

B Quality Assurance and Enhancement Processes

This section of the regulations is informed by the following:

Applications for the grant of taught degree-awarding powers, research degree-awarding powers and university title: Degree Awarding Powers in England, Handbook for Applicants (December 2015)

Section of the QAA UK Quality Code for Higher Education:

Part A: Setting and maintaining threshold academic standards

Chapter B1: Programme design and approval

Chapter B5: Student engagement

Chapter B8: Programme monitoring and review

B1 Programme (Re)Validation (Approval, Review and Modification)

B1.1 Taught Degree Awarding Powers

B1.1.1 The Privy Council grants taught degree awarding powers (TDAP) for a fixed term period of six years to those non-publicly funded institutions who have applied and been successful in their application. The QAA states the criteria for the renewal of TDAP are that the organisation has:

- (a) subscribed for the duration of those six years to the QAA (or such other external quality assurance organisation as may be specified);
- (b) been subject to an external audit by the QAA; and
- (c) received a judgement of confidence in the organisation made by the QAA at the time of the audit. Organisations which fail to obtain such a judgement will be given reasons for this by the QAA and will be required to prepare and carry out an action plan agreed between the organisation and the QAA. Completion of this action plan to the satisfaction of the QAA will be a criterion for the renewal of the organisation's TDAP.

B1.2 Reviews by the Quality Assurance Agency

B1.2.1 Regent's University London, as a degree awarding body, is subject to Institutional Review by the QAA. The QAA has introduced a common review framework for all subscribers in England and Northern Ireland through a gradual transition in 2014-2015. Details can be found on the QAA website.

B1.3 Definition of Terms

B1.3.1 For Regent's University London the following terms are applicable:

B1.3.2 Accreditation

- A process for verifying and approving a higher education institution (HEI) or higher education programme by an authorised external institution/body.

B1.3.3 Validation

- Regent's University London or an external accreditation authority deeming a programme of study offered by Regent's University London to be academically viable and of an appropriate standard to be offered in the public domain.

B1.3.4 Revalidation

- Regent's University London or an external accreditation authority deeming a programme of study already validated being academically viable and of an appropriate standard to continue to be offered in the public domain.

B2 Summary of the Processes of Accreditation, Validation and Revalidation

B2.1 Accreditation

B2.1.1 Some programmes have professional accreditation which is outlined in the background document for the validation of a new degree or revalidation of an existing degree. This enables the degree to be more marketable to students and adds significant value to the programme. The process for accreditation should be initiated at a Faculty/Institute level where accreditation should be discussed at a programme level before being discussed at the Faculty/Institute Executive Committee to ensure that it is consistent with Faculty/Institute level strategy. This should then be presented to the Senate Portfolio Scrutiny Panel (SPSP) to ensure it is consistent with institutional strategy.

B2.1.2 Usually, accreditors will wish to visit the University to undertake a review before accrediting the institution for a period of years. The University will then need to undergo periodic review at the end of this cycle to maintain accreditation. The accreditation process usually involves sending documents to an accreditor and then undergoing review and audit and responding to any conditions set by the accreditor within a timeframe detailed within a report resulting from the review.

B2.2 Validation of New Degrees

B2.2.1 When the need for a new degree is identified, the Pro Vice-Chancellor (PVC) and Faculty Dean/ Institute Director (and/or Associate Dean/Associate Director) drafts a programme proposal

for discussion at the appropriate Faculty/Institute Executive Committee. The PVC and Faculty Dean/Institute Director /Associate Dean or Associate Director in consultation with the Registrar seeks approval for appropriate resources to support the development of the proposed degree through consultation where appropriate with the Trustees of Regent's University London Educational Trust and the Vice Chancellor. Following this discussion and the incorporation of any amendments, formal approval is sought from the Senate Portfolio Scrutiny Panel (SPSP). Once approval is obtained the Faculty Associate Dean/Institute Associate Director and Registrar implement internal processes and procedures for the review and subsequent validation of the degree. The procedure is to:

- (a) identify a viable Programme Development Leader;
- (b) identify external panel members to assist with programme development;
- (c) establish a Programme Team;
- (d) prepare documentation for the Validation Event;
- (e) present the programme to the validation panel members.

B2.2.2 The Programme Development Leader should refer to [Academic Registry intranet pages](#) to access the Validation Organisation Guidelines and more information on the process.

B2.2.3 All relevant documentation is reviewed before and after the Validation Event by the Programme Development Leader, working closely with the Associate Dean/Associate Director.

B3 Summary of Arrangements for Validation/Revalidation of Programmes of Study by Regent's University London

B3.1 Validation of a New Programme of Study

B3.1.1 To allow adequate time for the development, validation and marketing of new degree programmes, a new programme must be approved by the Senate Portfolio Scrutiny Panel (SPSP) at least 12 months before it is implemented.

B3.2 Revalidation of an Existing Programme of Study

B3.2.1 To allow adequate time to prepare for the revalidation of a degree programme, programme development must begin at least 12 months before the end of the currently validated period. The content of each individual revalidated programme is informed by a series of Annual Monitoring Reports (AMRs), over the preceding years.

B3.3 Procedures and Practices

- B3.3.1 The validation and revalidation schedule is organised for each Faculty/Institute by the Associate Dean/Associate Director in consultation with the Senior Quality Officer and the Quality Assessments and Awards Manager.
- B3.3.2 The validation and revalidation schedule for the following academic year should be published by the July preceding that academic year.
- B3.3.3 The Senior Quality Officer, Associate Dean/Associate Director, and the Quality Assessments and Awards Manager work closely during all (re)validation events. The Associate Dean/Associate Director on behalf of the Faculty/Institute assures the academic content of all Faculty/Institute programmes proceeding to the (Re)Validation Event. The Senior Quality Officer advises the Faculty/Institute on the dates and administrative procedures of the (Re)Validation process. The Quality Assessments and Awards Manager ensures that all (re)validation matters are effectively audited on behalf of the University.

