Appendix 4. What counts as "evidence"

Evidence is documentation which demonstrates that a school is actually doing what it claims it is doing with concrete examples. In the context of the SAR, evidence is 'proof' that a strategic plan, quality management structures and processes, stakeholder engagement, human resource management, and the curriculum exist and function as described. This appendix provides examples of documents that may serve as evidence for your SAR, organised by Focus Area and Suggested Reporting Expectation to correspond to the LEADER Manual. Broad examples of evidence include policy documents, meeting records, data/statistics/key performance indicator (KPI) reports, feedback mechanism surveys and forms, and internal/external reviews documents. Many of the evidence items proposed here are already items a dental school will maintain as part of their day-to-day business. Translation of non-English documents to English is ideal. Some items may satisfy multiple requirements, although schools may need to signpost this to ADEE LEADER panel experts. Further, schools should note that while sharing these items is key, the quality and reflective analysis accompanying the items is just as important in writing the SAR.

A 1.1 Focus Area 1: Strategic Plan - Vision, Mission, Objectives (VMO)

1. Basic data and information about the Programme(s)

Suggested Evidence:

- Programme specification
- Programme handbook
- Module descriptors

2. Brief summary of vision and mission statements

Suggested Evidence:

- Documentation supporting quality management of the programme
- Evidence of clear communication of organisational structure, ranking, and responsibilities of different roles, and policies to staff
- School vision and mission communication documents
- Strategic plan

3. Description of the Accreditation status of the Programme

Suggested Evidence:

- Accreditation report
- External examiner feedback
- Internal and external reviews

4. List of outcome-based school and hospital goals

Suggested Evidence:

- Programme specification
- Learning outcome mapping document
- Assessment mapping document

5. Description of supporting operation plans

Suggested Evidence:

- Relevant policy, procedures and documentation supporting quality management of the programme

- Minutes from committee(s) responsible for programme review

- Documentation, reporting, and dissemination strategies

A 1.2 Focus Area 2: Quality Management Structures and Processes

1. QI strategy description

Suggested Evidence:

- Documentation supporting quality management of the programme
- Review policy and timeline

2. Summary of internal quality assurance regulations and structures

Suggested Evidence:

- Internal verification/quality assurance reports
- Remit and minutes of responsible groups or committees

3. Description of stakeholders involved in quality assurance

Suggested Evidence:

- Minutes of external examiner meetings
- Evidence of student representation in decision-making bodies
- Staff and student survey results

4. Description of patient engagement in the QI process

Suggested Evidence:

- Patient consent policy
- Feedback forms or equivalent for patients and colleagues for individual students
- Patient guidance/systems for giving feedback

5. Description of internal quality assurance regulations across activities

Suggested Evidence:

- Clinical and workplace safety policies
- Records of staff training on specific legislation
- Health and safety policies and processes

6. Description of self-evaluation systems

Suggested Evidence:

- Internal programme review process

- Psychometric analysis of assessments, and outcomes from this

- Action plans or reflections to evidence how learning is taken forward

7. Explanation of QA process standardisation and cycle

Suggested Evidence:

- Review policy and timeline

- Records of assessment review meetings

- Minutes from relevant internal meetings

8. Evidence that processes and outcomes are documented and publicly available

Suggested Evidence:

- Changes to the programme submitted to a regulatory body, where relevant

- Location and route of access to the documents a member of the public

A 1.3 Focus Area 3: Educational Stakeholder Engagement

0. Basic data and information about students

Suggested Evidence:

- Student progression statistics

- Distribution of students by year, gender, socio-demographic data

- Year intake information for undergraduate, postgraduate, and CPD programmes

1. Description of student feedback mechanisms

Suggested Evidence:

- Staff and student survey results

- Feedback forms and details of actions taken

- Use of multisource feedback including patient feedback

2. Description of academic staff feedback mechanisms

Suggested Evidence:

- Staff appraisals for wellbeing

- Records of staff training and CPD

- Minutes from relevant committee meetings

3. Description of mechanisms for graduate and employer feedback

Suggested Evidence:

