

## Quality Assurance and Enhancement Handbook

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### *SUMMARY OF CHANGES TO DOCUMENT*

This document is now fully aligned with the new UK Quality Code for Higher Education and has also been adapted to include an enhanced Academic Governance structure.

<b>Summary of Changes between previous and current issue</b>	<b>Page Number</b>
The document has been revised to detail the modified governance arrangements in DGHE for 2019/20.	All

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## 1. GOVERNANCE OVERVIEW

### 1.1 College Background

Established in 1974, David Game College (DGC) is an independent institution that aims to promote the joy of knowledge and learning while simultaneously maintaining the sharpest possible focus on the demands of public examinations.

Students recommend DGC because of the quality of its teaching for which it enjoys a global reputation. Small class sizes and individual attention, combined with 40 years of experience enable DGC staff to help students to gain the qualifications needed to maximise their higher education and career prospects.

The College is Ofsted inspected (registered with the DfE) and also houses the Kensington Academy of English, which is accredited by the British Council.

The Higher Education Centre (DGHE) established at David Game College in 2013 extends its school provision into undergraduate level studies (RQF/FHEQ levels 4, 5, 6) and is therefore suited to students who have already completed their secondary education or the more mature applicant with relevant work experience.

Although the College has extensive and proven policy and procedure documents that satisfy the Department for Education (DfE) requirements (Ofsted inspection), it is recognised that the delivery and management of higher education programmes demand a different approach. This handbook therefore focusses on the academic governance and quality assurance of the college's HE provision.

### **Vision and Principles for Quality Assurance and Enhancement**

This Quality Assurance and Enhancement Handbook provides guidance on the academic structures, policies and regulatory frameworks that have been developed by the College to maintain academic standards and enhance the quality of students' learning experiences in all courses operating across the Higher Education Centre. The production of this handbook has been guided by reference to the Regulated Qualifications and Framework (RQF), the Pearson Quality Guides and most significantly the UK Quality Code for Higher Education.

In order to achieve the vision of providing quality education for all, DGHE has established a system of quality assurance and enhancement processes and procedures. Underlying these, however, is a set of principles that informs its approach. Clear understanding and acceptance of these principles by all staff members will ensure that the quality assurance and enhancement system works effectively.

The information in the Handbook covers:

- Academic Governance;
- Course Design and Approval;
- Monitoring and Review;
- Assessment Policies and Processes;
- Recognition of Prior Learning

## List of abbreviations

The following definitions of terms are used throughout the Handbook:

- a) Module - an individual element of a programme of study which is taught and examined under the approved regulations for that programme
- b) Programme - comprises the approved curriculum followed by a student for a specified award upon which the student is registered
- c) DGHE – David Game Higher Education
- d) HEMT – Higher Education Management Committee
- e) AB – Academic Board
- f) PAB – Programme Assessment Board
- g) AMP - Academic Misconduct Panel
- h) RAP - Reasonable Adjustment Panel
- i) ARSP - At Risk Students Panel
- j) AGP - Awards and Graduation Panel
- k) MB - Module Board
- l) PMC – Programme Management Committee
- m) PARP - Programme Approval and Review Panel
- n) DHE - Director of Higher Education
- o) QAA - Quality Assurance Agency for Higher Education
- p) OfS – Office for Students
- q) HEI – Higher Education Institution

## 1.2 The Quality Framework

The Quality Framework underpins the delivery of the main strategic areas outlined in the Learning and Teaching Strategy (2019-2021):

1. Employability & Careers
2. Learning and Assessment
3. Inclusivity
4. Student Engagement
5. Teaching and Support
6. Technology and Infrastructure

The quality framework aims to support the overarching values of the UK Quality Code for Higher Education, and the OfS, by ensuring that:

- Every student is treated fairly and with dignity, courtesy and respect;
- Every student has the opportunity to contribute to the shaping of their learning experience;
- Every student is properly and actively informed at appropriate times of matters relevant to their programmes of study;
- All policies and processes relating to study and programmes are clear and transparent;
- Strategic oversight of academic standards and academic quality is at the highest level of academic governance of the provider;
- All policies and processes are regularly and effectively monitored, reviewed and improved;
- Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of learning opportunities;



- All staff are supported, enabling them in turn to support students' learning experiences;
- Meets the requirements of external stakeholders and regulatory bodies.

### 1.3 Risk Management Approach

DGHE takes a risk management approach to quality assurance in the way the programmes are designed, approved, modified, monitored and reviewed. This process ensures that DGHE programmes meet academic standards set by the awarding bodies, partners, and external stakeholders, which includes the QAA and OfS. Standards are maintained and monitored via a robust Academic Governance structure that enables the College to assess future potential risks, to delegate responsibility for the management of the risks, and to create action plans at a programme and management level that addresses proactively the identified risks.

