

LEEDS BECKETT UNIVERSITY

# ACADEMIC QUALITY & STANDARDS COMMITTEE

Monday 16 October 2017

at 14:00 in G07 Old Broadcasting House  
City Campus

**Governance and Legal Services**

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## **AGENDA** for the Monday 16 October 2017 meeting.

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The twenty second meeting of the Academic Quality & Standards Committee will be held at 2pm in Room G07, Broadcasting Place, City Campus.

14:00	<b>Part A: Preliminary Items</b>	<b>Paper</b>	<b>Led by</b>
	A1 Apologies		Chair
	A2 Declarations of interest		Chair
	A3 Terms of Reference & Membership	AQS-2017-001	Chair
	A4 Minutes of the last meeting held on 05 June 2017	AQS-2017-002 <b>CONFIDENTIAL</b>	Chair
	A5 Matters arising	AQS-2017-003	S Morris
	A6 Report from the Students' Union	AQS-2017-004	J Harrison
	A7 Chair's Report	Verbal report	Chair
14:30	<b>Part B: Quality and Student Matters</b>	<b>Paper</b>	<b>Led by</b>
	B1 Academic Assurance	AQS-2017-005 <b>CONFIDENTIAL</b>	B Colledge
	B2 Validation and Re-validation	AQS-2017-006	K Curwen
	B3 Academic Audit	AQS-2017-007	K Curwen
	B4 PSRB Activity	AQS-2017-008	B Colledge
	B5 AQSC Action Plan	AQS-2017-009	L Jones
	B6 Student Surveys Report 2015/16	AQS-2017-010 <b>CONFIDENTIAL</b>	L Jones
	B7 Module Evaluation Report – Semester 2 Outcomes 2016/17	AQS-2017-011	L Jones

15:20	<b>Part C: Strategy, Policy &amp; Process</b>	<b>Paper</b>	<b>Led by</b>
	C1 Education Strategy Developments	AQS-2017-012	Chair
	C2 Policy for Academic Assurance and Enhancement	AQS-2017-013	B Colledge
	C3 Teaching Excellence Framework (TEF) Year 3 and Subject-Level Pilot	AQS-2017-014	B Colledge
	C4 Pearson Institutional Review Report	AQS-2017-015	B Colledge
	C5 External Examiner Appointments	AQS-2017-016 <b>CONFIDENTIAL</b>	K Curwen
	C6 Exceptions to admissions criteria	AQS-2017-017	B Colledge
16:15	<b>Part D: Annual Reports</b>	<b>Paper</b>	<b>Led by</b>
	D1 Annual Report on Academic Misconduct	AQS-2017-018 <b>CONFIDENTIAL</b>	K Curwen
	D2 Annual Report on External Examining 2016/17	AQS-2017-019 <b>CONFIDENTIAL</b>	K Curwen
16:30	<b>Part E: Reports from Committees / Groups</b>	<b>Paper</b>	<b>Led by</b>
	E1* Academic Planning & Collaborations Group Report	AQS-2017-020	L Jones
	E2* School Academic Committee Reports		School Representatives
	(a) Leeds Business School	AQS-2017-021	
	(b) Leeds Law School	AQS-2017-022	
	(c) School of Art, Architecture and Design	AQS-2017-023	
	(d) School of Built Environment and Engineering	AQS-2017-024	
	(e) School of Clinical and Applied Sciences	AQS-2017-025	
	(f) School of Computing, Creative Technologies and Engineering	AQS-2017-026	
	(g) School of Cultural Studies and Humanities	AQS-2017-027	
	(h) Carnegie School of Education	AQS-2017-028	

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|---|--------------|
| (i) School of Events, Tourism & Hospitality   | AQS-2017-029 |
| (j) School of Film, Music and Performing Arts | AQS-2017-030 |
| (k) School of Health and Community Studies    | AQS-2017-031 |
| (l) School of Social Sciences                 | AQS-2017-032 |
| (m) Carnegie School of Sport                  | AQS-2017-033 |

16:35	<b>Part F: Other Business</b>	<b>Paper</b>	<b>Led by</b>
F1*	Academic Quality & Standards Committee schedule of meetings & schedule of business 2017/18	AQS-2017-034	S Morris
F2*	Date of next meeting: 2pm on Monday 15 January 2018, Room G07, Broadcasting Place, City Campus.		

