

## CHAPTER C - APPROVAL, VALIDATION, MONITORING AND REVIEW OF PROGRAMMES AND MODULES

### CONTENTS

C.1A	UK QUALITY CODE FOR HIGHER EDUCATION - CHAPTER B1: PROGRAMME DESIGN, DEVELOPMENT AND APPROVAL .....	2
C.1B	UK QUALITY CODE FOR HIGHER EDUCATION - CHAPTER B8: PROGRAMME MONITORING AND REVIEW .....	3
C.2	NEW PROGRAMMES .....	4
C.2.1	AIMS OF THE APPROVAL AND VALIDATION PROCESS .....	4
C.2.2	FIRST STAGE APPROVAL: INITIAL PROPOSAL FOR DEVELOPMENT .....	5
C.2.3	PUBLICITY FOR PROGRAMMES SUBJECT TO VALIDATION .....	5
C.2.4	VALIDATION AND ACCREDITATION .....	5
C.2.5	PREPARATION OF PROPOSAL FOR VALIDATION .....	5
C.3.	CHANGES TO PROGRAMMES AND MODULES .....	7
C.3.1	APPROVAL PROCESS .....	7
C.3.2	AUTHORITY TO APPROVE CHANGES TO PROGRAMMES/MODULES/COMPONENTS .....	8
C.3.3	PERSONAL STUDY PLANS .....	9
C.4.	PROCESS FOR THE CLOSURE OF ACADEMIC PROVISION .....	9
C.5	MONITORING AND REVIEW .....	11
C.5.1	INTRODUCTION .....	11
C.5.2	ANNUAL PROGRAMME EVALUATION .....	14
C.5.3	ANNUAL MONITORING TIMELINE AND PROCESS .....	20
C.5.4	PERIODIC REVIEW AND REVALIDATION .....	21
C.5.5	REVALIDATION EVENT .....	24

## **C.1a UK Quality Code for Higher Education - Chapter B1: Programme Design, Development and Approval**

### **The UK Quality Code for Higher Education**

#### **Appendix 1: The Expectation and Indicators**

##### **The Expectation**

The Quality Code sets out the following Expectation about programme design and approval, 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 processes for the design, development and approval of programmes.

##### **The Indicators of sound practice**

###### **Indicator 1**

Higher education providers maintain strategic oversight of the processes for, and outcomes of, programme design, development and approval, to ensure processes are applied systematically and operated consistently.

###### **Indicator 2**

Higher education providers make clear the criteria against which programme proposals are assessed in the programme approval process.

###### **Indicator 3**

Higher education providers define processes, roles and responsibilities for programme design, development and approval and communicate them to those involved.

###### **Indicator 4**

Higher education providers evaluate their processes for programme design, development and approval and take action to improve them where necessary.

###### **Indicator 5**

Higher education providers make use of reference points and expertise from outside the programme in programme design and in their processes for programme development and approval.

###### **Indicator 6**

Higher education providers involve students in programme design and in processes for programme development and approval.

###### **Indicator 7**

Higher education providers enable staff and other participants to contribute effectively to programme design, development and approval by putting in place appropriate arrangements for their support and development.

## **C.1b UK Quality Code for Higher Education - Chapter B8: Programme Monitoring and Review**

### **Appendix 1: The Expectation and Indicators**

#### **The Expectation**

The Quality Code sets out the following Expectation about 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 for review.

#### **The Indicators of sound practice**

##### **Indicator 1**

Higher education providers maintain strategic oversight of the processes for, and outcomes of, programme monitoring and programme review, to ensure processes are applied systematically and operated consistently.

##### **Indicator 2**

Higher education providers take deliberate steps to use the outcomes of programme monitoring and review processes for enhancement purposes.

##### **Indicator 3**

Higher education providers operate a process to protect the academic interests of students when a programme is closed.

##### **Indicator 4**

Higher education providers define processes, roles and responsibilities for programme monitoring and programme review and communicate them to those involved.

##### **Indicator 5**

Higher education providers evaluate their processes for programme monitoring and review and take action to improve them where necessary.

##### **Indicator 6**

Higher education providers make use of reference points and draw on expertise from those outside the programme in their processes for programme monitoring and review.