The College has identified 5 risk categories that are continuously monitored, in alignment with the identified risks in the Student Protection Plan. The risk categories identified are:

- Course (includes but not limited to, restriction of withdrawal of franchising/validating agreements by awarding bodies; decision not to continue running an existing course; major changes to the contents of a course)
- Staffing (includes but not limited to, inability to deliver specific timings of study such as day-time or evening, unanticipated departure of key members of College staff; inability to recruit staff with the necessary skills to deliver a course)
- Physical Resources (includes but not limited to, significant material changes, inability to operate as intended, closure or relocation of one or more campuses)
- Student (includes but not limited to, weak achievement rates per course or programme, weak completion rates per course or programme, poor employment engagement)
- Environmental (includes but not limited to, loss or restriction of licenses, revocation of OfS registration, temporary disruptions of any kind due to uncontrollable events).

#### **Risk Ownership**

Ultimately ownership of risk across all academic areas lies with the Academic Board.

### 1.4 Overview of College Management

Institutional strategic corporate and academic governance objectives are implemented within the DGHE Centre under the leadership of the Director of Higher Education working through the Higher Education Management Team and under the authority of the College Leadership Group (Appendix 1). A managed academic governance system and operational committee structure (Appendix 2) aims to support the overarching values of the UK Quality Code for Higher Education:

- *We aim to assure and enhance the quality of the student's learning experience*

The focus of our approach to quality assurance and enhancement extends much further than the maintenance of academic standards. We aim to enhance as well as to assure the quality of the students' learning experiences whilst they are studying at DGHE. In this context, we recognise the fact that all areas of the College's operations impact significantly upon the quality of that experience and are likely to influence students' future prospects for success in the world of work.



- *All staff members are responsible for quality*

Quality is the responsibility of every staff member. Everyone has a contribution to make. In order for this approach to be successful, clear lines of responsibility have been established. Within the structure, adequate support at all levels must be provided to enable staff to achieve their quality objectives.

- *We aim to improve quality standards at all levels across the Centre*

We aim to provide students with the best possible experience on all of our HE courses, within the constraints of the resources available. We also aim to foster quality improvement in academic delivery and in the provision of all support services.

- *We are committed to the principles of internal and external peer involvement in assuring and enhancing the quality of our academic provision*

We recognise that assuring and enhancing the internal quality our systems require the constant re-examination of our own approaches and comparing those against ideas put forward by our peers, as well as external reference points established by recognised external bodies: in particular, benchmark standards set out by the UK Quality Code for Higher Education, the OfS and the quality standards established by our external partners. By so doing, we develop the rigour of our internal quality processes and demonstrate accountability to external bodies.

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

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

## 1.5 Overview of Academic Governance Structure

The College structure and operation is characterised by the devolution of responsibilities within a defined framework for Academic Governance (Appendix 2). The risk categories are assigned to different bodies, at a programme, school or board level, to undertake risk assessments which will be used to inform an overall risk assessment for the Higher Education division of David Game College that, in turn, informs the Leadership Group.

The Director of Higher Education (DHE) is the chief executive of the Higher Education Centre and manages, in consultation with the Higher Education Management Team Board (HEMT), the strategic, administrative and academic direction of the Centre.

The HEMT operates with reference to Quality Assurance Agency (QAA) guidance and strives to meet the expectations of the UK Quality Code for Higher Education and the regulatory framework of the Office for Students (OfS). The HEMT is represented by senior managers in the administrative team, and the academic team, and it is chaired by the DHE. The administrative and academic committee structure feeds the HEMT which, in turn, drives quality enhancement initiatives. The College Leadership Group (CLG) is informed of HE performance and developments via the HEMT.

**The Academic Board** is the principal advisory body with oversight on academic matters. The board promotes academic leadership within the College by overseeing the quality of teaching, learning, policy development and other academic matters. The board sets the framework and defines standards that regulate how the Schools must operate. It is aided by sub-structure of committees, boards and panels, which develop, agree and monitor the academic policies and procedures governing the quality framework. The board monitors the course, staffing, and student risk categories through the devolution of responsibilities to key committees, boards, and panels. The Academic Board retains the overall oversight for quality standards, however, the responsibility and accountability for enhancement of teaching and learning strategies is devolved to each school, and respective Heads of School or Programme Managers.

**The Programme Assessment Board** will run for each programme of study. The Programme Assessment Board has delegated powers to make final decisions about student progression and awards. Before the Programme Assessment Board takes place there are several panels that must convene:

1. Academic Misconduct Panel that reviews cases of suspected academic misconduct, reviews recommendations, and actions outcomes.
2. Reasonable Adjustment Panel that reviews all mitigating circumstances, special educational needs and other relevant cases, and produces recommendations.
3. At Risk Students Panel that identifies students whose profile requires further discussion at the assessment board.
4. Module Board that reviews all standardisation meetings outcomes and ensures all recorded module results have been confirmed through an internal verification process. The module board will also produce recommendations for reassessment, retake or repeat opportunities.

