

The University of Warwick's **Education Quality Framework**

Contents

What is the Education Quality Framework?	3
General principles	3
Context	3
Governance structures and quality	4
The Education Quality Framework	5
Compliance with OfS B conditions.....	23

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What is the Education Quality Framework?

The Framework brings together, organises and re-expresses The University of Warwick's ("Warwick" hereafter) existing quality assurance mechanisms into one place. It acts as a formal framework setting out how we assess compliance with internal and external quality standards, primarily the Office for Student's (OfS) [ongoing conditions of registration](#). Quality assurance and enhancement activity is carried out through a number of processes which have traditionally operated independently of each other. The initial establishment of an education quality framework does not supersede existing arrangements, rather it makes those processes visible in one place so that their outcomes can be more easily tracked. In time, we expect to take learning from the Framework on the gaps, duplication and opportunities for improvement in the design of specific processes and activities.

The Framework flows from a set of general principles and outlines 4 'lines of quality assurance'. The table provided outlines Warwick's expectations for good quality provision, split into themes, and sets out the relevant mechanisms for achieving and assuring those expectations.

The Framework also provides a basis for staff at Warwick to find guidance related to any aspect of education quality they need, for example, by providing guidance and resources for staff setting up new high-quality courses or adapting existing courses.

General principles

The Framework is underpinned by the following general principles:

- a. continuous improvement of the student experience is at the core of all quality assurance and enhancement activities;
- b. all members of staff take responsibility for the quality of their contribution to the student experience;
- c. key stakeholders, especially students, are engaged effectively to co-create high quality;
- d. the range of actions and processes provide confidence to students that high-quality education is continuously delivered;
- e. academic departments, faculties, central professional services and institutional leaders all share joint responsibility for the quality of education and the student experience;
- f. a complementary range of robust and proportionate quality assurance activities enable assurance that the OfS Conditions of Registration on Quality and Standards ('the B Conditions') and external obligations have been and continue to be met.

Context

Higher education providers in the UK do not always have centralised expressions of what 'excellent' provision typically looks like, nor lists of the processes used to satisfy themselves that the standard is being met. They instead typically rely on a range of decentralised activities, policies and processes to assure quality and drive enhancement. At the University of Warwick, we have decided to coalesce these measures into one place, in order to act as a reference point for staff seeking to approve new or review existing educational provision. It will also provide a basis for annual assurance audits of our compliance with relevant regulatory obligations.

The national context in English higher education features a number of external standards we need, or may choose, to comply with. The [OfS Conditions of Registration](#) **must** be complied with, and the mapping exercise accompanying the Education Quality Framework shows which of our processes help us meet which condition.

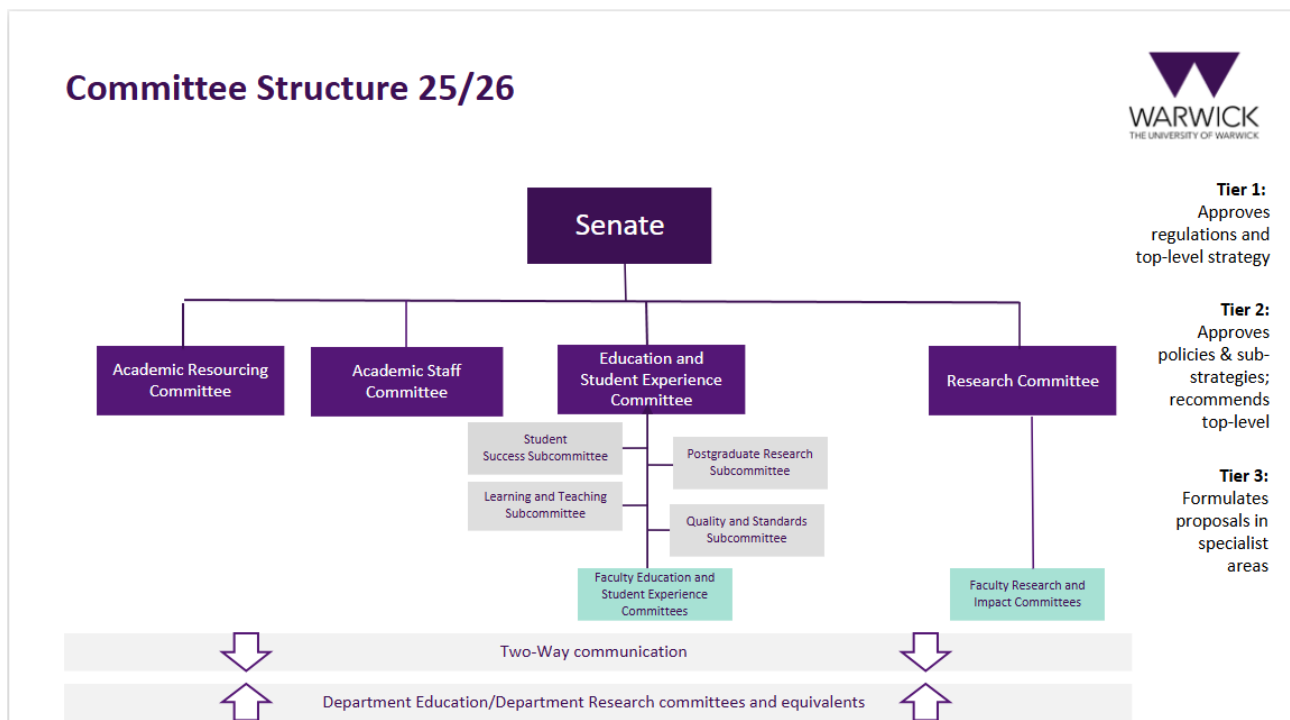
The [UK Quality Code for Higher Education 2024](#) represents a shared understanding of quality practice across the UK higher education sector. In England, the Quality Code is not regulatory, however providers are able to use this to inform their approach to quality assurance. To further support this in September 2023, the QAA published its [definition of quality](#), which states that quality “refers to how well providers support students to consistently achieve positive outcomes in learning, personal development and career advancement, while meeting the reasonable expectations of those students, employers, government and society in general.” The University of Warwick adopts the position that we **should** continue to meet the expectations of the UK Quality Code.

