- 11.3.2. Arrangements for withdrawal are approved at the School Quality Committee, forwarded to QAE for due process audit and thereafter noted at the Education and Experience Committee. System and Courses Team are notified of the withdrawal when the due process check is complete.
- 11.3.3. Where students currently enrolled on or intermitting from the course will not be affected by the withdrawal, i.e., the course will continue as normal until all students complete, students should be notified both at the Course Committee and via individual notifications.
- 11.3.4. Where students currently enrolled on or intermitting from the course will be affected by the proposed changes, evidence of consultation of all students affected must be provided, both through the course committee and individual notifications, and detailed transitional arrangements supplied.
- 11.3.5. The processes described in 9.3 and 9.4 also apply to students at collaborative partners.
- 11.3.6. Note: there is no process for course suspension (this process was removed in 2016/17). A course is withdrawn and then if a decision is made to bring the course back, a rationale must be made to the Education and Experience Committee. The committee will decide whether the course needs to go through the initial approval process and/or be re-validated before teaching resumes. Where a course has been withdrawn for more than two years, it will normally require revalidation.

12. Study abroad

- 12.1. School Quality Committee will wish to consider proposals for study abroad modules for UEL students. This is to ensure that the modules that the student plans to study map against the level, aims and learning outcomes of the student's course of study, and that appropriate arrangements are made for credit achieved via study abroad to be counted in degree classifications. Prior to the student taking modules abroad, the module content and the way in which marks or grades awarded would be mapped to UEL marks needs to be agreed upon. This needs to consider the mapping and grading system being used in the relevant country and its relation to the UK system, to ensure that different approaches to marking and grading and their relationship to the equivalent UEL mark are considered. The study abroad module will be shown on the student's transcript of study.

13. Involvement of External Examiners

- 13.1. Modifications may be the result, either directly or indirectly, of external examiners' comments and/or annual reports. Schools are advised to keep their external examiners informed of any proposed modifications. External examiners can be used as external experts.

14. Manuals, Forms and Guidance notes relevant to Part 6

Available to download at:

<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx>

- Module Specification Template
- Nomination of an External Adviser for a validation/review event
- Course Withdrawal Form
- Change of Course Title Form
- Course Modification Log Template
- Validation Annex - Strategy for Distance Blended and Online Learning

UEL QUALITY MANUAL

PART 7

CONTINUAL MONITORING PROCESS AND COLLABORATIVE ANNUAL MONITORING

1. Introduction

- 1.1. The University of East London (UEL) is committed to the continuous enhancement of the quality of its courses and the educational and pastoral experience provided for all students.
- 1.2. Annual Monitoring forms part of the process by which courses, departments, partners and schools are monitored and reviewed, thereby ensuring that quality and standards are being met. It also supports the enhancement of the student experience and learning opportunities.
- 1.3. The Annual Monitoring process may be used to satisfy professional, statutory, or regulatory body (PSRB) review requirements. Where modifications to standard forms, processes, or timelines are required, these should be discussed and agreed with QAE. Where the PSRB has their own standard monitoring forms, QAE will assess whether these meet UEL requirements and may require additional information to be completed by course teams over and above the PSRB requirements.
- 1.4. Annual Monitoring forms an integral element of the evidence base for periodic Academic Review that all courses are required to undergo at least once within a six-year cycle.
- 1.5. At UEL the process by which annual monitoring takes place is through the Continual Monitoring Process (CMP) for on campus courses, and the Collaborative Annual Monitoring (CAM) process for courses with partners.
- 1.6. The CMP encompasses all undergraduate (including foundation year, short courses and shared Modules), Postgraduate Taught, and the taught provision of Postgraduate Research courses, such as Research Masters (MRes) and Professional Doctorate courses across all modes of delivery.
- 1.7. The CMP unites, Departments, Schools and Professional Services in driving forward the continuous enhancement of the quality of courses and student experience.

1.8. The process supports the university to meet the expectations of the Office for Students (OfS) [B Conditions](#), [Teaching Excellence Framework](#) (TEF) and the [QAA Quality Code](#).

2. Aims of the Continual Monitoring Process

2.1. The aims of the Continual Monitoring Process are to:

- Provide a focus for quality enhancement at the course, Department and School level, and promote ownership of quality assurance and enhancement processes by those responsible for delivery;
- Reflect upon and analyse provision and educational experience of students within courses, Departments and Schools;
- Evaluate the success of students on modules and courses;
- Identify good and innovative practice;
- Identify opportunities for enhancement using feedback from student surveys and student contributions to Course Committees;
- Ensure that where appropriate, actions addressing concerns are recorded and monitored in an action plan or as objectives;
- Utilise data and appropriate evidence to demonstrate that the course/ Department/School continues to meet the needs of students and employers;
- Provide assurance in terms of the maintenance of academic standards of courses and modules and ensure that their delivery continues to be consistent with published aims and objectives;
- Identify any issues of Departmental, School and institutional significance so that appropriate action can be taken and good practice disseminated;
- Support UEL in preparation for its TEF submission
- Meet the requirements of the UK Quality Code for Higher Education
- Meet the requirements of the Education Inspection Framework (EIF) where applicable.

3. Scope of the Continual Monitoring Process

- 3.1. All course teams are required to update the course Continual Monitoring Process (CMP) report and objectives throughout the academic year. In drawing up the report and objectives, course teams will consider a range of evidence about the quality of their provision and should also be pro-active in updating their course via innovations and changes in content, delivery and assessment.
- 3.2. Each course should be reported individually. However, in some circumstances (for example, where a course includes a foundation year or there is also a distance learning version of an on-campus course) then it may be agreed that a report can cover multiple courses. Approval from Quality Assurance and Enhancement should be sought prior to a report covering multiple courses being written.
- 3.3. Where a course is closing or has been closed during the academic year under review then commentary should be included to demonstrate how the academic interests and experience of the students have been protected during the teach-out period.
- 3.4. Department CMP meetings provide a forum for consideration of the courses and modules within the Department.
- 3.5. School CMP meetings provide a forum for consideration of issues for discussion raised at Department CMP meetings.
- 3.6. Staff delivering collaborative courses are also expected to produce a Collaborative Annual Monitoring end of year report (see section 10)

4. Structure

- 4.1. Course CMP reports contribute towards the Department CMP Meeting and action plan by highlighting items to be considered at departmental level.
- 4.2. Quality Assurance and Enhancement is responsible for ensuring the CMP is followed and course reports are received in a timely manner.
- 4.3. School Directors for Education and Experience are responsible for supporting engagement and completion of the reports.
- 4.4. The Department CMP Meeting will consider the following, with a report and action plan developed following the meeting:
 - Course reports within the department (including items to be considered at the Department level);
 - Strategic areas of importance;
 - Performance data;
 - External Examiner feedback;
 - Areas of good practice;

- Short courses and CPD;
 - Staffing and resources;
 - Items to be considered at the School level.
- 4.5. The Head of Department is responsible for monitoring and updating the department action plan.
- 4.6. The Head of Department is responsible for ensuring the dissemination of both Department and School action plan updates to all Course Leaders.
- 4.7. The School CMP Meeting will consider the following, with a report and action plan developed following the meeting:
- Department CMP Meeting reports and action plans Including items to be considered at School level);
 - collaborative provision;
 - overview of student feedback;
 - overview of external examiner feedback and
 - civic engagement and issues to be included in the School strategic plan.

The Dean is responsible for signing off, monitoring and updating the School action plan.

The Dean of their nominee is responsible for ensuring the dissemination of School action plan updates to all Department Heads.

- 4.8. Education and Experience Committee receives an Institutional Annual Overview Report on the robustness of CMP which also highlights issues of institutional significance arising from the process, together with proposed actions which are monitored at subsequent meetings of the Committee.
- 4.9. CMP reports for apprenticeship courses also feed into the institutional Self-Assessment Report for apprenticeship provision.

5. Process

- 5.1. Quality Assurance and Enhancement is responsible for ensuring a process is in place for every course report to be recorded as received. Schools will be provided with regular updates to assist with achieving compliance targets.
- 5.2. Course teams are required to take into account, and respond to, a range of evidence concerning the quality of the courses and modules throughout the year. Writing a course CMP report commences in October at the beginning of the academic year and takes place throughout the year in line with the CMP timeline.
- 5.3. Report data is released throughout the year at the point the data becomes available. Guidance on extrapolation of data is provided by IT and QAE. Each course, Department and School team should use the data to reflect on strengths and areas for enhancement, using these to inform and measure interventions.

- 5.4. Each CMP report includes a section for actions and detailing what progress has been achieved in relation to the previous year's interventions. This section is designed to be completed throughout the year with both long and short deadlines.
- 5.5. Each individual course team presents their report to each Course Committee for discussion and endorsement.
- 5.6. Course, Department and School Committees play a key role in monitoring CMP objectives and interventions throughout the academic year.
- 5.7. Course Leaders are advised to review the Course Specification at the same time as writing the CMP report. This ensures that changes proposed in the CMP report are actioned and that the Course Specification remains up to date.
- 5.8. Schools are encouraged to upload CMP reports onto Moodle and share them with students directly or through student representatives. For apprenticeship courses, Schools are also encouraged to share these reports with the relevant apprentice employers.
- 5.9. Course representatives should be given the option of contributing to the process through the course committee.

6. Overseeing the Continual Monitoring Process

- 6.1. The Education and Experience Committee is responsible for monitoring the CMP to ensure that it is robust and effective at School level.
- 6.2. School Directors of Education and Experience oversee the school approach to completion and storage of CMP reports and feed back to QAE with recommendations to improve the process.
- 6.3. The Quality Manager Review and Compliance reports to the Education and Experience Committee via the CMP overview report.

7. MRes

- 7.1. The Course Leader will prepare a CMP report in respect of the MRes Course and all associated research Modules.

8. Monitoring Objectives and Interventions

- 8.1. Course Continual Monitoring Reports: course teams provide updates to the course committee.
- 8.2. School and Departmental Continual Monitoring Meeting Reports: School Education and Experience Committee have oversight of the School and Department overview reports and action plans.
- 8.3. Institutional Oversight Report: Education and Experience Committee have oversight institutional overview report and action plan.
- 8.4. All reports and action plans (course, Department and School) should be reviewed by the respective owner on a regular basis to ensure that actions are considered and completed.

9. External Examiners

- 9.1. Although External Examiners are not directly involved in the Continual Monitoring Process, it is good practice to provide them with a copy of the appropriate Continual Monitoring Process report and action plan for information. The report received will be appropriate to the department or awards for which the External Examiner is responsible.

10. Collaborative Courses

- 10.1. Collaborative courses undertake an end-of-year Collaborative Annual Monitoring (CAM) process.
- 10.2. For the purposes of consistency for partners, a template for CAM reports is provided by Quality Assurance and Enhancement. Quality Assurance and Enhancement will also provide the data for the previous academic year for respective partners after 31 October.
- 10.3. The link tutor for each collaborative course can provide support to the respective course teams at the partner institution to ensure the CAM report is completed by the deadline.
- 10.4. Partners should submit completed CAM reports by the deadline which will be communicated by the end of September of each year.
- 10.5. Failure by partners to submit a satisfactory report (complete with all relevant appendices) by the deadline will risk recruitment to the course the following academic year.
- 10.6. Upon receipt of the completed CAM reports from the partner institution, the QAE Collaborations team will circulate each CAM report to the respective link tutor. The link tutor is responsible for the completion of the final 'Link Tutor comments' section by the stated deadline.

- 10.7. The QAE Collaborations team will collate the Link Tutor comments for each Head of Department and School Collaborative Lead to review and approve, forming the basis for the School CAM Overview Report.
- 10.8. The School Collaborative Leads will submit a School CAM Overview Report to the March School Quality Committee for approval.
- 10.9. The Quality Manager (Collaborations) will create an Institutional CAM Overview Report for submission to Education and Experience Committee in March.

11. Continual Monitoring Process Data / Evidence Timeline

- 11.1. The release schedule for data and other forms of evidence to be used for completing Undergraduate CMP reports is as follows (subject to change):

Section	Data	When is this data available from?
3. Enrolment and Continuation	Enrolment	November 2024
	Continuation 1 st Year	November 2024
	Achievement (apprentices only)	October 2024
4. Student Feedback	Module Evaluation Questionnaires (MEQ)	Term 1: January 2025 Term 2: June 2025
	Course Committees	Term 1 minutes: January 2025 Term 2 minutes: July 2025
	Apprentice Learner Experience Survey (ALES) (apprentices only)	ALES survey July 2025
	Employer Feedback (apprentices only)	Employer Satisfaction Surveys, Tripartite Progress Reviews
	External Examiner Reports	Late August 2025
5. External Examiner Feedback	External Examiner Reports	Late August 2025
	Advance to Next Level	Late August 2025
	Good Honours	Late August 2025
	Attainment gap	Late August 2025
	Complete in 3 years	Late August 2025
	Module Results	Late August 2025
	TEF Progression Scores (Graduate Employment)	Late August 2025
NSS Performance	August 2025	

- 11.2. The release schedule for data and other forms of evidence to be used for completing Postgraduate CMP reports is as follows (subject to change):

Section	Data	When is this data available from?
3. Performance from the Previous Year	Dissertation/ Professional Project Module Results	November 2024
	Award Outcomes	November 2024
	1-Year Completion	November 2024
	Achievement (apprentices only)	October 2024
4. Enrolment	Enrolment	November 2024
5. Student Feedback	Module Evaluation Questionnaires (MEQ)	Term 1: January 2025
		Term 2: June 2025
	Course Committees	Term 1 minutes: January 2025
		Term 2 minutes: July 2025
Apprentice Learner Experience Survey (ALES) (apprentices only)	ALES survey July 2025	
Employer Feedback (apprentices only)	Employer Satisfaction Surveys, Tripartite Progress Reviews	
6. External Examiner Feedback	External Examiner Reports	November 2024
7. Key Performance Indicators	Module Results	Late August 2025
	TEF Progression Scores (Graduate Employment)	Late August 2025
	Postgraduate Taught Experience Survey (PTES) Performance	July 2025
	Postgraduate Research Experience Survey (PRES) Performance	July 2025

12. Manuals, Forms and Guidance notes relevant to Part 7

Available to download here: [Forms and Guidance \(sharepoint.com\)](#)

- Template for producing Continual Monitoring reports
- Timelines for data releases relevant to the Continual Monitoring Process
- Worked example of a Continual Monitoring report
- Guidance for Data Extraction for the Continual Monitoring Process
- Guidance on use of data for the Continual Monitoring Process
- Collaborative templates and guidance notes:
- Guidance on Collaborative Review and Enhancement performance measures

UEL QUALITY MANUAL

PART 8

PERIODIC ACADEMIC REVIEW

1. Scope of Academic Review

- 1.1. Academic Review is a systematic periodic evaluation of the operation of an academically coherent grouping of courses or a Department within UEL. It involves a self-critical evaluation of performance by the grouping concerned followed by a review by a panel comprising members drawn from across UEL including a student representative, and external subject specialists drawn from other higher education institutions and from business and/or the professions.
- 1.2. An Academic Review will cover: all taught courses (undergraduate, postgraduate, post-experience, professional doctorate, distance learning, and short courses); School/Department research degrees provision; and apprenticeships offered within the designated academic grouping. It is recognised that the overall management of the range of courses offered is crucial to the quality of the provision.
- 1.3. The Education and Experience Committee agrees on the Academic Review schedule six years in advance, following consultation with the relevant Deans of School. There is a typical review rate of four Academic Reviews conducted in each academic year, however, this may vary, and the Education and Experience Committee will be consulted on any alteration to the schedule.
- 1.4. Each academic grouping is usually subject to Academic Review at least once every six years. However, the Education and Experience Committee reserves the right to conduct an Academic Review at any time.
- 1.5. An Academic Review cannot be used to approve new courses. The purpose of the review and structure of the review event is not designed to deal with such proposals. There are separate procedures for the approval of new courses (Quality Manual Part 5: Approval and Validation of Award Bearing Courses).
- 1.6. All Academic Reviews will be completed by the end of May in the year for which they are scheduled.

2. Purpose of Academic Review

- 2.1. Academic Review evaluates courses offered by a School/discipline area and confirms that they continue to meet UEL's Quality Criteria and engage with relevant national benchmarks, frameworks, and codes of practice.

- 2.2. Academic Review helps the school and the institution to assure the quality of the total student experience. Academic Review aims to review all aspects of the student experience and capture those which are outside the immediate confines of the course which have an impact on the quality of that experience.
- 2.3. Academic Review helps the school and the institution to evaluate the extent to which the school/discipline has been successful in achieving its stated aims and objectives within the overall context of the UEL vision.

3. Preparing for Academic Review

- 3.1. The Head of Department, Quality Manager (Review and Compliance) and the Servicing Officers (Review and Compliance) establish a series of regular meetings with relevant staff from the academic grouping to be reviewed to co-ordinate preparation for the Academic Review.
- 3.2. The first meeting will be a preparatory meeting to determine the approximate timing of the review and discuss the requirements for external representation on the review panel. The meetings that follow will be planning meetings to review the Self-Evaluation Document, confirm the event schedule, and confirm that the requirements for the event are being met.
- 3.3. The Quality Manager (Review and Compliance) provides advice and guidance throughout the process.
- 3.4. The School Quality Committee will monitor a School's preparations for Academic Review.

4. Documentation to be circulated in advance of the review

- 4.1. Central to the Academic Review process is the Self-Evaluation Document (SED). The document fulfils two functions:
 - 4.1.1. To provide a frank and critical appraisal of the academic grouping under review by evaluating performance and changes since the last review, the quality of the learning opportunities offered to students and the outcomes achieved by students.
 - 4.1.2. To identify perceived strengths and areas for development by referring to appropriate evidence, to indicate actions being undertaken to address such areas for development and to comment on the success, to date, of such actions.
- 4.2. The Self-Evaluation Document should be structured to include:
 - Overall aims of the academic provision under review;
 - evaluation of the academic provision under review - learning outcomes;

- evaluation of the academic provision under review - curricula and assessment;
 - evaluation of the academic provision under review - quality of the student experience;
 - evaluation of the academic provision under review – management and delivery of apprenticeship courses (where applicable), including safeguarding and monitoring of engagement;
 - evaluation of the academic provision under review - maintenance and enhancement of standards and quality.
- 4.3. A template, with guidance, as well as further guidance notes on writing the Self-Evaluation Document, are available from Quality Assurance and Enhancement and are provided to the academic grouping under review at the beginning of their preparation period.
- 4.4. Course Specifications for all courses included in the review process should be made available to the panel in advance of the review either as an appendix to the Self-Evaluation Document or in electronic format.
- 4.5. Student Handbooks for all courses included in the review process should be made available to the panel in advance of the review either as an appendix to the Self-Evaluation Document or in electronic format.
- 4.6. A library report for all the courses included in the review process should be made available to the panel in advance of the review either as an appendix to the Self-Evaluation Document or in electronic format.