 *Shaded items indicate that the Board / Committee is being asked to make a decision.*

*\*Starred items will be taken without discussion unless a member notifies the Chair or Secretary in advance that she or he wishes the item to be open for debate*



## Terms of Reference and Membership

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### ***Executive Summary***

The paper presents the Committee's terms of reference and membership profile for 2017/18.

### ***Action Requested***

The paper is **for information**. The Committee is invited to note its current terms of reference and membership note the following changes to its membership:

- (a) Alan Smith has replaced Dr Diane Lowcock as the representative from the School of Health & Community Studies
- (b) Paul Ratcliff has replaced Sarah Roe as the representative from the School of Film, Music and Performing Arts
- (c) Glenn Bowdin has replaced Suzanne Corazzi as the representative from the School of Events, Tourism and Hospitality Management
- (d) Jack Harrison has replaced Meg Robinson as the nominee of the Students' Union.

### ***Appendices***

None

### ***Author***

*Name:* Stuart Morris  
*Job title:* Senior Governance Coordinator  
*Date:* 02 October 2017

### ***Approval Route***

*n/a* Stuart Morris

## **Academic Quality & Standards Committee - Constitution 2017-18**

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### **Terms of reference**

The Academic Quality & Standards Committee is responsible to the Academic Board for overseeing the academic quality, standards and enhancement of the University's taught courses.

The Committee's main responsibilities are to:

- (a) advise the Academic Board on the development, review, and implementation of the Academic Principles & Regulations, quality assurance framework and associated policies and procedures for taught provision in light of developing national and international expectations regarding quality assurance including the UK Quality Code for HE;
- (b) maintain oversight of academic quality and standards and the implementation of the University's academic quality assurance framework including partnerships and collaborative provision;
- (c) maintain oversight of the School Academic Committees in relation to the implementation of the University's academic quality assurance framework in Schools, and to receive regular reports from the Schools concerning academic quality, standards and the enhancement of taught provision;
- (d) promote good practice in the management of quality and standards for taught provision.

### **Delegated Authority**

The Academic Quality & Standards Committee has authority from the Academic Board to:

- (a) approve exceptions to the Academic Principles & Regulations;
- (b) oversee the implementation and development of the course approval, monitoring, and review processes for taught provision;
- (c) approve an annual quality report from each School ensuring that actions are effectively implemented and consideration given to common issues;
- (d) approve an annual report to the Academic Board on the management of academic quality and standards for taught provision, identifying any institutional matters for consideration and resolution;
- (e) oversee preparations for all external audits and inspections of taught provision, consider the outcomes, and monitor the implementation of any recommendations;
- (f) maintain oversight of the external examiner appointments for taught provision;
- (g) maintain oversight of the academic integrity process and its outcomes;
- (h) maintain oversight of the academic appeals & complaint processes for students and their outcomes.

## Delegation

In accordance with the Standing Orders, the Committee may establish short life working groups to perform specific tasks and in so doing must determine their terms of reference, membership (including the Chair who must be a member of this Committee), and lifespan.

## Membership Profile

Members [20]

Quorum [10]

- Deputy Vice Chancellor Academic (Chair) [1] – Ex-Officio
- A nominee of the Students' Union [1] – Nominated\*
- School representatives [13] – Nomination\*\*
- Director of Libraries & Learning Innovation [1] – Ex-Officio
- Director of the Centre for Learning & Teaching [1] – Ex-Officio
- Dean of Quality [1] – Ex-Officio
- Director of Services for Students [1] – Ex-Officio
- A nominee of the Secretary & Registrar [1] – Nominated\*\*\*

\* Nominated by the Students' Union

\*\* Nominated by Deans of School

\*\*\* Nominated by the Secretary and Registrar

For non-ex-officio members, terms of office should normally be three years. Students' terms of office should normally be one year.

All nominated staff will be so nominated by the Chair of the Committee unless otherwise specified.

