

Askham Bryan College
Higher Education Academic Regulations

Section 2. Quality Standards Framework 2025-28

(for Askham Bryan College validated programmes)

Version: July 2026

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1. Validation, Accreditation, Revalidation and Modification

1.1. Introduction

- I. The HE Academic Board is accountable for the development, validation, modification and revalidation of all programmes of study to ensure that quality and standards are developed and maintained.
- II. This section provides details on the:
 - a) Development and validation of new modules and programmes.
 - b) Revalidation of existing programmes.
 - c) Modification of programme and/or modules.

1.2. New Programme Validation/Accreditation

1.2.1. Process and timescales

- I. The first stage in the development of a new programme is the submission of an Application for Development Approval (**Annex 2.01**) to the Programme Approval Committee (PAC).
- II. The PAC will evaluate each Application for Development Approval, in relation to the College's mission, strategic plan and against the following criteria:
 - a) Maintenance of academic quality and standards
 - b) Sufficient student demand;
 - c) Sufficient employer demand for the skills of award holders;
 - d) Availability of resource requirements;
 - e) Robustness of financial analysis, as advised by the Chief Finance Officer or nominee.
- III. The outcome of the PAC will be reported to Academic Quality and Standards Committee (AQSC) who will then recommend to HE Academic Board on whether development approval should be granted. If the HE Academic Board agrees to further development, then detailed programme planning can proceed, as per an agreed schedule.
- IV. A PAC outcome letter will be provided to the relevant curriculum team to confirm the decision made by HEAB regarding development (see **Annex 2.02 PAC Outcome Letter Template**).
- V. Programme development timelines will be developed in agreement with Academic Services. See **Table 3.1** for a standard timetable and stages within validation and approval. This may be subject to change depending on specific circumstances. This schedule indicates latest deadlines in relation to programme promotion and student recruitment activities. For new programmes, the PAC should approve schedules where the usual UCAS and published information do not apply, with an agreed start date.

- IV. There may be occasions where a programme development may be expediated. It is expected that such extraordinary proposals would be considered by HEAB no later than nine (9) months prior to recruitment. In these cases, an extraordinary committee meeting to validate programme(s) outside of the 'normal' cycle will be followed (**Figure 1**).

Table 3.1 Stages of Programme Development

Stage of process/ Committee	Purpose	Time of year (normally)
Programme Development	Initial discussion and development with programme development team and relevant HoD; 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 Considers and recommends ADA, including financial and resource (physical, human, facilities) implications**	October February April
Academic Quality and Standards Committee (AQSC)*	Receives report from PAC	November March June
HE Academic Board (HEAB)	Receives recommendation from AQSC. Letter of PAC outcome to be sent by Academic Services.	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 programme 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

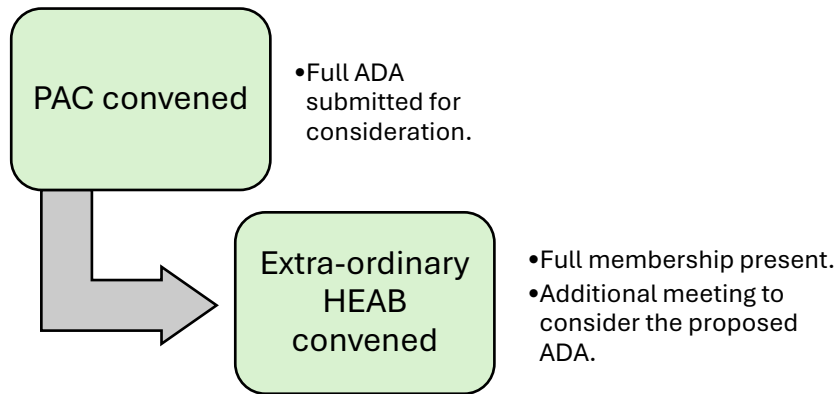


Figure 1. Outline process for calling an extraordinary committee meeting to validate programme(s) outside 'normal' cycle.

1.2.2. Documentation for the validation of a proposed new programme

- I. A range of documentation are required to be fully completed to progress through validation.
- II. Academic Services will provide guidance to the development team regarding the full list of documents required, including the links for templates and completion document locations, and who responsibility sits with for their completion.
- III. The documents to be submitted for the validation of a proposed new programme, following the granting of development approval include:
 - a) Application for Development Approval (**Annex 2.01**)
 - b) Programme Specification for each final award (prepared to the approved template (**Annex 2.03**))
 - c) Catalogue of Module Descriptors (**Annex 2.04**)
 - d) Assessment Plan
 - e) Evidence of supporting resources and activities
- III. For a Foundation Degree, the validation documents must include details of at least one honours degree to which Foundation Degree graduates may progress as well as typical careers destinations.
- IV. The Askham Bryan College Academic Regulations must be used underpin the development of new programmes. It is recommended to specifically refer to:
 - Section 1 Regulatory Principles - Askham Bryan College Undergraduate Framework and Askham Bryan College Modular Scheme Framework
 - Section 3. Assessment and Awards Regulations
 - UCAB Graduate Attributes (**Annex 2.05**)
 - UCAB Assessment Principles (**Annex 3.01**)
 - Assessment Tariffs (**Annex 3.02**)

1.2.3. Evidence 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 programme, 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 programme together with data on usage of these by the proposed programme and the level of use by other programmes.

1.2.4. Catalogue of module descriptors

- I. All proposed modules for the programme(s) should be presented using the approved standardised format (**Annex 2.04**) and in accordance with the ABC Modular Scheme Framework.

1.3. Programmes requiring Re-validation

- I. As defined in **Section 1. Regulatory Principles** programmes will be required to undergo validation periodically.
- II. The curriculum team are required to submit the Application for Re-Validation Approval Form [RVA] (**Annex 2.07**) to the Programme Approval Committee (PAC). The outcomes of the PAC will be reported for approval at AQSC and ratified by Academic Board.
- III. If approved the documents required for the next stage in the revalidation of an existing programme, for detailed consideration of a re-validation panel, are as follows:
 - a) Proposed Programme Specification (Using the current approved programme specification with tracked changes, where relevant).
 - b) Module descriptors for all approved modules on the programme (using the current approved module specification with tracked changes, where relevant).
 - c) Module descriptor of any new proposed modules (using the approved template **Annex 2.04**).
- IV. The RVA form will 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.