5. Panel Membership and Selection

- 5.1. The size of an Academic Review panel depends on the size of the provision to be reviewed. Normally, it will consist of eight people.
- 5.2. A member of staff with significant experience in quality assurance, and who is independent of the academic grouping under review is appointed as Chair of the panel (usually a member of the Education and Experience Committee or Academic Board).
- 5.3. There will normally be three external subject specialists on a panel. One of these members should be a representative from an employer or professional accrediting body. Where postgraduate research provision is included in the academic review, one of the external panel members should have experience at that level. Where apprenticeship courses are included in the Academic Review, one of the external panel members should have relevant experience and understanding of apprenticeships, including subject and practice expertise. This may also include PSRB representation where an apprenticeship leads to formal recognition by a named PSRB.

- 5.4. In order to involve the widest possible range of staff from across the institution and improve overall engagement and understanding, each review team will also include at least three members of UEL staff, one of whom who has not previously been involved in an Academic Review (as a reviewer), and at least one of whom will be drawn from UEL services. No panel member may be closely associated with the academic grouping under review.
- 5.5. A current UEL student or an officer from the Students Union will normally form part of the panel. The student selected for each review will not be a student on one of the courses under review. Guidance for their role will be provided in advance by QAE.
- 5.6. Early in the process, the Head of Department nominates appropriate external subject advisers to take part in the review. The external subject advisers must be from different institutions. The suitability of the external nominees is determined by the Chair of the event. The following criteria are considered:
- The depth of subject knowledge.
 - The relevance of subject knowledge.
 - Prior experience in teaching on courses at the same level or above.
 - Impartiality (the nominee should not have any formal links with UEL during the last five years as a former member of staff or the last three years as an external examiner).
 - Professional expertise.
 - Prior experience as a reviewer or auditor.
- 5.7. It is unlikely that any single nominee will meet all the requirements. In making judgments about the suitability of the proposed external subject advisers the Chair considers the overall balance of expertise presented by the external advisers. The Chair may reject a nominee or require the Head of Department) to propose additional external subject advisers to ensure the balance of the panel.
- 5.8. The membership of the review panel is agreed with the academic grouping under review. Nominations for external panel members will be submitted to the Chair by the end of November.
- 5.9. There will be a pre-meeting of the panel with Quality Assurance and Enhancement ahead of the event.

6. Programme for Academic Review

- 6.1. Academic Review is usually conducted over a period of two days.
- 6.2. An Academic Review panel reports on the following areas:

- 6.2.1. Evidence of academic standards: the match between aims and objectives and learning outcomes; evidence of achievement of learning outcomes; the match between student achievement and UEL's regulations on the standards of awards; validity of assessment methods; accuracy and delivery of course specifications; accuracy of student handbooks; currency and validity of courses in the light of developing knowledge in the discipline and practice in its application; diversity and inclusivity within the curriculum and quality of training experience; and the research environment (where the review includes research degrees provision).
 - 6.2.2. Quality of the student experience: teaching and learning (including the support for remote delivery where appropriate, e.g., use of Moodle and interactive learning resources); student support; guidance from admission to completion; staff development (including peer review); and learning resources.
 - 6.2.3. Activities to ensure and enhance standards and quality: use of external examiners; second and anonymous marking; student and employer feedback mechanisms; effective monitoring of performance; use of external reference points such as Subject Benchmark Statements, Apprenticeship Standards and other professional and regulatory body requirements; local procedures for the approval of new courses; implementation and effectiveness of the Continual Monitoring Process; and School-based procedures for monitoring the progress of postgraduate research students (where the review includes research degrees provision).
- 6.3. Although all panel members contribute to the discussion and decision-making on all the above areas, each panel member will focus on one of the above areas and provides a written response on a standard proforma which will be used to help prepare the final report. Proformas should be submitted at the end of the event, but panel members can have up to one week after the event to complete them at the discretion of QAE.
- 6.4. The further documentation listed below must be made available to the panel during the review (Documentation for the virtual base room):
- Continual Monitoring Process reports (including appendices) and action plans for the three previous years. This should include the school report as well as the relevant department and course reports;
 - Annual school postgraduate research reports to Research Degrees Subcommittee for the three previous years (where the review includes research degrees provision) and for one year only (where the review does not include research degrees provision);
 - External examiners' reports and responses for the three previous years;

- Minutes of school committees for the three previous years (including: Course Committees; Quality; School Management; Education and Experience; Research; and Careers and Enterprise, or their equivalents);
- Evidence of the school's engagement in the observation of learning and teaching;
- Academic staffing list, staff CVs and profile (giving main teaching/research interests and administrative responsibilities);
- Access to Moodle sites or module folders for all modules under review (see separate guidance on contents); these will include module guides (paper or electronic) and examples of students' work including examination papers/scripts, course work, project/lab reports, project reports and dissertations;
- ; A sample of Tripartite Progress Reviews for apprenticeship courses; OFSTED inspection reports where applicable;
- PGR induction programmes and evidence of postgraduate research skills development planning (where the review includes research degrees provision);
- Evidence of supervision for both PGR and taught courses (where the review includes research degrees provision);
- Examples of PGR annual reviews for the three previous years (where the review includes research degrees provision);
- Data around key performance indicators including from student feedback mechanisms;
- Evidence of action taken and outcomes in response to these, for internal and external student satisfaction surveys, including Module Evaluation Questionnaires, the National Student Survey, the Postgraduate Taught Experience Survey and the Postgraduate Research Experience Survey; (where the review includes research degrees provision);
- Report and action plan from the previous review process;
- Minutes of employer liaison boards (where they exist);
- Any other documentation referenced in the Self-Evaluation Document.

6.5. Additional documentation may be requested by the review team to assist them with their deliberations. Such documentation might include:

- A staff development statement (covering both subject development and pedagogical development and including a research profile and

details of other staff development activities e.g., provision for staff induction);

- List of research/consultancy publications (following the classification used for the research excellence framework);
- Reports by professional bodies (where appropriate);
- Student intake and progression data covering the last three intakes;
- A description of student support/welfare services, plus any recent analysis of student use, subject to normal constraints of confidentiality in respect of counselling and similar activities;
- Marking and feedback sheets and assessment criteria.

6.6. The programme for the review is agreed during the preparation period. Variations to the standard programme to reflect the character of the academic grouping under review are acceptable provided that all areas described in paragraph 6.2 are adequately covered.

6.7. Where more than one academic grouping is being considered during one Academic Review, it may be necessary to provide feedback which discriminates between the different groupings. Occasionally this may mean holding separate meetings for different groupings. Agreement on how this will be managed is established during the preparation period.

6.8. The review includes at least one meeting with existing students, employers, former students and, where appropriate, those involved in placement or work-based learning or delivery of apprenticeships.

6.9. Where the course is delivered by distance learning, or in exceptional circumstances, student feedback can be gathered via a confidential and anonymous online survey. This method of collecting feedback must be approved by the Head of Quality Assurance and Enhancement.

6.10. The programme includes meetings with staff to discuss the various aspects on which the panel reports.

7. Arrangements for Academic Review

7.1. Quality Assurance and Enhancement is responsible for:

- Convening the Academic Review panel including right to work checks for external members;
- Sending out the documentation to panel members;
- Arranging overnight accommodation for external members;
- Room bookings;

- Catering arrangements;
- Servicing the meeting, including making arrangements for any meetings to be carried out remotely.

7.2. The Head of Department is responsible for:

- Providing the agreed documentation for circulation in advance of the agreed deadline;
- Providing digital access to Moodle,, any/or any other relevant virtual learning environments.
- Arranging for the attendance at relevant parts of the event of relevant school and service staff;
- Arranging for the attendance of any agreed external people, such as former students, employers or representatives of collaborating institutions;
- Arranging for the attendance of current students.

8. Outcomes of Academic Review

- 8.1. In reaching its judgement, the panel has regard to the UEL Manual of General Regulations & Policies, the Quality Criteria (Quality Manual, Part 4), QAA Subject Benchmark Statements, the QAA UK Quality Code for Higher Education and for apprenticeship courses, Ofsted's Education Inspection Framework and the OfS Conditions of Registration
- 8.2. The conclusions of the review represent the views of the panel. The panel may set conditions, make recommendations and award commendations. Where conditions are set, the panel should specify the deadline by which these should be met.
- 8.3. For Academic Review to serve its purpose, it is essential that feedback be provided quickly and in sufficient detail to enable improvements to be made at an appropriate pace. Oral feedback will be provided to the academic grouping at the end of the review. An outcomes report, with details of conditions, recommendations and commendations will be circulated after the event, followed by a full written report.
- 8.4. The written report highlights the strengths of the provision and identifies proposed improvements which can be fully considered and acted upon at School and institutional level.
- 8.5. The Academic Review panel will normally confirm that the courses under review merit continued approval.
- 8.6. If the review panel has fundamental concerns about the quality of provision it may decide that a second review meeting should be held. If, by the date

of the second meeting, there has been inadequate improvement, Education and Experience Committee will receive a full report and may recommend to Academic Board:

- that the academic grouping is unable to validate new courses until the relevant improvements are made, or,
- a course, or series of courses, within the scope of the review, cease to recruit new students until the relevant improvements have been made.

It will be for Education and Experience Committee to determine how much time the school/discipline area under review is given to make the required improvements.

- 8.7. If the review is repeatedly postponed due to a lack of engagement from the School, QAE may recommend to Academic Board that the department is prevented from validating new courses until the review is completed.

9. Reports of the Academic Review

- 9.1. Within one week of the event taking place, the outcomes report will be circulated to the school and to panel members. The School should also share the report with the students, alumni and employers who took part in the in the review in order to close the loop on the process.
- 9.2. Following circulation of the outcomes report, a draft of the full written report will be produced by Quality Assurance and Enhancement and circulated to the panel for comment. The report will then be circulated to the Head of Department, Dean of School and other key members of the provision under review for comment concerning factual accuracy. A confirmed report is then produced and circulated to the school and to members of the panel.
- 9.3. The Education and Experience Committee will consider the report of the review on behalf of the Academic Board. The school is required to produce an action plan based on the conditions and recommendations of the review process. The Education and Experience Committee will receive the action plan; QAE will monitor the plan until all agreed conditions are completed. Progress against recommendations will be monitored by the School Quality Committee with the aim that they are completed within a year of the date of the review.
- 9.4. The same processes will be followed in the event of a second review meeting being required (para 8.6 above).

10. Joint UEL and Professional Statutory and Regulatory Body (PSRB) Reviews

- 10.1. Where desirable and practicable, reaccreditation by a professional body may take place at the same time as the review is conducted. Agreement on how this will be managed is established during the preparation period.

11. **Manuals, Forms and Guidance notes relevant to Part 8**

Available to download here:

<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx>

- Frequently asked questions - Academic Review
- Guidance Notes for Panel Members
- Guidance Notes for production of Self Evaluation Document
- Documentation for base room
- Module Folder Contents List
- Programme for the Event
- Guidance Notes on Academic Review Statistics
- Panel Member Pro-Forma 1 – Evidence of Academic Standards
- Panel Member Pro-Forma 2 – Quality of the Student Experience
- Panel Member Pro-Forma 3 – Activities to ensure and enhance standards and quality

UEL QUALITY MANUAL

PART 9

THE EXTERNAL EXAMINER SYSTEM

1. Introduction

- 1.1. The External Examiner system is the process by which we assure ourselves that the academic standards of our courses are comparable with similar courses offered elsewhere and that the assessment process has been conducted fairly, in accordance with the approved structure, content and regulations and without prejudice to any student. Detailed below are the rights and responsibilities of External Examiners and the procedures for their appointment.
- 1.2. UEL retains responsibility for the appointment, briefing and payment of all External Examiners, whether appointed to on-campus provision or to courses and modules delivered in collaboration with an academic partner. All annual reports are submitted to UEL.

2. The Rights and Responsibilities of External Examiners

- 2.1. External Examiners are full members of the relevant Assessment Board¹. Each School will appoint a Lead External Examiner who will attend boards that confer awards to ensure that due process is followed. Whilst the remit is different depending on the board attended, External Examiners should:
 - 2.1.1. Be able to judge each student impartially on the basis of work submitted for assessment, without being influenced by previous association with the academic department, the staff or any of the students.
 - 2.1.2. Be able to compare the performance of students with that of their peers on comparable courses of higher education elsewhere.
 - 2.1.3. Approve the form and content of proposed assessment tasks which are prescribed as counting towards the relevant award(s) in order to ensure that all students will be assessed fairly in relation to the course/module specification and regulations and in such a way that examiners will be able to judge whether they have fulfilled the objectives of the course/module and reached the required standard.

¹ Attendance at boards refers to all boards whether carried out in person or virtually.

- 2.1.4. Attend relevant Assessment Board meetings and have access to all assessed work. They should contribute to decisions on progression/awards and ensure that those decisions have been reached in accordance with UEL's requirements and standard practice in higher education.
- 2.1.5. See samples of students' work in those modules for which they have designated responsibility, in order to assess performance across the cohort/s.
- 2.1.6. Where professional body requirements stipulate, should be involved in meeting students and mentors within placement areas, as well as reviewing practice assessment documentation.
- 2.1.7. Have the right to moderate the marks awarded by internal examiners in accordance with UEL's policies regarding assessment.
- 2.1.8. Ensure that assessments are conducted in accordance with approved regulations.
- 2.1.9. Participate as required in any reviews of decisions about individual student's awards taken during the examiner's period of office.
- 2.1.10. Report back to UEL, at least once annually or as may otherwise be prescribed, on the effectiveness of the assessments and any lessons to be drawn from them (see section five below).
- 2.1.11. Comment on the overall development of the modules or course. External Examiners can be consulted on modifications up to 25% of the course design, however in order to protect their independence they should not concurrently be used as external advisers for course validation, revalidation or review.

(A full list of the responsibilities of both the Lead Examiner and Department External Examiner roles can be found in the External Examiners manual.)

- 2.2. Where it is deemed to be valid and relevant, External Examiners may be consulted when establishing new policies or reviewing existing ones, alongside other forms of scrutiny or consultation.

3. The Appointment of External Examiners

- 3.1. External Examiner appointments must be approved by the External Examiner Sub-Committee of the Education & Experience Committee on the recommendation of the relevant School Quality Committee. All nominations are scrutinised against clearly specified criteria agreed by Education & Experience Committee.

- 3.2. New examiners take up their appointments on or before the retirement of their predecessors. External Examiners should remain available after the last assessments with which they are to be associated in order to deal with any subsequent reviews of decisions. Nominations for replacement or extension of contract should reach the External Examiners' Administrator a minimum of **three months** before the expiry date of the contract of the External Examiner being replaced. The deadline for submitting nominations/reallocation/extension forms to the QAE office for External Examiner Sub Committee consideration, is the 30th June.
- 3.3. Where an examiner is not in place prior to the academic session commencing, the School will ensure that the outgoing examiner approves the draft assessments. Where the outgoing examiner has approved the draft assessments, the School will ensure that the new examiner is made aware that the draft assessment has been approved by the previous examiner.
- 3.4. Each School is responsible for ensuring that all modules with students registered against them are allocated to an external examiner. This should be monitored via the School -based systems in place for the School Quality Committee. *QAE are required to report back to Education and Experience Committee and Academic Board on external examiner positions yet to be filled.*
- 3.5. When sourcing new examiners, the School should take into consideration the diversity of their pool of examiners.
- 3.6. Normally, appointments will run from October to September. The duration of an external examiner's appointment will normally be for four years. Only in exceptional circumstances, where there is a need to ensure continuity, will an extension of up to one year be considered.
- 3.7. External Examiners should hold no more than two external examiner appointments for taught courses/modules at any point in time. The External Examiner Sub-Committee will expect to see convincing arguments in support of proposals for a heavier workload for an examiner.
- 3.8. Where a module is offered at more than one centre of delivery, for example with one of our academic partners, the external examiner should be appointed to examine the module at all centres of delivery, where possible. The examiner will be sent samples of work from each centre of delivery (separate guidance is available) and will be required to comment on standards and processes at each centre.
- 3.9. External Examiners covering courses/modules at a 'Franchise' partner should have access to a sample of UEL on-campus materials in order to examine their comparability, if they request to do so. Schools should ensure that the necessary arrangements are in place.

- 3.10. In approving the appointment of External Examiners, the External Examiner Sub-Committee will seek to ensure that the External Examiners are competent and impartial, and that the Assessment Board(s) as a whole maintains an appropriate balance and diversity in order to ensure that students are fairly assessed.
- 3.11. New External Examiners must be briefed by the School on their role as soon as possible after appointment; this can be conducted in person or via a remote meeting. The briefing should cover: the dates of examiners' meetings; the examiner's role in relation to the examining team as a whole; module specifications and teaching methods; the methods of assessment and marking scheme; and academic regulations. In addition, all new examiners will be given access to the institutional training module on Moodle. This module consists of a series of short briefings on the key aspects of the external examiner system at UEL. In particular, the External Examiner Sub-Committee will expect to see details of the support offered to External Examiners with no previous examining experience; the School should arrange for an experienced UEL external examiner to act as a mentor. The committee have the right to request further detail of the support to be offered.
- 3.12. External Examiners may wish to meet students and this should be facilitated by the Head of Department or department team, making clear that the role of the examiner in meeting students is to obtain general feedback on the course experience. The Head of Department should provide details of the arrangements for meeting teaching staff including module leaders/placement providers and assessors.
- 3.13. Institutional guidance to External Examiners on their role is provided by an External Examiners' Manual which is accessible via the external examiner system webpage and referenced in the letter of contract.
- 3.14. The fee payable to an external examiner is at the discretion of the School but should take into account the current guidelines provided by the External Examiner Sub-Committee.
- 3.15. If termination of the appointment of an external examiner is considered necessary, grounds for such a decision must be clear and incontrovertible and the decision will be made by the External Examiner Sub-Committee. Appropriate grounds will include misconduct, non-fulfilment of duties, non-submission or late submission of reports, or a change in circumstances compromising the impartiality of the external examiner. The university reserves the right to terminate an appointment if an annual report is not submitted within the first term following the session from which the report was due.

