

Higher Education Academic Regulations

Section 3 - Quality Assurance of Teaching and Learning, Validation, Accreditation, Review and Monitoring Procedures

Contents

3. Quality Assurance of Teaching and Learning, Validation, Accreditation, Review and Monitoring Procedures	2
3.1 Introduction	2
3.2 Development Approval for New Courses	3
3.3 Documentation for the Validation of a Proposed New Course	6
3.3.1 Contents of the statement of supporting resources and activities	7
3.3.2 Contents of the course information sheet	7
3.3.3 Catalogue of module descriptors	8
3.4 Periodic Review of Existing Courses	8
3.5 Approval of Changes in Resource Requirements for Courses Under Review	8
3.6 Documentation for Periodic Course Review	9
3.6.1 Contents of a critical appraisal report	9
3.7 Validation and Review Procedures	10
3.7.1 Approval by Academic Quality and Standards Committee	10
3.7.2 Submission of documentation to validation panel members	10
3.7.3 Philosophy of validation and review events	10
3.7.4 Right of attendance	11
3.7.5 Criteria for approval of courses	11
3.7.6 Programme of a Validation Event	12
3.7.7 The role and responsibilities of the Chair of panels	13
3.7.8 Outcome of validation and review events	13
3.7.9 Responses to validation and review	15
3.8 Changes to Courses in Validation	15
3.8.1 Revisions to Modules	16

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

3.9 Course Monitoring	17
3.9.1 Annual Programme Monitoring Review Panel (APMRP)	17
3.10 Monitoring of Modules	18
3.10.1 Responsibility for module monitoring	18
3.10.2 Monitoring student perceptions of modules	18
3.10.3 Observations of teaching and learning	18
3.10.4 Module performance monitoring	18
3.11 Withdrawal of Courses	19
3.12 New Delivery Site Approval Processes	19
3.12.1 Site approval panel events	20
3.12.2 Right of attendance to a Site Approval Panel	20
3.12.3 Criteria for approval of an additional site for delivery of a UCAB validated programme ..	20
3.12.4 Programme of a Site Approval Panel Event	21
3.12.5 The role and responsibilities of the Chair of panels	21
3.12.6 Outcome of Site Approval Panels	22
3.12.7 Responses to Site Approval Outcomes	23

3. Quality Assurance of Teaching and Learning, Validation, Accreditation, Review and Monitoring Procedures

3.1 Introduction

- I. The Academic Board policy of continuous improvement in quality and the maintenance of academic standards in course programmes and subjects is discharged through a series of processes defined in **Figure 3.1**. The processes and procedures involved in assessment are set out in **Section 5**.
- II. Definitions of processes stated within this document are provided in **Table 3.1**.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

Table 3.1. Quality assurance process definitions.

Approval Development	the process of establishing whether course proposals match mission, strategic plan, and resources.
Validation & Professional Accreditation	the process through which the quality of a course proposal or individual student programme is evaluated and approved.
Accreditation	the procedure through which an appropriate amount and level of credit is allocated to qualifications.
Moderation	the procedures through which the standards of assessment methods and outcomes are assured.
Assessment	the process through which student achievement of outcomes is measured against criteria and standards.
Monitoring	the continuing process of course and module evaluation and improvement.
Review	the periodic (4 year) critical evaluation and revalidation of a course.

- III. Requests for course development to commence the process of new course validation and existing course revalidation will be presented to the Programme Approval Committee (PAC). This will then be received by the HE (Higher Education) Academic Quality and Standards Committee for recommendation to the HE (Higher Education) Academic Board. Finally, the HE (Higher Education) Academic Board will receive the recommendation of formal approval (**Table 3.2**)

3.2 Development Approval for New Courses

- I. The first stage in the development of a new course is the submission of an Application for Development Approval, using the approved template at **Annex 3.01**, to the Programme Approval Committee (PAC).
- II. The normal timetable and subsequent stages in validation and course review, is set out in **Table 3.2**. This may be subject to change depending on specific circumstances. This schedule indicates latest deadlines in relation to course promotion and student recruitment activities. For new courses, the PAC should approve schedules where the usual UCAS and prospectus listings do not apply, with an agreed start date.
- III. The PAC will evaluate each Application for Development Approval, in relation to the College's mission and the provisions of the corporate plan, and against the following criteria:
 - a) Sufficient student demand;

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- b) Sufficient employer demand for the skills of award holders;
 - c) Availability of resource requirements;
 - d) Robustness of financial analysis, as advised by the Director of Finance or nominee.
- IV. The PAC will report to AQSC who will then recommend to HE Academic Board on whether development approval should be granted. If the Academic Board agrees to further development, detailed course planning can proceed, which should culminate in the production of the documents described in **Section 3.3**, to the agreed schedule.
- V. In granting development approval, the Board devolves full responsibility for validation and for setting conditions and recommendations to the appointed validation panel (**Section 3.7**). Only in those circumstances in which the panel is deemed by the HE Academic Board to have contravened the Board's policies or agreed procedures will the panel be asked to reconsider its decisions.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

Table 3.2. Outline process for validation of a new programme, or revalidation of an existing programme by Askham Bryan College.