B4 Roles of Key Participants

B4.1 Head of Programme/Programme Development Leader

- B4.1.1 The Programme Development Leader will lead a new programme of study through its development to the (Re)Validation Event, in consultation with the Associate Dean/Associate Director, the PVC and the Faculty Dean/Institute Director.
- B4.1.2 The Head of Programme/Programme Development Leader will lead a current programme of study through the revalidation process, in consultation with the Associate Dean/Associate Director, the PVC and the Faculty Dean/Institute Director.
- B4.1.3 The PVC and Faculty Dean/Institute Director and/or Associate Dean/Associate Director will jointly select a programme team from across the institution in consultation with the Head of Programme/Development Leader and, where appropriate, Assistant Dean/Head of School.
- B4.1.4 The Head of Programme/Programme Development Leader will lead the programme team based on the intended content and delivery of the proposed programme.
- B4.1.5 The Head of Programme/Programme Development Leader will be administratively supported by the Registry.

B4.2 Programme Team

- B4.2.1 The Programme Team is responsible for designing and developing the programme in its content, delivery and assessment, and it takes responsibility for producing the programme documentation in preparation for the (Re)Validation Event.
- B4.2.2 The Programme Team consists of all or a selection of the following personnel:
- (a) Head of Programme/Programme Development Leader
 - (b) Assistant Dean/Head of School
 - (c) Appointed external panel members
 - (d) Academic members of staff who will teach on the programme or supervise dissertations
 - (e) Associate Dean/ Associate Director
 - (f) Senior Quality Officer
 - (g) Other externals who have contributed to the development of the programme
- B4.2.3 Further staff and individuals will be consulted and may be invited to appropriate meetings where necessary. These may be drawn from:
- (a) External consultants
 - (b) Head of Management Information Systems
 - (c) Commercial Manager/Faculty/Institute Manager
 - (d) A specialist in Learning and Teaching
 - (e) Learning Resource Representatives
 - (f) Senior Student Immigration & Compliance Officer
 - (g) Disability Officer
 - (h) Representative of the International Partnerships Office
 - (i) Representative of the Careers and Business Relations Department
 - (j) Representative of the Development and Alumni Relations Department
 - (k) Representative of the External Relations Department
 - (l) Representative of the Library
 - (m) Representative of the Information Technology Centre
 - (n) Representative of Media Services
- B4.2.4 The Programme Team will conduct a series of minuted development meetings in preparation for the presentation of the

programme to the (Re)Validation Event. Such comments will be included in the programme documentation.

B4.3 University Management Team

- B4.3.1 The University Management Team consists of senior University management staff. Its role is to discuss the rationale of the programme and its place within the University's Strategic Plan, and to respond to issues of support and quality assurance for the programme across the University's systems and services.
- B4.3.2 Common constitution of the University Management Team is as follows:
- (a) Assistant Dean/Head of School
 - (b) Head of Programme/Programme Development Leader
 - (c) Director of Marketing Recruitment and Admissions or nominee
 - (d) Associate Dean / Associate Director
 - (e) Head of Academic and Educational Developments or nominee
 - (f) Other staff may be invited to attend where required

B4.4 Constitution of the (Re)Validation Panel

- B4.4.1 The (Re)Validation Panel will consist of the following individuals:
- (a) Chair (independent from the Programme, being either a PVC and Faculty Dean/Institute Director, Associate Dean/Associate Director, Assistant Dean/Head of School, Head of Programme or nominated external Chairperson);
 - (b) A minimum of two external panel members, who have been involved in the programme's development;
 - (c) Two internal academic panel members (not subject specialists);
 - (d) Senior Quality Officer;
 - (e) Secretary from the Registry;
 - (f) A student representative not associated with the programme;
 - (g) A Regent's University London observer.
- B4.4.2 The members of the (Re)Validation Panel are approved and confirmed by the Registry.
- B4.4.3 The observer is not a member of the panel but will be present throughout the (Re)Validation event.
- B4.4.4 The (Re)Validation Panel will be considered valid in the absence of the observer and/or the student representative.

B4.5 External Panel Members

- B4.5.1 Selected by the Registry from nominations of subject specialists proposed by the Faculty/Institute. The external panel members will be experts in the field or fields covered by the programme. Their remit is to assist with programme development, consider and evaluate the draft programme documentation, engage in the (Re)Validation Event as members of the panel, and finally to contribute to writing the report with any commendations, recommendations and conditions.
- B4.5.2 The external panel members will collectively have:
- (a) experience covering the subject area(s) of the programme being (Re)Validated;
 - (b) experience of being a member of a programme approval and/or review panel.
- B4.5.3 The external panel members must not be associated with the programme being (re)validated or have been associated with the programme in the past.
- B4.5.4 The Faculty/Institute must send external panel member nominations to the Registry as soon as the programme proposal has been approved by the Senate Portfolio Scrutiny Panel.

B4.6 Student representative on the panel

- B4.6.1 The student representative for a (Re)Validation panel will be selected by the Registry from suitable nominations proposed by the Student Union.
- B4.6.2 The student representative's remit is to consider and evaluate the programme documentation on issues relating to student experience, such as learning resources, teaching support, support for study period abroad, assessment, modular structure etc.
- B4.6.3 The student representative is a full member of the (Re)Validation panel, however the panel is able to proceed in the absence of the student representative.
- B4.6.4 The student representative must be a current Regent's University London student.
- B4.6.5 The student representative on an undergraduate programme (Re)Validation panel must be a current second or third year undergraduate student. The student representative on a postgraduate programme (Re)Validation panel must be a postgraduate student.
- B4.6.6 The student representative must be independent of the programme being (Re)Validated.

- B4.6.7 The student representative must attend a training session facilitated by the Registry, before participating on a (Re)Validation panel.
- B4.6.8 The student representative will be remunerated for their participation on a (Re)Validation panel as per the fees agreed by the Registry at the beginning of each academic year.

B5 (Re)validation process

B5.1 (Re)Validation Event

- B5.1.1 The (Re)Validation Event will examine the proposed programme in detail. It will conduct separate meetings with the University Management Team and the Programme Team, and examine the rationale and positioning of the programme within the University's portfolio and the support and quality systems available to the programme, together with details of module content, delivery and assessment.
- B5.1.2 Following detailed examination of the programme and exploration of the relevant support and quality systems, the panel will decide to either recommend approval or rejection of the proposed programme to the SQAEC. The panel may set conditions and/or recommendations for the programme team to meet.