1.3.5. Contents of a re-validation approval form

- I. The re-validation approval (RVA) form should represent the agreed position of the whole curriculum team and include the following:

- a) Three-year trend data (applications and enrolments, completion, continuation and progression (graduate outcomes), award results and award classifications;
 - b) Students experience data (e.g. Module Surveys, NSS);
 - c) Summary of complaints received about the programme (3-year data);
 - d) An analysis of the views of employers and professional bodies on the
 - e) Outcomes and content of the programme;
 - f) An evaluation of the views of current and recent students on the outcomes, content, and organisation of the programme;
 - g) Stakeholder engagement (Industry TAG / EE reports (including team responses)/ Professional body reports/ Student focus groups);
 - h) Recommendations for changing the module, including a clear rationale;
 - i) Programme team review of evidence of good practice;
 - j) Statement of supporting resources and activities for accredited programmes, including any required actions or consultations with the relevant professional body.
- II. The re-validation approval form should conclude with an analysis of the extent to which the stated programme 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.

1.4. Validation and Re-validation Panels

1.4.1. Convening a validation or re-validation panel

- I. Academic Services are responsible for assembling validation and re-validation panels.
- II. Refer to **Annex 4.07** terms of reference for validation/revalidation panels.

1.4.2. Review and submission of documentation to the validation/re-validation panel

- I. Academic Services are responsible for ensuring that documentation is of a sufficiently high standard to present to a validation/re-validation 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 is fit for purpose but not make judgements based on the strength of the proposal itself. However, where the Academic Services identify issues that may be of concern or interest to the validation panel, it is encouraged to advise the curriculum development team accordingly.
- III. Documentation for validation and re-validation events should be submitted to panel members at least 14 working days before the event.

1.4.3. Criteria for approval of programmes

- I. In considering new programme proposals, major modifications and re-validation of existing courses, all panels should seek assurance on the following general criteria:
 - a) the appropriateness of programme-specific aims and outcomes to the personal and vocational needs of the students;
 - b) the extent to which it meets industry needs and where appropriate relevant published occupational standards have been considered in planning the programme;
 - c) the degree to which the programme outcomes and curriculum reflect the Framework for Higher Education Qualifications, relevant benchmarking statements and Codes of Practice;
 - d) the extent to which the modules satisfy Askham Bryan level-specific generic outcomes and programme design specifications;
 - e) the appropriateness of the choice of core and optional modules to the achievement of programme outcomes;
 - f) the degree to which the Askham Bryan College Assessment Principles and Tariffs are adhered to within the programme;
 - g) the degree of programme 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 programme: 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 curriculum leadership and management and the ability of the curriculum team to monitor, critically evaluate and maintain the standard of the programme;
 - p) the contributions of external examiners, professional advisors and professional bodies and actions taken to address issues identified by them;
 - q) the proposed programme(s) provide(s) equality of opportunity to all suitably qualified students, regardless of their background;

- r) 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.
- II. 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.

1.4.4. Outcome of validation and re-validation panels

- I. The secretary of the panel shall normally submit a draft report of the re-validation or validation event to the Chair within one week of the event, or within an agreed alternative time (see **Annex 2.06** 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 programme(s) covered by the review;
 - b) evaluation of quality of learning opportunities and standards achieved for current programmes;
 - c) identified innovation or good practice in the current or proposed programme(s);
 - d) assessment of whether the proposed programme(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 programme 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 curriculum 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 programme team and to assist in developing and monitoring the programme. They should be as clearly expressed as the conditions.

- a) 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.
- V. The panel should state the next re-validation 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 normal four-year cycle (See **Section 1. Regulatory Principles** for details regarding validation periods).
- VI. Where the panel remains concerned about some aspect of the programme but wants to allow the curriculum 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 any annual monitoring exercise of a particular year. The Academic Quality and Standards Committee will be responsible for determining whether the condition has been fulfilled.
- VII. 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.
- VIII. A copy of the full report, together with the Programme Specification, should be lodged with the HE Registry Coordinator and Academic Services Officer as the definitive programme documentation.

1.4.5. Post validation/re-validation actions and activities

- I. Action required in response to validation or revalidation 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 programme starts.
- II. Curriculum teams are expected to respond to any actions or recommendations within a set timeframe.
- III. Upon completion of any required conditions and actions the Chair of the validation panel will report to the Academic Quality and Standards Committee (AQSC), who will then make recommendations to HE Academic Board regarding formal approval.
- IV. Once formally approved by HE Academic Board;
 - a) Curriculum team will be informed of the final decision;
 - b) Marketing will be informed to update the website to remove subject to validation (for new programmes);
 - c) Academic Services will update UCAS to remove subject to validation;