Stage of process/ Committee	Purpose	Time of year
Course Development	Initial discussion and development with course development team and relevant CAM; meetings to be arranged locally to fit with timeline	Anytime
Application for Development Approval (ADA)	Outline ideas for proposed programme	To be submitted 2 weeks prior to PAC: September January March
Programme Approval Committee (PAC)*	Review Application for Development Approval	October February April
Academic Quality and Standards Committee (AQSC)*	Receives report from PAC	November March June
Considers and recommends ADA, including financial and resource (physical, human, facilities) implications**		September December April July
HE Academic Board (HEAB)	Receives recommendation from AQSC	January June September
Submission of full set of validation documents to Academic Services (via HE Academic Services Officer)	To be reviewed by Head of HE Academic Services and Quality Assurance (and suitable nominees) and feedback provided to course development team within two weeks of receipt	February July October
Submission of full set of FINAL validation documents to Academic Services (via HE Academic Services Officer)	To be presented at the validation panel	March August/ September November
Documents sent to the Validation Panel		April October January

*feedback provided at this stage and/or conditions set

**any major investments may be flagged at this stage and taken immediately to SLT (via the VP for HE) for consideration prior to referring it to the next stage of the process.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

3.2.1 Outline process for calling an extraordinary committee meeting to validate programme(s) outside 'normal' cycle.

- I. It is expected, that such extraordinary proposals would be considered by HEAB no later than six (6) months prior to recruitment.

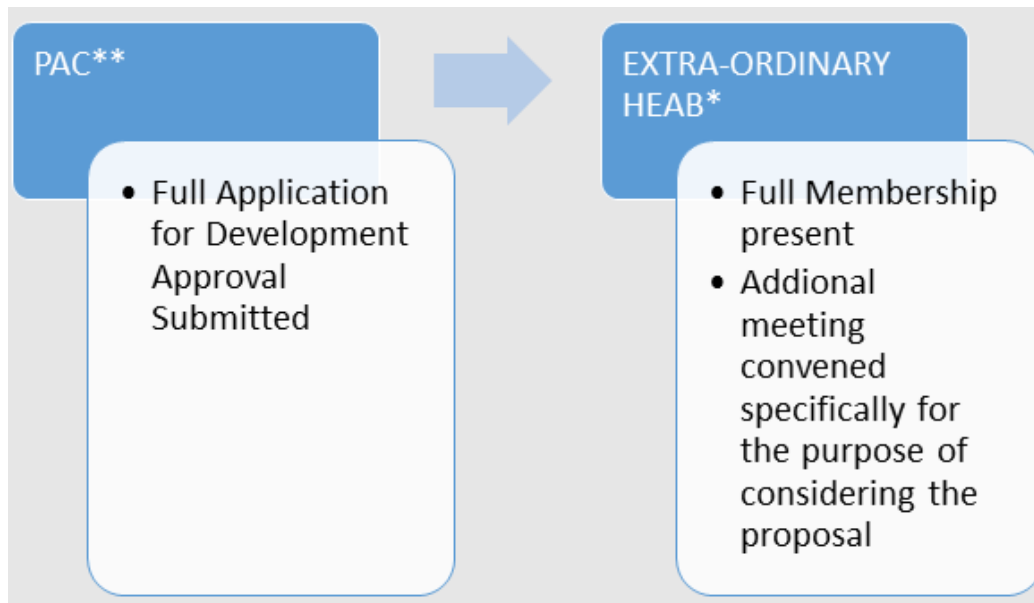


Figure 3.1 Outline process for calling extraordinary committee meeting to validate programme(s) outside 'normal' cycle (*AQSC feedback provided at this stage and/or conditions set; ** PAC any major investments may be flagged at this stage).

3.3 Documentation for the Validation of a Proposed New Course

- I. The documents to be submitted for the validation of a proposed new course, following the granting of development approval include:
 - a) Application for Development Approval (using the approved template **Annex 3.01**).
 - b) Course Information Sheet (see **Section 3.3.2**).
 - c) Programme Specification for each final award (prepared to the approved template **Annex 3.01**).
 - d) Catalogue of Module Descriptors (prepared to the approved template **Annex 3.01**) to be used by the course.
 - e) Statement of supporting resources and activities (see **Section 3.3.1**).