B5.2 (Re)Validation Process in Detail

- B5.2.1 The Head of Programme/Programme Development Leader, with the Associate Dean/Associate Director and the Quality Assessments and Awards Manager, agrees a schedule for the series of events and communicates the schedule to the Programme Team. The full schedule is always set by working back from the date of implementation. In addition to this schedule, the Programme Development Leader may collaborate with any member of the team to establish and refine particular aspects of the documentation. The Head of Programme/Programme Development Leader is also responsible with the Associate Dean/Associate Director for ensuring that both internal and external consultation takes place.
- B5.2.2 An example of internal consultation might include the legislative duty to meet the needs of disabled students. In this respect, the University is aware of the need to avoid setting unreasonable barriers to study. It is the University's responsibility to offer assessments in alternative formats (e.g. a viva voce instead of a written exam). To enact this, the Head of Programme/Programme Development Leader should consult the University's Disability Officer to brief the team.

- B5.2.3 Once a development team has been assembled, it works together with the appointed external panel members, led by the Head of Programme/Programme Development Leader.
- B5.2.4 All documents of the (Re)Validation are critically reviewed prior to the (Re)Validation Event. The panel members will receive all documentation for the (Re)Validation Event at least four weeks prior to the event, and the Registry will receive from the Faculty/Institute the agreed number of copies of the full documentation within a similar timescale.
- B5.2.5 Panel members will be briefed for the (Re)Validation Event by the Senior Quality Officer. The (Re)Validation Event will be organised by the Registry. The Associate Dean/Associate Director advises the Programme Development Leader and Programme Team on the range of (Re)Validation issues arising as a programme moves towards completion.

B5.3 Documentation for (Re)Validation Event

- B5.3.1 The Programme Team prepares the programme documentation for the (Re)Validation Event (available on the Registry intranet pages), which includes:
- (a) a draft Programme Handbook, which following an introductory section is largely made up of the appropriate regulations and the programme specification; the latter includes a curriculum map, an assessment map and the module descriptors;
 - (b) a Programme Development Document, which includes a completed SPDC planning template plus a summary of its development, and CVs of the academics in the Programme Team. For revalidations this will also include a critical appraisal;
 - (c) the University's Academic Regulations (including policies and procedures of the University).
- B5.3.2 The documents include information on:
- Rationale and Programme/Level Learning Outcomes
 - Admissions
 - Programme Modules, include module learning outcomes
 - Assessment
 - Teaching and Learning
 - Management of Programme/Pathways
 - Resources
 - Employability/alumni
 - Internationalism/International Partnerships Office (if Study Period Abroad is applicable)
 - Transitional arrangement plans (for revalidations only)

- B5.3.3 Once signed off by the Head of Programme/Programme Development Leader and the Associate Dean/Associate Director of the Faculty/Institute, the documents for the (Re)Validation Event will be submitted to the Registry for distribution to the (Re)Validation Panel at least four weeks in advance of the event. This allows Panel members to fully digest and reflect upon the programme proposal.
- B5.3.4 The Programme Team will expect to receive an initial panel response, via the Secretary to the (Re)Validation Panel, prior to the (Re)Validation Event identifying issues to be addressed on the day.

B5.4 (Re)Validation Event

- B5.4.1 The (Re)Validation Event includes a learning resources audit.
- B5.4.2 It is conducted by the (Re)Validation Panel, minuted by the Secretary, and attended at various stages by:
- (a) the Programme Team
 - (b) the University Management Team
- B5.4.3 The (Re)Validation Event enables the Panel with the University Management Team to resolve any outstanding matters with regard to the rigour of the proposal and the ability of the institution to support it and deliver a good experience to students; and with the Programme Team to resolve any outstanding matters from programme development which have not been satisfactorily addressed in the documentation submitted. For example, the Panel may enter into meaningful academic dialogue on critical aspects such as:
- teaching and learning;
 - the achievement of learning outcomes;
 - curriculum content.
- B5.4.4 The Registry and the Faculty/Institute will agree the various agendas for the day, however the Panel may wish to change the agenda on the day, where further information is being sought.

B5.5 Common (Re)Validation Agenda

- B5.5.1 The likely agenda for a (Re)Validation Event (in no definitive order) will be as follows:
- private Panel Meeting;
 - meeting with University Management Team;
 - meeting with Programme Team;
 - meeting with service deliverers e.g., library, IT, careers and Disability Officer, (possibly as part of University Management Team);

- meeting with students;
- private Panel Meeting;
- Final Meeting with Programme and University Management Teams.

B5.6 Outcomes of the (Re)Validation Event

- B5.6.1 The following approval recommendations are available to the panel at the end of the (Re)Validation Event:
- B5.6.2 Full Term Approval
- (a) A programme may be recommended for approval for a maximum of five years.
- B5.6.3 Approval may be recommended for a shorter period. This may arise because, for example:
- (a) the programme is a new field of study;
- (b) the field of study is new to the University;
- (c) changes to a programme are in prospect, possibly as a consequence of demands of a statutory or professional body.
- B5.6.4 Conditions of approval
- (a) Conditions of approval should be used for requirements which must be fulfilled in order to ensure the programme meets the University's regulations and the standard required for a Regent's University London validated award. Changes which are desirable in order to enhance the quality of the programme of study, but which do not affect the threshold standard, should be brought to the attention of the University as recommendations (see below).
- (b) Conditions should be expressed precisely and have a specific and realistic date set for their achievement. Programme teams must be able to understand what is required from them.
- B5.6.5 Non-approval
- (a) The panel may decide to recommend to the SQAEC that the programme should not be approved if it has major reservations about the proposals. In this case it will offer advice about the aspects of the proposals which require further consideration and, if appropriate, give guidance about the timing of a resubmission.
- B5.6.6 Recommendations

- (a) The panel may make recommendations for the Faculty/Institute to follow up, and a response will be required through the Annual Monitoring Report for the programme.