The [QAA Subject Benchmark Statements](#) provide a subject-level tool that describe the nature of study and the academic standards expected of graduates in specific subject areas. They are also voluntary, rather than mandatory. The [Framework for Higher Education Qualifications \(FHEQ\)](#) operates in an area between these levels: the core document is not mandatory, but elements of the FHEQ have been adopted by the OfS into their Sector Recognised Standards, which providers in England are expected to adhere to.

Governance structures and quality

The Education Quality Framework should be considered alongside the University’s governance structures, which play a key role in assuring quality.

The University’s [Council](#) is ultimately responsible for educational quality but delegates responsibility for oversight of this and the University’s academic affairs more broadly to the [Senate](#). The Senate in turn delegates to and is informed by several committees with remits relating to educational quality, academic standards, student experience and student outcomes.



To find about more about a committee please visit the [Committees webpage](#) to access public minutes, terms of reference, membership and details of the constitution.

The Education Quality Framework

The Education Quality Framework has 4 'lines of quality assurance', as outlined below, that provide an overview of relevant policy and quality expectations, the day-to-day operational quality assurance activities, and the quality monitoring, review and evaluation processes that ensure we are providing a high-quality experience for our students.

The framework is arranged thematically, with the quality activities leading to assurance of standards arranged against each theme in three of the four 'lines'. Linking the themes with the lines are brief expressions of our minimum expectations, informed by [QAA's indicators of quality](#) (PDF) - each individual activity will also have its own aims and expectations expressed in the relevant guidance and process information. The Fourth line is pervasive through each theme of activity so does not appear in the table.

The Education Quality Framework aims to outline current practice and provide a valuable resource for staff. For example, staff looking to develop a new course, or review work-based learning opportunities can find the relevant theme, see what our overall quality expectations are, and follow the links in the 'lines' column for further information.

Lines of quality assurance

How we set expectations	First line - policy and quality expectations
	Including - regulations, policy and procedure, relevant strategy, internal and external advice, guidance and resources.
What we do to assure quality	Second line - quality assurance activities
	Including - student feedback mechanisms, relevant committees, steering groups and working groups, programme approval processes, External Examiner processes, teaching and learning observations
How we know the activities meet the expectations	Third line - monitoring, review and evaluation processes
	Including - Annual and periodic review processes,, PSRB accreditation and external review processes
How we assure Council	Fourth line - internal audit
	Sits outside the quality space - is there to provide assurance to Council that the framework is working

Themes

- Admissions, Recruitment and Widening Access
- High Quality Course Design and Development
- High Quality Learning and Teaching - including online/blended learning
- Robust and Effective Assessment
- Enabling Student Achievement and Success
- Monitoring and Evaluation
- Complaints, Appeals and Resolution
- Effective Student Engagement
- External Expertise
- Apprenticeships and Work-based Learning
- Collaborative Partnership

Theme	Minimum / typical expectations (codifying practice)	Line of assurance
<p>Admissions, Recruitment and Widening Access</p> <p>(links to OfS Condition of Registration A1)</p>	<p>Warwick has a reliable, fair, appropriate, and inclusive admissions system. This process is implemented fully and consistently. Policies and procedures for application, selection and admission are transparent and accessible.</p> <p>Warwick uses fair, reliable and appropriate assessment methods that enable us to select students with the potential to complete the course successfully.</p> <p>Warwick reduces or removes unnecessary barriers for prospective students.</p> <p>The information Warwick provides to prospective students for recruitment and widening access purposes supports students in making informed decisions.</p> <p>All Warwick staff, representatives and partners engaged in the delivery of admissions, recruitment and widening access are appropriately trained and resourced.</p> <p>Warwick continually develops widening access strategies and policies in line with local and national guidance.</p> <p>Potential students are supported appropriately throughout the admissions process.</p> <p>Warwick is committed to ensuring admissions decisions are undertaken in a timely manner.</p>	<p>> First line assurance</p> <p>Internal</p> <ul style="list-style-type: none"> • Regulation 6: Admission to the University outlines admission practice • Warwick's Admissions Statements provide an accessible summary of the University's current undergraduate, post graduate and Degree Apprenticeship admissions policies and procedures, for applicants and their advisors • Warwick abides by sector guidelines on fair admission and have a detailed set of internal procedures and policies updated annually • Admissions Service advice pages gives information on the services the Admissions Team offers • Access and Participation Plan sets out the goals for ensuring equality of opportunity in relation to access, success and progression. • The Inclusive Education approach aims to ensure all students benefit from a diverse and student-centred education and experience • Recognition of prior learning policy sets out the policy that allows prior certified or experiential learning to be used as partial credit towards courses where appropriate • The Entry Requirements and English Language Requirements outline the minimum expectations for students entering courses <p>External</p> <ul style="list-style-type: none"> • QAA Quality Code for Higher Education 2024 is a reference document for quality practice across the UK higher education sector that includes Principle 9 related to recruiting, selecting and admitting students • QAA Advice and Guidance on Admissions, Recruitment, and Widening Access, advice on assuring quality across the various pathways open to students to enter higher education • CMA guidance - advice to help higher education providers understand their responsibilities under consumer protection law when dealing with undergraduate students • OfS Regulatory notice 1: Access and participation plan guidance sets out the regulatory requirements for access and participation plans <p>> Second line assurance</p>

