

**UK Quality Code****Advice and Guidance: Guiding Principles**

Area of UK Quality Code	Guiding Principles
Admissions, Recruitment and Widening Access	<ol style="list-style-type: none"> <li>1. Policies and procedures for application, selection and admission to higher education courses are transparent and accessible.</li> <li>2. Higher education providers use fair, reliable and appropriate assessment methods that enable them to select students with the potential to complete the course successfully.</li> <li>3. Higher education providers reduce or remove unnecessary barriers for prospective students.</li> <li>4. Information provided to prospective students for recruitment and widening access purposes supports students in making informed decisions.</li> <li>5. All staff, representatives and partners engaged in the delivery of admissions, recruitment and widening access are appropriately trained and resourced.</li> <li>6. Providers continually develop widening access strategies and policies in line with local and national guidance.</li> </ol>
Assessment	<ol style="list-style-type: none"> <li>1. Assessment methods and criteria are aligned to learning outcomes and teaching activities.</li> <li>2. Assessment is reliable, consistent, fair and valid.</li> <li>3. Assessment design is approached holistically.</li> <li>4. Assessment is inclusive and equitable.</li> <li>5. Assessment is explicit and transparent.</li> <li>6. Assessment and feedback is purposeful and supports the learning process.</li> <li>7. Assessment is timely.</li> <li>8. Assessment is efficient and manageable.</li> <li>9. Students are supported and prepared for assessment.</li> <li>10. Assessment encourages academic integrity.</li> </ol>
Concerns, Complaints and Appeals	<ol style="list-style-type: none"> <li>1. Concerns, complaints and appeals are used to improve the student experience.</li> <li>2. Concerns, complaints and appeals procedures are accessible and inclusive.</li> <li>3. Information is clear and transparent.</li> <li>4. People raising concerns or making complaints or appeals are treated with dignity and respect, and their well-being is properly considered.</li> <li>5. Concerns, complaints and appeals processes are proportionate and allow for cases to be resolved as early as possible.</li> <li>6. Concerns, complaints and appeals procedures are fair and impartial.</li> <li>7. Confidentiality and anonymity are appropriately assured.</li> </ol>

<p><b>Course Design and Development</b></p>	<p>8. Concerns, complaints and appeals are resolved in as timely a way as possible.</p> <ol style="list-style-type: none"> <li>1. Strategic oversight ensures that course design, development and approval processes and outcomes remain consistent and transparent.</li> <li>2. Accessible and flexible processes for course design, development and approval facilitate continuous improvement of provision and are proportionate to risk.</li> <li>3. Internal guidance and external reference points are used in course design, development and approval.</li> <li>4. Feedback from internal and external stakeholders is used to inform course content.</li> <li>5. Development of staff, students and other participants enables effective engagement with the course design, development and approval processes.</li> <li>6. Course design, development and approval processes result in definitive course documents.</li> <li>7. Design, development and approval processes are reviewed and enhanced.</li> </ol>
<p><b>Enabling Student Achievement</b></p>	<ol style="list-style-type: none"> <li>1. Strategic and operational plans for supporting students and enabling achievement to align to the student journey.</li> <li>2. Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.</li> <li>3. Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.</li> <li>4. Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.</li> <li>5. Equality of opportunity for all students to develop academic and professional skills.</li> <li>6. Provide an accessible, inclusive and engaging community that incorporates staff and students to facilitate a supportive environment.</li> <li>7. Enable students to take responsibility for their own learning and become resilient individuals, equipped for a rewarding career.</li> <li>8. Clearly communicate course outcomes and graduate attributes to all current and prospective students, staff and associated organisations.</li> <li>9. Actively seek the feedback and engagement of students and staff to ensure continuous improvement of the learning environment.</li> </ol>

<p><b>External Expertise</b></p>	<ol style="list-style-type: none"> <li>1. Providers use one or more external experts as advisers to provide impartial and independent scrutiny on the approval and review of all provision that leads to the award of credit or a qualification.</li> <li>2. Degree-awarding bodies engage independent external examiners to comment impartially and informatively on academic standards, student achievement and assessment processes for all provision that leads to the award of credit or a qualification.</li> <li>3. Degree-awarding bodies have processes for the nomination, approval and engagement of external examiners and other independent external experts.</li> <li>4. Providers ensure that the roles of those providing external expertise are clear to students, staff and other stakeholders.</li> <li>5. Providers ensure that external experts are given sufficient and timely evidence and training to enable them to carry out their responsibilities.</li> <li>6. Providers have effective mechanisms in place to provide a response to input from external examiners and external advisers.</li> </ol>
<p><b>Learning and Teaching</b></p>	<ol style="list-style-type: none"> <li>1. Effective learning and teaching is underpinned by a shared understanding of the provider's learning and teaching strategy.</li> <li>2. Effective learning and teaching is underpinned by a focus on student achievement and outcomes.</li> <li>3. Effective learning and teaching provides students with an equivalent high-quality learning experience irrespective of where, how or by whom it is delivered.</li> <li>4. Effective learning and teaching is informed through reflective practice and providers enable staff to engage in relevant, timely and appropriate professional development that supports students' learning and high-quality teaching.</li> <li>5. Effective learning and teaching is underpinned by routine evaluation of provision to manage and enhance their learning and teaching activities, including achievement of qualification and award outcomes.</li> <li>6. Effective learning and teaching activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.</li> <li>7. Effective learning and teaching ensures that information about, and support for, learning and teaching is clear and accessible to all students and stakeholders.</li> <li>8. Effective learning and teaching encourages and enables students to take an active role in their studies.</li> <li>9. Providers encourage and enable students to evaluate and manage their own learning development, supported by opportunities for ongoing dialogue with staff.</li> </ol>

