



Anglia Ruskin  
University

Cambridge Chelmsford Peterborough

# Senate Code of Practice on Curriculum Approval and Review

Ninth Edition

September 2013



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## **Foreword**

This Senate Code of Practice is one of a series of Codes through which, in conjunction with other mechanisms, academic standards and quality of education at Anglia Ruskin University are maintained, assured and enhanced.

Each Code of Practice has been approved by the Senate for use throughout Anglia Ruskin and its UK and international Associate Colleges. The complete set of Codes, as at September 2013, covers:

- Admissions
- The Assessment of Students
- Collaborative Provision
- Curriculum Approval and Review<sup>1</sup>
- External Examiners for Taught Courses
- Research Degrees
- Work-Based and Placement Learning

The Codes are closely linked and share common elements of quality assurance policy and practice at Anglia Ruskin University. They should therefore be read as a set.

The Code is particularly intended for those staff within Anglia Ruskin and its UK and international Associate Colleges who are involved in curriculum approval, annual monitoring and periodic review processes. Staff who will need to consult this document include Deans of Faculty, Deputy Deans (with responsibility for quality assurance), Directors of Studies, Heads of Departments, Course Group Leaders, Course Leaders, Module Leaders, Module Tutors and other senior management and administrative staff within Anglia Ruskin and its Associate Colleges.

This eighth edition of the Code of Practice incorporates revisions approved by the Senate during the 2012/13 academic year.

The Academic Office no longer provides printed copies of this Code of Practice. It is available electronically at: ***[www.anglia.ac.uk/codes](http://www.anglia.ac.uk/codes)***.

Paul Baxter  
Director, Academic Office

September 2013

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<sup>1</sup> Subsequent revisions approved by the Senate on: 16 June 2004, 16 November 2004, 29 November 2006, 13 June 2007, 25 June 2008, 25 June 2009, 22 June 2011, 20 June 2012, 24 April 2013 and 19 June 2013



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## 1. General Context

### 1.1 Introduction

This Code of Practice has been approved by the Senate and is based on the expectations contained within Sections B1 and B8 of the UK Quality Code for Higher Education, published by the Quality Assurance Agency for Higher Education (QAA). It complements other Senate Codes of Practice for specific quality assurance activities including:

- Admissions;
- The Assessment of Students;
- Collaborative Provision;
- External Examiners for Taught Courses;
- Research Degrees;
- Work Based and Placement Learning.

### 1.2 Purposes

The (re)approval, annual monitoring, periodic review, curriculum revisions and quality enhancement audit processes are key mechanisms through which Anglia Ruskin University sets, maintains and assures the academic standards of its named awards and monitors the quality of educational support provided to enable students to achieve those standards. These quality assurance processes apply equally to Anglia Ruskin University and its UK and international Associate Colleges<sup>2</sup>. Within this general context the particular purposes of the approval, annual monitoring and periodic review processes are set out in **Appendix 1**.

### 1.3 Locus of Responsibility

Under the provisions of Anglia Ruskin's Articles of Government the Senate is ultimately responsible for Anglia Ruskin's academic standards and quality of education. While retaining institutional oversight of Anglia Ruskin University's academic standards and quality, the Senate delegates the conduct of certain quality assurance processes to its Quality, Enhancement and Standards Committee (QESC), Faculty Boards, Faculty Quality, Enhancement and Standards Subcommittees (FQESS) and the QESC's Curriculum Revisions Subcommittee.

### 1.4 Reference Points and External Input

Anglia Ruskin University's (re)approval, annual monitoring, periodic review, curriculum revisions and quality enhancement audit processes take full account of a range of external and internal reference points including:

- the QAA's UK Quality Code for Higher Education;
- Anglia Ruskin's level descriptors and award definitions;
- the requirements of Professional, Statutory and Regulatory Bodies (PSRBs), where appropriate;
- Anglia Ruskin's Vision, Values and Corporate Plan (2012-14);
- Anglia Ruskin's Learning, Teaching and Assessment Strategy;
- Anglia Ruskin's Employability Strategy;
- Anglia Ruskin's *Academic Regulations*.

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<sup>2</sup> Associate College is the revised terminology for *Partner Institution* from September 2012

- 1.5 To facilitate and ensure the effective use of these reference points, the (re)approval, curriculum revisions and periodic review processes involve persons who are external to design and delivery of provision, for example:
- academic staff from other subject areas across Anglia Ruskin University and its Associate Colleges;
  - external academic peers (subject specialists) whose role is to verify the academic standards set for the curriculum, taking account of the above reference points, and to provide relevant information and guidance on current developments in the subject area or workplace;
  - external professional peers (where appropriate) and/or representatives from PSRBs (where appropriate).

## 2. Planning Approval

- 2.1 A Proposal Team within an Anglia Ruskin Faculty or Associate College wishing to introduce a new course<sup>3</sup> obtains “in principle” planning approval from firstly the relevant Faculty Management Team<sup>4</sup> and, secondly, the Corporate Management Team (CMT) through the appropriate planning processes, before a detailed academic proposal is submitted for formal discussion and consideration.
- 2.2 The planning approval processes include judgements on a range of strategic issues including:
- evidence of market demand for the course;
  - the extent of similar provision by main competitor institutions in the UK and/or the region;
  - consistency with appropriate strategic planning documents (whether internal to Anglia Ruskin or an Associate College);
  - the track-record of the sponsoring Faculty/Department or Associate College in recruiting students to courses approved in the recent past;
  - resource requirements (including staff expertise).
- 2.3 The planning approval processes also include an initial decision on any request from a Proposal Team to an exceptional variation from Anglia Ruskin’s *Academic Regulations* (including the curriculum design principles defined in those Regulations).
- 2.4 Under the planning approval processes the proposal for a new course falls into one of the following categories:
- supported unconditionally;
  - supported with conditions/amendments;
  - rejected.
- 2.5 The granting of planning approval includes permission to commence the marketing and recruitment process on the clear understanding that any publicity or formal communication with a prospective student explicitly states that availability of the course is “subject to formal approval”.
- 2.6 The planning approval process is co-ordinated by the Quality Assurance Unit of the Academic Office. Further information is available at: [www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau).

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<sup>3</sup> Course is the revised terminology for *Pathway*, from September 2012

<sup>4</sup> Or Academic Board (or equivalent committee) for Associate Colleges operating under a validation arrangement

## 2.7 Changes to a Course Title

Proposals for a change in course title are submitted for consideration to the QESC.

2.8 Proposers should seek early advice from *Corporate Marketing and International Development Services* regarding a proposed change to a course title. Consideration must also be given to the impact upon Associate Colleges.

2.9 The proposal for an amended course title may recommend that EITHER:

- (a) all existing students are given the choice of whether to adopt the new course title or to remain on the out-going course title

*[NB the default position is to move students to the new course title; the responsibility is with each individual student to opt out and retain the out-going course title]*

OR

- (b) the title change applies to new intakes of students only

*[NB this is only applicable where it is inappropriate to apply the new course title to existing cohorts of students, for example, where an accompanying change in curriculum is proposed and the new title does not accurately reflect the content of the original curriculum. If this is proposed, a rationale is submitted for the consideration of the QESC]*

2.10 Once a proposal is approved by the QESC the Academic Office:

- creates new course records on SITS:Vision;
- updates the definitive list of approved courses;
- amends the appropriate Course Specification Form(s) (CSFs)<sup>5</sup>;
- confirms the new course code and course title to named contacts within the following Support Services/Faculties who then instigate the necessary business processes for the work area to enact the change:
  - *Admissions;*
  - *Corporate Marketing and International Development Services;*
  - *Faculty Business & Resource Managers;*
  - *Registration Services;*
  - *Student Services (including the Faculty Student Advisers);*
  - *Timetabling and Space Management.*

2.11 Faculties present to existing cohorts of students the case for the change in course title, via an appropriate mechanism agreed at faculty level, and explain that the default position is to transfer all students to the new title unless confirmation of a decision to opt out and remain on the out-going title is received within one month.

2.12 After the deadline has passed, faculties submit details of the students who have opted to remain on the out-going title and those who are to transfer to the new title (including those who have not responded and, therefore, to whom the default position of transferring to the new title applies) to Registration Services who amend the student records as appropriate.

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<sup>5</sup> The CSF is Anglia Ruskin's version of the Programme Specification

### 3. (Re)Approval of the Delivery of a (New) Course, including Collaborative Provision

#### 3.1 Definition and Purpose

The approval process represents the approval for an indefinite period of a clearly defined course as described on a completed CSF, thereby ensuring that the requirements of Anglia Ruskin's *Academic Regulations* are met. Subsequent minor revisions to curriculum structure, content and delivery are made subject to approval in advance by the relevant FQESS or the QESC's Curriculum Revisions Subcommittee [see Section 6 below]. The purpose of the approval process for a new course is set out in **Appendix 1**. The key focal points are:

- the academic standards set by the Proposal Team;
- the student experience and quality of educational support to students;
- the on-going quality management and enhancement of the proposed curriculum.

3.2 Where an existing course is the subject of significant revision (too extensive to be considered through the curriculum revisions process outlined in Section 6), the re-approval process is applied. The re-approval process, to a large extent, mirrors the approval process with some important additional elements which are highlighted at the appropriate points below.

#### 3.3 UK and International Associate Colleges

The approval process applies equally to Anglia Ruskin and its UK and international Associate Colleges operating under any type of collaborative arrangement. The terms of the Academic Agreement with Anglia Ruskin details the category(ies) of collaborative arrangement that has been approved for each Associate College (the majority are franchises of a "core" curriculum approved by Anglia Ruskin - see the *Senate Code of Practice on Collaborative Provision* for full details of the various categories of collaborative arrangement). The range of optional modules offered by each Associate College may be restricted by the availability of resources.

3.4 The process of approving a new course for delivery by an Associate College is not delegated to the Associate College but is conducted by Anglia Ruskin according to the procedures set out in this Senate Code of Practice.

#### 3.5 Proposals from Associate Colleges where Anglia Ruskin has no Subject Expertise

Occasionally, an Associate College seeks planning approval to develop a course in a subject area where there is no specialist subject knowledge at Anglia Ruskin. In such cases, at the invitation of the appropriate Deputy Vice-Chancellor, the Dean of the Anglia Ruskin Faculty with the closest academic link to the subject concerned identifies an **External Subject Adviser** for the proposal (a subject specialist external to Anglia Ruskin and the Associate College) who is formally appointed for up to three years by the Senate, on the recommendation of the Faculty Board. The Dean may decline the invitation to the Faculty to take responsibility for the proposal but, in doing so, is required to give an explanation for the decision.

3.6 The External Subject Adviser's role is to:

- work with the Proposal Team in the Associate College in developing the proposal at the curriculum planning stage (normally during the first year of the appointment) in accordance with Anglia Ruskin's *Academic Regulations* and quality assurance requirements, taking full account of the QAA's appropriate subject benchmark statement(s);

- consult the appropriate Head of Department at Anglia Ruskin, as and when appropriate (e.g. for clarification of Anglia Ruskin's *Academic Regulations* and other requirements);
- provide on-going specialist subject input to the teaching team (during the second and final years of the appointment) in the delivery of the course, if approved<sup>6</sup>.

3.7 The External Subject Adviser is a formal member of the Proposal Team and is therefore expected to attend the Course Approval Event in that capacity.

### 3.8 Documentation - General Requirements

The (re)approval process is primarily concerned with the **academic standards** set for the proposal and the **quality of education** provided to enable students to achieve those standards. Proposal Teams are therefore required to prepare proposal documentation focussing on these primary purposes which are reflected in the formats outlined below.

3.9 **Academic standards** are explicitly set and defined by a Proposal Team in the intended learning outcomes contained in the CSF and the associated Module Definition Forms (MDFs) submitted in a separate volume of the proposal documentation. Learning outcomes are essentially a statement of the intended level of student achievement on successful completion of a module or the entire course. The CSF and MDFs are the key starting points for preparation of the proposal documentation for the Proposal Teams. When preparing the documentation, Proposal Teams are advised to consult *Using Qualification and Level Descriptors: An Anglia Ruskin Staff Guide* (see **Appendix 2**). At the conclusion of the approval process the CSF and MDFs become the primary reference points.

3.10 The **quality of education** is evidenced in the main text of the proposal documentation and during discussions between the Panel and the Proposal Team.

3.11 The following guidance is divided into four categories:

- proposals for the approval of a new course for delivery at Anglia Ruskin University, or an Associate College operating under a validation arrangement, by face to face or work-based learning (paragraph 3.12 below);
- proposals for the approval of an existing course for franchised delivery by an Associate College (paragraphs 3.12 and 3.14 below);
- proposals that include a significant element of distance learning delivery (paragraphs 3.12 and 3.15 - 3.22 below);
- proposals for the re-approval of existing courses (paragraph 3.12 and 3.23 below).

It should be noted that, while there are many similarities between the four categories, important variations exist which allow the documentation to be appropriately focussed and reflect the particular requirements of the delivery method and/or Associate College. It is therefore important that the correct format is followed.

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<sup>6</sup> This role does not usurp the separate and distinctive role of the External Examiner as set out in the *Senate Code of Practice on External Examiners for Taught Courses*

### 3.12 Documentation for the Approval of a New Course for Delivery at Anglia Ruskin

The proposal documentation provides sufficient information to facilitate discussion and understanding by the Panel and should not be excessive in length. The proposal documentation is presented in five separate documents as follows (detailed guidance on the contents for each Document is available at [www.anglia.ac.uk.qau](http://www.anglia.ac.uk.qau)):

- Document 1 – Course Information
  - Introduction;
  - Section 1: Curriculum Design, Content and Delivery including:
    - (a) particular emphasis on the contribution to Anglia Ruskin’s Employability Strategy;
    - (b) issues of sustainability;
    - (c) viability in the international market;
    - (d) link to the current school curriculum and the interests of university entrants.
  - Section 2: Assessment Strategy;
  - Section 3: Staffing, Learning Resources and Student Support;
  - Appendices
    - (i) Appendix 1: module to course learning outcome mapping exercise;
    - (ii) Appendix 2: assessment mapping exercise.
- Document 2 – CSF(s) and MDFs
- Document 3 – Abbreviated Staff CVs including a Staffing Allocation Table
- Document 4 – Draft Student Handbook (the student handbook can be presented electronically, or in an appropriate format e.g. on the VLE, but to which the Panel has access)
- Document 5 – Practice/Placement Information (where applicable)

3.13 The proposal documentation for a Foundation Degree is required to demonstrate engagement with the QAA’s Foundation Degree qualification benchmark document [see **Appendix 3**], thereby incorporating the “defining characteristics” of a Foundation Degree. Reference to the defining characteristics is closely scrutinised by the Panel.

### 3.14 Additional Requirements for the Approval of the Franchised Delivery of an Existing Course by an Associate College

The Proposal Team for franchised courses comprises staff from both the Associate College and the managing department of the relevant Anglia Ruskin Faculty. To this end, the proposal documentation is produced jointly as a demonstration of the collaboration between the two organisations. In addition to that outlined in paragraph 3.12 above, the documentation also includes the following (if applicable):

- where a proposal is for the delivery of an existing, approved course, a commentary on the curriculum design is not required. Proposal Teams may, however, wish to highlight particular features for the attention of the Panel, for example, innovation in the curriculum, relevance to employment etc.. Any changes to existing curriculum design or content as outlined in the CSF and MDFs to facilitate distance learning delivery must be detailed in Document 1;
- a rationale for any features regarding the delivery, structure or sequencing of the course which differ from the Anglia Ruskin delivery [*NB: Any deviations from the course as delivered at Anglia Ruskin must be formally approved by the Panel.*];
- commentary on the proposed management of the partnership between the managing department at Anglia Ruskin and the Associate College (to be written by the Course Leader and Head of Department at Anglia Ruskin following discussion with colleagues at the Associate College).
- occasionally, proposals for a new course to be delivered at an Associate College only (under a franchise arrangement) are submitted for consideration. In such cases, the requirements under paragraph 3.12 above are appropriate. However, the Proposal Team (comprising staff from both the Associate College and the managing department of the relevant Anglia Ruskin Faculty) is also required to include information within Document 1 that addresses the dialogue that has taken place with colleagues at Anglia Ruskin with regard to the delivery of the curriculum, the assessment strategy and the management of the partnership.

### 3.15 Additional Requirements for Proposals including Elements of Distance Learning (DL)

**Appendix 4** details the e-learning descriptors and an e-learning matrix that differentiate the various types of distance learning delivery that can be employed and identify the staff development and resource issues that are usually attached to each type of delivery. The issues highlighted in the e-learning matrix are incorporated into the documentation requirements of paragraph 3.12 above for a proposal for a course which includes elements of DL.

- 3.16 During the early stages of development, Proposal Teams are required to consult the Quality Assurance Unit to discuss the exact nature of the proposal in order to establish the approval process which will be undertaken, including details of the examples of learning materials which will be considered as part of the Event (see paragraphs 3.19 - 3.21 below). The quality of the learning materials is of critical importance to courses delivered on a distance learning basis. The Panel carefully considers their appropriateness as part of the (re)approval process.
- 3.17 Also during the early stages of development, Proposal Teams are required to consult an e-learning expert from Learning Development Services and to provide evidence of this consultation in the approval documentation submitted (Document 1).
- 3.18 In addition to that outlined in paragraph 3.12 above, the documentation also includes (where applicable) the contextual background to the proposal including:
- a statement regarding the approval status of the course (e.g. is it a brand new initiative, a proposed distance learning delivery mode for an existing face-to-face based course etc.);
  - a statement regarding the delivery status of each module within the proposed course (i.e. whether each module will be delivered by face-to-face teaching, online supported face-to-face teaching or distance learning - please refer to the e-learning descriptors and e-learning matrix in **Appendix 4** for definitions);

- where a proposal is for distance learning delivery of an existing, approved course, a commentary on the curriculum design is not required. Proposers may, however, wish to highlight particular features for the attention of the Panel, for example, innovation in the curriculum, relevance to employment etc.. Any changes to existing curriculum design or content as outlined in the CSF and MDFs to facilitate DL delivery are detailed in this section;
- commentary on the student experience as it relates to distance learning (eg: technical requirements);
- a schedule for the uploading, testing and availability to students of learning materials for all modules within the course. Upload and testing for the 'student ready' modules within the initial period of delivery must be completed at least one month prior to the first delivery of the course (NB: see paragraph 3.19 - 3.21 below regarding the approval of learning materials by the Panel at the Event);
- on-line learning agreement (proposers should give consideration to drafting an on-line learning agreement).