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- II. In addition, validation or review panel members should be issued with **Section 4**, which outlines the Modular Scheme Framework and the UCAB (University Centre Askham Bryan) Assessment Principles.
- III. For a Foundation Degree, the validation documents must include details of the articulation with at least one honours degree to which Foundation Degree graduates may progress.

3.3.1 Contents of the statement of supporting resources and activities

- I. Evidence of supporting resources and activities should include:
 - a) the *curricula vitae* of staff to act as module leaders for core elements of the new curriculum and managing the course, including their research and scholarly activities and outputs;
 - b) details of specialist teaching accommodation provision and additional requirements;
 - c) details of specialist equipment and other facilities available and additional requirements (e.g., land-based enterprises, laboratory experiments, textbooks, and journals) for the course together with data on usage of these by the proposed course and the level of use by other courses.

3.3.2 Contents of the course information sheet

- II. The course(s) information sheet will be presented to students at the start of the course for their information and guidance. It should, therefore, provide all necessary course-specific information (including that contained in the programme specification document) in accessible format and language. The contents would typically include the following:
 - a) a personal introduction from the course manager and team;
 - b) names and photographs of course team members;
 - c) a summary of course(s) data;
 - d) a general statement of the philosophy of the course;
 - e) course management and monitoring arrangements, including guidance on sources of academic and personal advice;
 - f) a description and explanation of the course structure and teaching programme, including a course structure diagram and guidance on access to the full programme specification and module descriptors (either electronically or in hard copy);
 - g) details of the placement period;

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- h) the College assessment regulations and progression requirements together with guidance on deadlines, assessment criteria and academic misconduct; personal development planning guidance;
- i) external examiner arrangements;
- j) PSRB requirements where relevant.

3.3.3 Catalogue of module descriptors

- I. All proposed modules for the course(s) should be presented using the format shown at **Annex 3.01**.

3.4 Periodic Review of Existing Courses

- I. All courses are subject to a progress review, normally on a four-year cycle for courses of fewer than three years normal duration.
- II. A periodic course review is a searching and systematic evaluation of the operation of an existing course and the career success of graduates to ensure that it remains academically and vocationally valid and continues to meet the needs of students and employers.
- III. The review process provides an opportunity to assess the quality and academic health of a course, and in particular, the maintenance of standards of teaching and assessment, the adequacy of resource support, the extent and development of underpinning research and scholarly activity, and the implementation of Academic Board policies. It also offers the course team an opportunity to reflect on changes that could be made to improve the quality of students' learning experiences and respond to changing needs and demands.
- IV. The review by the course team should culminate in the production of the documentation described in **Section 3.6**, for consideration by the Academic Quality and Standards Committee.

3.5 Approval of Changes in Resource Requirements for Courses Under Review

- I. The Academic Quality and Standards Committee will consider the following documents before granting approval for existing courses to progress to further consideration by a validation panel:
 - a) Critical Appraisal Report, which sets out the case for the resource requirements of the courses under review, using the approved template at **Annex 3.01**.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- b) An Application for Development Approval, using the approved template at **Annex 3.01**.

3.6 Documentation for Periodic Course Review

- I. Following the approval by AQSC of the resources proposed for a reviewed programme, (and as ratified by Academic Board), the documents required for the next stage in the periodic review of an existing course, for scrutiny by the Academic Development Committee, prior to detailed consideration of a validation panel, are as follows:
 - a) Critical Appraisal Report using the approved template at **Annex 3.01**.
 - b) Proposed Programme Specification(s) (using the approved template at **Annex 3.01**).
 - c) Course Information Sheet (**Section 3.3.2**).
 - d) Module Descriptor Catalogue (using the approved template at **Annex 3.01**).
 - e) Statement of supporting resources and activities (as **Section 3.3.1**).
- II. The validation panel will, additionally, be provided with the most recent external examiner, technical advisory group, and professional body report(s).
- III. The Application for Development Approval that was approved by the Academic Quality and Standards Committee (as ratified by the HE Academic Board) will also be made available to the panel Chair and Secretary to help ensure that proposals align with those approved by the Academic Quality and Standards Committee.

3.6.1 Contents of a critical appraisal report

- I. A Critical Appraisal Report that represents the agreed position of the whole course team should be prepared using the template provided at **Annex 3.01**, to include the following items: a summary of the changes made to the structure, content, and organisation of the course and to the resource provision since the previous validation or review.
- II. Responses to the most recent external examiner, technical advisory group, or professional body reports for the period under review.
- III. For accredited programmes, inclusion of any required actions or consultations with the relevant professional body.
- IV. Core statistics including an analysis of and commentary on:

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- a) application and admission 3-year trend data;
- b) numbers enrolled and cohort progression, cohort completion and non-completion rate 3-year trend data;
- c) final results and class/grade of award 3-year trend data;
- d) first (and as far as is possible, subsequent) career destinations for each cohort (including Graduate Outcomes Data) 3-year trend data.
- e) An evaluation of the views of current and recent students on the outcomes, content, and organisation of the course.
- f) An analysis of the views of employers and professional bodies on the outcomes and content of the course.