Theme	Minimum / typical expectations (codifying practice)	Line of assurance
		<ul style="list-style-type: none"> • Student Recruitment Steering Group oversees the implementation of the student recruitment strategy • Academic Strategy Committee • • The Widening Access Advisory Panel is a new panel that absorbs some tasks from the previous Widening Participation Committee • Committee on Admission of Students to Courses of Study reviews applications where non-academic information prompts consideration of review or rejection of an offer • Fitness to Practise processes are in place where necessary • Course approvals process includes consideration of student recruitment • Acceptors and Decliners Survey collects student feedback on the recruitment and admissions process • Staff Student Liaison Committees (SSLCs) provide course level feedback across the student experience <p>> Third line assurance</p> <ul style="list-style-type: none"> • Access and Participation Plan monitoring and approval by the OfS
<p>High Quality Course Design and Development</p> <p>Please also see External Expertise, Student Engagement and Collaborative Partnerships</p>	<p>The academic standards demanded of students demonstrate currency in the discipline and meet the requirements of the Framework for HE Qualifications (FHEQ) in England & Wales, relevant Subject Benchmark Statements (where established) and where applicable statutory and/or accrediting body requirements (PSRBs).</p> <p>Courses meet the University's requirements for design and delivery, including the Credit & Module Framework and the Rules for Award.</p> <p>Departments are clear how taught courses need to evolve to demonstrate</p>	<p>> First line assurance</p> <p>Internal</p> <ul style="list-style-type: none"> • The Education and Student Experience Strategy articulates the University's goals in disciplinary excellence and pedagogy • Curriculum Development Toolkit supports staff in the design of modules and courses • Credit and Module Framework sets out the University's minimum requirements for the volume and level of credits that students should take for the qualifications awarded by the University. • Rules for Award articulate the university's rules and minimum requirements for awards. • Dimensions of a Warwick Curriculum specifies the distinctive elements that the University expects all of its courses to embed <p>External</p> <ul style="list-style-type: none"> • QAA Quality Code for Higher Education 2024 acts as a reference point for providers and contains the key high-level expectations of the sector

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	<p>the essential and wider 'Dimensions of a Warwick Curriculum' in the coming years.</p> <p>Departments maintain the University's definitive record of each taught and research course, keep it up to date, reflect on what is delivered in practice, and offer Exit Awards to recognise student achievement, where appropriate.</p> <p>Responsibilities for evaluating and improving the Department's modules and courses are documented, effectively fulfilled and deliver tangible improvements.</p> <p>Decisions are informed by the views of key stakeholders, including students, staff, employers, and delivery partners.</p> <p>A culture of continuous improvement runs through the university, with monitoring and evaluation embedded in everyday practice.</p>	<ul style="list-style-type: none"> • QAA Subject Benchmark Statements, offered in a range of subjects covering most typical courses in operation in the UK • QAA FHEQ sets out the UK HE levels and qualification descriptors that Warwick's programmes should align to • QAA Characteristics Statements set out generic characteristics of courses at a range of HE levels. Non-subject specific • OfS Sector Recognised Standards contains OfS's expectations for HE levels and the accompanying qualification descriptors. Taken from the FHEQ, these are now mandatory • QAA Advice and Guidance: Course Design and Development provides advice and guidance on expectations and practices for course design and development <p>> Second line assurance</p> <ul style="list-style-type: none"> • Course and module approval and amendment processes enable experts to assess the overall quality and suitability of the course with input from an external expert. This includes the Course Proposal Scrutiny Panel and the Financial Scrutiny Panel. • NSS outcomes help to identify areas for development and feed into curricula enhancement • PTES is a national survey of postgraduate taught students inviting comments on their experiences. The outcomes feed directly into course development and review • Module evaluation can identify areas for development, areas of best practice and feed into other enhancement and assurance activity such as review mechanisms <p>> Third line assurance</p> <ul style="list-style-type: none"> • PSRB accreditation provides assurance that Warwick's curricula adhere to industry/sector standards. OfS would consider a course that does not contain content required by a PSRB to be 'of concern' • The Enhancement Action Plan provides an overview of departmental enhancement activity which includes enhancement as a result of module and programme review • Education Priorities Dialogue is an annual process to discuss the Enhancement Action Plan

