UEL QUALITY MANUAL – SEPTEMBER 2018

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Part 1

Quality Assurance & Enhancement Principles

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1. In order to achieve our vision, UEL has established quality assurance and enhancement procedures. Underlying these is a set of principles which inform our approach. Clear understanding and acceptance of these principles by all staff will ensure that our quality assurance and enhancement system works effectively.

2. **Principles**

2.1 ***We aim to assure the quality of the total student experience***

The focus of our quality assurance and enhancement procedures is not just on maintaining the academic output standard of our programmes (although this is a vital element if we are to meet the needs of our students). We aim to assure the quality of the students' experience while they are studying at UEL. We recognise that all areas of UEL's operation affect (directly or indirectly) the quality of that experience and may ultimately have an impact on student achievement.

2.2 ***All staff are responsible for quality***

Quality is the responsibility of every member of staff. Everybody has a contribution to make. In order for this approach to be successful, there must be clear lines of responsibility and accountability for each area of operation and adequate support to enable staff to achieve their quality objectives.

2.3 ***We aim to improve quality whenever possible***

Within the constraints of the resources available, we aim to provide the best possible student experience and to foster quality improvement at all levels.

2.4 ***We are committed to the principle of external peer involvement in assuring quality***

We recognise that one important factor in assuring quality involves constant re-examination of our own approach against those of our peers. In this way we can assure ourselves that we are maintaining appropriate standards and also demonstrate accountability to external bodies for the use of public funds.

We are therefore committed to the involvement of external peers in our quality assurance procedures (in this context, the term 'peer' is broadly defined to incorporate academic staff, practitioners and future employers).

2.5 **We take into account the views of our students**

We recognise that students can make a valuable contribution to the assurance and assessment of quality within UEL. We are therefore committed to seeking the views of our students and using the feedback that we gain to improve the quality of their experience.

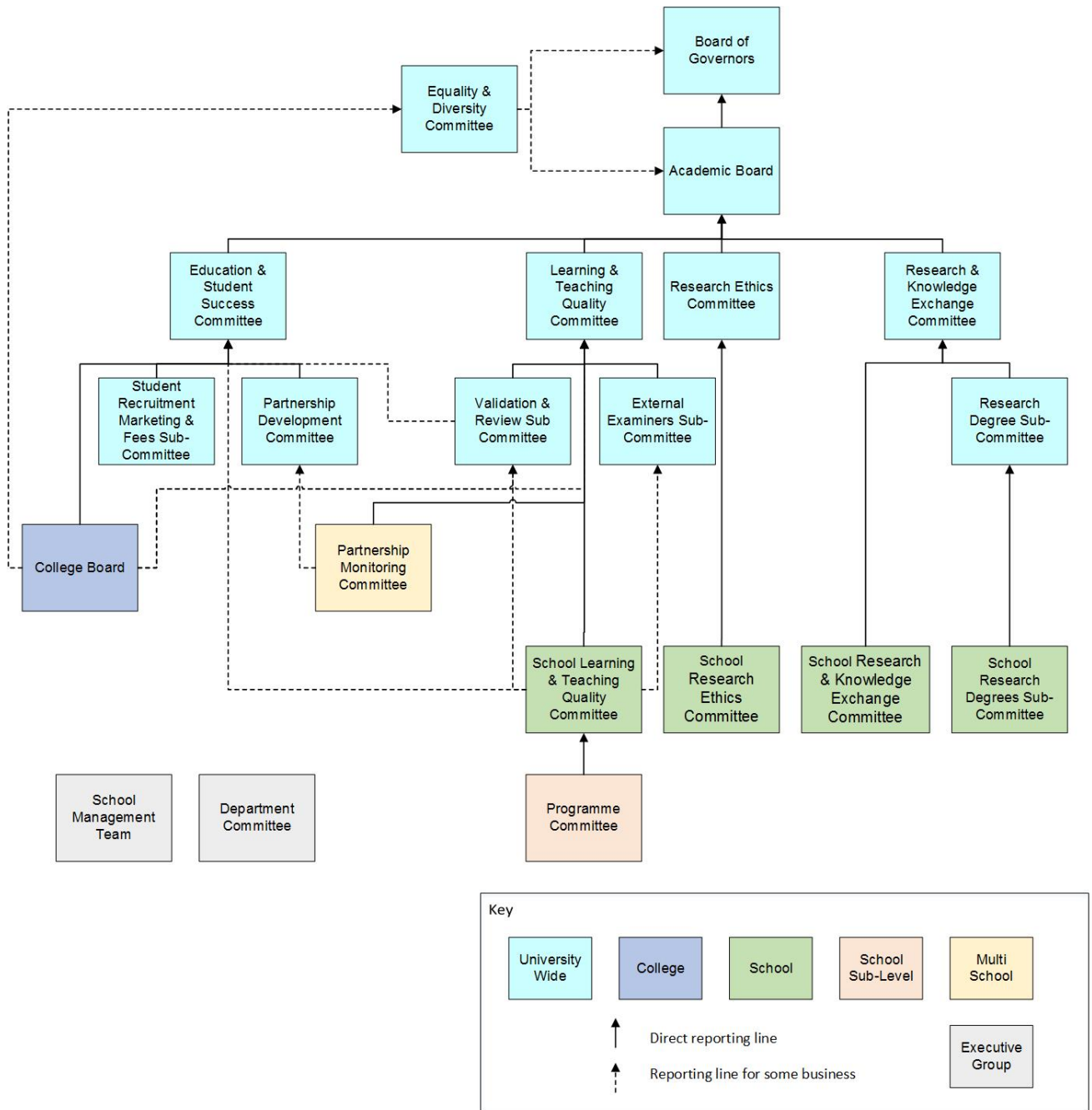<div style="border: 1px solid black; padding: 20px;">

Part 2

Responsibility for Quality Assurance & Enhancement

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1 Introduction

1.1 UEL's quality assurance and enhancement system incorporates clear lines of responsibility and accountability. This can be seen from two different perspectives: the collective responsibility of staff through the committee structure; and the individual responsibility of all staff in the performance of their duties.

1.2 This manual details the locus of responsibility for implementation of the various elements of our policies and procedures, and for its monitoring. Learning and Teaching Quality Committee regularly reviews elements of our procedures as appropriate, and receives on an annual basis an annual summary of changes that have been made.

2 The committee structure

The following is a basic visual interpretation of the committee structure followed by a summary of the roles and responsibilities of committees associated with quality assurance. There are full terms of reference for each of the committees listed, these are agreed at UEL Academic Board initially. Changes to Terms of Reference are made by proposal to the parent committee.

Key

| University Wide | College | School | School Sub-Level | Multi School |

↑ Direct reporting line

⇡ Reporting line for some business

Executive Group

2.1 The Board of Governors

The Board of Governors is responsible for determination of the educational character and mission of the University and for oversight of its activities. Its key responsibilities relating to quality assurance include:

- Oversight of the programme of quality related activities scheduled for the year and discussion of the outcomes of those activities. Leading to submission of any annual accountability returns.

2.2 Academic Board

The Academic Board is responsible for academic quality in relation to taught programmes and research. Many of the operational aspects are delegated to standing committees of Academic Board. The Board monitors the operation of delegated powers by the receipt of minutes and reports from its committees. Its key responsibilities relating to quality assurance include:

- Oversight of the programme of quality related activities scheduled for the year and discussion of the outcomes of those activities.
- Criteria for the admission of students.
- The appointment and removal of internal and external examiners.
- Policies and procedures for assessment and examination of the academic performance of students.
- The content of the curriculum; academic standards and the validation and review of courses.
- The procedures for the award of qualifications and honorary academic titles.
- The procedures for the expulsion of students for academic reasons.
- Considering the development of the academic activities of the University and the resources needed to support them and for advising the Principal and the Board of Governors thereon.
- Advising on such other matters as the Board of Governors or the Principal may refer to the Academic Board.

2.3 Equality and Diversity Committee

The Equality and Diversity Committee is responsible to both Academic Board and the board of governors. It exists to promote inclusive ways of working at the University of East London. The Committee looks for role models and exemplar institutions from whom it can learn, and, through the dissemination of good practice, the Committee seeks to encourage an active commitment to inclusive practices by students and staff. The Committee seeks to work with the internal community to ensure that current and future equality legislation of whatever nature is embedded in our policies and practices that all forms of discriminatory behaviour are eliminated, and that diversity is actively celebrated. The Vice-Chancellor is *ex-officio* chair of the Equality and Diversity Committee.

2.4 Education and Student Success Committee

The Education and Student Success Committee is responsible to Academic Board for leading UEL's strategic approach to the development, delivery and support of the Academic Strategy, and management of the academic portfolio. Including broad issues of higher education policy; matters relating to the Teaching Excellence Framework; oversight of measures to improve student attendance, engagement, progression, completion, achievement, employability, and satisfaction; student recruitment and admission; initial approval for new programmes and institutional approval of new partners. The Deputy Vice-Chancellor is *ex-officio* chair of the Education & Student Success Committee.

2.5 Learning and Teaching Quality Committee

The Learning and Teaching Quality Committee is responsible to the Academic Board for the oversight of all matters which have an impact on maintaining and enhancing the quality of the student experience and assuring the academic standards of programmes including; collaborative and overseas delivery; the University's Learning and Teaching Strategy; and the Professional Standards Framework. It is responsible for the development and implementation of policy in relation to: academic standards; quality assurance and enhancement; and the quality and standard of research degrees including professional doctorate degrees. The committee promotes and disseminates good practice and encourages innovation in learning, teaching, assessment and curriculum development. It receives and considers reports on the Review and Enhancement Process for collaborative programmes and considers proposals for the termination of collaborative partnerships and programmes. The PVC/Dean Learning and Teaching is *ex-officio* chair of the Learning and Teaching Quality Committee.

2.6 Research Ethics Committee

The Research Ethics Committee is responsible for advising Academic Board on the development of research ethics policy and planning, monitoring and implementation of procedures for research ethics. It overseas the provision of research ethics training and advice to staff and students, and considers applications for the approval of research programmes involving the use human participants. The Research Ethics Committee is chaired by a nominee of the Academic Board.

2.7 Research and Knowledge Exchange Committee

The Research and Knowledge Exchange Committee is responsible for advising Academic Board on policy and strategy for research and knowledge exchange; stimulating a culture of research, enterprise and innovation within UEL; strategy for developing research and third stream income; strategies for the delivery of Higher Education Innovation Fund (HEIF) funded (or any subsequent funding

resource) activity; and to develop and monitor impact strategies, with particular reference to the Research Excellence Framework submission, our external engagement, and the Research Councils UK research concordats. The Pro Vice Chancellor (Research and Knowledge Exchange), is *ex-officio* chair of the Research and Knowledge Exchange Committee.

2.8   Student Recruitment Marketing & Fees Sub-Committee

The Student Recruitment Marketing and Fees Sub-Committee is responsible to the Education & Student Success Committee for development and monitoring of student recruitment, marketing strategies, tuition fee levels, and the effectiveness of bursary and scholarship schemes. Paying due regard to widening participation strategy. The Chief Financial Officer is *ex-officio* chair of Student Recruitment Marketing & Fees Sub-Committee.

2.9   Partnership Development Committee

The Partnership Development Committee is responsible to the Education & Student Success Committee for establishing the suitability of proposed programmes with prospective partners for delivery of University of East London qualifications. The committee examines rationales for new proposals; maintains oversight of University's partnership portfolio; and contributes to the University's Academic and International Strategy. All new academic partnerships are required to go through this panel, for recommendation to the Education and Student Success Committee (ESSC). The aim of the committee is to ensure a holistic approach to international recruitment, research and partnerships. The Head of Academic Partnerships is *ex officio* the chair of the Partnership Development Committee.

2.10   Validation & Review Sub-Committee

The Validation & Review Sub-Committee is responsible to the Learning and Teaching Quality Committee for overseeing the day-to-day implementation of the quality assurance systems for the approval, validation, review, and withdrawal of programmes, including the Review & Enhancement Process. The Head of Quality Assurance and Enhancement is *ex-officio* chair of the Validation & Review Sub-Committee.

In exceptional circumstances, and only if there are serious concerns about the effectiveness of procedures followed at School level, the Validation & Review Sub-Committee reserves the right to recommend to the Learning and Teaching Quality Committee that delegated responsibility for quality assurance and enhancement to a School be suspended until it can be demonstrated that appropriate action has been taken to rectify any shortcomings.

2.11   External Examiner Sub-Committee

The External Examiner Sub-Committee is accountable to the Learning and Teaching Quality Committee for the appointment of external examiners. It is

also responsible for recommending to the Learning and Teaching Quality Committee development of policy in relation to the external examiner system. The Sub-Committee appoints external examiners on the recommendation of Schools. The Quality Manager (Validation & Review) is *ex-officio* chair of the External Examiners Sub-Committee.

2.12 Research Degrees Sub-Committee

The Research Degrees Sub-Committee is responsible to Research and Knowledge Exchange Committee for the oversight of all policy, quality assurance, regulatory, and procedural matters relating to research degrees. The Head of the Graduate School is *ex-officio* chair of the Research Degrees Sub-Committee.

2.13 College Board

College Boards are responsible to Education and Student Success Committee for developing, implementing, and monitoring strategy and process at College level, in line with institutional strategy, with respect to the academic portfolio; admissions requirements and targets; international recruitment; research; learning, teaching and assessment; curriculum development; Equality and Diversity Strategy; strategy and outcomes in relation to student engagement and student experience; collaborative provision; employability strategy; the Teaching Excellence Framework; peer review; and staff support and development,

They also have oversight of quality, standards and partnership activity at school level, including outputs from school based committees which consider these areas. Including:
- collaborative provision for the College;
- programme approval, re-approval and modifications;
- external examiner activity;
- annual monitoring processes.

2.14 Partnership Monitoring Committee

Partnership Monitoring Committees report to the Learning and Teaching Quality Committee. Partnership Monitoring Committees are established where collaborative activity with the same partner extends across two or more UEL Schools. The purpose of the committee is to establish communication mechanisms, maintain consistency of support mechanisms, and monitor and evaluate the student learning experience.

2.15 School Learning and Teaching Quality Committee

School Learning and Teaching Quality Committees are accountable to Learning and Teaching Quality Committee. They oversee, develop, and monitor School based activity regarding quality assurance and enhancement;

new programme approval; advanced standing arrangements; changes to programme titles; withdrawal of programmes; Academic and Collaborative Review; annual monitoring of modules; external examiner nominations, reports, and responses; the Review and Enhancement Process, including collaborative provision; Student Handbooks for collaborative programmes; Programme Committee minutes including collaborative provision; and professional accreditations.

2.16 School Research Ethics Committee

The School Research Ethics Committee is chaired by the School Leader for Research Ethics and is responsible to The Research Ethics Committee. The committee has authority to consider and approve applications for research involving human subjects and human data. It monitors the Schools research activity in relation to recognised codes of ethical conduct.

2.17 School Research and Knowledge Exchange Committee

School Research and Knowledge Exchange Committee is chaired by the School Research and knowledge Exchange Leader, and reports to The Research and Knowledge Exchange Committee. The purpose of the committee is to stimulate a culture of research, enterprise and innovation within the School; Monitor School activity toward the delivery of Research and Knowledge Exchange Strategy; Advise the Dean on policy, strategy and resources required for the successful delivery of School research and knowledge exchange activity, and assist with any institutional preparations and arrangements for the Research Excellence Framework exercise.

2.18 School Research Degrees Sub-Committee

The School Research Degrees Sub-Committees are responsible to the Research Degrees Sub-committee, for managing matters relating to research degree students including recommending the approval of applications for research degrees, proposing supervision arrangements, and managing the process of annual student review. The School Research Degrees Sub-Committee is chaired by the School Research Degrees Leader.

2.18 Programme Committee

Programme Committees are responsible to School Learning and Teaching Quality Committee. They are responsible for assuring the quality of the student experience at programme level. Programme Committees include all staff making a significant teaching contribution, students on the programme, and representatives of relevant academic services (i.e. Learning Support Services). Its role is to ensure that the programme(s) operates in a manner appropriate to its stated aims and objectives and to a standard commensurate to the award to which it leads. The Programme Committee is responsible for monitoring the Review & Enhancement Process report produced by the programme team.

Proposals to change a programme for existing students should be approved by the Programme Committee.

3   Other types of sub-committee

3.1   Executive Groups

Executive groups are not part of the formal academic committee structure but they play an important part in developing and implementing academic and non-academic strategy. Two formal executive groups have been established and are described below:

3.1.1   School Management Team

School Management Team lead the School's strategic approach to the development, delivery and support of the Academic Strategy and management of the School's portfolio; financial and risk management; Teaching Excellence Framework metrics and documentation; staff-student ratios; research and knowledge exchange activity; recruitment and marketing; staff development; and Civic Engagement Strategy.

3.1.2   Department Committee

Department Committees are comprised of all module leaders in the department, and programme leaders from programmes on which modules are core. Department Committees are responsible for assuring the quality and standards of the range of modules within the department. They will consider matters relating to the content, assessment and delivery of modules in the department on the basis of feedback from programme leaders, programme committees, module feedback questionnaires and module leaders. The Department Committee is responsible for approving the Department Review & Enhancement Process report and action plan prior to its consideration by the School Learning and Teaching Quality Committee, and then monitoring the action plan.

3.2   Working Groups

Working groups may be established by parent committees on a temporary basis, in order that certain aspects of committee business can be investigated or monitored in more depth. Where this occurs the parent committee will establish the membership and remit of the working group, receive reports or minutes and make decisions based on recommendations for action.

3.3   Scrutiny Groups

Scrutiny groups may be established by parent committees on an ongoing basis, in order that certain aspects of committee business can be scrutinised outside of the main assembly and then formally proposed to the committee for approval. Where this occurs the parent committee will establish the membership and

remit of the scrutiny group, receive reports or minutes and make decisions based on recommendations for action.

4   Executive responsibilities for quality

4.1   Vice-Chancellor's Group

The Vice-Chancellor is accountable to the Board of Governors. The Vice-Chancellor has overall executive responsibility for the management of UEL and is *ex officio* chair of Academic Board. The Vice-Chancellor delegates to senior staff responsibility for particular aspects of the institution's management. Each member of staff has responsibility for ensuring quality within their area.

4.2   PVC/Dean

The PVC/Dean of College is responsible for executive oversight for the quality of the College's academic provision and for ensuring that quality assurance procedures are complied with inside each School.

The PVC/Dean of College is responsible for ensuring the appointment of College Directors for Learning and Teaching, School Research and Quality Leaders, and Deputy Leaders who may represent the school on committees and chair relevant school meetings.

4.3   Head of School

Each Head of School is accountable to the College PVC/Dean. This includes executive oversight for the quality of the School's academic provision and for ensuring that quality assurance procedures are complied with inside the School.

The Head of School is responsible for ensuring that each Programme Committee completes a Review and Enhancement Process report and action plan. The Head of School ensures that a School Overview Report, including an improvement plan, is produced and approved by the relevant school committee(s).

The Head of School is responsible for the implementation within the School of actions arising from validation, monitoring and review.

4.4   College Directors

Each College has Directors for Learning and Teaching, and Research. Directors are accountable to the PVC/Dean for the effective implementation of relevant procedures at College level.

4.5   School Leaders

Schools appoint Leaders in the following areas: Collaborations, Learning & Teaching, Quality Assurance, Research Ethics, Research Degrees, and

Research and Knowledge Exchange. The Leaders are accountable to the Directors for the effective implementation of relevant procedures at school level. The Directors may stand in as Leader where no Leader is appointed.

4.6 Programme Leader/Head of Department

Programme Leaders and Heads of Department are accountable to the Head of School for the effective management of a department or programme and for ensuring that quality assurance procedures at department or programme level, as appropriate, are followed.

The Head of Department is responsible for leading subject development and ensuring the management of delivery of modules and their associated assessment in the department. Heads of Department ensure the appointment of appropriate numbers of external examiners.

The Programme Leader co-ordinates the Review & Enhancement Process for approval by the Programme Committee and is also responsible for co-ordinating the preparation of the student handbook and other documentation for quality assurance and enhancement purposes.

The Programme Leader is responsible for ensuring that each member of the programme team is aware of his or her particular responsibilities with regard to the management of a programme e.g. Module Leaders, Admissions Tutors, Year Tutors, Academic Advisors.

4.7 Directors of Services

Each Director of a Service is accountable to a member of the Vice-Chancellor's Group for the quality of the service which is provided. The Director is responsible for ensuring that quality assurance procedures are followed.

In particular, the Head of Quality Assurance and Enhancement is responsible for: the provision of support for the development of policy with regard to quality assurance; the implementation of those quality assurance processes managed by Quality Assurance and Enhancement; and the provision of advice and guidance with regard to implementation at school level.

The Director of the Centre for Excellence in Learning and Teaching is responsible for overseeing the development of policy and practice in relation to the development of learning and teaching.

4.8 All staff

All staff are accountable to their line manager. All staff have clearly defined job descriptions which state their duties and responsibilities.

The effective fulfilment of their job description is the responsibility of every member of staff.

Every member of staff is expected to subscribe to the ethos of quality and contributes to quality assurance and enhancement.

Part 3

Module Processes

1. Introduction

1.1 Information about module processes can be found throughout this manual. This section provides a brief summary of these processes and identifies the part of the quality manual in which further information may be found.

2. Responsibility

2.1 The Head of Department is responsible for leading department development and ensuring the management of delivery of modules and their associated assessment in the department area.

2.2 The Programme Leader is responsible for ensuring that each member of the programme team is aware of their particular responsibilities with regard to the management of a programme e.g. Module Leaders and Personal Tutors.

3. Creating and Updating Module Specifications

3.1 The module specification form and associated guidance is available at:

https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

4. Module Approval

4.1 Module approval may take place during the process of programme approval. Module specifications are included in the documentation required for the approval of a new programme.
(Part 5, Approval and Validation of Award-Bearing Programmes (non-collaborative))

4.2 New modules for incorporation in existing programmes may be approved by School Learning and Teaching Quality Committees (Part 6, Programme Modifications).

4.3 Where a programme incorporates modules 'owned' by another School, the programme leader will obtain written agreement from the School relating to the use of the modules, and this should be presented to the approval meeting.

(Part 5, Approval and Validation of Award-Bearing Programmes (non-collaborative))

Following approval:

- Programme specification(s) must be updated to include details of any newly approved modules and forwarded to QAE.
- Where modules are core, the implications for the 25% rule must be noted. (Part 6, Programme Modifications).

4.4   While not a formal part of the module approval process, it is expected that following approval, a module guide/handbook will be produced and made available to students upon commencement of the module. Module guides will be considered as part of the Periodic Review Process (Part 8, Periodic Academic Review).

5. Module Modification

5.1   Guidance on module modifications can be found in Part 6, Programme Modifications.

5.2   Module modifications must be approved by a School Learning and Teaching Quality Committee.

5.3   Module modifications will not be applied retrospectively and should only be implemented at the start of the term or academic session following their approval.

5.4   Where modifications are being proposed that will affect students currently enrolled on a programme, students must be consulted and notified if approved.

5.5   Where changes to learning outcomes, level, credit weighting and curriculum content are proposed, external peer advice must be sought.

5.6   Where modules are core, the implications for the 25% rule must be noted. A running log of all programme modifications should be kept by the School Learning and Teaching Quality Committee

5.7   Normal and regular updates of reading and resources lists do not require approval by a School Learning and Teaching Quality Committee.

5.8   Programme leaders should be notified when module modifications have been made to modules that are offered on their programmes.

5.9   Where modifications are approved to modules on franchised partner programmes the relevant link tutor and the Academic Partnership Office must be informed.

6. Changes to Module Titles

6.1 School Learning and Teaching Quality Committees may approve changes to module titles. (Part 6, Programme Modifications).

7 Collecting and Responding to Student Feedback

7.1 All students should be provided with the opportunity to contribute feedback on each module anonymously. A centrally administered automated module evaluation system is used for undergraduate and postgraduate taught modules delivered at UEL. It does not cover collaborative provision or postgraduate research degrees. The standard questions cover the following areas: Teaching sessions; Module support; Module Organisation; Module Resources and Module Satisfaction, with up to five additional questions per Department Area. A results analysis report is generated and provided to Module Leaders and relevant School staff. Student feedback from module evaluation should be considered in the Module evaluation report, as detailed below.

8 Module Monitoring

8.1 Module reports will be prepared for each module at the end of each delivery cycle (term or academic year, as appropriate).

8.2 A standard report template is available on the Quality Assurance & Enhancement SharePoint page. https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

8.3 Copies of module reports should be forwarded to external advisors, and Heads of Departments.

9 Module Enhancement Plans (MEP)

9.1 Module Enhancement Plans are required for modules that are below benchmarks in criteria that include; number of students registered, student satisfaction, mean mark, non-submission rate, and pass rate.

9.2 Action plans for modules that require a MEP (as identified to the School), should include identification of whether this constitutes a trend or a new development, and the reasons for the level of performance.

