



## OPEN UNIVERSITY VALIDATION PARTNERSHIPS (OUVP)

### Mapping template for Revised UK Quality Code – 2019/20

**Name of Validated Partner:** Education for Health

**Expectations** - express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision. They are mandatory requirements for all UK providers.

**Core practices** - represent effective ways of working that underpin the delivery of the Expectations and result in positive outcomes for students. They are mandatory requirements for all UK providers.

**Common practices** - focus on enhancement. They are mandatory requirements for all providers in Scotland, Wales and Northern Ireland. In England, providers may wish to work towards these, but are not required to do so as they are not regulatory requirements and will not be assessed as part of the English regulatory framework.

**Advice and guidance** - made up of sector-developed themes, designed to support providers in developing and maintaining effective quality assurance practices. This is not mandatory for providers, but illustrative of a range of possible approaches. The themes are: *'Admissions, recruitment & widening access'; Assessment; Concerns, Complaints and Appeals; Course Design and Development; Enabling Student Achievement; External Expertise; Learning and Teaching; Monitoring and Evaluation; Partnerships; Research Degrees; Student Engagement; Work-Based Learning*

The full Code can be found on the QAA's website: <https://www.qaa.ac.uk/quality-code>

Although, some aspects of the Code are non-mandatory and for guidance only, OUVF request that partners also reference against these sections as examples of current best practice in the UK sector. *Please note that some sections will not be applicable to your institution – e.g. the Partnerships section is only applicable to awarding bodies in partnership with other providers, Research Degrees only for research based provision etc.*

Theme	Expectations/Core and Common Practices/Guiding principles	Degree of Compliance – full/partial/none	Evidence (with documentation reference)	Any actions required	Personnel responsible	Completion date and date of next review
<b>Admissions, Recruitment and Widening Access</b>						
Expectation for Standards	The value of qualifications awarded to students at the point of qualification and over time is in line with sector recognised standards.	Full	<p>The policy for the admission of students aims to recruit students capable of meeting the expected standards of the validated programmes, taking into account sector recognised admission norms and the institutional widening access policy.</p> <p>See documentation links:            Policy for the admission of students (6.1)            Support for students with disability policy (6.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual review	Programme lead, Programme Manager	August 2020
Core Practice	The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level	Full	<p>Clear and transparent entry criteria that directly reflect the requirements needed to succeed on programmes at threshold level and beyond to ensure that only students capable of completion are admitted – includes subject specific knowledge and professional body, legal, work-based learning requirements where applicable.</p> <p>See links:            Policy for the admission of students (6.1)</p>	Annual review	Programme Lead, Programme Manager	August 2020

	that are reasonably comparable with those achieved in other UK providers.		<a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>  Eligibility information is also provided via the website, which includes links to the programme specifications:  <a href="https://www.educationforhealth.org/education/courses/programmes/">https://www.educationforhealth.org/education/courses/programmes/</a>			
Expectation for Quality	From admission through to completion, all students are provided with the support that they need to succeed and benefit from HE.	Full	From pre-enrolment through to admissions and enrolment, students are provided with appropriate support to make informed decisions about their suitability to succeed on a programme.  See documentation links: Student Charter (3.3) Appeals procedure - admission decisions (6.8)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>  Comprehensive guidance regarding the Recognition of Prior Learning (RPL) process is also available on the website (linked above, sections 6.3 – 6.6).	Annual review	Programme Lead, Educational Leads	August 2020
Core Practices	The provider has a reliable, fair and inclusive admissions system.	Full	Fairness, inclusivity and reliability are embedded into the admissions process.  See documentation link: Policy for the admission of students (6.1)	Annual review	Programme Lead, Programme Manager	August 2020