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<p>High Quality Learning and Teaching</p> <p>Including online / blended learning</p> <p>Please also see Student Engagement</p> <p>(links to OfS condition of registration B1.d)</p>	<p>Effective teaching practice is underpinned by a shared understanding of the education strategy, and a focus on student achievement and outcomes.</p> <p>Teaching is current, rigorous and purposeful, students are encouraged to learn and to reflect independently, and there is clear alignment between content, delivery methods and learning outcomes.</p> <p>Warwick has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</p> <p>All students are provided with a high-quality learning experience.</p> <p>Staff are enabled to reflect on their practice and engage in relevant, timely Continual Professional Development (CPD) that supports students' learning.</p> <p>Activities, facilities and resources make the learning environment accessible, relevant and engaging to all students.</p> <p>Information about, and support for, learning and teaching is clear and accessible to all students.</p> <p>Students are encouraged and enabled to take an active role in their studies, and manage their own learning and development, supported by opportunities for ongoing dialogue with our staff.</p> <p>Warwick provides blended learning opportunities that are learner-centred, relevant, and useful.</p>	<p>> First line assurance</p> <p>Internal</p> <ul style="list-style-type: none"> • Academic Development Centre offers support for learning, teaching and assessment • The Education and Student Experience Strategy articulates the University's values standards and ongoing aims for enhancement of teaching practice • Dimensions of a Warwick Curriculum provide a reference for the distinctive elements that the University expects all of its teaching to embed • Peer Dialogue on Teaching Scheme (PDoT) supports the development of teaching practice • Recruitment and Selection Policy sets out how the University attracts high quality staff <p>External</p> <ul style="list-style-type: none"> • QAA Quality Code for Higher Education 2024 acts as a reference point for providers and contains the key high-level expectations of the sector • QAA Advice and Guidance on Learning and Teaching non-mandatory advice on developing effective learning and teaching activities and environments <hr/> <p>> Second line assurance</p> <ul style="list-style-type: none"> • NSS outcomes can help to identify problem areas in teaching and can then feed into teaching enhancement • PTES outcomes can help to identify problem areas in postgraduate teaching and can then feed into teaching enhancement • Module evaluation can identify problem areas, areas of best practice and to feed into other enhancement and assurance activity such as review mechanisms • Progression, retention and completion data - departmental review enable enhancement • T&L peer observations promote effective teaching, to share best practice and to identify areas where enhancement or intervention is needed • Student Staff Liaison Committee (SSLCs) help gain real-time insight into teaching and learning • Personal Development Review (PDR) framework enables staff to have conversations to review their development, role, contributions, achievements and career aspirations and can lead to CPD and opportunities such as Fellowship for development

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	<p>Effective blended courses are focused on the learning experience and outcomes before considering the technology.</p> <p>As with physically presented learning, blended and online courses have clear aims, objectives and assessment points.</p> <p>Effective blended learning emphasises active participation over consumption of “content”</p> <p>Blended learning has a strong teaching presence, whether that is face-to-face or from a distance, and in synchronous or asynchronous engagements.</p>	<p>> Third line assurance</p> <ul style="list-style-type: none"> • The Education Enhancement Plan provides an overview of departmental enhancement activity which includes enhancement as a result of reflection on learning and teaching • The Education Priorities Dialogue is an annual process to discuss the Education Enhancement Plan • The annual desk-based quality assurance review includes consideration of Learning and Teaching • TEF participation in TEF is mandatory, and the process is co-ordinated by EPO
<p>Robust and Effective Assessment</p> <p>Please also see External Expertise (links to OfS condition of registration B4)</p>	<p>Departmental processes for setting, marking and moderating student assessment ensure fairness and uphold academic standards in line with University policy.</p> <p>Assessment methods and criteria are mapped to learning outcomes and teaching activities at the module level, and an overall assessment strategy is in place at the course level.</p> <p>Assessment effectively measures students against the learning outcomes accurately and consistently.</p> <p>Assessment supports students to apply the knowledge and skills learned in a relevant context, aiding students’ learning, and encouraging academic integrity.</p> <p>Assessment is reliable, consistent, fair and valid.</p>	<p>> First line assurance</p> <p>Internal</p> <ul style="list-style-type: none"> • Assessment Strategy and Good Practice (EPO) - while each department has its own assessment strategy, EPO also offers centralised resources to help assessment designers • Academic Development Centre offer training and resources to support good assessment practice • Academic Regulations cover feedback and assessment, and exam regulations to ensure consistency and fairness • Regulation 11 Academic Integrity sets out the academic misconduct policy and procedure and is supported by the University Guidance on Academic Integrity and the Institutional Approach to the use of Artificial Intelligence and Academic Integrity • Departments’ Assessment Strategies • Timeliness of Feedback policy and advice on when to feed back to students on assessed work • Mitigating Circumstances Policy and the Reasonable Adjustments Policy ensures students are appropriately supported if facing significant personal difficulties with assessment

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	<p>Assessment design is approached holistically.</p> <p>Assessment is timely, inclusive, equitable, explicit and transparent.</p> <p>Assessment and feedback are purposeful and support the learning process.</p> <p>Assessment is efficient and manageable.</p> <p>Students are supported and prepared appropriately for assessments, and academic integrity is actively encouraged.</p> <p>Assessment feedback is timely and in line with University expectations.</p>	<ul style="list-style-type: none"> • Guide to examinations for higher degrees by research -advice from the Doctoral College on research degree examination expectations • Examination and Assessment Conventions - the mandatory requirements originating from University Regulations, covering absences, mitigating circumstances, plagiarism etc • External Examiner Response Guidance provides advice on how to effectively respond to External Examiner Reports • Principles Governing the Appropriate and Ethical Use of Online Assessment Data University of Warwick <p>External</p> <ul style="list-style-type: none"> • QAA Quality Code for Higher Education 2024 Sector Agreed Principles include use of reliable, fair, and transparent assessment practices • QAA Advice and Guidance on Assessment voluntary advice on the sector's approaches to assessment • QAA advice and guidance on External Expertise advises on best practice in External Examiners • QAA External Examining Principles set out the sector's core points to cover in the appointment and operation of external examiners <p>> Second line assurance</p> <ul style="list-style-type: none"> • Examination Boards moderate and oversee student achievement measured through assessment and staff managing Exam Boards are offered training (or required to undertake training where they are the Chair). • NSS outcomes give leaders an insight into student satisfaction with assessment and feedback • PTES outcomes can give course leaders insight into the effectiveness of assessment and feedback practice • Senate Sub Group ratifies assessment results and awards to take an overview by cohort, department and across the institution spotting patterns, trends or areas of potential non-compliance for analysis • Module evaluation ensures that teaching, learning and assessment for the module continues to be effective • External Examiners sample assessed work, reflect on this in Exam Board meetings, and submit an annual report on whether assessment and feedback meet expected standards