4. Criteria for the Appointment of External Examiners

The following are the minimum criteria for consideration of proposed External Examiners. The notes beneath each criterion provide a checklist of issues considered both in selecting and nominating External Examiners and are used during scrutiny of nominees for approval.

4.1. *An external examiner's academic/professional qualifications should be appropriate to the awards/department to be examined.*

The examiner:

- Should demonstrate competence and experience in the subjects covered at the Board.
- Have relevant academic or professional qualifications to at least the level of the qualification being examined, or extensive practitioner experience where appropriate.

4.2. *An external examiner should have appropriate standing, expertise and experience to maintain comparability of standards.*

The examiner should:

- Show evidence of knowledge and understanding of UK sector agreed reference points for the maintenance and enhancement of academic standards and assurance and enhancement of quality;
- Have sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers/professional peers as appropriate.
- Demonstrate fluency in English (or for courses delivered and assessed in a language other than English, fluency in the relevant language).

Standing, expertise and breadth of experience may be indicated by:

- The present [or last, if retired] post and place of work.
- The range and scope of experience across Higher Education/ professions.
- Current and recent active involvement in research/scholarly/ professional activities in the department of study concerned.

4.3. *An external examiner should have enough recent external examining or comparable related experience to indicate competence in assessing students considered at the Board. The examining experience will normally be in an external context.*

The examiner should be able to demonstrate:

- Competence and experience in designing and operating a variety of assessment tasks appropriate to the subject.
- Competence and experience in operating assessment procedures.

- Awareness of current developments in the design and delivery of relevant curricula.
- Familiarity with the standard to be expected of students to achieve the award in which students are to be assessed.
- Where relevant, evidence of meeting applicable criteria set by professional, statutory or regulatory bodies.

If the proposed examiner has no previous external examiner experience at the appropriate level, the application should be supported by either:

- Other external examining experience.
- Extensive internal examining experience.
- Other relevant and recent experience likely to support the external examiner role.

Proposed examiners without experience as External Examiners (this includes proposed examiners with less than one year's experience, at the start of their contract with UEL) should, where possible, join an experienced team of External Examiners and the School will allocate a mentor. Where there is only one external examiner they should work initially alongside another experienced external examiner in a related area. This initial period should include involvement in the final stages of assessment for the award.

4.4. *External Examiners should be drawn from a wide variety of institutional/professional contexts and traditions in order that the Department Award/ Department Progression Board benefits from wide-ranging external scrutiny.*

There should not be:

- More than one examiner from the same institution in the team of External Examiners in a department or associated department. *Where a department can show clear separation of duties, the External Examiner Sub-Committee will consider an application to have two examiners from the same institution within a department.*
- A reciprocal arrangement involving cognate courses at another institution.
- Where a UEL department sources a new examiner from the same department and provider as an outgoing examiner, the module allocation of the new examiner must differ in its entirety from the module allocation of the outgoing examiner.

Where restructure of departments results in there being two examiners from the same institute in the same department the examiners may continue to the end of their contract. However, their contract term should not be extended.

In order to facilitate this, Schools should hold details of the external examiner appointments held by members of staff at other institutions.

4.5. *Examiners should not be over-extended by their external examining duties.*

External Examiners should hold no more than two external examiner appointments for taught courses/modules at any point in time. An examiner should not be allocated in excess of 15 modules.

Schools should consider student numbers and the type of assessment involved when setting the module allocation for the examiner, in some cases it may not be practical to assign 15 modules.

The External Examiner Sub-Committee will expect to see convincing arguments in support of proposals for a heavier workload for an examiner.

4.6. *There should be an appropriate balance and expertise in the team of External Examiners for each department.*

The proposed examiner should complement the external examining team in terms of expertise and examining experience. There should be an appropriate balance between academic and professional practitioners. If the department contains modules associated with courses leading to a professional award at least one practitioner with appropriate experience should be in the team. The phasing of appointments to the team should be structured to ensure continuity.

Lead External Examiners should have sufficient external examining experience to take an overview of the range of awards for which the Board is responsible.

4.7. *External Examiners should be impartial in judgement and should not have previous close involvement with the institution which might compromise objectivity.*

Over the last five years, the proposed examiner should not have been:

- A member of staff, a governor, a student, or a near relative of a member of staff associated with the department or award.
- An external examiner on a cognate department or award in the institution.
- Involved as external examiner for the modules or associated awards when they were approved by another validating body.

The proposed examiner should not be:

- Personally associated with the sponsorship of students.
- Currently a member of a governing body or committee of UEL or one of its academic partnerships; or a current employee at a UEL academic partnership institution.

- In a close personal, professional or contractual relationship with a member of staff or student in the area associated with the Board.
- Required to assess colleagues who are recruited as students in the area associated with the Board.
- In a position to influence significantly the future employment of students in the area associated with the Board.
- Significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment in the area associated with the Board.
- Likely to be involved with student placements or training of UEL students in the examiner's organisation.

5. External Examiners' Annual Reports

- 5.1. The reports provided by External Examiners are an integral part of the quality assurance and enhancement processes. They form part of the documentation requirements for the Continual Monitoring Process and periodic Academic Review. In all cases, a Department Committee is required to demonstrate how it has responded to the views of external examiner(s). This helps to assure existing standards and, where possible, introduce changes which will enhance the quality of the courses. The guidelines issued to External Examiners concerning the format of their report are also provided below.
- 5.2. Providing the report is a contractual requirement for External Examiners. Reports should be submitted within one month of the main boards taking place. Reports are received by Quality Assurance and Enhancement, which authorises payment of the external examiner's fee.
- 5.3. External examiner reports are circulated to the relevant Head of Department and copied to the Dean of School, School Leader for Quality Assurance, Director of Education & Experience and Registry School Services Manager, (where applicable Cluster Leads, Deputy QA Leaders, Academic Link Tutors, Collaborative Leads and the Academic Partnerships Office will also receive a copy of the report). In the case of reports relating to academic partnership provision, Schools are responsible for sharing these with staff in partner institutions. Where an examiner raises a major concern the most appropriate member of the management team will respond.
- 5.4. Quality Assurance and Enhancement read all External Examiner reports and may identify areas for Schools where further or specific responses are required.
- 5.5. Any issues of institutional significance that require a response from a member of staff not attached to a School, are identified by Quality Assurance and Enhancement and the relevant member of staff is asked to respond.

- 5.6. Where an external examiner is unable to confirm one or more of the statements in Part 1 of the report, the report will be flagged as a 'red report' to the School, automatically triggering the requirement for an action plan. The School will be required to submit an action plan to Quality Assurance and Enhancement, identifying the actions that will be put in place to address the examiner's comments. The actions will then be monitored to completion by Quality Assurance and Enhancement. Where the action relates to provision at an academic partnership, the action plan must be drawn up in collaboration with the partner.
- 5.7. Each School is responsible for ensuring that timely and adequate responses are made to all external examiner reports. The Head of Department will normally respond to the examiner or where deemed appropriate may delegate this to the Course Leader or Academic Link Tutor (the School should put the necessary mechanism in place to facilitate this). *Where a report relates to provision at an academic partnership, the School should liaise with the partner to gather their input into the response and share completed responses with them.*
- 5.8. All responses to External Examiners are lodged with Quality Assurance and Enhancement.
- 5.9. An annual overview report summarising any trends identified, noting areas of good practice and the issues arising in External Examiners reports is prepared by the Quality Manager (Review & Compliance) for consideration by Education and Experience Committee.

6. The Format of External Examiners' Reports

- 6.1. Each external examiner is asked to produce an annual report according to their role as Department External Examiner or Lead External Examiner. A standard report form is provided. Where modules are offered at other centres of delivery, e.g., academic partners, it is important that the examiner is provided with information to enable them to comment on matters relating to each centre of delivery.
- 6.2. The form is completed online and each examiner is sent a unique link to their personalised report template. *The report template can be found within the External Examiners Manual.*
- 6.3. The report comprises three parts, with Part 1 requiring the external examiner to confirm the standards of our modules, marks awarded and that processes are appropriate; Part 2 asks questions across the different aspects of the role; Part 3 is for the Lead Examiner for each School to complete, on the Award process.
- 6.4. The report proforma is reviewed by the External Examiner Sub-Committee each year, prior to being released to External Examiners.

7. Exceptional Circumstances

- 7.1. There may be times when an examiner is unable to undertake their duties, due to unforeseen circumstances. In these situations, the School should ensure that another examiner looks at the modules. The School should look to re-allocate the modules to an existing examiner (with the relevant expertise). If this is not possible then the School should source a new examiner.
- 7.2. If an examiner is unable to attend an assessment board the School should ensure that the examiner is involved in some way, either by submitting their comments via email, phone, or attending virtually.

Manuals, Forms and Guidance notes relevant to Part 9

[External Examiner System | University of East London \(uel.ac.uk\)](http://uel.ac.uk)

[External Examiner System - Guidance for Staff \(sharepoint.com\)](https://sharepoint.com)

- External Examiner Manual
- External Examiner System website & SharePoint site

UEL QUALITY MANUAL

PART 10

APPROVAL AND QUALITY ASSURANCE OF SHORT COURSES

1. Introduction

1.1. Principles of Short Course Approval

All **credit rated** Short Courses must follow the formal approval and monitoring processes described below.

All **non-credit rated** Short Courses that are an integral part of a recognised HE course must also be approved using the formal process. For example:

- A preparatory or access course to facilitate progression to a HE qualification as a condition of entry.
- Short periods of study within a course which generally takes place in vacation time and are normally for students to catch up with others on the course.
- Bridging courses, e.g., between completion of a foundation degree and the BA or in order to facilitate students transferring in at an advanced stage (e.g., as part of an articulation arrangement).

Other types of **non-credit rated** Short Courses are also recommended to follow these processes; however, this will not be necessary or appropriate in all cases. In deciding whether to formally approve a non-credit rated Short Course, please contact Quality Assurance and Enhancement. This will enable the activity being proposed to be logged for reporting purposes and a decision to be made regarding the process for setting up the course.

Factors that will be taken into consideration include:

- Whether the course is to be repeated.
- If there is a need to register the participants via UEL records systems.
- Whether the participants will require access to other UEL services e.g., Library and Learning Services.

1.2. The University is required to report on any activity that falls into the definitions of:

Continuing Professional Development

Training courses for learners already in work who are undertaking the course for purposes of professional development, up-skilling, or workforce development.

Continuing Education

Training courses for learners that might be employed or unemployed who are undertaking the course for the purpose of continuing their education. This includes courses to develop or enhance specific employability or professional skills and courses that may feed learners into higher education (level 4 and above).

For more information on these types of activity please see: Definitions of Continuing Professional Development and Continuing Education, on the QAE forms and guidance page:

[Definitions of Continuing Professional Development and Continuing Education.docx \(sharepoint.com\)](#)

- 1.3. The **School Quality Committee** is responsible for the validation and quality assurance procedures applicable to courses developed and delivered by UEL Schools. Specifically, these are:
- Non-credit rated Short Courses delivered by UEL staff at UEL and off campus.
 - Credit rated Short Courses delivered by UEL staff at UEL and off campus.
 - Courses offered by distance learning (not in collaboration with external partners).
 - Courses delivered in partnership with UEL services.

Details of documentation requirements are provided in section 4 below.

Details of the approval process are provided in section 5 below.

- 1.4. **The Short Course Panel** is responsible for the approval of Short Courses involving delivery by an academic partner; or for the accreditation of externally designed courses; details are provided in section 6 below. Specifically, these are:
- Short Courses delivered in collaboration with external partners.

Recognition, approval and accreditation of externally designed Short Courses.

2. Accreditation

- 2.1. Short Courses enable the allocation of credit for learning that is achieved outside UEL's main provision of credit-rated courses that lead to recognised awards.

- 2.2. In determining the appropriate credit-rating for a Short Course, the amount of credit and level of credit need to be determined. Credit is allocated on the basis of 10 hours of notional student study time for each credit. In this context, 'study time' incorporates formal contact time, assessment, and other student learning time.
- 2.3. Credit rating can only be applied to those courses which have study time equivalent to a minimum of 5 credit points (50 hours) up to a maximum of 60 credits (600 hours) for courses at levels 3, 4, 5, 6 and 7. Courses of less than 50 hours cannot be credit-rated. Modules of 40 or more credits may extend across two terms. 20 credit modules will be delivered within a single term.
- 2.4. Where a Short Course enables a student to accumulate credit to the value of a UEL award, the student will be entitled to receive this award, however, the award will be unnamed (further information may be found in Part 3b of the Manual of General Regulations).
- 2.5. On campus UEL Short Courses are reviewed as part of the Periodic Academic Review process (details may be found in Part 8 of this manual). Short courses delivered in collaboration with academic partners are reviewed as part of the Academic Quality Review process.

3. Criteria for Approval

- 3.1. The Quality Criteria (Part 4 of this manual) should be used as a basis for determining the suitability of the proposal for approval.

4. Documentation Requirements

- 4.1. All requests for the approval of a Short Course should be submitted on the Short Course proforma (available at [Forms and Guidance \(sharepoint.com\)](#))

The Proforma must be fully completed and relevant documentation attached (see 4.2 below).

- 4.2. The documentation to be included with the Short Course proforma is as follows:
 - Module specification(s);
 - External Adviser comments on relevant Proforma (see 4.3 below);
 - Confirmation of financial viability (see 4.4 below);
 - Approval from a Finance Manager
 - Report on facilities and resources;
 - Including, but not limited to, learning and teaching, library, specialist equipment/software, social spaces, student support etc.

- Staff CVs (only if the Short Course is to be delivered by non-UEL staff) ;
 - For distance learning proposals, evidence that materials support and meet the quality assurance requirements (via the report of the External Adviser)
- 4.3. A proposal for a Short Course must have been submitted to an External Adviser prior to submission to the School Quality Committee or Short Course Panel. The Chair of the relevant Committee or Panel will be responsible for approving the adviser after reviewing their nomination form. Advisers will be appointed based on:
- The depth of subject knowledge;
 - The relevance of subject knowledge;
 - Impartiality (the nominee should not have any formal links with UEL during the last five years as a former member of staff or student or the last three years as an External Examiner);
 - Professional expertise.
- 4.4. Participation of External Advisers will normally be via correspondence; however, this may be risk assessed depending on the course proposal.
- 4.5. The proposal must be accompanied by approval from a Finance Manager to confirm the financial viability of the proposal.
- 4.6. For credit rated Short Courses, appropriate arrangements for the assessment of students and appointment of External Examiners will be made to ensure that the output standard is appropriate to the level/credit rating proposed.
- 4.7. For non-credit rated Short Courses where there is a qualification awarded, an External Examiner will need to be appointed and the moderation process outlined. An External Examiner is not required for Short Courses where no academic credit or qualification is being awarded.
- 4.8. Documentation should include a report from the course proposer that the facilities and resources for delivery are appropriate. The purpose of the report is to ensure that the physical resources/accommodation are appropriate for delivery, and that any required pastoral care and learning support services are available to students.
- 4.9. Where the Short Course is to be delivered by non-UEL staff, staff CVs should also be included.

5. Procedures for the approval of Short Courses delivered by UEL staff

- 5.1. The School Quality Committee is responsible for the approval of any Short Courses, whether credit-rated or non-credit rated, that are to be delivered by UEL Schools.
- 5.2. The proposal will be submitted to a full meeting of School Quality Committee as proposals cannot be considered by correspondence. The School Quality Assurance Representative and 'internal external' from another School (normally a

School Quality Leader) will be present at the meeting, as specified in the standard terms of reference and constitution of the School Quality Committee. The leader of the proposed course must be present to answer any queries.

- 5.3. The School Quality Committee will reach a decision about whether the proposal can be approved on the basis of the documentation and the External Adviser recommendations. For credit rated courses, the following issues should be agreed:
 - The credit rating;
 - The level of credit;
 - The appropriateness of the proposed assessment.
- 5.4. The School Quality Committee can either (a) approve the proposal, or (b) reject the proposal and require that it be revised and re-submitted for further consideration at a future meeting. The School Quality Committee may not impose conditions of approval.
- 5.5. The minutes of the School Quality Committee will record details of the discussion with regard to the proposal and the outcome agreed by the Committee.
- 5.6. The minutes of the School Quality Committee and approved Module Specification(s) shall be lodged with Quality Assurance and Enhancement for formal noting of the approval of the Short Course on the Course Register and at Education and Experience Committee.
- 5.7. The School Quality Committee is responsible for ensuring that the School has established a method for monitoring the quality of its Short Courses, seeking student feedback and acting to make improvements where appropriate. Schools may find it appropriate to prepare Continual Monitoring reports for Short Courses, incorporate evaluation in Department Continual Monitoring report, or prepare one report to cover all Short Courses offered during the academic session. Issues arising from Short Courses should also be addressed in the School Continual Monitoring Report.

6. Procedures for the approval of Short Courses delivered in collaboration with external partners

- 6.1. Following receipt of an expression of interest from a potential academic partner, and agreement to proceed, a representative from the academic school (the course proposer) will be designated to support the partner. All Short Courses carrying credit need to be associated with an academic School.
- 6.2. A completed Short Course proforma will be required (see section 4 above).
- 6.3. Proposals will be considered by the Short Course Panel, which will be convened by Quality Assurance and Enhancement. The panel will be constituted of two members from the Education and Experience Committee and/or Validation

Process Peer Reviewers, as well as the Head of Quality, or a Quality Manager. The Head of Quality Assurance and Enhancement or Quality Manager will act as Chair. The course proposer and partner representative should be in attendance.