The Constitution of the Committee is made by resolution of the Academic Board on 06 July 2016

## **Academic Quality & Standards Committee - 2017-2018**

### **Membership [20]**

#### **Quorum [10]**

<b><u>Position</u></b>	<b><u>Member</u></b>	<b><u>Start of term of office</u></b>	<b><u>Expiry of term of office</u></b>
<u>Deputy Vice Chancellor Academic (Chair) [1]</u>	Professor Phil Cardew	n/a	n/a
<u>A nominee of the Students' Union [1]</u>	Jack Harrison	01/07/2017	30/06/2018
<b><u>School Representatives [13]</u></b>			
1 School of Art, Architecture and Design	Ian Truelove	01/09/2016	31/08/2019
2 School of Cultural Studies and Humanities	Professor Andrew Cooper	01/09/2016	31/08/2019
3 School of Built Environment and Engineering	Jim Durrant	01/09/2016	31/08/2019
4 School of Computing, Creative Technology and Engineering	Lesley Earle	01/09/2016	31/08/2019
5 School of Film, Music and Performing Arts	Paul Ratcliff	16/10/2017	31/08/2020
6 Leeds Business School	Joanna Smith	01/09/2016	31/08/2019
7 Leeds Law School	Melissa Askew	01/09/2016	31/08/2019
8 Carnegie School of Education	Dr Caroline Bligh	01/09/2016	31/08/2019
9 Carnegie School of Sport	Jeff Abrams	01/09/2016	31/08/2019
10 School of Events, Tourism and Hospitality Management	Glenn Bowdin	16/10/2017	31/08/2020
11 School of Clinical and Applied Sciences	Dr James Milligan	01/09/2016	31/08/2019
12 School of Health and Community Studies	Alan Smith	16/10/2017	31/08/2020
13 School of Social Sciences	Professor John Craig	01/09/2016	31/08/2019
<u>Director of Libraries &amp; Learning Innovation [1]</u>	Jo Norry	n/a	n/a
<u>Director of the Centre for Learning &amp; Teaching [1]</u>	Professor Ruth Pickford	n/a	n/a
<u>Dean of Quality [1]</u>	Barbara Colledge	n/a	n/a
<u>Director of Student Services [1]</u>	Priscilla Preston	n/a	n/a
<u>A nominee of the Secretary &amp; Registrar [1]</u>	Caroline Thomas	13/03/2017	31/08/2019

## Matters Arising

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### *Executive Summary*

This report summarises matters arising from the minutes of the meeting of the Academic Quality and Standards Committee held on 05 June 2017

### *Action Requested*

The report is **for information**.

### *Appendices*

None

### *Author*

*Name:* Stuart Morris  
*Job title:* Senior Governance Coordinator  
*Date:* 02 October 2017

### *Approval Route*

n/a



Introduction

- 1 This report summarises actions arising from the meeting of Academic Quality and Standards Committee held on 05 June 2017:

Arising from minute:	Action Required	Progress
144.2016.AQS(v)	<p><u>Professional, Statutory &amp; Regulatory Body Update</u></p> <p>Some courses were attributed to the wrong school – Colleagues were asked to confirm any that were incorrect to the Associate Director (QA Framework and Processes).</p>	Colleagues had provided the Associate Director (QA Framework and Processes) with the details of any courses that had been attributed to the incorrect school.
151.2016.AQS	<p><u>Education Strategy Developments</u></p> <p>The Committee: <b>AGREED</b> to endorse the proposals for regulatory change for further consideration by Academic Board in July 2017.</p>	Academic Board approved the proposals for regulatory change at its meeting on 07 July 2017.
154.2016.AQS	<p><u>Validation Cycle – Re-validation Clusters</u></p> <p>The Committee: APPROVED: the proposed schedule, subject to any PSRB visit considerations. This will facilitate the maintenance of course coherence where modules are shared and/or courses are delivered in multiple locations.</p> <p>The proposed Schedule would be recirculated to the Deans of School.</p>	The proposed Schedule was recirculated to the Deans of School.
162.2016.AQS(ii)	<p><u>School Academic Committee Summary Reports</u></p> <p>The Chair noted that it would be useful for the cover sheet of the summaries to include any key issues that the School wishes AQSC to discuss. This request would be disseminated to Deans for next academic year.</p>	Governance & Legal Services continued to work with the Secretaries of the School Academic Committees to ensure that the summary reports provided information to the Committee in a clear and concise manner and that any key issues for AQSC to consider were clearly signposted.