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		<p data-bbox="1016 197 1294 225">> Third line assurance</p> <ul data-bbox="1016 252 2107 687" style="list-style-type: none"> <li data-bbox="1016 252 2107 347">• Annual reports on student outcomes provide multi-year trend analysis for relevant committees to use in evaluating the effectiveness of the current policy framework and QA mechanisms. <li data-bbox="1016 360 2107 456">• The Enhancement Action Plan provides an overview of departmental enhancement activity which includes enhancement as a result of module and programme review and EE feedback <li data-bbox="1016 469 2107 528">• The Education Priorities Dialogue is an annual process to discuss the Enhancement Action Plan <li data-bbox="1016 541 2107 600">• The annual desk-based quality assurance review includes consideration of External Examiner reports <li data-bbox="1016 612 1182 639">• EE reports <li data-bbox="1016 652 2018 687">• TEF - participation in TEF is mandatory, and the process is co-ordinated by EPQ
<p data-bbox="109 730 376 842">Enabling Student Achievement and Success</p> <p data-bbox="109 879 304 975">(links to OfS condition of registration B2)</p>	<p data-bbox="412 708 875 804">Programmes deliver consistently high level of student satisfaction relative to sector averages of their subject(s).</p> <p data-bbox="412 839 920 935">Students achieve strong outcomes and regularly outperform sector averages and TEF benchmarks</p> <p data-bbox="412 970 913 1066">All students are provided with the support that they need to succeed in and benefit from higher education.</p> <p data-bbox="412 1101 920 1260">There is a planned, deliberate and effective approach to tackling barriers and maximising success through the department's support for all students that are in place.</p> <p data-bbox="412 1295 869 1391">All students are well supported to develop their skills and employability throughout their time at Warwick.</p>	<p data-bbox="1016 730 1279 758">> First line assurance</p> <p data-bbox="1016 793 1122 820">Internal</p> <ul data-bbox="1016 847 2123 1422" style="list-style-type: none"> <li data-bbox="1016 847 2123 911">• The Education and Student Experience Strategy articulates the University's goals in disciplinary excellence and pedagogy <li data-bbox="1016 924 2123 987">• The Inclusive Education approach aims to ensure all students benefit from a diverse and student-centred education and experience <li data-bbox="1016 1000 2123 1064">• Dimensions of a Warwick Curriculum a reference for the distinctive elements that the University expects all of its courses to embed <li data-bbox="1016 1077 2123 1173">• Social Inclusion Strategy - framework to deliver our ambition of a place where everyone has the opportunity to reach their potential and to be recognised as best in class in our approach to equality, diversity, and inclusion, for staff and students by 2030 <li data-bbox="1016 1185 2123 1281">• Undergraduate Joint and Cross Departmental Courses Good Practice Guide sets out areas of good practice that characterises the management of joint and cross departmental degrees <li data-bbox="1016 1294 2123 1358">• Personal Tutor Code of Practice sets out the principles of the University's personal tutoring system and the expectations and boundaries of the personal tutor role <li data-bbox="1016 1370 2123 1422">• The Responsibilities of Supervisors webpage sets out expectations for student supervision

Theme	Minimum / typical expectations (codifying practice)	Line of assurance
	<p>There is a clear information provided to students about their course and the support available to them.</p> <p>Warwick has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience, including in the area of academic support.</p> <p>Students on joint degree courses enjoy a cohesive and integrated experience across their academic departments as a result of close management and collaboration.</p>	<ul style="list-style-type: none"> • The Placement Practitioner Toolkit provides internal and external guidance, policy and good practice • Internships and Student Placement pages sets out placement and internship health and safety requirements • Wellbeing Strategy sets out the vision and strategic priorities around wellbeing • Recruitment and Selection Policy sets out how the University attracts high quality staff • Monitoring Student Engagement and Progression Guidance provides is intended to help departments in supporting students' learning through monitoring their engagement and academic progress <p>External</p> <ul style="list-style-type: none"> • QAA Quality Code for Higher Education 2024 Sector Agreed Principles include the requirement for sufficient and appropriate student support services to deliver a high-quality academic experience • QAA Advice and Guidance on Enabling Student Achievement sets out expectations and practices for enabling student achievement <p>> Second line assurance</p> <ul style="list-style-type: none"> • Inclusive Education Action Plans identify action and monitor progress to ensure all students benefit from a diverse and student-centred education and experience • Module evaluation ensures that student support mechanisms continue to be effective • SSLCs ensure students' views are formally considered • NSS outcomes help to identify problem areas and feed into curricula enhancement. • PTES - a national survey of postgraduate taught students inviting comments on their experiences • PRES - a national survey of postgraduate research students inviting them to comment on their experience • Progression, retention and completion data is reviewed by academic departments to enable enhancement • Personal Development Review framework enables staff to have conversations to review their development, role, contributions, achievements and career aspirations and can lead to CPD and opportunities such as Fellowship for development • Internship and Placement Risk Assessment