		<p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p> <p>Pre-enrolment processes encourage applicants to disclose a disability to allow for support arrangements.</p> <p>See documentation link: Support for students with disability policy (6.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p> <p>Exceptions to admissions criteria are applied in a fair and transparent manner.</p> <p>See documentation link: Recognition of Prior Learning Policy (6.4)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p> <p>Education for Health give successful applicants sufficient information to enable them to make the transition from prospective student to current student.</p> <p>See documentation link: Appeals procedure – admission decisions (6.8)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p> <p>Decisions and the reasons for those decisions are recorded and conveyed to prospective students.</p>			
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			<p>Education for Health monitors, reviews and updates the recruitment, selection and admission policies and procedures, in order to enhance them and to ensure that they continue to support the provider's mission and strategic objectives.</p> <p>See documentation link: Policy for the admission of students (6.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>			
	The provider actively engages students, individually and collectively, in the quality of their educational experience.	Full	<p>Education for Health actively engages students in the design, development and delivery of programmes.</p> <p>See documentation link: Student Engagement Policy (8.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual module and programme review	Module Leads, Programme Lead	August 2020
	The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.	Full	<p>Procedures for handling appeals and complaints about recruitment, selection and admission that are fair and accessible are provided. Appeals and complaints procedures are conducted expeditiously and in accordance with a published timescale.</p> <p>See documentation links: Policy for the admission of students (6.1) Appeals procedure – admission decisions (6.8) Complaints Policy (12.2)</p>	Annual review	Director of Learning Design and Quality, Programme Lead	August 2020

			<a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>			
<b>Concerns, Complaints and Appeals</b>						
Expectations for Quality	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.	Full	Comprehensive information about programmes and modules is provided via the website before students enrol:  <a href="https://www.educationforhealth.org/education/courses/">https://www.educationforhealth.org/education/courses/</a>	Ongoing updating and annual module review	Marketing Team, Module Leads, Programme Lead	August 2020
	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.	Full	Education for Health procedures encourage constructive engagement with the appeals and complaints process and which offer opportunities for early and/or informal resolution.  See documentation links: Informal Queries and Appeals Policy (12.1) Complaints Policy (12.2)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Annual review	Programme Lead and Module Leads	August 2020
Core Practice	The provider has fair and transparent procedures for handling	Full	Formal mechanisms for handling complaints and appeals can be found on the website.  See documentation links: Informal Queries and Appeals Policy (12.1)	Annual review	Director of Learning Design and Quality,	August 2020

	complaints and appeals which are accessible to all students.		<p>Complaints Policy (12.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p> <p>Complaints are discussed at a weekly academic review meeting</p>		<p>Programme Lead</p> <p>Programme Manager,</p> <p>Module Leads</p>	
Common Practice	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.	full	<p>Impartial investigation of student concerns, complaints and appeals are undertaken by the student experience manager, who has an appropriate level of separation from day-to-day operational managers and decision-makers.</p> <p>Policies, procedures and processes are regularly reviewed and enhanced as they relate to practice.</p> <p>See documentation link: Complaints Policy (12.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p> <p>With formal mechanisms in place for learning from concerns, complaints and appeals.</p> <p>See documentation links: Informal Queries and Appeals Policy (12.1) Complaints Policy (12.2) Policy for reporting outcomes of Appeals and Complaints (12.3)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Bi annually at Academic board	<p>Programme Lead,</p> <p>Programme Manager,</p> <p>Student Experience Manager and Academic Board</p>	Nov 2019

**Course Design and Development and Widening Access**

Expectations for Standards	The academic standards of courses meet the requirements of the relevant national qualifications framework.	Full	<p>There is a strategic oversight of the UK frameworks for higher education qualifications within the following documents:</p> <p>Externality in module and programme approval (5.3) Quality Framework (5.8)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual review	Director of Learning Design and Quality, Programme Lead	August 2020
	The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	Full	<p>Education for Health set out their principles for the development of the taught curriculum to ensure the securing threshold of academic standards and allowing for comparisons with other nations and providers:</p> <p>Principles for the development of the taught curriculum (5.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual review	Director of Learning Design and Quality and Programme Lead	August 2020
Core Practices	The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	Full	<p>In the designing and approving of courses, relevant frameworks are referred to, including the Open University Handbook for Validation Awards.</p> <p>See documentation link: Principles for validation and revalidation (11.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual review	Director of Learning Design and Quality and Programme Lead	August 2020