**The Programme Management Committee** provides a forum for those involved in the delivery and management of the programme. The committee reflects on the delivery and assessment of the programme on a termly basis, and develops and implements enhancements to it in order to improve the experience and outcomes for students.

**The Programme Approval and Review Panel** is responsible to the Academic Board for the peer review scrutiny of the development of new programmes, or consideration of changes to existing programmes, and periodic reviews of programmes.

Terms of reference for each Board, Committee and Panel that compose the Academic Governance of DGHE can be found in Appendix 3.

## 2. COURSE DESIGN AND APPROVAL

The design and approval process is a quality assurance mechanism by which a proposed programme of study is scrutinised in order to ascertain if the programme fits the Learning and Teaching Strategy of DGHE, and meets expected academic standards. The procedure must be read in conjunction with the relevant regulations, policies and/or procedures as defined by the relevant awarding institution and/or partner HEI, and it embeds and builds upon principles of consistency and transparency.

The purpose of this procedure is to set out the principles and processes that apply in the validation process for the development and approval of all programmes. Validation will occur for all programmes which are classed as new programmes or programmes going through major amendment.



The process for Course Design and Approval is outlined in the Approval of New Programmes Policy. The internal process consists of a three-stage process which begins with a formal notification to the Academic Board of the intent to deliver a new programme through the submission of a new course proposal. If the Academic Board deems the new course proposal is fit for purpose, it will trigger the Programme Approval and Review Panel that will review the proposal, gather further evidence, and convene to discuss and formally review the proposal.

Engagement with a range of stakeholders to inform course content is fundamental and DGHE values the involvement and consultation of students, academic colleagues from other Schools or other providers, employers and professional bodies, and key administrative functions such as the Welfare and Learning and Resources departments, to inform the proposed course design and approval.

## 2.1 Reference Points

### 2.1.1 External Reference Points

The **UK Quality Code for Higher Education** sets out the following expectations for standards that guide DGHE's Approval of New Programmes Policy:

*'The academic standards of courses that meet the requirements of the relevant national qualifications framework'*

*'The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.'*

*'Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.'*

**Qualification and Credit Frameworks** set out the different levels of higher education qualifications and the requirements for each of these, along with guidance on how to use credit when designing programmes that lead to higher education qualifications.

**Subject Benchmark Statements** describe the nature of study and the academic standards expected of graduates in specific subject areas. They show what graduates might reasonably be expected to know, do and understand at the end of their studies

### 2.1.2 Internal Reference Points

- a) Learning and Teaching Strategy (2019 – 2021)
- b) Approval of New Programmes Policy
- c) Widening Participation Statement
- d) Student Staff Liaison Committee Meetings Minutes
- e) Student Feedback

## 2.2 Development of the Programme Proposal

All programme proposals need to be submitted to the Academic Board for consideration. It is expected that the proposal has been discussed with the relevant Head of School/Programme Manager which has prepared an academic proposal that outlines:





- a) Programme Structure
- b) Credit value
- c) Contact Hours
- d) Assessment Methods
- e) Initial feedback from key stakeholders

Whilst the academic rationale and quality of a programme should be the most important factor when considering a new programme, the proposal should be accompanied by a simple marketing plan that outlines market potential and resource allocation needs. This marketing plan needs to be submitted to the HEAT for consideration before it is submitted to the Academic Board. The HEAT only provides recommendations to the Academic Board regarding facilities management, resources allocation, and market potential. The Academic Board will take the recommendation into account but not necessarily trigger the Programme Approval and Review Panel based exclusively on this recommendation. The PARP has the exclusive responsibility to conduct the process outlined in the Approval of New Programmes Policy. The Academic Board will review all programme approvals outcomes. The Academic Board will review the development of the programmes and monitor its implementation in consultation with the HEMT.

*Withdrawal and suspension of courses:*

Requests for withdrawal and/or suspension of a course need to be formally presented at the Academic Board. The proposal will be submitted for consideration at the HEMT and referred to the College Leadership Group for review. The recommendations will be presented at the following Academic Board for approval.

In all cases of course withdrawal, provision must be made to allow the 'teach-out' of the course to ensure students have the opportunity to complete the course on which they were originally enrolled. Where this is not possible a similar alternative must be made available. Full coverage of this process may be found in the College's Student Protection Plan.

## 2.3 Diagram of the Approval Process

### Seek Input

Discuss in Team Meetings the possibility of a new programme and obtain academic and student input.