Theme	Minimum / typical expectations (codifying practice)	Line of assurance
		<p data-bbox="1016 197 1294 225">> Third line assurance</p> <ul data-bbox="1016 252 2072 544" style="list-style-type: none"> <li data-bbox="1016 252 2072 316">• The Enhancement Action Plan provides an overview of departmental enhancement activity which includes enhancement to enable student achievement and success <li data-bbox="1016 328 2072 392">• The Education Priorities Dialogue is an annual process to discuss the Enhancement Action Plan <li data-bbox="1016 405 2072 469">• The annual desk-based quality assurance review includes consideration of student outcomes <li data-bbox="1016 481 2072 513">• TEF - participation in TEF is mandatory, and the process is co-ordinated by EPQ <li data-bbox="1016 520 2072 544">• REF - the UK's system for assessing the quality of research undertaken every 7 years.
<p data-bbox="114 592 344 663">Monitoring and Evaluation</p> <p data-bbox="114 703 353 828">Please also see Student Engagement and External Expertise</p>	<p data-bbox="414 608 913 735">A culture of continuous improvement runs through the university, with monitoring and evaluation embedded in everyday practice.</p> <p data-bbox="414 754 925 911">Responsibilities for evaluating and improving the Department's modules and courses are documented, effectively fulfilled and deliver tangible improvements.</p> <p data-bbox="414 951 887 1043">Decisions are informed by the views of key stakeholders, including students, staff, employers, and delivery partners.</p>	<p data-bbox="1016 592 1279 619">> First line assurance</p> <p data-bbox="1016 655 1122 683">Internal</p> <ul data-bbox="1016 711 2114 1027" style="list-style-type: none"> <li data-bbox="1016 711 2114 775">• Course and module approval and amendment processes enable experts to assess the overall quality and suitability of the course with input from an external expert <li data-bbox="1016 788 2114 852">• EPQ webpages include information outlining the annual review process and provide guidance on the activities taking place <li data-bbox="1016 865 2114 954">• Student module feedback advice on the centrally supported service to assist Departments in running their end-of-module Student Module Feedback data collection and analysis <li data-bbox="1016 967 2114 1027">• The Academic Governance Framework outlines the committee structure that enables oversight of quality assurance <p data-bbox="1016 1062 1128 1090">External</p> <ul data-bbox="1016 1114 2114 1283" style="list-style-type: none"> <li data-bbox="1016 1114 2114 1203">• QAA Quality Code for Higher Education 2024 includes Sector Agreed Principles that outline the importance of using data to inform and evaluate quality and to effectively monitor, evaluate and enhance provision <li data-bbox="1016 1216 2114 1283">• UK Quality Code, Advice and Guidance: Monitoring and Evaluation provides advice and guidance on expectations and practices for monitoring and evaluation <p data-bbox="1016 1326 1317 1353">> Second line assurance</p> <ul data-bbox="1016 1382 2114 1481" style="list-style-type: none"> <li data-bbox="1016 1382 2114 1445">• External Examiners' reports and response provide assurance that Warwick's courses are comparable to others in the sector as well as best practice and advice on course design <li data-bbox="1016 1458 2114 1481">• Student-Staff Liaison Committees help to obtain real-time student feedback on curricula

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		<ul style="list-style-type: none"> • NSS outcomes help to identify areas for development and feed into enhancement • PTES - a national survey of postgraduate taught students inviting comments on their experiences • PRES - a national survey of postgraduate research students inviting them to comment on their experience • Progression, retention and completion data departmental review enables enhancement action • The Enhancement Action Plan provides an overview of departmental enhancement activity • The Education Priorities Dialogue is an annual process to discuss the Enhancement Action Plan • The annual desk-based quality assurance review includes consideration of quality assurance data to identify any support needs • <p>> Third line assurance</p> <ul style="list-style-type: none"> • Annual Academic Assurance Report to Council's Audit and Risk Committee brings together the assurance and learning from different QA activities to demonstrate an effective culture of cycle of quality enhancement is embedded.
<p>Complaints, Appeals and Resolution</p>	<p>Warwick has fair and transparent procedures for handling student complaints which are accessible to all students.</p> <p>Warwick has fair and transparent procedures for handling academic appeals which are accessible to all students.</p> <p>Student complaints and appeals are dealt with in a timely manner.</p>	<p>> First line assurance</p> <p>Internal</p> <ul style="list-style-type: none"> • Student Complaints Resolution Procedure sets out the 3 stage procedure for dealing with student complaints • Feedback and Complaints pages provide further guidance for staff dealing with student complaints • Regulation 42 Governing Academic Appeals provides a fair procedure for handling academic appeals <p>External</p> <ul style="list-style-type: none"> • The OIA Good Practice Framework sets out principles and operational guidance to support higher education providers

Theme	Minimum / typical expectations (codifying practice)	Line of assurance
		<ul style="list-style-type: none"> • QAA Quality Code for Higher Education 2024 includes the Sector Agreed Principle related to the operation of concerns, complaints and appeals processes • QAA Advice and Guidance on Concerns, Complaints and Appeals sets of expectations and practice for concerns and complaints <hr/> <p>> Second line assurance</p> <ul style="list-style-type: none"> • Annual reporting to QSS • A quarterly complaints meeting, chaired by Academic Registrar, considers relevant student complaints • Academic Appeals are considered by an Appeals Panel <hr/> <p>> Third line assurance</p> <ul style="list-style-type: none"> • The OIA publish annual statements for each higher education provider • There is an annual report to the Audit and Risk Committee following the OIA Annual Statement
<p>Effective Student Engagement</p>	<p>Students play an active, collaborative role in the governance, quality assurance and improvement of their learning experience.</p> <p>Policies on Student Module Feedback are implemented effectively.</p>	<p>> First line assurance</p> <p>Internal</p> <ul style="list-style-type: none"> • Terms of reference noting student representation on University committees • The Student Experience webpages provide information to support the variety of ways the university works with students. • The Student Co-creation Toolkit provides guidance and resources to support student co-creation