9.3 A breakdown of the criteria used to identify if MEP is required is provided below:

Criteria	Criteria Name	Description of Measure	Score 0*	Score 1	Score 2	Score 3	Score 4	Score 5	Weighting
1	No. Registered	The total number of students registered (extracted from Delta SMR).	MEP triggered if there are fewer than 10 students.						
2	MEQ Response Rate	The number of responses divided by the number of students registered.	MEP triggered if the response rate is lower than 33%						
3a	Overall Satisfaction Undergraduate	Taken from MEQ end of Module Questionnaire, 'Overall, I am satisfied with the quality of this module', definitely agree and mostly agree (q5.1)	<70%	<75%	<80%	<85%	<87%	≥89%	30%
3b	Overall Satisfaction Postgraduate	Taken from MEQ end of Module Questionnaire, 'Overall, I am satisfied with the quality of this module', definitely agree and mostly agree (q5.1)	<73%	<78%	<83%	<88%	<90%	≥92%	30%
4	Non-Submission Rate	Number of attempts divided by the number of registrations. The number of registrations measure excludes students with non-standard results codes, e.g., W (withdrawn), BR (Misconduct), CA (Chairs Action) and only includes students who are on their first attempt.	≥20%	<20%	<18%	<16%	<14%	<12%	10%
5	Pass Rate	The number of passes divided by the number registered (first sit).	<72%	<75%	<78%	<80%	<82%	≥82%	30%
6	Mean Mark	The average mean mark of students with P (pass) grades in the module (first sit).	<56%	<57%	<58%	<60%	<62%	≥62%	30%
		Total Score	The sum of each score in criteria 3-6 divided by its weighting. Range of scoring 0-5. MEP triggered if the score is below 3.						
		Academic Outcomes Score	The sum of each score in criteria 4-6 divided by its weighting. Range of scoring 0-3.5.						
			* A score of 0 in any category triggers a MEP						

Manuals, Forms and Guidance notes relevant to Part 3

https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

Modules

- Module Enhancement Process Timeline and Guidance Note
- Module Enhancement Process Template
- Module Specification Template
- Guidelines for Module Guides
- Module Guide Template
- End of Module Evaluation Questionnaire
- Mid-Module Evaluation Questionnaire
- Distance Learning End of Module Questionnaire
- Module Report
- Module Enhancement Plans FAQ

Programme Amendments

- Module Amendment Form for SLTQC

Part 4

Quality Criteria

In order for a programme to be approved it must meet the criteria defined below. During Academic Review each programme will, once again, be measured against these criteria and approval may be withdrawn if the criteria are not found to be satisfied. Any proposed departures from, or extension to, these criteria should be justified at the planning stage of the approval process and, if necessary, referred to the Learning and Teaching Quality Committee for agreement.

1 Academic Climate and Resources

1.1 The School in which the programme is located provides evidence of relevant academic, scholarly and professional activity and can demonstrate that this is adequate and appropriate to support the programme.

1.2 There are adequate numbers of staff with appropriate expertise at all levels to support the programme.

1.3 There is adequate accommodation for teaching and learning to take place within an environment that is conducive to learning.

1.4 There is appropriate and up-to-date specialist equipment to support learning.

1.5 There is adequate library, computer and other educational resources available to support students' learning needs.

2 Philosophy and Principles

2.1 The programme has clearly articulated aims and objectives which meet the needs of students and equip them for subsequent employment.

2.2 The aims and objectives are consistent with the UEL vision.

2.3 The programme conforms to UEL's Equality & Diversity Policy and actively encourages participation by groups previously under-represented in higher education. Students' ethnic and cultural/historical background is treated with respect and reflected in curriculum content and teaching methods wherever possible.

2.4 Academic standards in subject content, teaching, and learning materials provided match the national standing of the award and the expectations of employers and other external partners and peers (as articulated in documents such as the Quality Assurance Agency for Higher Education's Subject Benchmark Statements, the Framework for Higher Education Qualifications, the UK Quality Code for Higher Education and in statements articulating professional body accreditation requirements).

2.5 The programme in relation to research and ethics conforms to standards outlined in the Concordant to Support Research Integrity 2012 and the University's Code of Practice.

3 Admissions

3.1 Policy and practice in admissions provides equal opportunities to applicants and does not discriminate on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation and is consistent with UEL's overall admissions policy.

3.2 The admissions procedure conforms to UEL's policy concerning the Accreditation of Prior Certificated and Experiential Learning (APEL).

3.3 The threshold competencies required for admission to the programme are clearly specified and justified.

3.4 Students are admitted to the programme only if they are likely to be successful in gaining an award.

4 Structure

4.1 The structure is clearly defined and consistent with the aims and objectives of the programme.

4.2 The programme has been designed in such a way as to ensure that the student experience has a logic and integrity that is clearly linked to the aims and objectives of the programme.

4.3 Learning outcomes are specified for each module.

4.4 Each module has a credit tariff specified in accordance with the regulations and there is a clearly defined method for awarding credits to students who leave at intermediate stages.

4.5 Provision is made for movement between programmes within the institution and to and from programmes external to UEL.

5   Content

5.1   The content of the programme is consistent with its aims and objectives.

5.2   The specialist content of the programme is current and comparable with that of similar programmes elsewhere.

5.3   The programme actively fosters within students the following general skills and competencies (i.e. skills are both taught and assessed):

All programmes

-       use of English adequate to the demands of the programme;
-       intellectual and imaginative skills;
-       understanding and competence;
-       the ability to solve problems;
-       an enquiring, analytical and creative approach;
-       independent judgment and critical self-awareness;
-       skills of clear communication and logical argument;
-       the ability to see relationships within what they have learned and to relate what they have learned to actual situations;
-       an appreciation of attitudes, modes of thought, practices and disciplines other than those of their main studies.

Undergraduate programmes

-       ability to take initiatives and work independently;
-       ability to work effectively as a member of a team;
-       ability to use written communication and oral presentation effectively in a variety of contexts
-       ability to search for information and carry out appropriate data-analysis;
-       ability to make effective use of information technology.

Postgraduate/post experience programmes

-       research appropriate to the subject, including data searching and retrieval at research level;
-       management/leadership skills, including decision-making skills;
-       independent critical analysis of conceptual and theoretical basis of a piece of argument within the field being studied;
-       awareness of new developments in the subject area.

6 Learning and Teaching Methods

6.1 Learning and teaching methods are consistent with the aims and objectives of the programme and meet the needs of students.

6.2 A range of learning and teaching methods is used to provide students with a variety of learning opportunities and experiences.

6.3 Students are encouraged to be active in the learning process and to take responsibility for much of their own learning.

7 Assessment

7.1 Assessment methods and arrangements are fair, reliable and valid, with assessment at the appropriate level.

7.2 A variety of methods of assessing student learning is used.

7.3 Assessments measure the stated learning outcomes for each module, including skills development.

7.4 The methods and criteria for assessment are published and made available to students in advance.

7.5 External moderation of assessment takes place.

8 Guidance and Support

8.1 Adequate induction is provided at the point of admission to the programme and is consistent with the Policy on Student Induction.

8.2 There is an adequate academic guidance system in place to provide support for students which facilitates the planning, monitoring, reviewing, and recording of their learning.

8.3 Support is available to help students acquire core skills and competencies.

8.4 There is an adequate personal support system for students.

9 Progression and Completion

9.1 Progression and completion rates are kept under review and appropriate action is taken when a problem is identified.

10 Information

10.1 Detailed and useful information on the philosophy, aims, objectives, structure, content, admissions, operation and assessment of the programme is readily available to all staff and students involved with the programme through the provision of student handbooks, programme specifications and module study guides, as appropriate.

10.2 To be compliant with consumer law, any extra costs on top of the tuition fees must be provided in the "Additional costs" section of the programme specification. Examples for which additional costs may be required include:

- field trips
- equipment
- materials
- bench fees
- studio hire

Confirmation will be needed of whether:

- these are mandatory or optional
- when the costs are due to be paid
- how much these extra costs are or are likely to be and, if they are unknown or uncertain, how they will be calculated

11 Students' and Employers' Views

11.1 The views of students and employers are actively sought and taken into account in the design, delivery and outcomes of the programme.

11.2 If a revalidation is to impact any existing students, those students must be informed of the proposed changes and be given ample time to provide their feedback and consent.

11.3 Offer-holder applicants to a programme undergoing revalidation must be informed of the proposed changes and be given ample time to provide their feedback and consent.

12 Regulations of Validating Bodies

12.1 If the programme is accredited/validated by an external body, it must also conform to the regulations of that body.

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Part 5

Approval and Validation of Award-Bearing Programmes (non-collaborative)

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1   Introduction

1.1   All proposals for new programmes require Gate 1 and Gate 2 Initial approval by the relevant College, School and University Committees.

1.2   School Learning and Teaching Quality Committee approve all non-collaborative programmes. Part 11 of this manual outlines procedures for the approval of collaborative programmes.

1.3   All non-collaborative programmes are validated, after School approval, via the Validation & Review Sub-Committee of Learning & Teaching Quality Committee, on behalf of the Academic Board.

2   The Initial Approval Process via Gate 1 and Gate 2

2.1   Before a new programme is developed, Gate 1 and 2 approval must be obtained. The aim is to ensure that time is spent productively on developing proposals that are viable, accord with the UEL vision and strategic plans and are likely to succeed at approval and validation.

2.2   The Initial Approval process should be completed at least a year before the first intake of students and eighteen months is the suggested lead in time (see *fig 1*). Exceptions with tighter timescales may be approved if an appropriate rationale is received by Education and Student Success Committee (ESSC) (in this case the committee may also ask the programme proposer to proceed directly to Gate 2).

UG/PG on Campus or by DL										
	Intake Point	Sep-18	Jan-19	May-19	Sep-19	Jan-20	May-20	Sep-20	Jan-21	May-21
Stage										
Initial Approval Gate 1		Mar-17	Jul-17	Nov-17	Mar-18	Jul-18	Nov-18	Mar-19	Jul-19	Nov-19
Initial Approval Gate 2		Apr-17	Sep-17	Jan-18	Apr-18	Sep-18	Jan-19	Apr-19	Sep-19	Jan-20
SLTQC Approval		28th Feb 2018	31st May 2018	31st Oct 2018	28th Feb 2019	31st May 2019	31st Oct 2019	28th Feb 2020	31st May 2020	31st Oct 2020
VRSC Approval		Mar-18	Jul-18	Nov-18	Mar-19	Jul-19	Nov-19	Mar-20	Jul-20	Nov-20

Fig 1

2.3 As part of the development process, the programme proposer should contact staff in the following services at the earliest opportunity in order to discuss the proposal:

Financial Services	Advice on the financial viability of the proposal and the level of tuition fee that should be set.
Strategic Planning	Advice on external funding.
Corporate Marketing	Advice on the marketing of the proposed programme.
Quality Assurance and Enhancement	Advice on the validation process and compatibility of programmes with regulations. Completion of due diligence and MoC processes for Collaborative Partnerships.
International Student Recruitment	Advice on demand from international students, English language and IELTS requirements.
Information Technology Services	Advice on IT requirements and to assess the extent to which IT services will be able support the proposed programme.
Library and Learning Services	Advice on the ability of Library and Learning Services to support the proposed programme, including availability of funding to purchase learning resources.
Facilities Services	The availability of standard and specialist accommodation to support the proposed programme.
Centre for Student Success	Advice on structuring the programme to enable students to succeed, during and after their studies.
Graduate School	For proposals for professional doctorate programmes.

2.4 School Level - Gate 1 Approval

2.4.1 The programme proposer is required to complete the approval form, in collaboration with the services listed above, to confirm:

- Key high level information relating to the proposed programme.

- A case for how the proposed programme aligns with School/College and Institutional strategy.

- A summary of market strategy, viability of the proposed programme, the target market and main competitors.

- Detailed financials covering income and expenditure for the first 3 years.

- High level staffing strategy, high level facilities/space/technology/IT requirements.

- Confirmation of any funding sources.

- Timeline for approval.

2.4.2 The Gate 1 approval form will be submitted to the College Board in the first instance. The Board will either unconditionally approve the proposal, approval the proposal with conditions or reject the proposal with feedback. The Board will complete the approval criteria section of the form. Where a proposal is approved with conditions, it is the responsibility of ESSC to confirm if these conditions have been appropriately met.

2.4.3 Once Gate 1 preliminary approval has been granted by the College, the proposal is forwarded to Quality Assurance and Enhancement who will ensure that relevant institutional approvals are requested.

2.5 Institutional Level - Gate 1 Approval

2.5.1 ESSC consider all Gate 1 proposals for new non-collaborative programmes after the relevant College has granted approval.

2.5.2 A decision by ESSC to grant Gate 1 approval is confirmation that, at an institutional level, it is considered that the proposal accords with UEL strategy and that the proposal may be developed further towards Gate 2 approval.

2.5.3 ESSC will either unconditionally approve the proposal, approve with conditions to be met during the Gate 2 process, or reject the proposal with feedback. The committee will complete the approval criteria section of the form and note any items that should be taken into account during the Gate 2 approval process.

2.5.4 Rejected proposals may be resubmitted.

2.5.5 ESSC, when confirming that a proposed programme has been granted Gate 1 approval, will inform the relevant stakeholders, including:

- The proposing College/School.
- Facilities Services
- Academic Registry
- Strategic Planning
- Quality Assurance and Enhancement
- Library and Learning Services
- Centre for Student Success
- Student Money Advice and Rights Team

2.6 School Level - Gate 2 Approval

2.6.1 The 'Programme Proposer' is required to complete the Gate 2 approval form to confirm:

- Module level detail relating to the proposed programme.
- A case for how the proposed programme aligns with College/School and Institutional strategy. With additional student related information regarding programme set up.
- Detailed market analysis, viability of the proposed programme, the target market and main competitors. Including text suitable for advertising the programme.
- Detailed financials covering income and expenditure for the first 3 years. Including commentary from Financial Services and relevant finance codes.
- Detailed staffing strategy, high level facilities/space/technology/IT requirements.
- Confirmation of any funding sources.
- Timeline for approval.

2.6.2 The Gate 2 approval form will be submitted to the School Learning and Teaching Quality Committee, who will consider the initial approval form from a quality assurance perspective. School Learning and Teaching Quality Committee committee will either unconditionally approve the proposal, approve the proposal with conditions or reject the proposal with feedback. The committee will complete the approval criteria section of the form. Where a proposal is approved with conditions, it is the responsibility of ESSC to confirm if these conditions have been appropriately met.

2.6.3   Once approval has been granted by the school the proposal is forwarded to Quality Assurance and Enhancement who will ensure that relevant institutional approvals are requested.

2.7 Institutional Level – Gate 2 Approval

2.7.1   ESSC consider all proposals for new programmes only after the relevant School has granted Gate 2 approval.

2.7.2   A decision by ESSC to grant Gate 2 approval is confirmation that, at an institutional level, it is considered that the proposal accords with the UEL strategic plan and that the proposal may be developed further towards approval through validation.

2.7.3   The ESSC grant unconditional Gate 2 approval or reject the proposal with feedback. The committee will complete the approval criteria section of the form and note any items that should be taken in to account during the planning and validation of the programme. Rejected proposals may be resubmitted. Completion of the Gate 2 process confirms Initial Approval and is valid for two years from the date of approval

2.7.4   Education and Student Success Committee, when confirming that a proposed programme has been granted Gate 2 approval, will inform the relevant stakeholders, including:

- The proposing College/School.
- Facilities Services
- Academic Registry
- Strategic Planning
- Quality Assurance and Enhancement
- Library and Learning Services
- Centre for Student Success
- Student Money Advice and Rights Team

2.8 Proceeding to Approval and Validation

2.8.1   No proposal may proceed to approval and validation unless it has been granted Initial Approval.

2.8.2   Once approved, the proposal is added to the validation and review schedule and progress in terms of validation is monitored by the School Learning and Teaching Quality Committee. The QAE Quality Assurance Officer associated with the School will be available to provide advice and guidance and assist in the development of the proposal.

3 Programme Development

3.1 Once a proposal has received Gate 1 and 2 preliminary and initial approval, the programme proposer establishes a development team to assist with the development of the programme.

3.2 Where a programme that has, or requires, recognition by a professional, regulatory or statutory body is the subject of the approval or re-approval, the professional, regulatory or statutory body should be informed of the proposals at the earliest opportunity, depending on the approval requirements of that body. Where appropriate, a representative of that body will be involved in the approval process.

3.3 Naming of Programmes Involving Multiple Subjects

3.3.1 Where a single honours degree combines two subjects within its programme title, the title should contain either the words 'and' or 'with':

- **And -** should be used where there is equal weighting at all levels between the two subjects, so that there are 60 credits per subject area per level.

  If some modules contain aspects of both subjects there must be clear indications that there is an equal amount of content from both subject areas.

- **With -** should be used where there are a greater number of credits in one subject compared to the other, typically 90/30. The subject with the greatest credit weighting must appear first in the degree name.

  Where the programme contains a dissertation, it would be assumed that the topic of this would reflect both subjects taught where the degree is 'and', with a greater bias on one rather than the other for 'with'.

4 External Advice

4.1 Prior to the School Learning and Teaching Quality Committee meeting convened to consider the programme for approval, the Programme Proposer nominates appropriate external subject advisers to participate in the approval process. Two external advisers are required, but this number can be increased, if appropriate, at the discretion of the Chair of the School Learning and Teaching Quality Committee. Where approval of distance learning programmes is included, at least one of the external advisers should have experience of distance learning provision.

4.2 The suitability of the external advisers will be determined by the Chair of the School Learning and Teaching Quality Committee subject to the following criteria:

4.2.1 The depth of subject knowledge.

4.2.2   The relevance of subject knowledge.

4.2.3   Prior experience of teaching on programmes at the same level or above; for distance learning, experience of distance learning provision

4.2.4   Impartiality (the nominee should not have any formal links with the UEL during the last five years as a former member of staff or the last three years as an external examiner).

4.2.5   Professional expertise (for vocational programmes, at least one of the advisers should be a 'practitioner' drawn from a relevant business or professional background).

4.3   It is unlikely that any single nominee will meet all the above requirements. In making judgments about the suitability of the proposed external subject advisers, the Chair will need to take into account the overall balance of expertise presented by the external advisers. The Chair may reject a nominee or require the Programme Proposer to nominate additional external subject advisers in order to ensure a balance of expert advice.

4.4   The external adviser should receive a copy of all documentation detailed in section 5 below and be asked to comment on the extent to which the documentation meets the UEL Quality Criteria.

4.5   Normally, comments from external advisers will be sought by correspondence and presented to a full meeting of the School Learning and Teaching Quality Committee. There is no requirement that external advisers attend a committee meeting but, at the discretion of the School Learning and Teaching Quality Committee, external advisers may be invited to attend a meeting in order to contribute to the discussion. Where an external adviser has not attended the meeting, the Programme Proposer will formally notify the external adviser of the outcome of the process.

5   **Documentation**

5.1   The following documentation is required for the approval of a new programme. The Programme Proposer is responsible for ensuring that sufficient copies of all the documentation are provided for the School Learning and Teaching Quality Committee's attention in advance of the meeting. It is recommended that documentation is circulated a minimum of 5 days in advance of the meeting.

5.1.1   Programme Specification (using the standard UEL template, available at https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx and from Quality Assurance and Enhancement); a programme specification is required for each programme, including instances where there are a number of similar routes through the programme. This ensures that learning outcomes are aligned with each programme.

5.1.2 Module Specifications (using the standard UEL template, available at https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx and from Quality Assurance and Enhancement).

5.1.3 For distance learning proposals and proposals that involve a blend of both distance and on-campus learning:

- Learning materials for 2 modules on the programme for undergraduate programmes, or learning materials for 1 module on the programme for postgraduate programmes.

- A detailed schedule for completion of all distance or blended learning materials for the programme.

  Via the external adviser's report, that assessment design, materials and support have been considered against any quality assurance requirements for distance learning.

5.1.4 For approval of programmes to be delivered as Higher and Degree Apprenticeships the documentation and approval requirements are outlined at the end of this document in Part 5 Annex 1.

5.1.5 A validation document to include:

- The context of the proposed programme: This will include how the proposal meets the objectives of UEL's Strategic Plan and the College/School plan; the academic profile of the School and an assessment of the impact of the proposal on that profile; and any relationship of the proposal to programmes run by other Schools within UEL.

- The rationale for the proposal this will include: evidence of the regional and national demand for the proposal; details of consultation with relevant employers and relevant professional bodies; the relationship of the proposal to similar provision offered elsewhere; if the programme replaces one currently offered by the School, an explanation of why this is and details of consultation with students on the existing programme; the target student group/expected student profile; and expected career destinations for graduates/diplomates.

- Details of the means by which learning materials for distance learning delivery have been quality assured for content and learning design (for distance and blended learning proposals only).

- The professional context of the proposal (if relevant): This will include the influence of professional body requirements on the design of the programme. (If necessary, the relevant guidelines of the professional body(s) should be provided as an appendix).

- Programme structure diagram.

- Arrangements for the supervision and assessment of any placement element.

- School based academic and other counselling/student support arrangements.

- A statement detailing the programme team's evaluation of their proposal with regard to the Framework for Higher Education Qualifications, relevant QAA Subject Benchmark Statement(s) (where applicable), the QAA Quality Code, and any professional accreditation requirements (i.e.: how have they been used in the development of the programme).

- A curriculum vitae for each member of staff associated with teaching on the Programme.

- Resources: This should include a statement making it clear what physical resources are available to support the programme (e.g. library, computer hardware and software, specialist accommodation, other specialist equipment), and how distance learning students will access the resources.

- The academic and administrative staff support infrastructure for distance learning students (for distance and blended learning proposals only).

- In the case of a programme reapproval, confirmation of student consultation to the proposed changes and evidence of such consultation along with transitional arrangements.

5.1.6 Where a programme incorporates modules 'owned' by another School, the programme leader will obtain written agreement from the School relating to the use of the modules, and this should be presented to the approval meeting. This will facilitate subsequent notifications of changes made to these modules.

5.2 In addition to the documentation provided by the programme proposer, the School Learning and Teaching Quality Committee will be provided with a copy of the following information to assist with their deliberations:

- The UEL Quality Criteria.

- The relevant QAA Subject Benchmark Statement(s).

- An extract from Part 1 of the Manual of General Regulations, providing the full description of the award to which the proposed programme will lead.

- The external advisers' written comments.

- A copy of the relevant professional body(s) requirements, where appropriate.

- A copy of the Initial Approval or Re-approval form.

- Any other information relevant to the proposal.

6 Programme Approval

6.1 All proposals for new programmes will be considered by a full meeting of the School Learning and Teaching Quality Committee. Proposals cannot be

considered by correspondence. Schools are encouraged to set schedules for approval business and monitor these through their School Learning and Teaching Quality Committee. Where deadlines shown in fig 1 (second page of this chapter) cannot be met, validation can only proceed with the agreement of the Chair of the Validation and Review Sub-Committee.

6.2 Where a professional, statutory or regulatory body requires it, a joint validation/accreditation event may be held, either by participation of the body in the UEL process as part of the School Learning and Teaching Quality Committee, or by a separate bespoke event that satisfies both UEL and the accrediting body needs.

6.3 In order for new programmes to be approved, the Quality Assurance Officer and a member of staff from another College (normally a School Quality Leader, but may be a Deputy Quality Leader, Head of School, or College Leader in Learning and Teaching), must be present at the meeting, as specified in the standard terms of reference and constitution of the School Learning and Teaching Quality Committee. For the approval of professional doctorate programmes a representative of the Graduate School will also be invited to attend.

6.4 The School Learning and Teaching Quality Committee will evaluate the proposal against the Quality Criteria and other external reference points, as appropriate, as set out in section 5.2 above.

6.5 In the case of distance and blended learning provision, the approval event will consider additionally:

- The schedule of availability and readiness of any print or online learning materials.
- The system of delivery of the programme.
- Support infrastructure, roles and responsibilities of academic and Support staff.
- Student access to UEL systems, support and guidance services.

6.6 For approval of programmes to be delivered as Higher and Degree Apprenticeships the documentation and approval requirements are outlined at the end of this document in Part 5 Annex 1.

6.7 A School Learning and Teaching Quality Committee may not consider a programme for approval unless the comments of all external advisers are available to the meeting.

6.8 The School Learning and Teaching Quality Committee can either: (a) approve the proposal and forward it to the Validation & Review Sub-Committee for formal validation or; (b) reject the proposal and require that it be revised and re-

submitted for further consideration at a future meeting. The School Learning and Teaching Quality Committee may not impose conditions of approval.

6.9 The minutes of the School Learning and Teaching Quality Committee will record details of the discussion with regard to the proposal and the outcome agreed by the Committee. They will also indicate clearly the action taken in respect of recommendations of external advisers. The minutes will be forwarded to the Validation & Review Sub-Committee for consideration.

6.10 Once a programme has been approved by the School Learning and Teaching Quality Committee, it can be delivered, subject to formal validation by the Validation & Review Sub-Committee. The Servicing Officer of Validation & Review Sub-Committee will write to each School, via the minutes and action plan, following the meeting of the sub-Committee to notify them of formal programme validation.

6.11 All programmes are validated for a maximum period of six years, unless a shorter period is determined by the School Learning and Teaching Quality Committee and / or a professional body(s). Programmes may be re-validated at any time during this period or via the periodic Academic Review process for a further six years.

7 Validation

7.1 The Validation & Review Sub-Committee (VRSC) will formally validate all programmes, on behalf of the Learning and Teaching Quality Committee, for the Academic Board.

7.2 The Validation & Review Sub-Committee will judge whether due process has been followed and all relevant actions have been completed. It will not 'second guess' the academic judgement of the School Learning and Teaching Quality Committee nor of the external advisers.

7.3 To facilitate its role, the Validation & Review Sub-Committee will receive: copies of the minutes of the meeting of the School Learning and Teaching Quality Committee; a copy of the programme specification; and the external advisers' comments.

7.4 Where Validation & Review Sub-Committee has concerns about the completion of the process by the School Learning and Teaching Quality Committee, it may seek further information or refer the proposal back to the School Learning and Teaching Quality Committee for further consideration.

7.5 The Validation & Review Sub-Committee will note issues of institutional significance that emerge from all validation activity and report these to the Learning and Teaching Quality Committee.

Manuals, Forms and Guidance notes relevant to Part 5

https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

- Initial Approval Form Gate 1 & 2
- UG and PG Costing Template (contact finance)
- Module Specification Template
- Programme Specification Template
- Professional Doctorate Programmes Specifications Template
- School Validation Document
- Nomination of an External Adviser for a validation/review event
- Approval pro-forma, for external advisers to complete
- External Advisor's Claim Form
- Standard Template for Staff CVs

ANNEX 1

Approval of Delivery of Educational Training for Higher and Degree Apprenticeship Standards linked to an UEL Award.