V. Drawing upon this information, the Critical Appraisal Report should conclude with an analysis of the extent to which the stated course outcomes have been achieved, a summary of strengths and weaknesses, and a list of changes proposed to build upon the former and overcome the latter. This analysis, once approved, should be reflected in a revised programme specification for each named award.

3.7 Validation and Review Procedures

3.7.1 Approval by Academic Quality and Standards Committee

- I. Head of HE Quality Assurance is responsible for ensuring that documentation is of a sufficiently high standard to present to a validation or review panel but must be alert to the danger of usurping the responsibilities of that panel.
- II. This primary responsibility is to determine whether all required documentation has been prepared and that it is fit for purpose, but not make judgements based on the strength of the proposal itself. However, where the Head of HE Academic Services and Quality Assurance identifies issues that may be of concern or interest to the validation panel, it is encouraged to advise the presenting team accordingly.

3.7.2 Submission of documentation to validation panel members

- I. Documentation for validation and review events should be submitted to panel members at least 20 working days before the event.

3.7.3 Philosophy of validation and review events

- I. The HE Academic Services Officer is responsible for assembling validation and review panels, whilst the Academic Quality and Standards Committee is responsible for monitoring the composition of panels when considering their reports and advising

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

the HE Academic Registrar on future membership. Panels will consist of both internal and external members, chosen to provide an appropriate range of expertise, experience and awareness of the institutional and national context, and the nature of the course, and will normally include:

- a) at least two external members chosen to provide subject expertise, knowledge of comparable courses in other institutions and experience of commerce, industry, practice, or the professions as appropriate;
- b) representatives of the professional body, where appropriate;
- c) at least two internal members of staff including one from the Academic Quality and Standards Committee (excluding the panel Chair).

3.7.4 Right of attendance

- I. The following will normally have the right of attendance at all review and validation meetings, including those designated “private” panel meetings, as observers or advisors.
 - a) The CEO and College Principal;
 - b) The Vice Principal with responsibility for Higher Education;
 - c) The Chair of the Academic Quality and Standards Committee;
 - d) At least one, but not normally more than two members of staff, as observers for staff development purposes.

3.7.5 Criteria for approval of courses

- I. In considering new course proposals, major modifications and reviews of existing courses, all panels should seek assurance on the following general criteria:
 - a) The appropriateness of course-specific aims and outcomes to the personal and vocational needs of the students.
 - b) For Foundation Degrees, the extent to which it meets industry needs and where appropriate relevant published occupational standards have been considered in planning the course.
 - c) The degree to which the course outcomes and curriculum reflect the Framework for Higher Education Qualifications, relevant QAA (Quality Assurance Agency) benchmarking statements and Code of Practice.
 - d) The extent to which the modules satisfy Askham Bryan level-specific generic outcomes and course design specifications outlined in **Section 4**.
 - e) The appropriateness of the choice of core and optional modules to the achievement of course outcomes.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- f) The degree to which the UCAB (University Centre Askham Bryan) Assessment Principles are adhered to within the programme
- g) The degree of course coherence and progression.
- h) The currency of the contents and their relevance to good professional practice.
- i) The role and effectiveness of industrial training and its relationship to the curriculum.
- j) The appropriateness of module teaching and learning strategies in achieving module outcomes and developing key skills.
- k) The appropriateness of module assessment strategies in testing module outcomes and key skills.
- l) The students' experience of the course: the quality of the learning environment, the destinations of students and the appropriateness of their skills and abilities to prospective employers.
- m) The appropriateness of resource provision, including staff support and specialist facilities.
- n) The quality and appropriateness of the staff as demonstrated by qualifications and relevant scholarly activity, research, reach-out activity, short course teaching and staff development.
- o) The quality of the course leadership and management and the ability of the course team to monitor, critically evaluate and maintain the standard of the course.
- p) The contributions of external examiners, professional advisors and professional bodies and actions taken to address issues identified by them.
- q) The proposed course(s) provide(s) equality of opportunity to all suitably qualified students, regardless of their background.
- r) For Foundation Degrees, the identification of an articulating Honours Degree programme on to which successful foundation graduates might progress.
- s) Where relevant PSRB requirements have been considered and consulted as appropriate.