	Where a provider works in partnership with their organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	Full	<p>The courses are monitored and define processes, roles and responsibilities for the programme design, development and approval.</p> <p>See sections on curriculum and programme development 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 and 5.8:</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p> <p>Additional information is provided in Section 4: Academic Governance Reporting Structure:</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual module review, Quarterly at teaching and learning committee	Director of Learning Design and Quality, Programme Lead	December 2019
	The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	Full	<p>Feedback is used from external stakeholders, commissioners and external examiners as set out in the externality in module and programme approval policy.</p> <p>See documentation link: Externality in module and programme approval (5.3)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual module review	Director of Learning Design and Quality and Programme Lead	August 2020
Common Practice	The provider reviews core practices for standards	Full	The processes for programme development is outlined in the Schedule for Curriculum Development (5.2):	Annual review	Director of Learning Design and Quality and	August 2020

	regularly and uses the outcomes to drive improvements		<a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>		Programme Lead	
Expectation for Quality	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.	Full	This is provided through feedback from students, stakeholders and external experts, as noted above.  See documentation links: Quality Framework (5.8) Student Engagement Policy (8.1)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Annual module and programme review	Director of Learning Design and Quality, Programme Lead and Module Leads	August 2020
Core Practices	The provider designs and/or delivers high-quality courses.	Full	The development and delivery of high-quality, relevant, market-attractive courses which lead to credible and recognised positive outcomes for students are at the heart of the organisation's mission and values.  See documentation links: Organisational Mission (3.1) Organisational Values (3.2)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Annual reviews	Director of Learning Design and Quality, Programme Lead and Module Leads	August 2020
	The provider has sufficient appropriately qualified and skilled staff to	Full	Education for Health have a staff recruitment and staff development process to ensure that there are appropriately qualified and skilled staff to deliver a high-quality academic experience.	Ongoing recruitment and staff development	Director of Learning Design and Quality	Jan 2020

	deliver a high-quality academic experience.		<p>Teaching team for each module consists of the Module Lead and a trainer from clinical practice.</p> <p>A formal annual peer review of teaching and learning for all staff is to be introduced.</p> <p>All trainers undergo the Aspire to Inspire programme and follow a trainer programme that involves teaching observations and attendance at moderating committees.</p> <p>Several of the staff are Senior Fellows of the Higher Education Academy. All other teaching staff are currently being encouraged and supported to gain these qualifications. Three have a PGCert in Education and several are undertaking a UH validated PG Cert Learning and Teaching in Clinical Practice.</p>			
	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.	Full	<p>Course approval processes from the Open University are followed to ensure that there are appropriate facilities, learning resources and student support services to deliver a high-quality academic experience are provided.</p> <p>See documentation link: Principles for validation and revalidation (11.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Review end of year	Exec Team and Director of Learning Design and Quality	Dec 2019
	Where a provider works in partnership with other organisations, it	Full	<p>An annual monitoring process is undertaken in line with the Open University requirements, as well as module and programme evaluations.</p> <p>See documentation link:</p>	Annual review	Academic Team, Director of Learning	August 2020

	has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.		<p>Overview of the Annual Monitoring Process (10.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>		Design and Quality	
Common Practices	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.	Full	<p>Regular monitoring and evaluation are used to drive improvement and enhancement of course design and development processes from study days evaluation through to the annual monitoring process.</p> <p>See documentation links:  Student Engagement Policy (8.1)  Overview of the Annual Monitoring Process (10.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Ongoing module evaluations and programme evaluations	Director Learning Design and Quality, Programme Lead, Student Experience Manager, Programme Manager	December 2019
	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their	Full	<p>Students are key stakeholders in course design, development and approval processes.</p> <p>See documentation link:  Student Engagement Policy (8.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual review	Student Experience Manager, Programme Lead, Module Leads	August 2020

	educational experience.					
<b>Enabling Student Achievement</b>						
Expectation for Quality	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.	Full	<p>The policies relating to student support are set out in the Education for Health's Policies and Procedures web page in Section 7: Enabling Student Development and Achievement:</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Module evaluations	Student Experience Manager, Programme Lead, Module Leads, Programme Manager	Ongoing
Core Practices	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.	Full	<p>Staff are highly skilled in meeting the learning and support needs of students by ensuring effective knowledge transfer, which leads to students achieving successful outcomes.</p> <p>This is achieved through the staff recruitment process and staff development policy.</p> <p>All module leaders and trainers work part time in clinical practice therefore are up to date with current practice.</p> <p>All staff hold appropriate professional and academic qualifications.</p>	Annual review	Director of Learning Design and Quality	August 2020
	The provider has sufficient and appropriate facilities, learning		The study/research environment, access to appropriate resources and wider student support are reviewed through student evaluations and programme validations:		Technology and Learning Committee,	