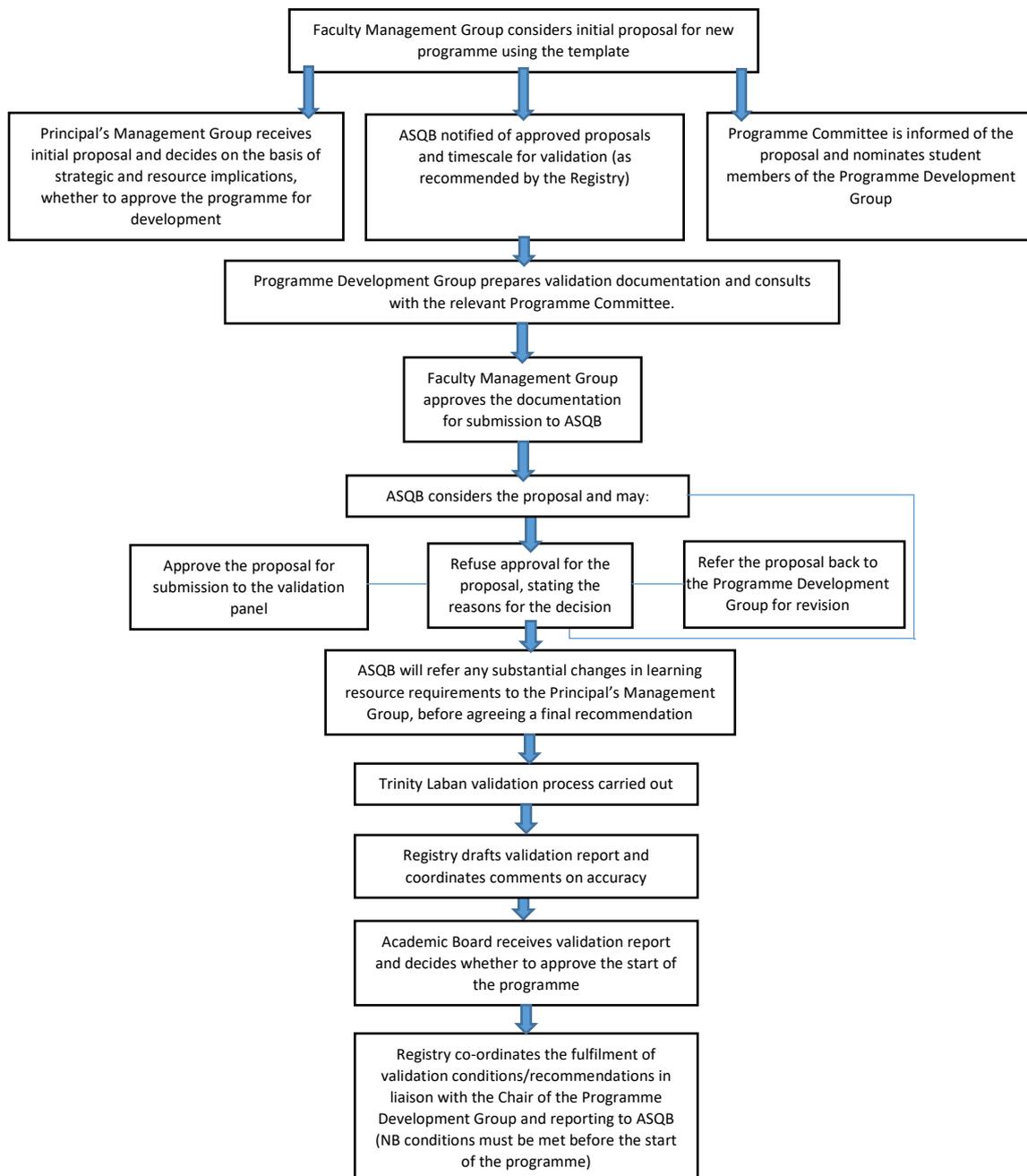
##### **Indicator 7**

Higher education providers involve students in programme monitoring and review processes.

##### **Indicator 8**

Higher education providers enable staff and other participants to contribute effectively to programme monitoring and programme review by putting appropriate arrangements for their support and development.

## C.2 New Programmes



## **C.2.1 Aims of the Approval and Validation Process**

- To safeguard academic standards and to maintain and enhance academic quality.
- To take into account the UKHE Quality Code and other national and European reference points as appropriate; subject benchmarks; and the Arts and Humanities Research Council's Skills Training Requirements.
- To ensure that programmes meet the strategic needs of the Institution.
- To ensure that the introduction of programmes is based on a sound business case, supported by financial planning, market research and taking into account the implications for the provision of learning resources at an early stage of the planning process.
- To ensure sound educational rationale and curriculum design and the constructive alignment of curriculum, with delivery and assessment.

## **C.2.2 First Stage Approval: Initial Proposal for Development**

- 2.2.1 The first stage of the process allows an early opportunity to ensure that proposals fit with the Institutional strategy, are supported by a sound business case and meet the requirements of the appropriate academic award.
- 2.2.2 The Faculty Management Group will oversee the preparation of the initial proposal, establishing a Programme Development Group to carry out the work (see appendix C.6.1) for standard membership and terms of reference). The Programme Committee will be informed of the proposal and nominate student members of the Programme Development Group. The proposal will be submitted on a standard template (see appendix C.6.2).
- 2.2.3 The Faculty Management Group will submit the initial proposal to the Principal's Management Group.
- 2.2.4 The Principal's Management Group will decide whether to give approval for the development of the proposed programme, through an assessment of the strategic and resource implications of the initial proposal.
- 2.2.5 The Registry will agree the timeline for validation with the Programme Development Group and the Director of Faculty and will notify ASQB of the arrangements.

## **C.2.3 Publicity for Programmes Subject to Validation**

- 2.3.1 The Principal and the Registrar have authority to approve publicity for a programme with the clause 'subject to validation'. They will decide whether to grant approval for publicity following the approval of the initial proposal, including a full business case, by the Principal's Management Group.
- 2.3.2 Permission to advertise 'subject to validation' will not include permission to make offers to applicants. Offers may only be made following the authorisation of programme validation by Academic Board (see C.2.5.3.e. below).

## **C.2.4 Validation and Accreditation**

- 2.4.1 Validation is the process whereby a programme leading to an award is examined to ensure that it meets the criteria of the validating institution.
- 2.4.2 A programme may also be submitted for accreditation, a process to ensure that it meets the requirements of the accrediting organisation, usually a body associated with the music/dance industry. Proposals will be prepared for validation/accreditation using the process set out below.

## **C.2.5 Preparation of Proposal for Validation**

- 2.5.1 The Programme Development Group will co-ordinate the preparation of the proposal for validation with the approval of the Director of Faculty, in consultation with the relevant programme committee and other stakeholders within the Faculty.
- 2.5.2 The Programme Development Group will submit the full documentation for validation to the Faculty Management Group for approval prior to submission to ASQB for inclusion in the validation process (detailed in appendix C.6.3).
- 2.5.3
- a) ASQB may:
    - decide to refer the proposal to a validation panel for consideration
    - refuse approval for the proposal, stating the reasons for the decision
    - refer the proposal back for revision.
    - ASQB will refer any substantial changes in learning resources requirements to the Principal's Management Group.
  - b) ASQB will appoint a validation panel to consider the proposal. Members of the Panel should not otherwise have been directly involved in the drafting of the proposal. The membership will normally include:
    - Director of Music or Dance or another senior member of staff nominated by ASQB (in the chair) (from outside the faculty sponsoring the proposal)
    - Registrar or nominee (Secretary)
    - An Assistant Director/Head of Programmes or a Programme Leader from outside the academic team sponsoring the proposal
    - One other member of academic staff from outside the Faculty sponsoring the proposal
    - An external adviser
    - A student representative, nominated by the President of the Students' Union
  - c) Information about the scope of the validation is available at appendix C.6.3.
  - d) The Registry will make operational arrangements for the validation process, including liaison with the Programme Development Group; the setting of dates for the submission of documentation; the final validation event and the preparation of the validation report. The timetable for the validation event will be planned to take account of the schedule of recruitment for the programme.
  - e) Following the validation event, the Panel will give the proposers of the validation verbal feedback on the likely overall recommendations.
    - i) The panel may:
      - recommend a period of validation (up to a maximum of five academic years).
      - recommend any conditions for validation, to support the maintenance of the quality and standards of the programme
      - require the resubmission/amendment of documentation
      - refuse approval for the proposal, stating the reasons for the decision
      - recommend action by the programme team to enhance the development of the programme
    - ii) Following the provision of verbal feedback, the Panel Secretary will produce a written report on the validation event. The Panel Chair will approve the report and the Panel Secretary will then send the document to the proposers of the validation for any comments on factual accuracy. The Panel Chair/Secretary will submit the final version of the report to the Academic Board, through the Chair of ASQB and the Registrar.