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	<p>All students are meaningfully engaged and have the opportunity to be part of decisions that affect the learning experience.</p>	<ul style="list-style-type: none"> • The SU Course Rep Handbook provides guidance to Course Representatives on the role and associated activities. <p>External</p> <ul style="list-style-type: none"> • QAA Quality Code for Higher Education 2024 includes the Sector Agreed Principle related to engaging students as partners • QAA Advice and Guidance on Sector Agree Principle 2 - Engaging students as partners sets out expectations and practice for student engagement <hr/> <p>> Second line assurance</p> <ul style="list-style-type: none"> • Module evaluation can identify problem areas, areas of best practice and to feed into other enhancement and assurance activity such as review mechanisms • The Student Staff Liaison Committee helps gain real-time insight into the student experience • Acceptors and Decliners Survey engages students in the quality of the admissions and recruitment process • NSS outcomes are evidence of student engagement and capture student satisfaction with student voice activity • PTES is a mechanism to engage students in the quality of their learning experience • PRES - a national survey of postgraduate research students inviting them to comment on their experience • Student representation on University committees • The Student Experience Management Group translates strategy into operations <hr/> <p>> Third line assurance</p> <ul style="list-style-type: none"> • The Enhancement Action Plan provides an overview of departmental enhancement activity which is informed by student engagement and feedback • The Education Priorities Dialogue is an annual process to discuss the Enhancement Action Plan • TEF - participation in TEF is mandatory, and the process is co-ordinated by EPQ

Theme	Minimum / typical expectations (codifying practice)	Line of assurance
<p>External Expertise</p>	<p>Warwick uses one or more external experts as advisers to provide impartial and independent scrutiny on the approval of all provision that leads to the award of credit or a qualification.</p> <p>Independent External Examiners are engaged 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.</p> <p>Warwick has processes for the nomination, approval and engagement of external examiners and other independent external experts.</p> <p>Information about the roles of those providing external expertise are available and clear for students, staff and other stakeholders.</p> <p>External examiners are given sufficient and timely evidence and training to enable them to carry out their responsibilities.</p>	<p>> First line assurance</p> <p>Internal</p> <ul style="list-style-type: none"> • External Examiners Handbook is a single point of reference containing procedures and guidelines for the operation of the External examiner system including the nomination process • External Examiner Response Guidance provides advice on how to effectively respond to External Examiner Reports <p>External</p> <ul style="list-style-type: none"> • QAA Advice and Guidance on External Expertise advises on best practice in External Examiners • QAA External Examining Principles set out the sector's core points to cover in the appointment and operation of external examiners
		<p>> Second line assurance</p> <ul style="list-style-type: none"> • External Examiners are appointed by the Senate Sub Group after an evaluation ensures they are appropriately qualified and experienced • External Examiner Report consideration and response ensures assessment and feedback meets expected standards • External Examiner reports and departmental responses are reviewed by a senior leader at institutional level, with concerning reports escalated for further attention and common themes from the reports fed into relevant committees for follow up. • Course and module approval and amendment processes enable experts to assess the overall quality and suitability of the course with input from an external expert through the External Assessor Report
		<p>> Third line assurance</p> <ul style="list-style-type: none"> • The Enhancement Action Plan provides an overview of departmental enhancement activity including review of EE feedback and engagement • The Education Priorities Dialogue is an annual process to discuss the Enhancement Action Plan •

Theme	Minimum / typical expectations (codifying practice)	Line of assurance
<p>Apprenticeships and Work-based Learning</p>	<p>Apprenticeships comply with all relevant UK regulations and quality requirements.</p> <p>Work-based learning 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.</p> <p>Work-based learning opportunities are structured and achieved through authentic activity supervised in the workplace by the right people.</p> <p>Work-based learning opportunities are delivered through a meaningful partnership between students, employers and the university, underpinned by formal agreements with all three parties.</p> <p>Warwick, and the employers delivering WBL experiences, consider any specific issues in relation to the workplace environment and deal with them appropriately, including informal agreements where appropriate.</p> <p>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.</p> <p>All parties understand and respect the respective roles, responsibilities and expectations of the university, employer</p>	<p>> First line assurance</p> <p>Internal</p> <ul style="list-style-type: none"> • Academic Development Centre provides resources for supporting work-based assessment • Placement Practitioners Toolkit supports staff in designing and operating placements • Placement Learning Good Practice guide examples of good practice in placement learning activities, with enhancement examples • Degree apprenticeships, EPO information - hosts course approval forms, guidance, relevant regulations on degree apprenticeship provision <p>External</p> <ul style="list-style-type: none"> • QAA Advice and Guidance on Work-Based Learning - non-mandatory guidance on designing and operating work based learning provision • Skills England quality information - Skills England has responsibility for quality of degree apprenticeships, with OfS responsible for External Quality Assurance of integrated degree apprenticeships. Ofsted performs periodic inspection of providers, including Warwick • Apprenticeships Standards and Assessment Plans outline expectations for apprenticeship provision <hr/> <p>> Second line assurance</p> <ul style="list-style-type: none"> • NSS Outcomes give course leaders insight into the effectiveness of our delivery in the workplace • PTES outcomes can look at those postgraduate courses with workplace experience elements • Course approval and amendment process enables experts to help ensure that all courses with work based learning elements deliver a high-quality academic experience that enable students to achieve • Module evaluation can identify problem areas, areas of best practice and to feed into other enhancement and assurance activity such as review mechanisms • Student Staff Liaison Committee can gain real time student feedback into workplace provision • Annual apprentice and employer surveys feed into course improvement