	resources and student support services to deliver a high-quality academic experience.		<a href="https://www.educationforhealth.org/education/student-support/">https://www.educationforhealth.org/education/student-support/</a>		Director of Learning Design and Quality	
	The provider supports all students to achieve successful academic and professional outcomes.	full	Academic support is provided throughout the student journey through clinical leads, trainers and the programme lead.  See documentation link: Principles for Student Support (7.1)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Ongoing reviewed at annual review	Programme Lead and Module Leads	August 2020
	The provider designs and/or delivers high-quality courses.	Full	Support mechanisms enable staff to pre-empt and identify needs of students before it impacts retention and progression.  <u>See documentation links:</u> <a href="#">Code of Practice relating to Academic Progress (7.3)</a> <a href="#">Management of Inactive Programme Students (7.4)</a>  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Annual module and programme reviews	Director of Learning Design and Quality, Programme Lead, Programme Manager	August 2020
	The provider actively engages students, individually and collectively, in the		Student engagement with support services is central, including signposting for pastoral support.  See documentation link: Principles for Student Support (7.1)	Ongoing with annual review	Student Experience Manager, Programme Lead,	August 2020

	quality of their education experience.		<a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>		Module Leads, Programme Manager	
Common Practice	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.	Full	Education for Health continually updates their policies in relation to student support through Academic Standards Committee meetings.  See documentation link: Terms of Reference Academic Standards Committee (4.3)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Biannual academic board	Director of Learning Design and Quality, Academic Board	December 2019
<b>External Expertise</b>						
Expectations for Standards	The academic standards of courses meet the requirements of the relevant national qualification's framework	Full	External experts, including stakeholders and examiners, contribute to course design and approval, annual programme review, setting and maintaining academic standards and alignment with the relevant national qualifications framework.  See Section 10: External Examining Programme and module monitoring and review:  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Annual review	Director of Learning Design and Quality, Academic Board	August 2020
	The value of the qualifications awarded to students at the	Full	External examiners comment on student work and evaluations of the modules and programmes:	Annual review	Director of Learning Design and Quality,	August 2020

	point of qualification and over time is in line with sector-recognised standards.		<a href="https://www.educationforhealth.org/education/student-support/external-examiners/">https://www.educationforhealth.org/education/student-support/external-examiners/</a>  See documentation link: External Examiners (10.1)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>		Academic Board	
Core Practices	The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	Full	External experts contribute to course design, delivery and review.  External examiners also comment on the maintenance and application of academic standards through internal marking and moderating practices.  See documentation links: Terms of Reference Module Review Committee (4.10) External Examiners (10.1)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Bi Annual Academic Board	Director of Learning Design and Quality, Academic Board	December 2019
	The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are	Full	External examiners, and other external experts, comment on whether students have the opportunity to achieve standards beyond the threshold level through Academic Board, exam boards and annual monitoring.  See documentation links: Terms of Reference Academic Board (4.2) Terms of Reference Programme Examination Board (4.4) Overview of the Annual Monitoring Process (10.2)	Tri annual exam boards	Director of Learning Design and Quality, Programme Lead, Programme Manager and	November 2019



	reasonably comparable with those achieved in other UK providers.		<a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>		External Examiners	
	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	Full	<p>The external examiner role is consistent with the degree-awarding body's approved practices and consideration is given to comparison of cohorts across location and provider through the moderation processes and exam board.</p> <p>See documentation links:  Terms of Reference Moderation Board (4.9)  External Examiners (10.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual review	Programme Lead, Programme Manager, Director of Learning Design and Quality	August 2020
	The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	Full	<p>External examiners comment on the setting, maintenance and application of academic standards through rigorous assessment processes, to the best of their professional knowledge.</p> <p>See documentation link:  External Examiners (10.1)</p>	Ongoing exam boards	Director of Learning Design and Quality, Programme Lead, Programme Manager	November 2019