- iii) The Academic Board will consider the report of the validation panel, deciding whether to authorize the validation of the new programme and approving any conditions or recommendations for validation.
- iv) The Registry will co-ordinate the fulfilment of validation conditions, reporting through ASQB to the Academic Board. Where the timescale for responses to deadlines for conditions falls outside the schedule of ASQB meetings, the Panel Chair may take chair's action, subsequently reporting to ASQB.

#### 2.5.4 Accreditation process

- a) Following a recommendation from ASQB, the Academic Board may approve the submission of a proposal for validation to the designated accreditation authority. The Programme Development Group will then prepare the proposal for presentation to the accreditation authority, supported by the Deputy Registrar.
- b) Following the completion of the procedure, the Academic Board will receive an application from ASQB for final approval for the operation of the accredited programme, and a report on any accreditation conditions. ASQB will be responsible for overseeing the fulfilment of accreditation conditions, reporting to the Academic Board.

### **C.3. Changes to Programmes and Modules**

#### **C.3.1 Approval Process**

3.1.1 The Programme Committee must approve any proposals for changes to programme specific or assessment regulations; revisions of existing modules/components or the introduction of a new module/component. Minor amendments (as defined in 3.2.1 below) may be approved by the Chair of the relevant Programme Committee and sent to the Academic Quality Unit, which will update the Institutional records.

For major changes (as defined in 3.2.2 below), the Programme Committee must ensure consultation with student representatives before referring the proposal onwards to ASQB. Programme and Module Specifications form part of the Institution's contract with students, therefore amendments to programmes and modules for implementation within the current academic year will only be made with the approval of the Academic Board.

For all amendments, the Programme Leader will prepare the proposal on the standard form (appendix C.6.6)

3.1.2 Proposals for amendments to programmes/modules/components will include details of:

- the relevant parts of the existing programme or module and the proposed changes;
- a summary of the rationale for the proposed changes;
- confirmation of the approval of the Programme Committee and (for major changes) the process of consultation with students;
- the programme or module specification showing the proposed modifications to the programme/module/component.
- A statement on resources, if applicable.

3.1.3 Proposals for new modules/components will include:

- a module specification in the standard format
- a rationale for the introduction of the module, including a statement on its strategic relevance and its contribution to the aims and learning outcomes of the programme
- proposed module/component leaders and teaching staff (including CVs for any current staff + any new staff, as available)

- confirmation of the approval of the Programme Committee and the process of consultation with students;
- comments from the external examiner(s) to the programme
- a statement on resources

### **C.3.2 Authority to approve changes to Programmes/Modules/Components**

3.2.1 Minor changes to programmes and modules may be approved by the Chair of the Programme Committee and notified to the Registry. The Academic Quality Unit will maintain a record of all minor changes and will include these in the annual report to the Academic Board. Minor changes may include:

- editorial changes (e.g. changes to wording in order to clarify existing arrangements for delivery and/or assessment)
- changes to the mode of delivery, such as the replacement of lectures with seminars, which do not involve a reduction in the overall number of contact hours for the programme or module
- updating reading lists
- changes to module or component titles

‘Factual changes’, such as changes to the names of departments, or ‘Institutional changes’, such as changes to general entry criteria, may be made by the registry without further approval. The Academic Board may request further information where the number of minor changes is high and may result in major, cumulative change to the programme.

3.2.2 ASQB has delegated authority from the Academic Board to approve major changes proposed in advance (before the start of the academic year in which they will be implemented). Major changes will include:

- changes in level/mode/duration or credit total of a programme
- changes to programme aims and objectives
- changes to the learning outcomes of a module
- changes to the weighting of assessments or modules
- changes to the mode of assessment for a module
- changes to the pre-requisites for modules or components
- changes to the entry criteria for the programme
- withdrawal of modules or components
- approval of new modules or components
- changes to programme or award titles

3.2.3 ASQB will inform the Academic Board of any action it takes on the basis of delegated authority.

3.2.4 Students must be consulted about major changes to programmes, modules and components through the Programme Committee.

#### **3.2.5 Implementation of changes**

Approved changes will normally be implemented in the academic year following approval. The Academic Board must approve any proposals for changes to programmes or modules within the current academic year. Such proposals must demonstrate that the current cohort of students has been fully consulted about the change and will not be disadvantaged by its implementation.

3.2.6 The Programme Leader is responsible for ensuring that all approved amendments are implemented, liaising with the Registry and reporting to the Director of Faculty:

- for new student cohorts, in the academic year following approval

- for current/continuing students; Giving information to students and teachers about amendments in good time
- informing the external examiner

### 3.2.7 Tracking of changes

The Registry will maintain a record of the accumulation of minor and major changes to programmes/modules/components, presenting an annual report to ASQB and the Academic Board. The Registry will also check proposals for minor changes in advance of approval to ensure that they do not trigger major changes without a full approval process.

## **C.3.3 Personal Study Plans**

- 3.3.1 An alternative programme of study may be proposed through the Personal Study Plan procedure to accommodate occasional students, or to meet the needs of students for whom the approved programme of study is inappropriate because of exceptional personal or medical circumstances.
- 3.3.2 Personal Study Plans are subject to approval by the Chair of the relevant Assessment Board and the Registrar. Approval should also be sought from the External Examiner for the programme where the PSP includes the provision of alternative assessments. Any proposal must show evidence of consideration of the particular needs of the individual student and what steps will be taken to ensure comparability of treatment with other students. The procedure for the approval of Personal Study Plans is outlined in Chapter E, Appendix E.20.5.

## **C.4. Process for the Closure of Academic Provision**

### **C.4.1 Introduction**

Chapter B8 of the UKHE Quality Code refers to the responsibility of institutions to review the continuing validity and currency of their programmes. Indicator 3 confirms the responsibility of Institutions to notify and protect the interests of students registered or accepted for admission to a programme that is subject to closure. This responsibility extends to those studying through collaborative partnerships.

- 4.1.1 This procedure seeks to protect the interests of students, applicants and the University, ensuring that any decision to suspend or close a programme or an academic department or subject area is taken with regard to the contractual liabilities of the Institution. The procedure should also be used in the case of the closure or suspension of a faculty, in order to safeguard the interests of students.
- 4.1.2 Clause 4.3.1 of this chapter requires the Institution and its collaborative partners to ensure that they meet their obligations to safeguard the interests of students in the event that either party decides to disengage from a partnership or to close a programme.
- 4.1.3 Clause 4.4 of this chapter states that discontinuation or other changes to modules and components should be approved through the standard revalidation/programme amendment process.
- 4.1.4 The Marketing Department in consultation with Registry will publish terms and conditions in line the good practice guidance in the Quality Code and in compliance with consumer protection legislation.