3.19 In addition, dependant on the nature of the proposal, the Proposal Team may be required to provide examples of the learning materials to support the delivery of modules. The materials are accessible two weeks prior to the Event and are formally considered by the Panel on the day of the Event.

3.20 Where a course is to be delivered on a fully distance learning basis Proposal Teams are required to provide:

- a complete set of content in the selected format for **one module** to be delivered in whole or in part in the first period of delivery (e.g. semester or trimester)\*; and also
- examples of content in the selected format for those remaining modules to be delivered in whole or in part in the first period of delivery (e.g. semester or trimester)\*;

*\* Many courses are delivered by a combination of classroom-based and DL delivery mechanisms. In these circumstances, examples should come from those modules delivered by DL for the period (semester or trimester) when such delivery first occurs.*

The above is available on the VLE two weeks prior to the Event for the Panel to consider and is also available during the Event to facilitate discussion.

3.21 Where a course will be delivered on a partially distance learning basis the requirements will be determined by the Head of Quality Assurance on a case by case basis.

3.22 At the Planning Meeting (see paragraph 3.35 below), the Event Chair determines whether attendance of a distance learning expert is required at the Event, to advise the Panel accordingly.

### 3.23 Additional Requirements for Re-Approval

For events considering the re-approval of an existing course(s), Document 1 includes:

- an evaluation of the delivery of the course to date and how this has informed the proposed amendments to the course(s);



- a summary of how engagement with the student body has been achieved during the development of the re-approval proposal.

### 3.24 Primary Reference Points

If a proposal is successful, the approved CSF and associated MDFs for the course(s) become the primary reference points for students and the appropriate Faculty Board. Proposal Teams will therefore not be asked to revise the proposal documentation in response to issues raised during the (re)approval process. However, consequential revisions to the accompanying CSF/MDFs may be required by the Panel for subsequent approval by the Panel Chair in consultation with the Executive Officer and Technical Officer.

### 3.25 The (Re)Approval Process

The (Re)Approval Process comprises several stages which occur over a number of weeks during which a Panel considers the documentation and usually culminates in a formal meeting of the Panel and Proposal Team (an 'Event'). An indicative timetable for these various stages is provided as **Appendix 8**.

### 3.26 Proposal Team: Preparatory Discussions

The key to a successful outcome is the thorough discussion and development of the curriculum by the Proposal Team and other interested parties before the documentation is formally submitted. Proposal Teams are therefore strongly encouraged to ensure that such discussions are held in person before the formal submission stage e.g. by conducting informal, internal events or other quality checks. The Proposal Team pays particular attention to the intended learning outcomes and the learning, teaching and assessment strategies contained in the CSF. Proposal Teams also discuss with the Technical Officer, at an early stage in the curriculum development process, any regulatory and/or technical issues pertaining to the proposal.

### 3.27 Panel Membership

The Executive Officer is responsible for convening the Event and for identifying appropriate panel members in accordance with the panel constitution defined below.

3.28 The Proposal Team is responsible for identifying and recommending suitably qualified external academic peers and, where appropriate, an external professional peer. Proposal Teams nominate all external panel members for approval, via the Executive Officer, using the correct proforma [NB: The proforma is available at: **[www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau)**]. **Appendix 9** details the arrangements for the payment of fees and other costs associated with the (re)approval process.

3.29 The complete Panel membership is compiled by the Executive Officer, forwarded to the Head of Quality Assurance for consideration prior to approval by the Deputy Vice-Chancellor (Academic) on behalf of the Senate.

3.30 The Panel comprises:

- A Chair (who is not a member of staff from the Faculty/Faculties submitting the proposal). The Chair is a senior member of Anglia Ruskin's academic staff and is normally a member of the QESC or a person with extensive experience of Anglia Ruskin's (re)approval process as a panel member;

- At least one Anglia Ruskin member of academic staff who is not associated with the delivery of the proposal;
- At least one academic peer (subject specialist) external to Anglia Ruskin (but not a current external examiner) who is a full-time member of academic staff of another UK university(ies);
- A second academic peer (subject specialist as defined above) or professional peer external to Anglia Ruskin (where appropriate) and/or a representative from the relevant PSRB (where appropriate) for any event which considers a proposal involving a new curriculum development or amendments to the existing curriculum;
- A second Anglia Ruskin member of academic staff who is not associated with the delivery of the proposal, for any event which considers a proposal not including a new curriculum development or amendments to the existing curriculum;
- A student representative (where available, in consultation with the Students' Union);
- An officer from the Quality Assurance Unit who acts as Executive Officer;
- An officer from the Quality Assurance Unit who acts as Technical Officer.

The quorum of the Panel includes an external panel member. The Panel meeting cannot go ahead without an external panel member present.

### 3.31 Role of the Chair

The role of the Panel Chair, who does not necessarily possess subject expertise related to the proposal, is to ensure that the Panel undertakes its role effectively and objectively, providing guidance to members on policy issues and summarising the conclusions reached (see **Appendix 6**).

### 3.32 Role of the Executive Officer

The role of the Executive Officer is to provide proactive, informed and professional service and support to the Proposal Team, Panel Chair and panel members throughout the process (see **Appendix 7**).

### 3.33 Documentation Submission Deadline

A submission deadline for the proposal documentation is set by the Executive Officer in consultation with the Proposal Team. The deadline takes account of the stages in the process which need to be completed between formal submission and the meeting with the Panel and enables:

- preparatory work on technical and regulatory issues to be undertaken by correspondence with the Technical Officer [*see paragraph 3.26 above*];
- key issues and any further information requirements to be identified and communicated to the Proposal Team in advance of the Event [*see paragraph 3.42 below*].

### 3.34 Exceptional Variations from Anglia Ruskin's Academic Regulations

A proposal which includes exceptional variation from Anglia Ruskin's *Academic Regulations* (including the curriculum design principles defined in those Regulations) is discussed in advance with the Academic Office. Such exceptions are normally only permitted for reasons linked to external requirements such as the expectations of PSRBs proposed higher qualifying mark (the default value is 30%) for modules; ineligibility of a course or a module(s) for compensation. Details of such variations

are provided by the Proposal Team in Document 1 and the relevant section of the CSF.

### 3.35 The Planning Meeting

Following receipt of the proposal documentation the Executive Officer convenes a Planning Meeting, attended by the Panel Chair, the Proposal Team Leader, the member of Anglia Ruskin academic staff who has acted as the co-ordinating link between Anglia Ruskin and the Associate College (if the proposal involves collaborative provision), and the Executive Officer.

### 3.36 The purpose of the Planning Meeting is to:

- consider the adequacy of the proposal documentation and determine if the threshold standard has been met  
*The documentation meets the threshold standard for content and presentation if it comprehensively covers the issues and topics prescribed above, is presented in a consistent style and format (e.g. pagination, paragraph numbering) and demonstrates that the proposal has been well-researched, carefully structured and discussed in detail by committed teaching staff functioning as a team;*
- identify any further documentation requirements;
- identify the key elements of the Event based on the proposal documentation (e.g. visits to Associate Colleges, tour of physical and learning resources);
- confirm the schedule for the intervening period before the Event, ensuring that sufficient time is allocated to the various stages of the process.

### 3.37 If the Panel Chair and Executive Officer decide that the proposal document has **not** met the threshold standard, the Proposal Team Leader is advised at the Planning Meeting of the necessary revisions and/or additions and the following is agreed:

- a new deadline for submission of revised documentation;
- a date for a second Planning Meeting to consider the revised documentation;
- a revised Event date.

### 3.38 In such circumstances continuation of the lead-in period is suspended until the second Planning Meeting takes place and the Panel Chair confirms that the threshold standard is satisfied. The lead-in period resumes after the second meeting. Proposal Teams should note that failure to meet the threshold standard at the first Planning Meeting may result in a later date for the Event than that originally scheduled. Moreover, if the threshold standard is **not** met by the time of the second Planning Meeting, further discussion of the proposal will be suspended until the next academic year.

### 3.39 The (Re)Approval Event (“the Event”)

The precise nature of the Event is determined by the Panel Chair in consultation with the Academic Office. If a substantially new course is proposed the Event is likely to be a formal meeting of the Panel with the Proposal Team. In other cases alternative processes may be used including scrutiny by correspondence. However in all cases a Panel is formally appointed by the Deputy Vice-Chancellor (Academic), on the recommendation of the Head of Quality Assurance, in accordance with paragraphs 3.27 - 3.30 above and a written report is prepared in accordance with paragraphs 3.56 - 3.60 below.

3.40 For these purposes a “substantially new” course includes those where the intended market is new (i.e. the proposal is not a “repackaging” of an existing product) and/or a significant proportion of the modules are new and/or the proposal requires new resources (e.g. laboratory space, equipment, library stock).

3.41 As soon as the nature of the Event is determined the Executive Officer forwards the documentation to all panel members outlining the agreed process and the likely timetable.

#### 3.42 Areas for Discussion

In advance of the Event the Panel Chair and Executive Officer, in consultation with panel members, identify key areas for discussion during the Event and any further information to be provided prior to the Event. Before the Event the Executive Officer advises the Proposal Team of the key areas provisionally identified by the Panel (indicating that additional areas for discussion may emerge during the Event itself) and of any further information required. These prior discussions are designed to achieve a constructive dialogue rather than a confrontational approach during the Event itself.

#### 3.43 Event Programme

To ensure consistency of practice across Anglia Ruskin University, the Event is conducted in accordance with a standard programme devised by the Academic Office. The Event includes meetings with members of the Proposal Team and, for re-approval events, current students registered for the course(s). The primary issues for discussion include:

- the academic standards prescribed for the proposal (as articulated in the intended learning outcomes for the course as a whole and for its constituent modules) and their relationship to external and internal reference points;
- the design, content and academic coherence of the curriculum and its promotion of learner progression;
- the student experience and quality of educational support for students;
- staffing levels and learning resources;
- the arrangements for monitoring and enhancing curriculum delivery.

#### 3.44 Availability of Physical and Human Resources

On occasion, the physical and human resources required to support a proposal for a new course, or the delivery of an existing course at an Associate College, are not available for the Panel to consider at the Event itself. This usually occurs when significant investment in new resources is required (e.g. the construction of a new building or laboratory accommodation or the employment of new staff with expertise related to delivery of the course(s)). In cases where the Proposal Team is not able to present, for the Panel’s attention, full details of the physical and/or human resources that are required to support the delivery of a course(s), the following process applies:

- (a) The Proposal Team is required to provide a contingency plan which details the course of action to be taken if the required resources are not available in time for the start of the first delivery of the course(s);
- (b) For a course(s) which involves the construction of new accommodation and where the first delivery of the course(s) commences prior to the completion of necessary construction work, the relevant Department must, at the point of offer, inform the students of the construction work being undertaken. The students must also be informed by the Department of the (albeit remote) possibility that it

may be necessary to instigate a contingency plan if the construction work falls behind schedule in order to ensure that the quality of education required to support delivery of the course is provided and maintained;

- (c) A Panel withholds approval for a proposal which does not provide adequate contingency plans (where required).

### 3.45 Outcome

At a private meeting towards the end of the Event, the Panel determines into which of the following four categories the proposal is placed:

- (1) unconditional approval including approval for the recruitment and admission of students (possibly accompanied by some recommendations);
- (2) conditional approval including approval for the recruitment and admission of students (possibly accompanied by some recommendations);
- (3) rejection (if the Panel has identified substantial issues which cannot be resolved before the proposed start date). In such cases the Proposal Team is not permitted to resubmit the proposal until the following academic year;
- (4) exceptionally, suspension of the process for a period normally not exceeding one month (if an unexpected issue has arisen on which further internal or external advice is required before the Panel can complete its discussion).

### 3.46 Period of Approval

A course is approved for an indefinite period except in cases where a PSRB requires a finite period of approval. However approval is subject to the five yearly periodic review process (see section 5 below). Revisions to curriculum structure, content and delivery may be made in the intervening period, subject to approval in advance, via the Curriculum Revisions process (see section 6 below).

### 3.47 Conditions

In reaching its decision the Panel may set "conditions", responses to which are to be submitted by a specified deadline. For courses commencing in Semester/Trimester 1 the deadline for meeting all conditions is the final meeting of QESC, acting on behalf of the Senate, in the preceding academic year (normally held in early July). Similar deadlines apply for courses commencing at other times of the academic year.

- 3.48 A course is not permitted to recruit students unless all conditions have been met by the prescribed deadline.

- 3.49 For these purposes a "condition" is set when the Panel has identified an issue or area of concern where Anglia Ruskin University's academic standards and/or the quality of education provided to enable students to achieve those standards are at risk, unless the condition is satisfied by the specified deadline. A Panel does not normally set more than three conditions. If more than three conditions are set, the Panel formally reviews its decision to approve the proposal since the identification of a significant number of conditions suggests that approval of the course should be withheld.

*[NB: this excludes the standard conditions which relate to the electronic submission of approved CSFs and/or MDFs, or the provision of CVs for those teaching staff at an Associate College who are not Module Leaders for inclusion in the Register of Teaching Staff. The CVs for Module Leaders at an Associate College are routinely*

*included in the original proposal documentation. It also excludes any condition to submit a revised draft Student Handbook which may be required by the Panel.]*

3.50 The Proposal Team is required to respond to conditions by the dates specified in the outcome/confirmed report. The latest date for responses to conditions set for courses due to commence in Semester/Trimester 1 is the end of May of the preceding academic year.

3.51 Responses are submitted to the Executive Officer who forwards them for consideration by the Panel Chair (and panel members, if appropriate) offering advice and comment on the suitability of the responses, where necessary.

### 3.52 Recommendations

The Panel may also set “recommendations” which the Proposal Team is required to consider. A “recommendation” is set when the Panel believes that the quality of education provided to enable students to achieve the academic standards set for a course would be enhanced if the recommended action is taken.

3.53 The Proposal Team is required to submit to the Executive Officer responses to recommendations by the dates specified in the confirmed report. The deadline for responding is four weeks before the meeting(s) of the appropriate Faculty Board(s)<sup>7</sup> (or delegated to the appropriate FQESS(s)). The Executive Officer forwards the response to recommendations to the Panel Chair for consideration who submits comments on the adequacy of the responses to the Faculty Board.

3.54 The Faculty Board<sup>2</sup> considers the responses to recommendations (informed by the comments from the Panel Chair) and determines whether the responses are adequate. The nature of recommendations means that the Proposal Team may provide the Faculty Board with a progress report to date with plans for further action in the future. Such responses are acceptable. The Faculty Board may decide to monitor at future meetings plans for further action identified by the Proposal Team.

### 3.55 Commendations

During its deliberations, the Panel may identify areas of commendation (eg: good practice for dissemination across Anglia Ruskin and its Associate Colleges) that it wishes to highlight in the written report of the Event.

### 3.56 Event Report

Within **two working days** of the Event, the Executive Officer provides the Proposal Team with details of any conditions and recommendations set by the Panel in order to facilitate prompt action by the Proposal Team where required.

3.57 Within **15 working days** of the Event the complete draft report, including any conditions and/or recommendations, is sent to the Panel Chair and other panel members for approval. The unconfirmed report is subsequently circulated by the Executive Officer to the Proposal Team for information but with an invitation to correct any factual inaccuracies. The confirmed report (incorporating the correction of any factual inaccuracies) is sent by the Executive Officer to the Proposal Team and the Panel normally within **four weeks** of the Event.

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<sup>7</sup> For Associate Colleges operating under a validation arrangement, responses to recommendations are considered by the Associate College’s Academic Board (or equivalent committee), in accordance with the *Senate Code of Practice on Collaborative Provision*

- 3.58 To ensure consistency and comparability in the conduct of events the written report follows a standard format prepared by the Academic Office.
- 3.59 The confirmed report is submitted to the QESC (acting on behalf of the Senate) for formal approval of the Panel's conclusions and a final decision on whether the new course is permitted to recruit students. The report is normally presented to the July meeting of the Committee (for courses commencing the following Semester/Trimester 1) or the January meeting (for courses commencing the following Semester/Trimester 2).
- 3.60 The report of the Panel refers to the relevant Anglia Ruskin authority or committee any issue(s) arising from the Event which, in the Panel's view, requires discussion at an institutional level.

3.61 Approval of Responses to Conditions and Recommendations

The Executive Officer is responsible for checking regularly with the Proposal Team on progress in satisfying any conditions set by the Panel. Such checks are conducted at least **two weeks** in advance of the prescribed deadline(s). The Executive Officer advises the Panel Chair and Chair of the appropriate Faculty Board if any condition(s) are not met by the prescribed deadline(s), drawing their attention to the consequences when the report is considered by the QESC (see paragraph 3.59 above).

- 3.62 The Executive Officer is also responsible for ensuring that the Proposal Team's response to any recommendations set by the Panel is formally reported to the appropriate Faculty Board by the prescribed deadline (see paragraph 3.54 above).

3.63 The Senate's Responsibility

The Senate is ultimately responsible for deciding whether a new course (including a course delivered by an Associate College) is permitted to recruit students. The Senate has delegated this responsibility to its QESC (see paragraph 3.59 above). In exercising this responsibility, the following is required:

- for courses commencing in Semester/Trimester 1, the confirmed report of the Event is submitted to the last meeting of QESC in the preceding year. For courses commencing in Semester/Trimester 2 the confirmed report is submitted to the January meeting of the QESC;
- confirmation that all conditions of approval have been met (using the standard proforma) is signed by the Panel Chair and submitted to the QESC prior to delivery of the course;
- if a Proposal Team fails to satisfy any conditions by the appropriate meeting of QESC, the course is **not** permitted to commence delivery;
- a new course is automatically withdrawn by the Senate if the course has failed to recruit students within two years of either CMT planning approval or an event.

## 4. Annual Monitoring

### 4.1 Definition and Purpose

The annual monitoring process provides a formal opportunity for review, reflection and evaluation of the delivery of modules and courses at all locations within a Department in the previous academic year and for identifying actions for enhancement. The process is conducted and co-ordinated by the Academic Office, on behalf of the Senate. The purpose of the annual monitoring of delivery of existing courses is set out in **Appendix 1**. The key focal points are:

- Maintenance of Anglia Ruskin's University's academic standards;
- The extent of student achievement of the intended learning outcomes;
- The student experience and quality of educational support to students;
- The review of the impact of deliberative actions undertaken to enhance and improve delivery;
- The identification of good practice in learning, teaching and assessment.

4.2 Courses (which may be delivered at more than one location by both Anglia Ruskin and its Associate Colleges) are monitored as a group within the Anglia Ruskin curriculum management organisational unit of the Department to which they have been assigned.