B5.7 The report on the panel's findings

- B5.7.1 The secretary to the panel will draft a report, which will reflect the discussions during the process and record the formal recommendation to SQAEC, together with conditions of approval and recommendations. The report will be available within four weeks of the (Re)Validation Event. The report will be circulated to panel members for comment.
- B5.7.2 The final recommendation of the (Re)Validation panel is forwarded to the SQAEC for final approval of the (Re)Validation panel's decision.

B5.8 Appeals

- B5.8.1 The University will not consider appeals against panel judgements, but may consider appeals about the relevant process and conduct leading to a judgement. If a deficiency in procedure or conduct is substantiated, it does not necessarily call into question the judgement, as the impact of the deficiency would have to be considered. Consistency between the evidence base and the judgements made would be a key consideration.
- B5.8.2 An allowable appeal might be about the work of a panel, individual members of a panel, or a member of staff of the University. Panel members are made aware of what is expected of them both in the content of their work and in the way they carry it out. In turn, the University expects that Programme Teams will treat panel members with the respect, courtesy and professionalism necessary for a successful process.
- B5.8.3 An appeal against a decision made by a (Re)Validation panel should be made in writing by the Head of Programme/Programme Development Leader in agreement with the Associate Dean/Associate Director to the Registrar clearly detailing the grounds of the appeal with any supporting evidence. The Registrar will then raise the appeal for discussion at the next meeting of the SQAEC, who will make a final decision. The Associate Dean/Associate Director as a member of the SQAEC will notify the Head of Programme/Programme Development Leader of the result of the appeal.
- B5.8.4 The following decisions are available to the SQAEC:
 - (a) Amend a condition set by the (Re)Validation Panel;
 - (b) Annul the decision made by the (Re)Validation panel and order a new (Re)Validation of the programme with a completely new Panel, or replace individual Panel Members;

(c) Reject the appeal.

B5.8.5 The decision made by the SQAEC will constitute the final stage of the University's procedures in the appeals process.

B5.9 Failure to recruit students after validation

B5.9.1 If a programme fails to recruit students for three successive years after validation, then the programme will be required to undergo a new validation. The programme will be unable to admit any students until successfully revalidated.

B6 Modifications to Programmes

B6.1 Scope

B6.1.1 Changes to either a module or a programme as a whole is subject to approval before it can be implemented. The purpose of such approval is to ensure that any changes will maintain and where possible improve the standard of education offered through the programme concerned. In addition, modifications to a module or programme are subject to consultation with the relevant external examiner(s) as detailed below. Prior to approval, changes to a programme, existing module or the introduction of a new module is agreed by the Head of Programme in liaison with the relevant Faculty/Institute Associate Dean/Associate Director and, where required, the appropriate external examiner. The Head of Programme and Faculty/Institute Associate Dean/Associate Director are responsible for ensuring that the 'cumulative impact of small/incremental changes' (QAA UK Quality Code for Higher Education on Programme monitoring and review, 2011, Chapter B8, Indicator 4) do not amount to a major change in a programme of study. Prospective modifications to the programme go through the processes detailed below.

B6.2 Changes to Modules

B6.2.1 Academic staff should read the 'Programme and Module Change Process' (located on the Registry pages of the Regent's University London Intranet) before requesting any changes to modules.

B6.2.2 Changes to modules are defined as changes to:

- (a) Aims of a module;
- (b) Pre-requisites / co-requisites;
- (c) Learning outcomes (provided the change does not affect the overall programme learning outcomes);
- (d) Learning and teaching strategy;

- (e) Assessment weightings (e.g. 50% to 40% of the total module mark), assessment strategy, assessment methods (e.g. exam to presentation)
 - (f) New arrangements for collaborative provision
- B6.2.3 To request a change the requisite 'Request for New Module or Amending an Existing Module' form must be completed (located on the Registry pages of the Regent's University London Intranet).
- B6.2.4 External examiner approval must be sought for all changes.
- B6.2.5 The process for requesting a change to a module is as follows:
- B6.2.6 The Head of Programme completes and signs the 'Request for New Module or Amending an Existing Module' form. The Head of Programme will consult with the relevant departments, Associate Dean / Director, and external examiner(s) and seek their approval.
- B6.2.7 The proposal is received by the Quality Office who will ensure that all the appropriate information has been included in the proposal.
- B6.2.8 The proposal is received by the Chair of the Programme Planning Panel (PPP), who is a Senior Quality Officer in the Registry. The PPP will verify that due process has been followed and that the modification(s) conforms to programme, University, and where appropriate the validating authority's regulations.
- B6.2.9 The PPP will either:
- (a) Approve the proposal;
 - (b) Approve the proposal subject to conditions which will need to be met within a set timeframe;
 - (c) Reject the proposal;
 - (d) Request further clarification or amendment of the proposal within a set timeframe.
- B6.2.10 If approved, the change is reported at the SQAEC.
- B6.2.11 If the programme is externally validated, the form will be sent to that body for approval.
- B6.2.12 The completed form with all required documentation must be received by the Chair of the PPP by the set date specified by the Registry, which will be approximately December each year. Proposals submitted will be for implementation at the start of the following academic year.

B6.3 Introduction of a New Module

- B6.3.1 Academic staff should read the 'Programme and Module Change Process' (located on the Registry pages of the Regent's University London Intranet) before requesting the introduction of a new module.
- B6.3.2 A proposal for the introduction of a new module is to be initiated by the relevant Head of Programme in consultation with the relevant departments and Associate Dean / Director and approved by the external examiner.
- B6.3.3 To request the introduction of a new module, the 'Request for New Module or Amending an Existing Module' form must be completed (located on the Registry pages of the Regent's University London Intranet).
- B6.3.4 The proposal will be received by the Quality Office who will ensure that all the appropriate information has been included in the proposal.
- B6.3.5 The proposal is received by the Chair of the Programme Planning Panel (PPP), who is a Senior Quality Officer in the Registry. The PPP will verify that due process has been followed and that the modification(s) conforms to programme, University, and where appropriate the validating authority's regulations.
- B6.3.6 The PPP will either:
- (a) Approve the proposal;
 - (b) Approve the proposal subject to conditions which will need to be met within a set timeframe;
 - (c) Reject the proposal;
 - (d) Request further clarification or amendment of the proposal within a set timeframe.
- B6.3.7 If approved, the change is reported at the SQAEC.
- B6.3.8 If the programme is externally validated, the form will be sent to that body for approval.
- B6.3.9 The completed form with all required documentation must be received by the Chair of the PPP by the set date specified by the Registry, which will be sometime in the month of December each year. Proposals submitted will be for implementation at the start of the following academic year.