### **C.4.2 Authority to Suspend or Close a Programme or an Academic Department or Subject Area**

#### **4.2.1 Suspension of recruitment of new students**

- a) The Principal's Management Group (PMG) may decide to suspend the recruitment of new students to a programme or to an academic department or subject area, in consultation with the Music/Dance Management Group (as appropriate). PMG may take such a decision on the basis

of poor student recruitment or the economic viability of the programme. The programme will continue to operate for existing students in this case;

- b) PMG will bear in mind the implications for applicants and students of the closure of recruitment and try to make decisions as far in advance of registration as possible.
- c) PMG will report decisions to:
  - The Academic Standards and Quality Board (ASQB);
  - The Academic Board

#### 4.2.2 Suspension or closure of a programme for new and continuing students

- a) The Academic Board may decide to suspend or close a programme on the recommendation of the Academic Standards and Quality Board (ASQB). The Academic Board will receive a report from ASQB outlining arrangements to safeguard the interests of students on the programme.
- b) A programme may be suspended for a maximum of three academic years, after which the Registry will arrange for ASQB to recommend to the Academic Board either the resumption of the programme or its permanent closure.
- c) A suspended programme will usually remain subject to the period of approval previously determined through the validation/revalidation process, unless the validating authority specifically determines otherwise, for stated reasons. In case the period of suspension exceeded the period of approval, a re-validation exercise would be required to allow the resumption of the programme. A revalidation/approval or review exercise would be required to allow the programme previously suspended on the grounds of concerns about quality or standards. ASQB may specify a form of programme review to confirm the currency of the programme on the basis of the length of the period of suspension.
- d) Following permanent closure, any proposal to reintroduce the same or a similar programme will be subject to the full standard validation process for approving new programmes.

#### 4.2.3 Suspension or closure of an academic department or subject area

- a) The Principal's Management Group may decide to close or to suspend an academic department or a subject area for a determined period, in liaison with the Music/Dance Management Group, as appropriate. The decision should be presented for ratification through ASQB to the Academic Board.
- b) Criteria for suspending or closing a programme or an academic department or subject area could, for example, include one or more of the following:
  - economic /marketing viability of the programme/strategic issues
  - poor student recruitment;
  - inadequate resources;
  - lack of financial viability;
  - changing market;
  - changing requirements within the subject discipline;
  - the introduction of a replacement programme;
  - changes in the strategic direction of the Institution.
- c) Quality and standards

The decision to suspend or close a programme may be taken on the basis of serious concerns about quality assurance. Evidence could come, for example, from:

- an external examiner
- a professional or a statutory body
- QAA or HEFCE
- through the annual monitoring process
- feedback from students

Action may be taken where there are serious concerns about the capacity or commitment of a partner Institution to deliver a programme in line with the Institution's responsibility to safeguard academic quality and standards and the interests of students. The Chair of ASQB - supported by the Registrar - will co-ordinate advice for ASQB and the Academic Board.

### **C.4.3 Safeguarding the interests of students and applicants**

#### **4.3.1 Current students**

- a) The Institution will take steps to safeguard the interests of current students, including those who have suspended their studies but not yet completed the programme. Current students will normally be allowed to complete the designated period of registration. ASQB – reporting to the Academic Board – will oversee the maintenance of the academic standards and the quality of the provision to current students throughout the period of registration, ensuring that students can still meet the previously articulated learning outcomes of the programme.
- b) Formal agreements with collaborative partners will include provisions for committing the partner Institution and Trinity Laban to meet their respective obligations towards students in the event of the closure of a programme or a decision by either party to disengage from the Institutional partnership. The parties will conclude a termination agreement, setting out the rights and responsibilities of both parties and a transitional plan as a basis for the management of the change.
- c) Arrangements for communications with students will be outlined in the formal termination agreement, including an agreed statement for use by all parties on the reasons for the closure. The Registry will co-ordinate communications with students in liaison with the programme team. The Registry will liaise with the Marketing Department, ensuring that publications and web-based information are amended as necessary.
- d) Students will be informed of their options to complete their studies, including any opportunities to transfer to another programme or to another institution.

#### **4.3.2 Applicants and prospective students**

- a) The Registrar must approve all communications with applicants/prospective students to ensure compliance with standard procedures and the provision of consistent and accurate information. The Registry will liaise with the Marketing Department, ensuring that publications and web-based information are amended as necessary.
- b) The Registry will contact applicants who have accepted offers following approval of the suspension or closure of the programme. The Registry will inform applicants of their options to transfer their applications to other programmes within the Institution or to other Institutions.
- c) The Registry will contact applicants who have not yet accepted offers to state that the programme will be suspended /closed and that the offers have accordingly been suspended or withdrawn. The Registry will also inform UCAS Conservatoires where necessary.

### **C.4.4 Significant changes in programmes /modules /components**

Changes to the character and provision of programmes and modules/components – including for example, the decision to discontinue modules or components – are subject to the approval process outlined in C.3. The Registry will co-ordinate the dissemination of information about any changes for students, collaborative partners and other interested parties, with support from Marketing and Communications.

## **C.5 Monitoring and Review**

### **C.5.1 Introduction**

- 5.1.1 Monitoring is the process of checking and reflecting on the operation of academic provision in relation to its aims and objectives, using qualitative and quantitative evidence. It is an on-going activity which requires the participation of academic staff and support services and the engagement of external expertise.
- 5.1.2 Effective monitoring should enable the continued maintenance of the quality and standards of academic provision; and the identification of improvements and enhancements and the dissemination of good practice.
- 5.1.3 The monitoring process is part of the wider systems for quality assurance and enhancement. The process specified here applies both to internally and externally validated provision. Monitoring is a continuous process of candid reflection and action, involving teachers, students and support services, together with academic managers. The processes may highlight issues for action but programme/module/component teams should act on issues promptly, without waiting for the annual reporting mechanism to trigger action. The programme committees have responsibility for overseeing action through the year, while the annual monitoring process will seek to confirm that action is taken promptly to address issues.
- 5.1.4 There are two linked strands to the monitoring process: the first involves the teachers and programme /module /component leaders and the second draws on student feedback.
- 5.1.5 Contribution from teachers and module/component leaders

Teachers and module leaders are expected to contribute to the development of their modules/components. This takes two forms:

- **the regular** (annual or more frequent) **updating of module/component content and indicative reading and resource lists** within standard time frames, ensuring the currency of the module/component within the particular subject. This includes liaison with the library and other resource managers to update information in the indicative reading and resource lists and the availability of resources to support learning and teaching in the modules/components.
- **the formulation of proposals for module/component development and amendment**, in response to the observations of teachers and formal or informal feedback from students or external factors, such as developments in the profession. Such proposals will be submitted to the Programme Leader and the Head of Programmes for consideration, prior to discussion at the Programme Committee. Subject to approval by the Programme Committee, the Head of Programmes will arrange an application to the senior Institutional committees for approval to make the amendment to the module/component, through the procedures defined in section C.3 of the Academic Quality Handbook.