- 6.4. The Short Course Panel event will not be a full day, and the timing and duration of the meeting will be confirmed by Quality Assurance and Enhancement.
- 6.5. The minutes of the panel will record details of the discussion with regard to the proposal and the outcome agreed by the panel.
- 6.6. Quality Assurance and Enhancement will formally note the approval of the Short Course on the Course Register and at Education and Experience Committee.
- 6.7. The panel will determine whether the proposal can be approved and will determine the following, as appropriate:
 - The credit rating;
 - The level of credit;
 - The appropriateness of the proposed assessment.
- 6.8. Following the decisions of the panel, the Chair will either:
 - Confirm that the proposal has been approved; Issue a statement of conditions to be met pending approval; Notify the partner that the proposal has been unsuccessful, and that further work is not justified.
- 6.9. Where conditions of approval are set, the deadline for submission of responses to approval conditions shall be determined by the panel. Short Courses may not be offered until all conditions have been satisfied.
- 6.10. If conditions are imposed, it is the responsibility of the Short Course proposer to ensure that the conditions are satisfied within the time scale specified.
- 6.11. The response to conditions of approval should be submitted to Quality Assurance and Enhancement which will arrange for it to be considered.
- 6.12. The Chair of the panel will be responsible for formally determining that the conditions of approval have been satisfied.
- 6.13. Where the proposal is in collaboration with a partner, a memorandum of cooperation or equivalent legal contract will be required. The contract will include, but not limited to, details of arrangements for registration, monitoring, assessment, student feedback, financial arrangements, and mechanisms for managing the course or collection of courses.
- 6.14. Where a course confers academic credit or a qualification, an External Examiner will be appointed and the relevant UEL Assessment Board will ratify the results. The External Examiner will be appropriately remunerated for the additional elements of work associated with the course.

7. Transcripts/Certificates of Attendance

- 7.1. Transcripts and certificates for credit rated Short Courses will be produced by Registry.
- 7.2. For the production of certificates for any other type of Short Course, Registry should be contacted in the first instance for advice.

8. Modification and Withdrawal of Courses

- 8.1. Modifications to all Short Courses require the approval of the relevant School Quality Committee. The School Quality Committee may approve changes that do not involve changes to the curriculum content, on receipt of an appropriate rationale and, where appropriate, a revised module specification. Such changes include, for example, a change in the form, length or nature of assessment (for credit rated Short Courses), Short Course title changes without any changes in curriculum content or learning outcomes and changes in standard start dates for the Short Course.
- 8.2. The following modifications to Short Courses require the full re-approval of the Short Course:
 - Any allocation to a different level of a module that is part of a Short Course;
 - Any change in the credit weighting of a module that is part of a Short Course;
 - Any change to the learning outcomes of a module that is part of a Short Course (with or without a change in the title of the module / Short Course);
 - Any change to the curriculum content of a module that is part of a Short Course other than routine updating (with or without a change in the title of the module);
 - Any change in the mode of delivery of a module that is part of a Short Course.

The procedure to be followed for the re-approval of a Short Course is the same process for the approval of a new Short Course.

- 8.3. Normal and regular updating of indicative reading lists does not require approval by the School Quality Committee.
- 8.4. Short Course withdrawals are considered and validated by the School Quality Committee at the time the decision is made to withdraw the Short Course, using the standard proforma (available from Quality Assurance and Enhancement and at <https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Fo>

[rms-and-Guidance.aspx](#)). Such proposals must include a rationale for the withdrawal of the Short Course. Where students currently enrolled on the Short Course will be affected by the proposed changes, evidence of consultation of all affected students must be provided and detailed transitional arrangements supplied.

Short Course Approval Flowchart

Complete short course proforma

Attach:

- Module specifications;
- External Adviser comments;
- Confirmation of financial viability;
- Report on facilities and resources;
- Staff CVs (only if short course delivered by non-UEL staff)



Is course offered by distance learning?

Yes



Attach evidence that proposals meet distance learning quality assurance arrangements

No



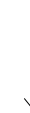
Is course being delivered by non-UEL staff in collaboration with an external partner or by a UEL Service?

Yes



Short course considered by Short Course Panel

No



Short course considered by the School Quality Committee (SQC)

Manuals, Forms and Guidance notes relevant to Part 10

<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx>

- Checklist for courses delivered off site (*School use*)
- Definitions of Continuing Professional Development and Continuing Education
- Operational procedures for credit rated courses
- Operational procedures for non-credit rated courses
- Short Course Approval proforma
- External Adviser approval proforma – non-credit rated courses
- External Adviser approval proforma – credit rated courses
- Short Course approval flowchart
- Short Course withdrawal form
- Certification wording – non-credit rated courses
- Certification wording –credit rated courses

UEL QUALITY MANUAL

PART 11

COLLABORATION WITH OTHER INSTITUTIONS

This section is currently being updated. For further information, please contact the Academic Partnerships Office (apo@uel.ac.uk) or Quality Assurance and Enhancement (QAE@uel.ac.uk)

UEL QUALITY MANUAL

PART 12

ADMISSION WITH ADVANCED STANDING OR PROGRESSION ARRANGEMENTS WITH PARTNER INSTITUTIONS

1. Introduction

- 1.1. This part of the manual details the quality procedures for entry with advanced standing (articulation) and progression relationships.
- 1.2. In the context of this section of the manual, the term 'institution' is used to describe any educational establishment (e.g. college of further education, college of higher education, university), or public or private agency providing education.

2. Articulation Agreement

- 2.1. An arrangement whereby the University guarantees students consideration for admission (but not guaranteed entry) onto a UEL award with advanced standing, after successful completion of an award at another institution. This arrangement recognises credit awarded by the partner institution as contributing towards a University of East London award.
- 2.2. In these circumstances UEL is not responsible for the quality of a course offered by a partner because it does not lead to a UEL award. Nevertheless, UEL is responsible for:
 - 2.2.1. ensuring that the academic achievements of students completing these courses are appropriate for entry to specified UEL courses;
 - 2.2.2. ensuring that students taking these courses are not misled in any way about the character of the courses, or their prospects for future admission to a UEL course, by virtue of inappropriate information distributed by the partner institution;
 - 2.2.3. maintaining regular communications with the partner institution to encourage the success of the partnership.

3. Progression Agreement

- 3.1. An arrangement whereby the University guarantees students consideration for admission (but not guaranteed entry) after successful completion of an award at

another institution. This arrangement does not recognise credit as contributing towards a University of East London award.

3.2. In these circumstances, UEL is not responsible for the quality of the course offered within a Progression arrangement as it does not contribute towards an award from the University of East London. Nevertheless, UEL is responsible for:

3.2.1. ensuring that the academic achievements of students completing these courses are appropriate for entry to specified UEL courses;

3.2.2. ensuring that students are not misled in any way about the character of the specified UEL courses, and are not guaranteed entry to a UEL course, (but are guaranteed consideration), by virtue of inappropriate information distributed by the partner institution;

3.2.3. maintaining regular communications with the partner institution to encourage the success of the partnership.

The Progression guidance and forms for 2024/25 are currently being updated. For further information, please contact the Academic Partnerships Office (apo@uel.ac.uk) or Quality Assurance and Enhancement (QAE@uel.ac.uk)

UEL QUALITY MANUAL

PART 13

ANNUAL AUDIT OF DELEGATED RESPONSIBILITIES AND POLICIES

1. Introduction

- 1.1. Each year, the Education and Experience Committee undertakes an audit process to evaluate the effectiveness and implementation of UEL's policies and operation of the quality assurance and enhancement procedures that have been delegated to Schools.
- 1.2. An audit team is appointed to conduct each of the audits, which will culminate in the submission of a report to the Education and Experience Committee, highlighting examples of good practice, areas where further development is required and making recommendations for improvements to procedures and policies.

2. Process

- 2.1. The Education and Experience Committee determines a specific UEL policy and/or a specific delegated quality assurance and enhancement responsibility for each audit each year. The Education and Experience Committee reserves the right to audit further areas of activity as it sees fit.
- 2.2. An audit team comprising members of staff from Schools/Services is appointed (exact constitution to be determined depending on the activity or policy to be audited). The Quality Manager (Review and Compliance) co-ordinates the process on behalf of the Education and Experience Committee.
- 2.3. Each auditor is asked to scrutinise a sample of activities related to the quality assurance and enhancement activity/UEL policy which is the subject of the audit. Quality Assurance and Enhancement provides advice and guidance for the auditors.
- 2.4. Each auditor is required to comment on:
 - 2.4.1. awareness, understanding and ownership of the UEL policy and the delegated quality assurance and enhancement procedure amongst School staff;

- 2.4.2. availability of evidence that the UEL policy and the delegated quality assurance and enhancement procedure is being implemented effectively;
- 2.4.3. examples of good practice in the operation and implementation of the UEL policy and the delegated quality assurance and enhancement procedure;
- 2.4.4. areas where improvements in the operation and implementation of the UEL policy and the delegated quality assurance and enhancement procedure could be made;
- 2.4.5. a declaration of confidence in the School's operation and implementation of the UEL policy and the delegated quality assurance and enhancement procedure.

3. Conclusions and Report to the Education and Experience Committee

- 3.1. The Quality Manager (Review and Compliance) convenes a meeting of the auditors to discuss the findings of the audit and to agree a final report for presentation to the Education and Experience Committee.
- 3.2. The report submitted to the Education and Experience Committee details the following:
 - 3.2.1. a brief statement on the audit teams' level of confidence in each School's operation and implementation of the UEL policy and the delegated quality assurance and enhancement procedure. Where an audit team lacks confidence in a School, the reason/s supporting this judgement will be clearly stated;
 - 3.2.2. examples of good practice to be disseminated across the institution;
 - 3.2.3. recommendations for improvements to delegated quality assurance and enhancement procedures and UEL policies as a result of the audit process;
 - 3.2.4. any recommendations for amendments to the process for future years.

UEL QUALITY MANUAL

PART 14

PROFESSIONAL, STATUTORY AND REGULATORY BODIES (PSRBs)

1. Introduction

- 1.1. Schools have responsibility for identifying professional, statutory, and regulatory bodies (PSRBs) responsible for the professional regulation and accreditation of courses and for making applications to such bodies.
- 1.2. UniversitiesUK define PSRBs as a 'group of bodies, including a large number of professional bodies, regulators and those with statutory authority over a profession or group of professionals. PSRBs engage with HEIs and other providers of higher education at regulatory, representative and promotional levels. Some bodies have a prescribed statutory or regulatory responsibility to accredit higher educational programmes and determine standards.'
- 1.3. Where professional (re)approval of a course is sought, procedures are followed as defined by, or agreed with, the accrediting body. Course validation processes and academic review panels can include PSRB representation if it is the preferred method of accreditation of the PSRB. Normally the documentation is submitted separately from the validation or review event.
- 1.4. The details of PSRB accreditations should be reflected in course specifications.

2. Responsibilities for the PSRB register

- 2.1. Schools are responsible for ensuring that QAE is informed of additions or changes to the register in a timely manner.
- 2.2. QAE is responsible for maintaining a central register of PSRB statuses. For enquiries related to this central register, QAE can be contacted at gae@uel.ac.uk.
- 2.3. Education and Experience Committee (EEC) is responsible for oversight of the central PSRB register.
- 2.4. Schools are responsible for monitoring compliance with PSRB rules and regulations, overseen institutionally by The Dean of Professional Academic Compliance.

3. Responsibilities for the accreditation and reaccreditation process

- 3.1. Where a course has (or requires) recognition by a PSRB and is the subject of (re)approval, the relevant PSRB should be informed of the proposals at the earliest opportunity, depending on the approval requirements of that body. Where it is identified that a PSRB requires joint validation or review to take place, this can be achieved by devising specific processes, in a way that meets both UEL principles and PSRB requirements.
- 3.2. Schools will ensure that each PSRB accredited course is allocated a designated academic contact. This is recorded in the PSRB register and reviewed at the School Quality Committee.
- 3.3. School Quality Committees (SQC) are responsible for managing PSRB activity within the School, in conjunction with the Dean of School and the Dean of Professional Academic Compliance. Once detailed requirements of (re)approval by the PSRB are known, the SQC will receive the details and make arrangements for its oversight, including a timeline in preparation for the review.
- 3.4. Schools are responsible for informing SQC, and QAE of any updates to new or existing PSRB activities.
- 3.5. Schools are responsible for providing (re)approval reports to SQC and QAE to record in the central PSRB archive.
- 3.6. The School PSRB contact is responsible for applying to School Quality Committee and Education and Experience Committee (EEC) for any exemptions to academic regulations required for courses with PSRB accreditation(s). Exemptions to the regulations should be recorded on the Course Specification.
- 3.7. Where applicable, documentation for the application or renewal of accreditation or prescription requiring sign-off at the institutional level by the University Executive Board (UEB) must be received a minimum of three weeks before the submission deadline. The UEB representative will consult with the Head of QAE and the relevant Dean of School and Dean of Professional Academic Compliance before issuing sign-off.
- 3.8. SQCs are responsible for monitoring action plans at meetings until completed and the oversight of continuing requirements.

4. Academic partnerships with PSRB accreditations

- 4.1. Courses which are franchised to or jointly delivered with academic partners would normally be expected to follow the same requirements.
- 4.2. Academic partners delivering validated courses are responsible for identifying the PSRBs responsible for the professional regulation and accreditation of courses and for making applications to such bodies.

- 4.3. Academic partners delivering validated courses are responsible for informing the relevant School(s) and QAE of any updates to new or existing PSRB activities in line with the approval requirements of that body.
- 4.4. Academic partners delivering validated courses are conjointly responsible with the relevant School(s) for applying to Education and Experience Committee (EEC) for any exemptions to academic regulations required for courses with PSRB accreditation(s). Exemptions to the regulations should be recorded on the Course Specification

5. PSRB reports

- 5.1. A copy of all PSRB reports (accreditation approval, accreditation review, etc.) must be submitted to QAE at the earliest opportunity via qae@uel.ac.uk. Timelines for submission will be consistent with the applicable PSRB annual monitoring requirements.

6. Withdrawal or change of PSRB accreditation status

- 6.1. If a course PSRB status is cancelled or withdrawn, the School PSRB contact must report this immediately to the relevant School Executive Team (SET), Dean of Professional Academic Compliance, and QAE. The SET, Dean of Professional Academic Compliance and QAE can then determine the appropriate course of action, including notifications to, or consultations with, any affected students or applicants.
- 6.2. Academic partners delivering validated courses are responsible for informing the relevant School(s) and QAE if a course PSRB status is cancelled or withdrawn.

UEL QUALITY MANUAL

PART 15

STUDENT ENGAGEMENT

1. Introduction

This chapter outlines the key principles that underline student engagement in quality assurance processes at UEL.

2. Principles

2.1. **We are committed to ensuring student representation at UEL is a collaborative partnership in which the University, its students and the Students' Union have a shared responsibility for promoting an environment which empowers the student/learner voice**

At UEL student engagement in quality assurance and enhancement means students participating in partnership with staff and each other in the life of the University; academically, socially, culturally and in decision-making. This includes making their voices heard through the student representation systems and feedback processes available.

2.2. **We are committed to embedding student engagement opportunities into our quality assurance systems**

We aim to provide opportunities for students to engage with all aspects of quality assurance and enhancement within UEL as outlined in this manual (relevant sections are noted in 3.1 e, f, g, j, k and m)

2.3. ***We aim to provide the opportunity for all students to equally participate in student engagement processes***

For student engagement activity to be meaningful it is important that our system represents the diversity of our student population and allows for individual and collective representation. In response to this, we adopt a diverse approach to collecting student feedback that allows for the collection of individual and

collective student feedback through a variety of formal and informal methods to ensure all students have the opportunity to participate. Every student is encouraged to engage with student feedback mechanisms and accommodations are made to allow for their engagement wherever possible.

2.4. We aim to ensure that student feedback is used to inform enhancements as part of an integrated, evidence-based approach

We understand the importance of listening to our students to assess our approaches and develop enhancements to the student experience. We are therefore committed to utilising feedback gathered throughout our quality assurance processes.

2.5. We aim to provide student feedback mechanisms that are responsive, with feedback provided to students in a timely manner

We recognise the importance of a dynamic student feedback system which includes effective mechanisms for responding to feedback received ('closing the loop'). Therefore, we aim to embed timely 'closing the loop' activity in all student feedback processes.

2.6. We will provide support and training to empower students to actively participate in our quality assurance and enhancement system

Effective student engagement in quality assurance and enhancement activity is not possible without adequate support and training being provided to students. Working with UEL Students' Union, we are committed to providing a comprehensive training package for students and additional support as required.

3. Student Engagement in Practice

3.1. The following opportunities exist for student engagement in the UEL quality assurance and enhancement system:

- a) Timelines for student engagement processes for on campus provision are available on the Student Voice intranet site and for partner processes are in the Student Engagement Guidance for Academic Partners pack.