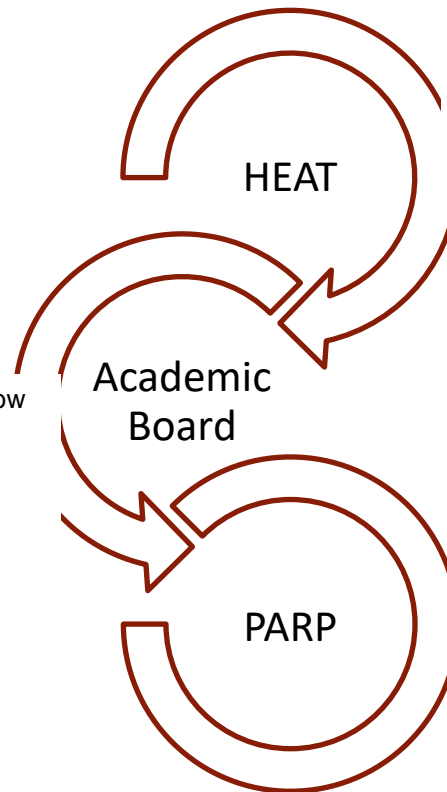
### Collaborate

Request a marketing assessment of the market potential to the Marketing Department.

THE PARP is triggered by the Academic Board, and will follow the process outlined in the relevant policy which can, subsequently trigger an internal validation process.

There are two important documents that initiate the process:

1. Academic Proposal of new or modification of programme
2. Marketing Plan



The HEAT reviews the marketing plan and the operational resources consideration for the new programme approval.

The HEAT will produce a recommendation to the Academic Board in terms of market appeal and resources considerations.

The Academic Board reviews the recommendations and, if the Board considers that it has merit, it will trigger a formal review process that will be undertaken by the PARP, according to the relevant policy.



### 3. MONITORING AND REVIEW

The UK Quality Code for Higher Education sets the following expectations for standards:

*‘The academic standards of courses meet the requirements of the relevant national qualifications framework.’*

*‘The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.’*

*‘Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.’*

*‘From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.’*

The PMC is responsible for ensuring that reviews of all programmes within the School are undertaken and reporting these reviews to the Academic Board. The PMC is also responsible for collecting annual monitoring reports and any other relevant data that informs the review of quality standards. These data points include: module reports, external examiner reports, student feedback, staff development activities, annual course reviews.

The Academic Board has oversight of all reports and approves the review, including approval of programmes.

#### 3.1 Documentation for Review

The annual course reviews for Pearson BTEC HND courses consists of two processes:

- **APMR** – The Annual Programme Monitoring Report is a self-evaluation of operations and intends to identify any areas of concern and any enhancements that could be made along with areas of good practice and strength.
- **AMR** – The Academic Management Review report is conducted on an annual basis by an external reviewer contracted by Pearson.

In the case of collaborative provision delivered in partnership with a university under a validation or franchise agreement, the College will adhere to the annual monitoring and review process as dictated by the partner university.

Each School should submit annually a self-evaluation document for that School and each programme within it that will need to contain the following data points which in turn will inform the different annual course reviews for our partners.

Data Points for Self-Evaluation Document	Responsibility
Review of Academic Standards and Quality Assurance	Head of School
External Examiner Reports	Head of Academic Administration
Statistical Information Review (attendance, progression, achievement, academic misconduct and any other relevant data)	Head of Academic Administration



Student Feedback	Student Services and Head of School
Staff Development	Head of School
Learning Resources Review	Librarian
Employer/Industry Engagement	Career and Employability Advisor
Action Plan & review of actions from previous action plan	Head of School

## 4. ASSESSMENT POLICIES AND PROCESSES

The College framework that sets out the regulatory and quality assurance process of assessments is regulated by the Assessment and Internal Verification Policy.

The UK Quality Code for Higher Education sets out the following expectations for standards:

*‘The academic standards of courses meet the requirements of the relevant national qualifications framework.’*

*‘The value of the qualifications awarded to students at the point of qualification and over time is in line with sector-organised standards.’*

*‘Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed.’*

*‘From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.’*

### 4.1 Internal Verification

#### 4.1.1 Assessment Sub-Boards

Assessment Sub-Boards are responsible for the setting, scrutiny and internal verification of assignment briefs and other forms of assessment. In setting the assessment, module leaders will need to consider the learning outcomes of the module and provide equal opportunities when setting assessments.

The Assessment Sub-Board must meet two weeks prior to the commencement of the term. Assignment Briefs and other forms of assessment need to be submitted for consideration once a year (end of each academic cycle).

The internal verification process is intended to ensure that tasks set in all assessments meet the following criteria:

- The assessment fulfils the requirements of the stated learning outcomes in the module or unit specification for the module concerned;
- All stated learning outcomes are actually assessed;
- Instructions to the students are clearly stated in the assessment brief;
- Standard coversheets are used for formal assessments;



Standardised pro-formas have been developed in order to ensure consistent procedures are maintained across the College.

#### 4.1.2 Programme Assessment Board

The Assessment and Internal Verification Policy regulates the marking and internal verification of assessment decisions.