5.1.6 Student evaluation

- a) Students are given the opportunity to evaluate their experiences during the academic year by completing the confidential **Module/Component Surveys** and the **Programme Survey**. Teachers are required to take steps to encourage students to complete these questionnaires. Arrangements are in place to assure respondents of the anonymity of the process.
- b) The Academic Standards and Quality Board will oversee arrangements for the systematic gathering of student feedback.
- c) Module/Component Leaders are required to comment on the students' responses before they are seen by the Programme Leader, and where relevant, to discuss issues with:
  - the staff team responsible for delivery of the Module/Component, on matters relating to content and academic delivery
  - the heads of support services on non-academic issues

- d) The anonymised module evaluations remain confidential with the Module/Component Leader and the Registry until this stage is completed.
- e) A statistical summary of the survey results and the Module/Component Leader's response are presented to the relevant Programme Committee for approval.
- f) Statistical summaries of all student module/component and programme evaluations are prepared by the Registry. Significant issues will be tracked through the Annual Programme Evaluation process. Where any issue of a confidential nature needs to be addressed, it is the responsibility of the Programme Leader/Year Co-ordinator to meet with the member of staff.

#### 5.1.7 External Examiner's report

The External Examiner's report reviews the currency, validity and delivery of the programme and its constituent modules/component in the light of good practice in higher education, the conservatoire sector and expectations within the music and dance professions and industries.

## C.5.2 Annual Programme Evaluation

Task	Responsibility	April/ May	Autumn Term			Spring Term			Summer Term	
			Sept	Oct	Nov	Jan	Feb	March	May	June
Student evaluation (online Module /Component and Programme questionnaires)	Registry (plus others to promote)	<input type="checkbox"/>								
Statistical summaries of evaluations prepared	Programme Administrators	.....▶								
Grid of issues raised in evaluations prepared	Programme Leader/ Year Co-ordinator		<input type="checkbox"/>							
Module/Component Leader Reports completed	Module/ Component Leaders		<input type="checkbox"/>							
External Examiners' reports received ➤ response drafted by Programme Leader ➤ Programme Leader sends to Registry	Registry receives report and sends to Programme Leader Registry checks completeness of responses and sends to External Examiners		Programmes ending in July		Programmes ending in September/ October			Programmes ending in January		
Completion of UG Annual Programme Evaluation reports (APEs)	UG Programme Leaders		.....▶							
Programme Committee meetings (autumn term) ➤ receives statistical summaries, grid of issues and External Examiner reports and responses ➤ approves APEs and action plan grid	Programme Committee			Programmes ending in July						
Learning & Teaching Board discusses progress of implementation of departmental plans with Heads of Support departments	Learning & Teaching Board				<input type="checkbox"/>					
ASQB (autumn term) to receive a preliminary report from the Deputy Registrar	ASQB				<input type="checkbox"/>					

Task	Responsibility	April/ May	Autumn Term			Jan	Spring Term		Summer Term	
			Sept	Oct	Nov		Feb	March	May	June
Completion of Annual Programme Evaluation reports for programmes ending in September/October (APEs)	Programme Leaders				.....▶		▶			
PG Programme Committee meetings (spring term) ➤ approves PG APEs and action plan grid	Programme Committee						Dance: Music:			
Learning & Teaching Board to audit /analyse the APEs and departmental plans; Committee also discusses with heads of support departments their initial proposals for departmental plans for next year	Registry				.....▶		.....▶	Main meeting		
ASQB (spring term) to receive the report from the Learning and Teaching Board, review action plans and agree recommendations for the Academic Board	Learning & Teaching Board							□		
Report submitted to the Academic Board to confirm satisfaction with monitoring process and agree actions at Institutional level								□		
Programme Committee meetings (summer term) ➤ ongoing monitoring of actions	Programme Committee								□	
ASQB(summer term) to receive a follow-up report confirming the progress of actions	Registry									□
Follow-up report sent to the Academic Board										□

5.2.1 Annual Programme Evaluation (APE) is the annual critical appraisal of the quality and delivery of a programme, modules, and components by those most directly involved in curriculum delivery and supporting learning and teaching.

5.2.2 The aims of the annual monitoring process are (in alignment with Chapter B8 of the UKHE Quality Code)

- to ensure that programme, modules and components remain current and valid in the light of the development of the art form/discipline:
- to evaluate the extent to which the intended learning outcomes are attained by students:
- to evaluate the continuing effectiveness of the curriculum and of assessment and feedback practices in relation to the intended learning outcomes:
- to evaluate resources supporting learning and teaching:
- to ensure that appropriate action is taken – in a timely manner - to remedy any identified shortcomings

5.2.3 Construction of the APE report

a) The appraisal process is led by the Programme Leader, who constructs the APE in liaison with colleagues for consideration, feedback and approval by the relevant Programme Committee. The APE summarizes the outcomes of the evaluation process, identifying strengths (with evidence to support evaluation) and areas for development. The APE highlights relevant issues from the:

- external examiners' reports;
- responses from students in the student monitoring exercise (SME) on individual modules/components;
- responses to the SME from module/component leaders;
- discussion in programme committees;

b) The APE is presented on the standard template as required (appendix C.6.7). The report will include:

- A review of how action from the previous year's evaluation report has been addressed;
- evaluation of the continuing effectiveness of the programme:
  - effectiveness of curricula design and assessment in relation to learning outcomes
  - currency and validity of the learning outcomes
  - effectiveness of learning resources
  - effectiveness of student support
- evaluation of student admissions profile, progression and achievement data
- evaluation of student engagement:
  - mechanisms for facilitating student engagement
  - strengths of the programme identified through student feedback not covered elsewhere in the APE
  - any areas for development identified by students that are not covered elsewhere in the APE
- summary and forecast of future developments:
  - proposed innovations in curricula design and development, learning and teaching practice
  - good practice

- action plan arising from the APE
- c) The Programme Committee will approve the APE together with the:
- Programme leader's response to the report from the external examiner(s)
  - Action points from the relevant programme committee, recorded in a tracking grid together with any other actions formally identified by the Programme Committee over the year
- d) The Programme Committee will also confirm its contentment that the APE and the accompanying action plan are appropriate given the issues raised through the sources of evidence.
- e) The Programme Committee will be responsible for ensuring the timely implementation of the action plans arising from the monitoring process, and will review progress at each of the scheduled meetings during the academic year.

