



TEDI LONDON

QUALITY MANUAL

Engineered by:

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INTRODUCTION

Quality Assurance & Enhancement Across the Higher Education Sector

Under the Higher Education and Research Act 2017 (HERA), and following recommendation from the Office for Students (OFS), the Quality Assurance Agency (QAA) was appointed in April 2018 as the designated quality Body (DQB) to assess the quality and standards applied to higher education in England.

The QAA developed the current version of the UK Quality Code for Higher Education on behalf of the UK Standing Committee for Quality Assessment (UKSCQA) with input from the higher education sector. The revised Quality Code was published in May 2018 and incorporates the following elements:

1. Expectations: outcomes providers should achieve in setting and maintaining the standards of their awards, and managing the quality of their provision
2. Practices: effective ways of working to deliver the expectations and positive outcomes for students. These are:
 - a. Core Practices: compulsory for all UK higher education providers;
 - b. Common Practices: common across all providers but not compulsory for those in England.
3. Advice and Guidance: supporting documents for developing and maintaining effective quality assurance practices.

Quality Assurance & Enhancement at The Engineering & Design Institute London

Quality assurance and enhancement activity at The Engineering & Design Institute London (TEDI-London) is managed by the Registry. However, quality assurance and enhancement is collaborative at TEDI-London and all staff are responsible for ensuring compliance with the processes, policies and regulations set out in this Quality Manual and the TEDI-London Regulatory Framework. In addition, all students and staff have opportunities to feed into quality assurance and enhancement activity through participation in the relevant processes and committees (see TEDI-London Academic Committee structure shown in Figure 1).

This Quality Manual and relevant regulations, policies and processes have been developed in line with the QAA Quality Code. The relevant Expectations and Practices are identified at the beginning of each chapter in this Quality Manual, along with a weblink to the relevant QAA Advice and Guidance document.

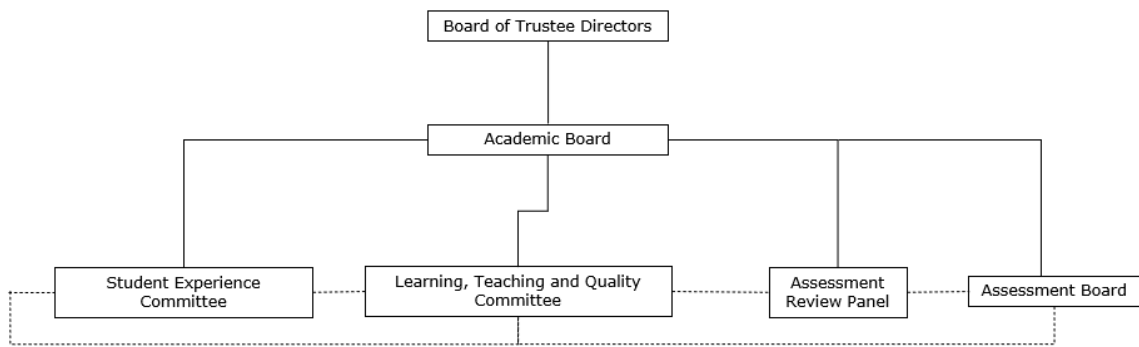


Figure 1: TEDI-London Academic Committee Structure

QUALITY CRITERIA

The following criteria outlines expected standards for programmes offered by TEDI-London and is used as the basis for all programme development and monitoring activity.

Programme Aims and Learning Outcomes

- Clearly linked Aims and Learning Outcomes which are appropriate to the level and title of the target award and that appropriate Learning Outcomes are provided for all named interim awards.
- The aims reflect an ethos of inclusion
- The aims are informed by an understanding of the previous experience and future aspirations of current and prospective students
- The learning outcomes are comparable to those expected of graduates in this subject area
- Evidence that the Programme Team have taken into account relevant external influences, for example relevant subject benchmark statements, Equality Act 2010, other legislation and where appropriate, professional body requirements, the needs of industry in programme design, delivery and assessment.
- Evidence that any ethical issues related to the programme have been addressed.