### 4.3 UK and International Associate Colleges

The annual monitoring process applies equally to Anglia Ruskin and its network of UK and international Associate Colleges. All franchised courses are assigned to, and integrated within, a Department and therefore the monitoring of the Department's provision will encompass delivery at all locations where franchised delivery occurs. Associate Colleges operating under a validation arrangement, for the purposes of the annual monitoring process, follow the same processes detailed in this section that apply to Anglia Ruskin's academic departments.

### 4.4 Process

There are four stages to the annual monitoring process as follows:

Stage & timing	Department provision	Associate College provision
Stage 1 (early October)	Provision of information set ( <i>which covers both core and collaborative provision</i> ) to each Department by the Academic Office  Preparation of a summary report by the Department for review by the Faculty Annual Monitoring Panel	Provision of information set ( <i>which covers an Associate College's provision only</i> ) to each Associate College by the Academic Office  Preparation of a summary report by the Associate College for review by its own Courses Management Committee



Stage 2 (October/November)	Meeting of the Faculty Annual Monitoring Panel with each Department to consider the information set and Departmental summary report and to agree a Department action plan	Each Associate College Course Management Committee meets to consider the summary report and to agree an action plan arising from the report  Meeting of the QESC Annual Monitoring Panel with selected Associate Colleges to consider the information set and Associate College report and to agree the College Action Plan (where an Associate College delivers ten or more Anglia Ruskin approved courses and/or has a student headcount in excess of 500)
Stage 3 (December)	<p>FQESS meet to:</p> <ul style="list-style-type: none"> <li>➤ consider the summaries of relevant Department meetings and associated action plans;</li> <li>➤ consider the summary reports from relevant Associate Colleges and associated action plans.</li> </ul>	
Stage 4 (January)	<p>QESC Annual Monitoring Panel meets to:</p> <ul style="list-style-type: none"> <li>➤ consider the summaries of all Department meetings and associated action plans;</li> <li>➤ consider the summary reports of all Associate Colleges and associated action plans.</li> </ul> <p>The purpose of the above review is to draw out any items of institutional significance and to identify any actions required.</p>	

#### 4.5 Stage 1 for Provision at Anglia Ruskin<sup>8</sup> – Annual Review of the Department (early October)

This stage occurs during the early part of October and comprises the provision by the Academic Office to the Department and the QESC Annual Monitoring Panel of a standard set of quantitative and qualitative information relating to the Department's modules and courses as delivered at all Anglia Ruskin and Associate Colleges in the preceding academic year. The information set constitutes:

##### *Quantitative information*

- Module performance statistics for each location of delivery indicating: numbers of students on each module, module evaluation score, pass/fail rates, mean marks;
- Course performance statistics for each location of delivery indicating: numbers of students on each course, course retention and completion rates, award classification outcomes;
- NSS scores (and outcome from other surveys specific to students, eg the NQT survey for the Department of Education).

<sup>8</sup> And Associate Colleges operating under a validation arrangement (see paragraph 4.3)

#### *Qualitative information*

- External examiner reports for the preceding academic year and responses to issues raised;
- PSRB and other external reports related to the previous academic year (*as agreed in advance with each Department/Faculty to ensure appropriate coverage*);
- NSS free text comments;
- Courses Management Committee minutes for the preceding academic year;
- Associate Colleges Courses Management Committee minutes for the preceding academic year as appropriate.

#### 4.6 Stage 1 for Provision at Associate Colleges Operating Under a Franchise Arrangement – Annual Review of the Associate College (early October)

This stage occurs during the early part of October and comprises the provision by the Academic Office to the Associate College of a standard set of quantitative and qualitative information relating to the Associate College's modules and courses as delivered in the preceding year. The information set constitutes:

#### *Quantitative information*

- Module performance statistics for the Associate College's provision indicating: numbers of students on each module, module evaluation score, pass/fail rates, mean marks;
- Course performance statistics for the Associate College's provision indicating: numbers of students on each course, course retention and completion rates, award classification outcomes;
- NSS scores where available (UK Associate Colleges only).

#### *Qualitative information*

- External examiner reports for the preceding academic year and responses to issues raised;
- PSRB and other external reports related to the previous academic year ;
- NSS free text comments where available (UK Associate Colleges only);
- Courses Management Committee minutes for the preceding academic year;
- Courses Management Committee minutes for the Associate College for the preceding academic year.

#### 4.7 Stage 2 for Provision at Anglia Ruskin<sup>9</sup> – Faculty Annual Monitoring Panel Meeting (October/November)

This stage occurs during October/November and comprises the following:

##### 4.7.1 *Departmental response*

The Head of Department leads the scrutiny by Department colleagues, liaising with colleagues at Associate Colleges where relevant, of the standard information set with a view to drawing out the key trends evidenced by the various items provided by the Academic Office. The Department is also asked to put forward details of:

- how improvements through the data sets have been achieved through deliberative actions;
- relevant research and scholarly activity being undertaken by Department staff that will support the Department's learning, teaching, and assessment strategies;

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<sup>9</sup> And Associate Colleges operating under a validation arrangement (see paragraph 4.3)

- any commendable achievements and/or features of good practice<sup>10</sup> in learning, teaching and assessment for consideration by the Panel meeting and;
- details relating to any specific themes determined for each annual monitoring period.

The Head of Department completes a brief summary (6-10 pages) of the conclusions to be drawn and details of any actions already in train to address any issues highlighted, or any actions proposed for the future. The summary is provided to the Academic Office for circulation to the QESC Annual Monitoring Panel at least one week in advance of the review meeting.

#### 4.7.2 *Faculty Annual Monitoring Panel Meeting*

During late October/November, the Faculty/Dean's office (in liaison with the Academic Office) arranges a Faculty Annual Monitoring Panel two-hour meeting for each Department with key Department representatives such as the Head, Deputy Head (where relevant), Course Group Leaders and Deputy Dean (with responsibility for quality assurance) to discuss the conclusions to be drawn from the information set and the Department's response and proposed set of actions. A standard agenda, prepared by the Academic Office is used as the basis for each meeting and may be revised to accommodate the specific characteristics of each Department. Membership of the Faculty Annual Monitoring Panel is as follows:

- Dean, Chair
- Director of the Academic Office (or nominee)
- One senior representative (eg: Head of Department) from another Faculty
- Secretary: Faculty Quality Assurance Officer, Secretary (for meetings with Department)

The quorum of the Panel is three members. The Secretary produces a report of each meeting highlighting the agreed action points for the Department. The Head of Department produces a Departmental action plan which forms part of the formal record of the meeting.

#### 4.8 Stage 2 for Provision at Associate Colleges Operating Under a Franchise Arrangement – Courses Management Committee Meeting (October/November)

This stage occurs during October/November and comprises the Associate College's consideration of the information set and the preparation of a summary (to a standard proforma provided by the Academic Office) for consideration by the Semester/Trimester 1 Course Management Committee meeting which is responsible for agreeing actions arising from the summary.

The Academic Office will arrange Associate College Annual Monitoring Panel meetings with those Associate Colleges who deliver ten or more courses and/or have student headcount of 500+. The meeting will consider the information set and

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<sup>10</sup> The Anglia Ruskin definition of good practice, is as follows: "a method, strategy, system, procedure or process, which has, over an appropriate period of time, resulted in improved academic standards, an enhanced quality of education and/or an improved level of service to stakeholders (eg: students, staff, external examiners, Associate Colleges, employers etc.) and which can, when appropriately adapted, be implemented in other areas of the institution. Such good practice can be evidenced in a variety of ways. Examples include student performance, statistical information, feedback from stakeholders (ie: via questionnaires, Courses Management Committee meetings, Employer Liaison Panel meetings etc.)".

Associate College report and agree the College action plan. Membership of the Associate College Annual Monitoring Panel is as follows:

- Deputy Vice-Chancellor (Academic), Chair
- Director of the Academic Office, Vice-Chair
- A further senior representative of the Academic Office
- One senior representative, eg Head of Department from Faculty(ies) with franchised provision delivered by the Associate College
- Secretary: provided by the Academic Office.

Faculty Link Tutors to be invited as observers

The quorum of the Panel is three members and includes either the Chair or Vice-Chair. The Secretary produces a report of each meeting highlighting the agreed action points for the Associate College.

#### 4.9 Stage 3 - Faculty Level Scrutiny: FQESS Meeting (December)

4.9.1 The FQESS meets in December to consider the reports of each QESC Annual Monitoring Panel meeting and the associated action plans drawn up by the Department. The purpose of this review is to consider whether the action plans are appropriate and if there are any Faculty-wide matters that require additional attention.

4.9.2 The FQESS also receives copies of reports and associated action plans prepared by Associate Colleges involved in delivering the Faculty's provision in order to draw out any Faculty actions required either specific to an Associate College or in relation to collaborative activity as a whole.

4.9.3 The March meeting of the Faculty Board receives a report from this meeting, together with updated versions of the Departmental action plans.

4.9.4 The final FQESS meeting of the academic year receives further updated Departmental action plans.

#### 4.10 Stage 4 – Institutional Level Scrutiny: (January)

4.10.1 The QESC Annual Monitoring Panel meets to review:

- the summaries of all QESC Annual Monitoring Panel meetings and the associated action plans drawn up by the Departments;
- the reports and associated plans provided by Associate Colleges operating under a franchise arrangement.
- the minutes of the FQESS meetings;
- the summaries of all QESC Annual Monitoring Panel meetings for Associate Colleges operating under a validation arrangements and the associated action plans;

4.10.2 The purpose of the above review is to draw out any items of institutional significance and to identify any actions required.

4.10.3 The Head of Quality Assurance prepares an overall summary of the process and its outcomes for the attention of the February meetings of both the QESC and the Senate, highlighting any institutional level actions that are required.

## 5. Periodic Review

### 5.1 Purpose

The purpose of the periodic review process is primarily to identify and encourage quality enhancement within curriculum delivery and management. In doing so the review process assures the Senate of the on-going ability of the unit of review to manage and develop the academic standards and quality of its taught courses.

5.2 A key outcome of the review process is confirmation of the continuing validity, relevance and currency of the curriculum.

5.3 The periodic review process concludes with the production of a Quality Enhancement Plan (QEP) by the Department under review (see paragraphs 5.46 - 5.48 below).

5.4 The principles of periodic review are set out in **Appendix 1**. The key focal points are:

- maintenance of Anglia Ruskin University's academic standards;
- the student experience and quality of educational support to students;
- the measured and careful use of management information, ensuring that day-to-day and longer term strategic management of the unit under review are based on sound data analysis;
- the promotion of quality enhancement and the provider's commitment to continuous improvement in curriculum delivery and assessment;
- the provider's strategic vision for the future direction and delivery of the taught courses;
- the identification of good practice in learning, teaching and assessment.

5.5 The approval of revisions to the curriculum is not permitted as part of the periodic review process. Revisions to the curriculum are made through either the (Re)Approval Process (see section 4) or the Curriculum Revisions process (see Section 6), depending on the volume and nature of the revisions being proposed.

5.6 The periodic review of modules and courses delivered by Associate Colleges operating under a validation arrangement is not delegated to the Associate Colleges but is administered and managed by the Academic Office and conducted by Anglia Ruskin according to the procedures set out in this Senate Code of Practice. For the purposes of the periodic review process (and the information provided in this section), an Associate College operating under a validation arrangement is regarded as a 'Department'.

5.7 The periodic review of modules and courses delivered by Associate Colleges not operating under a validation arrangement (normally a franchise arrangement) is integrated into the periodic review(s) of the relevant Anglia Ruskin Departments.

### 5.8 Structure

The unit of review on which the periodic review process is based is normally the Department and incorporates its constituent Course Groups. As all UK and international provision is integrated within Anglia Ruskin's curriculum management structures, the periodic review process considers key aspects of curriculum delivery and management at all delivery locations. The separate process of Institutional Review, normally every five years, monitors an Associate College's curriculum management and delivery.

- 5.9 The periodic review process for a Department occurs every five years in accordance with a Forward Programme prepared and maintained by the Academic Office. The Periodic Review Event takes place over a minimum of two days.
- 5.10 The periodic review process provides an opportunity for the Panel and Departmental Team (hereinafter referred to as 'the Team' which may include a range of postholders from within the Department and Faculty including the Director of Studies, Course Group Leaders, Course Leaders, the Learning and Teaching Adviser and Learning Technologist, as appropriate) to consider in detail the action taken by the Department to enhance curriculum delivery and management. The Team prepares a review commentary (see paragraph 5.12 below), provided to the Panel in advance, which forms the basis for the discussions.
- 5.11 An integral part of the process is the explicit consideration of specially designed data sets which cover the appropriate review period and which are the focus of specific meetings during the Review Event. The data sets cover:
- Module Evaluation scores;
  - NSS scores (including outcomes from other surveys which are specific to particular areas, eg: NQT Survey for the Department of Education);
  - Module performance data (eg: pass/fail rates; mean marks etc.);
  - Course retention and completion statistics (eg: numbers of students completing an honours degree in the standard three year period etc.);
  - Course performance data (eg: classification distribution);
  - Employability statistics (eg: graduate jobs etc.).

#### 5.12 Review Documentation

The documentation required for this purpose is:

- **Document 1: Review Commentary**

A critically reflective overview of the management and delivery of the Department's taught courses at all locations of delivery, summarising and evaluating the continuing development and enhancement of its provision over the review period and concluding with initial proposals for the future development and quality enhancement of curriculum delivery and management. *[NB: After taking full account of the discussion and outcomes of the review process these proposals form the basis of the Department's QEP which is a key outcome of periodic review].* The detailed content of Document One is described below:

(a) Introduction

This contains:

- a summary of the conclusions of the critically reflective overview of delivery of courses within the Department's Course Group(s) since initial approval or the most recent review (whichever is the latest);
- a statement of the strategic vision for the future direction and delivery of the Department's courses;
- a statement on the Department's contribution to the Corporate Plan with specific references to each of the objectives;
- a brief description of the preparation undertaken for the review process, identifying the main sources of evidence used.

(b) Section 1: Analysis of Data Sets

This section highlights the Department's key conclusions from its analysis of the data sets provided by the Academic Office as part of the preparation for the periodic review process and any actions that have already occurred or are planned as a result of the analysis. Where appropriate, this section will cross reference to other sections of Document 1 to which the analysis pertains (eg: to section 3 if referring to student performance).

(c) Section 2: Recruitment and Market Demand (including international market demand)

This section discusses the recruitment patterns for the Department's courses both at Anglia Ruskin and at UK and international Associate Colleges, as appropriate, whether the Team's expectations have been met and whether there is evidence that future recruitment will continue to be sufficient to maintain the financial viability of the courses. The section highlights the evidence for on-going market demand from home/EU and international students and whether any changes in market demand (e.g. from students, employers, PSRBs) have been reflected in the delivery of course(s) and/or led to revisions to the curriculum.

Typical sources of evidence/reference points to inform this section include (this is not an exhaustive list):

- admissions statistical data (including student characteristics);
- information from UCAS;
- Employer Liaison Panel meetings;
- PSRB reports/circulars/publications;
- Student Survey outcomes;
- Courses Management Committee meetings;
- Data on international student demand and recruitment.

(d) Section 3: Curriculum Content, Currency and Delivery

This section discusses the success of the existing provision in terms of evidence of students meeting course aims and ILOs and the performance of successful students in terms of the classification of awards conferred (at both Anglia Ruskin and UK and international Associate Colleges). The section describes how the currency and relevance of the curriculum has been maintained (e.g. internal staff meetings) citing examples of curriculum revisions/re-approvals and the reasons for such amendments. The section also refers to the internationalisation of the curriculum where relevant, in accordance with the Corporate Plan.

The section describes the Department's engagement with external examiners, employers and PSRBs (where relevant) and the extent to which such external stakeholders have contributed to the ongoing development of the Department's provision.

The section explores the continued relevance and innovative nature of the learning, teaching and assessment strategies employed by the Team and discusses the extent to which these allow students to demonstrate achievement of the courses' aims and ILOs and engage with the Faculty's Learning, Teaching and Assessment Strategy and associated staff development activities. The section examines the variety and range of

assessment methods used to test ILOs and the quality of the feedback to students on assessed work. In addition, the section considers the impact of the teaching team's scholarly activity on the on-going development of the curriculum.

The section details issues relating to the delivery of courses at outcentres and/or Associate Colleges.

Typical sources of evidence/reference points to inform this section include (this is not an exhaustive list):

- annual monitoring reports;
- statistical data (including student characteristics and student retention data);
- Employer Liaison Panel meetings;
- PSRB reports/circulars/publications;
- student module evaluation questionnaires;
- Courses Management Committees;
- External Examiners' reports;
- Faculty Learning, Teaching & Assessment Strategy;
- internationalisation of the curriculum;
- Discipline Network Group meetings;
- feedback to students on assessed work;
- staff development records.

(e) Section 4: Curriculum Management, Staffing and Learning Resources

This section explores the adequacy and appropriateness of the learning, physical and human resources that support the Department's taught courses at all locations of delivery.

The section analyses the Department's track record of staff recruitment (including the appropriateness of the level of qualified academic staff) and the level of opportunity for appropriate pedagogic and subject-related staff development (citing examples such as engagement with Anglia Learning & Teaching initiated activities and external reference points such as Higher Education Academy Subject Centres). The section also reflects on the learning and physical resources (e.g. laboratories) available to support the delivery of the courses and plans to enhance these in the future.

The section considers the effectiveness of the curriculum management systems within the Department and, in particular, their success in liaising with UK and international Associate Colleges, as appropriate.

Typical sources of evidence/reference points to inform this section include (this is not an exhaustive list):

- annual monitoring reports;
- staff CVs;
- inventory of specialist-laboratory/library materials;
- student module evaluation questionnaires;
- Courses Management Committee meetings;
- External Examiners' reports;
- Discipline Network Group meetings;
- research publications;
- new innovative modules/course approval events.



(f) Section 5: Engagement with Students

This section considers the Department's engagement with students, including students registered at UK and international Associate Colleges, as appropriate, citing examples of student feedback and enhancements/amendments to curriculum delivery that have resulted from student comments. It evaluates how the Department has used data from the National Student Survey, the Anglia Ruskin Student Experience Survey (or its replacement), the International Student Barometer, Courses Management Committees and student module evaluation questionnaires to improve its provision and the systems it employs to encourage student engagement. The section also reflects on the effectiveness of the tutorial and counselling support that is provided to students.