The Programme Assessment Board convenes once a term to review assessment decisions. Before the Programme Assessment Board takes place there are several panels that must convene:

- a) Module Board
- b) The Academic Misconduct Panel
- c) Reasonable Adjustment Panel
- d) At Risk Students Panel

Decisions relating to student progression and final awards are rendered by the PAB although in case of Pearson HND qualifications awards will only be issued after the visit and release of report with a Released status by the External Examiner. In case of the franchising agreement with Buckinghamshire New University awards will only be issued after the Examination Board and Module Board takes place with our partner college.

#### 4.1.3 External Examiners

Under the Pearson BTEC HND courses an External Examiner is appointed by the awarding body. Under the current franchising agreement with Buckinghamshire New University the external examiner is appointed by our partner.

The main purposes of external examining are:

- to verify that academic standards are appropriate for the award;
- to help institutions to assure and maintain academic standards across higher education awards;
- to help institutions to ensure that their assessment processes are sound, fairly operated and in line with the institution's policies and regulations.

## 5. RECOGNITION OF PRIOR LEARNING

The process of identification, assessment and formal acknowledgement of prior learning and achievement is commonly known as 'recognition'. The term 'recognition of prior learning' is used to encapsulate the range of activity and approaches used formally to acknowledge and establish publicly that some reasonably substantial and significant element of learning has taken place. Such learning may have been recognised previously by an education provider, (e.g. 'prior certificated learning'); or it may have been achieved by reflecting upon experiences outside the formal education and training systems (e.g. 'prior experiential learning').

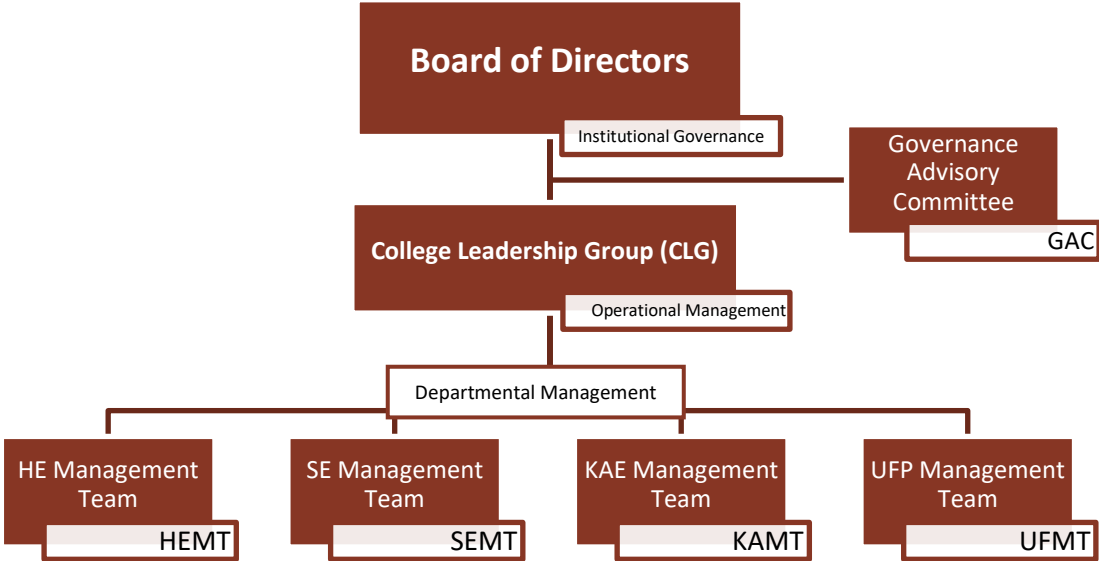
Whenever and wherever the experience occurred, formal evidence must be presented to demonstrate that learning has taken place. Evidence must be valid and current,