B6.4 Changes to Programmes

- B6.4.1 Academic staff should read the 'Programme and Module Change Process' (located on the Registry pages of the Regent's University London Intranet) before requesting any changes to modules.
- B6.4.2 Programme changes are defined as changes to:
- (a) Programme structure;
 - (b) Educational aims and objectives;
 - (c) Programmes' relationship to other programmes and awards;
 - (d) Programme learning outcomes;
 - (e) Level learning outcomes;
 - (f) Changes to the learning and teaching strategy / assessment methods (non-regulatory);
 - (g) Distinctive features of the programme and other key information;
 - (h) Support for students and their learning;
 - (i) Opportunities for personal development planning for students within the programme;
 - (j) Admission criteria;
 - (k) Award criteria;
 - (l) Programme specific methods for evaluating and improving the quality and standards of teaching and learning.
- B6.4.3 A proposal for a change to a programme is to be initiated by the relevant Head of Programme in consultation with the relevant departments and Associate Dean / Director, and approved by the external examiner. The requisite 'Request for a Change to Programmes' form must be completed (located on the Registry pages of the Regent's University London Intranet).
- B6.4.4 The proposal is received by the Quality Office who will ensure that all the appropriate information has been included in the proposal.
- B6.4.5 The proposal is received by the Chair of the Programme Planning Panel (PPP), who is a Senior Quality Officer in the Registry. The PPP will verify that due process has been followed and that the modification(s) conforms to programme, University, and where appropriate the validating authority's regulations.
- B6.4.6 The PPP will either:
- (a) Approve the proposal;
 - (b) Approve the proposal subject to conditions which will need to be met within a set timeframe;
 - (c) Reject the proposal;

- (d) Request further clarification or amendment of the proposal within a set timeframe.
- (e) Recommend to the SQAEC that the programme is revalidated if either:
 - i. The programme has accumulated ten changes since the last (re)validation;
 - ii. The PPP deems that 40% of the programme content has changed since the last (re)validation;
 - iii. The changes proposed to the programme are significant.

B6.4.7 If approved, the change is reported at the SQAEC.

B6.4.8 If the programme is externally validated, the form will be sent to that body for approval.

B6.4.9 The completed form with all required documentation must be received by the Chair of the PPP by the set date specified by the Registry, which will be sometime in the month of December each year. Proposals submitted will be for implementation at the start of the following academic year.

B6.5 Definitive Documents for All Programmes

B6.5.1 Following the validation of a new programme or module, or revision to an existing programme or module, the Faculty/Institute sends definitive programme documentation to the Registry.

B6.5.2 The definitive programme documentation after a (Re)Validation includes:

- (a) Programme Development Document;
- (b) Programme Handbook;
- (c) Programme Specification (this may be contained within the Programme Handbook);
- (d) Module Specifications (this may be contained within the Programme Handbook).

B6.5.3 After any changes to a programme or module(s) have been made subsequent to (Re)Validation, an updated Programme Handbook and/or Module Specification must be submitted to the Registry.

B7 Programme Discontinuation

B7.1.1 Approval of programme (or pathway) discontinuation is the responsibility of Senate. However, to ensure that full consideration of any proposal to discontinue a programme takes place at both Faculty/Institute and University level, responsibility for this procedure and decision has been delegated to the Senate Portfolio Scrutiny Panel (SPSP). The outcome of a decision taken

by the SPSP is reported to Senate, via the SPSP minutes. A decision to request discontinuation should align with the objectives of the relevant Faculty/Institute plan(s).

- B7.1.2 The request must be supported by the Institute/Faculty Executive Committee and the PVC and Faculty Dean/Institute Director. Following the completion of the Faculty/Institute stage of the process, the form, signed by the relevant PVC and Faculty Dean/Institute Director, is submitted to the Registry for deliberation by the SPSP.
- B7.1.3 Strategies for discontinuation (e.g. support for those students completing their studies, enabling students to transfer to a suitable alternative programme elsewhere to complete their award, and amendments to the University Prospectus and marketing) may not begin until the matter has been reported and approved by the SPSP.
- B7.1.4 Following a programme discontinuation decision, recruitment to all levels of the programme will cease.
- B7.1.5 Concerns against programme discontinuation decisions made by the SPSP can only be made on the grounds of administrative error. The concern should be made in writing to the Chair of Senate stating clearly what the grounds of the concern are (i.e. administrative error, e.g. the wrong data being sent to the FEC and/or the SPDC). The Chair of Senate will then either choose to re-evaluate the original decision and call for a further hearing at the next Senate or will reject the appeal as it falls outside the area of administrative error.
- B7.1.6 The Programme Discontinuation form is located on the Registry Intranet pages.

B8 Annual Programme Evaluation and Monitoring

B8.1 Purpose

- B8.1.1 The purpose of annual monitoring is to ensure that programmes are being delivered in such a way as to meet their academic and professional aims and objectives in order that students have the opportunity to develop to the best of their ability. It provides an opportunity for the University and its faculties to examine how well programmes are operating in this context, and to review them in the light of the University's Learning, Teaching and Assessment Strategy (LTAS).

B8.2 Annual Monitoring Report

- B8.2.1 Part of the annual monitoring process is undertaken by Heads of Programmes through the preparation of critical Annual Monitoring

Reports (AMRs), templates for these reports and annual guidelines are supplied on the Registry intranet pages. Typically, each Annual Monitoring Report provides an action list for the forthcoming academic year and a report on actions taken in the previous academic year.