			<a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>		and External Examiners	
Common Practice	The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.	Full	External experts are used to contributing to annual reviews and commenting on areas of good practice, innovation and enhancement though the Module Review Committee and Academic Board meetings.  See documentation links: Terms of Reference Academic Board (4.2) Terms of Reference Module Review Committee (4.10)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Ongoing with module review committees and Academic Board	Programme Lead and Module Leads, Academic Board	December 2019
Expectations for Quality	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.	Full	Commissioners and external stakeholders contribute to course design and review.  External examiners play an important role in identifying good practice and making recommendations for enhancement of assessment policies and procedures through the annual monitoring review process.  See documentation link: Overview of the Annual Monitoring Process (10.2)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Annual module review committees and bi annual Academic Board	Director of Learning Design and Quality, Academic Board, Programme Lead and Module Leads, External Examiners	December 2019
Core Practices	The provider designs and/or	Full	Commissioners and stakeholders are involved in the course design, approval and review, which involves consideration of all elements contributing to the learning journey,	Ongoing through module and	Design and Quality,	August 2020

	delivers high-quality courses.		<p>including staff and resources to deliver a high-quality academic experience.</p> <p>See documentation links: Terms of Reference Module Review Committee (4.10)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	programme reviews and	Academic Board, Programme Lead and Module Leads	
	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered or who delivers them.	Full	<p>Course design, approval and review involve ongoing monitoring at module and course level.</p> <p>In addition, external expertise forms part of the evidence to assure the quality of the student learning experience throughout their programmes.</p> <p>See documentation links: Terms of Reference Module Review Committee (4.10) Overview of the Annual Monitoring Process (10.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual module and programme review	Design and Quality, Academic Board, Programme Lead and Module Leads	August 2020
Common Practice	The provider's approach to managing quality takes account of external expertise.	Full	<p>External advisers are engaged to advise on new and revised aspects of provision, which may have a substantial impact on the quality of student learning opportunities.</p> <p>This includes new policies, or major changes to these, for example, on student support, or access to learning</p>	Annual review	Design and Quality, Academic Board, Programme Lead,	August 2020

			resources through various committees that feed into Academic Board.  See documentation link: Academic Governance Structure Overview of Committee Structure (4.1)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>		External Examiners	
<b>Learning and Teaching</b>						
Expectations for Quality	Courses are well designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.	Full	Policies to ensure the provision of high quality academic experience are guided by the Teaching and Learning Strategy.  See documentation links: Teaching and Learning Strategy (2) Terms of Reference Teaching and Learning Committee (4.5) Graduate Attributes (7.9)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Ongoing exam boards and module reviews	Design and Quality, Academic Board, Programme Lead and Module Leads	December 2019
	From admission through to completion, all students are provided with the support that they need to succeed in	Full	Support is offered at all stages throughout the student journey.  See:  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Ongoing and annual module and programme review	Student Experience Manager, Programme Lead, Programme Manager	August 2020

	and benefit from higher education.					
Core Practices	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.		<p>An appropriate mix of academic, professional and pedagogic knowledge and skills is ensured through staff recruitment and development within Education for Health.</p> <p>All staff hold appropriate professional and academic qualifications, all trainers and Module Leads also work in clinical practice and are active in research.</p>	Ongoing recruitment	Director of Learning Design and Quality	Jan 2020
	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.	Full	<p>The environments for delivery of students' learning and teaching and resources are monitored through committee meetings.</p> <p>See documentation links:  Terms of Reference Teaching and Learning Committee (4.5)  Terms of Reference Technology Enhanced Learning Group (4.6)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual review	Director of Learning Design and Quality, Programme Lead	January 2020 (due to potential change of venue)
	The provider actively engages students, individually and collectively, in the quality of their	Full	<p>The effectiveness of learning and teaching provision is assessed through active student engagement.</p> <p>See documentation links:  Student Engagement Policy (8.1)</p>	Ongoing with module and programme evaluations	Director of Learning Design and Quality, Programme Lead	Ongoing