Curriculum Content and Design

- The content of the programme is appropriate for the titles proposed at each named interim point.
- The design and content of the curriculum encourage achievement of the intended programme learning outcomes for all students in terms of knowledge and understanding, subject-specific practical skills, subject-specific cognitive and key transferable skills.
- Evidence that curriculum content and design is informed by scholarly activity/ research and any changes in relevant occupational or professional requirements and that there is evidence that the students are made aware of how the programmes are informed by the latest research and industrial developments.
- There is a coherent structure and progression in skills development and knowledge acquisition which reflect the aims, learning outcomes and competence standards of the programme overall.
- That the order of modules and multiple entry points have been considered. There may be resource implications associated with flexible delivery, which should be considered
- The content should take into account work-based and/or international opportunities.
- The content should take into account the diversity of the student population by providing a range of examples to which all students can relate; raising awareness of equality and promoting respect of individual difference.

Learning and Teaching

- Evidence of a variety of learning and teaching strategies to support the development of the required skills and to enhance the cognitive development of students, and that these strategies are inclusive. Learning and Teaching strategies may be informed by recent developments in techniques of learning and teaching, by current research and scholarship, and the needs of the students recruited to the programme.
- Evidence that the method of delivery takes account of pedagogy and reflects educational best practice.
- Evidence of mechanisms in place to provide good communication channels to ensure students feel part of the group.

Assessment

- Clarity in the assessment process so that students know what is expected of them to enable them to develop their abilities, pass modules and be successful in the programme.
- The assessment process is inclusive, appropriate and effective in enabling learners to demonstrate achievement of the intended learning outcomes for the programme and that the overall assessment load is reasonable.
- There is marking criteria which enable internal and external examiners to distinguish between different categories of achievement.
- Evidence that the standards to be achieved by learners will meet the minimum expectations for the award, taking into consideration relevant subject benchmarks and the national qualifications framework.
- Learners are provided with a range of opportunities to demonstrate that they have met the learning outcomes and competency standards

Student Progression

- The admissions requirements are clear and appropriate, including any credit exemption and transfer arrangements.
- The documentation is clear how students will progress through the programme and can achieve the proposed named awards in line with the Academic Regulations.
- Consideration as to whether the programme is likely to be recognised nationally/internationally to facilitate future progression.

Student Support and Guidance

- There is evidence that the Programme Team will be supportive of the needs of students with differing needs in line with the Equality Act 2010 and that there are suitable anticipatory

arrangements to support and advise students e.g. for induction, progression, placements, periods abroad, disability and/or learning difficulties, academic difficulties and personal problems.

- The Student Handbook and module descriptors are accurate and clear in the way they describe the programme and its requirements.
- There is evidence that students are supported in their Personal Development Planning.
- Evidence of clear mechanisms such as workshops, tutorials hot-lines etc to encourage interaction for online provision.

Learning Resources

- There is a sufficient number of appropriately qualified staff to support the expected number of students to be recruited.
- There are adequate accessible learning resources and access to those resources to meet the needs of the anticipated number of students to be recruited.
- That the measurement of performance of staff on short term contracts has been considered.

Quality Management and Enhancement

- There is a commitment to provide continuing support to encourage curriculum development, scholarly activity/research and the spread of good practice in teaching learning and assessment.
- There is evidence that appropriate student feedback mechanisms will be in place and that the Programme Team will give careful consideration to feedback received from students, external examiners and relevant others, such as professional bodies.

ADMISSIONS, RECRUITMENT & WIDENING ACCESS

Expectation for Standards	Expectation for Quality
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.	- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.
Core Practices	
- 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.	<ul style="list-style-type: none"> - The provider has a reliable, fair and inclusive admissions system. - The provider actively engages students, individually and collectively, in the quality of their educational experience. - The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
QAA Advice and Guidance Doc: Admissions, Recruitment and Widening Access (qaa.ac.uk)	

TEDI-London admissions processes, policies and regulations have been designed to align to the common and core practices and are based on sector-wide good practice and guidance provided by the QAA.