Typical sources of evidence/reference points for this section include (this is not an exhaustive list):

- annual monitoring reports;
- student module evaluation questionnaires;
- Courses Management Committee meetings;
- National Student Survey/Student Experience Survey outcomes;
- International Student Barometer outcomes (where relevant);
- outcomes from academic appeals and complaints.

(g) Section 6: Employability

This section discusses how the Department ensures that the Department successfully prepares students for future employment or enhances the employability of students already in employment and if it will continue to do so for the foreseeable future given employers' likely needs. Key reference points for this section are the Destination of Leavers in Higher Education (DLHE) annual survey, student enrolment on the Lord Ashcroft International Business School Enterprise and Entrepreneurship module (or equivalent) and the Department's engagement with employers through establishment of Employer Liaison Panels.

(h) Section 7: Good and Innovative Practice

This section identifies recognised areas of good and innovative practice in learning, teaching and assessment for possible dissemination within Anglia Ruskin University and its Associate Colleges and discusses the use that has been made of the examples of good practice in learning, teaching and assessment identified during previous annual monitoring and periodic review processes. The Department's use of the outcomes of Quality Enhancement Audits should also be discussed.

(i) Section 8: Miscellaneous

This section provides an opportunity for the Department to celebrate other areas of its work not included above and to refer to any other issues which it wishes to bring to the Panel's attention.

(j) Section 9: Future Development and Enhancement of Curriculum Delivery

This section provides an opportunity for the Department to set out its intentions on the future development and enhancement of the curriculum for discussion with the Panel and for subsequent incorporation in the QEP which is a key outcome of periodic review.

(j) Section 10: Appendices

This section contains documents to which the Department has referred in Sections 1-9 above and which are not required as part of the other standard documentation requirements as listed below.

Typical documents to be provided as appendices include (this is not an exhaustive list and minutes of meetings should be limited to those of the past two years):

- External Examiner reports and responses by Department
  - Minutes of Courses Management Committee meetings;
  - Minutes of Discipline Network Group meetings;
  - Minutes of internal staff groups (e.g. curriculum development);
  - Employer Liaison Committees (or equivalent);
  - Faculty Learning, Teaching & Assessment Strategy;
  - other Departmental/Faculty policy documents;
  - reports of PSRB engagements.
- **Document 2: Student Handbooks** (provided for all taught courses in the Department for reference)
  - **Document 3: SMART Action Plans** from the former Programme Annual Monitoring reports, or Departmental Annual Monitoring Summary Reports<sup>11</sup>, for the previous three academic years (provided by the Academic Office) with updates on the most recent Action Plan, where relevant.
  - **Document 4: Existing CSFs** (provided by the Academic Office for reference)
  - **Document 5: Abbreviated CVs of all Staff in the Department**
  - In addition, all Module Definition Forms (MDFs) for the Department are available to the Panel via the module search engine at: **[www.anglia.ac.uk/modules](http://www.anglia.ac.uk/modules)** and are therefore, not provided in paper format as a single document

### 5.13 Process

The periodic review process is designed to involve a wide range of relevant Departmental (and appropriate Faculty) staff in order to engage the wider staff team in the on-going review and enhancement of the Department's taught provision. To this end, it is important that the initial preparation includes thorough discussion within the Department to allow the various meetings held as part of the Periodic Review Event to be as productive and useful as possible.

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<sup>11</sup> Revisions to the Annual Monitoring process were introduced in the 2011/12 academic year and the Programme Annual Monitoring Report (and SMART Action Plans) were replaced with the Departmental Annual Monitoring Summary Reports. For the purposes of the Periodic Review process, which ever reports exist for the previous three years are provided as part of the Review Documentation.

- 5.14 The Team submits the above documentation to the Academic Office by a date agreed in advance with the Head of Quality Assurance (or nominee) but no later than eight weeks prior to the Event with the Review Panel.
- 5.15 The periodic review process is conducted, on behalf of the Senate, by a Review Panel. The complete Review Panel membership is recommended by the Head of the Quality Assurance Unit (in consultation with the Executive Officer) for approval by the Deputy Vice-Chancellor (Academic) on behalf of the Senate.
- 5.16 The Review Panel normally comprises:
- A Chair (who is not a member of staff from the Faculty/Faculties delivering the courses under review). The Chair is a senior member of Anglia Ruskin's academic staff and is normally a member of the QESC or a person with extensive experience of quality assurance and enhancement processes
  - At least two Anglia Ruskin members of academic staff who are not associated with delivery of the courses under review
  - At least two academic peers (subject specialists) external to Anglia Ruskin (but not a current External Examiner) who are full-time members of academic staff of other UK universities
  - A professional peer external to Anglia Ruskin or a representative from the relevant PSRB (where appropriate)
  - A Sabbatical Officer from the Students' Union (nominated by the Students' Union)
  - An officer from the Quality Assurance Unit of the Academic Office who acts as Executive Officer

The quorum of the Panel includes an external panel member. The Panel meeting cannot go ahead without an external panel member present.

- 5.17 The Executive Officer is responsible for convening the Event and for identifying appropriate panel members. The Review Team is responsible for identifying and recommending suitably qualified external academic peers and, where appropriate, an external professional peer. The Review Team nominates all external panel members for approval, via the Executive Officer [*using the correct proforma, available at: [www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau)*]. **Appendix 9** of this Code of Practice details the arrangements for the payment of fees and other periodic review process costs.
- 5.18 The Chair of the Review Panel has a significant responsibility throughout the periodic review process. In particular the Panel Chair, in consultation with the Executive Officer, is responsible for:
- ensuring the Panel undertakes its role effectively and objectively and for providing advice and guidance to members on policy issues and summarising the conclusions reached;
  - identifying in advance of the Event (and in consultation with panel members) the key issues for discussion during the Event and agreeing a schedule of appropriate meetings;
  - determining whether the proposal documentation has satisfied the threshold standard for content and presentation.
- 5.19 The Executive Officer to the Review Panel has a significant responsibility throughout the periodic review process. In particular the Executive Officer is responsible for:
- the negotiation of a deadline for submission of documentation and agreeing a provisional schedule for the process;
  - proposing Panel Membership to the Head of Quality Assurance;

- communication with all Panel members before during and after the Event;
- monitoring the progress of the Review Team in progress before and after the Event (eg: responses to conditions and/or recommendations and the production of the QEP)
- assisting the Review Chair in discharging his/her responsibilities.

*[The role of Executive Officer is not undertaken by the Faculty Quality Assurance Officer(s) (FQAO) who is/are connected to the Faculty within which the Department under review is located. This is in recognition of the unique and important role the FQAO(s) undertake on a daily basis to assist the Faculty with the management of quality assurance and enhancement issues and procedures. It is expected that the FQAO(s) will play a crucial role in the periodic review process as part of the wider Review Team and will fully engage in a range of discussions ahead of, and during, the periodic review process.]*

## 5.20 Planning Meeting

Within **one week** of receipt of the documentation the Executive Officer convenes a Planning Meeting attended by the Panel Chair, the Head of Department, the Course Group Leaders and the Executive Officer. The primary purpose of the Planning Meeting is to determine whether the review documentation and its appendices meet the prescribed threshold standard for content and presentation. The Planning Meeting also determines the precise nature and structure of the Event.

- 5.21 The documentation meets the threshold standard for content and presentation if it comprehensively covers the issues and topics prescribed in paragraph 5.12 above, is presented in a consistent style and format (e.g. pagination, paragraph numbering) and demonstrates that the review has been well-researched, carefully structured and discussed in detail by committed teaching staff functioning as a team.
- 5.22 If the documentation meets the prescribed standard for content and presentation the Panel conducts the review at an event which comprises a series of meetings (over two days) between the Panel and representatives of the Department and students. In private meetings, the Panel also scrutinises additional documentation provided by the Team at the Event. This encompasses a requirement for a sample of module related information (often referred to as 'module boxes') to include the following:
- the MDF;
  - module guide;
  - sample of assessment tasks completed by students with feedback comments;
  - module report form;
  - module evaluation outcomes.
- 5.23 As soon as the structure of the Event has been determined the Executive Officer forwards the documentation to all panel members outlining the structure and the likely timetable.
- 5.24 If the documentation does **not** meet the threshold standard for content and presentation the Planning Meeting sets:
- a new deadline for submission of revised documentation;
  - a date for a second Planning Meeting;
  - a revised event date.

- 5.25 If the documentation does not meet the threshold standard by the time of the second Planning Meeting, the Panel Chair recommends to the Deputy Vice-Chancellor (Academic) that the periodic review is suspended until the following academic year and that approval for the continued admission of students to existing courses is withdrawn.
- 5.26 As soon as the Planning Meeting has confirmed that the Executive Officer then sends all documentation (in electronic format(s), where possible) to all Panel members for their initial scrutiny. The Academic Office provides each Panel member with guidance about their role and how to consider the documentation. An aide-memoire is provided for Panel members to identify key issues for exploration and document their comments for return to the Executive Officer by a specified date. These comments are collated by the Panel Chair and Executive Officer and then provided to the Review Team to assist in preparation for the Event. This is completed at least **six weeks** before the Event.
- 5.27 At least **four weeks** before the Event the Executive Officer advises the Team of the key issues provisionally identified by the Panel (indicating that additional issues may emerge during the Event itself) and of any further information required. These prior discussions are designed to achieve a constructive dialogue rather than a confrontational approach during the Event itself.
- 5.28 To ensure consistency of practice across Anglia Ruskin University, the Event is conducted in accordance with a standard programme which comprises a series of meetings (over both days) between the Panel and representatives of the Department and students.
- 5.29 The first meeting of the Event at which all senior staff in the Department and the Faculty are invited to attend (eg: Dean, Deputy Dean and Director of Studies) is a compulsory meeting, normally scheduled for 90 minutes, which focuses solely on the data sets and the analysis undertaken by the Team as detailed in Section 1 of Document 1.
- 5.30 Other meetings are scheduled throughout the two days and are based on key issues identified by the Panel and the areas covered in Document 1 (which include recruitment and market demand (including international market demand), curriculum content, currency and delivery (including how research activity underpins the curriculum); curriculum management; staffing and learning resources; engagement with students; employability; future development and enhancement of curriculum delivery). To ensure that the Team and Review Panel's time is used as effectively as possible, a number of meetings are scheduled at the same time and the Review Panel and Team are allocated to specific meetings according to individual's areas of interest and expertise.
- 5.31 In private meetings, the Panel also scrutinises additional documentation provided by the Team at the Event (e.g. module boxes). The themes and issues considered at each of the meetings are largely based on the outcomes of the initial scrutiny of the documentation undertaken by the Panel and are confirmed with the Review Team one week ahead of the Event.
- 5.32 Outcome

At a private meeting towards the end of the Event, the Panel:

- (a) determines whether or not it is able to confirm to the Senate that the review process undertaken by the Department has demonstrated an on-going ability to manage academic standards and to develop and enhance the quality of its taught courses
  - (b) identifies recommendations for enhancement
  - (c) identifies areas of good practice for dissemination to the wider academic community
  - (d) identifies any areas where urgent action is required and/or which should be drawn to the specific attention of the Faculty Board, the QESC and/or the Senate
  - (e) places each of the Department's courses into one of the following four categories:
    - (1) unconditional continued admission of students (possibly accompanied by some recommendations)
    - (2) conditional continued admission of students (possibly accompanied by some recommendations)
    - (3) withdrawal of approval for the continued admission of students (if the Panel has identified substantial issues which cannot be resolved under (2) above). In such cases the Team is required to follow the approval process for a new course (see section 3 above)
    - (4) exceptionally, suspension of the review process for a period normally not exceeding one month (if an unexpected issue has arisen on which further internal or external advice is required before the Panel can complete its discussion).
- 5.33 In reaching its decision the Panel may set "conditions" which must be met by a specified deadline. For courses with a Semester/Trimester 1 intake the deadline for meeting all conditions is the final meeting of the Senate in the preceding academic year (normally held in June).
- 5.34 A course is not permitted to recruit students unless all conditions relevant to that course, as set by the Panel, are met by the prescribed deadline.
- 5.35 For these purposes a "condition" is set when the Panel has identified an issue or area of concern where Anglia Ruskin University's academic standards and/or the quality of education provided to enable students to achieve those standards are at risk, unless the condition is satisfied by the specified deadline
- 5.36 The Panel may also set "recommendations" for consideration by the Team. A "recommendation" is set when the Panel believes that the student experience would be enhanced if the recommended action is taken. The Team is required to incorporate its response to any recommendations in the Department's QEP (see paragraphs 5.46 - 5.48 below).
- 5.37 On completion of the review the Department is not normally reviewed for a further five years unless unforeseen circumstances necessitate an earlier review (e.g. a serious issue prompted by a PSRB or external examiner's report).

5.38 Any course requiring significant modifications in the intervening period (e.g. due to changes in PSRB requirements) is considered by the standard approval process (see section 4). Minor revisions to curriculum structure, content and delivery may be made, subject to approval in advance, by the Curriculum Revisions Subcommittee (see section 6).

5.39 At the end of the Event the Panel Chair gives an oral summary of the Panel's conclusions and any conditions and/or recommendations for enhancement. The definitive statement of the Panel's decisions is as set out in the written report prepared by the Executive Officer.

#### 5.40 Reports

Within **four weeks** of the Event a draft report, including any conditions and/or recommendations is prepared by the Executive Officer for initial approval by the Panel Chair, and then other Panel members. The unconfirmed report is subsequently circulated by the Executive Officer to the Team for information but with an invitation to correct any factual inaccuracies. The confirmed report (incorporating the correction of any factual inaccuracies) is sent by the Executive Officer to the Team, the Panel and the Principal(s) of the Associate College(s) (if the review involves collaborative provision) normally within **four weeks** of the Event).

5.41 To ensure consistency and comparability in the conduct of events the written report follows a standard format prepared by the Academic Office. The format is updated annually by the Academic Office in the light of experience and in response to any new external requirements. In particular, the summary section of the report includes headline statistical information on student numbers, retention rates, student performance and NSS (and other survey) scores which are relevant to the Department being reviewed.

5.42 The confirmed report is submitted to the Senate for formal approval of the Panel's conclusions and a final decision on whether the Department's courses are permitted to continue to recruit students. The report is normally presented to the June meeting of the Senate.

5.43 The confirmed report is also submitted to the appropriate Faculty Board for discussion, subject to the Senate's ultimate responsibility for approving the Panel's conclusions.

5.44 The report of the Panel refers to the relevant Anglia Ruskin authority or committee any issue(s) arising from the Event which, in the Panel's view, require discussion at an institutional level.

5.45 The Executive Officer is responsible for checking regularly with the Team on progress in satisfying any conditions set by the Panel. The Executive Officer advises the Panel Chair and Chair of the appropriate Faculty Board if any condition(s) are not met by the prescribed deadline(s), drawing their attention to the consequences when the report is considered by the Senate.

#### 5.46 The Quality Enhancement Plan (QEP)

Following the conclusion of the Event, the Team prepares a **Quality Enhancement Plan** (QEP) for the attention of the Faculty Board. The purpose of the QEP is to detail the Department's structured and considered intentions for the future development and quality enhancement of the curriculum and its delivery over the next five year period. The QEP is developed over the two month period immediately after the Event. While incorporating the formal outcomes of the Event (see paragraph 5.32

above), it reflects on the various stages of the periodic review process including any recommendations contained in the report, incorporating comments and suggestions from discussions held with the Panel as part of the Event.

- 5.47 The QEP is considered at the next meeting of the Faculty Board, together with the written report of the Event, but no sooner than two months after the date of the Event. The QEP becomes an important strategic document for the Department and is an integral part of the Department's management. Progress against the plan is formally reviewed after three years by the Faculty Board.
- 5.48 In some instances, it may be appropriate for the requirement for a QEP to be replaced by the amplification of the Departmental Strategic Plan.



## **6. Minor Revisions to the Approved Curriculum**

### **6.1 Context**

Minor revisions to the curriculum structure, content and delivery of modules and/or courses (including the addition of new modules to an existing course), prompted by developing knowledge in the subject area and/or changes in student demand and/or the availability of teaching or learning resources, may be made in the period between the initial approval and subsequent periodic reviews.

### **6.2 Purpose**

The purpose of the curriculum revisions process is to ensure that the academic standards and quality of education set for a particular module, course or combinations of both are appropriately set and maintained when minor revisions to existing curriculum are made. In particular, to ensure that:

- the implications of any curriculum revisions have been fully taken into account by the proposer;
- the coherence of individual courses and their constituent modules is maintained;
- Anglia Ruskin's academic standards, as expressed in the intended learning outcomes of a course or individual module, are set, maintained and assured at the appropriate level.

### **6.3 UK and International Associate Colleges**

The process for approving minor revisions to the approved curriculum applies equally to Anglia Ruskin University and its network of UK and international Associate Colleges. All courses delivered by UK and international Associate Colleges operating under a franchise arrangement are proposed through the appropriate Anglia Ruskin Department and Faculty and fall within the remit of the Curriculum Revisions Subcommittee.

### **6.4 Courses and Modules Delivered by an Associate College Under a Validation Arrangement**

Responsibility for managing the Curriculum Revisions process for modules and courses delivered by an Associate College under a validation arrangement is delegated to the Associate College's Academic Board (or equivalent committee) using the same policies, processes and timescales as detailed in this section above. All confirmed revisions to the curriculum are reported by the Associate College to the Academic Office after each committee meeting.

6.5 The Associate College's Academic Board (or equivalent committee) reports directly to the QESC with regard to Anglia Ruskin provision, therefore allowing the QESC to maintain oversight of the Academic Board (or equivalent committee)'s work. In order to establish and maintain a link with Anglia Ruskin's academic community, the Academic Board membership includes at least one member of academic staff from the appropriate Anglia Ruskin faculty(ies).

### **6.6 Scope of Minor Revisions Process**

The "minor revisions" to which this process applies include:

- the approval of a new module (on the recommendation only of the relevant Head of Department and supported by the Dean of Faculty) for subsequent inclusion in an existing course(s) or as a 'stand-alone' module which leads to the award of credit but not to the conferment of an Anglia Ruskin award;
- modifications to the level, credit volume, intended learning outcomes, module title, assessment method(s) or delivery method of an existing module (on the recommendation only of the relevant Head of Department and supported by the Dean of Faculty);
- the amendment of the CSF for the addition of a newly-approved or existing module (and its classification as a compulsory or optional module) (on the recommendation only of the appropriate Course Group Leader);
- the amendment of the CSF for the re-classification of a module as compulsory or optional (on the recommendation only of the appropriate Course Group Leader);
- the amendment of the CSF for the deletion of a module(s) from a particular course(s) (on the recommendation only of the appropriate Course Group Leader);
- the amendment of the CSF for modifications to a course's delivery pattern/mode (e.g. a shift from a semester to a trimester delivery pattern; the inclusion of a DL element).