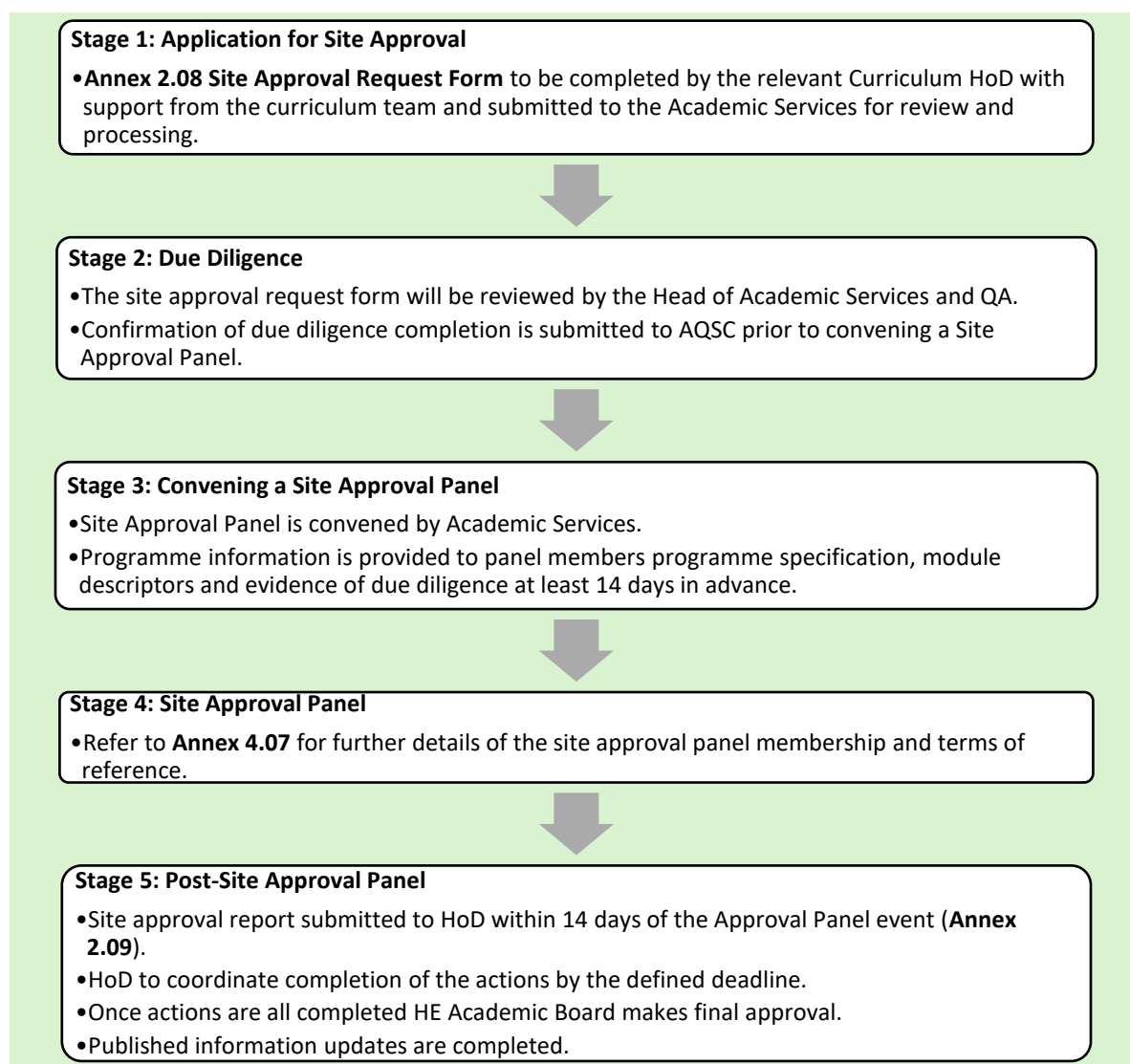
- d) MIS will be informed to register with HESES and obtain relevant course codes (internal and external);
- e) Programme documentation will be finalised and converted to PDF and made available for the curriculum teams for their use.

1.5. Site Approval Panels

- I. All sites intended for the delivery of Askham Bryan validated programmes must have been given site approval prior to students enrolling to that centre and any programmes being delivered at the site.

1.5.1. Site Approval Process

- I. All site approvals must follow the standardised process, which begins with completion of a Site Approval Request Form (**Annex 2.08**).
- II. Where a site is intended for delivery of a programme, which requires PSRB accreditation, the outcomes of the Site Approval Panel should be communicated to the PSRB by the relevant Curriculum HoD in writing.



1.5.2. Convening a site approval panel

- I. Academic Services are responsible for assembling site approval panels.
- II. Refer to **Annex 4.07** terms of reference for site approval panels.

1.5.3. Review and submission of documentation to site approval panel members

- I. Academic Services are responsible for ensuring that documentation is of a sufficiently high standard to present to a site approval 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 is fit for purpose but not make judgements based on the strength of the proposal itself. However, where the Academic Services identify issues that may be of concern or interest to the validation panel, it is encouraged to advise the curriculum team accordingly.
- III. Documentation for validation and re-validation events should be submitted to panel members at least 15 working days before the event.

1.5.4. 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 programme(s) intended for delivery at said site.
 - 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 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 programme 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 Askham Bryan College Academic Regulations, policies and procedures.



1.5.5. 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 2.09** 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 programme 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 curriculum 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 curriculum team and to assist in developing and monitoring the programme. 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.
- VII. Where the panel remains concerned about some aspect of the site but wants to allow the curriculum 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.
- 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.

1.5.6. 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.

1.6. Modification of Programmes or Modules in Validation

- II. This section should be read in conjunction with **Section 1. Regulatory Principles**.

1.6.1. Modification to programmes

- I. Periodic changes to validated programmes may be required in response to programme 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 changes in accordance with **Section 1. Regulatory Principles 6.3.1, 6.3.2 and 6.3.3**.
- II. Minor Modifications can be approved through Chairs Action by the chair of the Programme Approval Committee, although approval through the committee is preferred where possible.
- III. Refer to **Section 1 Regulatory Principles** regarding the difference between major and minor modifications.

1.6.1.1. 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 Programme Approval Committee (PAC). This consultation should be initiated by the relevant Curriculum Head of Department or suitable nominee. Confirmation of this consultation and "sign-off" by the relevant PSRB will be confirmed at the next possible AQSC meeting.

1.6.2. Modification 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 programmes are affected, resource managers, Curriculum Head of Department. 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. Administrative or typographical amendments corrections can be approved through Chairs Action by the chair of the Programme Approval Committee; a Programme Approval Committee meeting is not required.
- IV. Refer to **Section 1 Regulatory Principles** regarding the difference between major and minor modifications.
- V. Minor Modifications can be approved through Chairs Action by the chair of the Programme Approval Committee, although approval through the committee is preferred where possible.
- VI. Major Modifications should be approved by HEAB, based on recommendation by the Programme Approval Committee.