- b) For UEL on campus provision student representation via trained UEL Students' Union representatives at Course, School and Institutional level;
- c) For UEL on campus provision UEL Students' Union Officers contributing to the development of academic policy via membership of working groups, institutional committees and project groups;
- d) Course Committees meet once per term and are the primary formal mechanism for course level feedback;
- e) The non-academic aspects of the student experience are responded to via Professional Service Action Plans;
- f) Students' views are actively sought and taken into account in the design, delivery and outcomes of courses through the Course Approval Process (Quality Manual, Part 5), Module Process (Quality Manual, Part 3), Course Modification Process (Quality Manual, Part 6) and Course Withdrawal Process (Quality Manual, Part 6). Views are sought via a number of mechanisms including Course Committees, survey responses, course level focus groups and discussions between Course Leaders and students. Evidence of such consultations form part of approval documentation;
- g) The Academic Review Process (Quality Manual, Part 8) incorporates student engagement activity through the inclusion of a student representative appointed by UEL Students' Union usually forming part of the panel and the inclusion of at least one meeting with existing students and former students. Student feedback received through internal and external surveys such as Module Evaluation Questionnaires, the National Student Survey and the Postgraduate Taught Experience Survey will be included in the documentation presented to the review panel;
- h) The Collaborative Partnership Review Process (Quality Manual, Part 11) incorporates student engagement activity through the inclusion of a student representative appointed by UEL Students' Union usually forming part of the panel and the inclusion of at least one meeting with existing students. Student feedback received through internal and external surveys will be included in the documentation presented to the review panel;
- i) Students have the opportunity to give feedback on each module confidentially through the Module Evaluation Process;
- j) Students have the opportunity to provide anonymous feedback at course and institutional level through internal and external surveys such as the National Student Survey, the Postgraduate Taught Experience Survey and the

Postgraduate Research Experience Survey;

- k) Short Course Processes (Quality Manual, Part 10) provide students the opportunity to feedback during the duration of the course and where a short course is to be withdrawn;
 - l) The Continual Monitoring Process and Collaborative Annual Monitoring (Quality Manual, Part 7) incorporates student feedback data and provides students with the opportunity to feed into the process via Course Committees and publication of reports on Moodle;
 - m) The External Examiner System (Quality Manual, Part 9) provides that students have access to external examiner reports via Moodle and issues raised are discussed at Course Committees;
 - n) Students at Academic Partners are expected to comply with UEL polices and adhere to the guidance provided in the Student Engagement Partner Pack.
- 3.2. Feedback should be provided to students in a timely manner and can include the following approaches:-
- a) Course Committees;
 - b) Continual Monitoring Process reports;
 - c) Announcements on module and course Moodle sites;
 - d) Module response reports to students from EvaSys+;
 - e) Module guides;
 - f) Where course or module modifications take place, students affected by the changes will be notified of any modifications as part of the approval process.

4. Further Information Resources

4.1. Further information and resources are available at:

- a) Student Engagement in Quality Assurance and Enhancement Policy

[Student Policies | University of East London \(uel.ac.uk\)](#);

- b) Student Engagement at UEL intranet pages

[Student Engagement \(sharepoint.com\)](#)

[insert link to Student Voice Surveys intranet page];

- c) Principles for Conducting Student Surveys

[insert link to document on the Student Voice Surveys page]

UEL QUALITY MANUAL PART 16

APPRENTICESHIP INTERNAL QUALITY ASSURANCE (IQA)

1. Introduction and Scope

- 1.1. Internal Quality Assurance (IQA) plays a vital role in maintaining the integrity, quality, and effectiveness of the apprenticeship courses offered by the University of East London. IQA process prepares UEL for external monitoring and evaluation by monitoring and accreditation bodies and other external entities such as [Office for Standards in Education, Children's Services and Skills \(Ofsted\)](#), the [Office for Students \(OfS\)](#), and the [Education and Skills Funding Agency \(ESFA\)](#). Adherence to these bodies is essential for the university to demonstrate the highest standards of apprenticeship quality.
- 1.2. Following an Ofsted full inspection of apprenticeship in September 2023, QAE has established a robust IQA processes to monitor the effectiveness and quality of Tripartite Progress Reviews (TPRs), ensuring that these reviews are conducted consistently and to the highest standard.
- 1.3. IQA is a practical resource in supporting various quality processes that involve apprenticeships such as academic review (see Part 8 of the Quality Manual) by establishing a structured and consistent framework for evaluating and enhancing processes and systems. The IQA process includes comprehensive data collection and analysis mechanisms, which inform broader quality processes by providing evidence of learner engagement through TPRs and Off-the-Job (OTJ) training submissions. Examples of other Quality processes that IQA can support are CMP, MDEP, Course committees, and MEQs.
- 1.4. The Apprenticeships Compliance Sub-Committee (ACSC) Servicing Officer supports apprenticeship course teams by conducting quarterly IQA and facilitating engagement with Schools and other relevant stakeholders. All inquiries regarding IQA should be directed to gae@uel.ac.uk.

2. Schedule and Reporting

- 2.1. IQA is conducted three times a year as per the following schedule:

QAE IQA Schedule

Report 1 Compliance for September to December| Shared in February

Report 2: Compliance for January to April | Shared in June

Report 3: Compliance for May to August| Shared in September

- 2.2. IQA reports are submitted to ACSC which feeds into the Education and Experience Committee (EEC)

3. Tripartite Progress Reviews

3.1. Ofsted is the designated quality body for apprenticeship training provision at all levels including for TPRs. The quality framework Ofsted operates under is the [Education Inspection Framework \(EIF\)](#) (for more information, see Appendix C of the Quality Manual).

3.2. The EIF describes a high quality TPR as follows:

- As one that provides a thorough assessment of the apprentice's progress in their learning and development. This includes academic achievements, skills acquisition, and behavioural growth.
- TPR should offer specific, constructive feedback that is relevant to the apprentice's role and industry. This feedback should help the apprentice understand their strengths and areas for improvement.
- The feedback and discussions should be aligned with the learning objectives and outcomes of the apprenticeship standard. It should address how the apprentice is meeting the required standards and where additional focus is needed.
- TPR should incorporate the employer's perspective, ensuring that the apprentice's development aligns with the workplace's needs and expectations.
- TPR must include a segment to indicate the level of employer satisfaction with the apprentice's progress and the quality of training provided should also be assessed.

3.3. Consequently, a key objective of IQA is to routinely review the comments provided by university, employers and apprentices within the TPRs, identifying best practices and address areas requiring intervention. Each TPR should result in clear action plans with specific, measurable, achievable, relevant, and time-bound (SMART) targets. These targets should help apprentices to progress and address any areas where improvement is needed to mitigate withdrawals and complaints.

There is an expectation for collaborative involvement in TPRs with all three key parties: the apprentice, the employer, and the University. This collaboration ensures that all perspectives from all three parties are considered and that there is a shared responsibility for the apprentice's progress.

3.4. There also an expectation that these TPRs should be conducted regularly, specifically at least every three calendar months. For example, a TPR that occurs in August covers the period of August, September and October meaning the next TPR must occur in November at the very latest. This frequency is an ESFA-mandated requirement and ensures that any issues can be identified and addressed promptly, and that progress is continuously monitored.

3.5. An additional expectation for TPRs is that the University assesses the progress made by apprentices from their initial starting points. TPRs also help track the progress of the apprentices taking into consideration each apprentice's unique

initial position including their background, work experience and qualifications. Taking these indicators into consideration, the University recognises that apprentices will have different needs, strengths and learning curves.

3.6. High-quality TPRs are an additional example of the University's commitment to the highest standards of teaching and learning which may be used to support wider University initiatives such as the application for the Teaching Excellence Framework (TEF) Gold via the OfS.

3.7. TPRs are ideally apprentice-led and so as a recommended best practice, TPRs should be authored in the first person. This approach demonstrates that the learners themselves are actively participating and leading the TPR process. While using the second person does not inherently undermine the TPR, encouraging learners to complete their own TPRs themselves is a valuable aspect of their apprenticeship journey, specifically personal development. It cultivates essential reflective skills that extend beyond the boundaries of the apprenticeship.

3.8. Some examples of good TPR practice that would be identified in IQA include:

- Individualised Learning Plans tailored to the apprentice's unique background, skills, and experiences. This includes recognising prior learning and setting appropriate challenges.
- Establishing clear, measurable, and achievable goals for the apprentice, building on the outcomes from their initial assessment and the requirements of the apprenticeship standard.
- Comprehensive record-keeping of each review including responsible parties and progress made, on any agreed actions. This ensures accountability and provides a reference for future TPRs.
- Data-driven insights to inform discussions, such as tracking attendance, OTJ hours, assessment results, and completion of modules.
- Clear dissemination of information to enhance communication and ensure that all parties have access to up-to-date information.

4. Off-the-Job Training

4.1. The ESFA conducts assurance to ensure the accuracy and completeness of OTJ training. While IQA looks in part at the completeness OTJ, its primary function is to assure the accuracy and quality of OTJ recorded.

4.2. Off-the-job training can occur anywhere (in the workplace, at University, at home, or on an educational visit), providing that it passes the four tests as follows:

- Did the training occur once the apprenticeship had started?
- Is the training directly relevant to the apprenticeship standard for which the learner is registered?
- Is the training teaching new knowledge, skills and behaviours?

- Is the learning/training taking place within the apprentice's normal working hours?

4.3. QAE recommends that learners submit their off the job training logs on a regular basis (ideally weekly) to ensure that all activities are accurately recorded.

4.4. In addition to the four tests, IQA looks at identifying best practice in OTJ recording. Some examples of good practice in OTJ submission include:

- Include a section where the learner reflects on what they learned, how it aligns with their career goals, and how the learner plans to apply the new knowledge or skills in their job
- The level of detail should be commensurate with the amount of OTJ hours submitted.
- Inclusion of details of the training, such as the course title, duration, content covered, learning objectives, and any key takeaways.
- Diagrams, charts, or other visual aids can be used to summarise complex information or data.
- Where applicable, attach certificates of completion, attendance records, or any other evidence that confirms participation.
- Be mindful of confidentiality, especially if the training involved proprietary or sensitive information.

4.5. In addition to learner OTJ submission IQA will also review staff feedback on learners' submissions to identify best practice. Some examples of best practice include:

- A detailed training plan that maps the learners required Knowledge, Skills and Behaviours (KSBs) to specific OTJ training. This ensures that each element of the EPA is adequately covered in the training.
- Constructive feedback which encourages apprentices to reflect on their learning and identify areas of improvement.
- Engage with employers to ensure that the workplace activities complement the OTJ training that align with the KSBs
- Reinforce the expected professional behaviours relevant to the apprenticeship standard

4.6. Aligning Off-the-Job (OTJ) training with End-Point Assessment (EPA) is crucial in apprenticeship programmes to ensure that the training effectively prepares apprentices for their final evaluation.

5. Additional information

5.1. A copy of the IQA template is available in the QAE forms and guidance.

5.2. This chapter will be updated as part of the QAE Quality Manual every summer. However, in-year updates may occur should the designated quality bodies

adjust the expectations for what demonstrates high quality apprenticeships.

5.3. For more information on general apprenticeship considerations in quality processes, please see Appendix C of the Quality Manual.

UEL QUALITY MANUAL

APPENDIX A

PRINCIPLES UNDERLYING THE APPROVAL, VALIDATION AND REVIEW PROCESSES

The following principles should be observed in all approval, validation and academic review processes.

1. Approval, validation and review should be rigorous and fair. Subject to the condition for rigour, the procedures should also be economical of time and other resources.
2. Decisions about procedures and decisions about the outcome should be communicated swiftly to all those involved.
3. Approval, validation and review are to be undertaken in terms of a partnership between those under evaluation and peers drawn from: UEL colleagues and, as appropriate, by colleagues from elsewhere in higher education; professional and other accrediting bodies; industry, commerce, employment; and wider society.
4. The resources and expertise of the relevant accrediting bodies should be used where appropriate, both formally and informally.
5. All members of a panel/school quality committee have equal standing.
6. The Chair of the panel shall normally be a Head of School, Department Head or current or former member of the Education & Experience Committee. He/she shall be answerable for her/his conduct of the event to the Education & Experience Committee. For a partner validation event, the Chair shall not be a member of the school running the proposed course nor should the chair have management responsibilities for the course. For Academic Review, the Chair shall not be a member of the relevant school nor have line management responsibility for the Head of School.
7. For approval and validation, the course team, comprising all staff substantially involved with the course, should be involved in the process, although individual staff may not necessarily be present for the whole event. For Academic Review, all staff in the school/department group should take part, although it is unlikely that any member of staff shall be present for the whole event.
8. Students must be involved in Academic Review and also, where possible, in approval validation (perhaps students from related courses, or potential applicants to the proposed course).

9. During the event, panel decisions on the agenda for the next session of the event should be communicated to all relevant parties before, or at the start of, each session.
10. The panel will normally communicate its decision on the outcome of the event at the end of the meeting, and in writing as soon as possible thereafter. A review report and accompanying action plan are then formally ratified and monitored by Education and Experience Committee.
11. Conditions and recommendations resulting from validation and review of a course shall clearly identify:
 - What action is required or recommended;
 - who is responsible for taking that action or ensuring that it is taken;
 - the timescale for action;
 - the method for reporting back on the action taken and for judging its success;
 - in the case of conditions, the consequences of the condition not being met.
12. There will be no conditions implemented by school quality committees for (re)approvals.
13. There shall be downward and upward accountability within the process so that solutions to problems identified can be formulated and implemented.
14. Panel membership shall normally be chosen so as to spread the involvement in validation and review activity across the institution.
15. The approval, validation and review process and outcomes will themselves be monitored by those taking part and by the Education & Experience Committee, in order to facilitate the review of the process as a whole as well as of particular events.
16. A course team may appeal against a decision of an approval, validation or review panel on the grounds that the proper procedures and guidelines had not been followed. The procedure for considering such appeals is detailed in Appendix B.
17. Any proposed departures from, or extensions to, these principles should be justified at the preliminary planning stage of approval, validation or review and, if necessary, referred to the Education & Experience Committee for agreement.

UEL QUALITY MANUAL

APPENDIX B

APPEALS AGAINST DECISIONS OF APPROVAL, VALIDATION AND REVIEW PANELS

1. An appeal against a decision of a School-based (re)approval, validation or review panel can be made on the grounds that proper procedures and guidelines as outlined in the Quality Manual have not been followed. Examples of such grounds include improperly constituted panels, inadequate guidance documents etc.
2. Appeals may only be lodged on procedural grounds. Appeals may **NOT** be lodged against the academic judgement of a School Quality Committee/panel.
3. Appeals shall be heard at a full meeting of the Education & Experience Committee.
4. The notice of appeal, and the grounds on which it is based, shall be made in writing to the chair of Education & Experience Committee within 14 days of the School Quality Committee, validation and review event or, if the appeal is against validation or review panel's decision in relation to response to a condition of approval, within 14 days of formal receipt of the panel's decision by the course team. The grounds for appeal must be circulated with the main papers for the Education & Experience Committee meeting at which the appeal is to be heard: late circulation shall not be acceptable under any circumstances.
5. The Education & Experience Committee shall have the full minutes/report of the committee/event in question. These shall also be circulated with the main papers for the meeting at which the appeal is to be heard. Late circulation will not be acceptable under any circumstances.
6. At the meeting of the Education & Experience Committee which hears the appeal, the following people may attend the meeting to present the case:

School Based Approval- Course leader
Validation Event - Course leader and Head of School
Academic Review - Head of School
7. The chair of the panel against whose decision the appeal is lodged shall have the right of reply. The Education & Experience Committee will then discuss the matter in open debate. Discussion shall be terminated at the discretion of the chair of the Education & Experience Committee.

- 8.** The Education & Experience Committee will then vote on the appeal. The following shall be excluded from voting:
 - a) Members of the School Quality Committee, validation or review panel in question;
 - b) those submitting the appeal, even if they are members of the Education & Experience Committee;
 - c) other members of the Education & Experience Committee who are members of the same school/department or otherwise associated with the case.
- 9.** In the event of the appeal being upheld, by a simple majority of those eligible to vote, the School based approval, validation or review event in question shall be undertaken again ab initio.
- 10.** In the event of the appeal being rejected, the original decision shall stand.
- 11.** In the event of the deadlock, the original decision shall stand.
- 12.** The decision of the Education & Experience Committee shall be final.

UEL QUALITY MANUAL

APPENDIX C

APPRENTICESHIPS



1. Background

- 1.1. The University of East London (UEL) has delivered apprenticeships since 2016/17. Institutional oversight for the quality of all UEL apprenticeships is overseen by Quality Assurance and Enhancement (QAE) and a primary objective for QAE is to ensure that UEL apprenticeships receive the same high level of quality assurance and enhancement as UEL non-apprenticeship provision. Therefore, apprenticeships follow the same quality processes as any other course provided by UEL as detailed in other chapters of the Quality Manual.
- 1.2. This appendix should be used in conjunction with any other relevant chapters of the Quality Manual when conducting quality assurance and enhancement activities on apprenticeships to observe any additional considerations that must be made to ensure that apprenticeships meet the requirements of external monitoring bodies.
- 1.3. QAE is responsible for ensuring this guidance is updated in accordance with developments in the sector.

2. Monitoring bodies

2.1. The designated external moderating bodies for apprenticeships are as follows:

2.1.1. Office for Standards in Education, Children's Services and Skills (Ofsted)

As of 1 April 2021, the inspection body for the quality of all apprenticeship training provision in England is Ofsted. For further information regarding this change, you can [refer to the September 2020 correspondence from the Education Secretary](#).

The overall quality of the UEL apprenticeship training provision is assessed by Ofsted in line with the [Education Inspection Framework \(EIF\)](#) which was updated for September 2023. Further details on how Ofsted inspections are carried out can be found in the [Further Education and Skills Handbook](#), last updated for April 2024.

UEL has previously undergone an Ofsted New Provider Monitoring Visit (NPMV) in March 2022 and a Full Inspection in September 2023, the [outcome reports](#) of which are publicly available. Following the Full Inspection, UEL is currently graded as Good in all four measurable areas: quality of education; personal development; behaviours and attitudes; and leadership and management.

For the level 6 Teacher apprenticeship, Ofsted inspects quality separately alongside UEL's wider initial teacher education (ITE) provision. UEL underwent an [ITE Inspection](#) in April 2024 and was graded as Outstanding in primary and further education and skills ITE and as Good in secondary ITE.

Note: At this time, UEL can use both the Outstanding and Good Ofsted logos providing there is clear indication to which provision each grade applies to.

2.1.2. Education and Skills Funding Agency (ESFA)

All apprenticeships are funded by employers via the ESFA and as such, the ESFA additionally takes on the role of financial assurance body for apprenticeship training provision.

Further information on the responsibilities of the ESFA is [available on the government website](#). The financial assurance of apprenticeship funding is underpinned by the latest version of the [apprenticeship funding rules](#).

2.1.3. Institute for Apprenticeships and Technical Education (IfATE)

From 1 August 2020, all new apprenticeship starts must be on an apprenticeship with a corresponding occupational 'standard' (or 'apprenticeship standard'). An apprenticeship standard is a formalised, nationally-recognised list of knowledge, skills, and behaviours ('KSBs') which demonstrate occupational competence in a profession.