	educational experience.		<a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>		Module Leads	
	The provider supports all students to achieve successful academic and professional outcomes.	Full	<p>Education for Health aims to provide excellent teaching and learning to all students.</p> <p>The Policy on Inclusive Teaching and Learning sets out our approach to inclusive teaching and learning, which applies to all teaching and learning with positive outcomes for students and the patients they care for.</p> <p>See documentation links: Policy on Inclusive Teaching and Learning (7.7)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Ongoing module evaluations	Director of Learning Design and Quality, Programme Lead, Module Leads	ongoing
Common Practice	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.		<p>Students and alumni are involved in the design, monitoring, reviewing and enhancement of learning and teaching.</p> <p>Student feedback is responded to and/or acted upon to enhance the quality of learning and teaching through student evaluations and student representation at the Academic Board.</p> <p>See documentation links: Terms of Reference Academic Board (4.2) Student Engagement Policy (8.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Ongoing module evaluations	Student Experience Manager, Programme Lead, Programme Manager	ongoing

Monitoring and Evaluation						
Expectations for Standards	The academic standards of courses meet the requirements of the relevant national qualifications framework	Full	<p>All courses are developed and validated through the Open University validation process with ongoing annual monitoring.</p> <p>See documentation link: Overview of the Annual Monitoring Process (10.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual monitoring	Director of Learning Design and Quality, Programme Lead	August 2020
	The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	Full	<p>Monitoring and evaluation is an essential process within Education for Health's quality assurance mechanisms, covering all provision that leads to awards and assuring the standard of those qualifications.</p> <p>See documentation link: Quality Framework (5.8)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Ongoing	Director of Learning Design and Quality, Programme Lead	August 2020
Core Practices	The provider ensures that the threshold standards for its qualifications are consistent with the relevant national	Full	<p>National qualifications frameworks are mapped at validation and monitored at annual review to ensure that the threshold standards are being achieved by the graduates.</p> <p>See documentation links: Overview of the Annual Monitoring Process (10.2) Principles for validation and revalidation (11.1)</p>	Annual review	Director of Learning Design and Quality, Programme Lead	August 2020

qualifications frameworks.		<a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>			
The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	Full	Data is collected in relation to benchmarks at module level, as well as programme level, to allow for comparison and make appropriate use of externality and sector guidance on degree classifications.  See documentation links: Terms of Reference Academic Standards Committee (4.3) Terms of Reference Moderation Board (4.9) Terms of Reference Module Review Committee (4.10)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Annual review	Director of learning Design and Quality, Programme Lead, Programme Manager	August 2020
Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of	Full	Monitoring and evaluation of modules and programmes are carried out on an annual basis.  See documentation links: Terms of Reference Teaching and Learning Committee (4.5) Terms of Reference Module Review Committee (4.10)  <a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>	Annual review	Director of Learning Design and Quality, Programme Lead, Programme Manager	August 2020



	where or how courses are delivered or who delivers them.					
Common Practice	The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.	Full	<p>Formal systems are in place with the express purpose of using the outcomes from monitoring and evaluation activity through the Academic Board.</p> <p>See documentation links:  Terms of Reference Academic Board (4.2)  Overview of the Annual Monitoring Process (10.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Bi annual Academic Board	Director of Learning Design and Quality, Programme Lead, Module Leads, Programme Manager, Academic Board	December 2019
Expectations for Quality	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.	Full	<p>Bi annual Academic Boards are held to review the quality and ongoing assessment of the student experience.</p> <p>See documentation link:  Terms of Reference Academic Board (4.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Bi annual Academic Boards	Director of Learning Design and Quality, Programme Lead, Module Leads, Programme Manager, Academic Board	December 2019

	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.	Full	<p>Student support is central to the policies and procedures found on the Education for Health Website in Section 7: Enabling student development and achievement:</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Ongoing module and programme review	Director of Learning Design and Quality, Programme Lead, Module Leads, Programme Manager	ongoing
Core Practices	The provider designs and/or delivers high quality courses.	full	<p>Each module lead takes part in an annual Module Review-Committee, which feeds into the annual report and Academic Board.</p> <p>See documentation links:  Terms of Reference Academic Board (4.2)  Terms of Reference Module Review Committee (4.10)  Overview of the Annual Monitoring Process (10.2)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual module review	Module Leads	August 2020
	The provider supports all students to achieve successful academic and professional outcomes.	Full	<p>Support for students is scrutinised through student engagement through evaluations and student representatives.</p> <p>See documentation link:  Student Engagement Policy (8.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Module and programme evaluations	Module Leads, Programme Lead, Programme Manager	Ongoing