3.7.6 Programme of a Validation Event

I. To fulfil their responsibilities, validation panels have rights of access to staff, resources, and facilities as required. A provisional programme for the event will be discussed by the Chair with the HE Academic Services Officer but this is subject to modifications at the request of the Chair after the first private meeting of the panel. Normally the programme will include:

- a) Private meetings of the panel;

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- b) A presentation by the leader of the course development team, in conjunction with the relevant Curriculum Area Manager,
- c) Tour of any facilities relevant to the course,
- d) Private meetings of the panel to consider the documents provided,
- e) Meetings with the course team to discuss the documents provided,
- f) Meetings with the course team and with resource managers, visits to inspect resources, and in the case of periodic review, a meeting with current or former students, and, if requested, examples of students work.

II. The event programme will normally conclude with an oral report on the decision of the panel, by the Chair.

III. All sites intended for delivery of the validated programme should be reviewed as part of the validation event. If a new site is required following a completed validation then an independent site approval panel would need to be completed (See **Section 3.12**)

3.7.7 The role and responsibilities of the Chair of panels

I. The Chair has a key role in determining the effectiveness of the review and validation process for the proposal under scrutiny. An effective Chair need not be an expert in the area under consideration. It is more important that the Chair has a broad grasp of quality issues, has the respect and trust of the panel, and has well developed interpersonal and communication skills. A good Chair:

- a) ensures that all panel members are encouraged to contribute fully to the debate;
- b) is adept at steering a wandering debate back on course;
- c) exercises tactful control over more vociferous panel members;
- d) encourages a genuine dialogue between the panel and the course team and avoids confrontational sessions;
- e) sums up from time to time and articulates decisions as they are reached;
- f) ensures that proper decisions are reached that are within the panel's remit and are fair and reasonable;
- g) summarises the main judgements of the review and/or validation panel;
- h) articulates conditions of approval and recommendations in plain and intelligible language and ensures that the mechanisms and time scale for achieving unqualified approval are reasonable and are stated.

3.7.8 Outcome of validation and review events

I. The secretary of the panel shall normally submit a draft report of the review and/or validation event to the Chair within one week of the event, or within an agreed

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

alternative time (see **Annex 3.02** for an indicative report template). The report should include a list of panels and presenting team members, a summary of the programme of events, and a succinct account of the discussion of the issues raised and a summary of the panel's judgements on each of the following:

- a) overview of the main characteristics of the course(s) covered by the review;
- b) evaluation of quality of learning opportunities and standards achieved for current courses;
- c) identified innovation or good practice in the current or proposed course(s);
- d) assessment of whether the proposed course(s) remain current and valid in the light of developments in subject knowledge, professional or vocational application of that knowledge and approaches to teaching, learning and assessment.

II. It should conclude with the decision of the panel which will be one of:

- a) unconditional approval;
- b) qualified approval (approval qualified by recommendations);
- c) conditional approval;
- d) deferred decision with a recommendation for a further meeting;
- e) rejection.

III. Conditions are mandatory. They must be fulfilled either for the course to begin or for it to continue. When setting conditions for approval the panel should:

- a) state clearly exactly what must be done, by whom and when;
- b) set realistic and meaningful deadlines;
- c) specify how the panel will assure itself that the conditions have been met.

IV. Recommendations are not mandatory but should be seriously considered by the course team. There will be a response to the panel's recommendations either by some date specified by the panel or as part of annual monitoring, or also as part of the next periodic critical review. Recommendations are intended to be helpful to the course team and to assist in developing and monitoring the course. They should be as clearly expressed as the conditions.

V. Where a recommendation has been inappropriately expressed as a condition the Academic Quality and Standards Committee may change the condition to a recommendation, normally after prior consultation with the panel chair.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

VI. The panel should state the next review date for the record, precisely stating the latest month and year in which a new cohort might enrol and may exceptionally recommend an earlier review than the four-year cycle (**Section 3.4**).

VII. Where the panel remains concerned about some aspect of the course but wants to allow the course team a reasonable period for it to be addressed, it may specify, as a condition of approval, that the issue receives special attention and that a satisfactory response be produced as part of the annual monitoring exercise of a particular year. The Academic Quality and Standards Committee will be responsible for determining whether the condition has been fulfilled through the process of Annual Performance Monitoring Review.

VIII. When the Chair has reviewed the draft and revised it where necessary, it shall be sent to all panel members for comment and agreement. The final confirmed outcomes of the considerations should be submitted to the Academic Quality and Standards Committee for ratification on behalf of the Academic Board, with the full report also made available to members for their scrutiny. A copy of the full report, together with the Programme Specification, should be lodged with the HE Registry Coordinator as the definitive course documentation.

3.7.9 Responses to validation and review

- I. Action required in response to validation depends on the nature of the decision and whether approval is conditional or qualified by recommendations. If conditions are to be met the Academic Quality and Standards Committee must assure itself that this happens before the course starts.