Approval Stages

1. Initial Approval
   Initial Approval must be obtained via the Gate 1 and Gate 2 Initial Approval process.

2. Validation or Approval event via School Learning and Teaching Quality Committee.
   a. **If the approval involves the validation of a new programme or revalidation of an existing programme – see section A**.
      or
   b. **If the approval is linked to a currently validated UEL programme (without modifications that would prompt a revalidation) – see section B.**

3. Final Approval by Validation and Review Sub-Committee (on behalf of Learning and Teaching Quality Committee and Academic Board).

Section A – If the approval involves the validation of a new programme or revalidation of an existing programme.

External Advice

Two external advisors must be appointed as detailed in section 4 above. At least one of these advisors must have substantive practical expertise.

Internal Advice

A member of the Academic Partnerships office and a Senior Member of Registry Staff (Assistant Registrar) should be invited to attend the approval event.

Documentation

The documentation requirements are the same as in section 5 above.

The following additional documentation will be required:
- A mapping of modules against the Key Skills and Behaviours within the higher apprenticeship standard.
- A schedule for completion of the programme and the associated apprenticeship standard, for a typical apprentice.
- Arrangements for all staff who teach and manage/enable learning, including those staff who are not employees of UEL and/or are not based at the UEL, to be appropriately qualified, supported and developed.
- Specific detail on the programme specification aimed at helping apprentices understand the structure of their programme and/or any additional requirements/non-applicable sections as compared to standard students.
- Confirmation of how any gateway requirements for the Apprenticeship will be met (e.g., mandatory qualifications, practice portfolios, formal reviews).
- Confirmation that registrations have been completed (e.g., RoTAP, RoEPAO) where relevant.

In addition to the information provided to SLTQC in section 5.2 above the following documentation will be provided to assist with deliberations:

- The associated Higher Apprenticeship Standard and Assessment Plan
- QAA – Quality Assuring Higher Education in Apprenticeships
- The SFA Conditions of Grant Funding Rules

Approval

The approval process will be as outlined in section 6 above. The approval event will consider additionally:
- The system of delivery of the programme and apprenticeship.
- Support infrastructure, roles and responsibilities of academic and support staff.

- Apprentice access to UEL systems, support and guidance services.

Validation

The approval process will be as outlined in section 7 above. VRSC will additionally receive a copy of the mapping document.

Appointing an External Examiner

Within the team of External Examiners appointed to review Degree Apprenticeship Modules there must be substantive practice expertise.

Section B – If the approval is linked to a currently validated UEL programme (without modifications that would prompt a revalidation)

External Advice

A minimum of one External Advisor with substantive practice expertise must be appointed. Modifications to the programme can also be sought under the 25% rule (see Part 6 of the Quality Manual)

Internal Advice

A member of the Academic Partnerships office and a Senior Member of Registry Staff (Assistant Registrar) should be invited to attend the approval event.

Documentation

The following documentation will be required:
- A brief approval document to include:
  - The context and rationale for the Higher Apprenticeship
  - A mapping of the modules of the programme against the Key Skills and Behaviours within the Higher Apprenticeship Standard.
  - All module specifications including any amendments.
  - A schedule for completion of the programme and the associated apprenticeship standard for a typical apprentice.
  - Arrangements for all staff who teach and manage/enable learning, including those staff who are not employees of UEL and/or are not based at the UEL, to be appropriately qualified, supported and developed.
  - Resources: This should include a statement making it clear what physical resources are available to support the programme (e.g. library, computer hardware and software, specialist accommodation, other specialist equipment), and how higher apprentices will access the resources.
  - Confirmation of how any gateway requirements for the Apprenticeship will be met (e.g., mandatory qualifications, practice portfolios, formal reviews).

- o Confirmation that registrations have been completed (e.g., RoTAP, RoEPAO) where relevant.

- An amended programme specification aimed at clarifying the structure of the programme and/or any additional requirements/non-applicable sections for apprentices and non-apprentice students.
- If there are modifications to curriculum content - Via the external adviser's report, confirmation that; assessment design, materials, and support, have been considered against quality assurance requirements, the Higher Apprenticeship Standard, and the associated Assessment Plan.

In addition to the information provided by the programme proposer, the following documentation will be provided to assist SLTQC with their deliberations:

- The associated Higher Apprenticeship Standard and Assessment Plan.
- QAA – Quality Assuring Higher Education in Apprenticeships
- The SFA Conditions of Grant Funding Rules
- If there are modifications to curriculum content - The external advisors written comments.

Approval

The approval process will be as outlined in section 6 above.

The approval event will consider additionally:
- The system of delivery of the programme and apprenticeship.
- Support infrastructure, roles and responsibilities of academic and support staff.
- Apprentice access to UEL systems, support and guidance services.

Final Approval

The approval process will be as outlined in section 7 above. VRSC will additionally receive a copy of the mapping document.

Appointing an External Examiner

Within the team of External Examiners appointed to review Degree Apprenticeship Modules there must be substantive practice expertise.

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Part 6

Module and Programme Modifications

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1.   Introduction

1.1   Modification of modules / programmes is allowed where it has been identified as necessary to enhance the delivery of a programme. Modifications may or may not trigger the full re-approval of a programme.

1.2   Reasons for a modification may be, for instance; a condition of Academic Review (Part 8) or Collaborative Review (Part 11); feedback from students; or feedback from a professional, statutory or regulatory body.

1.3   The formal process for approving modifications ensures the integrity of modules / programmes and ensures adherence to the Quality Assurance and Enhancement Principles (Part 1).

2   Principles Governing the Approval of Modifications

2.1   Modifications will not be applied retrospectively and should only be implemented at the start of the Term or academic session following their approval.

2.2   Where new curriculum material is being introduced in existing modules, (other than the normal up-dating of existing modules), external peer advice will always be sought.

2.3   Where modifications being proposed will affect students currently enrolled on, or applying to, the programme, such students must be consulted and notified of any modifications once they have been approved.

2.4   Once a modification has been approved, student facing documentation must be updated by the Programme Leader and the revised version of the programme specification lodged with Quality Assurance and Enhancement. Delta amendments via Courses and Systems must only be processed after formal approval by the School Learning, Teaching and Quality Committee.

2.5   Modifications should be considered within the parameters of any professional, statutory or regulatory body requirements.

2.6   Where modules are offered cross-institutionally, the School owning the module is responsible for ensuring that proposed modifications do not impact negatively on programmes from other Schools.

2   Types of Modification

2.1   Programme modifications can be categorised in three ways:

- Changes that constitute a modification of more than 25% of the core modules of the programme.
- Changes that constitute a modification of less than or equal to 25% of the core modules on the programme.
- Normal and regular updating of core and optional modules that do not count towards the 25% rule.

2.2   Changes that constitute a modification that counts toward the 25% rule are as follows:

- A. any replacement of a core module;
- B. any addition, removal or allocation to a different level of a core module;
- C. any change in the credit weighting of a core module;
- D. any change to the learning outcomes of a core module (with or without a change in the title of a module);
- E. any change to the curriculum content of a core module other than routine updating (with or without a change in the title of a module);
- F. any change in the mode of delivery of a core module (eg from face-to-face to distance learning mode).

2.3   The following table defines the number of core modules that can be modified before the 25% limit is exceeded:

Number of core modules on the programme	*Number of core modules that can be modified before the 25% limit is exceeded*
18-16	4
15-12	3
11-8	2
7-4	1

The 25% rule relates to all Core Modules irrespective of their Credit weighting (15, 30, 45, 60 credit modules all count as one module).

For programmes outside the Academic Framework, assessment of modifications that constitute 25% of the programme will be made on a case by case basis but will be based on the principles outlined here.

2.4   A running log of all programme modifications should be kept by the School Learning and Teaching Quality Committee and submitted to the first meeting of the academic year of the Validation Review Sub-Committee (VRSC), for formal noting.

3   Changes that constitute a modification of more than 25% of the core modules of the programme

3.1   Modifications that constitute more than 25% of the total programme require full re-approval of the programme/provision.

The procedure to be followed for the re-approval of existing programmes is the same as for the approval of new programmes (see Part 5 of this manual) except that: (a) a Revalidation Approval form rather than an Initial Approval form should be submitted to the Education and Student Success Committee; (b) all current enrolled students must be consulted, usually, but not exclusively, via the Programme Committee; (c) transitional arrangements are specified (if applicable); and (d) where the reapproved programme replaces a current programme or programmes, Student Recruitment and Marketing will be notified in order to provide clear information on the university website and contact applicants to provide notification of programme revalidation, where applicable.

3.2   Re-approval of on campus programmes should be completed and approved at VRSC by March of the academic year preceding the first intake on to the new programme, in order that applicants can make an informed acceptance of their offer.

4   Changes that constitute a modification of less than or equal to 25% of the core modules on the programme.

4.1   The School Quality Leader shall set a deadline, internal to the School, for early notification of all planned modifications to existing programmes and modules. Based on this information, the School Quality Leader determines whether the amount of proposed amendments constitutes a modification or requires full re-approval. In order to aid this process, Schools should put in place a system to log and monitor changes considered cumulatively since the last (re)approval or Academic Review of the programme. The Programme Modification Log will be continuously reviewed and updated by the school quality committee and submitted to the first meeting of the Validation and Review Sub-Committee (VRSC) of the academic year.

4.2   The process is not intended to be used to introduce significant amendments that should properly be dealt with by a full re-approval process. For this reason the School Quality Leader may refuse to deal with proposed changes as modifications if it appears that the process is not being used in the spirit for which it is intended (for example, presentation of new options to consecutive meetings of a School Learning and Teaching Quality Committee).

4.3 Subject to the provisions of the 25% rule, School Learning and Teaching Quality Committee may approve the creation of a distance learning version of an existing module. The following will be required:

- Learning materials for the modules;
- Via the external adviser's report, confirmation that assessment design, materials and support meet the quality assurance requirements for distance learning.

4.4 In the following circumstances the Department Head is responsible for ensuring that a suitable external subject adviser is nominated.
- proposal of a new module;
- changes to curriculum content in an existing module;
- addition or subtraction of learning outcomes in an existing module;
- changes to the objective of learning outcomes in an existing module;
- creation of a distance learning version of an existing module

The suitability of the external adviser will be determined by the Chair of the School Learning and Teaching Quality Committee subject to the following criteria:

4.4.1 The depth and relevance of subject knowledge.

4.4.2 Prior experience of teaching on programmes at the same level or above.

4.4.3 Impartiality (the nominee should not normally have any formal links with the School offering the programme during the last five years as a former member of staff or the last three years as an external examiner).

4.5 The external adviser is asked to comment, in writing, on the following issues:

4.5.1 Whether the module is an academically coherent package.

4.5.2 Whether the learning outcomes for the module are of an appropriate standard.

4.5.3 Whether the indicative reading list for the module are appropriate and up-to-date.

4.5.4 Whether the teaching and learning methods listed for the module are appropriate.

4.5.5 Whether the assessment methods and weightings listed for the module are appropriate.

4.5.6 Whether the module is an appropriate addition to the overall programme and whether its place in the structure is appropriate.

4.5.7 For distance learning modules, that assessment design, materials and support meet the quality assurance requirements for distance learning.

4.6 The Programme Leader or Department Head, as appropriate, is responsible for providing the following documentation to the School Learning and Teaching Quality Committee for the consideration of modifications. All documentation should be circulated to members in advance of the meeting:

4.6.1 Rationale for modification including details of how the modification affects the structure of the programme(s) on which it is offered, how it affects the stated aims and objectives of the programme, transitional arrangements (if applicable), communication with partner institution(s) (if applicable), communication with other School(s) where offered (if applicable) and, for new modules, examples of evidence of demand etc.

4.6.2 Evidence of student consultation (usually via the minutes of the Programme Committee).

4.6.3 Where changes to existing modules are being proposed, a copy of the existing module specification(s) and a copy of the amended module specification(s).

4.6.4 Where changes to curriculum content are being proposed, the written comments of an external subject adviser.

4.6.5 Where a new module is being proposed, the curriculum vitae of the module leader involved, and the written comments of an external subject adviser.

4.6.6 A revised version of the programme specification.

4.7 The School Learning and Teaching Quality Committee will evaluate the proposal against elements of the Quality Criteria (see part 4 of this manual) and other appropriate external reference points, as appropriate (see section 5.2 in Part 5 of this manual).

4.8 The School Learning and Teaching Quality Committee can either (a) approve the proposal or; (b) reject the proposal and require that it be revised and re-submitted for further consideration at a future meeting. The School Learning and Teaching Quality Committee may not impose conditions of approval.

4.9 The minutes of the School Learning and Teaching Quality Committee will record details of the discussion with regard to the proposal, comments of external advisers where appropriate, and the outcome agreed by the committee. The minutes will be forwarded to the Validation & Review Sub-Committee for noting. The School Learning and Teaching Quality Committee Servicing Officer is responsible for forwarding the relevant paperwork.

4.10   Once a modification has been approved by the School Learning and Teaching Quality Committee, it can be delivered at the next point of delivery of that module.

4.11   The Module Leader should consult Library and Learning Services to ensure availability of funding to purchase learning resources.

4.12   When approving modifications to modules, or re-approving a module/replacing a module with an alternative, Schools should ensure that modifications are applied to all programmes on which the module is offered. It is important that Department Head also consider whether such modules are offered on programmes in other Schools or on collaborative programmes.

4.13   Where modifications have been made to programmes franchised to partner institution(s), the School Learning and Teaching Quality Committee will formally note the need to arrange for rolling out modifications to the partner. The School Collaborative Lead and Link Tutor will initiate discussions with the partner as to implementation and the partner will notify students of the changes usually but not exclusively through programme committees. Once agreement has been reached on the date from which the modifications be implemented by the partner, the School Learning and Teaching Quality Committee will approve the timescale and arrangements for implementation. Where new core modules, or changes to curriculum content are involved, the School Learning and Teaching Quality Committee will need to satisfy itself that the partner has the ability to deliver the new content prior to commencement of delivery.

5   Normal and regular updating of core and optional modules that do not count towards the 25% rule

5.1   Changes to optional modules, require the approval of the School Learning and Teaching Quality Committee but do not constitute a modification counting towards the 25% modifications rule.

5.2   Changes to core modules that do not involve changes to curriculum content or learning outcomes, as for example the addition or removal of pre- or co-requisites; a change in the form, length or nature of assessment; the main aims or main topics of study; or module title changes, require the approval of the School Learning and Teaching Quality Committee, but do not constitute a modification counting towards the 25% modifications rule.

5.3   School Learning and Teaching Quality Committee may approve non 25% rule modifications, on receipt of an appropriate rationale, evidence of student consultation, and where appropriate, a revised module specification.

5.4   Normal and regular updating of indicative reading lists does not require approval by the School Learning and Teaching Quality Committee. The Department Committee must ensure all modules remain up-to-date.

6   Modifications to Programme Titles

6.1   Proposed modifications to programme titles are considered and approved by the School Learning and Teaching Quality Committee, using the standard proforma (available from the UEL website at: https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx).

Such proposals must include a rationale for the title change. Evidence of consultation of all students and applicants affected must be provided, both through programme committee and individual notifications, and detailed transitional arrangements supplied. The comments of an external adviser are required to confirm the validity of the proposed change. A revised programme specification should be presented to the committee.

6.2   All programme title changes are reported, by the School, to the Validation & Review Sub-Committee for formal validation. The Quality Assurance and Enhancement Officer is responsible for informing the relevant department to ensure that all records are updated.

7   Programme Withdrawal

7.1   Programme Withdrawal Principles

7.2   Programme withdrawals are considered and noted by the School Learning and Teaching Quality Committee using the standard proforma, available from the UEL website at: https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

7.3   The decommissioning of all programmes whether a UK based or overseas collaborative programme, an on-campus or distance learning programme, or withdrawing from an overseas partnership arrangement, can only be approved by the Vice-Chancellors Group. Schools are responsible for securing the relevant permission.

7.4   Where the programme to be withdrawn is offered also at a collaborating partner institution, Schools should consider the effect of the withdrawal at the partner institution. It is important that the School communicate their intentions to the partner institutions via the School Collaborative Lead and Link Tutor.

7.5   Programme withdrawal forms are not required where the School is approving a new programme that replaces an existing one. Details of student consultations and the details for transferring students to the new programme should be included in the re-approval documentation considered by the school quality committee, together with the expected final date by which students will complete the withdrawn programme. The details and conclusions should be minuted clearly. The Quality Assurance and Enhancement Officer will note the

arrangements on the confirmation of approval activity form ('*24 hour form*') to ensure that the institutional record system is updated accordingly.

7.6   Programme Withdrawal Process

7.7   Arrangements for withdrawal will be approved at the School Learning and Teaching Quality Committee, forwarded to QAE for inclusion on the Validation & Review Sub-Committee and thereafter noted at the Education and Student Success Committee. The activity form *('24 hour form')* will be completed by QAE and sent to the System and Courses Team.

7.8   Where students currently enrolled on, or intermitting from, the programme will not be affected by the withdrawal, i.e., the programme will continue as normal until all students are complete. Students should be notified both at the programme committee and via individual notifications.

7.9   Where students currently enrolled on, or intermitting from, the programme will be affected by the proposed changes, evidence of consultation of all students affected must be provided, both through the programme committee and individual notifications, and detailed transitional arrangements supplied.

7.10   The processes described in 7.8 and 7.9 also apply to students at collaborative partners.

7.11   Note programmes are not suspended (this process was removed in 2016/17). A programme is withdrawn and then if a decision is made to bring the programme back, a rationale is made to the Education and Student Success Committee (ESSC). The committee will decide whether the programme needs to go through the initial approval process and/or be re-validated before teaching resumes. Where a programme has been withdrawn for more than two years it will normally require revalidation.

8   Study abroad

8.1   School Learning and Teaching Quality Committee will wish to consider proposals for study abroad modules for UEL students. This is to ensure that the modules that the student plans to study map against the level, aims and learning outcomes of the student's programme of study, and that appropriate arrangements are made for credit achieved via study abroad to be counted in degree classifications. Prior to the student taking modules abroad, the module content and way in which marks or grades awarded would be mapped to UEL marks needs to be agreed. This needs to take account of the mapping and grading system being used in country and its relation to the UK system, to ensure that we have accurately taken account of the different approaches to marking and grading and its relationship to the equivalent UEL mark. The study abroad module will be shown on the student's transcript of study.

9   Involvement of External Examiners

9.1   Modifications may be the result, either directly or indirectly, of external examiners' comments and/or annual reports. Schools are advised to keep their external examiners informed of any proposed modifications.

Manuals, Forms and Guidance notes relevant to Part 6

https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

- Module Specification Template
- Nomination of an External Adviser for a validation/review event
- Programme Withdrawal Form
- Change of Programme Title Form
- Programme Modification Log Template

1 Introduction

1.1 The University of East London (UEL) is committed to the continuous enhancement of the quality of programmes and educational and pastoral experience provided for all students.

1.2 Annual Monitoring forms part of the process by which programmes, departments and schools are monitored and reviewed thereby ensuring that quality and standards are being met. It also supports the enhancement of learning, student experience and learning opportunities.

1.3 The Annual Monitoring process may be used to satisfy professional, statutory or regulatory body (PSRB) review requirements. Where modifications to standard forms, processes, or timelines are required, these should be discussed and agreed with QAE. Where the PSRB has their own standard monitoring forms, QAE will assess whether these meet UEL requirements and may require additional information to be completed by programme teams over and above the PSRB requirements.

1.4 Annual Monitoring forms an integral element of the evidence base for periodic Academic Review that all programmes are required to undergo at least once within a six year cycle.

1.5 At UEL the process by which annual monitoring takes place is through the Review and Enhancement Process (REP).

1.6 The REP encompasses all Undergraduate (including foundation year, short courses and shared modules), Postgraduate Taught, and the taught provision of Postgraduate Research programmes, such as Research Masters (MRes) and Professional Doctorate programmes across all modes of delivery. This also currently includes Combined Honours programmes, which are running out.

1.7 The REP unites Programmes, Departments, Schools and Professional Services in driving forward the continuous enhancement of the quality of programmes and student experience.

1.8   The process supports the Teaching Excellence Framework and the Office for Students (OfS) Annual Provider Review.

1.9   The UK Quality Code for Higher Education (Chapter B8: Programme monitoring and review) sets out the expectation for programme monitoring and review, which higher education providers are required to meet:

"Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and the review of programmes".

2   Aims of the Review and Enhancement Process

2.1   The aims of the Review and Enhancement Process are to:

- Provide a focus for quality enhancement at programme, department and school level, and promote ownership of quality assurance and enhancement processes by those responsible for delivery;
- Reflect upon and analyse provision and educational experience of students within programmes, departments and schools;
- Evaluate success of students on modules and programmes;
- Identify good and innovative practice;
- Identify opportunities for enhancement using feedback from student surveys, student contributions to programme committees and programme teams;
- Ensure that where appropriate, actions addressing concerns be recorded in an action plan or as objectives;
- Utilise data and appropriate evidence to demonstrate that the programme / department / school continues to meet the needs of students and employers;
- Provide assurance in terms of the maintenance of academic standards of programmes and modules and ensure that their delivery continues to be consistent with published aims and objectives;
- Identify any issues of institutional significance so that appropriate action can be taken and good practice disseminated;
- Demonstrate how the institution meets TEF and Annual Provider Review requirements
- Meet the requirements of the UK Quality Code for Higher Education

3.   Scope of the Review and Enhancement Process

3.1   Those directly responsible for the delivery and management of a programme and modules are continually reflecting on its quality and considering ways in which improvements might be made. The REP provides a focus for improvement at module, programme and school level, but it is also the primary

way in which accountability for quality of teaching and delivering learning is demonstrated within both the school and institution.

3.2   All programme teams are required to produce a REP report and objectives on an annual basis. In drawing up the report and objectives, programme teams will consider a range of evidence about the quality of their provision but will also be proactive in moving their programme(s) forward and keeping them current via innovation and change in content, delivery and assessment.

3.3   Each programme should be reported individually. However in some circumstances (for example where programmes are closely aligned or where a programme includes a foundation year) then it may be agreed that a report can cover multiple programmes. Approval from Quality Assurance and Enhancement should be sought prior to the report being written.

3.4   Where a programme is closing or has been closed during the academic year under review then commentary should be included to demonstrate how the academic interests of the students have been protected.

3.5   Staff delivering collaborative programmes are also expected to produce a REP report (paragraphs 4.12 – 4.21).

3.6   Department REP meetings provide a forum for consideration of the programmes and modules within the Department.

3.7   School REP meetings provide a forum for consideration of issues for discussion raised at Department REP meetings.

Structure

3.8   Programme REP reports contribute towards the Department REP Meeting and action plan by highlighting items to be considered at departmental level.

3.9   The School Learning Teaching and Quality Committee (SLTQC) is responsible for ensuring that the process is followed and all programme reports are received in a timely manner.

3.10   The Department REP Meeting will consider programme reports within the department; achievement data; areas of good practice; short courses and CPD, inclusivity, research activity, civic engagement, staffing and resources and items to be considered at School level. A report and action plan will be developed following the meeting.

3.11   The School REP Meeting will consider Department REP Meeting reports and action plans, collaborative provision, overview of student feedback, overview of external examiner feedback, civic engagement and issues to be included in the college strategic plan.

3.12 The Learning and Teaching Quality Committee (LTQC) oversees REP for collaborative programmes and reports on the robustness of the process.

3.13 Validation and Review Sub-Committee (VRSC) considers School REP Meeting reports on behalf of LTQC and reports to the LTQC on the robustness of the process.

3.14 LTQC receives an overview report on the robustness of REP and also highlights issues of institutional significance arising from the process, together with proposed actions which are monitored at subsequent meetings of the Committee.

4   Process

4.1 Each Learning, Teaching and Quality Committee is responsible for managing the process and ensuring that every programme report has been recorded as received

4.2 REP reports for programmes and modules delivered by distance learning (where UEL is responsible for the programme and modules), will be incorporated into the relevant on-campus programme report.

4.3 Writing of Programme REP reports commences in October at the beginning of the academic year and takes place in four stages throughout the year.
   - Stage 1 – Ambitions for the Year; which establish goals for both the programme team and students and allows new programme representatives to understand the direction of the ongoing development of the programme. This should be presented at the first programme committee of the year.
   - Stage 2 – Mid-Year Checkpoint; which reflects on progress of the ambitions of the year, and the outcomes of the programme committee meeting. References may be made to mid-year data, such as, RAG data and mid-module evaluation questionnaires.
   - Stage 3 – End of Year Checkpoint; which is the main point of reflection for the programme team, following completion of teaching and assessment. At this point programme committee meetings and programme evaluation questionnaires can also be considered.
   - Stage 4 – Outcomes and External Measures; which includes data analysis on internal and external reference points and key performance indicators. This is also the opportunity to record items for consideration at Department level and good practice/good news.

   Interventions can be recorded throughout the year as they arise.

4.4 Report data is released throughout the year at the point the data becomes available. Guidance on extrapolation of data is provided. Each programme and department team will use the data to reflect on strengths and areas for enhancement, using these to inform and measure interventions.

4.5   Programme teams are required to take into account, and respond to, a range of evidence concerning the quality of the programmes and modules.

4.6   Each Programme REP report includes a section detailing what progress has been achieved in relation to the previous year's interventions. This section is designed to be completed throughout the year with both long and short deadlines.

4.7   Each individual programme team presents their report to the Programme Committee for discussion and endorsement.

4.8   Programme and Department Committees play a key role in monitoring REP objectives and interventions throughout the academic year.

4.9   Programme leaders are advised to review the programme specification at the same time as writing the REP report. This ensures that changes proposed in the REP report are actioned and that the programme specification remains up to date.