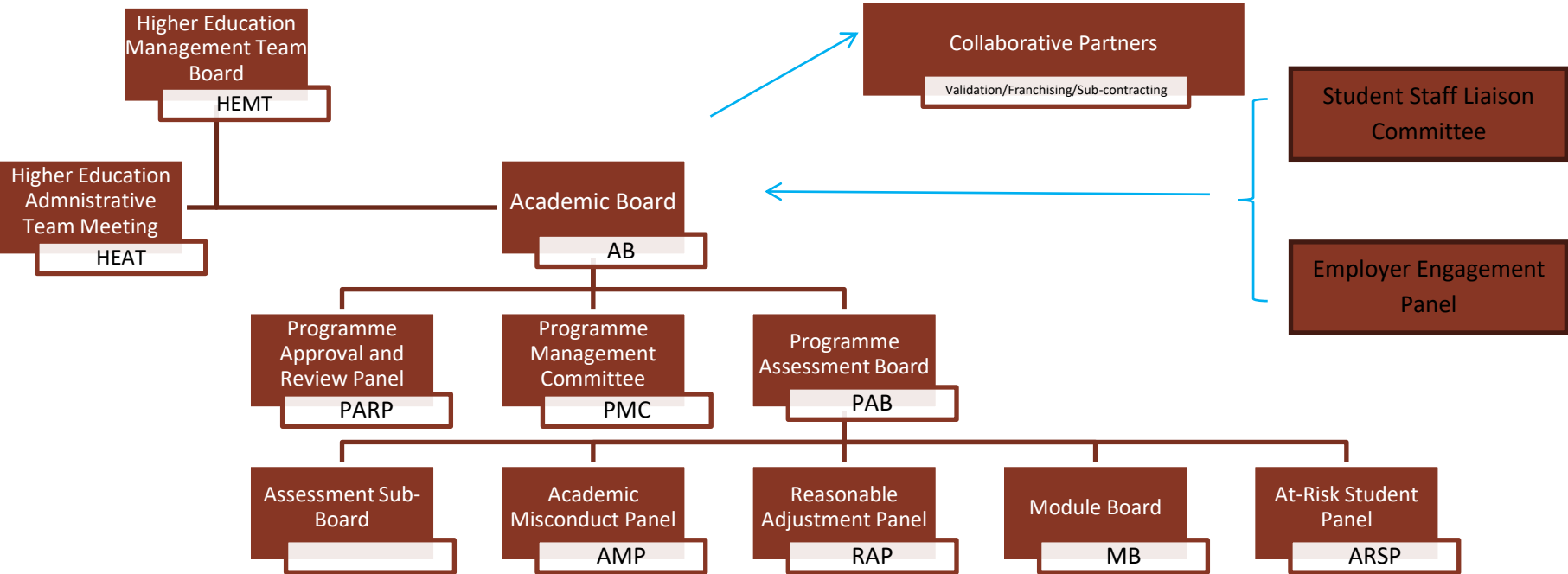
reliable, authentic and sufficient. RPL's are not used to provide achievement of an entire qualification; rather it is used to provide evidence of achievement towards part of the qualification. The Recognition of Prior Learning is outlined in the Admissions and Recruitment Policy and the Assessment and Internal Verification Policy.



**Appendix 1. Institutional Governance & Management at David Game College**



**Appendix 2. DGHE Academic Governance Structure**







## **Appendix 3 – Terms of Reference**

### **Academic Board**

#### **Role**

The Academic Board is the principal advisory body with oversight on academic matters. The board promotes academic leadership within the College by overseeing the quality of teaching, learning, policy development and other academic matters. The board sets the framework and defines standards that regulate how the Schools must operate. It is aided by sub-structure of committees, boards and panels, which develop, agree and monitor the academic policies and procedures governing the quality framework. The board monitors the course, staffing, and student risk categories through the devolution of responsibilities to key committees, boards, and panels.

#### **Membership**

The Academic Board membership includes:

1. A Chair
2. Ex-officio members
3. Elected members

The Chair of the Academic Board is the Head of Academic Development (HoAD), and in the absence of the HoAD, the Head of Academic Administration (HoAA).

The ex-officio members are permanent members to the Academic Board and are people holding the positions of Head of Academic Administration, Head of School, Programme Manager, and Librarian.

The elected members comprise of:

- a) one member elected by the academic staff of each School;
- b) one student elected by students of each School, and an alternate.

#### **Operating Guidelines**

The Academic Board will conduct their meetings in accordance with the following:

1. The Academic Board convenes in an ordinary session once a term, and at such other times when necessary;
2. Extraordinary meetings can be scheduled when requested by the Chair or ex-officio member.
3. The Academic Board ordinary session date will be communicated via the Academic Calendar.
4. Extraordinary sessions will be notified with seven days of written notice.
5. The quorum of any meeting of the Academic Board will be 50% of ex-officio members, and 25% of elected members.
6. If the session is not quorate, the session can still continue at the Chair's request and with endorsement of the members that are in attendance.



7. Meetings of the Academic Board are open to staff, students and graduates that can only attend as observers, and depending on the availability of space. Observers don't have speaking or voting rights.
8. The Academic Board can also operate in a 'closed session' when appropriate. In this case, access and participation to the meeting will only be granted to ex-officio and elected members.
9. Academic Board decisions are communicated to staff, students and graduates via Virtual Learning Platform and DGHE website.

### **Terms of Reference**

The Academic Board constitutes the primary forum for the discussion and resolution of academic matters. The Board has the responsibility to establish and maintain academic leadership by overseeing, monitoring, reviewing and improving the quality and outcome of the academic work.

The Academic Board reports to the Higher Education Management Team Board and advises on strategies, objectives, outcomes, policies practices, profile and risk management for all academic matters. The Board also reports the quality, standards and benchmarks that correlate to aspects of academic delivery and assessment.