1.6.3. Administrative/ Typographical changes

- I. Where the changes are administrative or typographical the process below should be followed: 

1.6.4. Programme and Module Modification Process

- Requests for modification to programmes or modules currently in validation should be made using the Programme/Module Modification Request Form.

Need for modification identified through course/ module monitoring/ student feedback/ annual review processes. Module/ course team discuss and agree amendments needed.



Curriculum team to follow the instructions for module/ course modifications. This will include collating the following: Rationale for change/ tracked changes on relevant documents/ staff, student, manager consultation/ marketing information. Complete the 'Modification Request form'.



Academic Services Coordinator collates and carries out quality checks on all submitted documentation. Once required documentation confirmed Academic Services Coordinator will add to agenda for next Programme Approval Committee (PAC).



Minor Modification - PAC to recommend confirmation or decline modification approval to AQSC and report on to HEAB for information.
Major Modification - PAC to recommend confirmation or decline modification request to HE Academic Board.
If declined instructions from PAC to be followed.



Post Approval the following will be actioned.

- Definitive documentation be created and uploaded to the Academic Services Hub (Academic Services Coordinator)
- Marketing to be informed of changes needed to the website/ prospectus/ publish of definitive documentation (Academic Services Coordinator/ Marketing)
- UCAS to be updated as necessary (Academic Services Coordinator)
- Registry Coordinator to be informed of the changes to ensure registry process actions are carried out where appropriate, e.g., changes to Pro Markbook (Academic services Coordinator/ Registry Coordinator)
- Curriculum team to be informed of the approved change, to apply to course documentation/ timetables etc (Academic Services Coordinator)

1.6.4.1. Approval timescales

- I. **Module Level** –Modifications to module documentation will only be considered prior to students enrolling onto that year of the programme (Usually mid-late August).
- II. **Programme Level** – Modifications to module documentation will only be considered up to the end of January before the start of the new academic year – to enable communication with applicants/ progression of students to the next level.
- III. **Change to module titles** - Modification to module titles should be made as early in the academic year as possible for the roll out in the subsequent academic year.

1.6.5. Updating published information

- I. Where a modification to programme or module documentation results in change to the published information to which a student(s) has either already enrolled onto or applied/holds an offer should be contacted as per the HE Student Admissions Policy and Procedure and the UCAB Published Information Procedure.

2. Learning, Teaching and Assessment

2.1. Programme and Module Organisation & Documentation

- I. There are expectations that course managers and module leaders ensure that all required programme documentation is prepared and internally verified by 1st August prior to the next academic year. This is to ensure that there is sufficient time for these to have administrative checks, be converted to PDF and uploaded to the VLE prior to students coming back to study.
- II. The documents that must be prepared within this expectation are:
 - a) Module Information Sheet including Assessment Briefs
 - b) Assessment Plans
 - c) Exams & Time Constrained Assessments including:
 - First Sit Paper
 - Reassessment /deferred assessment Paper
 - d) Reassessment Paperwork

2.1.1. Assessment planners

- I. To support students and curriculum teams' management of assessment, and enable the monitoring of grade submission, the course manager is responsible for the development of an assessment plan at validation events.
- II. Assessment submission dates are set to an approved academic week and updated annually by the relevant curriculum teams.
- III. Academic Services provide assessment planner templates to curriculum teams.

2.1.2. Virtual learning environment standards

- I. Microsoft Teams is the preferred VLE for UCAB.
- II. Programme and module teams will be created by Academic Services prior to the next academic year using a standardised format.
- III. Course Managers and Module Leaders and Tutors are expected to manage the MS Teams pages for which they are responsible, in accordance with guidance produced by Academic Services prior to that academic year.

2.2. Assessment

- I. **Section 3. Assessment and Awards Regulations** and its supporting Annexes provides the detail surrounding the rules related to assessment practices, this is supported by relevant policies and procedures. This includes:
 - a) Summative and Formative Assessment
 - b) Assessment tariffs (**Annex 3.02**)
 - c) Assessment grading criteria (**Annex 3.03**)
 - d) Changes to assessment
 - e) Student Support and Reasonable Adjustments
 - f) Coursework submission and deadlines (including late submission and excessive word count penalties)
 - g) Academic misconduct
 - h) Assessment moderation (Internal and External Examination)
 - i) Module grading, compensation and condonement
 - j) Mitigating circumstances
 - k) Progression and awards (including reassessment, restudy and repeat and post board results processes)
 - l) Conflict of interest
 - m) Academic appeals
- II. The Askham Bryan College HE Assessment Policy and Procedure ([Higher Education - Policies and Guidance](#)) provides further guidance on (but must be read in conjunction with the Assessment and Awards Regulations for the following:
 - Production of assessments including examinations and time constrained assessments
 - Moderation
 - Feedback to students
 - Storage of Assessed Work
 - Assessment Boards
 - Assessment Appeals
- III. For students who have a declared difficulty or disability reference should be made to the current Reasonable Adjustments Policy

2.3. Teaching and Learning

2.3.1. Teaching principles

- I. Askham Bryan College's undergraduate curriculum is broadly framed around the accepted evidence base of high impact andragogical approaches and the embedding of research informed practice within the curriculum.
- II. Where appropriate, teaching in HE at the College will be underpinned by institutional approaches, such as the Quality First Teaching Framework.
- III. All taught sessions will have clear goal setting and effective scaffolding to allow key learning to take place, with lecturers using differentiated questioning techniques to check and consolidate understanding.
- IV. Where appropriate, students will regularly work in small peer groups and participate cooperatively to apply previously acquired knowledge or solve discipline related problems.
- V. All taught sessions will use inclusive teaching strategies to ensure equal opportunities for learning.
- VI. Where relevant, students are supported to engage in individually specific, real, and significant multi-sensory practical work to develop their professional competencies that lead to enhanced employability.
- VII. Additional guidance on teaching and learning expectations and applying the principles stated here will be produced annually by the HE Teaching, Learning and Scholarship Lead.