Further information on the TEDI-London approach and relevant processes can be found in the following documents:

Document	Purpose
Admissions Policy	Outline admissions activity to ensure it is fair, transparent, reliable and appropriate
Student Charter	
Programme Development Guidance	
Quality Criteria - See section 2 of this document	
Terms and Conditions (incl key facts)	
Access and Participation Plan	Details of widening participation activity (see also documents listed above)
Student Engagement Policy	Outline opportunities for staff and students to reflect on existing processes and drive enhancement
Student Feedback Outcomes Contact the Education Team	
Programme Monitoring and Review Policy	

ASSESSMENT

Expectation for Standards	Expectation for Quality
<ul style="list-style-type: none"> - The academic standards of courses 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. 	<ul style="list-style-type: none"> - Courses are well-designed, provide 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.
Core Practices	
<ul style="list-style-type: none"> - The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks. - 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. - 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. - The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent. 	<ul style="list-style-type: none"> - The provider designs and/or delivers high quality courses. - The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
Common Practices	
<ul style="list-style-type: none"> - The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement. 	<ul style="list-style-type: none"> - 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.

	- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.
QAA Advice and Guidance Doc: Assessment (qaa.ac.uk)	

TEDI-London assessment processes, policies and regulations have been designed to align to the common and core practices and are based on sector-wide good practice and guidance provided by the QAA.

Further information on the TEDI-London approach and relevant processes can be found in the following documents:

Document	Purpose
External Examining Policy	Outline how external expertise are used to ensure assessments are consistent and in line with national qualifications and external requirements
External Examiner Reports Contact the Education Team	
Policy For External Advisers to TEDI-London Academic Programmes	
Outcomes of External Audits Contact the Education Team	
Student Support Overview Online information available online soon – contact the Student Hub for more information	Outline academic and pastoral support provided to student as part of the assessment process
Personal Tutor Framework Online information available online soon – contact the Student Hub for more information	
Learning and Teaching Strategy	Outline learning and teaching methods used that support students on their learning journey and the approach taken to ensure assessments are fair, equitable and relevant
Academic Award and Progression Regulations	Outline processes to ensure awards and assessment outcomes are reliable, fair, transparent and consistent
Academic Awards Framework	
Assessment Regulations	
See relevant section in Academic Committee Regulations Assessment Board Terms of Reference	
See relevant section in Academic Committee Regulations Assessment Review Panel Terms of	

Document	Purpose
Reference	
Academic Integrity Policy	
Assessment Outcomes (review of) Contact the Education Team	
Student Engagement Policy	Outline processes for monitoring and reviewing practice to drive outcomes and enhancement (Also see External Examiner Policy, External Advisor Policy, External Examiner Reports, Outcomes of External Audits). Also provides opportunities for staff and students to feed into the development and evaluation of assessments
Student Feedback Outcomes Contact the Education Team	
Programme Monitoring and Review Policy	
Mitigating Circumstances Policy	Key processes to ensure assessment process are fair, reliable, consistent and valid. Outcomes can also be used to drive enhancement
Academic Appeals Policy	
Academic Appeals Flowchart	
Academic Calendar (showing Assessment pattern) See staff or student Teams site	Provide details of key terms dates to manage assessment workloads
Programme Development Guidance (including programme validation and amendments)	Outline of course design, programme validation and amendment processes to ensure assessments are relevant, fair and consistent
See relevant section in Academic Committee Regulations Learning, Teaching and Quality Committee Terms of Reference	
Quality Criteria See section 2 of this document	Required criteria for all programmes to meet

CONCERNS, COMPLAINTS & APPEALS

Expectation for Quality
<ul style="list-style-type: none"> - Courses are well-designed, provide 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.
Core Practices
The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
Common Practices
The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
QAA Advice and Guidance Doc: Concerns, Complaints and Appeals (qaa.ac.uk)

TEDI-London concerns, complaints and appeals processes, policies and regulations have been designed to align to the common and core practices and are based on sector-wide good practice and guidance provided by the QAA and the Office of Independent Adjudicators for Higher Education (OIA).