4.10   Quality Assurance and Enhancement is responsible for identifying a sample of reports to audit. SLTQC will be responsible for auditing the identified selection of programme Review and Enhancement Reports. Feedback should focus on the process and recommendations for enhancement noted. Quality Leaders feedback to Validation and Review Sub-Committee (VRSC) with their findings and VRSC will make final recommendations for consideration at institutional level. Templates are provided to support the audit of reports.

4.11   Reports should be uploaded onto Moodle and shared with students directly or through student representatives.

Collaborative programmes

4.12   Review and Enhancement Process (REP) reports for collaborative programmes will incorporate the requirements of both programme and department reports. For the purposes of consistency for partners, a template for Collaborative REP reports is provided by Quality Assurance and Enhancement.

4.13   The Link Tutor for each collaborative programme is required to work with the School and partner in order to ensure the Collaborative REP report is completed. The Link Tutor is responsible for completion of section 11 of the report.

4.14   Completed Collaborative REP reports should be submitted by partners to the QAE collaborative mailbox by 16 November 2018, with the exception of section 11 of the report. **Failure by partners to submit a satisfactory report (complete with all relevant appendices) by 16 November 2018 will risk the recruitment to the programme in the 2019/20 academic year.**

4.15   QAE will circulate the Collaborative REP reports to Link Tutors for the completion of section 11.

4.16   Upon completion of section 11 by the relevant deadline, Link Tutors should submit the completed Collaborative REP report to the QAE collaborative mailbox and the College Quality Assurance Officer, who is responsible for ensuring that the documentation is complete prior to submission to the School Learning and Teaching and Quality Committee (SLTQC) for review and approval.

4.17   Each member of the SLTQC will be allocated Collaborative REP reports to audit. This is to ensure that each report has been appropriately completed and areas of good practice and improvement have been identified.

4.18   Schools are then required to provide the following to the Institutional Learning, Teaching and Quality Committee (LTQC)

- The partner Collaborative REP report, complete with appendices;
- SLTQC Audit forms as evidence of the process undertaken at School level.

4.19   Each School Collaborative Lead will be required to complete a School Overview of REP Reports for Collaborative Partners, using the information in the School Audit forms as a guide. The report is intended to be a holistic overview of the Collaborative REP process within the School. The aims of the process are to:

- Identify areas of good practice across the collaborative institution;
- Identify areas for improvement across the collaborative institution;
- Identify themes specific to programmes being run by multiple collaborative partners.

4.20   Using the information provided in the School Overview of REP reports for collaborative partners, the Quality Manager (Collaborations) will create an Institutional Collaborative REP Overview Report for submission to LTQC.

4.21   LTQC will report on the effectiveness of the process, the completeness of reports submitted and via consideration of all Collaborative REP reports for a partner, the health of partnerships at institutional level.

School REP report

4.22   A School REP Report and action plan is produced following the School meeting,

4.23   The School REP Report and action plan must be formally considered and approved by the School Board and signed off as such by the Dean of School.

4.24 The School level process, must be completed by the end of November with all School REP Reports submitted to VRSC in December for consideration each year.

4   Overseeing the Review and Enhancement Process

5.1 The VRSC is responsible for monitoring the Review and Enhancement Process to ensure that it is robust and effective at School level and for recommending to the LTQC methods in which the process could be improved.

5.2 To this end, the VRSC co-ordinates an audit process each year. The Sub-Committee will allocate a 'Quality Facilitator' to each School being audited.

5.3 The Quality Facilitator attends the relevant School meeting that considers the individual programme reports. The Quality Facilitator will be required to make an oral report to the Validation and Review Sub-Committee, confirming that the School has effectively discharged its responsibilities.

5.4 In the event that the Quality Facilitator is unable to confirm the effective operation of the Review and Enhancement Process, the VRSC determines action to be taken and informs the LTQC.

5.5 The VRSC submits an annual report to the LTQC, summarising the outcomes of the audit process and making any recommendations for further action required. This report informs the LTQC's final report on the operation of the entire Review and Enhancement Process to Academic Board.

5.6 All Schools will be audited on a three-year cycle. At its discretion, on the basis of the audit process, the VRSC may audit the operation of the Review and Enhancement Process in any School in any year where significant concerns have been identified.

6   MRes

6.1 The Programme Leader will prepare a REP report in respect of the MRes programme and all associated research modules. This report should be submitted to the SLTQC (or equivalent) in the School designated for the purpose.

7   Objectives and Interventions

7.1 Programme Review and Enhancement Reports: Actions will be generated at Department Meetings

Department Review and Enhancement Meeting Reports: Actions should be presented to School Meetings

School Review and Enhancement Meeting Reports: College Board should have oversight of the School overview report and action plan.

Institutional Oversight Report: The action plan should be presented to LTQC

REP reports and action plans should be reviewed on a regular basis to ensure that actions are considered and completed.

8   External Examiners

8.1   Although External Examiners are not directly involved in the Review and Enhancement Process, it is good practice to provide them with a copy of the appropriate Review and Enhancement report and action plan for information. The report received will be appropriate to the department or awards for which the External Examiner is responsible.

Manuals, Forms and Guidance notes relevant to Part 7

- *Internal forms available through the staff intranet at: https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx* Template and Guidance notes for producing Review and Enhancement reports for:
    - Programme
    - Professional Doctorate
- Guidance on Review and Enhancement performance measures
- Guidance for Data Extraction for the Review and Enhancement Process

- *Collaborative forms available through the staff intranet at: https://uelac.sharepoint.com/LearningandTeaching/Pages/quality-assurance-handbook.aspx*
- Collaborative templates and guidance notes:
- Guidance on Review and Enhancement performance measures
- Guidance for Data Extraction for the Review and Enhancement Process

9   Indicative timetable

(NOTE that bold text indicates 2017/18 REP process)

DATE	Activity
July 2018	• 2017/18 and 2018/19 Documentation templates and guidance issued to Schools
August/September 2018	• **Completion of Transitional Foundation Year/Programme/Professional Doctorate reports for 2017/18**
October 2018	• **2017/18 Department REP Meeting** • 2018/19 reporting starts – Ambitions for the year
November 2018	• **2017/18 School REP Meeting**
January 2019	• 2018/19 Mid-Year Checkpoint
February 2019	• **Production of UEL Overview Review Report for 2017/18**
March 2019	• **Consideration of UEL Overview Report for 2017/18 at LTQC**
June 2019	• 2018/19 End of Year Checkpoint
August/September 2019	• 2018/19 Outcomes of External Measures • Review of REP Process and documentation
October 2019	• 2018/19 Department REP Meeting
November 2019	• 2018/19 School REP Meeting • 2019/20 reporting starts – Ambitions for the year
January 2020	• 2019/20 Mid-Year Checkpoint
February 2020	• Production of UEL Overview Review Report for 2018/19
March 2020	• Consideration of UEL Overview Report for 2018/19 at LTQC

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Part 8

Periodic Academic Review

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1 Scope of Academic Review

1.1 Academic Review is a systematic evaluation of the operation of an academic grouping within UEL. It involves a self-critical evaluation of performance by the grouping concerned followed by a review by a panel comprising members drawn from across UEL including a student and external subject specialists drawn from other higher education institutions and from business and/or the professions.

1.2 Academic review may be at School level or, in the case of a large School, cover an academically coherent grouping of Departments or programmes. An Academic Review will cover all taught programmes (undergraduate, postgraduate, post-experience, professional doctorate, distance learning) offered within the designated academic grouping as it is recognised that the overall management of the range of programmes offered is crucial to the quality of the provision. The School/Department research degrees provision will also be considered as part of an academic review.

1.3 The Learning and Teaching Quality Committee agrees the Academic Review schedule six years in advance, following consultation with the relevant Heads of Schools. There is a typical review rate of four Academic Reviews conducted in each academic year. However, this may fluctuate as a result of other considerations.

1.4 Each academic grouping is subject to Academic Review at least once every six years. However, the Learning and Teaching Quality Committee reserves the right to conduct an Academic Review at any time.

1.5 An Academic Review **cannot** be used to approve new programmes. The purpose of the review and structure of the review event is not designed to deal with such proposals. There are separate procedures for the approval of new programmes.

2 Purpose of Academic Review

2.1   Academic Review evaluates programmes offered by a School/discipline area and confirms that they continue to meet UEL's Quality Criteria and engage with relevant national benchmarks, frameworks and codes of practice.

2.2   Academic Review helps the College/School and the institution to assure the quality of the total student experience. Academic Review aims to review all aspects of the student experience and capture those which are outside the immediate confines of the programme which have an impact on the quality of that experience.

2.3   Academic Review helps the College/School and the institution to evaluate the extent to which the School/discipline has been successful in achieving its stated aims and objectives within the overall context of the UEL vision.

3   Preparing for Academic Review

3.1   The Head of School and the Quality Manager (Validation and Review) establish a series of regular meetings with relevant staff from the academic grouping to be reviewed in order to co-ordinate preparation for the Academic Review.

3.2   The first meeting will determine the approximate timing of the review and discuss the requirements for external representation on the review panel.

3.3   The Quality Manager (Validation and Review) provides advice and guidance throughout the process.

3.4   The School Learning and Teaching Quality Committee is responsible for co-ordinating a School's preparations for Academic Review.

4   Documentation

4.1   Central to the Academic Review process is the Self-Evaluation Document (SED). The document fulfils two functions:

    4.1.1   To provide a frank and critical appraisal of the academic grouping under review by evaluating performance and changes since the last review, the quality of the learning opportunities offered to students and the standards achieved by students;

    4.1.2   To identify perceived strengths and areas for development by referring to appropriate evidence, to indicate actions being undertaken to address such areas for development and to comment on the success, to date, of such actions.

4.2   The Self-Evaluation Document is structured as follows:

- Overall aims of the academic provision under review;

- evaluation of the academic provision under review - learning outcomes;

- evaluation of the academic provision under review - curricula and assessment;

- evaluation of the academic provision under review - quality of the student experience;

- evaluation of the academic provision under review - maintenance and enhancement of standards and quality.

4.3   Further guidance notes on the writing the Self-Evaluation Document are available from Quality Assurance and Enhancement and are provided to the academic grouping under review at the beginning of their preparation period.

4.4   Programme Specifications for all programmes included in the review process should be made available to the panel in advance of the review either as an appendix to the Self-Evaluation Document or in electronic format.

4.5   Student Handbooks for all programmes included in the review process should be made available to the panel in advance of the review either as an appendix to the Self-Evaluation Document or in electronic format.

5   Panel Membership and Selection

5.1   The size of an Academic Review panel depends on the size of the provision to be reviewed. Normally, it will consist of eight people.

5.2   A member of staff with significant experience in quality assurance, and who is independent of the academic grouping under review is appointed as Chair of the panel (usually a member of the Learning and Teaching Quality Committee).

5.3   There will normally be three external subject specialists on a panel. One of these members should be a representative from an employer or professional accrediting body.

5.4   In order to involve the widest possible range of staff from across the institution and improve overall engagement and understanding, each review team will also include three members of UEL staff, one of whom who has not previously been involved in an Academic Review (as a reviewer), and one of whom will be drawn from UEL services. No panel member may be closely associated with the academic grouping under review.

5.5   A current UEL student or a sabbatical officer from the Students Union will normally form part of the panel. The student selected for each review will not be a student on one of the programmes under review, but may be from another School or another department within the School.

5.6   Early in the process, the Head of School (or designated co-ordinator) nominates appropriate external subject advisers to take part in the review. The external subject advisers must be from different institutions. The suitability of the external nominees is determined by the Chair of the event. The following criteria are taken into account:

        5.6.1   The depth of subject knowledge.

        5.6.2   The relevance of subject knowledge.

        5.6.3   Prior experience of teaching on programmes at the same level or above.

        5.6.4   Impartiality (the nominee should not have any formal links with UEL during the last five years as a former member of staff or the last three years as an external examiner).

        5.6.5   Professional expertise.

        5.6.6   Prior experience as a QAA reviewer or auditor.

5.7   It is unlikely that any single nominee will meet all the requirements. In making judgments about the suitability of the proposed external subject advisers the Chair takes into account the overall balance of expertise presented by the external advisers. The Chair may reject a nominee or require the Head of School (or designated co-ordinator) to propose additional external subject advisers in order to ensure the balance of the panel.

5.8   The membership of the review panel is agreed with the academic grouping under review.

6   **Agenda for Academic Review**

6.1   Academic Review is conducted over a period of two days.

6.2   An Academic Review panel reports on the following areas:

        6.2.1   Evidence of academic standards: the match between aims and objectives and learning outcomes; evidence of achievement of learning outcomes; the match between student achievement and UEL's regulations on the standards of awards; accuracy and delivery of programme specifications; accuracy of student handbooks; currency and validity of programmes in the light of developing knowledge in the

discipline and practice in its application; and the research environment (where the review includes research degrees provision).

6.2.2 Quality of the student experience: teaching and learning (including the use of Moodle); student support; guidance from admission to completion; staff development (including peer review), and learning resources.

6.2.3 Activities to ensure and enhance standards and quality: use of external examiners; second and anonymous marking; student and employer feedback mechanisms; effective monitoring of performance; use made of external reference points such as Subject Benchmark Statements and other professional and regulatory body requirements; local procedures for the approval of new programmes; implementation and effectiveness of the Review & Enhancement Process; and school based procedures for monitoring progress of postgraduate research students (where the review includes research degrees provision).

6.3 Although all panel members contribute to the discussion and decision making on all of the above areas, each panel member will focus on one of the above areas and provides a written response which will be used to help prepare the final report.

6.4 The further documentation listed below must be made available to the panel during the review:

- Review & Enhancement Process reports (including appendices) and action plans for the three previous years. This should include the School Overview report as well as the relevant department/subject area and programme reports;

- annual school postgraduate research reports to Research Degrees Subcommittee for the three previous years (where the review includes research degrees provision) and for one year only (where the review does not include research degrees provision);

- external examiners' reports and responses for the three previous years;

- minutes of school committees for the three previous years (including; quality; school board (or equivalent); learning and teaching; research degrees; knowledge exchange; and portfolio development committees);

- evidence of the school's engagement in the observation of learning and teaching;

- academic staffing list, staff CV's and profile (giving main teaching/research interests and administrative responsibilities);

- module folders for all modules under review (see separate guidance on contents); these will include module guides (paper or electronic) and examples of students' work including: examination papers/scripts, course work, project/lab reports, project reports and dissertations;

- PGR induction programmes and evidence of postgraduate research skills development planning (where the review includes research degrees provision);

- examples of supervision records for both PGR and taught programmes (where the review includes research degrees provision);

- examples of PGR annual reviews for the three previous years (where the review includes research degrees provision);

- data and student feedback (derived from the National Student Survey) published on the Unistats website;

- UEL Student Satisfaction Surveys;

- UEL Postgraduate Research Student Surveys and national Postgraduate Research Experience Surveys (where the review includes research degrees provision);

- report and action plan from the previous periodic review process;

- minutes of employer liaison boards (where they exist);

- any other documentation referenced in the Self-Evaluation Document.

The panel will also have access to supporting material available on Moodle for all modules under review.

6.5 Additional documentation may be requested by the review team to assist them with their deliberations. Such documentation might include:

- A staff development statement (covering both subject development and pedagogical development and including a research profile and details of other staff development activities e.g. provision for staff induction);

- list of research/consultancy publications (following the classification used for the research excellence framework);

- reports by professional bodies (where appropriate);

- student intake and progression data covering the last three intakes;

- a description of student support/welfare services, plus any recent analysis of student use, subject to normal constraints of confidentiality in respect of counselling and similar activities;

- marking and feedback sheets and assessment criteria.

6.6 The programme for the review is agreed during the preparation period. Variations to the standard programme to reflect the character of the academic grouping under review are acceptable provided that all areas described in paragraph 6.2 are adequately covered.

6.7 Where more than one academic grouping is being considered during one Academic Review, it may be necessary to provide feedback which discriminates between the different groupings. Occasionally this may mean holding separate meetings for different groupings. Agreement on how this will be managed is established during the preparation period.

6.8 The programme includes at least one meeting with existing students, former students and, where appropriate, and those involved in placement or work-based learning.

6.9 The programme includes meetings with staff to discuss the various aspects on which the panel reports.

7   Arrangements for Academic Review

7.1 Quality Assurance and Enhancement is responsible for:

- Convening the Academic Review panel;

- sending out documentation to panel members;

- making arrangements for overnight accommodation for external members;

- room bookings;

- catering arrangements;

- servicing the meeting.

7.2 The Head of School (or designated co-ordinator) is responsible for:

- Providing the agreed documentation for circulation in advance by the deadline;

- arranging for the attendance at relevant parts of the event of relevant school and service staff;

- arranging for the attendance of any agreed external people, such as former students, employers or representatives of collaborating institutions;

- arranging for the attendance of current students.

8   Outcomes of Academic Review

8.1   In reaching its judgement, the panel has regard to the UEL Manual of General Regulations & Policies, the Quality Criteria, QAA Subject Benchmark Statements and the QAA UK Quality Code for Higher Education.

8.2   The conclusions of the review represent the views of the panel as a whole. The panel may set conditions and make recommendations. Where conditions are set, the panel should specify the deadline by which these should be met.

8.3   For Academic Review to serve its purpose, it is essential that feedback be provided quickly and in sufficient detail to enable improvements to be made at an appropriate pace. Oral feedback will be provided to the academic grouping at the end of the review, followed by a full written report.

8.4   The written report highlights the strengths of the provision and identifies proposed improvements which can be fully considered and acted upon at College/School and institutional level.

8.5   The Academic Review panel will normally confirm that the programmes under review merit continued approval.

8.6   If the review panel has fundamental concerns about the quality of provision it may decide that a second review meeting should be held. If, by the date of the second meeting, there has been inadequate improvement, the panel has the right to recommend to Academic Board that a programme, or series of programmes, within the scope of the review, cease to recruit until the relevant improvements have been made. It will be for the review panel to determine how much time the School/discipline area under review is given to make the required improvements.

9   The Report of the Academic Review

9.1   Following the review, a draft report is produced by Quality Assurance and Enhancement and will be circulated to the Head of School and other key members of the provision under review for comment concerning factual accuracy. The report is also circulated to members of the Academic Review panel for comment. The confirmed report is then produced and circulated to the School and to members of the panel.

9.2 Learning and Teaching Quality Committee will consider the report of the review on behalf of Academic Board. The School is required to produce an action plan based on the recommendations of the review process. Learning and Teaching Quality Committee will consider the action plan; QAE will monitor the plan until all agreed actions are completed.

10 Professional Statutory and Regulatory Body (PSRB) Reviews

10.1 Where desirable and practicable, reaccreditation by a professional body may take place at the same time as the review is conducted. Agreement on how this will be managed is established during the preparation period.

10.2 Learning and Teaching Quality Committee will consider the report of the review. Where recommendations are made, the School is required to produce an action plan. Learning and Teaching Quality Committee will consider action plans at subsequent meetings until all agreed actions are completed.

Manuals, Forms and Guidance notes relevant to Part 8

https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

- Frequently asked questions - Academic Review
- Guidance Notes for Panel Members
- Guidance Notes for production of Self Evaluation Document
- Documentation for base room
- Module Folder Contents List
- Event Programme
- Guidance Notes on Academic Review Statistics
- Panel Member Pro-Forma 1 – Evidence of Academic Standards
- Panel Member Pro-Forma 2 – Quality of the Student Experience
- Panel Member Pro-Forma 3 – Activities to ensure and enhance standards and quality

Part 9

The External Examiner System

1 Introduction

1.1 The external examiner system is the process by which we assure ourselves that the academic standards of our programmes are comparable with similar programmes offered elsewhere and that the assessment process has been conducted fairly, in accordance with the approved structure, content and regulations and without prejudice to any student. Detailed below are the rights and responsibilities of external examiners and the procedures for their appointment.

1.2 UEL retains responsibility for the appointment, briefing and payment of all external examiners, whether appointed to on-campus provision or to programmes and modules delivered in collaboration with a partner. All reports are submitted to UEL.

2 The Rights and Responsibilities of External Examiners

2.1 External examiners are full members of both the Department Progression Board and Department Award Board. Each school will appoint a Lead External Examiner who will attend the Department Award Board to ensure that due process is followed. Whilst the remit is different depending on the board attended, external examiners should:

2.1.1 Be able to judge each student impartially on the basis of work submitted for assessment, without being influenced by previous association with the programme, the staff or any of the students.

2.1.2 Be able to compare the performance of students with that of their peers on comparable programmes of higher education elsewhere.

2.1.3 Approve the form and content of proposed assessment tasks which are prescribed as counting towards the relevant award(s) in order to ensure that all students will be assessed fairly in relation to the programme/module specification and regulations and in such a way that examiners will be able to judge whether they have fulfilled the objectives of the programme/module and reached the required standard.

2.1.4 Attend relevant Assessment Board meetings and have access to all assessed work. They should contribute to decisions on progression/awards and ensure that those decisions have been reached by means according with UEL's requirements and standard practice in higher education.

2.1.5 See samples of students' work in those modules for which they have designated responsibility, in order to ensure that each student is fairly placed in relation to other students.

2.1.6 Where professional body requirements stipulate, should be involved in meeting students and mentors within placement areas, as well as reviewing practice assessment documentation.

2.1.7 Have the right to moderate the marks awarded by internal examiners in accordance with UEL's policies regarding assessment.

2.1.8 Ensure that assessments are conducted in accordance with approved regulations.

2.1.9 Participate as required in any reviews of decisions about individual students' awards taken during the examiner's period of office.

2.1.10 Report back to UEL, at least once annually or as may otherwise be prescribed, on the effectiveness of the assessments and any lessons to be drawn from them (see section five below).

2.1.11 Comment on the overall development of the modules or programme. However, in order to protect their independence, they should not concurrently act as consultants to a programme team on programme design, act as external advisers or be members of a panel established to review any programme containing modules they examine.

(A full list of the responsibilities of both roles can be found in the external examiners manual.)

2.2 Where it is deemed to be valid and relevant, external examiners may be consulted when establishing new policies or reviewing existing ones, alongside other forms of scrutiny or consultation.

3 The Appointment of External Examiners

3.1 External examiner appointments must be approved on behalf of the Academic Board by the External Examiners' Sub-Committee of the Learning & Teaching Quality Committee on the recommendation of the relevant school quality committee. All nominations are scrutinised against clearly specified criteria agreed by Academic Board.

3.2   New examiners take up their appointments on or before the retirement of their predecessors. External examiners should remain available after the last assessments with which they are to be associated in order to deal with any subsequent reviews of decisions. Nominations for replacement or extension of contract should reach the External Examiner's Administrator a minimum of **three months** before the expiry date of the contract of the External Examiner being replaced.

3.3   Where an examiner is not in place prior to the academic session commencing the school will ensure that the outgoing examiner approves the draft assessments. Where the outgoing examiner has approved the draft assessments, the school will ensure that the new examiner is made aware that the draft assessment has been approved by the previous examiner.

3.4   Each school is responsible for ensuring that all modules with students registered against them are allocated to an external examiner. This should be monitored via the school based systems in place for the school quality committee.

3.5   Normally, appointments will run from October to September.   The duration of an external examiner's appointment will normally be for four years. Only in exceptional circumstances, where there is a need to ensure continuity, will an extension of up to one year be considered.

3.6   External examiners should hold no more than two external examiner appointments for taught programmes/modules at any point in time. The Sub-Committee will expect to see convincing arguments in support of proposals for a heavier workload for an examiner.

3.7   Where a module is offered at more than one centre of delivery, for example in collaboration, the external examiner should be appointed to examine the module at all centres of delivery. The examiner will be sent samples of work from each centre of delivery (separate detailed guidance is available) and will be required to comment on standards and processes at each centre.

3.8   External examiners covering programmes/modules at a 'Franchise' partner should have access to a sample of UEL on campus materials in order to examine their comparability. Schools should ensure that the necessary arrangements are in place.

3.9   In approving the appointment of external examiners, the Sub-Committee will seek to ensure that the external examiners are competent and impartial, and that the Assessment Board(s) as a whole maintains an appropriate balance and diversity in order to ensure that students are fairly assessed.

3.10   New external examiners must be briefed on their task as soon as possible after appointment, preferably by visiting the institution to meet staff in the relevant school. The briefing will cover: the dates of examiners' meetings; the

examiner's role in relation to the examining team as a whole; module specifications and teaching methods; the methods of assessment and marking scheme; and academic regulations. In addition, all new examiners will also be invited to attend an institutional induction day organised by Quality Assurance and Enhancement. The Sub-committee will expect to see details of the support offered to external examiners with no previous examining experience, and have the right to request further detail of the support to be offered.

3.11   External examiners may wish to meet students and this should be facilitated by the Head of Department or department team, making clear that the role of the examiner in meeting students is to obtain general feedback on the programme experience. The Head of Department should provide details of the arrangements for meeting teaching staff including module leaders/placement providers and assessors.

3.12   Institutional guidance to external examiners on their role is provided by an External Examiners' Manual which is accessible via the external examiner webpage and referenced in the letter of contract.

3.13   The fee payable to an external examiner is at the discretion of the School, but should take into account the current guidelines provided by the External Examiners Sub-Committee.

3.14   If termination of the appointment of an external examiner is considered desirable, grounds for such a decision must be clear and incontrovertible and the decision will be made by the External Examiners sub-Committee. Appropriate grounds will include non-fulfilment of duties, non-submission or late submission of reports, or a change in circumstances compromising the impartiality of the external examiner. Our university reserves the right to terminate an appointment forthwith if an annual report is not submitted within the first semester following the session from which the report was due.

4   Criteria for the Appointment of External Examiners

The following are the minimum criteria for consideration of proposed external examiners. The notes beneath each criterion provide a checklist of issues considered both in selecting and nominating external examiners and are used during scrutiny of nominees for approval.