6.7 The following proposed modifications are deemed to be of significant magnitude to require a full re-approval of the relevant course(s) and cannot, therefore, be considered by the FQESS. In such circumstances, the standard re-approval process is instigated, as described in section 4 above:

- amendments to course intended learning outcomes;
- amendments to the learning, teaching and/or assessment strategy for a course;
- addition of, and/or amendments to, modules whose total credit rating constitutes more than 25% of the total credit value for the award to which the course leads (e.g. no more than 90 credits for an Honours degree).

*[NB: Changes to an existing course title are considered by the QESC (see paragraphs 2.7 - 2.12 above for details of the process.)*

6.8 Any one course may be subject to minor revisions approved by the Faculty, Enhancement Quality and Standards Subcommittee only on three separate occasions between initial/re-approval and periodic review (or periodic reviews). Any further proposed revisions of any type (e.g. a fourth submission) require the full re-approval process to be instigated, as described in section 6 above, in order to assure that the cumulative impact of the previous minor revisions has not resulted in incremental academic drift.

6.9 A Course Leader or Course Group Leader who is in doubt as to which process is appropriate for a proposed revision seeks the advice of the Head of the Quality Assurance Unit of the Academic Office, who, in discussion with the Chair of the relevant committee, determines the appropriate course of action.

6.10 The following principles apply to any revision:

- a revision is proposed no later than one semester/trimester in advance of the semester/trimester of implementation;

- no student suffers academic disadvantage arising from a revision to the course on which he/she is already registered;
- students are consulted about any change to existing provision, usually via the relevant Courses Management Committee;
- all students are informed of any approved revision by the managing Course Group Leader in advance of the semester/ trimester of implementation.

#### 6.11 Minor Revisions Documentation

All documentation (as outlined below) is submitted directly to the Secretary of the relevant Subcommittee via the dedicated e-mail address: *curriculumrevisions@anglia.ac.uk*.

6.12 Senior staff from the Academic Office conduct an initial scrutiny of all curriculum revisions proposals to determine whether these require formal consideration by the relevant Subcommittee or if they can be implemented without further reference, for example where proposals concern:

- changes to section 5 of the MDF concerning module restrictions;
- changes to section 6d of the MDF concerning specialist learning resources;
- changes to section 8 of the MDF concerning learning activities;
- archiving of modules;
- limited additions/deletions to lists of optional modules on CSFs.

#### 6.13 Approval of a New Module and its Addition to an Existing Course (where applicable)

To create a new module, Proposers complete a New Module Approval Form template (available at: [www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau)). In addition the following documentation is submitted:

- Cover Paper – New Modules (available at: [www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau)). The completion of this form includes the provision of supporting comments from an existing external examiner (see paragraph 6.14 below);
- CV of the Module Leader (for submission to the external examiner);
- Revised Course Learning Outcomes Mapping Exercise - the original version of the Mapping Exercise for the course(s) to which the module is to be assigned, which was approved at the original approval event or most recent periodic review, is available from the Course Leader. The Mapping Exercise is revised to reflect the new module's contribution to the achievement of the intended learning outcomes of the course(s).

*[If required, a blank version of the mapping exercise template is available at: [www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau)]*

#### 6.14 External Subject Expertise for New Modules

Proposals for new modules are accompanied by comments from an existing external examiner. The Proposer consults the relevant Head of Department to identify which of the existing external examiners appointed to the relevant Departmental Assessment Panel should be asked to comment on the new module. The nominated external examiner is asked to comment on the following aspects of the new module:

- whether the intended learning outcomes are appropriate to the level of the module;
- whether the content of the module is appropriate for the level and volume of credit;
- whether there is any content that has been omitted that the external examiner would expect to be included in such a module;
- whether the teaching, learning and assessment strategies are appropriate;
- whether the assessment methods are appropriate;
- whether the CV of the Module Leader demonstrates appropriate expertise and knowledge to support the delivery of the module;
- whether the key texts identified in the MDF are appropriate;
- to add any further comments on the proposed module.

Proposals for new modules submitted without supporting comments from an external examiner are automatically rejected by the Curriculum Revisions Subcommittee.

#### 6.15 Revisions to an Existing Module

Revisions to an existing module include modifications to the level, credit volume, intended learning outcomes, module title, assessment method(s) or delivery method.

#### 6.16 The following documentation is submitted:

- Cover Paper – Module Amendments (available at: [www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau));
- Current version of the MDF available from ‘Manage My Modules’ via e-vision;
- Revised Course Learning Outcomes Mapping Exercise *[only for proposed revisions to the intended learning outcomes of the module]* - the original version of the Mapping Exercise for the course(s) to which the module is to be assigned, which was approved at the original approval event or most recent periodic review, is available from the Course Leader. The Mapping Exercise is revised to reflect the revised module’s contribution to the achievement of the intended learning outcomes of the course(s).

*[If required, a blank version of the mapping exercise template is available at: [www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau)]*

#### 6.17 Revisions to Modules not requiring Formal Approval

Changes to module leadership and updates to indicative reading lists do not require formal approval and are updated at any time by the Module Leader via the *Manage My Modules* facility on e-vision.

#### 6.18 Revisions to an Existing Course

Revisions to an existing course include:

- the addition of a newly-approved or existing module (and its classification as a compulsory or optional module);
- the deletion of a module(s) from a particular course(s);
- the re-classification of a module as compulsory or optional, subject to compliance with Anglia Ruskin’s *Academic Regulations*;
- modifications to a course’s delivery pattern/mode (e.g. a shift from a semester to a trimester delivery pattern; the inclusion of distance learning delivery).

6.19 The following documentation is submitted:

- Course Revision Form (available at: [www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau));
- Revised CSF (with proposed revisions clearly identified using the tracked changes facility on Microsoft Word). The existing definitive versions of all CSFs are available via the *Manage My Courses* facility on e-vision;
- Revised Course Learning Outcomes Mapping Exercise - the original version of the Mapping Exercise for the course(s), which was approved at the original approval event or most recent periodic review, is available from the Course Leader. The Mapping Exercise is revised to demonstrate the continued relationship between the intended learning outcomes of the course(s) and the constituent modules.

*[If required, a blank version of the mapping exercise template is available at: [www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau)]*

6.20 Process

All proposals for “minor revisions” are considered, in advance of implementation, by the FQESS (where such devolution of responsibility has been agreed by the QESC – see paragraph 6.33 below). The FQESS normally meets at least once in each semester for the purpose of considering curriculum revisions proposals. *[NB: additional meetings may be convened as required, normally to consider revisions required by PSRBs or other external bodies]*. The schedule of meetings for an academic year is available on the Quality Assurance Unit webpages at [www.anglia.ac.uk/qau](http://www.anglia.ac.uk/qau).

6.21 The constitution of the FQESS is as detailed in the *Constitution of Senate and its Standing Committees* at: [www.anglia.ac.uk/constitution](http://www.anglia.ac.uk/constitution).

- Deputy Dean (with responsibility for quality assurance) (Chair);
- Up to five members appointed by the Faculty Board (at least one appointee shall be a member of the QESC, shall include a Head of Department and a Course Group Leader and provide at least one representative for each Department in the Faculty);
- Head of Quality Assurance, Academic Office (or nominee);
- Quality Systems Officer, Quality Assurance Unit, Academic Office;
- Faculty Director(s) of Studies;
- A Director of Studies from another Faculty;
- Executive Secretary (not a member): Faculty Quality Assurance Officer;
- Designated Observers.

6.22 The terms of reference of the FQESS<sup>12</sup> for the purpose of considering curriculum revisions are as follows:

- (a) to consider proposals for revisions to the curriculum structure, content and delivery of individual courses, including revisions to existing modules and the introduction of new modules and to submit recommendations to the QESC;

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<sup>12</sup> The full terms of reference of the FQESS are contained within the *Constitution of Senate and its Standing Committees* publication, available [www.anglia.ac.uk/constitution](http://www.anglia.ac.uk/constitution)

- (b) to scrutinise the pattern of revisions to individual courses and to refer to the QESC any case where in the view of the subcommittee the cumulative extent of such revisions results in a significant change to the content and intended learning outcomes for an individual course.

#### 6.23 Meeting of the Subcommittee: Preparatory Discussions and Checks

Before each meeting, the Chair, Secretary and Quality Systems Officer meet to:

- check and discuss all proposals submitted and to determine the agenda for the Subcommittee meeting;
- identify those Proposers who need to attend the meeting of the Subcommittee to present their proposals and answer questions. The Executive Secretary to the Subcommittee advises those Proposers whose attendance is required, in advance of the meeting;
- determine if any proposal or set of proposals represents revisions of a significant magnitude that requires a full re-approval of the relevant course(s) and, hence, cannot be considered by the Subcommittee (see paragraph 6.7 above);
- determine if any proposal constitutes a **fourth** revision to a course(s) since initial approval or the most recent re-approval or periodic review and therefore requires a full re-approval of the relevant course(s) in order to assure that the cumulative impact of the previous minor revisions has not resulted in incremental academic drift (see paragraph 6.8 above). The proposal cannot, therefore, be considered by the Subcommittee.

#### 6.24 Subcommittee Discussions

When considering proposals relating to a new or existing module the following issues are discussed:

- whether the intended learning outcomes for the module are consistent with the appropriate Anglia Ruskin level descriptor;
- whether the intended learning outcomes are appropriate in terms of the module title, curriculum, level and credit volume specified and are stated in such a way that they may be enacted;
- whether the approach to teaching is designed to lead the student to undertake learning activities which are likely to achieve the intended learning outcomes;
- whether the proposed assessment methods provide the opportunity for the student to demonstrate the extent to which they have achieved the intended learning outcomes;
- relevant measures of curriculum efficiency; only modules which are supported by the relevant Head of Department and Dean of Faculty are approved.

6.25 When considering proposals relating to modifications to existing courses, the following issues are discussed:

- whether any revised intended learning outcomes continue to be consistent with the appropriate Anglia Ruskin level descriptor;

- whether any revisions made to the course learning outcomes mapping exercise confirm that the individual modules continue to contribute to the achievement of the intended learning outcomes of the course as a whole.

#### 6.26 Outcome

For each proposed revision, the FQESS determines into which of the following three categories the proposed revision is placed:

- (1) unconditional approval;
- (2) conditional approval;
- (3) rejection.

6.27 In reaching its decision, the FQESS may set “conditions”, responses to which are to be submitted by a specified deadline. All revisions are approved for an indefinite period, except where a PSRB requires a finite period of approval, but will be subject to the periodic review process (see section 5).

6.28 A technical report, detailing any amendments required to the proposal in order to comply with the *Academic Regulations*, is produced and incorporated in the minutes of the meeting.

6.29 The Executive Secretary to the FQESS is responsible for checking on progress made towards satisfying any conditions set, including technical aspects.

6.30 Within 15 working days of the meeting, the draft minutes are produced and, once agreed by the Chair of the FQESS, are circulated to all Subcommittee members, proposal teams, appropriate administrative staff and other relevant staff including the Head of Department, Course Group Leader, and Faculty Business & Resources Manager (or equivalent).

6.31 A report from each meeting of the FQESS is submitted to the Faculty Board and to the QESC for formal approval on behalf of the Senate.

#### 6.32 Definitive Documents

After each meeting of the Subcommittee, the Quality Systems Officers update the definitive versions of the relevant courses (via *Manage My Courses*) and the modules (via *Manage My Modules*).

#### 6.33 Devolution of Responsibility to the FQESS

On an annual basis (usually at the last meeting of the academic year), the QESC confirms to which faculties responsibility for the management of the process for approving minor revisions to the curriculum is devolved for the following academic year. This decision is made on the basis of information regarding the successful management of academic standards and quality within the Faculty (eg: external examiner reports, PSRB reports etc.).

6.34 In the event of responsibility not being devolved to one or more faculties, the QESC’s Curriculum Revisions Subcommittee is convened to consider proposals for minor revisions to the curriculum for those faculties. The constitution of the Subcommittee is as follows:

- Director of the Academic Office (Chair);
- Three members appointed by the QESC (at least one appointee shall be a member of QESC);

- Head of Quality Assurance, Academic Office (or nominee);
- One Director of Studies from each Faculty for which the subcommittee is responsible for considering proposals for minor revisions to the curriculum;
- One Director of Studies from a Faculty to which responsibility for the management of the process for approving minor revisions to the curriculum has been devolved;
- Executive Secretary (not a member): Quality Systems Officer from the Quality Assurance Unit of the Academic Office;
- Designated Observers.

6.35 The terms of reference of the Subcommittee are as follows:

- (a) to consider proposals for revisions to the curriculum structure, content and delivery of individual courses, including revisions to existing modules and the introduction of new modules and to submit recommendations to the QESC;
- (b) to scrutinise the pattern of revisions to individual courses and to refer to the QESC any case where in the view of the subcommittee the cumulative extent of such revisions results in a significant change to the content and intended learning outcomes for an individual course.

The Curriculum Revisions Subcommittee considers all proposals in line with the policies and procedures detailed above.

6.36 The QESC monitors the operation of the process for approving minor revisions to the curriculum in the faculties to whom it has devolved responsibility and reserves the right to withdraw the delegation responsibility at any time.



## **7. Quality Enhancement Audit**

### **7.1 Definition of Quality Enhancement**

Anglia Ruskin University has adopted the QAA's definition of quality enhancement, ie. "the process of taking deliberate steps at institutional level to improve the quality of learning opportunities" (QAA Handbook for Institutional Review, Annex 1, Second Edition, March 2012).

### **7.2 Purpose**

The purpose of Quality Enhancement Audit (QEA) at Anglia Ruskin University is to:

- investigate whether existing internal policies and procedures to enhance the student experience in terms of curriculum delivery and management and learning opportunities are working consistently and effectively in practice;
- consider whether existing internal policies, procedures and planned outcomes in a particular area or aspect of curriculum delivery and management are consistent with external reference points;
- evaluate whether comparable levels of delivery and service within the focus of a particular audit are achieved across Anglia Ruskin University, as appropriate;
- examine the ownership and effectiveness of existing Anglia Ruskin processes for curriculum delivery and management and the evidence for continuous enhancement;
- commend strengths and identify examples of good practice and promote these across Anglia Ruskin University and its Associate Colleges;
- inform the continuous development of Anglia Ruskin's policies and procedures for curriculum delivery and management.

7.3 In addition, QEAs provide wider benefits to Anglia Ruskin by contributing to the development of a culture of quality enhancement through the provision of continuing professional development in order to train the next generation of auditors within Anglia Ruskin University.

### **7.4 Triggers for Quality Enhancement Audit**

QEAs normally have a thematic focus. An individual audit may be triggered by an issue which has been raised through Anglia Ruskin's quality assurance processes (eg annual monitoring, the National Student Survey) or through discussions at Faculty or institutional level committees.

7.5 A QEA may also be triggered at the request of a body such as the Students' Union (SU), Learning and Teaching Advisers, Course Group Leaders or a Support Service.

7.6 The Senate's QESC is responsible for identifying and maintaining a rolling Forward Programme of QEA, to include one audit per academic year. All requests for a QEA are considered annually in April by the Academic Office which proposes an annual update of the Forward Programme for approval by the QESC in May.

7.7 A QEA is also intended to enable a rapid response to be made to an issue of concern affecting the student experience which needs to be addressed within one semester. It may therefore be necessary for the QESC to adjust the Forward Programme outside the normal annual update to take account of such issues, as and when they arise.

#### 7.8 Audit Strategies and Methodologies

The audit process involves the systematic gathering of information relating to a system, process or area of academic or administrative work, across Faculties, Associate Colleges and support services. It is investigative, and involves objective scrutiny, analysis and evaluation. Auditors base their judgments and conclusions on the “triangulation” of evidence obtained through:

- scrutiny of documentation (eg policies, minutes, records);
- questionnaire surveys (to establish information, or opinions);
- formal and informal (but minuted) meetings with groups of staff and/or students (to test the implementation in practice of a given procedure);
- observation (of a meeting);
- checklist (list of items to be identified or observed);
- random sampling of work and records;
- audit trails through a procedure, process or area of work to chart developments over time.

7.9 “Triangulation” means the testing of statements, oral or written, against other sources of evidence. The effectiveness of policies may be tested by observation of what happens in practice, or an individual's account of a procedure may be tested against that of another individual, or some documented evidence. Thus auditors try to establish the validity of statements made by checking them against other pieces of evidence, before reaching conclusions about the soundness of the process under observation.

7.10 Auditors are required to meet privately as a group before conducting an audit and to follow an agreed audit strategy, prepared by the Academic Office, in the conduct of an audit. The strategy indicates the focus of the audit, the names/postholders of the auditee(s), the timescale for conducting the audit, and the information which forms the basis of the audit enquiries. It also indicates the principal ways in which evidence is to be sought. Auditors are expected to report any concerns which have arisen through conducting the audit.

7.11 An Audit Panel is appointed by the QESC for each audit, comprising a minimum of three auditors on the following basis:

- at least two members of academic staff;
- one member of the Academic Office;
- one member of a Support Service (if a Support Service has significant managerial responsibility for the aspect of provision which is being audited). In such circumstances the Support Service member may be a member of the Support Service which is being audited provided he/she is not directly involved in the focus of the audit;
- a member of the SU (if appropriate).

An important principle of panel composition is that members of academic staff form the majority of members for each Audit Panel. Each panel is serviced by an Executive Secretary (a member of staff from the Academic Office).

7.12 The Audit Panel (convening as a panel, a subgroup, individually or a range of such meetings) is expected to engage in constructive dialogue and discussion with the auditee(s). Whichever method(s) of engagement is used, the Audit Panel is required to meet privately as a panel at the end of the process to share and compare findings and to assist in formulating the final report, which is compiled and edited by the Executive Secretary in consultation with the auditors. The judgments and conclusions contained in the final report are those of the Audit Panel alone.

7.13 Auditor's Right of Access

Anglia Ruskin University expects that its staff and staff in Associate Colleges fully co-operate with the QEA process.

7.14 Selection and Training of Auditors

Auditors are expected to be impartial and to carry out their duties in a professional manner. They are expected to observe confidentiality at all times.