2.3.2. Research Informed Practice

- I. Contemporary discipline-specific research underpins programme design that is embedded across teaching, learning and assessment in the following ways:
 - a) The Virtual Learning Environment (VLE) and Module Information: VLE pages across all programmes incorporate an inclusive range of annually updated content from discipline specific journals and grey literature. Module Information Sheets contain a specialised selection of this content progressively sequenced through recommended and essential reading.
 - b) Subject Specific Modules: As well as guided and independent reading of subject specific textbooks, websites, and journals, focused inclusive teaching learning and assessment strategies routinely embed high quality research articles from the forefront of the discipline into taught and directed content. Research Active Modules: Guided reading around the research methods discipline underpins focused and inclusive teaching, learning and assessment strategies that explicitly identify and critique research methodologies from a range of disciplines. Students are supported to engage in supervised research which solves a specific research hypothesis or answers specific research questions. Students then use the explicit developmental commentary on the application, strengths, and

limitations of their research within the assessment and feedback process to continually improve their research skills and understanding.

- c) Research Publications and Outputs: Students may have the opportunity to generate research outputs with the support of staff supervisors. These include written articles of publishable quality within both peer-reviewed and non-peer reviewed journals together with posters, presentations and workshop delivery at discipline specific conferences or events.

3. Quality Assurance and Enhancement

- I. The management and quality assurance of validated programmes is the responsibility of the curriculum teams under the leadership of the relevant Curriculum Head of Department.
- II. It is the responsibility of Head of Department, Curriculum Team Leaders and curriculum teams to continuously monitor and improve the quality of each programme, which will be monitored as per the published Quality Assurance and Enhancement Policy and Procedure.

3.2. Annual Monitoring and Evaluation

3.2.1. Programme Level Key Performance Indicators

- I. The designated KPIs enable a risk-based approach to programme level monitoring and enhancement requirements. Where a programme does not meet the required KPI's and is placed into Enhanced Monitoring or Notice to Improve action plans are produced by the relevant curriculum teams. Progress against this additional monitoring are reported at Academic Quality and Standards Committee and HE Academic Board.

3.2.2. Module Level Monitoring

3.2.2.1 Responsibility for module monitoring

- I. The management of individual modules is the responsibility of each module leader, with support from each member of academic staff involved with the module, under the direction of the relevant Curriculum Head of Department. 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 through the module monitoring processes.

3.2.2.2 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.

3.2.2.3 Quality monitoring of teaching and learning

- I. The HE Quality Assurance and Enhancement Policy and Procedure details the procedure for the quality monitoring of teaching and learning for Higher Education programmes.
- I. 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 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 HE Teaching Learning and Scholarship Lead based on the achievement and satisfaction data from the modules.

3.3. Student Voice

- I. Student voice is highly valued and encouraged through a range of approaches. For example:
 - Welcome and induction surveys
 - Module surveys
 - Committee and board representation
 - Curriculum-led student experience meetings
- III. Feedback from these approaches are discussed at HE Quality Enhancement Group and reported Academic Quality and Standards Committee and HE Academic Board, with plans to action any issues raised.

3.4. Internal Moderation

- I. Moderation processes should occur at all stages of assessment cycle to ensure robust quality checking, which includes checking authenticity and validity of the assessments and marking standards.
- II. There are two stages of internal moderation operated for programmes:
 - a) Moderation of assessment documentation - prior to release of assessments to students.
 - b) Moderation of assessment results - post-marking and before grades are released to students.

3.4.1. Prior to releasing assessments to students:

3.4.1.1. Moderation of examination papers and Time Constrained Assessments

- I. The standardised Moderation Form must be utilised.
- II. Moderation of TCA papers (during the semester 1 and semester 2 preparation periods) is applied to all undergraduate assessments prior to all assessments being sent to the External Examiners for their consideration and comment.



III. The purpose of moderating an examination is to help ensure that it achieves the normal goals of end-of-course assessment. The internal moderator should check the following:

- Do the questions unambiguously communicate the examiner's intentions? I.e., could a student sitting the exam reasonably be expected to know what is required of them?
- Is the time allotted sufficient for the questions to be completed?
- Is the marking scheme sufficiently detailed to allow efficient and consistent marking?
- Does the examination fairly cover the material examined?
- Are there any technical (e.g. mathematical) errors?
- Could the writing style be improved?
- Are the questions meeting module learning outcomes?
- The main value of the process is simply to ensure that a fresh pair of eyes gets to see every examination paper before it goes to the External Examiners.

3.4.1.2. Moderation of assessment briefs

I. The purpose of moderating an assessment brief is to help ensure that it achieves the normal goals of modular assessment. The internal moderator should check the following:

- Do the learning outcomes and assessment strategy match the validated module descriptor?
- Does the assessment brief provide a context for how the assessment applies to the subject discipline?
- Does the task unambiguously communicate the assessor's intentions? I.e., could a student sitting the assessment reasonably be expected to know what is required of them?
- Does the task provide scaffolding that is appropriate for the level of student being assessed?
- Are the learning outcomes being assessed clearly indicated, with guidance on how to achieve the assessed outcomes?
- Does the assessment fairly cover the material?
- Are the assessment tasks at an appropriate level for the module being assessed?
- Could the writing style be improved?
- Is the correct grading criteria included in the assessment brief?
- The main value of the process is simply to ensure that a fresh pair of eyes gets to see every assessment brief before it is released to students.

3.4.2. Moderation of assessment results (post-marking)

- I. Internal moderators are responsible for ensuring that the students have been fairly assessed in accordance with the modular scheme framework and assessment criteria.
- II. The approved standardised moderation form should be used for the moderation of marked work.
- III. **Important** - Grades should **NOT** be released to students until internal moderation processes have been completed.

3.4.2.1. Expected internal moderation sample

- All fails and borderline (All graded at 40 or below).
- Plus 10% of the total marked assessments.
- Sample should consist of at least 6 pieces of work or the whole cohort if less than 6.