Further information on the TEDI-London approach and relevant processes can be found in the following documents:

Document	Purpose
Academic Appeals Policy	Outline of processes in place to ensure students are able to raise concerns. These ensure processes are timely, fair, transparent and open to all (students are signposted to these in the student handbook and applicants are made aware of the admissions appeal process)
Academic Appeals Flowchart	
Student Complaints Policy	
Student Complaints Flowchart	
Admissions Policy	
Terms and Conditions (incl key facts)	
Policy Review Schedule	Outline processes in place to allow for a review of processes and to drive enhancement based on outcomes/feedback received
Appeals and Complaints Annual Reports	
Contact the Education Team	
Student Engagement Policy	
Student Feedback Outcomes	
Contact the Education Team	Provide an overview of how students are supported in using these processes
Student Support Overview	
Online information available soon – contact the Student Hub for more information	

Document	Purpose
KCLSU Agreement Contact the Student Hub	
Quality Criteria See section 2 of this document	Required criteria for all programmes to meet

COURSE DESIGN AND DEVELOPMENT

Expectation for Standards	Expectation for Quality
<ul style="list-style-type: none"> - The academic standards of courses 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. 	<ul style="list-style-type: none"> - Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
Core Practices	
<ul style="list-style-type: none"> - The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks. - 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. - The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent 	<ul style="list-style-type: none"> - The provider designs and/or delivers high-quality courses. - The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience. - The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. - 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 and who delivers them.
Common Practices	
<ul style="list-style-type: none"> - The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement. 	<ul style="list-style-type: none"> - The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement. - The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.
QAA Advice and Guidance Doc: Course Design and Development (qaa.ac.uk)	

TEDI-London course design and development activity has been designed to align to the common and core practices and are based on sector-wide good practice and guidance provided by the QAA. Relevant input from professional bodies and industry are also incorporated into our processes to ensure that our courses are relevant and incorporate key employability skills.

All programme validations and amendments must be completed by the end of May in the academic year preceding the implementation of the amendments/running of the new programme.

Further information on the TEDI-London approach and relevant processes can be found in the following documents:

Document	Purpose
Programme Development Guidance	Outline of programme development and amendment processes
Quality Criteria See section 2 of this document	Required criteria for all programmes to meet
External Examining Policy	Activity in place to ensure the programmes are relevant and consistent with national benchmarks and external requirements (see also Programme Development Guidance)
External Examiner Reports Contact the Education Team	
Policy For External Advisers to TEDI-London Academic Programmes	
See relevant section in Academic Committee Regulations Learning, Teaching and Quality Committee Terms of Reference	
See relevant section in Academic Committee Regulations Assessment Board Terms of Reference	Outlines assessment and classification processes that are reliable, fair and transparent
See relevant section in Academic Committee Regulations Assessment Review Panel Terms of Reference	
Academic Award and Progression Regulations	
Academic Awards Framework	
Outcomes of External Audits Contact the Education Team	Outlines methods for reviewing and monitoring programmes to drive enhancement and ensure continuation of academic standards (see also External Examining Policy , Policy For External Advisers to TEDI-London Academic Programmes and External Examiner Reports)
Programme Monitoring and Review Policy	
Student Feedback Outcomes Contact the Education Team	Outline of opportunities for students to feed into the course design process

Document	Purpose
Student Engagement Policy	
<p>Student Support Overview</p> <p>Online information available soon – contact the Student Hub for more information</p>	Overview of mechanisms in place to support students whilst studying
<p>Personal Tutor Framework</p> <p>Online information available soon – contact the Student Hub for more information</p>	
Strategic Plan	Outline of strategic plan that programmes should adhere to

ENABLING STUDENT ACHIEVEMENT

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.
Core Practices
<ul style="list-style-type: none"> - The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience. - The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. - The provider supports all students to achieve successful academic and professional outcomes. - The provider designs and/or delivers high-quality courses. - The provider actively engages students, individually and collectively, in the quality of their education experience.
Common Practices
The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
QAA Advice and Guidance Doc: Enabling Student Achievement (qaa.ac.uk)

TEDI-practices with regards to enabling student achievement have been designed to align to the common and core practices and are based on sector-wide good practice and guidance provided by the QAA.