B8.2.2 The AMR is a summation of programme statistics including data such as:

- applications
- enrolments
- student results
- disability
- where appropriate, the Study Period Abroad (SPA).

B8.2.3 The AMR also contains all external examiners' annual reports and responses to those external examiners' reports. In particular, the AMR is informed by module monitoring forms and comments on the following:

- staff teaching on modules
- resources for modules
- changes and future developments to modules
- externals brought in as guest speakers
- student performance on modules.

B8.3 Approval Process

B8.3.1 In the autumn of each year, AMRs are compiled for the previous academic year. Deadlines for the production of the reports are set in line with the calendar of meetings for the SQAEC.

B8.3.2 The Heads of Programmes, on behalf of their programme teams, complete the Annual Monitoring Report. The report is then submitted to the Associate Dean/Associate Director for Faculty/Institute-level approval.

B8.3.3 Prior to submission to the Annual Monitoring Committee, the Associate Dean/Associate Director has ultimate responsibility for quality assuring the AMR and that the reports are:

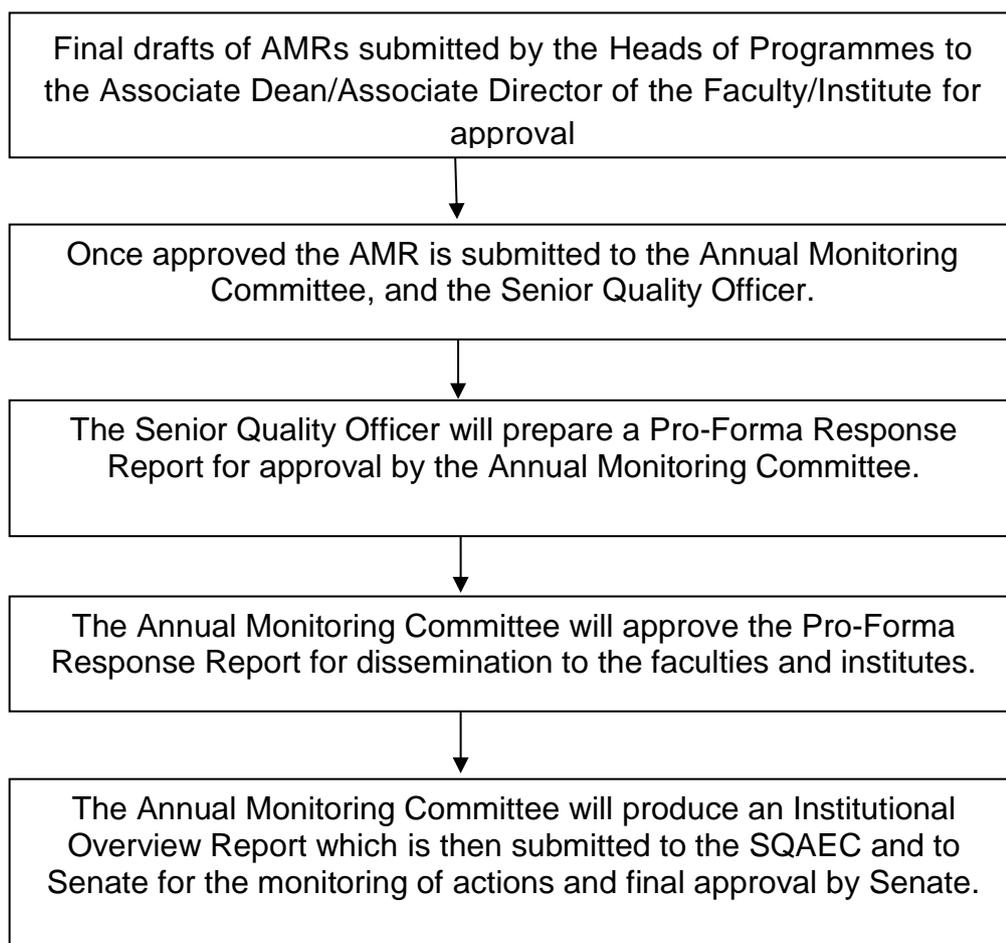
- prepared in line with the University template;
- of a publishable standard;
- delivered by the University deadline; and that
- recommendations made within the reports stay within the boundaries of both the QAA Quality Code and the University regulatory framework.

- B8.3.4 The Associate Deans/Associate Director will then prepare a Faculty/Institute Overview Report and present it to the Annual Monitoring Committee.
- B8.3.5 The Associate Deans/Associate Director will also forward the Faculty/Institute approved AMRs to the Senior Quality Officers by an agreed deadline.
- B8.3.6 The Senior Quality Officers will review the AMRs and prepare a Pro-Forma Response Report to be presented to the Annual Monitoring Committee. The Pro-Forma Response Report will identify actions required at programme and institutional level for faculties/institutes to meet.
- B8.3.7 The Annual Monitoring Committee will approve the final Pro-Forma Response Report to be sent to the faculties/institutes for action.
- B8.3.8 The Senior Quality Officers will monitor the response to the Pro-Forma Response Report from the faculties/institutes and report back to the Annual Monitoring Committee.
- B8.3.9 The Annual Monitoring Committee will produce an Institutional Overview Report which is presented to the SQAEC and then Senate. The Institutional Overview Report provides a summary of the year's performance and highlights the areas where attention will be focussed to enhance the quality of provision for the future. The Institutional Overview Report:
- reflects on the annual monitoring process;
 - sets out the significant issues which have arisen at institutional level over the year;
 - reflects on the main issues arising from the programme reports for all validated programmes within the institution for particular validating bodies;
 - reflects on student feedback practice and outcomes;
 - reflects on Personal Development Plan policy and evaluates practice across validated provision;
 - sets out institutional plans for the following year;
 - provides an account of action taken or progress made in relation to any QAA or other external reviews during the year;
 - reflects on Regent's University London's engagement with the QAA Quality Code including, where applicable, an updated mapping against relevant chapters of the QAA UK Quality Code of Higher Education and any measures taken as a result;
 - provides information, where appropriate, about how the University has dealt with appeals, complaints and

disciplinary matters, including, in particular, any cases of plagiarism which have arisen;

- gives a formal compliance statement confirming that the annual monitoring process has been comprehensively and satisfactorily carried out, and that programmes have been taught, managed and operated in accordance with procedures agreed at validation;
- provides a QA flow-chart setting out the actual process undertaken.