3.4.2.2. Outcomes for moderation of results

- a) **Agreement in grading:** Where the internal moderator is broadly in agreement (within 5%) of that awarded by the first marker, the marks of the first marker will stand.
- b) **Difference in grading:** If the internal moderator is above or below 5% difference, then the internal moderator and first marker should discuss the sample and agree for the full set of assessments to be increased or decreased appropriately. If agreement cannot be reached then a second moderator should consider the sample and make a final decision whether to retain the marks awarded by the first marker, or to increase or decrease the complete set of assessments.
- c) **Discrepancy in grading:** Where the internal moderator identifies an anomaly (i.e. where overall the marker and moderator agree, however one, or a small number, of grades are below or above where the moderator would expect them to be) the internal moderator should moderate the entire set of assessments. Only once this is completed can it be recommended that the grade(s) for those assessments be increased or decreased. As such **no** single grade should be increased or decreased by the internal moderator unless moderation of **all** the assessments has been undertaken.
- d) **Issues in grading or feedback:** Where the internal moderator identifies significant issues in grading and/or feedback across the sample the internal moderator can recommend a full remark of all the assessment scripts.

3.4.2.3. Guidance for markers and moderators

- I. No passwords required on TCA's as they should be stored in the Document Files, Learning Teaching & Assessment, Exams & TCA's then folders for the current academic year.

- II. Internal moderators have responsibility for determining standards against agreed criteria. This may involve, for example, scaling marks in consultation with the Chair of the Module Assessment Board, if it becomes clear that the format of the assessment was such as to give a false impression of student achievement for reporting and endorsement at the Module Assessment Board.
- III. The Academic Services Team will create a student version of the question paper once all reviews and required actions have been completed.
- IV. All documentation MUST be fully completed, including signatures of the internal moderator (IV). Any documentation not fully completed will be returned to the IV/ marker for full completion. It is the responsibility of the Module leader to ensure IV paperwork is completed and uploaded.
- V. The Academic Services Team will complete Side 2 of the TCA Moderation Form. Side 2 will only be displayed to the students with approved reasonable adjustments.
- VI. All markers will ensure that scripts are annotated as part of the marking process, to assist internal moderators and external examiners in making judgements on the validity of marks awarded.
- VII. For any assessment that cannot be marked anonymously (e.g., presentations or practical's) internal moderation should take place during the completion of the assessment or via video recordings. These recordings should also be made available to the external examiner where relevant.

3.4.2.4. Release of grades to students

- I. Feedback and grades for assessments should be released according to the agreed and published assessment plan. In exceptional circumstances where grades must be returned late or returned earlier than published an application for a change to the return date must be submitted for approval.
- II. Any grades released to students should be considered provisional until the Assessment Boards have been completed, and students are made aware of this.
- III. Where two or more staff are involved in the assessment of a module, the module leader is entering these results into the computerised student record system and checking them before submission to the Module Assessment Boards.

3.5. External Moderation

3.5.1. External Examiners

- I. The Colleges philosophy on the function of external examiners in moderating standards is set out in this section together with information on the role, rights, responsibilities of external examiners.
- II. As subject related modules are often shared by students on different courses, the HE Academic Board has adopted a two-tiered system for external examination.

- a) Module external examiners are appointed on the basis of their subject expertise and are members of the appropriate Module Assessment Board.
- b) Progression and Award Board examiners are appointed to attend a number of the Progression and Awards Boards, to provide an overview on the fairness of regulations and consistency of their application.
- III. To ensure an appropriate balance of experience in relation to the examiners' role and the mission of Askham Bryan College, the team of external examiners should normally involve representatives of relevant industries or professions and a range of academic perspectives.
- IV. To ensure independence of judgement, the team of external examiners should not normally involve:
 - a) more than one examiner from the same institution within a subject assessment board;
 - b) reciprocal arrangements with another institution within an assessment board;
 - c) replacement of an external examiner by one from the same institution;
 - d) reappointment of an examiner to the same or to a different module assessment board, within a five-year period.
 - e) In any subject area where there are only limited centres of expertise, the Academic Quality and Standards Committee will consider the need for a sufficient depth of specialist knowledge whilst militating against the potential problems of insularity and cosiness that may occur, if any of these criteria cannot be strictly applied, when making recommendations to the HE Academic Board.
- V. Refer to **Section 3. Assessment and Awards Regulations** for rules and criteria for the appointment of external examiners.

3.5.2. Moderating standards: The role of external examiners

- I. Internal examiners have the primary responsibility for assessing students and maintaining standards. The role of external examiners is to audit and moderate these standards against those set in other institutions of higher education of good standing in the UK. In discharging this role, external examiners must be in a position to evaluate student work and the assessment and grading of it by internal examiners; to draw conclusions from this evaluation both on standards and on the quality of the teaching, learning and assessment processes; and to provide feedback to the College so that, through a process of socialisation and debate, appropriate adjustments in standards and procedures can be made in the future.
- II. External examiners have no power of veto and shall normally contribute to decisions on the grading of modules, the granting of awards, and the progression or withdrawal of students through membership of, and advice to assessment boards. External examiners do, however, have the right to submit confidential reports to the Chair of the Higher Education Academic Board on any assessment matter on which

they have serious concern, and which might put at risk the standards of College awards, in addition to submitting an annual report, which is shared with students and made publicly available.

- III. Although external examiners have the right to review the assessment of any part of the curriculum, they will normally be asked to moderate papers and scripts of those modules that contribute to the classification of awards: that is level 5, 6 and 7 (intermediate, honours and M level) modules. Currently under Foundation Degree Awarding Powers (FDAP) the scope of this will be level 5 only.
- IV. For those modules with PSRB accreditation external examiners may also be required to review assessments at Level 4. In the case of modules accredited by the RCVS all assessments should be reviewed at levels 4 and 5.
- V. The majority of samples of moderated scripts and student feedback are available on Turnitin (Grademark), External Examiners will be provided with login details to be able to access all student work and feedback. The external examiner can select the work that they wish to review; these should be across the grade bands, amounting to no more than 10%, to include a sample of firsts and fails. The exception to this will be assessments in which the agreed format does not conform to Turnitin file types. These documents will be placed into the Marking and Moderation folder with the moderation sheet. Academic Services will then make these available to the external examiners.