4.1   *An external examiner's academic/professional qualifications should be appropriate to the awards/department to be examined.*

The examiner:

- Should demonstrate competence and experience in the subjects covered at the Board.

- Have relevant academic or professional qualifications to at least the level of the qualification being examined, or extensive practitioner experience where appropriate.

4.2 *An external examiner should have appropriate standing, expertise and experience to maintain comparability of standards.*

The examiner should:

- Show evidence of knowledge and understanding of UK sector agreed reference points for the maintenance and enhancement of academic standards and assurance and enhancement of quality;
- Have sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers/professional peers as appropriate.
- Demonstrate fluency in English (or for programmes delivered and assessed in a language other than English, fluency in the relevant language).

Standing, expertise and breadth of experience may be indicated by:

- The present [or last, if retired] post and place of work.
- The range and scope of experience across Higher Education/ professions.
- Current and recent active involvement in research/scholarly/ professional activities in the department of study concerned.

4.3 *An external examiner should have enough recent external examining or comparable related experience to indicate competence in assessing students considered at the Board. The examining experience will normally be in an external context.*

The examiner should be able to demonstrate:

- Competence and experience in designing and operating a variety of assessment tasks appropriate to the subject.
- Competence and experience in operating assessment procedures.
- Awareness of current developments in the design and delivery of relevant curricula.
- Familiarity with the standard to be expected of students to achieve the award in which students are to be assessed.
- Where relevant, evidence of meeting applicable criteria set by professional, statutory or regulatory bodies.

If the proposed examiner has no previous external examiner experience at the appropriate level, the application should be supported by either:

- Other external examining experience.
- Extensive internal examining experience.
- Other relevant and recent experience likely to support the external examiner role.

Proposed examiners without experience as external examiners should, where possible, join an experienced team of external examiners and the school will allocate a mentor. Where there is only one external examiner they should work initially alongside another experienced external examiner in a related area. This initial period should include involvement in the final stages of assessment for the award.

4.4 ***External examiners should be drawn from a wide variety of institutional/professional contexts and traditions in order that the Department Award/ Department Progression Board benefits from wide-ranging external scrutiny.***

There should not be:

- More than one examiner from the same institution in the team of external examiners in a department or associated department.
- Reciprocal external examining between awards/departments or departments/Schools.
- Where a UEL department sources a new examiner from the same department and provider as an outgoing examiner, the module allocation of the new examiner must differ in its entirety from the module allocation of the outgoing examiner.

In order to facilitate this, Schools should hold details of the external examiner appointments held by members of staff at other institutions.

4.5 ***Examiners should not be over-extended by their external examining duties.***

External examiners should hold no more than two external examiner appointments for taught programmes/modules at any point in time. An examiner should not be allocated in excess of 15 modules.

The Sub-Committee will expect to see convincing arguments in support of proposals for a heavier workload for an examiner.

4.6 ***There should be an appropriate balance and expertise in the team of external examiners for each department.***

The proposed examiner should complement the external examining team in terms of expertise and examining experience. There should be an appropriate balance between academic and professional practitioners. If the department contains modules associated with programmes leading to a professional award at least one practitioner with appropriate experience should be in the team. The phasing of appointments to the team should be structured to ensure continuity.

Lead External Examiners should have sufficient external examining experience to take an overview of the range of awards for which the Board is responsible.

4.7 *External examiners should be impartial in judgement and should not have previous close involvement with the institution which might compromise objectivity.*

Over the last five years, the proposed examiner should not have been:

- A member of staff, a governor, a student, or a near relative of a member of staff associated with the department or award.
- An external examiner on a cognate department or award in the institution.
- Involved as external examiner for the modules or associated awards when they were approved by another validating body.

The proposed examiner should not be:

- Personally associated with the sponsorship of students.
- Currently a member of a governing body or committee of UEL or one of its collaborative partners, or a current employee or teacher on a programme leading to a UEL award at a collaborative partner institution.
- In a close personal, professional or contractual relationship with a member of staff or student in the area associated with the Board.
- Required to assess colleagues who are recruited as students in the area associated with the Board.
- In a position to influence significantly the future employment of students in the area associated with the Board.
- Significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment in the area associated with the Board.
- Likely to be involved with student placements or training of UEL students in the examiner's organisation.

5 External Examiners' Annual Reports

5.1 The reports provided by external examiners are an integral part of the quality assurance and enhancement processes. They form part of the documentation requirements for the Review & Enhancement Process and periodic Academic Review. In all cases, a Department Committee is required to demonstrate how it has responded to the views of external examiner(s). This helps to assure existing standards and, where possible, introduce changes which will enhance the quality of the programmes. The guidelines issued to external examiners concerning the format of their report are also provided below.

5.2 Providing the report is a contractual requirement for external examiners. Reports should be submitted within one month of the boards taking place. Reports are received by Quality Assurance and Enhancement, which authorises payment of the external examiner's fee.

5.3   Senior staff of Quality Assurance and Enhancement, read all External Examiners' reports on receipt and identify areas where a response is required. This information, together with the original report, is sent to the relevant Head of Department and copied to the Head of School, School Leader for Quality Assurance and Senior Administrator (Quality). In the case of reports relating to collaborative provision, Schools are responsible for sharing these with staff in partner institutions. Where fundamental issues are raised by an external examiner, the Deputy Vice-Chancellor (Academic) contacts the Head of School directly for an immediate response.

5.4   Any issues of institutional significance that require a response from a member of staff not attached to a School, are identified by Quality Assurance and Enhancement and the relevant member of staff is asked to respond.

5.5   Where an external examiner is unable to confirm one or more of the statements in Part 1 of the report (see 6.2 below), the School will be required to submit an action plan to the External Examiners Sub-Committee, identifying the actions that will be put in place to address the examiner's comments. The school quality committee must approve this action plan. Where the action relates to provision at a collaborative partner, the action plan must be drawn up in collaboration with the partner. The action plan will be monitored by the school quality committee and External Examiners Sub-Committee until all actions are completed.

5.6   Each School is responsible for ensuring that timely and adequate responses are made to all external examiner reports. The Head of Department will normally respond to the examiner or where deemed appropriate may delegate this to the programme leader (the school should put the necessary mechanism in place to facilitate this). This includes responses to external examiners for collaborative provision. To this end, the school quality committee designs, manages and maintains School based systems for receiving, responding and implementing any actions that arise from external examiners' reports. This will include a process to ensure that responses or feedback from collaborative partners are incorporated into the response from the School to the external examiner. The Learning & Teaching Quality Committee will approve such processes, prior to their implementation.

5.7   All responses to external examiners are lodged with Quality Assurance and Enhancement.

5.8   An annual overview report of issues arising in external examiners reports is prepared by the Chair of External Examiners Sub-Committee for consideration by Learning & Teaching Quality Committee.

6   The Format of External Examiners' Reports

6.1 Each external examiner is asked to produce an annual report which addresses the following quality assurance issues, according to their role as Department External Examiner or Lead External Examiner. A standard report form is provided. Where modules are offered at other centres of delivery, e.g., collaborative partners, it is important that the examiner is provided with information to enable them to comment on matters relating to each centre of delivery.

6.2 The form is completed online and each examiner is sent a unique link to their personalised report template. The report comprises of three parts, with Part 1 requiring the external examiner to confirm that:

- The standards set within the department, (as evidenced by the modules reviewed) are appropriate at the level, in the department.
- The marks awarded for student assessments are appropriate and comparable with marks that would have been attained at other institutions with which the examiner is familiar.
- The processes for assessment, examination and the determination of credit for modules are sound and fairly conducted.

6.3 Part 2 of the report gives a series of statements which the examiner then indicates the extent to which they agree with statements:

6.3.1 The standards attained by the students:

- The standards of the students meet threshold benchmarks, internal, and external, including professional body requirements/standards
- The subject knowledge of our students is comparable to their peers
- The standard of academic skills of our students is comparable to their peers
- The failure rates of our students are comparable to their peers
- These comparisons above extend similarly to modules delivered at our collaborative partners.

6.3.2 The design and structure of the assessment:

- All learning outcomes are assessed appropriately
- The assessment methods are fair
- The assessment methods are inclusive
- There is an appropriate range of assessments
- These statements above apply similarly to assessments provided by our collaborative partners.

6.3.3 The general conduct of assessment:

- I received all of the draft assessment tasks (for the modules in my allocation that ran in the current academic year)

- The nature and level of the assessment tasks was appropriate
- Suitable arrangements were made to consider my comments
- *If required by a professional/ statutory/ regulatory body.* I was involved with meeting/observing students and/or meeting work placed mentors
- *If you examine modules at a 'Franchise' partner.* I was given access to a sample of UEL on campus materials in order to examine their comparability

- Appropriate procedures are in place for the moderation of papers
- Assessment boards are conducted appropriately
- It is easy to distinguish between students at each centre of delivery
- Progression decisions were made fairly and consistently, in adherence to the regulations

6.3.4 *Marking:*

- I received examples of assessment for all modules
- The method of selection was satisfactory
- Suitable arrangements were made to consider my comments
- Internal marking is accurate
- Internal marking is consistent
- Appropriate procedures are followed for marking
- There is implementation of UEL's policy on Second and Anonymous Marking
- There are clear marking criteria
- There is appropriate use of the full range of marks
- Feedback is appropriate
- Feedback is consistent
- These statements apply similarly to marking at our collaborative partners.

6.3.5 *The modules:*

- The standards of modules meets internal and external threshold benchmarks, including professional body requirements
- The content of modules is appropriate
- The structure of modules is appropriate
- Modules are up to date with current thinking in the discipline
- Teaching on modules exceeds sector norms
- The modules prepare students for employment
- The modules prepare students for further study

6.3.6 *Learning Environment:*

- Students are engaged at UEL
- Students who are underrepresented in Higher Education can succeed at UEL
- Appropriate resources are in place to help students succeed
- The learning environment is stimulating for students, providing the right level of challenge
- Opportunities exist for students to engage in activities that benefit their personal development
- Opportunities exist for students to engage in activities that benefit society

6.3.7 *Execution of the examiner role:*

- I have a productive relationship with the academics responsible for modules in my remit
- Administrative arrangements are in place to help me succeed in my role
- Matters arising from previous examiner reports were adequately addressed
- Overall, things have improved since last year

6.3.8 *Further comments:*

- The examiner is asked to comment on areas of good practice that they would like to highlight.
- The examiner is asked to comment on areas that could be improved.
- There is a final comment section for general comments and may be completed if this is the examiner's final report to provide a summary of their findings over the term of their appointment.

6.3.9 *Notification of any change in circumstances:*

- A prompt for examiners to notify UEL of any changes in circumstances that may impact on their impartiality as an external examiner is included at the beginning of the form

6.4   Part 3 of the report is completed by the Lead Examiner only (the examiner that attends the Department Award Board) and is asked to comment on the following:

6.4.1   The first section requiring the external examiner to confirm that:

- The standards set for the award are appropriate for the qualifications at the level.

- The standards of attainment and completion are comparable with similar programmes or subjects in other UK institutions with which the examiner is familiar.
- The processes for assessment, examination and the determination of awards are sound and fairly conducted in line with university regulations and relevant Professional, Statutory Body requirements.

Then there are a series of statements which the examiner then indicates the extent to which they agree with statements:

- The standards of student attainment is equivalent to peers on comparable programmes elsewhere
- The standard of the programmes on which awards have been made are appropriate for the awards to which they lead
- Appropriate procedures are in place for operation of the assessment board
- Matters arising from previous examiner reports were adequately addressed

6.4.2 Further comments:

- The examiner is asked to comment on areas of good practice that they would like to highlight.
- The examiner is asked to comment on areas that could be improved.
- There is a final comment section for general comments and may be completed if this is the examiner's final report to provide a summary of their findings over the term of their appointment.

6.4.3 School response*:*

- There is a section at the end of the report for the school response.
- There is also a section for additional responses, where a UEL service/department may be asked to respond to a particular point.

7 Exceptional Circumstances

7.1 There may be times when an examiner is unable to undertake their duties, due to unforeseen circumstances. In these situations the school should ensure that another examiner looks at the modules. The school should look to re-allocate the modules to an existing examiner (with the relevant expertise). If this is not possible then the school should source a new examiner.

7.2 If an examiner is unable to attend an assessment board the school should ensure that the examiner is involved in some way, either by submitting their comments via email, Skype or phone.

Manuals, Forms and Guidance notes relevant to Part 9

- External examiner manual
- External examiner website

Part 10

Approval and Quality Assurance of Short Courses

1. Introduction

1.1   Principles of Short Course Approval

All **credit rated** Short Courses must follow the formal approval and monitoring processes described below.

All **non-credit rated** Short Courses that satisfy the following conditions must also be approved using the formal process:

- The Short Course is an integral part of a recognised HE course, for example:

  o A preparatory or access course to facilitate progression to a HE qualification.

  o Short periods of study within a course which generally takes place in vacation time, and are normally for students to catch up with others on the course.

  o Bridging courses, e.g., between completion of a foundation degree and the BA or in order to facilitate students transferring in at an advanced stage (e.g., as part of an articulation arrangement).

It is recommended other types of **non-credit rated** Short Courses also follow these processes, however this will not be necessary or appropriate in all cases. In deciding whether to formally approve a non-credit rated Short Course please contact Quality Assurance and Enhancement. This will enable the activity being proposed to be logged for reporting purposes and a decision to be made regarding a process for setting up the course.

Factors that will be taken into consideration include:

- Whether the course is to be repeated

- If there is a need to register the participants via UEL records systems

- Whether the participants will require access to other UEL services e.g., Library and Learning Services

1.2   The university is required to report on any activity that falls into the definitions of:

Continuing Professional Development

Training programmes for learners already in work who are undertaking the course for purposes of professional development/up-skilling/workforce development.

Continuing Education

Training programmes for learners that might be employed or unemployed who are undertaking the course for the purpose of continuing their education. This includes courses to develop/enhance specific employability or professional skills and courses that may feed learners into higher education (level 4 and above).

For more information on these types of activity please see the QAE forms and guidance page: https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

1.3   **School Learning and Teaching Quality Committee** is responsible for the validation and quality assurance procedures applicable to courses developed and delivered by UEL Schools. Specifically, these are:

- Non-credit rated Short Courses delivered by UEL staff at UEL and off campus;

- Credit rated Short Courses delivered by UEL staff at UEL and off campus;

- Courses offered by distance learning (not in collaboration);

- Courses delivered in partnership with UEL services.

Details of the approval process are provided in section 5 below.

Details of documentation requirements are provided in section 4 below.

1.4   **The Short Course Panel** is responsible for the approval of Short Courses involving delivery by a collaborative partner; or for the accreditation of externally designed courses; details are provided in section 6 below. Specifically, these are:

- Short Courses delivered in collaboration with external partners;

- Recognition, approval and accreditation of externally designed Short Courses.

2   Accreditation

2.1 Short Courses enable the allocation of credit for learning that is achieved outside UEL's main academic programmes.

2.2 In determining the appropriate credit-rating for a Short Course the amount of credit and level of credit need to be determined. Credit is allocated on the basis of 10 hours of notional student study time for each credit. In this context, 'study time' incorporates formal contact time, assessment, and other student learning time.

2.3 Credit rating can only be applied to those courses which have study time equivalent to a minimum of 4 credit points (40 hours) up to a maximum of 40 credits (400 hours) for courses at levels 3, 4, 5 and 6 or 30 credits (300 hours) at level 7. Courses of less than 40 hours cannot be credit-rated.

2.4 Where a Short Course enables a student to accumulate credit to the value of an unnamed UEL award, the student will be entitled to receive this award (details may be found in Part 1 of the Manual of General Regulations, Descriptions of Awards).

2.5 The maximum period of approval for a Short Course is five years.

3 Criteria for Approval

3.1 The Quality Criteria for programmes should be used as a basis for determining the suitability of the proposal for approval.

4 Documentation Requirements

4.1 All requests for the approval of a Short Course should be submitted on the Short Course Proforma (available at https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx/). All boxes must be completed and relevant documentation attached (see 4.2 below).

4.2 The documentation to be included with the Short Course Proforma is as follows:

- Module specification(s);
- External Adviser comments (see 4.3 below);
- Confirmation of financial viability (see 4.4 below);
- Report on resources;
- Where the Short Course is to be delivered by non-UEL staff, staff CVs should be included;
- For distance learning proposals, evidence via the report of the External Adviser, that materials and support meet the quality assurance requirements for distance learning proposals.

4.3 A proposal for a Short Course must have been submitted to an External Adviser prior to submission to the School Learning and Teaching Quality Committee or

Short Course Panel. The Chair of the relevant Committee / Panel will be responsible for approving the adviser on the basis of:

- The depth of subject knowledge;
- The relevance of subject knowledge;
- Impartiality (the nominee should not have any formal links with UEL during the last five years as a former member of staff or the last three years as an External Examiner);
- Professional expertise.

4.4 The proposal must be accompanied by approval from the Chief Management Accountant of the financial viability of the proposal.

4.5 For credit rated Short Courses, appropriate arrangements for the assessment of students and appointment of External Examiners will be made to ensure that the output standard is appropriate to the level/credit rating proposed.

4.6 For non-credit rated Short Courses where there is a qualification awarded, an External Examiner will need to be appointed and the moderation process outlined; an external examiner is not required for Short Courses where no academic credit or qualification is being awarded.

4.7 Documentation should include a report from the course proposer that the facilities and resources for delivery are appropriate. The purpose of the report is to ensure that the physical resources/accommodation are appropriate for delivery, and that any required pastoral care and learning support services are available to students. Where the Short Course is to be delivered by non-UEL staff, staff CVs should also be included

5   Procedures for the approval of Short Courses delivered by UEL staff

5.1 The School Board, via the School Learning and Teaching Quality Committee, is responsible for the approval of any Short Courses, whether credit-rated or non-credit rated, that are to be delivered by UEL Schools.

5.2 The proposal will be submitted to a full meeting of School Learning and Teaching Quality Committee. The Quality Assurance Officer and internal external from another School (normally a School Quality Leader) will be present at the meeting, as specified in the standard terms of reference and constitution of the School Learning and Teaching Quality Committee. The leader of the proposed course must be present to answer any queries.

5.3 School Learning and Teaching Quality Committee will reach a decision about whether the proposal can be approved on the basis of the documentation and the External Adviser recommendations. For credit rated courses, the following issues should be agreed:

- The credit rating;

- The level of credit;
- The appropriateness of the proposed assessment.

5.4   The School Learning and Teaching Quality Committee can either (a) approve the proposal or; (b) reject the proposal and require that it be revised and re-submitted for further consideration at a future meeting. The School Learning and Teaching Quality Committee may not impose conditions of approval.

5.5   The minutes of the School Learning and Teaching Quality Committee will record details of the discussion with regard to the proposal and the outcome agreed by the Committee.

5.6   The minutes of the School Learning and Teaching Quality Committee and approved Module Specification(s) shall be presented to the Validation and Review Sub-Committee for formal noting of the approval of the Short Course.

5.7   School Learning and Teaching Quality Committee is responsible for ensuring that the School has in place a method for monitoring the quality of its Short Courses, seeking student feedback and acting to make improvements where appropriate. Schools may find it appropriate to prepare Review and Enhancement Process reports for Short Courses, incorporate evaluation in Department Review and Enhancement Process reports, or prepare one report to cover all Short Courses offered during the academic session. Issues arising from Short Courses should also be addressed in the School Overview Report.

6   Procedures for the approval of Short Courses delivered in collaboration with external partners

6.1   Initial contact for collaborative proposals

6.1.1   Following receipt of an expression of interest from a potential collaborative partner, and agreement to proceed, a representative from the academic school (the course proposer) will be designated to support the partner. All Short Courses carrying credit need to be associated with an academic School.

6.2   Completing the proposal

6.2.1   The Short Course Proforma will be completed (see section 4 above).

6.3   The approval process

6.3.1   Proposals will be considered by the Short Course Panel, which will be convened by Quality Assurance and Enhancement. It will report to Validation and Review Sub-Committee. The panel will be constituted of two members from the Learning and Teaching Quality Committee and / or the Validation and Review Sub-Committee plus the Quality Manager (Validation and Review). The Quality Manager (Validation and Review) will act as Chair.

The course proposer and partner representative should be in attendance.

6.3.2 The minutes of the Short Course Panel will record details of the discussion with regard to the proposal and the outcome agreed by the Panel.

6.3.3 The minutes of the Short Course Panel and approved module specification(s)shall be presented to the Validation and Review Sub-Committee for formal noting of the approval of the Short Course.

6.4 The outcomes of the Short Course Panel

6.4.1 The panel will determine whether the proposal can be approved and will determine the following, as appropriate:

- The credit rating;
- The level of credit;
- The appropriateness of the proposed assessment.

6.4.2 Following the decisions of the panel, the chair will then:

- Confirm that the proposal has been approved.
  or
- Issue a statement of conditions to be met pending approval.
  or
- Notify the client that the proposal has been unsuccessful and that further work is not justified.

6.4.3 Where conditions of approval are set, the deadline for submission of responses to approval conditions shall be determined by the panel. Short Courses may not be offered until all conditions have been satisfied. The following standard conditions will be set where appropriate:

- **External Examiner Nominations** - that the Short Course proposer should take action to ensure that a nomination is approved by the External Examiner Sub-Committee to cover delivery of the approved Short Course(s);

- **Memorandum of Cooperation** - that the final memorandum of cooperation is agreed and signed by the parties;

- **Local laws and regulations** – that the partner presents verifiable evidence to confirm that government approval to deliver the programme(s) has been obtained.

Such standard conditions will be set along with any other outstanding matters that Short Course proposer needs to address prior to commencement of the Short Course.

6.4.4 If conditions are imposed, it is the responsibility of the Short Course proposer to ensure that the conditions are satisfied within the time scale specified.

6.4.5 The response to conditions of approval should be submitted to Quality Assurance and Enhancement which will arrange for it to be considered.

6.4.6 The Chair of the panel will be responsible for formally determining that the conditions of approval have been satisfied.

6.6 Contractual arrangements

6.6.1 Where the proposal is in collaboration with a partner, a memorandum of cooperation or equivalent legal contract will be required. The contract will include, inter alia, details of arrangements for registration, monitoring, assessment, student feedback, financial arrangements, and mechanisms for managing the course or collection of courses.

6.7 Arrangements for confirming the outcomes of assessment activities

6.8 Where a course confers academic credit or a qualification, an External Examiner will be appointed and the relevant UEL Assessment Board will ratify the results. The External Examiner will be appropriately remunerated for the additional elements of work associated with the course.

7 Transcripts/Certificates of Attendance

7.1 Transcripts and certificates for credit rated Short Courses will be produced by the Student Registry.

7.2 For the production of certificates for any other kind of Short Course, the student registry should be contacted in the first instance for advice.

8 Modification and Withdrawal of Courses

8.1 Modifications to Short Courses require the approval of the School Learning and Teaching Quality Committee. School Learning and Teaching Quality Committee may approve changes that do not involve changes to the curriculum content, on receipt of an appropriate rationale and where appropriate, a revised module specification. Such changes include for example a change in the form, length or nature of assessment (for credit rated Short Courses), Short Course title changes without any changes in curriculum content or learning outcomes and changes in standard start dates for the Short Course.

8.2 The following modifications to Short Courses require the full re-approval of the Short Course:

- Any allocation to a different level of a module that is part of a Short Course;
- Any change in the credit weighting of a module that is part of a Short Course;

- Any change to the learning outcomes of a module that is part of a Short Course (with or without a change in the title of the module / Short Course);
- Any change to the curriculum content of a module that is part of a Short Course other than routine updating (with or without a change in the title of the module);
- Any change in the mode of delivery of a module that is part of a Short Course.

The procedure to be followed for the re-approval of a Short Courses is the same as for the approval of new Short Courses.

8.3   Normal and regular updating of indicative reading lists does not require approval by the School Learning and Teaching Quality Committee. The Department Committee must ensure all reading lists for Short Courses remain up-to-date.

8.4   Short Course withdrawals are considered and validated by the School Learning and Teaching Quality Committee at the time the decision is made to withdraw the Short Course, using the standard proforma (available from Quality Assurance and Enhancement and at https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx). Such proposals must include a rationale for the withdrawal of the Short Course. Where students currently enrolled on the Short Course will be affected by the proposed changes, evidence of consultation of all students affected must be provided and detailed transitional arrangements supplied.

9   Audit of Delegated Activities

9.1   The Learning and Teaching Quality Committee remains responsible for the quality assurance procedures for all courses offered by UEL even though some functions are delegated to School level.

9.2   Quality Assurance and Enhancement will maintain a register of Short Courses, including, for credit rated courses, the level and credit rating awarded.

9.3   Appropriate references to the validation and accreditation, and to any outcomes of monitoring, should be made in the School overview report to the Learning and Teaching Quality Committee, which is routinely made after the completion of the Review & Enhancement Process.