The Academic Board also has oversight of:

1. Develop, monitor, and review academic policies and their effectiveness;
2. Determine the standards and benchmarks for governing all aspects of academic administration;
3. Review the structure and operating rules of dependent committee structures, boards and panels;
4. Undertake initiatives to oversee academic and research integrity;
5. Monitor all external accreditation and validation activities ensuring that uniform quality standards across the Centre are maintained;
6. Review and mitigate risk factors;
7. Develop, review and revise Learning and Teaching Strategy;
8. Undertake initiative to evaluate and institute measures to promote communication and innovation in academic matters, and coordinate academic work and activities across all Schools;
9. Ensure that the HE provision takes appropriate account of the requirements of all relevant higher education and further education professional, statutory and regulatory bodies;
10. To assess the robustness of all annual course monitoring reports and all other relevant academic, with the aim of ensuring that content meets the requirements of the recognising and accrediting bodies in respect of quality matters;
11. To review new course proposals;
12. To ensure that information relating to College policies and activities which is destined for public consumption is accurate, transparent and disseminated in an appropriate and timely manner;
13. To ensure that the regulatory framework governing academic administrative procedures within the Centre (e.g., student admission, progression, assessment regimes, and appeals and complaints procedures) remains appropriate and is implemented fully and consistently across the organisation;
14. To review the learning resource provision within the Centre, making recommendations for improvement, as appropriate.



15. The implementation of procedures approved in the Programme Management Committee and in particularly derived from student and staff feedback.

## **Programme Assessment Boards**

### **Role**

A Programme Assessment Board will be convened for each programme of study. The Programme Assessment Board has delegated powers from the Academic Board to make final decisions about student progression and awards. Before the Programme Assessment Board takes place there are several panels that must convene:

1. Academic Misconduct Panel that reviews cases of suspected academic misconduct, reviews recommendations, and actions outcomes.
2. Reasonable Adjustment Panel that reviews all mitigating circumstances, special educational needs and other relevant cases, and produces recommendations.
3. Module Panel that reviews all standardisation meetings, that ensures all recorded module results have been confirmed through an internal verification process. The module board will also produce recommendations for reassessment, retake or repeat opportunities.
4. At Risk Students Panel that identifies students whose profile requires further discussion at the assessment board.

### **Membership**

The PAB membership structure comprises of:

1. Chair
2. Standard Members
3. By Invitation only members

The Chair of the PAB is the Head of School.

The standard members of the PAB are the Head of Academic Administration, Programme Managers, Welfare Office representative.

The invited members can include: Head of Academic Development, Academic Staff, Academic Administration Staff, Student Support Services representative, external examiner.

### **Operating Guidelines**

The Programme Assessment Board will conduct their meetings in accordance with the following:

1. The Programme Assessment Board convenes in an ordinary session once a term/semester, and at such other times when necessary;
2. The Assessment Board convenes shortly after the following panels have taken place: academic misconduct panel, reasonable adjustment panel, module boards, at-risk students panel;
3. The Programme Assessment Board convenes per School, and reports to the Academic Board;
4. Extraordinary meetings can be scheduled when requested by the Chair or a standard member.



5. The Programme Assessment Board ordinary session date will be communicated via the Academic Calendar.
6. Extraordinary sessions will be notified with seven days of written notice.
7. The quorum of any meeting of the Programme Assessment Board will be 50% of standard members.
8. If the session is not quorate, the session can still continue at the Chair's request and with endorsement of the members that in attendance but the Board cannot approve any action without another board that is quorate;
9. All proceedings are confidential, and members are expected to attend the meetings personally.
10. Programme Assessment Board decisions are communicated to staff, students and graduates via the VLE and DGHE website;
11. Awards are only issued after confirmation by the external examiner and/or awarding body.

Assessment Boards take place at major assessment points within a particular course (2/3 times per year depending on the programme). Minutes of meetings, along with confirmation of interim and final results are also submitted to Academic Board along with any feedback provided by external representatives.

The minutes of the Programme Assessment Board must be signed by the Chair and Head of School and act as the sole source of data. Maintenance of records and certification of student details and academic results by programme administration staff onto validation and accreditation computer systems must be certified as correct and signed off independently by the Head of Academic Development or Head of School.

### **Terms of Reference**

Before the Programme Assessment Board for each School takes place there are several panels that must convene.

#### **1. Assessment Sub-Board**

Assessment Sub-boards are responsible for the setting, scrutiny and internal verification of assignment briefs and other forms of assessment. In setting the assessment, module leaders will need to consider the learning outcomes of the module and provide equal opportunities when setting assessments.

#### **2. Academic Misconduct Panel**

The purpose of the Academic Misconduct Panel is to review cases of alleged academic misconduct, monitor the implementation of recommendations of previous proven academic misconduct cases, and to enforce the implementation of the Academic Integrity and Misconduct Policy. The Panel will convene at least once a term across all Schools.

The membership of the Academic Misconduct Panel is comprised of: Director of Higher Education (Chair), Head of Academic Development (Reviewer), and one representative of the Welfare Department.