Further information on the TEDI-London approach and relevant processes can be found in the following documents:

Document	Purpose
Student Support Overview Online information available online soon – contact the Student Hub for more information Attendance and Engagement Policy	Outline student support mechanisms in place
KCLSU Agreement Contact the Student Hub	
Academic Integrity Policy	
Mitigating Circumstances Policy	
Personal Tutor Framework Online information available online soon – contact the Student Hub for more information	
Strategic Plan	Outline key processes to ensure programme

Document	Purpose
External Examining Policy	development and delivery supports student achievement. Also incorporates mechanisms to monitor and review programmes
Policy For External Advisers to TEDI-London Academic Programmes	
See relevant section in Academic Committee Regulations Learning, Teaching and Quality Committee Terms of Reference	
Admissions Policy	
Programme Development Guidance	
Programme Review and Monitoring Policy	
Outcomes of External Audits Contact the Education Team	
Learning and Teaching Strategy	
Student Engagement Policy	Outline opportunities for students to be active participants in developments designed to support student achievement
Student Feedback Outcomes Contact the Education Team	
Quality Criteria See section 2 of this document	Required criteria for all programmes to meet

EXTERNAL EXPERTISE

Expectation for Standards		Expectation for Quality	
<ul style="list-style-type: none">- The academic standards of courses 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		<ul style="list-style-type: none">- Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed	
Core Practices			
<ul style="list-style-type: none">- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks- 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.- 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.- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.		<ul style="list-style-type: none">- The provider designs and/or delivers high-quality courses- 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	
Common Practices			
<ul style="list-style-type: none">- The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.		<ul style="list-style-type: none">- The provider’s approach to managing quality takes account of external expertise	
QAA Advice and Guidance Doc: External Expertise (qaa.ac.uk)			

TEDI-London practices have been designed to utilise external expertise and align to the common and core practices and are based on sector-wide good practice and guidance provided by the QAA.

Further information on the TEDI-London approach and relevant processes can be found in the following documents:

Document	Purpose
Programme Development Guidance	Outline processes in place to ensure programmes are in line with sector standards, external requirements and are reliably assessed. All processes are transparent, reliable and fair and provide opportunities for input from academic and industry specialist
Policy For External Advisers to TEDI-London Academic Programmes	
Programme Monitoring and Review Policy	
External Examining Policy	Outline the use of external experts to ensure programmes are assessed in line with sector benchmarks
External Examiner Reports Contact the Education Team	
External Examiner Training Slides Contact the Education Team	
Assessment Regulations	
Academic Award and Progression Regulations	
Academic Awards Framework	
Academic Committee Regulations	Outline activity where external expertise and internal processes are used to review activity and drive enhancement
See relevant section in Academic Committee Regulations Learning, Teaching and Quality Committee Terms of Reference	
Policy review schedule	
Programme Monitoring and Review Policy	
Outcomes of External Audits Contact the Education Team	Outline student feedback activity relating to external review
Student Engagement Policy	
Student Feedback Outcomes Contact the Education Team	Outline of the role of industry experts in TEDI-London activity
Industry Expertise See Academic Committee Regulations and Programme Development Guidance	
Quality Criteria See section 2 of this document	Required criteria for all programmes to meet

LEARNING & TEACHING

Expectation for Quality
<ul style="list-style-type: none"> - Courses are well designed, provide 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.
Core Practices
<ul style="list-style-type: none"> - The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience. - The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. - The provider actively engages students, individually and collectively, in the quality of their educational experience. - The provider supports all students to achieve successful academic and professional outcomes.
Common Practices
<ul style="list-style-type: none"> - The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.
QAA Advice and Guidance Doc: Learning and Teaching (qaa.ac.uk)

TEDI-London learning and teaching activity has been designed to align to the common and core practices and are based on sector-wide good practice and guidance provided by the QAA.