SHORT COURSE APPROVAL FLOWCHART

```
┌─────────────────────────────────────────────┐
│ Complete short course proforma               │
│                                              │
│ Attach:                                      │
│ Module specifications                        │
│ Comments from one External Adviser           │
│ Confirmation of financial viability          │
│ Resources report                             │
└─────────────────────────────────────────────┘
                        │
                        ▼
┌─────────────────────────────────────────────┐
│   Is course offered by distance learning?    │
└─────────────────────────────────────────────┘
        │                               │
       Yes                             No
        │                               │
        ▼                               │
┌────────────────────────────────┐      │
│ Attach evidence that proposals │      │
│ meet distance learning quality │      │
│ assurance arrangements         │      │
└────────────────────────────────┘      │
        │                               │
        ▼                               ▼
┌─────────────────────────────────────────────┐
│ Is course being delivered by Non- UEL staff  │
│ in collaboration with an external partner?    │
└─────────────────────────────────────────────┘
        │                               │
       Yes                             No
        │                               │
        ▼                               ▼
┌────────────────────────┐   ┌────────────────────────┐
│ Short course considered│   │ Short course considered │
│ by Short Course Panel  │   │ by School Learning and  │
│                        │   │ Teaching Quality        │
│                        │   │ Committee               │
└────────────────────────┘   └────────────────────────┘
```

Manuals, Forms and Guidance notes relevant to Part 10
https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

- Checklist for courses delivered off site *(School use)*
- Definitions of CPD and CE
- Operational procedures for credit rated courses
- Operational procedures for non-credit rated courses
- Proforma for approval of short courses
- External Adviser approval proforma – non-credit rated courses
- External Adviser approval proforma – credit rated courses
- Short course approval flowchart
- Short course withdrawal form

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Part 11

Collaboration with Other Institutions

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1   Introduction

1.1   UEL is involved in a range of collaborative relationships, each relationship is categorised as one of the following models of collaboration:

1.1.1   **Franchise:** UEL may license whole programmes, or stages of programmes, designed by UEL and delivered on campus at UEL, to be delivered by a partner institution at their premises. Core modules will be as set out in the UEL programme specification for the programme, save that differences in curriculum content in core modules may be permitted to reflect cultural and regional differences as long as learning outcomes remain consistent. The partner institution may be permitted to develop a different set of optional modules, as long as they enable the programme learning outcomes to be met. Additional optional modules would need to be approved through the UEL approval procedures. Where there is justification for doing so, and in-country regulations to not prohibit, it is possible for franchise programmes to have a different programme title to the on-campus UEL programme. UEL retains ultimate responsibility for updating programme content and programme content will be reviewed as part of the Departmental academic review;

1.1.2   **Validation:** UEL may accredit a programme developed by another institution as equivalent to a UEL award, or leading to the award of a specific number of credits. The partner institution has responsibility for updating programme content and programme content will be reviewed as part of the partner institution's collaborative review;

1.1.3   **Joint:** A programme delivered jointly by UEL and at least one other institution. Delivery of the programme may take place at UEL, the partner institution's premises, both at UEL and the partner institution's premises or by distance learning. Responsibility for updating programme content is shared and programme content will be reviewed as part of the Departmental academic review;

1.1.4   **Distributed Delivery:** *(also known as 'flying faculty')* A programme of study whereby programme delivery and assessment is undertaken by UEL staff at the partner institution site. The partner institution may provide certain specialist resources, as approved by the University. UEL retains ultimate

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responsibility for updating programme content and programme content will be reviewed as part of the Departmental academic review.

1.2 Partnerships categorised as either franchise, validation or joint will adhere to one of the following methods of programme delivery:

1.2.1 **Partner On Campus:** The programme is delivered on site at the partner institution, the partner institution is responsible for the management of teaching and assessment;

1.2.2 **Joint:** Programme delivery is split between UEL and the site of the partner institution. Responsibility for teaching and assessment is split between UEL and the partner institution, normally each institution takes responsibility for elements of the programme which are delivered at its teaching site. The split in responsibility for delivery of the programme will be agreed at validation;

1.2.3 **Distance learning:** A programme of study whereby a student would not normally attend a UEL campus or that of a partner institution. Attendance may be required for residential sessions, for study support or for assessment purposes. The partner institution may manage elements of delivery, support and/or assessment, as agreed at validation.

1.3 Each programme delivered in collaboration with a partner institution will lead to one of the following award types:

1.3.1 **Single award:** A programme of study leading to the award of a UEL qualification. UEL have sole responsibility for the issuing of the award certificate;

1.3.2 **Double award:** A programme of study leading to the award of both a UEL qualification and that of a partner institution. Each institution shall be responsible for the issuing of the award certificate of that institution;

1.3.3 **Joint award:** A programme of study leading to the award of a single certificate awarded jointly by UEL and another partner institution. Responsibility for the issuing of the award certificate shall be agreed between the two institutions prior to the commencement of the programme.

1.4 The academic framework, assessment and feedback policy and the skills curriculum apply to the various models as follows:

1.4.1 For **franchise and distributed delivery** agreements, all will apply;

1.4.2 For **joint and validation** agreements, the assessment and feedback policy applies. The academic framework and skills curriculum would normally be expected to apply with scope for negotiation.

1.5   UEL has ultimate responsibility for the quality of all programmes leading to a UEL award. Where a programme leads to a double or joint award responsibility for quality may be shared with each institution having ultimate responsibility for the quality of its own award.

1.6   In some circumstances UEL staff are contracted to teach on programmes designed, validated and delivered at another institution. In this context it is usually the partner institution that takes responsibility for the quality of the programme offered and UEL's quality assurance procedures do not apply.

1.7   In the context of this section of the Quality Manual, the term 'institution' is used to describe any educational establishment (e.g. college of further education, college of higher education, university) within the UK or overseas. It also embraces industrial, commercial or public sector organisations that wish to offer courses in collaboration with UEL or purchase a programme from it.

2   Summary of the Approval Process

2.1   Before UEL can offer programmes in collaboration with a partner institution, an institutional approval and programme approval process must be completed. The criteria for approval are as follows:

   2.1.1   the arrangement is consistent with the UEL vision and strategy and policy on collaboration;

   2.1.2   Education and Student Success Committee has determined that the partner institution has met the criteria for institutional approval;

   2.1.3   there is evidence to suggest that there will be adequate resources available to support the collaborative arrangements proposed;

   2.1.4   the proposal has academic benefit for UEL and is financially viable;

   2.1.5   the partner institution is of appropriate standing and is capable of providing a suitable learning environment for the delivery of programmes of study leading to UEL awards;

   2.1.6   there is confirmation from official sources that official recognition will be granted, or of the limitation or conditions applying in respect of recognition (overseas programmes only);

   2.1.7   there is no evidence to suggest that the partner institution will be prepared to place quality and standards at risk for financial gain.

2.2   All proposals, irrespective of the model of collaboration, must be accorded initial approval. Once this is granted, development teams can proceed with the detail of the development.

2.3   For institutions with which UEL has not worked before institutional approval is required. This includes proposals where partner institutions assist in, or facilitate the delivery of a UEL programme by distance learning.

2.4   Discussions will also take place with the partner institution with regard to the memorandum of co-operation, to agree the commercial and financial terms, the operation of an academic calendar, the allocation of responsibilities between UEL and the partner institution and the implementation of UEL policies and procedures (see 10 below).

2.5   The programme approval process comprises a planning meeting, at which an initial review of documentation takes place, and if a decision is made to proceed, is followed by the validation event, normally involving a site visit. Following the event, the proposal will be approved, approved subject to conditions, or not approved. Where conditions are set a deadline will be imposed. Validation and Review Sub-Committee, acting on behalf of Academic Board, will formally validate the proposal, having considered the report of the approval panel. The programme may not run until all conditions are met and validation has been completed.

3   Initial Approval

3.1   Before a new programme or partnership is developed, initial approval must be obtained. The aim of initial approval is to ensure that time is spent productively on developing proposals that are viable, accord with the UEL vision and strategic plans and are likely to succeed at approval and validation. No proposal may proceed to approval unless it initial approval been obtained.

3.2   The following timelines should be adhered to when applications for initial approval are being made:

3.2.1   For programmes where it is proposed that **delivery will begin in September**, initial approval should be obtained from Education and Student Success Committee no later than March;

3.2.2   For programmes where it is proposed that **delivery will begin in February**, initial approval should be obtained from Education and Student Success Committee no later than August.

3.3   Applications for initial approval for proposals relating to collaborative partnerships are completed using the collaborative initial approval form.

3.4   Where a proposal is for a new collaborative partnership, the programme proposer should contact the Academic and Employer Partnerships Office at the earliest opportunity for advice in completing the form.

3.5   The collaborative initial approval form will be submitted to the School Learning and Teaching Quality Committee in the first instance. The School Learning and Teaching Quality Committee will either unconditionally approve the proposal or reject the

proposal with feedback. Rejected proposals may be resubmitted to School Learning and Teaching Quality Committee at a later date.

3.6 Following approval by School Learning and Teaching Quality Committee the collaborative initial approval form will be submitted to the Partnerships Development Committee for consideration.

3.7 The Partnerships Development Committee will either unconditionally approve the proposal or reject the proposal with feedback. Rejected proposals may be resubmitted to Partnerships Development Committee for consideration at a later date.

3.8 Once approval has been granted by the Partnerships Development Committee the proposal is forwarded to Quality Assurance and Enhancement who will ensure that it is considered by Education and Student Success Committee. The Education and Student Success Committee will either unconditionally approve the proposal or reject the proposal with feedback. Rejected proposals may be resubmitted to the Education and Student Success Committee for consideration at a later date.

3.9 A decision by the Education and Student Success Committee to grant initial approval is confirmation that, at an institutional level, it is considered that the proposal accords with the UEL strategic plan and that the proposal may be developed further towards programme approval.

3.10 Following approval by the Education and Student Success Committee, initial approval is granted and will remain valid for two years from the date of approval.

3.11 The Education and Student Success Committee, when confirming that a proposed programme has been granted initial approval, will inform the relevant stakeholders including:

- The proposing School;
- Facilities Services;
- Academic Registry;
- Strategic Planning;
- Quality Assurance and Enhancement;
- Library and Learning Services.

3.12 Once initial approval has been granted, the proposal is added to the validation and review schedule and progress in terms of programme approval is monitored by Quality Assurance and Enhancement. The College Quality Assurance and Enhancement Officer associated with the Schools under their College will be available to provide advice and guidance and assist in the development of the proposal.

4   Institutional Approval

4.1 Where a proposal is to work with an institution with whom UEL do not have existing collaborative provision, then it will be necessary to undertake institutional approval.

4.2 The purpose of institutional approval is to:

4.2.1 confirm there is strategic alignment and consistency with the UEL vision;

4.2.2 ensure that the collaborative arrangement is financially viable;

4.2.3 ensure that the partner institution is financially stable;

4.2.4 ensure that the partner institution has appropriate mechanisms for governance;

4.2.5 ensure that the partner institution is of appropriate standing and unlikely to put standards and quality at risk;

4.2.6 ensure that the partner institution has effective quality assurance mechanisms;

4.2.7 ensure that the partner institution has appropriate resources and policies for student support;

4.2.8 ensure that where government approval is required, this has been obtained or is likely to be obtained.

4.3 The level of scrutiny required will be determined on the basis of the complexity and volume of provision as well as perceived risk. Nevertheless, initial enquiries will cover the following areas:

- Public and legal standing of the prospective partner institution in their own country and in the case of a partner institution in the UK, via reports of public bodies;

- Standing of prospective partner institution in the light of experience of other UK institutions;

- The financial stability of the prospective partner institution;

- The ability of the prospective partner institution to provide the human and physical resources to operate the provision successfully;

- The ability of the prospective partner institution to provide an appropriate and safe working environment for students;

- The ownership of the prospective partner institution, its governance structures and its range of business interests and links, and its appropriateness to support the proposed arrangement;

- The ability of the prospective partner institution to manage processes for quality assurance and to meet the expectations of the UK Quality Code.

4.4 As part of the institutional approval process Quality Assurance and Enhancement will undertake due diligence checks in liaison with UEL's Governance and Legal and Finance teams.

Due Diligence

4.5 Quality Assurance and Enhancement will work with the prospective partner institution to gather relevant information. Normally, the following information will be gathered for a UK based institution which is a publicly funded body:

4.5.1 a brief history of the institution including details of its ownership.

4.5.2 documents which help to determine the nature of the institution:

- mission statement;

- strategic plan;

- prospectus.

4.5.3 details of the institution's governance and management structure including membership and terms of reference of its governing body and important internal committees, including a diagrammatic representation of the organisational and internal structure;

4.5.4 relevant financial information:

- budget statements;

- management accounts;

- audited published financial statements including income and expenditure account, balance sheet, cash flow statement and notes to the accounts.

4.5.5 a detailed description of the academic and administrative resources available at the institution to support the collaborative arrangements proposed (to include provision for welfare, support services and pastoral care available to students);

4.5.6 evidence about the quality of provision at the institution:

- reports from funding bodies;

- reports from external quality assurance bodies;

- details of any other UK HEI or educational bodies with which the institution has, or has previously had, collaborative arrangements, if applicable.

4.5.7 staff development policy and details for monitoring the performance of teaching staff.

4.6 If the proposed collaboration is with an organisation which is privately funded, or of charitable status, the following documentation will be required in addition to those listed in 4.5 above:

4.6.1 the constitution of the institution which gives it legal status, e.g. Articles of Association, Trust deed, Act of Parliament;

4.6.2 audited accounts (including director's notes) for the preceding 3 financial years;

4.6.3 corporate plan/business plan/financial forecasts;

4.6.4 a list of names under which the organisation/institution trades;

4.6.5 litigation and disputes, i.e. details of any proceedings (civil, criminal or arbitration), dispute or complaint, any order or judgement, if relevant;

4.6.6 a written statement from prospective institution confirming the organisation's/institution's ability to enter into contract with UEL;

4.6.7 liability insurance e.g. copies of valid insurance certificates;

4.6.8 health and safety policy;

4.6.9 equality and diversity policy, including policy on disabled students;

4.6.10 employment policies and profile (to include details of staff numbers broken down separately for academic and administrative staff;

4.6.11 policy on the admission of students and a profile of the student body;

4.6.12 quality assurance arrangements currently in place for: curriculum development, approval, monitoring and review of programmes, collection and evaluation of student feedback, management and administration of assessment processes, feedback to students on assessed work, tracking students progression and achievement, student consultation and representation systems;

4.6.13 independent evidence of the institution's reputation and standing, including checking any previous association of the institution with another UK higher education institution;

4.6.14 documentation about any legal or regulatory requirements (including the institution's legal capacity to award 'Joint' or 'Double' awards, if relevant) to which the institution must conform.

4.7 For UK based institutions intending to recruit international students, an accreditation report from one of the approved accreditation bodies and evidence of sponsor status from the UKVI will be required.

4.8 If the collaboration is with an overseas institution the following information will be required in addition to that identified in 4.5 and 4.6 above:

4.8.1 details of government approval/accreditation/recognition of the institution (copies of approval letters or certificates issued by the local ministry of education, the national quality assurance agency, etc).

4.8.2 the Academic and Employer Partnerships Office will obtain any information on the institution or on the cultural, legal, financial and political environment of the country in which the institution is based, which might impact on UEL's ability to exercise its responsibilities, particularly in relation to academic standards and quality, available from government offices or agencies in that country or the British Council;

4.8.3 an evaluation of the implications of any language issues provided by the programme proposer.

4.9 Quality Assurance and Enhancement will present financial information from the prospective partner institution to the Assistant Director of Financial Management for an assessment of the financial stability of the institution and an overview of the financial costs/benefits to UEL. The Assistant Director of Financial Management or delegated member of staff will prepare a written report providing the necessary assurance to the University as to the financial standing of the institution.

4.10 Quality Assurance and Enhancement will present documentation relating to the governance and legal standing of the prospective partner institution to the Assistant Director for Governance and Legal for an assessment of the governance and legal standing of the institution. The Assistant Director of Governance and Legal or delegated member of staff will prepare a written report providing the necessary assurance to the University as to the governance and legal standing of the institution.

4.11 A member of academic staff from the School with whom it is proposed that the prospective partner institution will collaborate, or a member of the Academic and Employer Partnerships Office, will conduct a visit of the premises at the institution and complete a site visit report to include a recommendation as to the suitability of the facilities for delivery of the proposed programme(s). Where the member of staff conducting the site visit does not have specialist knowledge in the relevant subject area(s) they will ensure that they are provided with a comprehensive list of necessary facilities for delivery the proposed programme(s) in order that they can confirm whether the institution has the necessary facilities.

4.12 The Quality Manager (Collaborations) will review the reports prepared by the Assistant Director of Financial Management and by the Assistant Director for Governance and Legal as well as the site visit report prepared by the School or the Academic and Employer Partnerships Office and make an assessment as to whether there is sufficient risk posed to UEL by the institution to cease with institutional approval. Upon making this assessment the Quality Manager (Collaborations) shall oversee the production of an institutional approval report for submission to Education and Student Success Committee making a recommendation as to whether institutional approval should be granted.

4.13 Education and Student Success Committee has ultimate responsibility for granting institutional approval. Once institutional approval has been granted, the proposal may proceed to programme approval.

5   Programme Approval

5.1 All collaborative programmes will be evaluated through a process that will normally include an approval event, at the location of delivery, before it is offered to students. The purpose of the process is to confirm that:

5.1.1 the partner institution is able to provide a suitable learning environment for the delivery of programmes of study leading to UEL awards;

5.1.2 that adequate resources are available to meet both the academic and support needs of the students;

5.1.3 the arrangements for collaboration set down in the memorandum of co-operation are appropriate, understood and accepted by all parties.

5.2 The following timelines should be adhered to when undertaking programme approval:

5.2.1 For programmes where it is proposed that **delivery will begin in September**, the programme approval event should have taken place no later than May;

5.2.2 For programmes where it is proposed that **delivery will begin in February**, the programme approval event should have taken place no later than October.

5.3 Where a new programme is proposed for an existing partner institution which has undergone a successful collaborative review a decision will be made by UEL's Quality Assurance and Enhancement team as to whether it is necessary for the approval event to take place at the site of delivery. In making this decision the following shall be taken into consideration:

5.3.1 the model of collaboration (validated programmes will normally require the approval event to take place at the partner institution);

5.3.2 the partner institution's track record in quality assurance (including completion of UEL's annual Review and Enhancement Process);

5.3.3 whether the proposed programme is in a cognate subject area to those already approved for delivery at the partner institution;

5.3.4 how recently the partner institution has been visited by UEL as part of a programme approval event.

The Head of Quality Assurance and Enhancement is responsible for making the final decision as to the location of the approval event. Where it is agreed that the approval event is not required to take place at the site of delivery alternative arrangements will be made for the validation panel to meet with the programme team, this may include the use of videoconference facilities.

5.4 The panel will be constituted to include a range of expertise enabling it to evaluate institutional issues as well as those that are programme specific. It will be responsible for reviewing:

- academic infrastructures;

- academic and professional achievements and aspirations;

- quality of teaching staff;

- learning experience of students;

- availability and use of resources (including teaching accommodation, computing, laboratory, library and media facilities);

- procedures for assuring quality and arrangements for collaboration.

5.5 Where a proposal involves new programmes with more than one UEL School in the same academic year, a joint event will be considered. Advice will be sought from the Head of Quality Assurance and Enhancement regarding the maximum number of programmes to be considered at a single event and in one day.

5.6 Where the provision to be approved is offered at multiple locations, the Chair and servicing officer will take advice from the Head of Quality Assurance and Enhancement on the process to be followed. Site visits to all sites will be required prior to the panel approval event, and a report of these visits presented to the approval panel. The approval panel will need to see the CVs of all staff involved in delivery at all locations.

5.7 Where a programme that has, or requires, recognition by a professional, statutory or regulatory body, is the subject of the approval, the professional, statutory or

regulatory body will be informed of the proposals at the earliest opportunity and the validation panel will set a condition that the programme team obtain approval from the professional, statutory or regulatory body to deliver such programme. Where appropriate, depending on the approval requirements of that body, a representative will be invited to attend the panel event.

Documentation Requirements

5.8 The following documentation (using standard UEL templates, available at https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx and from Quality Assurance and Enhancement) are required for both the planning meeting and the approval event for a collaborative programme:

    5.8.1 Programme specification (for a franchised programme the most up-to-date version of the programme specification is required);

    5.8.2 Validation document, to include:

- The context of the proposed programme: the way in which the proposal meets the objectives of UEL's strategic plan and the School plan; the academic profile of the School and an assessment of the impact of the proposal on that profile; and any relationship of the proposal to programmes run by other Schools within UEL;

- Information about the partner institution, including their previous experience in the subject area, their areas of experience/expertise and the way in which the collaboration with UEL will further their strategic objectives;

- The rationale for the proposal: to include evidence of the regional demand for the proposal; details of consultation with relevant employers and relevant professional bodies; the relationship of the proposal to similar provision offered elsewhere; the target student group/expected student profile;

- A curriculum vitae for each member of staff; key management staff and staff teaching on the proposed programme(s);

- Statement of Resources: the physical resources that are available to support the programme (e.g. library, computer hardware and software, specialist accommodation, other specialist equipment, programme management and administrative resources) and , where applicable, how distance learning students will access the resources;

- The academic and administrative staff support infrastructure for distance learning students;

- For validated programmes only, a statement detailing the programme team's evaluation of their proposal with regard to the Framework for Higher Education Qualifications, relevant QAA Subject Benchmark Statement(s) (where applicable), the UK Quality Code for Higher Education, and any professional accreditation requirements (i.e. how have they been used in the development of the programme).

5.8.3 For collaborative distance learning provision, learning materials for one module on the programme;

5.8.4 For collaborative distance learning provision, a detailed schedule for completion of all distance or blended leaning materials for the programme;

5.8.5 A draft student handbook which at a minimum must include the following information:

- Programme structure diagram;

- Module specifications (using the standard UEL template);

- Arrangements for the supervision and assessment of any placement element;

- Local academic and other counselling and support arrangements for students.

5.8.6 For approval events that are not taking place at the site of delivery, the approval panel will be provided with a comprehensive report of physical resources available at the partner institution. Additional photographic or video evidence of resources may also be required.

5.9 In addition the approval panel will be provided with a copy of the following information to assist with their deliberations:

- The UEL Quality Criteria;

- The relevant QAA Subject Benchmark Statement(s);

- An extract from Part 1 of the Manual of General Regulations, providing the full description of the award to which the proposed programme will lead;

- A copy of relevant sections of the QAA UK Quality Code for Higher Education (i.e. Section B10: Managing HE Provision with others);

- Relevant documentation articulating professional body accreditation requirements;

- Any other information relevant to the proposal.

Criteria for Validation of Franchise, Joint and Validated Programmes

5.10   The purpose of the approval process for franchise, joint and validated programmes is to ensure that the quality of the student experience will be comparable to that offered by UEL for the same or similar programme. The approval panel must ensure that:

5.10.1 there are adequate physical resources available to support the programme;

5.10.2 there are adequate human resources available to support the programme;

5.10.3 the proposed programme team has a clear understanding of, and commitment to, the aims and objectives of the programme to be franchised and an implementation plan for delivery;

5.10.4 there are adequate arrangements for student support and pastoral care;

5.10.5 there are adequate programme management and administrative arrangements in place to support the programme;

5.10.6 there is a clearly defined memorandum of co-operation between UEL and the partner institution.

5.10.7 in the case of franchise programmes, the aims and objectives, structure, content and assessment of the programme will have already been validated, and thus these will not normally form a line of enquiry during the approval of the franchise arrangement.

5.11   In the case of joint programmes, where it is determined that UEL will have ultimate responsibility for the quality of the programme, the approval event will also be responsible for the approval of the programme. The programme will be evaluated against the Quality Criteria to ensure that the academic standard is commensurate with the proposed award and that the quality of the student experience is likely to be appropriate.

5.12   If the partner institution has authority to award its own degrees, the two institutions may decide to take joint responsibility for the quality of the programme. In these circumstances a joint validation process may be negotiated provided that the principles underlying the UEL's quality assurance procedures are observed and the process ensures that the UEL's Quality Criteria for programmes are met. A memorandum of co-operation between the two institutions will be required.

5.13   Where an approval event incorporates the approval of new programmes they will be evaluated against the Quality Criteria to ensure that the academic standard is commensurate with the proposed award and that the quality of the student experience is likely to be appropriate.

Requirements for the Approval of Distance Learning Provision

5.14 An approval event by panel will take place where a partner institution undertakes elements of the following:

- programme and module design;

- learning materials design and production;

- content delivery and delivery support;

- assessment.

5.15 The approval event will consider, in addition:

- the schedule of availability and readiness of any print or online learning materials;

- the system of delivery of the programme;

- support infrastructure, roles and responsibilities of academic and support staff;

- student access to UEL systems, support and guidance services.

5.16 The approval panel will make recommendations relating to the timing of the review and updating of the academic content of programmes offered by distance learning, given the implications and costs of updating.

Panel Composition

5.17 Quality Assurance and Enhancement will assign a Chair to the approval event. The Chair will normally be a member of staff with significant experience in quality assurance, has undertaken Chair's training and who is independent of the School(s) proposing the programme. Any exceptions will be agreed by the Chair of Validation and Review sub-Committee.

5.18 Prior to the planning meeting, the programme proposer will nominate appropriate external subject advisers to participate, normally by attendance, in the approval event. At least one external adviser is required but this number can be increased, as appropriate, at the discretion of the Head of Quality Assurance and Enhancement. Where approval of collaborative distance learning programmes is included, at least one external adviser should have experience of distance learning provision.

5.19 The suitability of the external advisers will be determined by the Chair of the approval panel subject to the following criteria:

5.19.1 the depth and relevance of subject knowledge;

5.19.2 experience in the management of collaborative activity;

5.19.3 prior experience of teaching on programmes at the same level or above. At least one external panel member to have current experience of working in UK Higher Education;

5.19.4 impartiality (the nominee should not have had any formal links with UEL or the partner institution during the last five years as a former member of staff or the last three years as an external examiner);

5.19.5 professional expertise (for vocational programmes, at least one of the advisers should be a 'practitioner' drawn from a relevant business or professional background).

5.20 In making judgments about the suitability of the proposed external subject advisers, the Chair will need to take into account the overall balance of expertise presented by the external advisers. The Chair may reject a nominee or require the programme proposer to nominate additional external subject advisers in order to ensure a balance of expert advice.

5.21 Where more than one programme is being considered for approval, the membership of the approval panel will be constituted to ensure that the full range of issues can be adequately appraised.

5.22 For the approval of professional doctorate programmes a representative of the Graduate School will also be invited to attend the approval event.

