



## **1. Principles**

- 1.1. We value our reputation as a higher education institution that delivers high quality academic awards, and student experience. This section of the Regulations allows us to protect our reputation and the value of our awards by explaining the main course evaluation and reviews systems we use.
- 1.2. These Regulations covers course design and development, course evaluation and review, and feedback.
- 1.3. Our approach to quality assurance, monitoring, and enhancement is:
  - a. Clear and accessible. This means this section of the Regulations is widely available and written in such a way that you should not need additional support in understanding the systems we use.
  - b. Confidential, impartial, and fair. This means that we will treat evaluation and review feedback with care and ensure that those involved in quality processes have no reasonable perception of bias or conflict of interest.
  - c. Timely, flexible, and proportionate. This means that we will work as quickly as we can to evaluate our provision and take action where needed. Rather than a one-size fits all, we will seek to flex the assurance and monitoring activity to be risk-based and where possible, take a lighter touch approach.
  - d. Embedded and informative. This means we will use the experience of assuring quality and standards to inform enhancements and improvements to our processes and awards. We do this through our formal committees.
- 1.4. The applicability of these Regulations under the University's Collaborative Provision arrangements is detailed in Schedule A.
- 1.5. Any designated role (e.g. Head of School or Director of Programme) will be taken to include 'or nominee'.

## **2. Periodic Monitoring**

- 2.1. Monitoring ensures that courses are being delivered in such a way as to meet the academic and professional aims and objectives in order that students have opportunity to develop to the best of their ability. It also provides us an opportunity to examine how well courses are operating in this context and to review them in light of our [Hallmark Pedagogy](#). At Regent's we call our annual monitoring process Continuous Improvement Planning (CIP).
- 2.2. Course Leaders complete the CIP Report (CIPR) and provide an action list for the forthcoming academic year as well as a report on actions taken in the previous academic year.
- 2.3. The CIPR uses statistics relating to the course, including:
  - a. Applications.
  - b. Student Progression.
  - c. Student outcomes and results.
  - d. Appeals and complaints.
- 2.4. In the production of the CIPR, the Course Leader will use the information from the External Examiner annual report and student feedback.

- 2.5. CIPRs are completed and submitted for the previous academic year; the deadlines will be confirmed by the Registry team. The completed reports, from all Schools, will be submitted to the Quality team who will work with the Heads of School and other academic colleagues to review, provide feedback and approve the CIPRs.
- 2.6. Once approved CIPRs are published. Following the approval, an overview report will be prepared for presentation to the Learning, Teaching and Student Experience Committee. This report will highlight any trends, areas requiring attention and areas of best practice. The report will also be submitted to the Quality Committee to confirm that the annual monitoring process has been completed in line with the University's processes, CIPRs are of publishable standard and in line with the QAA Quality Code and regulatory framework.

### **3. Teaching Practice Development**

- 3.1. Academics engage in observation of teaching practices 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.
- 3.2. Peer observation is to provide feedback to the staff observed, opportunities for staff to learn from each other, and to assist with staff development. The guiding principle of observation is that it is developmental and designed to create a culture of open dialogue around the improvement of learning and teaching, making observation and reflection a routine element of practice. Peer observation enables the dissemination of existing good practice identified across the University, thus enhancing the student learning experience.
- 3.3. Annual peer observation is compulsory for all teaching staff. The peer observation process and areas of practice are outlined in the guidance for [Teaching Practice Development](#).

### **4. Student Feedback Systems**

- 4.1. 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 Course Panel and institutional level.
- 4.2. Students' views are seen as being important for informing judgements on the quality of the education experience they obtain through studying at Regent's University London. At the module level, it is considered equally important to obtain information on the quality of students' learning. The University believes that students should be supported in expressing views and raising issues at the wider subject area and course level, as well as, on aspects of institutional provision.
- 4.3. The effective involvement of students 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 information is provided about how students' views have been considered; action taken or, where appropriate, not taken.