7.15 Anglia Ruskin University wishes to encourage academic and administrative staff to participate as internal auditors. Such involvement is seen principally as a quality enhancement strategy, to facilitate the exchange of good practice between Faculties and Anglia Ruskin's Associate Colleges and to improve understanding and ownership of processes at all levels of the institution. Deans of Faculties and Directors of Support Services are invited to nominate as auditors colleagues from their Faculty/Service. Nominees may include Learning and Teaching Advisers and Course Group Leaders.

7.16 Training for auditors is provided by the Academic Office.

7.17 Benefits for Auditors

Auditors are expected to become key players in developing a culture of quality enhancement throughout Anglia Ruskin University. They assist in delivering the enhancement of the student experience agenda by identifying opportunities for quality enhancement. Through continuing professional development they are expected to become part of the next generation of auditors within Anglia Ruskin University.

7.18 Audit report

An audit report is produced following each QEA. The report comprises:

- executive summary;
- the audit strategy;
- main findings;
- quality of learning opportunities;
- maintenance and enhancement of learning opportunities;
- conclusions and recommendations, which may include a recommendation to amend a process;
- summary of good practice;
- Action Plan.

7.19 The findings contained in the audit report are normally shared with the auditee(s) who is/are invited to correct any factual errors. However, the conclusions and any recommendations for action contained in the report are those of the Audit Panel alone.

7.20 The audit report, including recommendations for action, are considered by the QESC which has responsibility for monitoring implementation of the Action Plan and for forwarding the audit report to other appropriate committees

7.21 Evaluation of the QEA process

The Academic Office is responsible for undertaking regular evaluations of QEA to ensure that the process remains fit for purpose and for reporting the outcomes of such evaluations (and any recommendations for revision to the process) to the QESC.

# APPENDICES



PURPOSES OF CURRICULUM (RE)APPROVAL, ANNUAL MONITORING AND PERIODIC REVIEW PROCESSES			
	Purpose of (Re)Approval	Purpose of Annual Monitoring	Purpose of Periodic Review
<b>Academic standards</b>	<p>To ensure and be assured through a peer review process (which includes external participants):</p> <p><u>General principle</u>            that the academic standard of an Anglia Ruskin undergraduate or postgraduate award(s) will be achieved in the delivery and assessment of a taught course</p> <p><u>Specific requirements</u></p> <ul style="list-style-type: none"> <li>• that a course has clearly defined <b>aims</b> and intended <b>learning outcomes</b> and is appropriately designed to secure their achievement by students</li> <li>• that the curriculum (design, content, organisation) and assessment methods are well defined and made explicit to students, are consistent with Anglia Ruskin's <i>Academic Regulations</i>, and achieve the appropriate academic standard for an Anglia Ruskin award</li> </ul>	<p>To assure the Senate (or the appropriate body acting on behalf of the Senate under delegated powers):</p> <p><u>General principle</u>            that through an annual process of reflective evaluation by the provider the academic standard of an Anglia Ruskin undergraduate or postgraduate award(s) is maintained in the delivery and assessment of a taught course *</p> <p><u>Specific requirements</u></p> <ul style="list-style-type: none"> <li>• that a course has been delivered successfully during the year in question and particularly:               <ul style="list-style-type: none"> <li>▪ that the stated <b>aims</b> of the course have been achieved in the delivery process</li> <li>▪ that on successful completion students have achieved the intended <b>learning outcomes</b> of both the course and its constituent modules</li> </ul> </li> </ul> <p>[NB: Achievement of the aims and intended learning outcomes can be evaluated only after the first student cohort has graduated]</p>	<p>To ensure and be assured through a peer review process (which includes external participants):</p> <p><u>General principle</u>            that the academic standard of a group of Anglia Ruskin undergraduate and/or postgraduate awards has been and will continue to be maintained in the delivery and assessment of a taught course *</p> <p><u>Specific requirements</u></p> <p>None</p>

• course are normally monitored/reviewed as a group within the Anglia Ruskin Department to which they have been assigned

	<p><b>Purpose of (Re)Approval</b></p> <p><u>General principle</u> that high quality educational support will be provided to enable students to achieve the appropriate academic standard for an Anglia Ruskin undergraduate or post-graduate award(s)</p> <p><u>Specific requirements</u></p> <ul style="list-style-type: none"> <li>that appropriate staffing levels and learning resources are available to deliver the curriculum effectively and to provide high quality educational support to students</li> </ul>	<p><b>Purpose of Annual Monitoring</b></p> <p><u>General principle</u> that during the year in question high quality educational support has been provided to enable students to achieve the appropriate academic standard for an Anglia Ruskin undergraduate or post-graduate award(s)</p> <p><u>Specific requirements</u></p> <ul style="list-style-type: none"> <li>that appropriate staffing levels and learning resources have been provided to deliver the curriculum effectively and to provide high quality educational support to students</li> <li>that action has been taken or is planned to correct any identified weaknesses in provision</li> </ul>	<p><b>Purpose of Periodic Review</b></p> <p><u>General principle</u> that high quality educational support has been, and will continue to be, provided to enable students to achieve the appropriate academic standards for a group of Anglia Ruskin undergraduate or postgraduate awards</p> <p><u>Specific requirements</u></p> <ul style="list-style-type: none"> <li>that appropriate staffing levels and learning resources will continue to be available to deliver the curriculum effectively and to provide high quality educational support to students</li> </ul>
<p><b>Quality of education</b></p>			



	<p><b>Purpose of (Re)Approval</b></p> <p><u>General principle</u></p> <ul style="list-style-type: none"> <li>that a provider is committed to continuous improvement in the delivery and assessment of a taught course (whether at undergraduate or postgraduate level)</li> </ul> <p><u>Specific requirements</u></p> <ul style="list-style-type: none"> <li>that the provider has a strategic vision for the future direction and delivery of the course</li> <li>that appropriate mechanisms are proposed to monitor annual delivery of the curriculum and the provision of high quality educational support to students</li> </ul>	<p><b>Purpose of Annual Monitoring</b></p> <p><u>General principle</u></p> <ul style="list-style-type: none"> <li>that during the year in question a provider has been committed to continuous improvement in the delivery and assessment of a taught course* (whether at undergraduate or postgraduate level)</li> </ul> <p><u>Specific requirements</u></p> <ul style="list-style-type: none"> <li>that effective mechanisms have been established to monitor annual delivery of the curriculum and the provision of high quality educational support to students</li> <li>that, through provision of action plans, action has been taken/is planned to enhance and improve curriculum delivery and to correct any identified weaknesses</li> <li>that there is evidence of good and innovative practice in curriculum delivery</li> </ul>	<p><b>Purpose of Periodic Review</b></p> <p><u>General principle</u></p> <ul style="list-style-type: none"> <li>that a provider is committed to continuous improvement in the delivery and assessment of a group of taught courses* (whether at undergraduate or postgraduate level)</li> </ul> <p>* course are normally reviewed as a group within the Anglia Ruskin Department to which they have been assigned</p> <p><u>Specific requirements</u></p> <ul style="list-style-type: none"> <li>that the provider has a strategic vision for the future direction and delivery of the courses within the Course Group</li> <li>that the provider has successfully recruited students to the courses and will continue to do so</li> <li>that curriculum currency and validity have been maintained and enhanced since initial approval/the last review</li> <li>that the <b>aims</b> and intended <b>learning outcomes</b> of the courses continue to be relevant and valid (e.g. taking account of the cumulative effect of any changes to curriculum content and delivery since initial approval/the last review)</li> </ul>
	<p><b>Quality management and enhancement</b></p>		

<p style="text-align: center;"><b>Quality management and enhancement</b></p>			<ul style="list-style-type: none"> <li>• that the assessment strategies have provided, and will continue to provide, students with the opportunity to demonstrate achievement of the intended learning outcomes</li> <li>• that any changes in market demand (e.g. from students, employers, professional bodies) will be reflected in future delivery of the courses</li> <li>• that appropriate staffing levels and learning resources have been, and will continue to be, provided to deliver the curriculum effectively and to provide high quality educational support to students</li> <li>• that through annual monitoring action has been taken to introduce improvements, building on existing strengths and correcting any identified weaknesses</li> <li>• that any areas of good and innovative practice in learning, teaching and assessment are identified for dissemination within Anglia Ruskin and its Associate Colleges by the Academic Office</li> <li>• that any issues arising from the special features of the courses (e.g. work based learning, placements, e-learning) have been, and will continue to be, addressed in the delivery process</li> </ul>
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**Anglia Ruskin  
University**

## **Using Qualification and Level Descriptors**

### **An Anglia Ruskin Staff Guide**

**Revised and Approved by the  
Senate on 29 November 2006**

**(updated September 2012)**

**Academic Office**

## **Appendix 2**

### **1. Overview**

This composite document is designed to assist Proposal Teams in course design and development. It comprises two elements:

- (1) QAA Qualification Descriptors (Extract from the QAA's UK Quality Code for Higher Education, Chapter A1, December 2011 [[Annex 1](#)])
- (2) Anglia Ruskin Level Descriptors, Academic Regulations, Sixth Edition, July 2013 [[Annex 2](#)])

You will see that the QAA and Anglia Ruskin Level Descriptors are cross-referenced to each other. It is important that the inter-relationship between the two elements is understood and that the national and local context is borne in mind by academic staff when designing new courses or preparing existing or new courses for the approval or review processes.

### **2. QAA Qualification Descriptors: Annex 1**

These describe the characteristics and parameters of student learning and achievement for a given qualification. They are designed specifically to set and maintain a national comparability of academic standards and consistency of expected student achievement within the qualification concerned.

They will therefore assist Anglia Ruskin Proposal Teams in developing course-specific intended learning outcomes that are appropriate for the proposed qualification.

### **3. Anglia Ruskin Level Descriptors: Annex 2**

These are designed primarily to assist academic staff in writing individual modules. They should enable academic staff to:

- understand the achievement expected of learners at each level;
- incorporate level more effectively into the expression of specific module learning outcomes;
- design module assessments to ensure that sufficient opportunity is given for students to develop and demonstrate the intended learning outcomes for the module;
- produce detailed assessment criteria, grade and classification banding;
- relate learning outcomes at module level to generic learning outcomes;
- write stage-specific outcomes for courses;
- assist learners in understanding their development as they progress through their programme of learning;
- assist academic staff in providing student feedback on progress against level benchmark standards.

**QAA QUALIFICATION DESCRIPTORS**

(extract from the QAA's UK Quality Code for Higher Education, Chapter A1, December 2011)

**1. DESCRIPTOR FOR A QUALIFICATION AT LEVEL 4**

*[Anglia Ruskin awards: Univ. Cert., Cert. HE, HNC]*

....are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;
- an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- undertake further training and develop new skills within a structured and managed environment;

and holders will have:

- qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Holders.....will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

**2. DESCRIPTOR FOR A QUALIFICATION AT LEVEL 5**

*[Anglia Ruskin Awards: HND, Univ. Dip., Cert. Ed., Dip. HE, FdA, FdSc, FdEng]*

....are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

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### Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
- undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations;

### and will have:

- qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Holders.....will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making

### 3. DESCRIPTOR FOR A QUALIFICATION AT LEVEL 6

*[Anglia Ruskin awards: Grad. Cert., Grad. Dip., PGCE (level 6), BA, BSc, BEng, BOptom, LLB, BA (Hons), BSc (Hons), BEng (Hons), BOptom (Hons), BOst (Hons), LLB (Hons)]*

....are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline;
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
- communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

**and will have:**

- qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility;
  - decision-making in complex and unpredictable contexts; and
  - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Holders.....will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

Holders.....should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

Bachelor's degrees with honours form the largest group of higher education qualifications. Typically, learning outcomes for these programmes would be expected to be achieved on the basis of study equivalent to three full-time academic years and lead to awards with titles such as Bachelor of Arts, BA (Hons) or Bachelor of Science, BSc (Hons). In addition to bachelor's degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.

**4. DESCRIPTOR FOR A QUALIFICATION AT LEVEL 7**

*[Anglia Ruskin awards: PGCE (level 7), PG Cert., PG Dip., MA, MDes, MEng, MFA, MLaw, MOst, MSc, LLM, MBA, MTL, MOptom, MCh]*

....are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline; and
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

**Typically, holders of the qualification will be able to:**

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

## Appendix 2

- continue to advance their knowledge and understanding, and to develop new skills to a high level;

### **and will have:**

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility;
  - decision-making in complex and unpredictable situations; and
  - the independent learning ability required for continuing professional development

Much of the study undertaken for master's degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

Master's degrees are awarded after completion of taught courses, programmes of research or a mixture of both. Longer, research-based programmes may lead to the degree of MPhil. The learning outcomes of most master's degree courses are achieved on the basis of study equivalent to at least one full-time calendar year and are taken by graduates with a bachelor's degree with honours (or equivalent achievement).

Master's degrees are often distinguished from other qualifications at this level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master's degrees - in comparison to postgraduate certificates and postgraduate diplomas - typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

Some master's degrees, for example in science, engineering and mathematics, comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years. While the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full, such qualifications are often termed 'integrated master's' as an acknowledgement of the additional period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6).

First degrees in medicine, dentistry and veterinary science comprise an integrated programme of study and professional practice spanning several levels. While the final outcomes of the qualifications themselves typically meet the expectations of the descriptor for a higher education qualification at level 7, these qualifications may often retain, for historical reasons, titles of Bachelor of Medicine, and Bachelor of Surgery, Bachelor of Dental Surgery, Bachelor of Veterinary Medicine or Bachelor of Veterinary Science, and are abbreviated to MBChB or BMBS, BDS, BVetMed and BVSc respectively.



## ANGLIA RUSKIN LEVEL DESCRIPTORS: LEVELS 3-7

## LEVEL 3

## KNOWLEDGE AND UNDERSTANDING

## Development of Knowledge and Understanding (subject specific)

*The learner*

- **Knowledge base:** has a given factual and theoretical knowledge base regarding the area being studied
- **Ethical issues:** is able to relate knowledge to personal beliefs and values

## INTELLECTUAL (THINKING), PRACTICAL, AFFECTIVE AND TRANSFERABLE SKILLS

## Intellectual skills (generic)

*The learner*

- **Analysis:** can analyse straightforward data with guidance using given classifications/principles
- **Synthesis:** can collect and sort ideas and information in a predictable and standard format
- **Evaluation:** can evaluate data using defined techniques and tutor guidance
- **Application:** can apply given tools/methods under supervision to well defined problems and identify basic issues

## Practical skills (subject specific)

*The learner*

- **Application of skills:** can operate in predictable, defined contexts requiring use of a limited range of standard techniques
- **Autonomy in skill use:** is able to act effectively under guidance or supervision within defined guidelines

## Affective and transferable skills (generic)

*The learner*

- **Group working:** can work effectively as a member of a team and recognise obligations to others for example, tutors, peers, and colleagues
- **Learning resources:** can work within a defined context and can use and access a range of learning resources
- **Self evaluation:** can identify own strengths and weakness within given criteria
- **Management of information:** can manage information and collect appropriate data from given sources and undertake simple supervised research tasks
- **Autonomy:** can engage in self-directed activity with appropriate support
- **Communications:** can communicate in a format appropriate to the task and report in a clear and concise manner
- **Problem solving:** can apply given tools/methods under supervision to well defined problems and identify basic issues
- **Adaptation to context:** the learner undertakes a given and clearly defined role
- **Performance:** the learner undertakes given performance tasks that may be complex
- **Team and organisational working:** the learner adapts his/her own behaviour to meet obligations to others
- **Ethical awareness and application:** the learner has an awareness of the ethical issues in the main areas of study

## Appendix 2

<b>LEVEL 4</b>
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### KNOWLEDGE AND UNDERSTANDING

#### Development of Knowledge and Understanding (subject specific)

*The learner*

- **Knowledge base:** has a given factual and /or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology
- **Ethical issues:** can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values

### INTELLECTUAL (THINKING), PRACTICAL, AFFECTIVE AND TRANSFERABLE SKILLS

#### Intellectual skills (generic)

*The learner*

- **Analysis:** can analyse with guidance using given classifications/principles
- **Synthesis:** can collect and categorise ideas and information in a predictable and standard format
- **Evaluation:** can evaluate the reliability of data using defined techniques and/or tutor guidance
- **Application:** can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues

#### Practical skills (subject specific)

*The learner*

- **Application of skills:** can operate in predictable, defined contexts that require use of a specified range of standard techniques
- **Autonomy in skill use:** is able to act with limited autonomy, under direction or supervision, within defined guidelines

#### Affective and transferable skills (generic)

*The learner*

- **Group working:** can work effectively with others as a member of a group and meet obligations to others ( for example, tutors, peers, and colleagues)
- **Learning resources:** can work within an appropriate ethos and can use and access a range of learning resources
- **Self evaluation:** can evaluate own strengths and weakness within criteria largely set by others
- **Management of information:** can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance
- **Autonomy:** can take responsibility for own learning with appropriate support
- **Communications:** can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner
- **Problem solving:** can apply given tools/methods accurately and carefully to a well defined problem and begins to appreciate the complexity of the issues in the discipline
- **Adaptation to context:** the learner relates own role to specified and externally defined parameters
- **Performance:** the learner undertakes performance tasks that may be complex and non-routine engaging in self-reflection
- **Team and organisational working:** the learner works effectively with others and recognises the factors that affect team performance
- **Ethical awareness and application:** the learner demonstrates an awareness of ethical issues and is able to discuss these in relation to personal beliefs and values

<b>LEVEL 5</b>
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**KNOWLEDGE AND UNDERSTANDING****Development of Knowledge and Understanding** (subject specific)*The learner*

- **Knowledge base:** has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks
- **Ethical issues:** is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

**INTELLECTUAL (THINKING), PRACTICAL, AFFECTIVE AND TRANSFERABLE SKILLS****Intellectual skills** (generic)*The learner*

- **Analysis:** can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data
- **Synthesis:** can reformat a range of ideas and information towards a given purpose
- **Evaluation:** can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected
- **Application:** can identify key elements of problems and choose appropriate methods for their resolution in a considered manner

**Practical skills** (subject specific)*The learner*

- **Application of skills:** can operate in situations of varying complexity and predictability requiring application of a wide range of techniques
- **Autonomy in skill use:** able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines
- 