#### 5.2.4 Schedule for submission of APEs to programme committees

- autumn term; programmes ending in June/July
- spring term; programmes ending in September/October
- summer term; programmes ending January/February

#### 5.2.5 Approval and monitoring of APE

- a) The Programme Committee will approve the APE for submission to ASQB, with the Learning & Teaching Board overseeing a preliminary analysis of the reports: the Learning & Teaching Board will appoint a panel to :
- conduct the analysis of the APE reports and External Examiners' reports and responses, undertaken by the Academic Quality Unit in the Registry
  - conduct an audit of the quality of the annual monitoring reports (i.e. the depth of evaluation and self-critical reflection in the reports and the soundness of their connection to the evidence base)
- b) ASQB will approve a sample of annual monitoring reports for audit, using – at its discretion – a combination of random sampling techniques and the selection of reports for programmes where there may be particular areas of concern or good practice, or issues with discipline/Institution wide relevance. ASQB will ensure that the sample covers a range of levels of study and all subject areas and that each programme is sampled at least once every three years.
- c) The music and dance academic staff on the Learning & Teaching Board will act as critical readers/auditors for reports in each other's areas. The critical readers /auditors will, for each selected APE:
- Read the APE report critically, commenting on quality and the extent of the evaluation in the document;
  - Sample the evidence base, noting whether the APE report is soundly based on the evidence and whether it has identified issues as appropriate
  - The critical reader/auditor may attend the programme committee where the APE is discussed and approved.
  - Review evidence from the institutional analysis of the National Student Survey and the annual report on student complaints and appeals presented by the Student Affairs Committee reporting to the Academic Board. The critical readers will work to a template prepared by Registry.
- d) Support Departmental Plans and link to annual programme monitoring

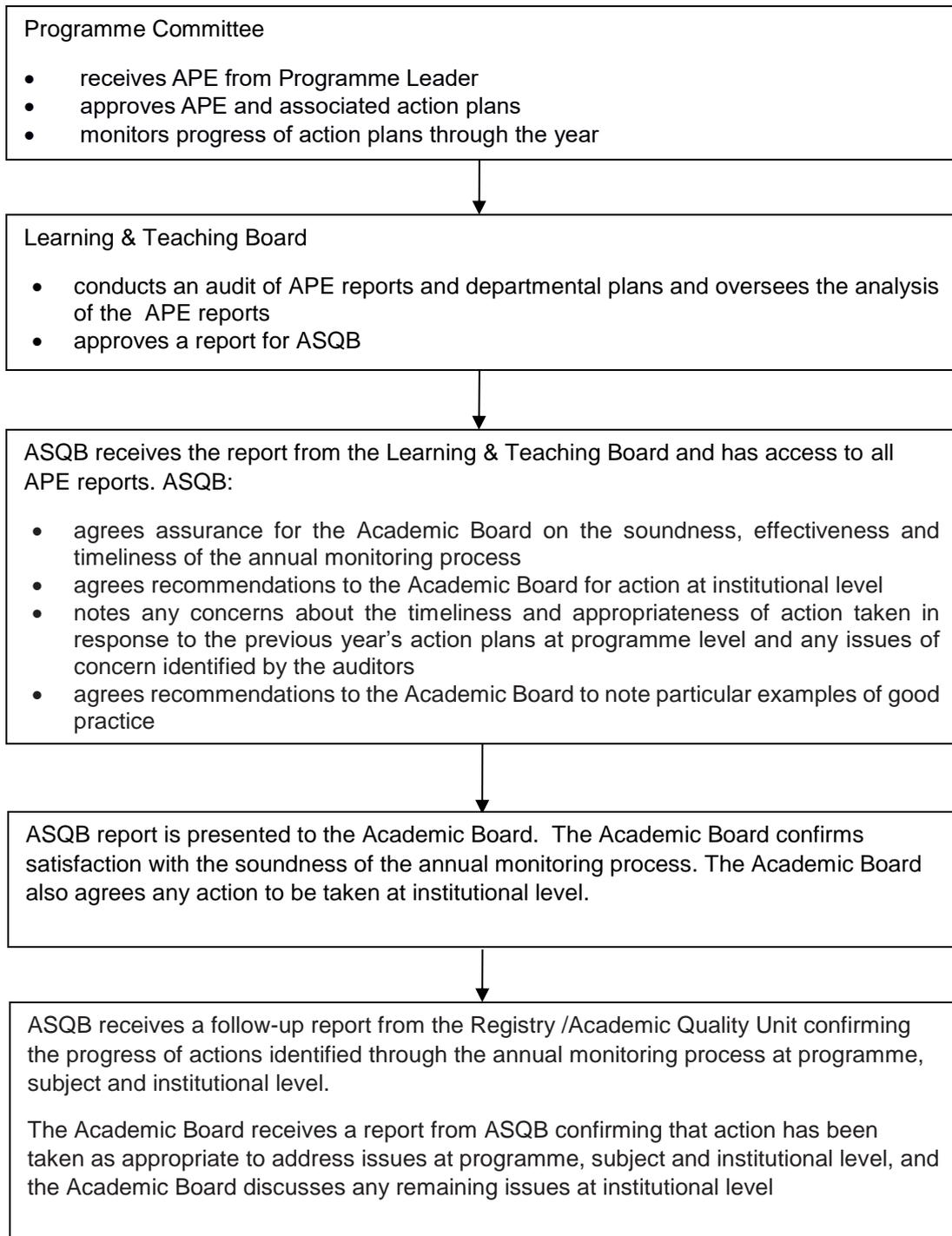
- The Learning & Teaching Board will, in the spring term, review the departmental plans prepared by the support departments alongside the annual programme monitoring reports in order to promote the linkage of resource planning and academic priorities and to discuss the emerging departmental priorities for the year. A panel of members of the Board will consider each of the departmental plans and will prepare a consolidated report for ASQB, alongside the report on the audit of the APE reports, with the draft co-ordinated by Registry. The Board will also, in the autumn, have discussions with heads of support services about the progress of the implementation of their departmental priorities for the year.
- e) The Learning & Teaching Board will report to ASQB any significant issues for action that the APEs have not identified. The panel – through the Registry – may ask programme committees/teams to address any urgent issues, reporting on progress to ASQB.
- f) The panel will oversee the preparation by the Registry of a detailed report for ASQB on all the annual programme evaluation reports, including:
- confirmation of the receipt of all reports on schedule
  - main issues and findings from the reports
  - a summary of good practice identified in the reports
  - a commentary on the extent to which actions from the previous year have been met
  - a list of proposed actions drawn from each annual monitoring report, with any comments on the appropriateness of the actions. The Registry Academic Quality Unit may refer particular items for consideration by managers or committees, to ensure timely action to address issues, noting such action on the report for ASQB.
  - a commentary from the audit panel on the soundness of the monitoring process, with the results of the auditing process
  - any significant issues for action that the APEs have not identified. The monitoring sub-committee – through the Registry – may ask programme committees/teams to address any urgent issues, reporting on progress to ASQB.
  - a commentary on the departmental plans and the match of academic priorities and academic planning
- g) ASQB will, at a specified meeting in the spring term, receive the report from the Learning & Teaching Board (with the timescale allowing issues from undergraduate and postgraduate programmes to be considered together). ASQB will also receive a preliminary report from the Registry in the autumn with information on any urgent issues raised through the undergraduate reports, together with confirmation that action identified for the reports is satisfactorily underway).
- h) ASQB will have electronic access to all individual annual programme evaluation reports; together with a summary report from the Registry reporting on issues raised by the external examiners. ASQB will:
- agree assurance for the Academic Board on the soundness, effectiveness and timeliness of the annual monitoring process
  - review the action plans agreed by the programme committees and annotated by the Registry and note/endorse the actions agreed by the programme committees
  - agree recommendations for the Academic Board for action to be taken at institutional level
  - note for the Academic Board any concerns about the timeliness and appropriateness of action taken in response to the previous year's action plans or any issues