3.5.3. Module External Examiner's role

- I. Module external examiners may have responsibility of a set of modules across a specific subject area or a programme as a whole.
- II. Where modules are shared between different programmes a 'lead' external examiner will be allocated for that module.
- III. Normally, no more than one Module External Examiner should be associated with the assessment of each module (including modules shared in common between programmes), with the exception of the Individual Research Project.
- IV. Typically, module external examiners will have responsibility for up to 14 modules per academic year for standard undergraduate modules. External examiners may be required to review up to six additional modules per year, with a supplementary fee payable for each additional module reviewed. No external examiner shall review more than 20 modules, unless exceptionally agreed (e.g., acting as cover for illness) by the Chair of the Module Assessment Board.
- V. The number of modules in each subject area will determine the number of Module External Examiners.
- VI. For RCVS Accredited programmes External Examiners will review all work (pre-issue and post moderation), including a sample of the NPL (in line with the delivery centre's strategy) and OSCE's. The External Examiner must have been consulted during the development of the OSCE stations, attendance at the examiner

standardisation and training events, the exam session, and post-exam feedback from students and examiners.

- VII. The key roles of module external examiners are to ensure that:
- a) the standard of attainment of Askham Bryan College students in the subject is similar to standards in the same subject in other UK higher education institutions of good standing;
 - b) each student has been fairly assessed in accordance with the approved programme and that assessment arrangements facilitate the development and evaluation of award outcomes;
 - c) In order to fulfil this role, Module external examiners shall:
 - d) familiarise themselves with module descriptors including assessment strategies for those modules for which they are responsible;
 - e) familiarise themselves with the programme specifications for the relevant awards;
 - f) familiarise themselves with the approved assessment strategies for overall awards;
 - g) approve draft Time Constrained Assessment (TCA) papers for all modules which contribute to the classification of the final award;
 - h) sample review examination/ time- constrained assessment scripts and in-course work and make judgements upon the standard of marking;
 - i) where PSRB requirements prescribe, review all assessment types prior to publication to the students, as deemed necessary;
 - j) for RCVS Accredited programmes External Examiners will review all work (pre-issue and post moderation), including a sample of the NPL (in line with the delivery centre's strategy) and OSCE's. The External Examiner must have been consulted during the development of the OSCE stations, attendance at the examiner standardisation and training events, the exam session, and post exam feedback from students and examiners.
 - k) attend the appropriate module assessment board and participate in the moderation of module results by providing independent advice on the standard of modules;
 - l) make judgements upon issues relating to assessment in the subject and curriculum design of the course as specified in the external examiner report form and submit an annual report to the Head of Academic Services & Quality Assurance within one month of the June assessments board meetings each year
 - m) submit confidential reports to the Chair of Academic Board on any assessment matters on which they have serious concern, and which might put at risk the standards of awards of the College.
- II. Module external examiners have the right to:

- a) access through the UCAB virtual learning platform papers and scripts of all forms of assessment which are used in the subject modules including coursework assignments; additional visits to Askham Bryan College to see assessments in practice;
- b) view module pass rates, module mark averages, individual student grades
- c) have meetings with individual students and/or student groups.
- d) review module assessment board papers and submit comments for the Course Manager to present at the board meeting.
- e) Module Award Board external examiners have no right of attendance at Programme Assessment Boards (PAB's).

3.5.4. Progression and Awards Board examiner's role

- I. The Programme and Awards Board Examiner does not have responsibility for any modules or programmes but is invited to attend each Progression and Awards Boards.
- II. In the case of the Module External Examiner for Veterinary Nursing, they are permitted to also attend the Programme and Awards Board, but not specifically in the capacity of an awards board examiner.
- III. The key roles of the Progression and Awards Board (PAB) examiner are to ensure that:
 - a) awards are made consistently and fairly within institutional regulations;
 - b) institutional regulations are broadly comparable to those in force in other reputable UK higher education institutions.
- II. In order to fulfil this role, taught awards board external examiners shall:
 - a) familiarise themselves with the assessment regulations, especially those concerned with progression, compensation, condonement and award classification;
 - b) contribute to several Progression and Award Board meetings at which Askham Bryan College' awards are to be decided, through attendance, at the end of each academic session and the reassessment period;
 - c) make judgements upon issues relating to assessment regulations and assessment and decision making as specified in the external examiners' report form and submit an annual report to the Head of Academic Services & Quality Assurance within two weeks of the September reassessment board meetings;
 - d) submit confidential reports to the Chair of the Academic Board on any assessment matters on which they have serious concern, and which put at risk the standards of awards of the College.
- IV. Progression and Award board examiners have the right to:

- a) request an opportunity to discuss assessment issues with those Module and Course external examiners, for which they are members of the relevant course assessment board;
- b) full membership of designated Module Assessments boards but no power of veto and no power to alter marks.

3.5.6. Deployment of external examiners

- I. A list of external examiners and the modules with which they are associated shall be maintained and presented to Academic Quality and Standards Committee by the Head of Academic Services & Quality Assurance annually. This list will also include an indication annually of when tenures are coming to an end.
- II. For RCVS accredited programme(s) the PAB EE attends both MAB and PAB (accredited modules only).