**Affective and transferable skills** (generic)*The learner*

- **Group working:** can interact effectively within a team/ learning group, giving and receiving information and ideas and modifying responses where appropriate
- **Learning resources:** can manage learning resources for the discipline. Can develop working relationships of a professional nature within the discipline(s)
- **Self evaluation:** can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement
- **Management of information:** can manage information. Can select appropriate data from a range of sources and develop appropriate research strategies
- **Autonomy:** can take responsibility for own learning with minimum direction
- **Communications:** can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats
- **Problem-solving:** can identify key areas of problems and choose appropriate tools / methods for their resolution in a considered manner
- **Adaptation to context:** the learner identifies external expectations and adapts own performance accordingly
- **Performance:** the learner undertakes complex and non-routine performance tasks and analyses performance of self and others and suggests improvements
- **Team and organisational working:** the learner interacts effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. The learner recognises and ameliorates situations likely to lead to conflict
- **Ethical awareness and application:** the learner is aware of personal responsibility and professional codes of conduct

## Appendix 2

<b>LEVEL 6</b>
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### KNOWLEDGE AND UNDERSTANDING

#### Development of Knowledge and Understanding (subject specific)

##### *The learner*

- **Knowledge base:** has a comprehensive/detailed knowledge of a major discipline(s) with areas of specialisation in depth and an awareness of the provisional nature of knowledge
- **Ethical issues:** is aware of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work

### INTELLECTUAL (THINKING), PRACTICAL, AFFECTIVE AND TRANSFERABLE SKILLS

#### Intellectual skills (generic)

##### *The learner*

- **Analysis:** can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject
- **Synthesis:** with minimum guidance can transform abstract data and concepts towards a given purpose and can design novel solutions
- **Evaluation:** can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance. Can investigate contradictory information/ identify reasons for contradictions
- **Application:** is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

#### Practical skills (subject specific)

##### *The learner*

- **Application of skills:** can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques
- **Autonomy in skill use:** able to act autonomously, with minimal supervision or direction, within agreed guidelines

#### Affective and transferable skills (generic)

##### *The learner*

- **Group working:** can interact effectively within a team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict
- **Learning resources:** with minimum guidance can manage own learning using full range of resources for the discipline(s). Can work professionally within the discipline
- **Self evaluation:** is confident in application of own criteria of judgement and can challenge received opinion and reflect on action. Can seek and make use of feedback
- **Information management:** can select and manage information, competently undertake reasonably straightforward research tasks with minimum guidance
- **Autonomy:** can take responsibility for own work and can criticise it
- **Communications:** can engage effectively in debate in a professional manner and produce detailed and coherent project reports
- **Problem solving:** is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution
- **Adaptation to context:** the learner locates his/her own role within poorly defined and/or flexible contexts requiring a level of autonomy
- **Performance:** the learner seeks and applies new techniques and processes to his/her own performance and identifies how these might be evaluated
- **Team and organisational working:** the learner works effectively within a team, supports or is proactive in leadership, negotiates in a professional context and manages conflict. The learner proactively seeks to resolve conflict
- **Ethical awareness and application:** the learner is aware of personal responsibility and professional codes of conduct and incorporates this into their practice

<b>LEVEL 7</b>
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**KNOWLEDGE AND UNDERSTANDING****Development of Knowledge and Understanding** (subject specific)*The learner*

- **Knowledge base:** has depth and systematic understanding of knowledge in specialised / applied areas and /across areas and can work with theoretical / research-based knowledge at the forefront of their academic discipline
- **Ethical issues:** has the awareness and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions
- **Disciplinary methodologies:** has a comprehensive understanding of techniques / methodologies applicable to their own work (theory or research-based)

**INTELLECTUAL (THINKING), PRACTICAL, AFFECTIVE AND TRANSFERABLE SKILLS****Intellectual skills** (generic)*The learner*

- **Analysis:** with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively
- **Synthesis:** with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of their discipline / practice
- **Evaluation:** has a level of conceptual understanding that will allow her / him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches
- **Application:** can demonstrate initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations

**Practical skills** (subject specific)*The learner*

- **Application of skills:** can operate in complex and unpredictable, possibly specialised contexts, and has an overview of the issues governing good practice
- **Autonomy in skill use:** is able to exercise initiative and personal responsibility in professional practice
- **Technical expertise:** has technical expertise, performs smoothly with precision and effectiveness; can adapt skills and design or develop new skills or procedures for new situations

**Affective and transferable skills** (generic)*The learner*

- **Group working:** can work effectively with a group as leader or member. Can clarify task and make appropriate use of the capacities of group members. Is able to negotiate and handle conflict with confidence
- **Learning resources:** is able to use full range of learning resources
- **Self evaluation:** is reflective on own and others' functioning in order to improve practice
- **Management of information:** can competently undertake research tasks with minimum guidance
- **Autonomy:** is independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development
- **Communications:** can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently
- **Problem solving:** has independent learning ability required for continuing professional study, making professional use of others where appropriate
- **Adaptation to context:** the learner autonomously adapts performance to multiple contexts
- **Performance:** the learner autonomously implements and evaluates improvements to performance drawing on innovative or sectoral best practice
- **Team and organisational working:** the learner works effectively with multiple teams as leader or member, clarifies and makes appropriate use of the capabilities of team members resolving likely conflict situations before they arise

## Appendix 2

- **Ethical awareness and application:** the learner incorporate a critical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions

**ANGLIA RUSKIN UNIVERSITY*****Aide Memoire: Foundation Degrees***

The information below is intended to assist Proposal Teams developing an Anglia Ruskin foundation degree.

**Core curriculum**

Anglia Ruskin University has developed a core curriculum of modules to assist Proposal Teams in the design of foundation degrees. The core curriculum, whilst not compulsory, provides Proposal Teams with a solid basis to ensure the inclusion of work-based learning within the proposed course(s). It totals 75 credits and comprises the following modules:

Learning and Skills Development for HE and Work	15 credits	Level 4
Understanding the Work Sector	15 credits	Level 4
Work Based Learning 1	15 credits	Level 4
Work Based Learning 2	30 credits	Level 5
<b>Total</b>	<b>75 credits</b>	

The template module definition forms (MDFs) for each of these modules are available from the Academic Office or may be found on Anglia Ruskin University's website at the following address ***www.anglia.ac.uk/qau***.

Each MDF will require some customisation by the Proposal Team, for example, the section on Key Texts/Literature is likely to require the addition of some further resources.

Proposal Teams should note that the *Learning and Skills Development for HE and Work* module has been designed to be delivered either alongside or prior to the *Understanding the Work Sector* and *Work Based Learning 1* modules.

Proposal Teams should also be aware that they will be required to give details of the proposed progression route for the foundation degree being developed (usually an honours degree). This will include the completion of a mapping exercise which maps the modules of the proposed foundation degree against the modules from Levels 4 and 5 of the proposed progression route in order to demonstrate a coherent progression for the student. The template for this mapping exercise is available at ***www.anglia.ac.uk/qau***

**QAA Foundation Degree Qualification Benchmark**

In addition, the QAA's Foundation Degree Qualification Benchmark must be taken into account when developing foundation degrees and this can be found at:

*<http://www.qaa.ac.uk/reviews/foundationdegree/benchmark/fdqb.asp>*

In particular, the Panel will wish to be assured that the Proposal Team has ensured that it has taken full account of the 'defining characteristics' that are a required element of any Foundation Degree. Further details on the 'defining characteristics' can be found within the QAA's Foundation Degree Qualification Benchmark.





**ANGLIA RUSKIN UNIVERSITY*****(Re-)Approval Proposals Including Elements of Distance Learning*****E-learning Mode Descriptors****Base Mode: *Module information online***

At this level, module information such as the Module Definition Form or in an extended form the module guide is made available and accessible on the VLE. The purpose is purely about giving learners essential information about modules, but does not include any learning materials or activities. It is also intended to fulfil Anglia Ruskin University's requirement to issue relevant information on modules and courses.

**Mode 1: *Online supported face-to-face teaching***

In Mode 1, a face to face module is supported by resources made available online for instance in the VLE, a website or other means of networked access. These resources can include:

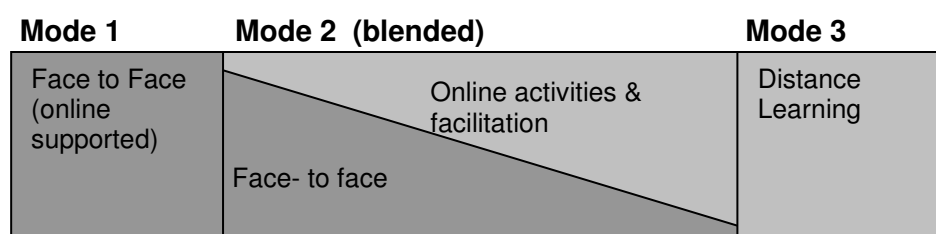
- course materials such as lecture notes, handouts, references and readings, etc.,
- internal and external resources such as links to resources held in Anglia Ruskin University digital library and external web site, e-journals and books, as well as
- generic resources such as subject handbook, study skill guides, module reading list, etc..

The learning will involve mainly the interaction with contents, but may also include electronic feedback using quizzes and e-mail. Communication tools may be used but mainly for support and feedback.

The use of the online provision or elements thereof can but doesn't need to be a mandatory element of the module's delivery and learning (e.g. when resources are only available in the VLE or quizzes are part of the assessment).

**Mode 2: *Blended format combining face-to-face with online***

This mode consists of a potentially wide range of delivery formats as it may combine a variety of different online activities with face to face teaching. The proportion of face-to face or classroom activities may vary greatly from very little (e.g. 10%) to a high proportion (e.g. 80%).



Online activities may involve:

- (Online) activities undertaken independently or to support face to face teaching. - for example the interaction with contents, quizzes, learning/reflective journals or development logs, case studies, etc.

## Appendix 4

- Online communication and collaboration, - for example as online support, task related interactions (e-tivities) in computer mediated communications using audio/video conferencing, discussion fora, chats, blogs, SMS, etc., hotseats, peer review, critical friendship
- Online assessment and feedback – for example receiving formative feedback and assessment via computer assisted assessment (CAA) and other formats (e-portfolio, blogs, etc.)

For approval, staff development and resourcing reasons the proportional relation of face to face to online or flexible learning format and its rationale needs to be considered carefully. Furthermore the type of online activities and their proportionality needs to be clearly defined to identify the needs arising from the learning technology and its technical support, learners, staff development and support and potential QAA issues (e.g. online assessment and e-submission). A careful balance between online and face to face elements needs to be achieved so that they complement each other and the online element(s) are experienced as part of the course rather than additional work. Time allocated to online and face-to-face tasks needs to be identified clearly in the MDF.

### Examples:

- Mainly face to face course complemented by online activities such as reading and/or listening activities with online quizzes and/or writing tasks submitted via email for feedback. In this example the online element may serve as consolidation of learning following the face to face delivery and may reduce f2f contact proportionally (e.g. 1 hour out of 3 hours teaching per week)
- 50/50 mode where classroom teaching online collaboration and communication are equally or fairly equally proportioned. Learner participation and interaction in online communication is mandatory and crucial as well as online facilitation by tutors/online facilitators. There may be variations how face to face versus online communication are delivered e.g. sequenced face to face seminars/ online activities or blocked face to face with longer periods of online interactions
- some face to face for instance a day long workshop at the beginning followed by online CMC interaction
- as above but interaction consists of self-directed learning following guided online learning tasks based on contents and quizzes or other formative feedback mechanisms. The online communication supports learners in their learning but does not include learning activities
- Practice or project based learning where the online environment is mainly used to support and scaffold the learning experience for instance by using a reflective journals e.g. e-portfolio, blog, peer reviewed forum, etc.. Communication such as chats, conferencing and email could be used for tutors to support learners remotely or for learners to support each other.

### **Mode 3: Distance learning**

Provision in this mode consists of online distance learning, where there is no face-to-face component (except perhaps for 'summer school'-type activities or learner support). All learning is undertaken in the online environment, although it is likely to consist of online activities similar to those described for Mode 2.

This provision has been defined in its own right as the changes in administration management and support for such courses differ considerably from those delivered in online supported or blended mode.

**E-learning Matrix** (as relevant for DL (Re)Approval and Review processes)

Level	Online provision	Staff development	Resources	Issues
<b>Mode 1 online supported</b> Face-to-face teaching is supported by online resources. Use of resources may be optional or mandatory, but none of the learning is designed to be exclusively online	<ul style="list-style-type: none"> <li>Content files uploaded to a VLE</li> <li>External resources e.g. internet materials</li> <li>Generic resources built into the VLE e.g. library portal</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of e-learning design</li> <li>Technical competence to manage VLE course and to upload content files</li> <li>Basic student support and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Access to VLE</li> <li>Basic IT tools to prepare resources</li> </ul>	<ul style="list-style-type: none"> <li>Student registration needs to allow prompt VLE access</li> <li>Students need to be trained in VLE use</li> </ul>
<b>Mode 2 blended</b>	[below here, parts of the learning are delivered wholly online, and access becomes mandatory for students]			
Blended learning, where part of the learning is wholly online, but the course also contains a face-to-face component	<p><i>As Mode 1, plus:</i></p> <ul style="list-style-type: none"> <li>Online learning activities</li> <li>Online communication</li> <li>Formative feedback and assessment via CAA and other formats (e-portfolio, blogs, etc.)</li> </ul>	<p><i>As Mode 1, plus:</i></p> <ul style="list-style-type: none"> <li>Online facilitation</li> <li>Preparation of online learning activities</li> <li>Principles and technology of CAA</li> </ul>	<p><i>As Mode 1, plus:</i></p> <ul style="list-style-type: none"> <li>Additional software e.g. CAA, e-portfolio, wikis, blogs</li> <li>Staff time for LA development and facilitation</li> </ul>	<p><i>As Mode 1, plus:</i></p> <ul style="list-style-type: none"> <li>Student registration becomes a crucial issues</li> <li>Online assessment procedures</li> <li>Accounting for online facilitation in teaching/workload load</li> </ul>
<b>Mode 3 distance</b>	[below here, there is no face-to-face delivery and students are wholly reliant on the online environment]			
Online distance learning, where there is no face-to-face component (except perhaps for 'summer school'-type activities). All learning is undertaken in the online environment	<p><i>As Mode 2, plus:</i></p> <ul style="list-style-type: none"> <li>Portfolio and other evidence-based feedback/assessment</li> <li>Online submission via the VLE</li> </ul>	<p><i>As Mode 2, plus:</i></p> <ul style="list-style-type: none"> <li>e-moderation and experiential learning</li> <li>Student support</li> <li>Use of portfolio etc</li> <li>Use of additional software</li> </ul>	<p><i>As Mode 2, plus:</i></p> <ul style="list-style-type: none"> <li>Robust student induction materials</li> <li>Additional staff time for facilitation</li> <li>Additional student support facilities</li> </ul>	<p><i>As Mode 2, plus:</i></p> <ul style="list-style-type: none"> <li>Student support</li> <li>Staff workload and time accounting</li> <li>Course administration</li> <li>Marketing</li> </ul>

**ANGLIA RUSKIN UNIVERSITY**

***Guidance Notes on Content of Abbreviated CVs of Academic Staff***

This document provides guidance on the type of information that an Approval Panel will wish to see. Other formats of CVs are welcome and these should be concise and concentrate on the provision of information relevant to teaching.

Guidance on the type of information required:

- staff member's full name
- academic qualifications at HE level  
*[to include the full title of the award, awarding body, period of study, degree class (where applicable), and date of the award]*
- professional qualifications  
*[to include the full title of the qualification, professional body and year of attainment]*
- relevant employment history  
*[to include full title of employer, job title and period of appointment for each relevant position]*
- relevant HE teaching experience indicating previous courses/modules taught and their level (e.g. Macroeconomics to Year 1 of a *BA (Hons) Economics* degree)
- academic management responsibilities (e.g. Course Group Leader)
- research and scholarly activity  
*[give details only of those aspects directly relevant to delivery of the proposed courses/modules]*



**ANGLIA RUSKIN UNIVERSITY*****Chair of Course (Re)Approval Panel: Summary of Role and Responsibilities***

*[NB All references are to paragraphs within the Senate Code of Practice]*

The role of the Panel Chair (who may not necessarily possess subject expertise related to the proposal) is to ensure that the Panel undertakes its role effectively and objectively, providing guidance to members on policy issues and summarising the conclusions reached (paragraph 3.31). In fulfilling this role the Chair works closely with the Executive Officer throughout the (re)approval/periodic review process.

In cases where the event comprises a formal meeting with the proposal team the Panel Chair is responsible for ensuring that the prescribed programme is followed (particularly the items related to academic standards, quality of education and quality enhancement), thereby ensuring consistency of practice across Anglia Ruskin University.

In cases where alternative processes are used to consider the documentation (including scrutiny by correspondence) the Panel Chair is responsible for ensuring that a considered and informed decision is made by the Panel as a whole.

The following represents an indicative schedule for a Panel Chair based on a recommended lead-in period of ten weeks:

**Event minus not less than 10 weeks** Panel Chair receives and considers the adequacy of the proposal documentation to determine whether it has met the prescribed threshold standard for content and presentation (paragraphs 3.36 - 3.38).

**Event minus 9 weeks** Panel Chair (and Executive and Technical Officers) attends Planning Meeting to discuss the adequacy of documentation with the Proposal Team Leader and to plan the remaining stages of the process.

Panel Chair (and Executive and Technical Officers) reports on whether the threshold standard has been met. If the documentation does not meet the threshold standard, the process may be suspended and a revised set of dates is agreed with the Proposal Team, based on submission of revised documentation (and hence a second Planning Meeting).

Panel Chair (and Executive and Technical Officers) compiles provisional *areas for discussion*.

Panel Chair (and Executive Officer) determines the nature of the event based on whether the proposal is classified as “substantially new” (paragraphs 3.39 - 3.40). The event may be:

- a formal meeting with the Proposal Team;
- alternative processes (including scrutiny by correspondence) following consultation with the Head of Quality Assurance.

**Event minus 6 weeks** Panel Chair (in consultation with Executive Officer) confirms final *areas for discussion*, compiled by the Executive Officer from comments submitted by panel members, for exploration during the event and request any further information required in advance of the event from the Proposal Team (paragraph 3.42)

## Appendix 6

<b>At the event itself</b>	Panel Chair facilitates the discussion at the event, ensuring all relevant issues, as listed in the <i>areas for discussion</i> , are considered. At the end of the event, the Panel Chair gives an oral summary of the Panel's conclusions and any conditions and/or recommendations (paragraph 3.45).
<b>Event plus 2 working days</b>	Executive Officer produces draft "outcome report", identifying the conditions and recommendations for the attention of the Proposal Team (to enable members to commence work on their response as soon as possible).
<b>Event plus (normally) 15 working days</b>	Panel Chair approves the draft report, prepared by the Executive Officer, for circulation to the Panel for comment. Once approved by the Panel, the unconfirmed report is circulated to the Proposal Team for correction of factual inaccuracies (paragraph 3.56 – 3.57).
<b>Conditions deadlines</b>	Panel Chair (and Executive Officer and, if necessary, the Panel as a whole) considers the response to any conditions set by the Panel and signs a standard proforma, confirming that conditions have been met, for submission to the QESC (on behalf of the Senate), no later than the last meeting of the academic year.
<b>Recommendations deadlines</b>	Panel Chair (with Executive Officer) considers response to any recommendations and completes a standard proforma, indicating adequacy of response to recommendations, for submission to the relevant Faculty Board (paragraph 3.54).