3.8 Changes to Courses in Validation

- I. Periodic changes to validated courses may be required in response to course monitoring, external examiners' comments, changes in the vocational context, and experience in delivery after approval.
- II. Authority for agreeing such changes must be obtained for any change which:
 - a) involves a change in course outcomes;
 - b) affects the overall structure of the course such as a change in the timing of the placement period;
 - c) involves a change in the level of validated modules;
 - d) contradicts any conditions or recommendations set by a validation panel;

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- e) involves the deletion or addition of more than 20 credits worth of modules at any one level in any one academic year.
- f) May impact on a programme which has PSRB accreditation (in these cases additional approval may also be needed from the relevant external body either prior to or after internal approval).

3.8.1 Revisions to Modules

- I. The authority for approving changes to modules rests with the HE Academic Board and is delegated to the Academic Quality and Standards Committee (AQSC) whose role is to ensure that proposed changes are consistent with the effective operation of the modular scheme and alert resource managers to issues. Initial applications for module modifications must be presented to a programme approval committee, where the changes will be considered and recommended to the Academic Quality and Standards Committee.
- II. Requests for changes to module descriptors, presented with proposed changes clearly tracked within the extant module descriptor, should be accompanied by a rationale for the changes proposed and evidence of confirmation of the agreement/consultation of all Course Managers whose courses are affected, resource managers, Curriculum Area Managers. The Programme Approval Committee will consider all proposals that meet this requirement. These changes will be reported to subsequent Academic Quality and Standards Committee.
- III. Where the changes are minor or administrative the minor modification process should be followed (**See Annex 3.08**).
- IV. For more significant changes, involving any of the following, the full Academic Quality and Standards membership will consider the proposals:
 - a) credit value and level
 - b) changes to more than two intended learning outcomes
 - c) changes to the teaching, learning or assessment strategy which in the opinion of the Programme Approval Committee are so significant as to merit Academic Quality and Standards Committee consideration.
 - d) any change which in the opinion of the Programme Approval Committee means that the module no longer maps to the programme specification.
- V. The HE Registry Coordinator will record all approved change(s) on the definitive module descriptor and make it available to all *via* the College intranet.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- VI. Changes to programme specifications, following consultation, must be submitted directly to the Academic Quality and Standards Committee, to ensure that definitive course documents are maintained.
- VII. Proposals for new modules that may be added within the 20-credit rule should also be submitted directly to the Academic Quality and Standards Committee.

3.8.2 Changes to PSRB accredited programmes

- I. Where a change is proposed within a programme (either at programme or module level) which has been accredited by a professional body, consultation must take place prior to submitting the change to the Academic Standards and Quality Committee (AQSC). This consultation should be initiated by the relevant CAM or suitable nominee. Confirmation of this consultation and “sign-off” by the relevant PSRB will be confirmed at the relevant AQSC meeting (see **Annex 3.01**).

3.9 Course Monitoring

- I. The management and quality assurance of validated courses is the responsibility of the course team under the leadership of the Curriculum Area Manager. It is the responsibility of course teams to continuously monitor and improve the quality of each course. This process of monitoring culminates in the compilation by the course team of an Annual Course Performance Monitoring Report (CPMR) (**Annex 3.01**) which includes statistical data on entry, progression, performance, careers and the views of staff and students involved in the course.

3.9.1 Annual Programme Monitoring Review Panel (APMRP)

- I. The CPMR is presented to the APMRP, with a SMART Action Plan and details of exceptional practice. An overview from this panel is reported to AQSC.
- II. This Panel shall meet early in each academic year, usually no later than end of October. The purpose of this meeting is to develop an overview of courses and to assure standards and identify good practice by reviewing the Annual Course Performance Monitoring Report prepared by each Course Manager. The composition and remit of the Annual Programme Monitoring Review Panel is given in **Annex 2.05**. At this meeting, the outcome of the previous year’s action plan will be reported and a new action plan and list of items of exceptional practice agreed. Most issues in the action plan will normally be earmarked for action by the course manager or other members of the course team. Issues outside of their remit will be referred to the appropriate body, as determined by the Annual Programme Monitoring Review Panel. This may include recommendations to the HE Academic Board or to any other committees or boards responsible to it i.e. RDC or AQSC.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

3.10 Monitoring of Modules

3.10.1 Responsibility for module monitoring

- I. The management of individual modules is the responsibility of each member of academic staff involved with the module, under the direction of the relevant Curriculum Area Manager. It is the responsibility of teaching staff to continuously monitor and improve the quality of teaching, learning and assessment in their subject and modules.
- II. The outcome of this process shall be audited through the annual staff appraisal processes and the meetings of module assessment boards (**Section 5.7**) and through the module monitoring process.