- B8.3.10 In addition to the Institutional Overview Report being submitted to the SQAEC and the report being made to Senate, the Institutional Overview Report is then presented at the Faculty and Institute Learning and Teaching Committees (F/ILTC) for feedback and reflection, and to determine any required actions. This then concludes the annual cycle of reporting.
- B8.3.11 Any programme-specific recommendations arising from the AMR Action Plan are discussed at the next Programme Committee.
- B8.3.12 Should concerns be raised as a result of Annual Monitoring, then an Internal Programme Review may be instigated by either the Associate Deans/Associate Director or Registrar. Outcomes from such a review will be reported at the respective F/ILTC, SQAEC and Senate.
- B8.3.13 Flow chart for the process for compiling the Institutional Overview for the Annual Monitoring Reports (AMRs):



B9 Student Feedback Systems

B9.1 Introduction

- B9.1.1 Students play a key role in the University's processes for enhancing the quality of both its educational provision and the broader student experience. This role is based on students providing feedback on their experience at the module level together with the active role of student representatives at the Programme Committee at institutional level.
- B9.1.2 Students' views are seen as being important for informing judgements on the quality of the educational experience they obtain through studying at Regent's University London. At the module level, it is considered important to obtain information on the quality of students' learning. In addition, the University believes that students should be supported in expressing views and raising issues at the wider subject area and programme level, as well as, on aspects of institutional provision.

B9.2 Scope

- B9.2.1 The effective involvement of students in quality systems depends upon processes which:
- (a) facilitate students' confidence in providing open and frank feedback;
 - (b) ensure that the feedback is listened to and, where appropriate, acted upon;
 - (c) ensure that information is provided for students on how their views have been considered; action taken and, where appropriate, reasons why action is not taken.
- B9.2.2 The process is two-way and students have a responsibility to:
- (a) act responsibly and constructively in providing views;
 - (b) recognise that student views are one part of a wider integrated quality enhancement system;
 - (c) participate in the formal structures provided to elicit student comment;
 - (d) disseminate information to each other, initially, through the vehicle of student representatives.
- B9.2.3 There are a number of processes designed to provide students with an opportunity to contribute to the assessment of the enhancement of quality:
- (a) student feedback on learning at the module level;
 - (b) student feedback on facilities/resources supporting a learning environment;
 - (c) student consultation as part of proposals submitted to the Programme Planning Panel
 - (d) student representation on the Programme Committees;
 - (e) student representation on other University committees.

B9.3 Student Feedback at the Module Level

- B9.3.1 All students are invited to provide feedback on each module that they take. The students are required to complete a questionnaire through the Student Feedback System which is managed centrally by the University.
- B9.3.2 All module evaluation surveys should be normally distributed before teaching week nine of each term and be returned by the end of teaching week nine.
- B9.3.3 The questionnaire reports are sent to the Module Leaders, Heads of Programmes, Assistant Deans/Heads of Schools, and Associate Deans/Associate Directors to be reviewed as part of

annual monitoring. Any module-specific issues will be dealt with by Module Leaders in collaboration with Heads of Programmes and Assistant Deans/Heads of School.

- B9.3.4 The module leader should discuss the findings of the module survey with the students and provide a formal response to student feedback by the end of each term.
- B9.3.5 The student feedback report will enable the Associate Dean/Associate Director to make informed judgements about academic staff development.
- B9.3.6 The student feedback reports and forms are passed to the Associate Dean/Associate Director for generic scrutiny, to identify any outstanding indicators of either a positive or negative fashion. The Student Statistical Records Officer will prepare a report after each session to be presented at the Faculty/Institute Learning and Teaching Committees and the Senate Learning and Teaching Committee (SLTC). Issues arising from 'student feedback', identifying generic indicators of perceived student quality are addressed at Programme Committees. This information also informs the AMR.
- B9.3.7 Informal feedback can be sought at different times within a module and it is assumed that module leaders undertake this more frequently.
- B9.3.8 Students will only recognise the value of providing feedback if they receive some response on how the feedback has been received and considered and whether any changes have been made as a result. In view of this, the Programme Committees and Heads of Programmes are an important part of the process and will be responsible for providing information to students on issues raised through the channel of:
- (a) student representatives;
 - (b) student feedback systems.

B9.4 Student feedback at an Institutional Level

- B9.4.1 The University invites students to complete the National Student Survey. The survey is aimed at final year undergraduates with the purpose of gathering feedback from all eligible students at the end of their studies.
- B9.4.2 The NSS is conducted for three main reasons:
- To inform student choice - it provides the opportunity for current students to tell future students what they think about the quality of their course.

- To provide information to enhance the student learning experience - institutions use the results to help develop their courses facilities for future students
- To provide public assurance - the survey is also a mechanism for the general public to be provided with information about the quality of UK higher education.

B9.4.3 All eligible students will be contacted by Ipsos MORI, by email, telephone, or post.

B9.4.4 The NSS results will be made available to prospective students through the Unistats website, which is designed to help students when they are making decision about higher education. The results of the NSS will also be analysed at the relevant Senate level committee, e.g. Senate Student Experience Committee (SSEC) and Senate Learning and Teaching Committee (SLTC) to identify what is going well but also where improvements can be made to the overall student learning experience.

B9.4.5 Students at Level 4 and Level 5 have the opportunity to complete the internal Regent's Student Satisfaction Survey, the questions mirror those on the National Student Survey. The survey is conducted in house using the EvaSys software linked to an online survey via Blackboard. As noted in B8.4.2 results are considered at the relevant Senate level committees, where enhancements to current practise may be proposed.