**ANGLIA RUSKIN UNIVERSITY*****Executive Officer for Course (Re)Approval Panel: Summary of Role and Responsibilities***

*[NB All references are to paragraphs within the Senate Code of Practice]*

The role of the Executive Officer is to provide proactive, informed, and professional service and support to the Proposal Team, Panel Chair and panel members throughout the approval process. The Executive Officer is specifically required to advise the Panel on policy and procedures related to the approval process, as set out in the Senate Code of Practice.

The following represents an indicative schedule for an Executive Officer based on a recommended lead-in period of ten weeks:

**Event minus not less than 10 weeks** Proposal Team submits the documentation to the Executive Officer (paragraph 3.33). Executive Officer dispatches copy of documentation to Panel Chair Executive Officer forwards a copy of the documentation to the Technical Officer for discussion of technical aspects directly with Proposal Team.

Executive Officer (and Panel Chair and Technical Officer) considers documentation to determine whether it has met the prescribed threshold standard for content and presentation (paragraph 3.36 - 3.38).

**Event minus 9 weeks** Executive Officer (and Panel Chair and Technical Officer) convenes Planning Meeting to discuss the adequacy of documentation with the Proposal Team Leader and to plan the remaining stages of the process.

Executive Officer (and Panel Chair and Technical Officer) reports on whether the threshold standard has been met. If the documentation does not meet the threshold standard, the process is suspended and a revised set of dates is agreed with the Proposal Team, based on the submission of revised documentation (and hence a second Planning Meeting).

Executive Officer (and Panel Chair and Technical Officer) compiles provisional *areas for discussion*.

Executive Officer (and Panel Chair) determines the nature of the event based on whether the proposal is classified as “substantially new” (paragraphs 3.39 - 3.40). The event may be:

- a formal meeting with the Proposal Team;
- alternative processes (including scrutiny by correspondence) following consultation with the Head of Quality Assurance.

Executive Officer forwards the documentation to all panel members outlining the process and likely programme for the event.

**Event minus 6 weeks** Executive Officer compiles final *areas for discussion* for exploration during the event from comments submitted by panel members for confirmation by Panel Chair.

## Appendix 7

	<p>Executive Officer sends final <i>areas for discussion</i> to Proposal Team with any request for further information required in advance of the event from the Proposal Team (paragraph 3.42).</p>
<b>Event minus 1 Week</b>	<p>Executive Officer receives written confirmation from the Technical Officer that the Course Specification Form and Module Definition Forms comply with Anglia Ruskin's <i>Academic Regulations</i>.</p>
<b>At the Event itself</b>	<p>Executive Officer provides advice and guidance on procedure and general Anglia Ruskin policy to the Panel Chair and members.</p> <p>Executive Officer takes notes of the discussion and decisions in order to help produce event report.</p>
<b>Event plus 2 working days</b>	<p>Executive Officer produces draft "outcome report", identifying the conditions and recommendations for the attention of the Proposal Team (to enable members to commence work on their response as soon as possible).</p>
<b>Event plus (normally) 15 working days</b>	<p>Executive Officer prepares full draft report for approval by Panel Chair for circulation to Panel for comment. Once approved by the Panel, the unconfirmed report is circulated to the Proposal Team for correction of factual inaccuracies (paragraphs 3.56 - 3.57).</p>
<b>Conditions deadline minus 2 weeks</b>	<p>Executive Officer checks on progress in satisfying conditions set by the Panel (paragraph 3.61).</p>
<b>Conditions deadlines</b>	<p>Executive Officer and Panel Chair and, if necessary, the Panel as a whole considers the response to any conditions set by the Panel. The Chair signs a standard proforma, confirming that conditions have been met, for submission to the QESC (on behalf of the Senate), no later than the last meeting of the academic year.</p>
<b>Recommendations deadlines</b>	<p>Executive Officer and Panel Chair considers responses to any recommendations. The Chair completes standard proforma, indicating adequacy of response to recommendations, for submission to the relevant Faculty Board (paragraphs 3.53 and 3.62).</p>

ANGLIA RUSKIN UNIVERSITY

**COURSE (RE)APPROVAL: INDICATIVE SCHEDULE FOR A RECOMMENDED TEN WEEK LEAD-IN PERIOD**

10	9	8	7	6	5	4	3	2	1
w/c	w/c	w/c	w/c	w/c	w/c	w/c	w/c	w/c	w/c
<p><u>Receipt of Event Documentation</u></p> <p>Officer sends to Chair and Technical Officer*; arranges meeting / makes arrangements to discuss documentation</p>	<p><u>Planning Meeting</u></p> <p>Chair, Exec Officer, Tech Officer, Proposal Team Leader Meeting</p> <ul style="list-style-type: none"> <li>confirm documentation has met the threshold standard and event can proceed</li> <li>discuss draft programme for event, eg tour of resources required; meeting with students; involvement of PSRBs</li> <li>discuss Event Pack</li> <li>Chair/Officer to discuss key issues arising from the documentation with the Proposal Team Leader and to summarise these for circulation to the Panel</li> </ul>	<p><u>Exec Officer Liaison with Panel</u></p> <p>Send to the Panel (including external):</p> <ul style="list-style-type: none"> <li>Documentation</li> <li>Event Pack, including guidelines on documentation content</li> <li>Provisional areas for discussion compiled by Chair/Exec Officer (electronic version sent at same time)</li> <li>Request comments from Panel within <b>2-3 weeks</b> (i.e. by event minus 6 weeks) on: <ul style="list-style-type: none"> <li>areas for discussion – electronically</li> <li>any additional information required from Team in advance of event</li> </ul> </li> </ul>	<p><u>Chair / Exec Officer Liaison</u></p> <p>Chair and Officer to consider comments from Panel and to finalise the areas for discussion and any additional information required from Proposal Team</p>	<p><u>Exec Officer Liaison with Proposal Team</u></p> <p>Send to the Team:</p> <ul style="list-style-type: none"> <li>Request for additional information (if applicable)</li> <li>Event Pack</li> <li>Programme for the event (including areas for discussion )</li> </ul> <p>Request additional information / documentation from the Team (if applicable) within 2 weeks</p> <p><u>Exec Officer Liaison with Panel</u></p> <p>Send:</p> <ul style="list-style-type: none"> <li>Final areas for discussion (including a copy of the Technical report)</li> <li>Final details of logistical arrangements for event, if not described elsewhere.</li> </ul>	<p><u>Exec Officer Liaison with Panel and Proposal Team</u></p> <ul style="list-style-type: none"> <li>Send Chair and Panel additional information received from Team (if applicable)</li> </ul>	<p><u>Exec Officer Liaison with Panel and Proposal Team</u></p>	<p><u>Exec Officer Liaison with Panel and Proposal Team</u></p>	<p><u>Exec Officer Liaison with Panel and Proposal Team</u></p>	<p><u>Exec Officer Liaison with Panel and Proposal Team</u></p>

Proposal Teams are strongly encouraged to establish contact with the Technical Officer at an early stage of the curriculum development process and preferably well before the formal submission stage. In this way, early advice on regulatory and MDF/CSF aspects can be discussed.



**Payment of Fees and Expenses for Panel Members: (Re)Approval and Periodic Review**

	Type of Expense	Academic Office staff	Internal Panel members	Other Associate College staff (if applicable)	External Panel members <sup>13</sup> (to Anglia Ruskin and Associate Colleges)
<b>(Re)Approval</b>	Travel, hotel and subsistence	Academic Office	Academic Office	Home institution	Sponsoring Faculty
	Fee - only for external panel members <sup>13</sup> : £200 (half day or by correspondence); £250 (full day)	n/a	n/a	n/a	Sponsoring Faculty
<b>Periodic Review (normally includes UK Associate College delivery)</b>	Travel, hotel and subsistence	Academic Office	Academic Office	Home institution	Sponsoring Faculty
	Fee - only for external panel members <sup>13</sup> : £350 (full event)	n/a	n/a	n/a	Sponsoring Faculty
	Catering for all the above events	Sponsoring Faculty or Associate College	Sponsoring Faculty or Associate College	Sponsoring Faculty or Associate College	Sponsoring Faculty or Associate College

Paul Baxter  
Director, Academic Office  
September 2012

<sup>13</sup> These are external panel members nominated by Anglia Ruskin, not external members nominated by a PSRB whose fees and expenses are paid by the PSRB



**ANGLIA RUSKIN UNIVERSITY*****Professional, Statutory or Regulatory Bodies (PSRBs): Quality Assurance Processes***1. Introduction

- 1.1 It is Anglia Ruskin policy to seek professional accreditation for its taught courses from the appropriate PSRB, wherever possible, and a significant number of courses have achieved such recognition.
- 1.2 PSRB reports on accreditation engagements with Anglia Ruskin provide an important “snapshot” evaluation of the academic standards set and the quality of education provided by the faculty concerned. Since such evaluations have implications for Anglia Ruskin University as a whole in the Senate’s management of standards and quality, the level of institutional involvement in the accreditation process is formalised.

2. Institutional Overview

- 2.1 The Academic Office maintains an institutional record of those taught courses which are accredited or recognised by a PSRB and includes the approximate dates of future engagements with PSRBs. Where possible it is Anglia Ruskin policy that a member of the Vice-Chancellor’s Group be invited by the Head of Department to participate in any PSRB visit to one of Anglia Ruskin’s campuses.
- 2.2 At the beginning of each month, the Institutional Quality Assurance Officer in the Academic Office provides all Heads of Department with an updated record of PSRB engagements. At this time, Heads of Department are asked to inform the Academic Office of:
- Further updates to the existing list of PSRB engagements;
  - details of any new engagements and/or formal visits to be added to the list
  - details of any outcomes notified following recent PSRB engagements
  - updates on the publication of reports from previous PSRB engagements

The confirmed list is then provided to the Deputy Vice-Chancellor (Academic) and posted at *J:\Services\Academic Office\Public\ Professional, Statutory and Regulatory Bodies* on the 16<sup>th</sup> (or next working day) of each month.

- 2.3 The Quality, Enhancement and Standards Committee (QESC), on behalf of the Senate, receives on an annual basis a summary of the expected engagements with PSRBs for the forthcoming academic year. The Committee monitors progress with a final summary presented to its last meeting of the academic year.

3. Protocols for Anglia Ruskin’s engagement with a PSRB

In view of the varying practices of PSRBs, particularly in the initial stages of applying for accreditation/reaccreditation and the arrangements for a PSRB engagement, the Senate has approved the following protocols, codifying the level of institutional engagement with the accreditation process:

- (a) The record of engagements with PSRBs is updated on a regular basis by the Academic Office in consultation with Deans of Faculties (or a designated alternate).

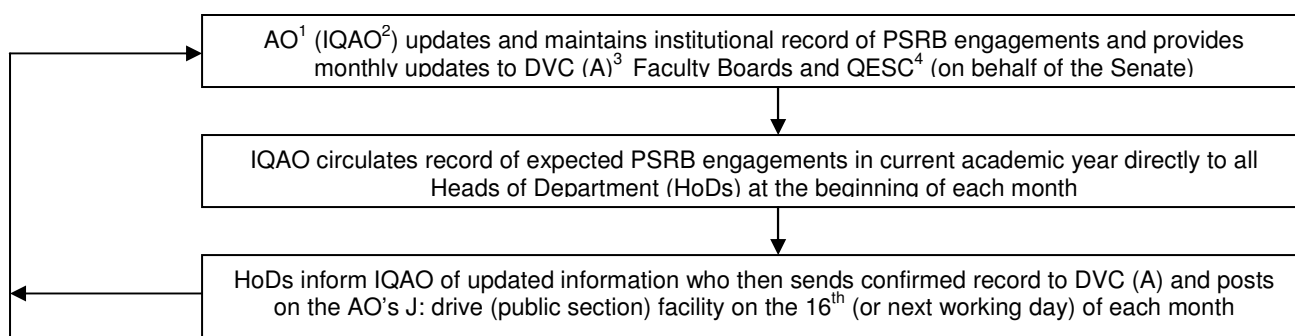
## Appendix 10

- (b) Preparation of initial documentation for a PSRB engagement is the sole responsibility of the Faculty concerned. The Faculty Quality Assurance Officer liaises with the relevant, member of staff who is co-ordinating the engagement, to provide guidance. The Dean of the Faculty “signs-off” the documentation unless the PSRB requires otherwise e.g. an institutional level signature. In preparing the documentation Faculties are strongly encouraged to seek advice and input from the Academic Office on quality assurance issues and from other institutional support services, as appropriate.
- (c) A copy of the initial documentation with the Dean’s signature is lodged with the Academic Office by the Faculty Quality Assurance Officer for information.
- (d) If, and only if, follow-up documentation is required following an unsuccessful or partially successful engagement with a PSRB, the Academic Office, after discussion with the Dean of the Faculty concerned, is responsible for identifying procedures (to be endorsed by the Deputy Vice-Chancellor (Academic)) for ensuring:
  - that the documentation is appropriate;
  - that the Faculty has in place all necessary preparations for any follow-up engagement by a PSRB.
- (e) The reports on all initial and follow-up engagements by PSRBs shall be formally considered by the QESC which is also be responsible for monitoring any action taken in response to PSRB reports.

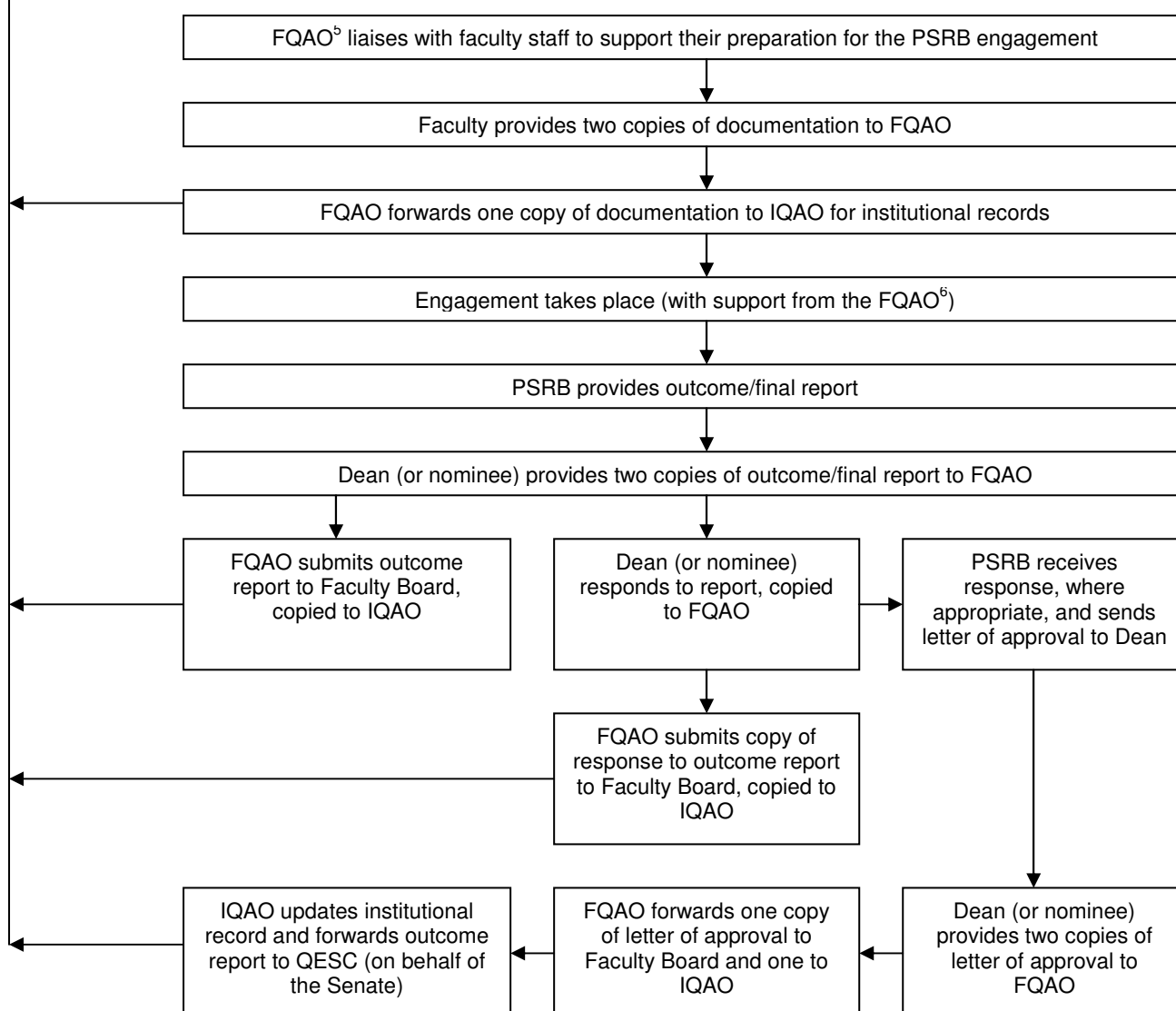


**Flow Chart: Engagements with Professional, Statutory and Regulatory Bodies (PSRBs)**

**MAINTENANCE OF INSTITUTIONAL RECORD**



**SUPPORTING PSRB ENGAGEMENTS**



1 Academic Office  
 2 Institutional Quality Assurance Officer  
 3 Deputy Vice-Chancellor (Academic)  
 4 Quality, Enhancement and Standards Committee  
 5 Faculty Quality Assurance Officer  
 6 In accordance with process agreed with relevant faculty



**Anglia Ruskin  
University**

Cambridge Chelmsford Peterborough

**Additional copies of the Senate Code of Practice on  
Curriculum Approval and Review are available from:**

**Director of the Academic Office  
Anglia Ruskin University  
Bishop Hall Lane  
Chelmsford  
CM1 1SQ**

**Tel: 0845 196 4931**