- identified by the auditors that were not addressed appropriately in the annual monitoring reports
        - agree any recommendations to the Academic Board to note instances of good practice
        - note, for the attention of the Academic Board, any recommendations relating to actions proposed by the programme committees that appear not to be achievable
- i) The conclusions of ASQB will be collated in a report prepared by the Registry in liaison with the Chair of ASQB. The report will include the following:
- introduction: summary of the annual monitoring process: explanation of the role of the Academic Board in the process
  - assurance on the soundness, effectiveness and timeliness of the monitoring process
  - main issues and findings, including any issues of concern
  - summary of good practice
  - confirmation that actions at programme level have been identified and are being addressed by the programme committees
  - Appendix with list of issues for institutional action, specifying:
    - the specific action and information on any progress to date
    - location of responsibility for the action
    - the programme that the action relates to
    - the source of evidence for the action
    - the academic session when the issue was reported
- j) The Academic Board will then receive the report and will be invited to confirm satisfaction with the soundness of the annual monitoring process and to agree any action at institutional level.

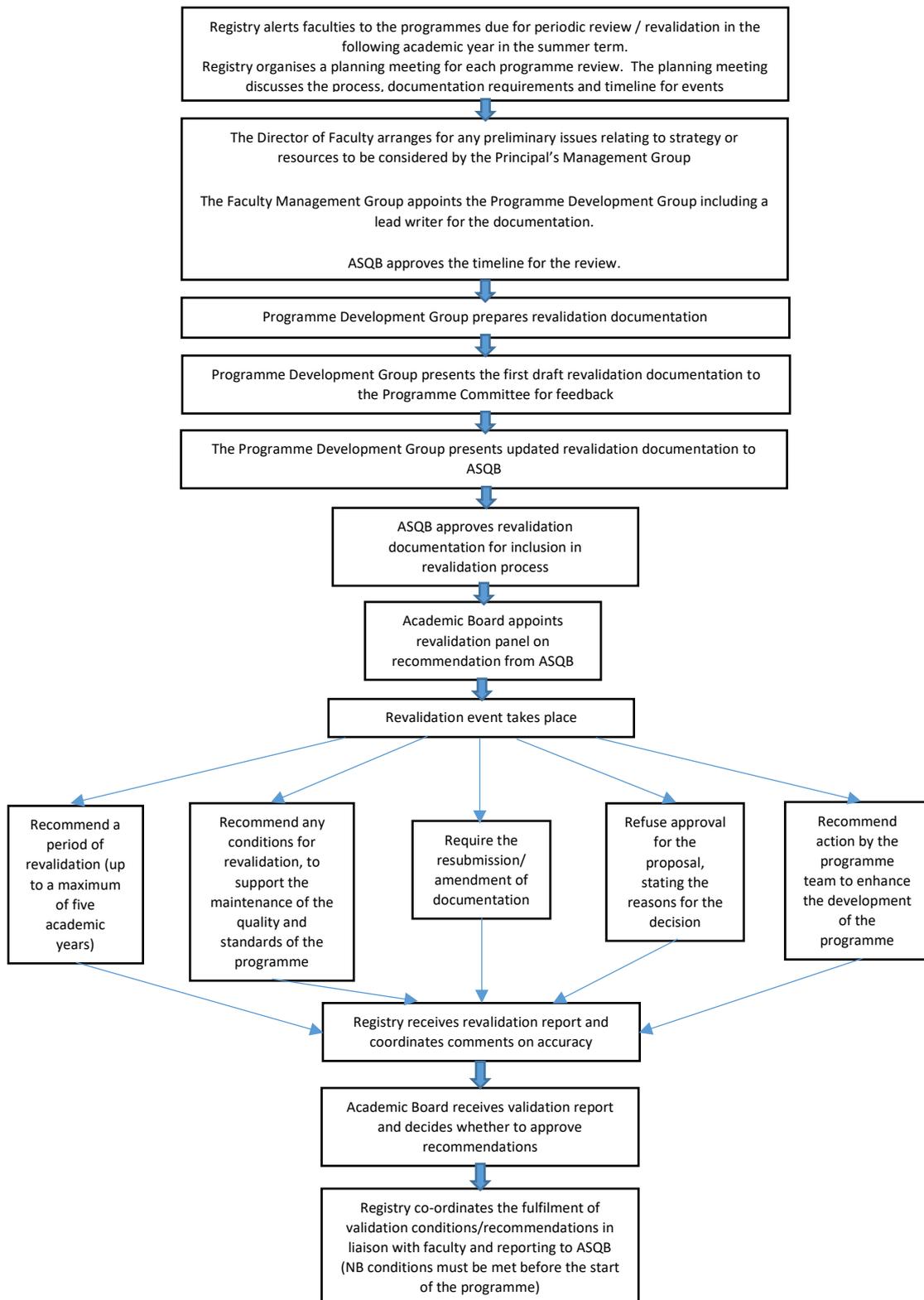
#### 5.2.6 Follow up to annual monitoring process

- a) The Registry will prepare for the summer term meeting of ASQB, a follow-up report confirming the progress of actions identified through the annual monitoring process at programme, subject and institutional level. The report will, by exception, include any issues where action is not complete.
- b) ASQB will agree for presentation to the Academic Board a report confirming that action has been taken as appropriate to address issues at programme, subject and institutional level, and invite the Academic Board to discuss any remaining issues at institutional level. The Academic Board will receive the report for approval at meetings in the summer term.