Every apprenticeship standard is approved by IfATE and are all [published on the IfATE website](#). IfATE additionally publishes whenever an apprenticeship standard is reviewed and KSBs are amended. IfATE publishes a [status report](#) on all the latest ongoing revisions and adjustments to apprenticeship standards.

In addition to KSBs, IfATE is additionally responsible for publishing formalised, nationally-recognised end point assessment (EPA) plans; standardised final assessments every apprentice must undertake. For EPA, IfATE is additionally responsible for [external quality assurance \(EQA\)](#), including the development of the EQA manual and the appointment of EQA providers, the latter for which it produces a [register](#).

Note: The remit of IfATE is likely to change in the 2024/25 academic year following the launch of [Skills England](#). QAE will update Appendix C before the start of the 2025/26 academic year in the event of any pertinent changes.

2.1.4. Office for Students (OfS)

As of August 2024, the OfS is the EQA provider for all EPA delivered by UEL. The OfS has produced [guidance](#) which outlines its responsibilities in this respect, which include readiness checks for any new EPA UEL is to deliver and monitoring checks for any existing EPA UEL is delivering.

2.1.5. Quality Assurance Agency (QAA) for Higher Education

The QAA produces a [Characteristics Statement for Higher Education in Apprenticeships](#) which is used to support the development of QAE's processes for quality assuring and enhancing apprenticeships.

2.2. In addition to these monitoring bodies, apprenticeships may also be subject to moderation from sector-specific professional, statutory and regulatory bodies (PSRBs) (see: Part 14).

3. Admissions

3.1. For all apprenticeships, all applicants will be required to complete an initial assessment before admission onto the course. The initial assessment is comprised of three stages:

3.1.1. **Stage 1: Funding Eligibility**

Subject to the latest version of the [ESFA funding rules](#), applicants will be required to confirm their eligibility to enrol on an apprenticeship. These eligibility requirements include (but are not limited to) the right to reside and work in England, the individual not being enrolled on another apprenticeship, and the individual not seeking accreditation for existing occupational competencies. Applicants will also be asked to declare any additional learning support (ALS) needs at this stage (ALS needs do not impact an applicant's eligibility to be funded but impact the level of additional funding UEL receives).

3.1.2. **Stage 2: Functional Skills Achievement**

Every apprentice is required to have achieved a minimum level 2 functional skills qualification in both English and mathematics by the end of their apprenticeship. Therefore, every apprenticeship applicant is requested to present their highest qualifications for both English and mathematics at initial assessment.

As of 2024/25, UEL has mandated that apprenticeship applicants must present [recognised evidence of level 2 functional skills](#) in English and mathematics at initial assessment. This has been introduced to mitigate academic failure on the apprenticeship.

If applicants cannot present recognised evidence for English and/or mathematics, they are still eligible to apply for a UEL pre-entry programme (PEP) which embeds level 2 functional skills. UEL PEPs hold an entry requirement for applicants to already be working at level 1 or above in the missing functional skills qualification(s) they are seeking to achieve. Upon achievement, applicants may then re-apply for the apprenticeship. The UEL functional skills team is contactable at fs@uel.ac.uk. Applicants may alternatively enrol with a third-party provider of their choice.

3.1.3. Stage 3 | Skills Radar

For the final stage of initial assessment, applicants will be required to self-assess their existing KSBs as determined by the apprenticeship standard linked to the course they are applying for. This self-assessment is based on both prior qualifications and professional experience. The self-assessment ranks all KSBs from zero competence to full professional competence to determine whether recognition of prior learning (RPL) will be applied to the applicant's course duration and cost. RPL is the term used by the ESFA but is otherwise known as accreditation of prior learning (APL) at UEL. The APL Policy can be found on the UEL [Student Policies webpage](#).

Where applicants self-assess as professionally competent, sufficient evidence must be provided and confirmed to be acceptable by the course team and the applicant's employer to warrant an RPL claim.

Note: Should the amount of required RPL result in a course duration of less than 12 months, the applicant will be automatically ineligible to enrol on the apprenticeship and will be referred to alternative courses provided by UEL.

- 3.2. Upon completion of the initial assessment, UEL will produce a Training Plan for the apprenticeship (formally known as a Commitment Statement); an ESFA-mandated contract to be signed by UEL, apprentice and employer before commencement of the course. The initial assessment results serve as an appendix to an apprentice's Training Plan.

4. Course structure

- 4.1. **Course specifications:** For apprenticeships which run alongside a non-apprenticeship, course structures will vary and as such, cannot share a course specification. Course teams should consider the differences in course structure that will occur on an apprenticeship version of a course and reflect this on the course specification.

- 4.2. **Full-time/part-time modes of study:** Where an apprentice is employed full-time, they are on a full-time apprenticeship. Where an apprentice is employed part-time, they are on a part-time apprenticeship. For part-time apprenticeships, courses will need to be extended to reflect the reduced hours. A worked example for a three-year (36-month) apprenticeship is provided below:

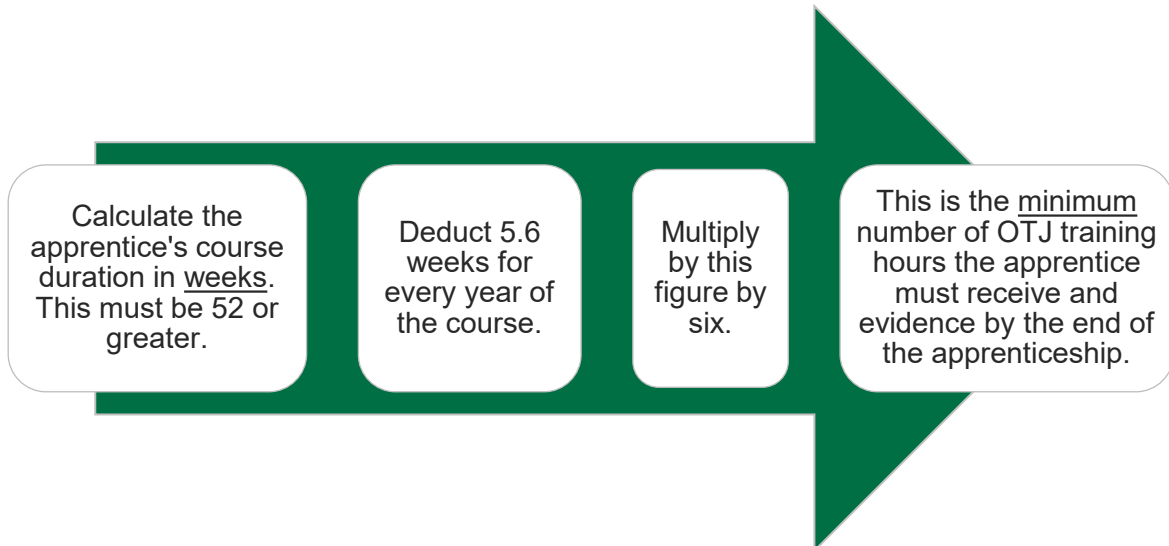
Mode of study	Employment contract	Weekly Employment Hours	Adjustment required	Adjusted course duration
Full-Time	1 FTE	30+	N/A	36 months
Part-Time	0.8 FTE	24	+20%	43.2 months
Part-Time	0.6 FTE	18	+40%	50.4 months
Part-Time	0.5 FTE	15	+50%	54 months

The ESFA defines full-time employment as 30 hours or more per week. Therefore, when validating a part-time apprenticeship, the apprentice must be employed for less than 30 hours per week.

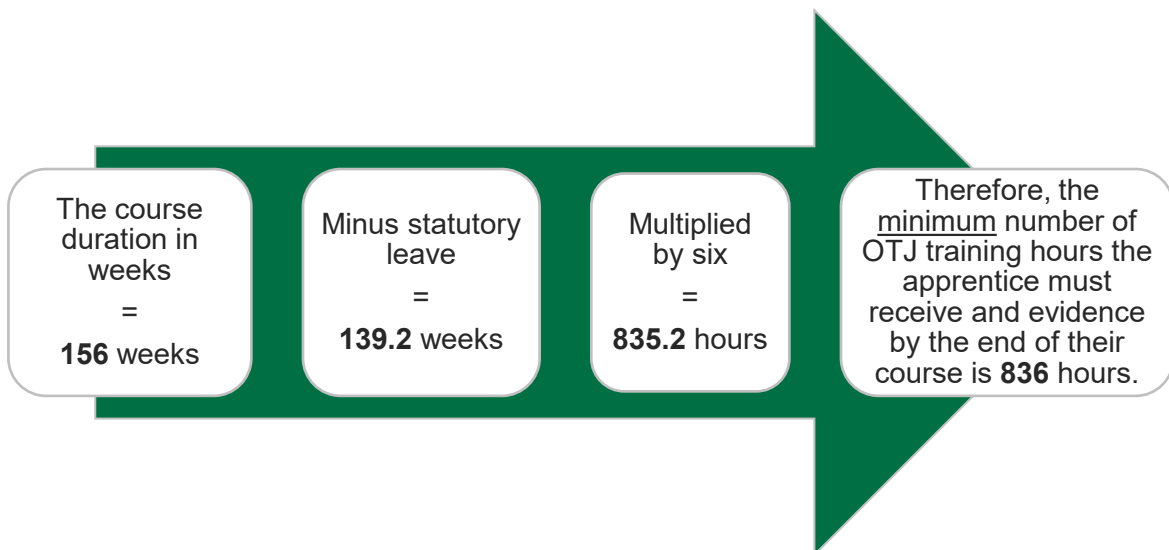
Note: While University attendance is part-time for a full-time apprenticeship, this is because time spent in the workplace is an integrated part of the apprenticeship and contributes towards the course.

- 4.3. **University breaks:** As apprenticeships are integrated work-based courses, even during University closures (e.g., August), apprentices will typically still be working. During these periods, employment hours still contribute towards the apprenticeship. As such, apprentices will require guidance as to what is expected of them before any extended breaks from University. Apprentices will also require guidance on preferable points in the year to take annual leave.
- 4.4. **Timetabling:** As University attendance is a paid day of employment, apprentices will have less flexibility to attend University multiple days a week or to change days at short notice.
- 4.5. **Entry points:** Based on the outcomes of the Skills Radar, the course team should consider the most appropriate entry points onto the apprenticeship for the apprentice based on the volume of RPL to be applied. For example, on a three-year apprenticeship, course teams might consider an entry-point at the start of year two for apprentices who are eligible to apply RPL to the first year of the apprenticeship.

4.6. **Off-the-job (OTJ) training hours:** By the end of the apprenticeship, every apprentice must have completed a volume of OTJ hours that equates to the total duration of the course in weeks, minus 5.6 weeks of [statutory leave](#) per year, multiplied by six, as visualised below:



For example, on a three-year apprenticeship:



A minimum of one hour of OTJ training must occur in every calendar month of an apprenticeship. Where this is not the case, the ESFA expects that a break in learning (deferral of studies) is applied for every month where OTJ training does not occur.

- 4.7. **Tripartite progress reviews (TPRs):** It is a mandatory requirement for all apprenticeships to include TPRs which as of 1 August 2024, must occur at least once every three calendar months. A TPR is similar in principle to an appraisal and offers an opportunity to bring together all three parties of the apprenticeship (employer, apprentice and UEL) to discuss key themes of Ofsted's EIF: quality of education, behaviours and attitudes, personal development, leadership and management.

5. Course content and curriculum

- 5.1. **Apprenticeship standards:** All apprenticeships follow an occupational 'standard', often referred to as the 'apprenticeship standard'. These standards are produced by [IfATE](#) and are lists of expected knowledge, skills and behaviours (KSBs) which have been decided at a national level by employer trailblazer groups to be a requirement for professional competence in an occupation. Apprenticeship standards ensure any apprentice who has completed the same apprenticeship at any provider in England graduates with the same consistent level of competency across identical topics, ensuring graduate apprentices have equal opportunities for employment anywhere in England.
- 5.2. **Knowledge, skills and behaviours (KSBs):** While KSBs are worded like learning outcomes, course teams do not have to use the exact wording of the KSBs of the apprenticeship standard as the course or module learning outcomes on an apprenticeship. However, every module on an apprenticeship must have learning outcomes which can be mapped to the KSBs from the apprenticeship standard. As all KSBs are at the level of the award, apprenticeships must include summative assessments for all KSBs at the level of the award (i.e., typically in the final year). It is permitted for the same KSBs to appear across multiple modules.
- 5.3. **Moral, cultural, social and spiritual values:** In compliance with the Ofsted EIF (specifically the theme of personal development), all apprenticeships must embed additional moral, cultural, social and spiritual topics into the course content at all levels. These topics do not require assessment unless otherwise stated in the applicable apprenticeship standard. These topics are detailed on the following pages.

5.3.1. Safeguarding

Course teams should consider how module content can develop the following awareness:

The Ten Types of Abuse	
Source: Care and support statutory guidance Department of Health & Social Care	
<u>Discriminatory abuse</u>	including: harassment; slurs or similar treatment (on the basis of race; gender and gender identity; age; disability; sexual orientation; religion).
<u>Domestic violence and abuse</u>	including: psychological; physical; sexual; financial; emotional abuse; so-called 'honour' based violence.
Financial and material abuse	including: theft; fraud; internet scamming; coercion in relation to an adult's financial affairs or arrangements (including in connection with wills, property, inheritance or financial transactions); misuse/misappropriation of property, possessions or benefits.
<u>Modern slavery</u>	categorised as: slavery; human trafficking; forced labour and domestic servitude; traffickers and slave masters using whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
Neglect and acts of omission	including: ignoring medical/emotional/physical care needs; failure to provide access to appropriate health/care and support/educational services; withholding of life necessities (medication, adequate nutrition, heating).
Organisational and institutional abuse	including: neglect/poor professional care practice within an institution or specific care setting (e.g. a hospital or care home) or in relation to care provided in one's own home.

Physical abuse	including: assault; hitting; slapping; pushing; misuse of medication; restraint; inappropriate physical sanctions.
Psychological and emotional abuse	including: emotional abuse; threats of harm or abandonment; deprivation of contact; humiliation; blaming; controlling; intimidation; coercion; harassment; verbal abuse; cyber bullying; isolation; unreasonable and unjustified withdrawal of services/supportive networks.
Self-neglect	including: behaviour neglecting to care for one's personal hygiene, health or surroundings; hoarding.
Sexual abuse	including: rape; indecent exposure; sexual harassment; inappropriate looking/touching; sexual teasing/innuendo; sexual photography; subjection to pornography/witnessing sexual acts; indecent exposure; sexual assault; sexual acts to which the adult has not consented/was pressured into consenting.

The Six Safeguarding Principles

Source: [Care and support statutory guidance | Department of Health & Social Care](#)

Empowerment	<p>People being supported and encouraged to make their own decisions and informed consent.</p> <p><i>i.e. "I am asked what I want as the outcomes from the safeguarding process, and these directly inform what happens."</i></p>
Prevention	<p>It is better to act before harm occurs.</p> <p><i>i.e. "I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help."</i></p>
Proportionality	<p>The least intrusive response appropriate to the risk presented.</p> <p><i>i.e. "I am sure that the professionals will work in my interest, as I see them, and they will only get involved as much as needed."</i></p>

Protection	Support and representation for those in greatest need. <i>i.e. "I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want."</i>
Partnership	Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse. <i>i.e. "I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together and with me to get the best result for me."</i>
Accountability	Transparency in safeguarding practice. <i>i.e. "I understand the role of everyone involved in my life and so do they."</i>

How to embed safeguarding into the curriculum

There is no requirement for safeguarding to be summatively assessed as a separate part of an apprenticeship. Instead, safeguarding should be embedded into the existing course content via teaching and learning methods that recognise and reward where apprentices apply these values.

To consolidate understanding, consider:

- What workplace scenarios may require apprentices to report safeguarding concerns?
- How would apprentices recognise different safeguarding concerns in the workplace?
- What recent sector developments, such as in the news/social media, touch on safeguarding topics?
- What personal experiences have apprentices had at work of safeguarding concerns being actioned?
- What improvements could be made at the apprentice's workplace to make staff/visitors/customers/patients feel safe?

All staff directly involved in the delivery and support of apprenticeships at UEL are additionally required to undertake the [NSPCC Safeguarding 16- to 25-year-olds](#) training course. To be registered on the course, staff should contact People & Culture (hrhub@uel.ac.uk) to generate a license.

All staff at UEL should additionally familiarise themselves with the UEL [Report+Support](#) website as an initial point of reference for all safeguarding matters.

5.3.2. Fundamental British Values (inc. the Prevent Duty)

Course teams should consider how module content can develop the following values:

The Four Fundamental British Values (FBV)

Source: [Promoting Fundamental British Values through SMSC | Department for Education](#)

<p>Rule of law</p> <p><i>Appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</i></p>	<ul style="list-style-type: none"> - Legislation - Agreed ways of working - Policies and procedures - How the law protects you and others - Codes of conduct
<p>Democracy</p> <p><i>Understanding how citizens can influence decision-making through the democratic process.</i></p>	<ul style="list-style-type: none"> - Leadership and accountability - Joint decision making - Team meetings - The right to protest and petition - Receiving and giving feedback
<p>Individual liberty</p> <p><i>Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.</i></p>	<ul style="list-style-type: none"> - Equality and human rights - Personal development - Respect and dignity - Rights, choice, consent and individuality - Values and principles

Respect and tolerance

Acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour; understanding of the importance of identifying and combatting discrimination.

- Embracing diversity (age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex, sexual orientation)
- The importance of religion, traditions, cultural heritage and preferences
- Tackling stereotyping, labelling, prejudice and discrimination.

The Prevent Duty



The Prevent Duty aims to safeguard people from becoming terrorists/extremists or supporting terrorism. The government defines extremism in the Prevent Duty as: “vocal or active opposition to fundamental British values”.

The government has produced [Prevent duty guidance: for higher education institutions in England and Wales](#) to support this area of work.

How to embed FBV into the curriculum

There is no requirement for FBV to be summatively assessed as a separate part of any apprenticeship. Instead, FBV should be embedded into the existing course content via teaching and learning methods that recognise and reward where apprentices apply these values.