Planning Meeting

5.23 Prior to the approval event, a preliminary planning meeting will take place between the Chair of the panel, a member of Quality Assurance and Enhancement staff (acting as the servicing officer), key members of the partner institution (this normally includes the proposed programme leader, Head of Quality and other key stakeholders) and key staff members from the School proposing the collaborative programme (this normally includes the Department Head, Collaborative Leader and other key stakeholders). The School Leader for Quality Assurance and a representative from the Academic and Employer Partnerships Office shall be invited to attend the meeting, and in the case of professional doctorate validations, a representative of the Graduate School also. The purpose of the preliminary planning meeting is to:

- identify and consider any outstanding issues relating to institutional approval;

- identify any outstanding resourcing issues that may need to be resolved before the approval event proceeds;

- identify major issues for consideration during the approval event;

- consider the adequacy of the documentation;

- discuss the programme for the approval event;

- ensure that there is agreement to the financial and commercial terms of the memorandum of co-operation;

- discuss the membership of the approval panel.

5.24 A programme proposal will not proceed to validation until the Chair is satisfied that the documentation is adequate. If the documentation presented to the planning meeting is inadequate, or there are outstanding resourcing issues that need to be resolved prior to validation, the Chair of the panel may convene subsequent planning meetings before the approval event.

5.25 A short report providing the outcomes of the planning meeting and the proposed programme for the approval event shall be prepared and circulated to panel members and other relevant staff by Quality Assurance and Enhancement.

Approval Event

5.26 Quality Assurance and Enhancement will be responsible for convening the approval panel, sending out documentation to panel members and servicing the approval event (including the provision of regulatory advice etc.). In addition, the servicing officer will arrange for overnight accommodation for external members (where applicable), room bookings and catering arrangements.

5.27 The programme proposer is responsible for:

- providing the agreed documentation by the deadline;

- arranging for the attendance of staff at relevant parts of the event;

- arranging for the attendance of any agreed external people, such as potential students and potential employers;

- ensuring that everyone involved is well briefed about the proposal.

5.28 The programme for the approval event will depend on the outcomes of the preliminary planning meeting but would typically include, where appropriate:

- rationale for the proposal;

- aims and objectives of the programme;

- admissions policy;

- programme content and structure;

- teaching and learning;

- assessment;

- student support and guidance;

- administrative arrangements for the registration and assessment of students;

- management of the collaborative partnership including the consideration of written agreements (e.g. memorandum of co-operation).

5.29   There will normally be a private meeting of the panel at the beginning of the approval event to enable members of the panel to raise issues that they would like to cover during the event and to enable the Chair to plan how and when various issues will be raised. There will also be a private meeting of the panel at the end of the approval event at which the outcome of the event will be determined.

5.30   It is likely that the panel will wish to hold meetings with staff involved in the programme (staff from both UEL and the partner institution) and potential students, where applicable. A tour of resources available to support the programme is also likely.

Outcomes of the Approval Event

5.31   At the end of the approval event the panel will reach a decision about the programme. The panel may reject the programme, approve the programme without conditions, or set conditions of approval. Approval is valid for a period of five years, but if the programme has not commenced within three years of the date of approval, re-approval will be required before the programme can commence.

5.32   Where conditions of approval are set, the deadline for submission of responses to approval conditions shall be determined by the panel. Programmes may not be offered until all conditions of validation have been satisfied. The Learning, Teaching and Quality Committee has agreed the following standard conditions for panels:

- **External Examiner Nominations** - the programme team take action to ensure that External Examiner Sub-Committee has approved nominations of external examiners to cover delivery of all modules;

- **Academic Calendar** - that the proposed academic calendar aligns with UEL's calendar of assessment board dates and has been agreed with UEL's Academic and Employer Partnerships Office;

- **Access to UEL's Online Resources** – the provider work with the School(s) to identify key e-journals and e-books, that it is necessary for the students on the programme(s) to access, and ensure that they are available either via the provider's own resources or UEL's Library and Learning Services;

- **Establishment of Partnership Monitoring Committee** for the partnership, comprising representation from all UEL Schools/programme teams and partner institution representatives; (for use where more than one School is involved with the partner institution. Where a committee already exists, the requirement will be to update the constitution to incorporate the additional programme/School)

- **Staff Development** –that a program of staff development to be offered to partner institution staff in the first year of delivery is presented by the School; (for use when validating a programme with a new partner institution)

- **Local laws and regulations** – that the partner institution presents verifiable evidence to confirm that government approval to deliver the programme(s) has been obtained; (for use when validating a programme with a partner institution outside of the UK)

   And either:

- **Memorandum of Co-operation** - that the final memorandum of co-operation is agreed and signed by the parties; (for use when validating a new partner institution which does not have a pre existing memorandum of co-operation)

   Or:

- **Programme Schedule –** that an updated Programme Schedule is agreed and signed by both parties including the addition of any new programmes and/or locations of delivery.

   Such standard conditions will be set along with any other outstanding matters that programme teams need to address prior to commencement of the programme(s).

5.33   If conditions are imposed, it is the responsibility of the programme proposer to ensure that the conditions are satisfied within the time scale specified.

5.34   The response to conditions of approval should be submitted to Quality Assurance and Enhancement which will arrange for it to be considered.

5.35   The Chair of the event will be responsible for formally determining that the conditions of approval event have been satisfied.

5.36   Following the approval event the Programme Proposer, Head of School and a representative of the partner institution will receive a draft report for comment to check factual accuracy. The report is also circulated to members of the approval panel for comment. The confirmed report will then be produced and circulated.

5.37   The report and programme specification will be submitted to the Validation and Review Sub-Committee so that the decision can be endorsed and the programme can be offered.

5.38 For new partner institutions, or partner institutions where significant new development has taken place, a Partner Enhancement Meeting will take place after one year of operation to ensure that that systems are operating effectively and to address any misunderstandings or concerns developing with the partner institution in the first year. This meeting will be led by a member of the Quality Assurance and Enhancement team and involve key staff from the relevant Schools and the partner institution.

6 Validation of the Delivery of a Programme at an Alternative or Additional Location

6.1 The purpose of the validation process will be to ensure:

6.1.1 that the physical resources/accommodation at the alternative institutional location are satisfactory;

6.1.2 that the arrangements for the pastoral care and support services available to students are satisfactory;

6.1.3 that the arrangements for co-operation between all institutions involved, including UEL, are clearly articulated in a memorandum of co-operation.

6.2 **Site Visit Type A –** A site visit type A will be conducted under the following circumstances:

- approval of delivery of a UEL programme by UEL staff at new premises where UEL staff are responsible for **all** the academic elements of delivery (including admission, teaching and assessment). This type of arrangement is commonly referred to as distributed delivery;

- approval of a change of premises for delivery of an approved programme by a partner institution;

- approval of a new premises for the delivery of an element of an approved programme by a partner institution.

6.3 The site visit will be conducted by a servicing officer appointed by Quality Assurance and Enhancement and a representative of the responsible School. The purpose of the site visit will be to ensure the suitability of the academic environment in which the programme will be offered. Approval of any changes in staffing will be the responsibility of the UEL academic School, in line with the process for approving changes in staffing at partner institutions. A report will be presented to the Validation and Review Sub-Committee. Where required, an external adviser will be invited to join the visiting panel.

6.4 **Site visit type B –** A site visit type B will be conducted under the following circumstances:

- a validation event is being conducted to consider the approval of a programme for delivery at multiple locations and it is not logistically possible to visit all locations at the event. In such instances the site visit will be conducted prior to the validation event and a report from the visit will be presented to the validation panel;

- approval of an additional new premises for the delivery of an approved programme by a partner institution, where the new premises will be used for the standalone delivery of the programme;approval for the delivery of Doctor of Philosophy (PhD) and/or Master of Philosophy (MPhil) provision by a partner institution.

6.5   The process will require initial approval, followed by a planning meeting and a site visit. Documentation will comprise a validation document, a programme specification (where relevant) and a draft student handbook.

6.6   The site visit will be conducted by a Chair, external adviser, and servicing officer appointed by Quality Assurance and Enhancement. The number of external panel members can be adjusted, as appropriate, at the discretion of the Chair of the approval panel. Representatives of the responsible School may be required to attend at the discretion of the Chair. The purpose of the site visit will be to ensure the suitability of the academic environment in which the programme will be offered, including the staff team, academic resources, pastoral care and support services. A site visit report will be presented to the Validation and Review Sub-Committee.

7   Approval of Revalidated Franchised Programmes

7.1   Where a partner institution has approval to deliver a franchised programme and the School subsequently revalidate the on-campus version of the programme it is necessary that the School ensure that the partner institution is capable of delivering the revalidated version of the programme. Partner institutions have up to one year from the date of the first delivery of the revalidated on-campus programme to implement the new programme and if approval is not obtained within this timeframe then recruitment to the franchised programme will be placed on hold until this approval has been obtained.

7.2   In order to approve the partner institution to deliver the revalidated programme the following documentation should be presented to the School Learning and Teaching Quality Committee for approval:

7.2.1   A statement or report on proposed arrangements to support delivery of the revalidated programme, this statement should include:

- confirmation that existing physical resources (previously approved) adequately support delivery of the new programme;

- evidence of staff expertise to deliver the new programme – staff CVs should be appended to the statement or report;

- a brief statement relating to the assessment strategy, particularly around the use of formative assessment;

- proposals for dealing with ethical approval for dissertation, where relevant;

- details of assessment board arrangements (linked to the number of intakes) and how they will align to the UEL calendar of assessment boards;

- details of transitional arrangements, where relevant;

- a schedule of staff development to be offered to the partner institution in relation to delivery of the new programme.

7.2.2 A draft student handbook - to include at a minimum the new module structure, module specifications (clearly listing Module Leaders/Tutors) and the academic calendar;

7.2.3 A revised programme specification - listing the partner information;

7.2.4 For programmes delivered in a language other than English, the module specifications presented for approval should be in the language of delivery and include the updated reading list. Evidence of external examiner approval of the updated reading list should also be included.

7.3 Should the School Learning and Teaching Quality Committee approve the partner institution to deliver the revalidated version of the programme the following documentation should be presented to Validation and Review Sub-Committee for consideration:

7.3.1 Minutes of the School Learning and Teaching Quality Committee where the proposal was considered;

7.3.2 The revised programme specification;

7.3.3 External examiner comments regarding reading lists (if applicable).

7.4 Approval by Validation and Review Sub-Committee is confirmation that the partner institution may deliver the revalidated version of the programme.

8 Repeat Due Diligence

8.1 All collaborative arrangements are subject to a financial review by the Assistant Director of Financial Management or delegated member of staff (a financial review of new collaborative arrangements would normally be undertaken as part of institutional approval, see 4 above). The financial review allocates a risk rating to

each partner institution of Low, Medium or High and due diligence checks will be repeated for the ratings as follows:

- Low – further periodic monitoring every two years;

- Medium – further periodic review every year;

- High – further detailed investigation potentially involving discussions with partner institution as this could lead to a decision to terminate or not proceed with the proposed collaboration.

Exceptions (extensions) to the above schedule may be considered but only with the advice of Assistant Director of Financial Management.

8.2 Where possible, the University Management Accounts team will undertake an investigation by obtaining information direct form a Credit Reference Agency e.g. Dun and Bradstreet. Quality Assurance and Enhancement will contact partner institutions as necessary to obtain a latest set of audited accounts.

8.3 Where a partner institution has been identified as High risk, Quality Assurance and Enhancement will undertake a review of the partnership and complete a high risk partner report for consideration at the Partnerships Development Committee. Partnerships Monitoring Committee will consider the high risk partner report and make decisions as to the strategic direction of UEL's relationship with the partner institution. Quality Assurance and Enhancement shall keep a risk register detailing any actions agreed at Partnerships Monitoring Committee and report back with progress made against these conditions.

8.4 Where a partner institution does not provide their audited accounts to UEL on request they will automatically be rated as High risk and Quality Assurance and Enhancement will complete a high risk partner report as outlined in8.3.

9 Memorandum of Understanding

9.1 A memorandum of understanding notifies a non-committal intention to collaborate, and it will normally be prepared using the standard UEL memorandum of understanding template. Quality Assurance and Enhancement will work with the relevant parties to obtain information required to draft the memorandum of understanding. For prospective overseas partner institutions a memorandum of understanding will normally be signed during the early discussions with the prospective partner institution and is particularly useful in setting out the timeframes and proposal for collaboration. Detail may vary but can include the particular fields of study and methods of delivery e.g. distance learning, which might be the subject of the collaboration. It is signed by the Vice-Chancellor or a named representative. The formal written agreement, following validation, will be the signed memorandum of co-operation.

10 Memorandum of Cooperation

10.1 All forms of collaboration require a written agreement (usually known as memorandum of co-operation) setting down the responsibilities of each contributing institution. Normally, a single memorandum of co-operation exists for one partner institution, covering a number of programmes although there may be circumstances where different written agreements between the same partner institution are required to reflect the provision.

10.2 The purpose of the memorandum of co-operation is to:

10.2.1 define the means by which the quality of the student experience will be assured and the academic standards of the programme maintained;

10.2.2 ensure that collaborative arrangements are clearly set out and operate smoothly, and that clear channels of authority, accountability and executive action are identified.

10.3 The memorandum of co-operation will normally address the following issues:

- the names of the institutions or bodies which are parties to the agreed memorandum;

- the allocation of responsibility for the oversight and maintenance of academic standards and the quality of learning opportunities, and procedures for resolving any differences which might arise in respect of the programme between the institutions;

- procedures and responsibilities for the initial validation, approval and subsequent periodic review of the programme, including provision for the implementation of changes to the programme required by validation, periodic review and annual monitoring in the partner institution;

- procedures and responsibilities in respect of programme management and monitoring. If these are to be divided between institutions, the arrangements will need to be specified;

- learning, teaching, assessment and examination arrangements, and the responsibilities of parties involved;

- recruitment, selection and admissions;

- selection, appointment and development of staff;

- provision of an appropriate learning environment including all necessary physical resources;

- provision for student support and guidance;

- responsibilities in respect of all administrative arrangements, such as student registration, notification of decisions relating to student progression and assessment and the nomination, appointment and remuneration of external examiners;

- provision for student appeals and complaints;

- arrangements for marketing and publicity;

- confidentiality, indemnity and liability;

- details of the financial and payment arrangements;

- duration and termination of the memorandum of co-operation.

10.4   The Quality Assurance and Enhancement team will draft the memorandum of co-operation in close association with all relevant parties. The financial details of the collaborations will be developed by the Assistant Director of Financial Management in negotiation with the Academic and Employer Partnerships Office and Head of School.

10.5   The Head of Academic and Employer Partnerships Office (or nominee) in liaison with the UEL School will introduce the financial details to the partner institution, and lead on the discussions on the financial terms of the agreement. Discussions about the detailed allocation of responsibilities and other clauses that may be subject to negotiation happen via Quality Assurance and Enhancement in liaison with the UEL School. Quality Assurance and Enhancement will confirm the final version, incorporating the detail of allocation of responsibilities between parties, and prepare the final version. There must be written agreement between all parties on at least the financial and commercial terms within the memorandum of co-operation prior to any programme approval event and, following programme approval, the memorandum of co-operation must be signed before delivery of the programme(s) may commence.

10.6   Once the memorandum of co-operation has been finalised and the programme approval event has been undertaken, Quality Assurance and Enhancement will arrange for signatures by all contributing parties. The memorandum of co-operation will be signed by the Vice-Chancellor or Deputy Vice-Chancellors on behalf of UEL. **There are no other authorised signatories.**

10.7   Memoranda of Co-operation are reviewed a minimum of every three years by the Quality Assurance and Enhancement team in consultation with the relevant School. Programme Schedules may be reviewed more frequently i.e. every year.

10.8   The Head of School has executive authority for the effective delivery of collaborative arrangements within the School. He/she must ensure that monitoring and quality assurance arrangements are operating effectively.

11 Language of Instruction

11.1 In normal circumstances the language of instruction for a UEL award shall be English. Exceptionally, and only where there is good reason, an award offered in collaboration with another institution may be taught and assessed in a language other than English.

11.2 In these circumstances, both teaching and assessment must take place in the same language.

11.3 The programme approval panel should include a minimum of one external fluent in the proposed language of delivery and assessment. The programme approval panel will consider the following:

- how individuals with the necessary expertise in the appropriate language, subject knowledge and assessment methods will be identified and employed;

- how suitable external examiners fluent in both English and the relevant language will be identified and involved in the assessment process;

- how communication between the UEL and overseas programme team and academic staff will be facilitated;

- how the quality and accuracy of student materials – e.g., assessment or teaching materials, policies and regulations - translated into the native language will be assured; and how updated versions of such will be made available;

- how material required for UEL quality assurance and enhancement processes (e.g. REP reports, programme committee minutes, external examiner reports) will be made available to both local staff and students and UEL authorities and committees;

- if translation is used, how the reliability and validity of the assessment judgments arising from the marking of translated assessments will be assured;

- if translation is used, an assurance that students at the partner institution will not be used as translators of examination scripts or coursework.

11.4 For the guidance of programme teams developing provision and for validation panels, the additional detail of the arrangements that will apply is set out in the 'code of practice for the validation and delivery of taught programmes in a language other than English'.

12 Modifications to Collaborative Programmes

12.1 The School Learning and Teaching Quality Committee is responsible for approving modifications to collaborative programmes involving change to 25% or

less of the programme, using the procedures set out in Part 6 'Programme Modifications' of this Quality Manual.

13   Withdrawal of Franchised Programmes On-Campus

13.1   There may be occasions where Schools have established relationships with partner institutions for the delivery of franchised programmes but wish to withdraw the on-campus version of the programme. Such scenarios can result in the following issues:

13.1.1 the in-country regulatory requirements of the provider may not allow for the partner institution to deliver a franchised programme that is not delivered at the home institution;

13.1.2 over a period of time the programme content may become outdated;

13.1.3 programme content would not automatically be considered under the remit of collaborative review but would also not be considered as part of the Departmental academic review.

13.2   Where the on-campus version of the programme is being revalidated it would be appropriate for the School to liaise with the partner institution to consider whether they might adopt the revised version of the programme.

13.3   When completing the programme withdrawal form the School will be required to comment on the implications that the withdrawal of the on-campus version of the programme will have on each partner institution, including any in-country regulatory requirements. The School should contact Quality Assurance and Enhancement for guidance if they are unsure how to complete this section of the form.

13.4   When withdrawing on-campus versions of franchised programmes Schools must make one of the following proposals for how to proceed with each franchised version of the programme delivered by a partner institution:

13.4.1 the partner institution will take over responsibility for ensuring currency of programme content and the programme will be redefined as validated on the collaborative register;

13.4.2 the programme will be withdrawn at the partner institution.

13.5   Where the School wishes to transfer responsibility for the programme content to the partner institution it must, through the School Learning and Teaching Quality Committee, assure itself of the suitability of the programme team at the partner institution to maintain the currency of the programme. In order to approve the programme team at the partner institution to undertake this role the School Learning and Teaching Quality Committee should receive the following:

13.5.1 the CVs of the programme team at the partner institution;

13.5.2 written confirmation from the partner institution that they have agreed to the proposed change to the programme status;

13.5.3 a statement from the UEL Department Head confirming the suitability of the programme team at the partner institution to undertake this role.

13.6 Following confirmation of the suitability of the programme leader at the partner institution, Quality Assurance and Enhancement will update the collaborative register to redefine the programme delivered by the partner institution as validated.

14 Partnership Monitoring Committees

14.1 A Partnership Monitoring Committee will be established where a partnership involves more than one UEL School. The purpose of the committee is to ensure a consistent approach to the academic and administrative support and management of the partnership and establish communication mechanisms across all parties and levels of the partnership. The role of the committee will include discussion of a common approach to partnership management activities, agreed approaches to assessment and moderation, the monitoring of external examiner reports and REP action plans, marketing materials, the application of policy updates, and a programme of staff development.

15 Termination of Collaborative Partnerships

15.1 In the event that either party wishes to terminate the collaborative partnership the following steps will be undertaken:

15.1.1 **Step 1:** Where a decision is made to terminate a collaborative partnership, or a communication is received from a partner institution advising of their intention to terminate the partnership, the Quality Manager (Collaborations) should be advised of this as soon as possible. The Quality Manager (Collaborations) will liaise with Governance and Legal to ensure that the memorandum of co-operation is formally and correctly terminated.

15.1.2 **Step 2:** The Quality Manager (Collaborations) will arrange a Termination Meeting with key stakeholders from the managing School(s) to discuss arrangements for the termination. The minutes of the Termination Meeting will act as an exit strategy for the phasing out of the collaborative programme(s). The exit strategy will be submitted to the Learning, Teaching and Quality Committee for monitoring.

15.1.3 **Step 3:** The Academic and Employer Partnerships Office will coordinate a communication to be sent to existing students studying on UEL programme(s) at the partner institution informing them of the termination of the collaborative partnership.

15.1.4 **Step 4:** Learning, Teaching and Quality Committee will continue to receive updates on the numbers of students remaining on programme(s) at the partner institution. When all students at the partner institution have completed or run out of opportunities to complete their programme of study it will be noted at Learning, Teaching and Quality Committee and the partner institution will be removed from the Collaborative Database.

15.2 Arrangements for withdrawal or suspension of programmes offered in collaboration are as detailed in Part 6 'Programme Modifications' of this Quality Manual.

16 Collaborative Review

16.1 Collaborative Review of the partnership and the programmes offered by the partner institution is undertaken every five years. However, in exceptional circumstances Learning, Teaching and Quality Committee may request a review of collaborative arrangements at an earlier date (exceptional review) should evidence come to light that quality and/or standards may be at risk in a collaborative arrangement or should a review panel indicate that they believe a follow up review is necessary. The review normally takes place at the location of delivery of programmes.

16.2 Where a partner institution is in termination and is due to undergo a collaborative review in the final year of operation of the programme, the review will normally be brought forward by one year. This will allow the panel to make conditions and recommendations in relation to the teaching out of the programmes and the management of student experience through the period of transition.

16.3 The purpose of the collaborative review is to:

- undertake an academic review of the programmes offered by the partner institution (franchised programmes are subject to academic review at UEL and therefore programme content would not be reviewed as part of the collaborative review process);

- provide an opportunity to review the nature of the collaborative relationship, and resolve any problems that might exist;

- review the academic and administrative infrastructure of the partner institution to ensure that it continues to be able to offer a suitable learning environment for students;

- review student achievement to ensure that the quality of student experience continues to be adequate;

- encourage the further development of the partner institution's own quality assurance procedures.

16.4 The scope of the collaborative review will to some extent be determined by the nature of the collaboration; for franchise programmes the focus will be on achievement of academic standards and delivery of the approved programme, the quality of the student experience and activities to assure and enhance standards and quality; for validated programmes a review of the programme specification and programme content will be included.

16.5 During the year prior to the collaborative review event, an informal preparatory meeting with the partner institution, link persons and other key stakeholders from the School, the Academic and Employer Partnerships Office and the partner institution will take place. Discussion will be led by Quality Assurance and Enhancement and include the purposes of the review, requirements of the partner institution and Schools in the review, and identification of issues that may impact on the review.

16.6 As part of the event planning, a planning meeting will take place between the Chair of the review, a member of Quality Assurance and Enhancement (acting as the servicing officer), and the academic and administrative link persons at UEL and the partner institution. The School Collaborative Leader will be invited to attend the meeting.

Documentation

16.7 The critical appraisal commentary is the key document for the collaborative review process and will be the basis for the panel's enquiries. This document should be produced jointly by the relevant School(s) and the partner institution. The critical appraisal commentary is essentially a self-study by both parties of the means used to assure quality and standards in that collaborative link, and the effectiveness of those means. It describes and reviews organisational changes since institutional approval and evaluates the operation of the programme(s) since the last approval/review and identifies the future direction of the partnership. The critical appraisal commentary should:

- describe the collaborative link including a summary and explanation of the development of the link over the period under review;

- analyse the strengths and weaknesses of the link;

- summarise any issues raised about the quality and operation of the link during the period being reviewed and how these have been addressed;

- provide a view of the effectiveness of the means by which the UEL Schools assure themselves of the quality of the learning opportunities and student support offered through the link;

- provide a view of the effectiveness of the means by which the UEL Schools assure themselves of the standards of credits and/or awards gained through the link;

- identify any other issues which the programme team's own evaluation of the link has raised and how these are to be addressed;

- address any external developments which have affected, or will affect, the link;

- provide an index of the evidence that it cites and that will be available to the review team.

16.8 The supporting documentation listed below must be made available to the panel during the review:

- student handbook(s);

- programme specification;

- report from the previous validation/review event;

- Review and Enhancement Process reports and action plans for the three previous years;

- external examiner's reports for the three previous years;

- report on the observation of learning and teaching;

- a staff development statement (covering both subject development and pedagogical development);

- reports by professional bodies (where appropriate);

- student intake and progression data covering the last three intakes;

- a description of student support/welfare services, plus any recent analysis of student use, subject to normal constraints of confidentiality in respect of counselling and similar activities;

- examples of students' work to reflect the range of levels and attainment – including examination papers/scripts, coursework, project/lab reports scripts, project reports and dissertation;

- marking and feedback sheets and assessment criteria;

- relevant extracts from the memorandum of co-operation;

- any other documentation referenced in the critical appraisal commentary.

Programme for the Collaborative Review

16.9 The collaborative review process is normally conducted over a period of one to two days, depending on scale of the provision that is to be considered as part of

the review. The programme for the review is agreed during the preliminary planning meeting and includes a meeting with existing students, a tour of the physical resources available to support the link and meetings with staff from both UEL and the partner institution to discuss the various aspects of the link.

Outcomes of the Collaborative Review

16.10 A review panel may either:

16.10.1   approve the continuing collaborative delivery of the programme(s) without conditions;

16.10.2   approve the continuing collaborative delivery of the programme(s) with conditions and/or recommendations;

16.10.3   withhold approval.