	The provider actively engages students, individually and collectively, in the quality of their educational experience.	Full	<p>Student engagement is encouraged in all aspects of the design, development and delivery of our programmes.</p> <p>See documentation link: Student Engagement Policy (8.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual reviews	Module Leads, Programme Lead, Programme Manager	August 2020
Common Practice	The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement. The provider's approach to managing quality takes account of external expertise.	Full	<p>Changing circumstances, demands and pedagogical developments are addressed through the Teaching and Learning Committee.</p> <p>See documentation link: Terms of Reference Teaching and Learning Committee (4.5)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual review	Director of Learning Design and Quality, Programme Lead Module Leads, Academic Board	August 2020
	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.	Full	<p>Student engagement is central to the programme delivery and development.</p> <p>See documentation link: Student Engagement Policy (8.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Module and programme evaluations and reviews	Programme Lead, Module Leads, Programme Manager	August 2020

<b>Partnerships</b>						
Expectations for Quality	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.	N/A	Not relevant Education for Health is the provider and does not work in partnership with other providers for these programmes			
	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.	N/A	Not relevant			
Core Practice	Where a provider works in partnership with other organisations, it has in place effective	N/A	Not relevant			

	arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.					
<b>Research Degrees</b>						
Expectations for Quality	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.		Not relevant no research degrees are offered at Education for Health			
	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.	N/A	Not relevant			

Core Practices	The provider designs and/or delivers high-quality courses.	N/A	Not relevant			
	Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.	N/A	Not relevant			
	The provider supports all students to achieve successful academic and professional outcomes.	N/A	Not relevant			
<b>Student Engagement</b>						
Expectation for Quality	Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.	Full	<p>Education for Health is committed to student engagement throughout all processes and delivery of course provision.</p> <p>Enrolled students are given guidance and supported through forums and by the Student Guide document, which is accessible to students via their student login.</p> <p>See documentation link: Student Engagement Policy (8.1)</p>	Annual reviews	Director of Learning Design and Quality, Programme Lead, Module Leads, Student Experience	August 2020

			<a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a>		Manger, Programme Manager	
Core Practice	The provider actively engages students, individually and collectively, in the quality of their educational experience.	Full	<p>Student representatives are supported by the student experience manager and invited to the Academic Board and programme validations to provide the student voice and feedback.</p> <p>See documentation links: Overview of the Annual Monitoring Process (10.2) Principles for validation and revalidation (11.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Annual reviews and programme evaluations	Director of Learning Design and Quality, Programme Lead, Module Leads	August 2020
Common Practice	The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.	Full	<p>The views of all students, both individually and collectively, inform activities in relation to the student journey and inform quality processes and practice for current and future cohorts through formal and informal feedback processes.</p> <p>See documentation link: Student Engagement Policy (8.1)</p> <p><a href="https://www.educationforhealth.org/education/student-support/regulations-policies/">https://www.educationforhealth.org/education/student-support/regulations-policies/</a></p>	Module, programme reviews and evaluations	Director of Learning Design and Quality, Programme Lead, Module Leads, Programme Manager	August 2020
<b>Work Based Learning</b>						
Expectations for Standards	The academic standards of courses	N/A	Education for Health does not offer work-based learning.			

	meet the requirements of the relevant national qualifications framework.					
	The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	N/A	As above			
Core Practices	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how	N/A	Students work in their own area of practice and work-based learning is not part of the course provision.			



	courses are delivered or who delivers them.					
	The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	N/A				
Common Practices	The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.	N/A	Not relevant			
Expectations for Quality	Courses are well-designed, provide	N/A	Not relevant			

	a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.					
	From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.	N/A	Not relevant			
Core Practices	The provider has a reliable, fair and inclusive admissions system.	N/A				
	Where a provider works in partnership with other organisations, it has in place effective	N/A	Not relevant			

	arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.					
	The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.	N/A				
Common Practices	The provider's approach to managing quality takes account of external expertise.	N/A				
	The provider engages students individually and collectively in the development, assurance and	N/A	Not relevant as work-based learning not offered within the programme.			

	enhancement of the quality of their educational experience.					
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