3.10.2 Monitoring student perceptions of modules

- I. Student perceptions of the quality of modules may be gathered informally by staff during delivery so that responses can be made where appropriate. This may be done through surveys, focus groups or group discussion as appropriate. More formally, students are asked to score all modules in the end of module surveys.

3.10.3 Observations of teaching and learning

- I. The HE Quality Assurance and Enhancement Policy and supporting procedure details the procedure for the observation of teaching and learning for Higher Education courses.

3.10.4 Module performance monitoring

- I. Module reviews may form part of the annual staff appraisal process. Reflection on student and peer perceptions of the module, data on student results, and any feedback from moderation of assessment and external examiner's reports (**Section 5**) may form the basis for discussion at the review.
- II. Annually the Module Leader may be required to complete a Module Review. A risk-based approach will be adopted to identify the level of review required for a module. For modules which meet or exceed defined KPIs (Key Performance Indicators) then report requirements will be light touch. For modules which fall below the benchmarked achievement and satisfaction KPI data a full review will be required to be completed. The modules which require a full review will be identified by the Head of HE Academic Services and Quality Assurance based on the achievement and satisfaction data from the modules.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- III. Once the module review has been completed a review is carried out by the HE Teaching, Learning and Scholarship Lead, in consultation with the module leader and CAM if relevant. The purpose of the exercise is to identify issues of concern and to agree action to ameliorate as appropriate. This may involve:
 - a) discussion with the module leader and course manager or relevant Curriculum Area Manager;
 - b) research on student perceptions through survey or discussion;
 - c) a review of external examiners' reports, student results and module board minutes;
 - d) discussion with peers who have observed teaching.
- IV. The outcome of the module review should be agreed with the module leader and should be copied to appropriate course managers for reporting at the next HE Course Team Meeting.

3.11 Withdrawal of Courses

- I. Courses may only be withdrawn from the College portfolio by agreement with the HE Academic Board in consultation with appropriate Course Managers and the relevant Curriculum Areas Managers. The timing of such decisions should take into consideration at what stage of the recruitment cycle it is appropriate to withdraw a programme and the implications for students who have already received an offer of a place. Once the decision for withdrawal has been taken, the HE Academic Services Officer will ensure that the UCAS Directory Submission and other sources of published information are amended accordingly.
- II. Should late withdrawal of a programme impact on students who have already received an offer, it is the responsibility of the relevant Curriculum Areas Managers to contact each student to inform them of the decision and wherever possible offer an alternative programme of study.
- III. Any withdrawal or suspension of a course should follow the published Policy for the Suspension or Closure of HE courses and its supporting procedure.

3.12 New Delivery Site Approval Processes

- I. All sites for delivery of a validated programme require approval prior to commencement of any delivery at that site. This is normally completed as part of the

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

validation event for that programme, however where a new site is to be used for delivery this will require an independent Site Approval Panel. See **Annex 3.05** for guidance on process and documentation for site approval.

3.12.1 Site approval panel events

- I. The HE Academic Services Officer is responsible for assembling site review panels, whilst the Academic Quality and Standards Committee is responsible for monitoring the composition of panels when considering their reports and advising the HE Academic Registrar on future membership. Panels will consist of both internal and external members, chosen to provide an appropriate range of expertise, experience and awareness of the institutional and national context, and the nature of the course(s) intended for delivery at the site, and will normally include:
 - a) at least two external members chosen to provide subject expertise, knowledge of comparable sites in other institutions and experience of commerce, industry, practice, or the professions as appropriate;
 - b) representatives of the professional body, where appropriate or required;
 - c) at least two internal members of staff including one from the Academic Quality and Standards Committee (excluding the panel Chair).

3.12.2 Right of attendance to a Site Approval Panel

- I. The following will normally have the right of attendance at all review and validation meetings, including those designated “private” panel meetings, as observers or advisors:
 - a) The CEO and College Principal;
 - b) The Vice Principal with responsibility for Higher Education;
 - c) The Chair of the Academic Quality and Standards Committee;
 - d) At least one, but not normally more than two members of staff, as observers for staff development purposes.

3.12.3 Criteria for approval of an additional site for delivery of a UCAB validated programme

- I. In considering new site approvals all panels should seek assurance on the following general criteria:
 - a) Meets requirements of due diligence including health, safety and environment, financial stability of the site location, insurance and property and reputation and ethical considerations.
 - b) The appropriateness of the site and its resources in delivery of the programme and module outcomes for the course(s) intended for delivery at said site.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- c) The appropriateness of site to the personal and vocational needs of the students.
- d) The extent to which the site meets industry needs and where appropriate relevant published occupational standards have been considered the resources provided.
- e) The degree to which the UCAB (University Centre Askham Bryan) Assessment Principles can be adhered to in relation to the resources.
- f) The currency of learning resources and relevance to good professional practice.
- g) The students' experience of the course at the intended site.
- h) The appropriateness of resource provision, including staff support and specialist facilities.
- i) Where relevant PSRB requirements have been considered and consulted as appropriate.
- j) The degree to which the site will enable adherence to College and UCAB policies and procedures.