Further information on the TEDI-London approach and relevant processes can be found in the following documents:

Document	Purpose
Strategic Plan	Outline key elements for ensuring programmes are developed with learning and teaching strategies that ensure they are of a comparable standard to the sector, in line with external requirements, support student achievement and are appropriate for delivery of the programme content
Learning and Teaching Strategy	
Academic Committees Regulations	
Programme Development Guidance	
Policy For External Advisers to TEDI-London Academic Programmes	
See relevant section in Academic Committee Regulations Learning, Teaching and Quality Committee Terms of Reference	

Document	Purpose
Quality Criteria See section 2 of this document	Required criteria for all programmes to meet
Personal Tutor Framework Online information available online soon – contact the Student Hub for more information	Outline support services for students
Student Support Overview Online information available online soon – contact the Student Hub for more information	
Attendance and Engagement Policy	
KCLSU Agreement Contact the Student Hub	
Programme Monitoring and Review Policy	Outline of processes focused on feedback of existing learning and teaching activity and enhancement which can be used to drive enhancement
External Examining Policy	
External Examiner Reports Contact the Education Team	
Outcomes of External Audits Contact the Education Team	
Student Engagement Policy	Outlines opportunities for students to be active participants in their learning experience
Student Feedback Outcomes Contact the Education Team	

MONITORING & EVALUATION

Expectation for Standards	Expectation for Quality
<ul style="list-style-type: none"> - The academic standards of courses 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. 	<ul style="list-style-type: none"> - Courses are well-designed, provide 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.
Core Practices	
<ul style="list-style-type: none"> - The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks. - 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. - 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. 	<ul style="list-style-type: none"> - The provider designs and/or delivers high-quality courses. - The provider supports all students to achieve successful academic and professional outcomes. - The provider actively engages students, individually and collectively, in the quality of their educational experience.
Common Practices	
<ul style="list-style-type: none"> - The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement 	<ul style="list-style-type: none"> - 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. - The provider engages students individually and collectively in the development, assurance and

	enhancement of the quality of their educational experience
QAA Advice and Guidance Doc: Monitoring and Evaluation (qaa.ac.uk)	

TEDI-London monitoring and evaluation activity has been designed to align to the common and core practices and are based on sector-wide good practice and guidance provided by the QAA.

Further information on the TEDI-London approach and relevant processes can be found in the following documents:

Document	Purpose
Programme Monitoring and Review Policy	Outline of programme monitoring and review process
Policy For External Advisers to TEDI-London Academic Programmes	Outline processes for review of activity to determine whether programme content and delivery is in line with the sector, fulfils any external requirements, provides a positive student experience. All processes are designed to be reliable, transparent and in line with TEDI-London strategic aims (see also Programme Monitoring and Review Policy)
External Examining Policy	
External Examiner Reports Contact the Education Team	
Outcomes of External Audits Contact the Education Team	
Internal Annual Reports Contact the Education Team	
Academic Awards and Progression Regulations	Additional processes where outcomes can be used as part of a reflective approach in driving enhancement and maintaining standards
Academic Awards Framework	
Assessment Regulations	
Academic Appeals Policy	
Academic Appeals Flowchart	
Student Complaints Policy	
Student Complaints Flowchart	
Student Engagement Policy	Outline opportunities for students to be active participants in monitoring and review activity
Student Feedback Outcomes Contact the Education Team	
Student Support Overview Online information available online soon – contact the Student Hub for more information	
Quality Criteria See section 2 of this document	Required criteria for all programmes to meet
Strategic Plan	Outline TEDI-London strategies informing programme development and delivery
Learning and Teaching Strategy	

STUDENT ENGAGEMENT

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.
Core Practices
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
Common Practices
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.
QAA Advice and Guidance Doc: Student Engagement (qaa.ac.uk)

TEDI-London have a wide range of opportunities for student engagement across our processes. These opportunities have been designed to align to the common and core practices and are based on sector-wide good practice and guidance provided by the QAA.

Further information on the TEDI-London approach and relevant processes can be found in the following documents:

Document	Purpose
Student Engagement Policy	Outline opportunities for students to engage with quality assurance activity in order to review programmes and drive enhancements
Student Feedback Outcomes Contact the Education Team	
Programme Development Guidance	
Student Support Overview Online information available online soon – contact the Student Hub for more information	Outline of support services available to students as part of their student journey
Personal Tutor Framework Online information available online soon – contact the Student Hub for more information	
KCLSU Agreement Contact the Student Hub	Outline of representation services available to students