- External examiner feedback

- Records showing responses to external examiner input and any actions taken

- Graduate and employer survey results

4. Description of patient and support staff feedback mechanisms

Suggested Evidence:

- Patient/peer/customer comments

- Examples of recorded consent across departments

- Feedback forms for patients and colleagues

5. Summary of how feedback outcomes are shared with contributors

Suggested Evidence:

- Evidence of the communication mechanisms used

- Student and staff handbooks

- Minutes of relevant internal meetings

6. Description of student recruitment policies

Suggested Evidence:

- Admissions policy

- Policies covering widening participation/access

- Data about successful and failed applicants

7. Description of student wellbeing supports

Suggested Evidence:

- Staff and student wellbeing policies

- Additional support framework

- Signposting to internal or external support mechanisms

8. Evidence of student representation in decision-making bodies

Suggested Evidence:

- Evidence of student representation in decision-making bodies

- Minutes from committee meetings showing student participation

- Student representation policy and procedures

A 1.4 Focus Area 4: Managing the Human Resource

0. Basic information about academic and support staff

Suggested Evidence:

- Total numbers of academic and support staff in relation to FTE

- Distribution of academic staff numbers and gender across different grades

- Distribution of staff across departments

1. Description of academic staff recruitment policies

Suggested Evidence:

- Recruitment and appointment policy and procedures

- Policies around equality, inclusivity and diversity

- Details of human resource management including frameworks for recruitment and retention

2. Description of strategy and budget for staff development

Suggested Evidence:

- Records and content of supervisor training and induction and CPD

- Details of CPD requirements for staff

- Details of strategies to train and benchmark academic staff, including PDP

3. Description of management and committee structure

Suggested Evidence:

- Remit and minutes of responsible groups or committees

- Evidence of clear communication of organisational structure, ranking, and responsibilities

- Committees and their functions and decisional power documentation

4. Description of strategies for academic staff participation

Suggested Evidence:

- Evidence of training specific to the assessment of students and relevant experience

- Opportunities to feedback about all aspects of academic activity

- Participation and representation in decision-making bodies

5. Description of academic staff feedback mechanisms

Suggested Evidence:

- Staff appraisals for wellbeing

- Records of assessment review meetings

- Academic staff survey results and action plans

6. Description of onboarding practices for staff

Suggested Evidence:

- Inductions, mentorships

- Communicating code of conduct, school vision and mission

- Evidence of supervisor training and induction

7. Evidence of clear communication of organisational structure

Suggested Evidence:

- Staff handbooks

- Organisational charts and role descriptions

- Policy documentation accessible to staff

8. Description of staff wellbeing supports

Suggested Evidence:

- Staff wellbeing policies

- Emergency support services documentation

- Practices to maintain discretion and confidentiality

A 1.5 Focus Area 5: Managing the Curriculum

1. Explanation of curriculum incorporation of Vision for OHP education

Suggested Evidence:

- Curriculum mapping to identify contemporary approaches

- Documentation of social responsibility and environmental sustainability in curriculum

2. Description of how curriculum fulfills GED Domains and Areas of Competency

Suggested Evidence:

- Learning outcome mapping document

- Blueprint demonstrating the links between assessments and learning outcomes

3a. Description of student-centred educational methods

Suggested Evidence:

- Programme handbook

- Module descriptors

- Evidence of varied instructional techniques documentation

3b. Outline of system for progression and graduation decisions

Suggested Evidence:

- Student progression policy and procedures

- Minutes of progression boards including 'sign-up' and/or 'sign-off' decision meetings

- Arrangements for failed candidates

4. Description of policies facilitating national and international mobility

Suggested Evidence:

- Participation in ERASMUS+ documentation

- Implementation of EU Directive 2005/36/EC documentation

- Adaptation to EU Qualification System (EQF) and Diploma supplement documentation

5. Listing of other best practice documents used

Suggested Evidence:

- Changes informed by external review bodies

- External examiner feedback

- Internal and external review documentation

6. Evidence that curriculum is clearly written and accessible

Suggested Evidence:

- Programme handbook

- Student and staff handbooks

- Availability and accessibility of curriculum documentation