3.12.4 Programme of a Site Approval Panel Event

- I. To fulfil their responsibilities, Site Approval panels have rights of access to staff, resources, and facilities as required. A provisional programme for the event will be discussed by the Chair with the HE Academic Services Officer but this is subject to modifications at the request of the Chair after the first private meeting of the panel. Normally the programme will include:
 - a) Private meetings of the panel;
 - b) A presentation by the relevant Curriculum Area Manager, facilitated by the course team(s);
 - c) Tour of all facilities;
 - d) Private meetings of the panel to consider the documents provided;
 - e) Meetings with the course team and resource managers to discuss the site and any documents provided.
- II. The event programme will normally conclude with an oral report on the decision of the panel, by the Chair.

3.12.5 The role and responsibilities of the Chair of panels

- I. The Chair has a key role in determining the effectiveness of the approval process. An effective Chair need not be an expert in the area under consideration. It is more important that the Chair has a broad grasp of any potential issues, has the respect and trust of the panel, and has well developed interpersonal and communication skills. A good Chair:
 - a) ensures that all panel members are encouraged to contribute fully to the debate;
 - b) is adept at steering a wandering debate back on course;

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- c) exercises tactful control over more vociferous panel members;
- d) encourages a genuine dialogue between the panel and the course team and avoids confrontational sessions;
- e) sums up from time to time and articulates decisions as they are reached;
- f) ensures that proper decisions are reached that are within the panel's remit and are fair and reasonable;
- g) summarises the main judgements of the review and/or validation panel;
- h) articulates conditions of approval and recommendations in plain and intelligible language and ensures that the mechanisms and time scale for achieving unqualified approval are reasonable and are stated.

3.12.6 Outcome of Site Approval Panels

- I. The secretary of the panel shall normally submit a draft report of the Site Approval Panel Event to the Chair within one week of the event, or within an agreed alternative time (see **Annex 3.07** for an indicative report template). The report should include a list of panels and presenting team members, a summary of the programme of events, and a succinct account of the discussion of the issues raised and a summary of the panel's judgements on the site.
- II. It should conclude with the decision of the panel which will be one of the following:
 - a) unconditional approval;
 - b) qualified approval (approval qualified by recommendations);
 - c) conditional approval;
 - d) deferred decision with a recommendation for a further meeting;
 - e) rejection.
- III. Conditions are mandatory. They must be fulfilled either for the course to begin or for it to continue. When setting conditions for approval the panel should:
 - a) state clearly exactly what must be done, by whom and when;
 - b) set realistic and meaningful deadlines;
 - c) specify how the panel will assure itself that the conditions have been met.
- IV. Recommendations are not mandatory but should be seriously considered by the course team. There will be a response to the panel's recommendations either by some date specified by the panel or as part of annual monitoring, or also as part of the next periodic critical review. Recommendations are intended to be helpful to the course team and to assist in developing and monitoring the course. They should be as clearly expressed as the conditions.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023

- V. Where a recommendation has been inappropriately expressed as a condition the Academic Quality and Standards Committee may change the condition to a recommendation, normally after prior consultation with the panel chair.
- VII. Where the panel remains concerned about some aspect of the site but wants to allow the course team a reasonable period for it to be addressed, it may specify, as a condition of approval, that the issue receives special attention and that a satisfactory response be produced as part of the annual monitoring exercise of a particular year. The Academic Quality and Standards Committee will be responsible for determining whether the condition has been fulfilled through the process of Annual Performance Monitoring Review.
- VIII. When the Chair has reviewed the draft and revised it where necessary, it shall be sent to all panel members for comment and agreement. The final confirmed outcomes of the considerations should be submitted to the Academic Quality and Standards Committee for ratification on behalf of the Academic Board, with the full report also made available to members for their scrutiny. A copy of the full report should be lodged with the HE Academic Services Officer for official record.

3.12.7 Responses to Site Approval Outcomes

- I. Action required in response to site approval depends on the nature of the decision and whether approval is conditional or qualified by recommendations. If conditions are to be met the Academic Quality and Standards Committee must assure itself that this happens before delivery begins at the site.

Version Date	Last updated September 2023
Reviewed by AQSC	May 2023
Approved by HEAB	October 2023