### 3. Reasonable Adjustment Panel

The purpose of the Reasonable Adjustment Panel is to review all cases of extenuating circumstances, special educational needs and reasonable adjustments to teaching and assessment practices, and produce and monitor recommendations to the Programme Assessment Board. The panel enforces the Welfare Policy. The Panel will convene at least once a term across all Schools.

The membership of the Reasonable Adjustment Panel is comprised of: Head of Student Services (Chair), Head of Welfare Department (Reviewer), and one representative of the academic administration office.

### 4. At-Risk Student Panel

The purpose of the At-Risk Student Panel is to identify students whose profile requires further discussion at the assessment board. The Panel will convene at least once a term per School.

The membership of the At-Risk Panel is comprised of: Programme Managers, Head of Academic Administration, Welfare department representative, and Student Services representative.

### 5. Module Board

The purpose of the Module Board is to review standardisation meetings, and ensure all recorded results have been confirmed through an internal verification process. The module board will also produce recommendations to the PAB for reassessment, repeat or retake opportunities. The Panel will convene at least once a term per School.

The membership of the Module Board is comprised of: Programme Manager, Module Leaders, Full-time and Part-Time Faculty.

## **Programme Management Committee**

### **Role**

The Programme Management Committee provides a forum for those involved in the delivery and management of the programme. The committee reflects on the delivery and assessment of the programme on a termly basis, and develops and implements enhancements to it in order to improve the experience and outcomes for students. Results of each meeting are reported to Academic Board.

### **Membership**

1. Chair
2. Standard Members
3. By Invitation only members

The Chair for the Programme Management Committee is the respective Head of School.

The standard members of the PMC are: programme managers, module leaders, representative of the academic administration office.

The invited members can include: one student representative per programme, academic faculty that delivered and assessed during the term, external examiner.



### **Operating Guidelines**

1. The Committee meets formally once each term/semester per School;
2. Informal sessions can take place via termly lecturer meetings, standardisation sessions, and Learning and Teaching discussion forum and they are reviewed formally at the Committee session;
3. Members are expected to attend meetings personally, but may be permitted to attend formal meetings via teleconference mediums on occasions where personal attendance is not possible;
4. The Committee shall only be considered quorate if 50% of its standard members are in attendance. This includes attendance via teleconference;
5. The Programme Management Committee should only convene after the Programme Assessment Board has taken place.

### **Terms of Reference**

The Programme Management Committee has the responsibility to:

1. Monitor academic standards for the respective Programme and/or School;
2. Review assessment activities in the various modules across the course;
3. Review and support measures for enhancing the quality of academic provision;
4. Promote the enhancement of student learning in the courses;
5. Share good practice amongst lecturers delivering on the course;
6. Monitor levels of student satisfaction on modules within the course;
7. Consider and recommend proposals for course and module changes;
8. Consider student learning resources and levels of student support;
9. Receive and respond to student feedback on issues arising in respect of design, development, assessment and delivery on a particular course;
10. Report to the Academic Board.

### **Programme Approval and Review Panel**

#### **Role**

The Programme Approval and Review Panel is responsible to the Academic Board for the peer review scrutiny of the development of new programmes, or consideration of changes to existing programmes, and periodic reviews of programmes.

#### **Membership**

1. Chair
2. Standard Members
3. By Invitation only members

The Chair for the Programme Approval & Review Panel is the Director of Higher Education.

The standard members of the PARP are: Head of Academic Development, the Head of School that is undergoing the proposed approval, modification, or closure of programme, Careers and Employability representative, Librarian and Marketing Officer.



The invited members can include: one student representative for the School, programme managers, external members (for e.g. professional accreditation representative).

### **Operating Guidelines**

The Programme Approval and Review Panel will conduct their meetings in accordance with the following:

1. The Panel convenes in an ordinary session once a term/semester, and at such other times when necessary;
2. Extraordinary meetings can be scheduled when requested by the Chair or standard members;
3. The quorum of any meeting of the will be 50% of standard members;
4. If the session is not quorate, the session can still continue at the Chair's request and with endorsement of the members that in attendance, however voting can only occur when the Panel convenes again with 50% of quorate;
5. Meetings of the Panel are open to staff, students and graduates that can only attend as observers, and depending on the availability of space. Observers don't have speaking or voting rights;
6. The Programme Approval and Review Panel decisions are reported to the Academic Board;
7. The Programme Approval and Review Panel will convene across all Schools.

### **Terms of Reference**

The Programme Approval and Review Panel have the responsibility to:

1. Provide support to the Programme Management Committee in developing new programmes, modifying existing programmes, or consider the cancellation of programmes;
2. To ensure that proposals are underpinned by appropriate market research and link to the Learning and Teaching Strategy of the College;
3. To ensure that the development of new or amendment of programmes are made in accordance with the Approval of New Programmes Policy;
4. To ensure that the quality of information contained within programme and modules are accurate;
5. To engage and liaise with professional bodies, and employers to enhance employability, internship and career opportunities;
6. To review current employer and internship ties and enhance employment and career opportunities.