### C.5.3 Annual Monitoring Timeline and Process



## C.5.4 Periodic Review and Revalidation



## **Introduction; purposes of review**

5.4.1 A process of periodic review for each programme will normally take place every five years. The process allows an opportunity for:

- the Institution to conduct a full internal review of provision and to consider whether to make any significant changes to the content or direction of the programme or partnerships with external Institutions and organizations

The Academic Board may hold a periodic review of a programme or programmes at other times, for example, in response to serious concerns raised through ASQB with regard to academic quality or student satisfaction or in recognition of significant changes in the external environment. Such a specially convened programme review will not replace the requirement for programme to be considered again at the next scheduled review.

5.4.2 ASQB will oversee the Institutional conduct of the processes of periodic review and revalidation. The Registry will make operational arrangements for the process in liaison with the Programme Development Group; the setting of dates for the submission of documentation; the revalidation event and the preparation of reports. Preparations for the process will take place in the year before the validation is due for renewal.

5.4.3 The process includes the presentation of the main revalidation submission; the submission of a self-evaluation document and the revalidation event. The scope of the revalidation exercise is outlined at appendix C.6.4.

5.4.4 City University, London is responsible for the (re)validation of research degree programmes and the process is outlined in the Validation and Institutional Partnerships Handbook.

## **Preparatory actions**

5.4.4 The Director of Faculty will arrange for any preliminary issues relating to strategy or resources to be considered by the Principal's Management Group.

5.4.5 The Registry will liaise with the Faculty to agree the timeline for the re-validation/review exercise

5.4.6 The Faculty Management Group will form a Programme Development Group which, in consultation with the Programme Committee, will be responsible for:

- a) Managing the review process and procedures in accordance with the following framework:
  - meeting the required timeline for decisions and submission of documentation for all stages of the review
  - setting up internal and external consultation groups, to include internal peers (e.g. module/component groups); student groups; external examiners; external subject specialists from academia and the music/dance-related professions and industries
  - proposing to the Faculty Management Group the external subject specialists to be invited for the formal consultation process
  - preparing summary documentation on: issues arising since the previous validation/revalidation or accreditation/re-accreditation; issues identified within the APEs; external examiners' reports; student feedback reports; programme committees; changes to professional standards or expectations
- b) Overseeing the evaluation of the programme in relation to its fit with the UKHE Quality Code/Framework for Higher Education Qualifications/related qualifications frameworks, and developments in European higher education:

- distinctive features in relation to other provision in the Institution and the sector
  - HEFCE exceptional funding criteria
  - alignment with the Institutional strategy and the equality and diversity policy
  - the Institutional academic portfolio
  - academic rationale for the programme
  - market for the programme
  - resources to support the programme
- c) Overseeing the evaluation of the learning and teaching experience of students, including the match with subject benchmark statements (where applicable) and developments within the profession/industry.
- educational aims and learning outcomes;
  - curriculum: programme content and its relevance to the achievement of learning outcomes and the level of the award;
  - effectiveness of learning, teaching and assessment strategies;
  - quality of the learning experience (including admissions procedures)
  - innovation and good practice
  - management of quality and standards; mechanisms for the management and enhancement of quality and standards (including the role of academic support staff; arrangements for staff induction and development; programme publicity and documentation)
- d) Developing proposals for scrutiny and debate by the programme committee

The Director of Faculty will appoint a member of the Programme Development Group to lead the preparation of the documentation.

#### **Preparation of re-validation/review documentation**

- 5.4.7 The Programme Committee will approve the presentation of the review and revalidation documentation to ASQB. ASQB will consider the documentation, taking account of the academic rationale, issues relating to academic standards and quality, and assurance of the availability of resources to support the programme. ASQB will approve the draft documentation for presentation to the Academic Board for inclusion in the revalidation process.

## **Nomination of validation panel**

5.4.8 ASQB will submit to the Academic Board nominations for a validation panel. The panel will consider the proposal and report to the Academic Board. Members of the Panel should not otherwise have been directly involved in the drafting of the proposal. The membership will include:

- the Director of Music/Dance or another senior member of staff nominated by ASQB (in the chair) (the chair will come from the discipline other than that under validation)
- the Registrar or nominee (Secretary)
- two senior members of teaching staff, from outside the subject area under revalidation
- an external adviser
- at least one but no more than two student representatives, nominated by the President of the Students' Union

## **C.5.5 Revalidation Event**

5.5.1 The revalidation event will be conducted as outlined in appendix C.6.4

Following the validation event, the Panel will give the proposers of the validation verbal feedback on the likely overall recommendations.

5.5.2 The panel may:

- recommend a further period of validation (up to a maximum of five academic years)
- recommend any conditions for validation, to support the maintenance of the quality and standards of the programme
- require the resubmission/amendment of documentation
- recommend action by the programme team to enhance the development of the programme

5.5.3 Following the provision of verbal feedback, the Panel Secretary will be responsible for producing a written report on the validation event. The Panel Chair will approve the report and the Panel Secretary will then send the document to the Registry to co-ordinate any comments on factual accuracy.

5.5.4 The Panel Chair or Secretary will submit the final version of the revalidation report to the Academic Board, through the Chair of ASQB/Registry. The Academic Board will receive the recommendations of the validation panel, noting any issues or validation conditions arising, and confirming that the programme may continue. The Registry will co-ordinate the preparation and implementation of an action plan in liaison with the Faculty, with a timescale, to meet any conditions set through the validation process, reporting through ASQB to the Academic Board.

5.5.5 Where the timescale for responses to deadlines for conditions falls outside the schedule of ASQB meetings, the Panel Chair may take chair's action, subsequently reporting to ASQB.