16.11 A review panel may decide that they would like to approve the continuing collaborative delivery of the programme(s) but have significant concerns which they do not feel can be entirely resolved through the setting of conditions. In such instances the review team may decide to approve the continuing delivery of the programme(s) for a shorter period of time (usually one year). Following such an outcome a further review will be arranged within the stipulated timeframe.

16.12 Following the review visit, a report will be produced which will be submitted to Learning, Teaching and Quality Committee, on behalf of Academic Board, so that the decision of the review panel can be endorsed. Partner institutions work with Schools to prepare an action plan based on the outcomes of the review process.

16.13 Following consideration of the collaborative ceview report the Quality Manager (Collaborations) will write to the partner institution, copied to the School, confirming the outcome of the collaborative review and to confirm the period for which the programmes will be reapproved (normally five years).

17   Financial Arrangements

17.1   The Assistant Director of Financial Management and the relevant Head of School shall be responsible for ensuring that the financial arrangements are appropriate. Prospective partner institutions will normally bear all costs incurred for programme approval and collaborative review events. This includes travel costs, accommodation costs and external adviser honorariums.

17.2   The financial agreement made with the partner institution will provide safeguards against financial temptations on the part of the partner institution to compromise academic standards, or to register more students than can properly be accommodated.

17.3   Any fees paid by the partner institution must be sufficient to cover the full costs of assuring the quality and the standards of the programme(s).

18   Certification

18.1   Certification and/or records of achievement for all UEL programmes delivered under a collaborative arrangement shall make clear the place of registration and the language of instruction where this is not English.

18.2   In all circumstances where a partner institution is active in the delivery of a UEL award, certification and/or records of achievement will make reference to all active partner institutions.

18.3   If the record of achievement is the only document to provide details of the partner institution, the place of registration and/or the language of instruction and assessment, then the award certificate must make reference to the existence of the record of achievement.

Institutional and Programme Approval Flowchart

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┌─────────────────────────┐        ┌─────────────────────────┐
│ Initial Approval        │        │ QAE undertake Due       │
│ considered at SQSC and  │        │ Diligence on partner    │
│ IDC                     │        │                         │
└─────────────────────────┘        └─────────────────────────┘
            ⇓                                  ⇓
        ┌───────────────────────────────────────┐
        │ Initial Approval and Institutional     │
        │ Approval considered at ESSC            │
        └───────────────────────────────────────┘
            ⇓                                  ⇓
┌─────────────────────────┐        ┌─────────────────────────┐
│ Development of          │        │ Preparation of          │
│ documentation for       │        │ Memorandum of Co-       │
│ Programme Approval      │        │ operation               │
└─────────────────────────┘        └─────────────────────────┘
                        ⇓
            ┌───────────────────────────┐
            │ Planning Meeting and      │
            │ Programme Approval        │
            └───────────────────────────┘
                        ⇓
            ┌───────────────────────────┐
            │ Programme Approval report │
            │ approved by VRSC and      │
            │ conditions of approval met│
            └───────────────────────────┘
                        ⇓
            ┌───────────────────────────┐
            │ Programme delivery begins │
            └───────────────────────────┘
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Manuals, Forms and Guidance notes relevant to Part 11
https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

- Collaborative Initial Approval Form
- Nomination of an External Adviser for a validation/review event
- Collaborative Student Handbook
- Collaborative Validation Document
- Institutional Approval Visit Waiver Form
- Site Visit Site Visit Report Form
- Code of Practice for delivery in languages other than English
- Module Specification Template
- Guidance Notes on Programme Specifications
- Undergraduate/Postgraduate Programme Specifications Template
- Professional Doctorate Programmes Specifications Template
- Partnership Monitoring Committee Terms of Reference and outline agenda
- Programme Withdrawal Form
- Partnership Termination Form

Part 12

Admission with Advanced Standing and Similar Arrangements with Partner Institutions

1   Introduction

1.1   This part of the manual details the quality procedures for entry with advanced standing, or articulation, relationships:

Articulation: an arrangement whereby programmes and modules delivered by a partner institution are formally recognised for the purposes of advanced standing towards a UEL award.

1.2   A number of such types of relationships may be incorporated within this definition:

1.1.1   direct entry, or entry with advanced standing, of groups of students to UEL by virtue of their satisfactory progress in approved programmes in a partner institution;

1.1.2   any other association which allows a partner institution to use the name of UEL, or to refer to an award of that institution in any context apart from those described in Part 11 of this manual.

In these circumstances UEL is not responsible for the quality of a programme offered by a partner because it does not lead to a UEL award. Nevertheless UEL is responsible for:

1.1.3   ensuring that the academic achievements of students completing these programmes are appropriate for entry to specified University programmes;

1.1.4   ensuring that students taking these programmes are not misled in any way about the character of the programmes, or their prospects for future admission to a UEL programme, by virtue of inappropriate information distributed by the collaborating institution;

1.1.5 assuring itself that the collaborating institution provides an appropriate educational experience for students;

1.1.6 maintaining regular communications with the collaborating institution to encourage the success of the partnership.

1.2 In the context of this section of the manual, the term 'institution' is used to describe any educational establishment (e.g. college of further education, college of higher education, university), or public or private agency providing education.

2   Articulation Approval Form

2.1 The Articulation Approval Form is designed to ensure that each proposal is considered on the basis of the risk that it poses to UEL. Each proposal will consider the following risks:

2.1.1 Status of awarding body: Proposals for articulations from recognised UK awarding bodies (e.g. Pearson) will require the proposer to complete Low Risk Mapping (Appendix A), whereas overseas qualifications that are not awarded by a recognised UK awarding body will require the proposer to complete High Risk Mapping (Appendix B).

2.1.2 Location of the collaborating institution: Proposals for articulations from institutions that are outside of the UK will require the proposer to complete a Site Visit Report (Appendix C), irrespective of whether the institution is publicly or privately funded.

2.1.3 Publicly or privately funded: Proposals for articulations from institutions that are privately funded will require the proposer to complete a Site Visit Report (Appendix C), irrespective of whether the institution is inside or outside of the UK.

2.2 The Proposer will ensure that the necessary Appendices have been completed by a member of staff suitably qualified to make judgements as to the equivalent levels of the programmes.

2.3 When undertaking Low Risk Mapping in Appendix A of the Articulation Proposal Form, Schools are required to indicate which modules on the UEL programme potential applicants would be exempt from undertaking and the equivalent modules at the partner institution which map against the exempted modules on the UEL programme. The completed form should indicate the equivalent credit of the modules at the partner institution in the Framework for Higher Education Qualifications (http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf). A new Low Risk Mapping table should be completed for each pair of programmes being mapped.

2.4 When undertaking High Risk Mapping in Appendix B of the Articulation Proposal Form, Schools are required to complete a table for each module on the UEL programme to be exempted indicating how either the Learning Outcomes or

Content of the module are met by the modules at the partner institution. It is likely that no one module at the partner institution will map directly against the UEL module, if this is the case the School should clearly indicate all of the modules at the partner institution that have been considered for the purposes of mapping the Learning Outcomes or Content.

2.5   Prior to completing the Site Visit Report, a representative from the School with relevant subject expertise should have undertaken a visit of the partner institution. In situations where a non-subject specialist undertakes a site visit, subject specialist advice should be sought prior to the visit and the outcomes of the visit should be discussed and agreed with the subject specialist. The purpose of the Site Visit Report will be to ensure:

- that the resources, facilities, staff, traditions, ethos and academic and non-academic capability and achievements of the collaborating institution are appropriate for the type of arrangement proposed;

- there are suitable arrangements for the operational management of the arrangement;

- there are adequate procedures to verify the integrity of the assessment process, and the output standards, of any course leading to entry to a UEL programme;

- that confirmation is available from official sources concerning appropriate recognition of the course, or of the limitation or conditions applying in respect of recognition.

3   Articulation Approval Process

3.1   Each new articulation arrangement will have a Proposer who is based within the School to which the articulation arrangement will apply. The Proposer will be responsible for ensuring that the Articulation Approval Form is completed and considered at the appropriate committees.

3.2   The Articulation Approval Form would be submitted to the Partnerships Development Committee in the first instance. It is a minimum requirement that all Blue sections of the form are completed prior to submission to the Partnerships Development Committee.

3.3   Partnerships Development Committee would consider the proposed articulation from an operational perspective and a decision by Partnerships Development Committee to approve the proposal is confirmation that, at an institutional level, it is considered that the proposal may proceed to Education and Student Success Committee to consider the proposal from a strategic perspective.

3.4   Partnerships Development Committee will either unconditionally approve the proposal or reject the proposal with feedback.

3.5   Upon approval by the Partnerships Development Committee, the Proposer will submit the Articulation Approval Form to Education and Student Success Committee for consideration.

3.6   Education and Student Success Committee would consider the proposed articulation from an institutional perspective and a decision by Education and Student Success Committee to approve the proposal is confirmation that, at an institutional level, it is considered that the proposal accords with UEL's strategic plan and that the proposal may be developed further towards final approval.

3.7   Education and Student Success Committee will either unconditionally approve the proposal or reject the proposal with feedback.

3.8   Upon approval by the Education and Student Success Committee the Proposer will submit the Articulation Approval Form to School Learning and Teaching Quality Committee. It is a minimum requirement that the relevant Appendices, as defined by the risk assessment outlined in paragraph 2.1, are completed.

3.9   The School Learning and Teaching Quality Committee will consider the proposal from a quality perspective and will ensure that all relevant sections of the form have been satisfactorily completed and that the mapping provides appropriate evidence that the relevant Learning Outcomes/Content of the UEL programme have been covered by the partner institution programme with the necessary credit at the relevant level. The following documentation should be included with the Articulation Approval Form:

3.9.1   For programmes with professional, statutory and regulatory body (PSRB) requirements, revisions to the programme specification clarifying the status of the PSRB accreditation in relation to students joining the programme via an advanced standing arrangement should be included in the submission to School Learning and Teaching Quality Committee.

3.10   A Quality Assurance Officer and member of staff from another School (normally a School Leader for Quality Assurance, but may be a Deputy Quality Leader, Head of School) must be present at the meeting.

3.11   The School Learning and Teaching Quality Committee will either unconditionally approve the proposal or reject the proposal with feedback. The School Learning and Teaching Quality Committee may not impose conditions of approval, with the exception of a condition relating to the signing of the Memorandum of Co-operation.

3.12   The Articulation Approval Form will be submitted to Validation & Review Sub-Committee for formal validation. The following documents should be included with the Articulation Approval Form:

3.12.1 The School Learning and Teaching Quality Committee minute recommending approval.

3.12.2 For programmes with professional, statutory and regulatory body (PSRB) requirements, a revised programme specification clarifying the status of the PSRB accreditation in relation to students joining the programme via an advanced standing arrangement.

3.13   The Validation & Review Sub-Committee will either unconditionally approve the proposal or reject the proposal with feedback. The School Learning and Teaching Quality Committee may not impose conditions of approval, with the exception of a condition relating to the signing of the Memorandum of Co-operation. Approval shall be time limited for a maximum of three years.

4   Memorandum of Co-operation

4.1   All collaborative partnerships require a written Memorandum of Co-operation outlining the agreement between the two institutions. Quality Assurance and Enhancement will draft the Memorandum of Co-operation in association with the relevant parties following approval of the Articulation Approval Form by Validation & Review Sub-Committee.

4.2   The purpose of the Memorandum of Co-operation is to:

- define the means by which the integrity of the collaborative arrangement shall be assured;

- ensure that the collaborative arrangements are clearly set out and operate smoothly, and that clear channels of authority, accountability and executive action are identified;

- detail the requirements for entry onto the UEL programme(s) under the agreement.

4.3   The Memorandum of Co-operation will, inter alia, and as appropriate to the nature of the arrangement and standing of the partner, include details of the way in which the arrangement will be managed and students admitted to UEL programmes, proposed arrangements for monitoring, and arrangements governing information and publicity.

4.4   Once the advanced standing arrangement has been validated and the Memorandum of Co-operation finalised, Quality Assurance and Enhancement will arrange for signature by all contributing parties. The Memorandum of Co-operation will be signed by the Vice-Chancellor or Deputy Vice-Chancellor on behalf of UEL. **There are no other authorised signatories.**

4.5   Memoranda of Co-operation for articulation arrangements will have a duration of four years following approval of the articulation mapping by Validation and Review Sub-Committee, else there is a risk that the mapping will be out of date and no longer valid. The Memorandum of Co-operation will outline the responsibility of each institution to inform the other of any changes to their programme at which point it will be necessary for the School to undertake a further mapping exercise. If further programmes are to be added to

Memorandum of Co-operation at a later date the duration of the agreement will not change from the date of the original agreement.

4.6   Heads of School have executive authority for the effective delivery of collaborative arrangements and for ensuring that the terms of the Memorandum of Co-operation are observed.

5   Financial Arrangements

5.1   The Head of School or his/her nominee and the Head of the Academic Partnership Office or his/her nominee are responsible for liaising with the Assistant Director of Financial Management concerning any financial arrangements.

5.2   Any financial agreement made with the collaborating institution shall provide safeguards against financial temptations to compromise academic standards; or to register more students than can properly be accommodated by the partner institution.

6   Renewal of Articulation Arrangements

6.1   Six months prior to the expiry of the Memorandum of Co-operation, Quality Assurance and Enhancement will contact the Head of School or his/her nominee to request a decision on whether the arrangement is to be renewed.

6.2   Should the arrangement not be renewed then action will be taken to terminate the agreement (section 7). Should the articulation arrangement be continued then the Re-approval process will be followed

6.3   Where the arrangement is to be renewed, an Articulation Re-Approval document should be completed. The Articulation Re-Approval document should be submitted to the School Learning and Teaching Quality Committee for consideration in the first instance, followed by the Partnership Development Committee.

6.4   If there have been no changes to either the UEL or Partner Institution programmes then no further mapping is required. However, where there are changes to either the UEL or Partner Institution programmes, a revised mapping exercise should be undertaken.

6.5   Following Re-Approval at the Partnership Development Committee, the existing Memorandum of Co-operation will draft a revised Memorandum of Co-operation in association with the relevant parties. Quality Assurance and Enhancement will arrange for signature by all contributing parties. The Memorandum of Co-operation will be signed by the Vice-Chancellor or Deputy Vice-Chancellor on behalf of UEL. **There are no other authorised signatories.**

7   **Termination of Articulation Arrangements**

7.1   Proposals for termination of articulation arrangements will be considered by the Learning, Teaching and Quality Committee. Schools should complete the termination form (downloadable from https://uelac.sharepoint.com/LearningandTeaching/Pages/quality-assurance-handbook.aspx) stating the final date at which students on the programme(s) granting advanced standing can transfer to the UEL programme(s). Advice on contractual matters relating to termination can be obtained from the Quality Assurance and Enhancement team, and termination letters should be signed by the Head of Governance and Legal Services.

Manuals, Forms and Guidance notes relevant to Part 12 -
https://uelac.sharepoint.com/LearningandTeaching/Pages/forms-and-guidance-notes.aspx

- Articulation Approval Form
- Minutes template for SQSC minutes for articulation proposals
- Partnership Termination Form

Part 13

Annual Audit of Delegated QA&E Responsibilities and UEL Policies

1   Introduction

1.1   Each year, the Learning & Teaching Quality Committee undertakes an audit process to evaluate the effectiveness and implementation of UEL's policies and operation of the quality assurance and enhancement procedures delegated to Schools as they pertain to taught programmes, and another as they pertain to postgraduate research.

1.2   An audit team is appointed to conduct each of the audits, which will culminate in the submission of a report to the Learning & Teaching Quality Committee, highlighting examples of good practice, areas where further development is required and making recommendations for improvements to procedures and policies.

2   Process

2.1   The Learning & Teaching Quality Committee determines a specific UEL policy and/or a specific delegated quality assurance and enhancement responsibility for each audit each year. The Learning & Teaching Quality Committee reserves the right to audit further areas of activity as it sees fit. A separate audit process exists for the Review & Enhancement Process (see Part 7 of this manual) and this is therefore not additionally subject to the annual audit of delegated quality assurance and enhancement responsibilities and UEL policies.

2.2   An audit team comprising members of staff from Schools is appointed (exact constitution to be determined depending on the activity or policy to be audited). The Quality Manager (Validation & Review) co-ordinates the process on behalf of the Learning & Teaching Quality Committee for the audit of taught provision; the Head of the Graduate School co-ordinates the process for the audit of research provision.

2.3   Each auditor is asked to scrutinise a sample of activities related to the quality assurance and enhancement activity/UEL policy which are the subject of the audit. Quality Assurance and Enhancement provides advice and guidance for the auditors.

2.4	Each auditor is required to comment on:

    2.4.1	awareness, understanding and ownership of the UEL policy and the delegated quality assurance and enhancement procedure amongst School staff;

    2.4.2	availability of evidence that the UEL policy and the delegated quality assurance and enhancement procedure is being implemented effectively;

    2.4.3	examples of good practice in the operation and implementation of the UEL policy and the delegated quality assurance and enhancement procedure;

    2.4.4	areas where improvements in the operation and implementation of the UEL policy and the delegated quality assurance and enhancement procedure could be made;

    2.4.5	a declaration of confidence in the School's operation and implementation of the UEL policy and the delegated quality assurance and enhancement procedure.

**3	Conclusions and Report to the Learning & Teaching Quality Committee**

3.1	The Quality Manager (Validation & Review)/Head of the Graduate School convenes a meeting of the auditors to discuss the findings of the audit and to agree a final report for presentation to the Learning & Teaching Quality Committee.

3.2	The report submitted to the Learning & Teaching Quality Committee details the following:

    3.2.1	a brief statement on the audit teams' level of confidence in each School's operation and implementation of the UEL policy and the delegated quality assurance and enhancement procedure. Where an audit team lacks confidence in a School, the reason supporting this judgement will be clearly stated;

    3.2.2	examples of good practice to be disseminated across the institution;

    3.2.3	recommendations for improvements to delegated quality assurance and enhancement procedures and UEL policies as a result of the audit process;

    3.2.4	any recommendations for amendments to the process for future years.

Part 14

Managing Relationships with Professional, Statutory and Regulatory Bodies

1   Introduction

1.1   Schools have responsibility for identifying Professional, Statutory and Regulatory Bodies (PSRBs) responsible for the professional regulation and accreditation of programmes, and for making application to such bodies. Oversight will be exercised at School and Institutional level.

1.2   Where professional accreditation of a programme is sought, procedures are followed as defined by, or agreed with, the accrediting body. Programme approval processes and academic review panels include professional body representation where it is the preferred method of accreditation of the PSRB. Alternatively, documentation is submitted following the approval or review event.

1.3   The Learning, Teaching and Quality Committee (LTQC) will receive details of all PSRB accreditations due during the upcoming academic year in order that it maintains oversight of reviews scheduled in that year.

1.4   Quality Assurance and Enhancement (QAE) maintains a central register of PSRB details and is responsible for reporting new approvals, re-approvals and updates to LTQC.

2   Accreditation/Reaccreditation Process

2.1   Where a programme has, or requires, recognition by a PSRB and is the subject of approval or re-approval, the relevant body should be informed of the proposals at the earliest opportunity, depending on the approval requirements of that body. Where appropriate, a representative of that body will be involved in the approval process.

2.2   Each PSRB is allocated a designated contact within the relevant College through whom all correspondence with the PSRB is carried out.

2.3   School Learning, Teaching and Quality Committees (SLTQCs) take responsibility for managing School PSRB activity, in conjunction with the Head of School. Once the detailed requirements of reapproval/review by the PSRB are known, the SLTQC will receive details and make arrangements for exercise of its oversight, including the provision of a timeline in preparation for the review. Support will be provided by the College Senior Administrator (Professional Programmes).

2.4   The Senior Administrator (Professional Programmes) is responsible for

informing QAE of any changes, updates or new PSRB activity. Copies of accreditation reports should be provided.

2.5 Documentation for the application or renewal of accreditation or prescription requiring sign off at institutional level by the Vice-Chancellor's Group (VCG) must be received a minimum of three weeks before the submission deadline. The VCG representative will take advice from the Head of QAE and the Head of School.

2.6 SLTQCs are responsible for monitoring action plans at meetings until completed and the oversight of continuing requirements.

2.7 Programmes validated at collaborative partners are subject to these requirements.

3 PSRB Reports

3.1 A copy of all professional, statutory and regulatory body reports should be submitted to LTQC via QAE at the earliest opportunity.

3.2 LTQC monitors outcomes of these engagements through receipt and consideration of all PSRB reports and monitoring of actions.

4 Joint Activity

4.1 Where it is identified that a PSRB requires joint approval, validation, or review to take place, this can be achieved by devising specific processes, in a way that meets both UEL principles and PSRB requirements.

Appendix 1

Principles underlying the approval, validation and review processes

The following principles should be observed in all approval, validation and academic review processes.

1   Approval, validation and review should be rigorous and fair. Subject to the condition for rigour, the procedures should also be economical of time and other resources.

2   Decisions about procedures and decisions about the outcome should be communicated swiftly to all those involved, and the procedures and decisions themselves should be available for public scrutiny.

3   Approval, validation and review are to be undertaken in terms of a partnership between those under evaluation and peers drawn from: UEL colleagues and, as appropriate, by colleagues from elsewhere in higher education; professional and other accrediting bodies; industry, commerce, employment; and wider society.

4   The resources and expertise of the relevant accrediting bodies should be used where appropriate, both formally and informally.

5   All members of a panel/school quality committee have equal standing.

6   The Chair of the panel shall normally be a Head of School, Department Head or current or former member of the Learning & Teaching Quality Committee or Validation & Review Sub-Committee. He/she shall be answerable for her/his conduct of the event to the Learning & Teaching Quality Committee. For a validation event, the Chair shall not be a member of the school running the proposed programme nor should the chair have management responsibilities for the programme. For Academic Review, the Chair shall not be a member of the relevant school nor have line management responsibility for the Head of School.

7   For approval and validation, the programme team, comprising all staff substantially involved with the programme, should be involved in the process, although individual staff may not necessarily be present for the whole event. For Academic Review, all staff in the school/department group should take part, although it is unlikely that any member of staff shall be present for the whole event.

8   Students must be involved in Academic Review and also, where possible, in approval validation (perhaps students from related programmes, or potential applicants to the proposed programme).

9   During the event, panel decisions on the agenda for the next session of the event should be communicated to all relevant parties before, or at the start of, each session.

10 The panel will normally communicate its decision on the outcome of the event at the end of the meeting, and in writing as soon as possible thereafter. However the final decision rests with Academic Board, which normally acts in this respect

through its sub-committees.

11 Conditions and recommendations resulting from validation and review of a programme shall clearly identify:

- What action is required or recommended;
- who is responsible for taking that action or ensuring that it is taken;
- the time-scale for action;
- the method for reporting back on the action taken and for judging its success;
- in the case of conditions, the consequences of the condition not being met.

12 There will be no conditions implemented by school quality committees for (re)approvals.

13 There shall be downward and upward accountability within the process so that solutions to problems identified can be formulated and implemented.

14 Panel membership shall normally be chosen so as to spread the involvement in validation and review activity across the institution.

15 The approval, validation and review process and outcomes will themselves be monitored by those taking part and by the Learning & Teaching Quality Committee, in order to facilitate the review of the process as a whole as well as of particular events.

16 A programme team may appeal against a decision of an approval, validation or review panel on the grounds that the proper procedures and guidelines had not been followed. The procedure for considering such appeals is detailed in Appendix 2.

17 Any proposed departures from, or extensions to, these principles should be justified at the preliminary planning stage of approval, validation or review and, if necessary, referred to the Learning & Teaching Quality Committee for agreement.

Appendix 2

Appeals against decisions of approval, validation and review panels

1   An appeal against a decision of a School-based (re)approval, validation or review panel can be made on the grounds that proper procedures and guidelines as outlined in the Quality Manual have not been followed. Examples of such grounds include improperly constituted panels, inadequate guidance documents etc.

2   Appeals may only be lodged on procedural grounds. Appeals may **NOT** be lodged against the academic judgement of a School Learning and Teaching Quality Committee/panel.

3   Appeals shall be heard at a full meeting of the Education Committee.

4   The notice of appeal, and the grounds on which it is based, shall be made in writing to the chair of Education Committee within 14 days of the School Learning and Teaching Quality Committee, validation and review event or, if the appeal is against validation or review panel's decision in relation to response to a condition of approval, within 14 days of formal receipt of the panel's decision by the programme team. The grounds for appeal must be circulated with the main papers for an Education Committee meeting at which the appeal is to be heard: late circulation shall not be acceptable under any circumstances.

5   The Education Committee shall have full minutes/report of the committee/event in question. These shall also be circulated with the main papers for the meeting at which the appeal is to be heard. Late circulation will not be acceptable under any circumstances.

6   At the meeting of the Education Committee which hears the appeal, the following people may attend the meeting to present the case:

     School Based Approval- Programme leader
     Validation Event   - Programme leader and Head of School
     Academic Review   - Head of School

7   The chair of the panel against whose decision the appeal is lodged shall have the right of reply. The Education Committee will then discuss the matter in open debate. Discussion shall be terminated at the discretion of the chair of the Education Committee.

8   The Education Committee will then vote on the appeal. The following shall be excluded from voting:

     a)   Members of the School Learning and Teaching Quality Committee, validation or review panel in question;

b) those submitting the appeal, even if they are members of the Education Committee;

c) other members of the Education Committee who are members of the same school/unit or otherwise associated with the case.

9 In the event of the appeal being upheld, by a simple majority of those eligible to vote, the School based approval, validation or review event in question shall be undertaken again *ab initio*.

10 In the event of the appeal being rejected, the original decision shall stand.

11 In the event of the deadlock, the original decision shall stand.

12 The decision of the Education Committee shall be final.