- 4.4. 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 wider integrated quality enhancement systems;
  - c. Participate in the formal structures provided to elicit student comment;
  - d. Disseminate information to each other, initially, through the vehicle of student representatives.
  
- 4.5. There are a number of processes designed to provide students with an opportunity to contribute to the enhancement of quality:
  - a. Student feedback on learning at module level (Module Evaluation Questionnaire).
  - b. Student feedback on facilities/resources supporting a learning environment;
  - c. Student consultation as part of proposals submitted to the Curriculum Panel;
  - d. Student representatives on the Course Panel;
  - e. Student representatives on the (Re)Validation Panel;
  - f. Course Panels;
  - g. Feedback received as part of the NSS;
  - h. Student representatives on University Committees.

## **5. Module Level Feedback**

- 5.1. All students are invited to provide feedback on each module that they take through a module evaluation questionnaire (MEQ).
  
- 5.2. Summarised MEQ reports are sent to the Module Leaders, Directors of Programmes, the Associate Provost Learning and Teaching and relevant Head of School for the School to be reviewed as part of the CIPR. Any module specific issues will be dealt with by the Module Leader in collaboration with Directors of Programmes and Heads of Schools.
  
- 5.3. The Module Leader should discuss the findings of the MEQ with the students and provide a formal response to student feedback by the end of each term, this will be published on the VLE (Virtual Learning Environment).
  
- 5.4. The student feedback responses will enable Heads of School to make informed judgments about academic staff development. Matters or areas will be referred to the relevant staff members.
  
- 5.5. The student feedback reports and forms are passed to the Heads of School for generic scrutiny, to identify outstanding positive and/or negative indicators. Student feedback trends and information is addressed at the Learning, Teaching and Student Experience Committee. This information also is used as part of the key data set for CIPRs.
  
- 5.6. Informal feedback can be sought at different times within a module and it is assumed that module leaders undertake this more frequently.
  
- 5.7. 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. The Course Panel and

Directors 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.

## **6. Student feedback at an Institutional Level**

- 6.1. The University invites eligible students to complete the National Student Survey ('NSS'). The survey is aimed at final year undergraduates with the purpose of gathering feedback from all eligible students at the end of their studies.
- 6.2. The NSS is conducted for three main reasons:
  - a. To inform student choice. It provides the opportunity for current students to tell future students what they think about the quality of their course.
  - b. To provide information to enhance the student learning experience. Institutions use the results to help develop their courses and facilities for future students.
  - c. To provide public assurance. The survey is a mechanism for the general public to be provided with information about the quality of UK higher education.
- 6.3. All eligible students will be contacted by IPSOS (on behalf of the Office for Students or 'OfS'), by email, telephone or post.
- 6.4. The NSS results will be made available to prospective students through the OfS website, which is designed to help students when they are making decisions about higher education. The results of the NSS will also be analysed by the University at the relevant committee to identify what is going well and also where improvements can be made to the overall student learning experience.

## **7. Schedule A**

The applicability of these Regulations (as set out above) under the University's Collaborative Provision arrangements is detailed below.

Where the Regent's University London Regulations apply, collaborative partners may use different terminology, e.g. 'programmes' and 'units' instead of 'courses' and 'modules'.

### **DOMUS Academy**

7.1. The Regent's University London regulations apply.

### **Istituto Marangoni (London)**

7.2. In addition to this section of the Academic Regulations, Istituto Marangoni London operates the Annual Quality Assurance Monitoring Policy.

### **Istituto Marangoni (Paris)**

7.3. In addition to this section of the Academic Regulations, Istituto Marangoni Paris operates the Annual Quality Assurance Monitoring Policy.

### **Liverpool Media Academy (LMA)**

7.4. The Regent's University London regulations apply.

### **MACROMEDIA**

7.5. The Regent's University London regulations apply.