To consolidate understanding, consider:

- What workplace scenarios are likely to require apprentices to demonstrate FBV?
- What University learning activities will require apprentices to demonstrate FBV?
- What recent sector developments, such as in the news/social media, reflect FBV (or a lack of)?
- What personal experiences have apprentices had at work of FBV in action?
- What improvements could be made at the apprentice’s workplace using FBV?

5.3.3. Continuous development of functional skills

Course teams should consider how module content can develop the following skills:

Functional skills in English

Source: [Functional skills subject content: English | Department for Education](#)

- Listen, understand and make relevant contributions to discussions with others in a range of contexts.
- Apply understanding of language to adapt delivery and content to suit audience and purpose.
- Read a range of different text types confidently and fluently, applying knowledge and understanding of texts to one's own writing.
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar.
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Functional skills in mathematics

Source: [Functional skills subject content: Mathematics | Department for Education](#)

- Demonstrate ability in mathematical skills and ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity.
- Consider new areas of life and work and the corresponding mathematical concepts and problems which, while not of immediate concern, may be of value in later life.
- Develop an appreciation of the role played by mathematics in the world of work and in life generally.

5.4. **Apprenticeship Mapping Document:** An Apprenticeship Mapping Document will be required for every apprenticeship validation whereupon course teams map where KSBs, safeguarding, FBV, and functional skills arise throughout the apprenticeship. This can be used as a reference tool for apprentices, employers, UEL staff and Ofsted inspectors to demonstrate how both the apprenticeship standard and EIF requirements are integrated into apprenticeships at UEL. A template for the mapping document can be found on the QAE Forms and Guidance intranet page.

6. Learning and teaching methods

- 6.1. **Classification of OTJ training:** For apprenticeship courses, all funded training is classified as OTJ training. To be classified as off-the-job training, training must pass the four ‘[tests](#)’:

The Four Tests

If the answer to all four questions is ‘yes’, training can count towards off-the-job hours.

1. Did the training occur once the apprenticeship had started?	2. Is it directly relevant to the apprenticeship standard?
3. Is it teaching new knowledge, skills and behaviours?	4. Is the learning taking place within the apprentice’s normal working hours?

- 6.2. **Location of OTJ training:** Off-the-job training can occur anywhere (in the workplace, at UEL, at home, or on an educational visit), providing that it passes the four tests.
- 6.3. **Supernumerary hours:** For nursing and healthcare occupations, supernumerary hours can count towards OTJ training hours, however, only for the development of new KSBs; not the practising of existing KSBs.
- 6.4. **On-the-job hours:** *Off-the-job* training differs from *on-the-job* training, which is categorised as employer-led training in the workplace not related to KSBs. This will vary from employer to employer in quantity and content and may include any training necessary for apprentices to complete their role (such as workplace induction). UEL has no requirement to monitor on-the-job training, however, course teams should collaborate with employers to ensure off-the-job training ‘effectively integrates’ with on-the-job training provided by the employer in line with [Objective 3](#) of IfATE’s strategic changes for apprenticeships from October 2022.

Note: Ofsted reports commonly refer to off-the-job training in the workplace as on-the-job training; however, this is not the correct definition.

- 6.5. **Eligible activities for OTJ:** The ESFA regulates the types of activities which can count towards off-the-job training (see: ‘What can be included?’ in the latest version of the ESFA Apprenticeship Funding Rules 2024/25):

What <u>can</u> count towards OTJ training?		
The teaching of theory (e.g. lectures, role playing, simulation exercises, online learning and manufacturer training)	Practical training (e.g. shadowing, mentoring, industry visits and participation in competitions)	
Learning support	Time spent writing assignments	Revision (where this is specifically required for achievement of the apprenticeship)
What <u>cannot</u> count towards OTJ training?		
Initial assessment and onboarding activities	English and maths training (where this is required, this must be delivered in addition to the minimum off-the-job training requirement)	Training to acquire knowledge, skills and behaviours that are not required by the apprenticeship standard
Progress reviews	Examinations and other testing (e.g. on-programme assessments linked to a qualification, mock EPA testing)	Training which takes place outside the apprentice’s normal working hours

- 6.6. **Recording OTJ:** All apprentices have an individual responsibility to record evidence of their completed OTJ training on an ongoing basis throughout their entire apprenticeship. The system for recording this evidence is Aptem. **Note:** off-the-job training are permitted to be additionally stored elsewhere but must additionally be uploaded to Aptem for central monitoring purposes.
- 6.7. **Internal Quality Assurance (IQA):** From 2023/24, QAE has introduced IQA processes to monitor the quality and compliance of OTJ training records (see: Part 16). IQA also supports the quality monitoring of TPRs (see: clause 4.7).

7. Assessment, completion and achievement

- 7.1. All apprenticeships culminate in a final **end point assessment** (EPA).
- 7.2. To confirm an apprentice is ready for EPA, they must meet **Gateway**; a final TPR that confirms an apprentice has met all the requirements of the apprenticeship.
- 7.3. Throughout an apprenticeship, every KSB must be assessed at least once at the level of the final award (i.e., typically in the final year of the course). For example, for a level 6 apprenticeship, all KSBs must be covered by at least one summative assessment at level 6 (not including end point assessment). An apprentice passing all assessments prior to EPA is a component of Gateway.
- 7.4. Once an apprentice meets Gateway, this is known as the **completion** of the apprenticeship. Once an apprentice achieves their EPA, this is known as the **achievement** of the apprenticeship.
- 7.5. IfATE determines how the achievement of the apprenticeship via EPA differs to the achievement of any UEL qualifications. IfATE categorises all apprenticeships into one of four categories: integrated degree, non-integrated degree, integrated non-degree qualification, or non-integrated non-degree qualification.
- 7.6. If IfATE specifies that an apprenticeship has a mandatory level 6/7 qualification that is achieved at the same time as the apprenticeship, this is an **integrated degree** apprenticeship. Existing UEL provision that falls under this category includes:
 - Level 6 Digital and Technology Solutions Professional
 - Level 6 Midwife (NMC 2019)
 - Level 6 Occupational Therapist
 - Level 6 Physiotherapist
 - Level 6 Podiatrist
 - Level 6 Police Constable
 - Level 6 Public Health Practitioner
 - Level 6 Registered Nurse (NMC 2018)
 - Level 6 Youth Worker
 - Level 6 Digital and Technology Solutions Specialist
 - Level 7 Sustainability Business Specialist

- 7.7. If IfATE specifies that an apprenticeship has a mandatory level 6/7 qualification that is achieved before the apprenticeship, this is a **non-integrated degree** apprenticeship. Existing UEL provision that falls under this category includes:
- Level 6 Chartered Manager
 - Level 6 Civil Engineer
 - Level 6 Civil Engineering Site Manager
 - Level 6 Geospatial Mapping and Science Specialist
- 7.8. If IfATE specifies that an apprenticeship has a mandatory level 5 (or below) qualification that is achieved at the same time as the apprenticeship, this is an **integrated non-degree qualification** apprenticeship. Existing UEL provision that falls under this category includes:
- Level 5 Nursing Associate (NMC 2018)
- 7.9. If IfATE specifies that an apprenticeship does not have a mandatory higher education qualification, this is a **non-integrated non-degree qualification** apprenticeship (normally simply referred to as a non-degree qualification). Existing UEL provision that falls under this category includes:
- Level 4 Corporate Responsibility and Sustainability Practitioner
 - Level 6 Digital Accessibility Specialist
 - Level 6 Teacher
 - Level 7 Academic Professional
 - Level 7 Chartered Landscape Professional
 - Level 7 Senior People Professional

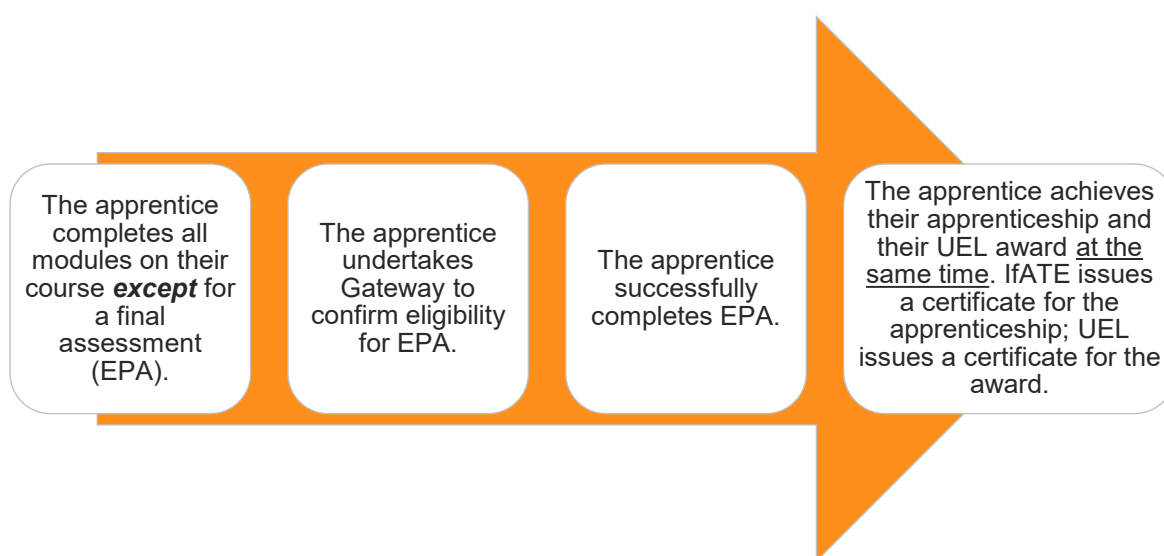
For this category of apprenticeships, it is not mandatory to deliver any UEL award as part of the apprenticeship, however, it is permitted providing that the award can be mapped to the apprenticeship standard.

- 7.10. For any new apprenticeship provision, the method of EPA can be determined [via the IfATE website](#) by browsing for the webpage of the applicable apprenticeship standard.

Note: The category apprenticeships fall under is subject to change. The IfATE [revisions and adjustments status report](#) details any apprenticeships which are currently under review and which may be changing in respect to the categories above.

7.11. Integrated degree/non-degree qualification apprenticeships

- 7.11.1. For integrated EPA, UEL always acts in the role of EPAO, however, an application to [join the apprenticeship provider and assessment register \(APAR\) as an EPAO](#) must first be undertaken.
- 7.11.2. Special attention should be paid to when the version of an apprenticeship standard is updated (for example, from version 1.0 to version 1.1). In such scenarios, UEL will need to re-apply on the APAR to deliver the latest version of an apprenticeship EPA.
- 7.11.3. EPAO registration on the APAR is not a condition of validation for UEL apprenticeships, however, APAR registration must be finalised at least six months prior to the planned apprenticeship end date for the first apprentice scheduled to undertake EPA.
- 7.11.4. Integrated degree/non-degree qualification apprenticeships are achieved as follows:



- 7.11.5. When UEL acts as EPAO, it is subject to external quality assurance (EQA) by the OfS (see: clause 2.1).

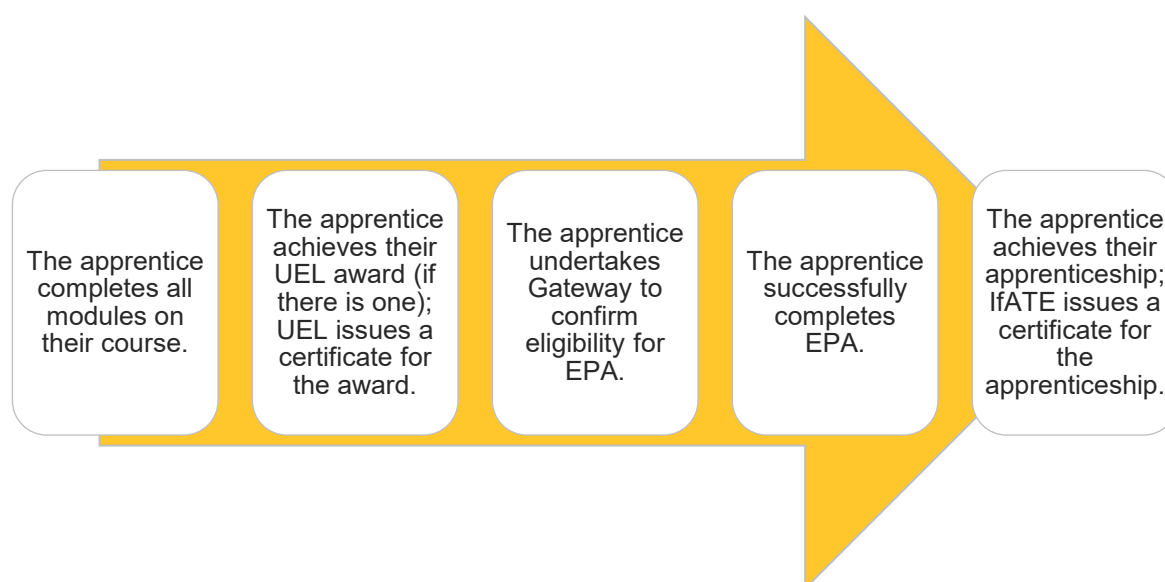
7.12. Non-integrated degree/non-degree qualification apprenticeships

- 7.12.1. For non-integrated EPA, UEL cannot act in the role of (EPAO) and, in liaison with employer-partners, must decide which EPAO UEL will use by utilising the government's [find an EPAO](#) service.

7.12.2. Special attention should be paid to when the version of an apprenticeship standard is updated (for example, from version 1.0 to version 1.1). In such scenarios, UEL will need to ensure chosen EPAOs have re-applied on the APAR to deliver the latest version of an apprenticeship EPA.

7.12.3. Third-party EPAO selection is not a condition of validation, however, selection must be finalised six months prior to the planned apprenticeship end date for the first apprentice scheduled to undertake EPA.

7.12.4. Non-integrated degree/non-degree qualification apprenticeships are achieved as follows:



7.12.5. When third parties act as EPAO, UEL is not subject to external quality assurance (EQA), however, may be asked to engage in EQA activities on behalf of EPAOs in the role of 'customer'.

8. The Talent Gateway (Employer Partnerships Office (EPO))

8.1. UEL has a dedicated professional services team to support the relationship management of employer partnerships for apprenticeships. EPO supports course teams with initial approval by providing market insights and seeking employer feedback for course proposals and supports apprenticeships once live by managing the employer partnership. The team is contactable at degreeapprenticeships@uel.ac.uk.

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APPENDIX D

STUDENT CONSULTATION AND NOTIFICATION FOR COURSE AND MODULE AMENDMENTS

Introduction:

UEL's student consultation and notification activities are designed to comply with consumer law, to meet sector expectations and to ensure that we are listening to our student voice. For the context of this appendix, the term 'student' also includes offer holders.

It is important to understand that UEL has contracted with the students to deliver the courses with their original content. Any change to content that has been contractually agreed should only be considered if it is unavoidable and fair to the student.

The academic School proposing the change takes full legal responsibility* for changes to courses that affect the contractual arrangements with their students, the advice in this appendix is intended only to protect the student interest by allowing them the opportunity to give their free and informed consent.

* The School should refer to the [Higher education: consumer law advice for providers - GOV.UK](#) for information and guidance

Guidance:

- Table A (see below) sets out the UEL expectations for student consultation and notification activities for changes at course or module level. Where it may not be possible to achieve these expectations or a proposer would like to use alternatives, advice should be sought from Quality Assurance and Enhancements team (via the Quality Officer assigned to their School).
- It is the responsibility of the amendment proposer to carry out the required activities and collate the supporting evidence. When presenting evidence of student consultation to the SQC, this should include: a copy of any letter issued to students, a list of the group(s) of students contacted, any replies received from students.
- Amendments should not be presented to the School Quality Committee (SQC) for consideration until all activities outlined in pre-SQC approval stages have been completed.
- Category 1 changes should be approved by SQC no later than end of February for implementation in the following academic year so consultation activities should commence early enough to allow for this.
- Category 2 and 3 changes should be approved by SQC no later than one full month prior to their implementation so consultation activities should commence early enough to allow for this.

- Exceptions to any of the above may be permitted at the discretion of the SQC where there are sufficient grounds. Examples of sufficient grounds include external / validating body requirements, significant unexpected operational difficulties, clear evidence that not carrying out an amendment in line with the requirements will detrimentally impact students or applicants. General improvements to the teaching and learning experience and minor operational difficulties do not count as sufficient grounds.
- When carrying out any activities set out in Table A with students that may be affected by a change, this should include students at all applicable levels of study (including foundation) and students that may be on an interruption of studies.

Table A - Expected Student Consultation and Notification Activities

Type of Change	Applicants (including Offer Holders)	Current Students that may be affected by change	Current Students not directly affected by change
<p><u>Category 1:</u></p> <ul style="list-style-type: none"> • title or award of a course* • substantive change to course aims, learning outcomes, teaching and learning strategy • substantive change to a number of modules which would impact on the overall course learning outcomes. • substantive change to weighting of assessment methods at course level and/or introduction or removal of an assessment method at course level • core module diet 	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> • N/A <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> • notification (see Template A) 	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> • recommend to discuss at Course Committee and/or focus group and/or via a Teams channel in advance of opening consultation • consultation (see Template B) • agree alternative arrangements for students raising strong objections / unwilling to consent <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> • notification (see Template C) 	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> • no formal requirement - recommend to discuss at Course Committee and/or focus group and/or via a Teams channel <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> • no formal requirement - recommend to notify via any channels used in Pre-SQC approval stage
<p><u>Category 2:</u></p> <ul style="list-style-type: none"> • module title • module learning outcomes • module summary or topics • module assessment • module requisites • approval of new modules • optional module diet** 	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> • N/A <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> • N/A 	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> • discuss at Course Committee and/or focus group and/or via a Teams channel • invite feedback by email <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> • notification (see Template C) 	<p><u>Pre-SQC Approval:</u></p> <ul style="list-style-type: none"> • no formal requirement - recommend to discuss at Course Committee and/or focus group and/or via a Teams channel <p><u>Post-SQC Approval:</u></p> <ul style="list-style-type: none"> • no formal requirement - recommend to notify via

			any channels used in Pre-SQC approval stage
<u>Category 3***:</u> <ul style="list-style-type: none"> • minor amendments to improve clarity of student-facing documentation • updating technical terms / references to relevant equivalents • rectifying factual / typographical errors 	<u>Pre-SQC Approval:</u> <ul style="list-style-type: none"> • N/A <u>Post-SQC Approval:</u> <ul style="list-style-type: none"> • N/A 	<u>Pre-SQC Approval:</u> <ul style="list-style-type: none"> • N/A <u>Post-SQC Approval:</u> <ul style="list-style-type: none"> • notification (see Template D) 	<u>Pre-SQC Approval:</u> <ul style="list-style-type: none"> • N/A <u>Post-SQC Approval:</u> <ul style="list-style-type: none"> • N/A

*Changes to titles or awards should be timed to coincide with the commencement of a new recruitment cycle. This should limit the number of applicants affected. Existing students should either continue with the existing title / award or be allowed to choose between existing or amended title / award.