3.5.7. Appointment of external examiners: The process

- I. The process for appointment of external examiners shall be as follows:
 - a) The HE Registry Coordinator will advertise externally following validation of new programmes.
 - a) Applications shall be reviewed by the Head of Academic Services & Quality Assurance. Once general approval of an applicant has been obtained, the – Head of Academic Services & Quality Assurance will make an informal approach to the applicant to determine if he or she is prepared to act as examiner, subject to approval by the HE Academic Board.
 - b) The Head of Academic Services & Quality Assurance Head of Academic Services & Quality will put forward the agreed nomination to Academic Quality and Standards Committee for Approval to the HE Academic Board.
 - c) The HE Registry Coordinator shall request from the applicant(s) the information required for the commencement of Human Resource Procedures. To comply with UK Visas and Immigration (UKVI) requirements, all nominees will also be asked to provide evidence of their eligibility to work in the UK and a photocopy of the documents will be forwarded to a member of the Askham Bryan College People Services team in the first instance, for verification.
 - d) The HE Registry Coordinator shall write a formal letter to the successful nominee setting out terms and duration of appointment.
 - e) The Head of Academic Services & Quality Assurance shall take responsibility for briefing and liaison with all new external examiners.

3.5.8. Briefing of new external examiners

- I. Newly appointed examiners shall be invited by the HE Registry Coordinator to visit the institution as soon as possible after their appointment. In the interim the Head of HE Quality Assurance and the HE Registry Coordinator will convene with the new

External Examiner in an online meeting to brief them on UCAB procedures and systems this will include:

- a) the role of external examiners as agreed in the UCAB Academic Regulations
 - b) the rights and responsibilities of external examiners;
 - c) the operation and timing of the Module Assessments Boards and Progression and Award boards;
 - d) the aims, objectives, curriculum and assessment regulations as defined in the student handbook;
 - e) the assessment scheme for each academic session as determined by the course team;
 - f) the assessment moderation and exam paper preparation system and the dates of subject and assessment boards;
 - g) reporting procedures;
 - h) action taken in response to previous external examiners reports;
 - i) arrangements for the payment of fees and expenses;
- II. In addition, the external examiners should be introduced to the Academic Registrar, and to relevant senior staff and, to the course team and students. In the case of inexperienced examiners appointed before the retirement of their predecessor, the former shall be invited to 'shadow' the latter during a visit to the College and a meeting of the assessment board(s).
- III. Inexperienced external examiners are also offered the opportunity of mentoring from an experienced External Examiner, at Askham Bryan College expense, to supplement these normal briefing procedures.

3.4.1. Payment of external examiners (including External Validation Panel members)

- I. Fees will be paid only after receipt of the annual report for each year of the term of appointment.
- II. Fees payable for annual external examining (2025-2028) per academic year:
 - Veterinary Nursing Module and Course External Examiner = £420
 - ABC Module External Examiner = £300
 - Progression and Award External Examiner = £135
 - Reasonable Expenses – normally up to £200 during an academic year
- III. Fees payable for Validation or Revalidation External Panel Membership (2025-2028) per academic year:
 - Panel Membership = £250 (plus an additional £100 if a deferral panel is required)
 - Reasonable Expenses (if panel is in person) – normally up to £200
- I. External Examiners/Validation Panel Members should invoice Askham Bryan College for payment of fees and expenses.
- II. External Examiners/Validation Panel Members are responsible for arranging own tax/NI contributions.

3.5.9. External examiner reports

3.5.9.1. Interim reports

- I. The interim reports submitted by external examiners do not require a response by return, however the detail provided by the external examiners will be reported into the spring Academic Quality and Standards Committee (AQSC), and any required actions will be picked up from the AQSC actions table.

3.5.9.2. End of year reports

- I. The External Examiner reports will be reviewed by and responded to by both the Head of Department (curriculum level elements) and the Head of Academic Services and Quality Assurance (cross departmental elements). These will be reported to AQSC.
- II. Once the responses are approved by AQSC the HE Registry Coordinator will send these to the External Examiner for their records.
- III. The HE Registry Coordinator will make the reports available on the UCAB HUB.
- IV. External Examiner reports will also be available by request to fulfil any PSRB requirements.

3.5.10. External Examiner Documentation

- EE Interim Report (completed via MS Form)
- External Examiner/ Validation Panel Member Expenses Form (**Annex 2.10**)
- Module EE end of year report (**Annex 2.11**)
- PAB EE end of year report template (**Annex 2.12**)

Glossary of Terms

ADA	Application for Development Approval - The initial formal submission made to PAC for permission to begin developing a new programme.
AQSC	Academic Quality and Standards Committee -Committee that receives reports from PAC and makes recommendations to HEAB; ensures quality and standards in academic provision.
Assessment Plan	A document outlining the scheduling and structure of assessments for a module or programme.
Assessment Tariffs	Guidelines outlining the volume and weighting of assessments across modules.
External Examiner	An independent academic or industry professional who reviews and reports on the quality and standards of assessment and learning outcomes.
Internal Moderation	The process of reviewing assessments and marks internally to ensure consistency, fairness, and adherence to marking criteria.
Module Descriptor	A standardised document that outlines the content, learning outcomes, assessment methods, and credit weighting of a module.
Module External Examiner	A specialist responsible for reviewing assessments and standards for specific modules.
PAC	Programme Approval Committee - Committee that reviews development and modification applications for new and existing programmes, considering academic, financial, and resource factors.
Programme Specification	A detailed description of a programme's aims, outcomes, curriculum structure, and learning, teaching, and assessment strategies.
Progression and Award Board Examiner	Examiner overseeing the consistency and fairness of decisions made at progression and award boards.
PSRB	Professional, Statutory and Regulatory Body - External bodies that accredit certain programmes, setting standards for curriculum and assessment.
Revalidation Panel	A group convened to evaluate and potentially reapprove an existing programme, ensuring its content and structure remain current.
RVA	Re-validation Approval Form - Used curriculum teams when applying for the revalidation of an existing programme.
Site Approval Panel	A group that evaluates the suitability of new or additional locations for programme delivery.
TCA	Time Constrained Assessment - A form of summative assessment completed within a set time, often similar to an examination.
Validation Panel	A group of internal and external academic and professional experts who review and approve new programme proposals.
VLE	Virtual Learning Environment - The digital platform (Microsoft Teams) used for managing and delivering course content and communication.