B10 Peer Observation of Teaching

B10.1 Introduction

B10.1.1 Academics engage in Peer Observation of teaching as a facilitator of quality enhancement rather than quality management. The processes of induction, training and probation of new teaching staff, as well as those relating to performance development review are detailed in the relevant HR documents.

B10.1.2 Peer Observation of teaching is a process whereby a third party observes, and provides feedback on, teaching and learning support. Its purposes are to provide feedback to the staff observed, opportunities for staff to learn from each other, and to assist with staff development. The first guiding principle of observation is that it is developmental rather than judgmental (NAFHE).¹

¹ National Association for Teachers in Further & Higher Education (NATFHE) Guidelines for Higher Education branches: Peer Review & Peer Observation of Teaching, May 2002.

B10.1.3 Peer Observation is about giving academics the opportunity to reflect on their teaching and discuss it with colleagues in a formative and non-judgemental way. The needs of teaching staff at different stages in their career vary, so the scheme is not too prescriptive. These guidelines support active engagement in the process rather than impose a standard way of doing things and build on existing good practice identified across the University, thus enhancing the student learning experience.

B10.2 Aims

- (a) to promote reflection on teaching and learning by both the person being observed and the observer;
- (b) to enhance the students' learning experience;
- (c) to share good practice.

B10.3 Principles

Peer observation of teaching is about:

- (a) sharing good practice rather than evaluating the performance of academics;
- (b) it should be confidential between the academic and the observer;
- (c) it should be flexible in focus and not adopt an audit approach;
- (d) it should be seen as a source for personal/professional development;
- (e) it can be productive in enhancing the delivery of teaching and /or the content of learning;
- (f) where content is the focus a subject specialist is best placed to observe, while a specialist in another discipline can be beneficial where general pedagogy is the focus;
- (g) a more informed and mutually beneficial process is facilitated where the observer has access to the module specification and any relevant materials (e.g. via Blackboard, the module Virtual Learning Environment (VLE) site) before the observation takes place.

B10.4 Procedures

B10.4.1 Peer Observation of teaching comprises at least one formative observation per year of all full-time and fractional staff members.

B10.4.2 The observer and the academic are free to choose their partner. It can be carried out with colleagues from the same or different discipline so long as the choice is made freely by the staff in question. The type of session to be observed is determined by them. These sessions can be seminars, lectures and any other sessions of learning and teaching where observation cannot be

perceived as intrusive as in the case of some clinical sessions in Regent's School of Social and Psychological Sciences.

- B10.4.3 The observer will be given access to the module VLE site, which includes the module outline, reading lists and other learning materials.

B10.5 Preliminary Meeting

- B10.5.1 The process of peer observation starts with a preliminary meeting between the academic and the observer, who is also an academic member of staff. Part of this meeting is to establish contact and trust with the other party and deal with any further clarifications particularly if the pair is fairly new to the peer observation of teaching. The pair will exchange information about the context of the observation, its content and the procedures used during the observation.
- B10.5.2 The academic may provide the observer with any preparatory work that students have been given, any copies of PowerPoint slides or other information.

B10.6 Observation

- B10.6.1 The presence of an observer should be acknowledged at the start of the session. The academic should introduce the observer to the students, making clear the observer is not evaluating them in any way.
- B10.6.2 The observer should make notes during the session. These may be structured around the agreed focus of the session or more generally around themes suggested in the peer observation checklist.
- B10.6.3 The academic also notes down any of their own thoughts about the session as soon as it ends.

B10.7 Feedback and Discussion

- B10.7.1 The final stage of the observation is the provision of spoken and written feedback and its discussion. The face-to-face discussion should happen as soon as possible after the observation and should last no more than half an hour unless the parties decide otherwise. The process is not meant to be bureaucratic or unduly time consuming.
- B10.7.2 It is recommended that the exact details of the observation discussion are entirely confidential and remain between the two participants. There is no need for a record of this observation to be kept centrally.

- B10.7.3 The Peer Observation Form allows for examples of good practice and developmental or training needs to be identified. All Peer Observation forms are anonymous and are collated for consideration at the F/ILTC.

B10.8 Follow-up

- B10.8.1 The academic and observer must let their Assistant Dean/Head of School or Head of Programme (whichever is applicable) know when the observation took place so that this can be recorded for monitoring purposes. Each Faculty/Institute keeps a spreadsheet with the names of academic staff and space to record the date of their observation.
- B10.8.2 The University runs annual sessions to share and disseminate examples of good practice in teaching which may have been identified and shared through peer observation.

B11 Externally validated programmes

- B11.1.1 In addition to offering its own degrees, Regent's University London offers a selection of programmes validated by external accreditation agencies. For these external programmes, the University operates robust systems of preliminary review for the institution or a programme prior to any final accreditation/validation event. The preliminary review outcomes are reported to the external validating authority before proceeding to final accreditation or validation, whichever is applicable. The accrediting/validating institution is provided with a succinct audit trail which informs the visiting panel of issues it may wish to address.
- B11.1.2 Programmes which are externally validated must follow the processes laid out by the validating body in relation to:
- (a) Validation/revalidation of a programme;
 - (b) modifications to the programme and modules;
 - (c) annual monitoring.
- B11.1.3 The Head of Programme /Programme Development Leader should consult with the Registry with regards to the requirements of the validating body in relation to the above processes.

B12 Collaborative Provision

- B12.1.1 The University's Collaborative Provision Policy (informed by the University's Internationalisation Strategy) states that the University should only engage in the following types of collaborative arrangements;
- (a) Articulation arrangements
 - (b) Dual/Double awards
 - (c) Jointly delivered programmes
- B12.1.2 The University's regulations in conjunction with any specific programme regulations must be followed for all collaborative arrangements with the possible exception of joint awards where a common set of regulations may be agreed between the two collaborative partners.
- B12.1.3 Students studying at Regent's University London are bound by the policies of Regent's irrespective of the type of arrangement that the University may have with another partner institution.
- B12.1.4 The Register of Collaborative Arrangements can be found on the International Partnerships page on the Intranet at the following link:
<https://connect.regents.ac.uk/departments/ipo/Pages/DirectoryofPartnerandAffiliateInstitutions.aspx>