**Where there is any change to optional modules approved after optional module selections have been made, students must be provided an opportunity to revise their selections.

***Where an amendment proposer considers a change should fall under this category, they should first seek confirmation from Quality Assurance and Enhancements team (via the Quality Officer assigned to their School) that this is applicable. Depending on the details of the change(s) proposed, it may be determined by Quality Assurance and Enhancements that the amendment should be treated as a Category 1 or 2 change.

Templates:

- Templates are available via the Quality Assurance and Enhancements Forms and Guidance intranet page:
(<https://uelac.sharepoint.com/sites/QualityAssuranceandEnhancement/SitePages/Forms-and-Guidance.aspx#course-amendments>)

Reference/Link	Description
Template A	Letter to applicants and offer-holders regarding course changes
Template B	Letter for consulting with current students on course changes
Template C	Letter for notifying current students on the outcome of course change proposals
Template D	Letter for notifying current students of course changes

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APPENDIX E

INSTITUTIONAL EQUITY IN QUALITY ASSURANCE AND ENHANCEMENT

1. Purpose

- 1.1. Appendix E to the UEL Quality Manual serves as both a commitment of QAE and the wider university to meaningfully embed and implement equality, diversity and inclusion, respective of all protected characteristics defined in the [Equality Act 2010](#), into all academic quality assurance and enhancement processes, in addition to serving as a main point of reference for staff. These protected characteristics are defined as:
 - age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation
- 1.2. The overarching objective in the University of East London (UEL)'s Race Equality Charter (REC) Bronze Award application is "" This appendix additionally exists to support the following action taken from the REC application:

“To review quality assurance and enhancement processes (inc. validation, monitoring, and review) to ensure that equality, racial justice, and liberation are meaningfully embedded and implemented.”
- 1.3. UEL has additionally been accredited with other awards to recognise its commitment to equality, diversity, and inclusion, including the Advance HE Athena Swan bronze award for gender equality and the Stonewall Diversity Champion accreditation for LGBTQIA+ equality. This appendix additionally exists to support our progress in these areas among others.
- 1.4. When undertaking quality assurance and enhancement activities at UEL, it is expected that all staff, learners, and external partners have institutional equity at the forefront of their minds when producing course documentation and reflective/evaluative reports. This appendix provides example but not exhaustive questions staff can consider demonstrating their commitment to equality, diversity and inclusion in their work to uphold institutional equity.

2. Opportunities to reflect

- 2.1. Implementing equality, diversity and inclusion should form a part of day-to-day quality assurance and enhancement activities at UEL. Here are some examples of when the following guidance could be applied:
- Writing course and module specifications
 - Responding to module evaluation questionnaires (MEQs)
 - Establishing academic partnerships
 - Producing initial approval forms
 - Producing a continual monitoring process (CMP) report
 - Writing a self-evaluation (SED) for academic review
 - Producing a Module Development and Enhancement Plan (MDEP)
 - Proposing course and module modifications
 - Working with External Examiners (EEs)

3. Academic climate and resources

Reflect on the following:

- 3.1. Does your provision reflect the diversity of your School, Department and/or Cluster's staff and student body?
- 3.2. Are there opportunities for your School, Department and/or Cluster to further build knowledge of equality, diversity, and inclusion? What are they?
- 3.3. Can specialist software or equipment be used by all staff and students? What support is available if not?
- 3.4. Do alternative formats of core learning materials exist?
- 3.5. Do physical teaching spaces accommodate learners with special educational needs and/or disabilities?
- 3.6. How does the course team engage with the Office for Institutional Equity (OIE) to ensure courses remain contemporary in their approach to being actively anti-discriminatory?
- 3.7. Has the course team completed all applicable Equality Impact Assessment (EIA) forms?
- 3.8. Is your Moodle module structure, layout, and content accessible? Are you providing clearly labelled content?

4. Course philosophy and principles

Reflect on the following:

- 4.1. Are School Quality Committees (SQC) constituted of a fair representation of staff (with consideration to protected characteristics)?
- 4.2. Is a fair and equitable external examiner nomination process being followed? Are activities being taken to enhance it further?
- 4.3. How are staff development needs identified (and actioned) in the areas of unconscious bias, anti-discrimination, curriculum decolonisation etc.?

5. Admissions

Reflect on the following:

- 5.1. How does your course aim to appeal to applicants with different backgrounds and characteristics? How could it better appeal to applicants from demographics less likely to apply?
- 5.2. How does your course seek to address any barriers that may prevent applicants from wanting to apply?
- 5.3. Are there any biases in the sector your course intends to address (such as a lack of gender/racial diversity)?
- 5.4. What resources does your course use to appeal to candidates with different backgrounds and characteristics?

6. Modules and course structure

Reflect on the following:

- 6.1. Are there different entry points on the course which adequately take into consideration the prior learning/experience of learners with advance standing?
- 6.2. How do initial modules on the course take into consideration the course may be the first-time learners are studying at university or at a university in England?
- 6.3. How do are learners transitioned from one level of a course to the next? Do learners understand how the difficulty of learning outcomes advances? Do they understand what is required of them at the current level of study?
- 6.4. Has timetabling considered how this may impact inclusivity for learners who have family/caretaking responsibilities? Has timetabling considered how this may impact learners who follow various religious observations (ceremonies, holidays and traditions)?

7. Content and curriculum

Reflect on the following:

- 7.1. How does your curriculum relate to course content on other courses, modules, or sessions delivered by other staff?
- 7.2. How does module content address bias, stereotypes, and predefined beliefs? How regularly is this reviewed?
- 7.3. How does your course content encompass the diverse nature of students' backgrounds, characteristics interests and/or prior learning experience?
- 7.4. How do you encompass different perspectives and contexts in your course content? Do your students identify with the perspectives you introduce to the curriculum?
- 7.5. How does your curriculum relate to course content on other courses, modules, or sessions delivered by other staff?
- 7.6. How does module content encourage a broader understanding of contexts and perspectives?

- 7.7. How do you approach older material that could be seen as outdated, prejudiced or discriminatory in today's context? How do you contrast this with contemporary ideas?
- 7.8. How are themes of equality, diversity and inclusion integrated into curriculum? How do you make sure there are clear links between course content and these topics so learners can relate them to the subject?
- 7.9. How does module content connect the diversity of the student cohort to key topics? Can those who identify with different characteristics identify with the curriculum?
- 7.10. How do you seek students feedback on course content? Do you seek feedback from students from a diversity of backgrounds and characteristics?

8. Learning and teaching methods

Reflect on the following:

- 8.1. How do you encourage learners with different backgrounds/characteristics to collaborate? How do you break silos? How do you do so without resorting to 'tokenism'?
- 8.2. How do you encourage a 'sense of belonging' amongst students on your course?
- 8.3. How do you engage learners with different learning needs in different types of delivery sessions? How do you tailor your teaching styles when online vs. on-campus?
- 8.4. How do you consider your own identity and characteristics when producing learning materials? Is there unconscious bias? How do you discuss characteristics you do not necessarily identify with?
- 8.5. How do you encourage feedback and respond to it in a way that is inclusive? How do you make all your learners feel they have a voice?
- 8.6. How do you encourage learners to draw on their own lived experiences in their learning? How do you encourage their confidence to do so? How do you get learners to respect the lived experiences of others when working together?
- 8.7. How do you understand the long-term goals of your learners? How might this vary between learners of different backgrounds and characteristics? How does your teaching adapt as a result?
- 8.8. How do you address topics that could potentially be sensitive or triggering for some learners? Do you consider how this might vary by learners with different characteristics? Do you create a learning environment where learners feel safe and included?
- 8.9. How do you make sure your learning is accessible to all learners? Are alternative formats available? For example, are audio-based resources (podcasts, videos) available with text transcripts or live captions? Are links to student support clearly communicated?
- 8.10. How do you include a diversity of perspectives and standpoints in your learning and teaching (including reading materials, case studies, visual materials, etc.)? How do you facilitate learners to understand ideas outside of characteristics they are more familiar with?

- 8.11. How does your teaching and learning reflect contemporary topics locally, nationally and/or globally? Do you consider how these topics may be uniquely impacting different types of learners?
- 8.12. Primarily for creative arts subjects, how does your course obtain a balance between freedom of creative expression and inclusion (for example, in the production of film, music and creative media that may touch on sensitive topics)?
- 8.13. For synchronous virtual teaching and learning sessions (lectures, seminars, etc.), how do you encourage learner participation via chat functions if they are not comfortable/able to use video/microphone? How do you create an inclusive virtual discussion in your teaching and learning?
- 8.14. For asynchronous virtual teaching and learning (recorded lectures, readings, etc.), how do you clarify the main areas of focus for learners? Is information presented in accessible formats? Do you provide learners with sufficient time to process information from asynchronous activities before follow-up sessions?

9. Assessment

Reflect on the following:

- 9.1. Do assessments provide opportunities for learners to approach them in a way that reflects their unique background and identity? How do all learners relate to the task set?
- 9.2. Is there scope for different approaches to the same assessment to take into account different learning styles, interests and strengths?
- 9.3. How do you consider reasonable adjustments when creating assessments? How do you design assessments that would require minimal reasonable adjustments due to inclusive design? How do you make learners feel safe to request reasonable adjustments?
- 9.4. How prepared are you to produce and provide assessments in accessible alternative formats for disabled students? Do you need support or training to learn what options are available and how to use them when planning your assessments?
- 9.5. How do you make learners feel safe to share personal experiences (where applicable) when completing assessments? How might this vary in different types of assessments, such as groupwork for example?
- 9.6. How do you ensure the language used in assessment briefing is clear and inclusive to ensure all learners can achieve well (particularly for secondary English speakers)?
- 9.7. How are learners encouraged to explore and challenge their own beliefs, opinions and biases in assessments? Do they feel safe to do so?
- 9.8. How do you ensure feedback is clear and inclusive so learners from all backgrounds and characteristics are set up for success in future assessments? Do you provide opportunities for additional feedback?

- 9.9. How is learner health and wellbeing considered during assessment periods? How do you make learners feel supported during peaks of stress on the course?
- 9.10. How do you consider national or religious holidays/festivals when setting assessment deadlines? Is there scope for advance notice when there is a clash?
- 9.11. In asynchronous activities such as learner forums, are all learners clear on the level of input (frequency, word count, time spent) required from them? How might this impact different types of learner?

10. Guidance and support

Reflect on the following:

- 10.1. How are learners made aware of the additional learning support available to them? How are they made comfortable to disclose that this is something they want to engage with?
- 10.2. How are learners made aware of the pastoral support available to them? When introducing sensitive topics, do you consider links to additional support learners can engage with if course content affects their emotional wellbeing?
- 10.3. How does the timing of additional learning support sessions complement scheduled taught sessions? Do learners have time to travel between such sessions? Are support sessions available on the same campus they are primarily based on?

11. Progression and completion

Reflect on the following:

- 11.1. Do you consider the demographic data for progression and completion of modules, levels of study, and the course in full? How does this impact future planning?

12. Information

Reflect on the following:

- 12.1. Are you being transparent with learners about the rules, norms and procedures around how academia functions?
- 12.2. Have you given learners clear information about what the UEL expectations are to clarify and demystify areas of academia that may be second nature to academic staff?

13. Course costs

Reflect on the following:

- 13.1. How are course costs communicated with learners at an appropriate stage to allow time for budgeting (where appropriate)?
- 13.2. How is financial support at UEL (SMART) communicated to learners who may experience financial difficulties to fund certain course costs?

14. Feedback from students and employers

Reflect on the following:

- 14.1. Are there fair, equitable opportunities for learners to act as 'co-creators' of their courses by providing feedback on curriculum, teaching and learning, and assessments? How do you create a learning environment where all learners feel they have a voice and will be heard? This could include both protected characteristics but also different kinds of lifestyles (learners living on-site, learners in full-time employment, learners with caregiving responsibilities, etc.). To what extent does student feedback indicate students have a sense of belonging to their course?
- 14.2. How are learners encouraged to give feedback to staff and their peers which is respectful and inclusive? Do learners understand the types of statements which could be potentially hurtful or discriminatory? In anonymous feedback, how do you act on feedback provided by learners who may represent a minority (such as a single learner who identifies with a particular disability)?
- 14.3. Does the course have any equality monitoring mechanisms? Do these impact future course improvements and enhancements? How?

15. Professional, Statutory and Regulatory Bodies (PSRBs)

Reflect on the following:

- 15.1. Where applicable, does the course provide equitable opportunities for all learners to receive accreditation, chartership, membership or other status upon completion of the full course and/or at specific milestones?

16. Work placements, field trips and study abroad

Reflect on the following:

- 16.1. Do hosting organisations for work placements and field trips hold appropriate policies on equality, diversity and inclusion (including accessibility)? Is a main contact for UEL staff and learners identified in the instance of a cause for concern?
- 16.2. Has accessibility at locations for work placements, trips and/or residential stays been reviewed? Will all learners be able to comfortably access learning facilities off-site?
- 16.3. What support do you offer to source work placements for learners who identify with different additional learning support needs? How do you work with organisations who cannot accommodate certain needs?
- 16.4. How are learners encouraged to disclose additional support needs they may require off-site or overnight (if applicable)?
- 16.5. How do you check in with learners with additional learning support needs to ensure appropriate accommodations have been made? How do you action this if they have not?
- 16.6. What happens when a work placement or field trip cannot be made accessible? Is an alternative, equitable learning experience offered?

- 16.7. When overseas, how do you ensure the safety of learners from specific protected characteristic groups? Particularly female students, LGBTQIA+ students, and students of certain religions/faiths.
- 16.8. How do you encourage learners to share any concerns they may have with such excursions?
- 16.9. Do you consider factors of off-site social activities which may negatively affect learners (such venues which serve alcohol, lack prayer rooms, do not meet dietary requirements, have age restrictions, are single-sex spaces, etc.)? How do you ensure all learners are able to participate in social activities?
- 16.10. How do you brief UK-based students on local discrimination laws before they travel overseas? Are students aware of how to stay safe (including online) while overseas? Are they aware of what support is available while overseas (inc. hormones for trans students)?

17. Academic partnerships (UK and overseas)

Reflect on the following:

- 17.1. Have you researched whether staff/students may be in danger of unprotected discrimination and possible sanctions overseas (such as in the case of gender, sexuality, religion/faith)? What action do we take in such instances? How does this affect our decision-making?
- 17.2. How do we respond to requests for course content to be censored to comply with local equality laws (such as in the case of gender, sexuality, religion/faith)?
- 17.3. How do we ensure staff safety overseas when working with international partners? How do we ensure all staff are in safe accommodation in close proximity? How do we respond to staff anxieties around international travel on the basis of potential discrimination?

18. Additional resources

AdvanceHE (2018) *Embedding equality, diversity and inclusion in the curriculum: A programme standard*. Available at: <https://www.advance-he.ac.uk/knowledge-hub/embedding-equality-diversity-and-inclusion-curriculum-programme-standard> (Accessed: 25 August 2023).

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GOV.UK (2023) *Foreign travel advice*. Available at: <https://www.gov.uk/foreign-travel-advice> (Accessed: 29 August 2023).

Jisc (2021) *Low-effort, high-impact: how small changes to your teaching can create a more inclusive learning environment*. Available at: <https://accessibility.jiscinvolve.org/wp/2021/02/08/low-effort-high-impact-how-small-changes-to-your-teaching-can-create-a-more-inclusive-learning-environment> (Accessed: 27 September 2023).

- Quality Assurance Agency (QAA) (2023) *Collaborative enhancement projects: equality, diversity and inclusivity*. Available at: <https://www.qaa.ac.uk/membership/collaborative-enhancement-projects/equality-diversity-and-inclusion> (Accessed: 25 August 2023).
- Quality Assurance Agency (QAA) (2023) *The inclusive education framework*. Available at: <https://www.qaa.ac.uk/membership/collaborative-enhancement-projects/equality-diversity-and-inclusion/the-inclusive-education-framework> (Accessed: 25 August 2023).
- Office for Standards in Education, Children's Services and Skills (Ofsted) (2020) *Education inspection framework: equality, diversity and inclusion statement*. Available at: <https://www.gov.uk/government/consultations/initial-teacher-education-inspection-framework-and-handbook-2020-inspecting-the-quality-of-teacher-education/equality-diversity-and-inclusion-statement> (Accessed: 25 August 2023).
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- Office for Students (OfS) (2023) *Equality opportunity risk register*. Available at: <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/> (Accessed: 29 August 2023).
- Universities UK (2022) *Supporting LGBT students studying overseas*. Available at: <https://www.universitiesuk.ac.uk/universities-uk-international/insights-and-publications/uuki-blog/supporting-lgbt-students-studying> (Accessed: 29 August 2023).
- University of East London (UEL) (2019) *Race equality charter application form*. Available at: <https://uel.ac.uk/sites/default/files/uel-race-equality-application-charter-application-form-2019.pdf> (Accessed: 25 August 2023).
- University of East London (UEL) (n.d.) *Promoting inclusive approaches to learning, teaching and research*. Available at: <https://uelac.sharepoint.com/sites/libraryandlearningservices/sitepages/promoting-inclusive-approaches-to-learning,-teaching-and-research.aspx> (Accessed: 25 October 2023).
- World Economic Forum (2021) *3 ways to protect LGBTI rights across the world*. Available at: <https://www.weforum.org/agenda/2021/05/3-ways-to-protect-lgbti-rights-across-the-world/> (Accessed: 29 August 2023).