<b>Monitoring and Evaluation</b>	<ol style="list-style-type: none"> <li>1. Providers agree strategic principles for monitoring and evaluation to ensure processes are applied systematically and operated consistently.</li> <li>2. Providers normalise monitoring and evaluation as well as undertaking routine formal activities.</li> <li>3. Providers clarify aims, objectives, activities and actions, and identify the key indicators, issues, questions, targets and relevant information/data.</li> <li>4. Providers decide whom to involve in the different stages of monitoring and evaluation, clearly defining roles and responsibilities and communicating them to those involved.</li> <li>5. Providers evaluate, analyse and use the information generated from monitoring to learn and improve.</li> <li>6. Providers communicate outcomes from monitoring and evaluation to staff, students and external stakeholders.</li> <li>7. Providers take account of ethics and data protection requirements when designing and operating monitoring and evaluation systems.</li> </ol>
<b>Partnerships</b>	<ol style="list-style-type: none"> <li>1. The awarding organisation will be accountable for assuring the overall quality and academic standards of the provision, regardless of the type of partnership.</li> <li>2. The awarding organisation will have in place appropriate governance to authorise and oversee the development and closure of partnership arrangements and to monitor their effective operation.</li> <li>3. Due diligence enquiries are completed and legally binding written agreements are signed prior to the commencement of student registration - due diligence enquiries are refreshed periodically and before agreements are renewed.</li> <li>4. Provision delivered through partnership arrangements will be subject to quality procedures that are at least as rigorous, secure and open to scrutiny as those used for the provision delivered by the awarding organisation.</li> <li>5. Awarding organisations that make arrangements for the delivery of learning opportunities with others, retain the authority and responsibility for awarding certificates and records of study in relation to student achievement.</li> <li>6. All awarding organisations maintain accurate, up-to-date records of all partnership arrangements that are subject to a formal agreement.</li> <li>7. Awarding organisations monitor and evaluate their partnership arrangements to satisfy themselves that the arrangements are achieving their stated outcomes and that academic standards and quality are being maintained.</li> </ol>

<b>Research Degrees (n/a)</b>	<ol style="list-style-type: none"> <li>1. Provision of information is clear and accessible to research students and staff.</li> <li>2. The research environment is supportive and inclusive for all research students.</li> <li>3. Supervisors are appropriately skilled and supported.</li> <li>4. Research students are afforded opportunities for professional development.</li> <li>5. Progression monitoring is clearly defined and operated.</li> <li>6. Higher education providers offer clear guidance and processes on assessment for research degrees.</li> </ol>
<b>Student Engagement</b>	<ol style="list-style-type: none"> <li>1. Student engagement through partnership working is integral to the culture of higher education, however and wherever provision is delivered - student engagement is led strategically, but widely owned.</li> <li>2. Higher education providers, in partnership with their student body, define, promote, monitor and evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes.</li> <li>3. Effective student engagement supports enhancements, innovation and transformation in the community within and outside the provider, driving improvements to the experience of students.</li> <li>4. Arrangements exist for effective representation of the collective student voice at all organisational levels including decision-making bodies.</li> <li>5. Providers recognise and respond to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.</li> <li>6. Student engagement and representation processes are adequately resourced and supported.</li> <li>7. Providers work in partnership with the student body to close the feedback loop.</li> </ol>
<b>Work-based Learning</b>	<ol style="list-style-type: none"> <li>1. Work-based learning courses and opportunities are designed and developed in partnership with employers, students and other stakeholders (where appropriate) and contain learning outcomes that are relevant to work objectives.</li> <li>2. Work-based learning consists of structured opportunities for learning and is achieved through authentic activity and is supervised in the workplace.</li> <li>3. Work-based learning opportunities are underpinned by formal agreements between education organisations, employers and students.</li> <li>4. Education organisations and employers consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate.</li> <li>5. Work-based learning is delivered through a meaningful partnership between students, employers and the education organisation.</li> <li>6. Work-based learning opportunities enable students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes.</li> </ol>

	<ol style="list-style-type: none"><li>7. Parties understand and respect the respective roles, responsibilities and expectations of the education organisation, employer and student, and appropriate training and support is provided where required.</li><li>8. Education organisations and employers acknowledge individuals have unique needs within the education organisation and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported.</li><li>9. Work-based learning opportunities are designed, monitored, evaluated and reviewed in partnership with employers.</li></ol>
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