Theme	Minimum / typical expectations (codifying practice)	Line of assurance
	<p>and student, and appropriate training and support is provided where required.</p> <p>Together with employers, the university acknowledges that individuals have unique needs both here and in the workplace, and collaborate to ensure opportunities are inclusive, safe and supported.</p> <p>Warwick designs, monitors, evaluates and reviews work-based learning opportunities in partnership with employers.</p>	<ul style="list-style-type: none"> • External examiners' reports and response processes provide assurance that Warwick's courses are comparable to others in the sector as well as best practice and advice on course design • Employer Training Needs Analysis (TNA) ensures the suitability of the employer, job role, apprentice and course. • Apprentice Initial Needs Analysis (INA) ensures the suitability of the apprentice and course, to determine any RPL adjustment, training or support required. • Training Quality Evaluation enables apprentices to give real time feedback on the content and delivery of training to enable continuous improvement • Programmes Management Group (PMG) a quarterly group for ongoing monitoring of apprenticeship KPIs • Real time apprentice progress monitoring using OneFile tracks individual apprentice progress and enable intervention or support • Monthly cohort monitoring meetings enables identification of issues affecting a proportion of or whole work-based cohort • Quarterly Tripartite Reviews to track an apprentice's progress towards KSBs, English and Maths skills and readiness for EPA to give apprentices the best chance of achieving the best outcome possible by the planned outcome date • The Apprenticeships Oversight Panel provides focused monitoring and scrutiny of quality and compliance <p>> Third line assurance</p> <ul style="list-style-type: none"> • The Enhancement Action Plan provides an overview of departmental enhancement activity promoting ongoing enhancement of curricula, student support, student experience, student success and welfare • The Education Priorities Dialogue is an annual process to discuss the Enhancement Action Plan • PMG Annual Programme Reviews (APR) enable continuous improvement in response to quarterly KPIs, module evaluation, EE reports, SSLC meetings, annual apprentice and employer surveys, NSS, PTES and end of course feedback. • TEF benchmarks measure against internal KPIs • Collaborative Review - a five-yearly deep dive into the collaborative aspects of collaborative programmes with workplace elements and apprenticeships including the resources, facilities, experience of the student/apprentice and success of the course • Ofsted inspection - covers degree apprenticeship provision on behalf of IfATE, the regulator in this area

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<p>Collaborative partnerships</p>	<p>The University is accountable for assuring the overall quality and academic standards of the provision, regardless of the type of partnership.</p> <p>Responsibilities for course design, delivery and/or assessment delegated to delivery partners are effectively documented and fulfilled.</p> <p>All students are provided with a high-quality learning experience, no matter where it is delivered or by whom.</p> <p>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.</p> <p>The quality procedures used for collaborative partnership arrangements are at least as rigorous, secure and open to scrutiny as those used for any other course Warwick delivers.</p>	<p>> First line assurance</p> <p>Internal</p> <ul style="list-style-type: none"> • Collaborative Strategy and Policy - the University's objectives for collaborative partnerships in teaching. The policy sets out the specific criteria for approving collaborative partnerships • External Examiners Handbook is a single point of reference containing procedures and guidelines for the operation of the External examiner system including the nomination process, this includes information for collaborative provision <p>External</p> <ul style="list-style-type: none"> • QAA Advice and Guidance on Partnerships supports the development of effective learning and teaching activities and environments <hr/> <p>> Second line assurance</p> <ul style="list-style-type: none"> • Collaborative Course Review through the Partnerships Committee ensures that higher risk provision is monitored regularly to allow intervention and risk management • Collaborative Module Approval - a light touch approval process for 30 credits or less • Ongoing partner staff approval through the Partnerships Committee ensures that newly recruited staff are suitably qualified and experienced for their role in the partnership • Partner staff CV approval at the stage of initial approval to ensure staff are suitably qualified and experienced for their role in the partnership • Due Diligence and site visit at approval ensures the suitability of resource, support mechanisms, internal quality assurance, regulations, policy and organisational and management structures

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	<p>Accurate, up-to-date records are maintained of all partnership arrangements that are subject to a formal agreement.</p> <p>Warwick has effective processes for assuring that academic standards and quality continue to be maintained by delivery partners, in line with the University's policy on academic partnerships.</p>	<ul style="list-style-type: none"> • Risk Assessment and Risk Register completed at approval to identify risks and propose mitigating actions, ensuring that partnerships where risk is present can be approved • Scrutiny of the proposed partnership carried out at the point of approval through the Partnerships Committee, to bring together due diligence, risks to the course to determine the viability of the partnership • Collaborative Management Groups - undertaken for medium and high-risk provision, to monitor KPIs, partnership management, student support, monitor academic standards and student feedback and EE reports • The Educational Partnerships Oversight Panel includes scrutiny of new, revised and renewed educational partnerships <hr/> <p>> Third line assurance</p> <ul style="list-style-type: none"> • Collaborative review - a deep dive of partnership provision on a risk basis

Compliance with OfS B conditions

This is an at-a-glance chart showing where our activities facilitate compliance with the B conditions. A more comprehensive mapping exercise is in development.

	Course and module approval	Module evaluation	Curriculum development	Student module feedback	Peer dialogue on teaching	PSRB accreditation	External Examining	Annual review
B1 High-quality academic experience is delivered through up to date, coherent, challenging courses that are effectively delivered with relevant subject matter.	✓	✓	✓	✓	✓	✓	✓	✓
B2 All students receive resources and support to ensure a high quality academic experience and success.	✓	✓		✓				✓
B3 Positive outcomes for students are delivered.	✓		✓					✓

<p>B4 Assessments are valid, reliable, delivered effectively and regulations are designed to ensure that awards are credible.</p>	✓	✓					✓	
<p>B5 awards granted reflect sector recognised standards and are only granted to students whose knowledge and skills appropriately reflect these standards.</p>	✓	✓						