## Report from the Students' Union

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### *Executive Summary*

This report is to summarize the work undertaken by the Students' Union and inform the committee of any key academic issues or developments.

### *Action Requested*

This report is **for information.** The Committee is invited to note the report.

### *Appendices*

None.

### *Author*

*Name:* Jack Harrison  
*Job title:* VP Education  
*Date:* 28 September 2017

### *Approval Route*

28 May 2017 Jack Harrison – VP Education

# Report from the Students' Union

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## Introduction

1. This report covers any key developments from the Students' Union relating to academic matters.

## Officer Objectives

2. The following outline the objectives of the 2017/18 SU Exec Officer team, in relation to academic issues:
  - Meg Robinson, Students' Union President, is continuing the objective of increasing the use of lecture capture during her term in office. She aims to create a policy protecting academics who use lecture capture to encourage its growth, as well as introducing a pilot scheme.
  - Ro Sewell, Vice President Equality and Diversity, is looking into diversifying the curriculum. By launching a "Why Is My Curriculum White" campaign they hope to encourage academics to use more diverse reading and reference lists.
  - Jack Harrison, Vice President Education, is focussing on the time information is being released to students, by aiming to create a standard time all module, reading and timetable information is released.
  - Jack is also focussing on course representatives, aiming to create more of a community within the system by offering incentives, as well as changing the way the system is run with the possible introduction of subject reps.
  - Finally, Jack is also focussing on the way feedback is given to students, by looking into different methods feedback can be delivered, hoping to create a more individualised approach for each student.

## The Future of Academic Representation at Leeds Beckett University

3. Over the summer, the Students' Union has reviewed its structure and practices around academic representation, taking into account the following factors:
  - The need to allow a degree of autonomy for course staff to appoint and engage student representatives in a fashion that is best suited to the individual course
  - The recent changes to the academic structures within the University, including the embedding of a school-based approach
  - The Students' Union's wish to develop an online system for student representatives to gather feedback, allowing it to be quickly acted on

4. A set of proposals has been developed, discussed with colleagues in QAS, and agreed in principle. AQSC is invited to note these proposals and offer any feedback.
5. The Students' Union plans to introduce and coordinate a new level of Subject Representation. It is expected that Subject Representatives will engage with Course Representatives to gather a better quality of feedback and ideas across the Subject, a level of information that would be more relevant to the Students' Union.
6. Course Representatives will continue to be recruited by course staff, and will agree with their Course Director on what methods will be used to gather feedback and involve Course Representatives in enhancement. Course Representatives will also be expected to engage with Subject or School-level representatives, School Forums and their training would continue to be delivered by the Students' Union.
7. Subject-level representatives will be appointed from applications to the role, through a group interview format. The benefits to this approach, as identified in the TSEP 'Selection Processes for Academic Representatives' guidance, would be the potential for delivering engaged reps due to the commitment required to be successful, the ability to gain insight into how candidates work in a group, to allow for a wide range of selection criteria and the opportunities for partnership working with students and University colleagues as assessors.
8. A system for gathering online feedback is currently being developed, using the Evasys software that is currently used for module evaluation surveys. The intention is that this system will be used by the new subject-level representatives to record their engagement with Course Representatives, providing an evidence base of student feedback not just on their course, but on their whole experience at Leeds Beckett University.
9. The Students' Union will continue to facilitate School Forums, to collect student views on their general experience at Leeds Beckett University but also to identify direct course issues. Relevant University colleagues, such as the Deans, would be invited to attend the School Forums, however these should be the only such forum to avoid confusion and to ensure that too much expectation is not placed on the representatives' time commitment.
10. The School Forums will take place 5 times each academic year in the weeks prior to the meetings of the Student Council, allowing for the discussion of policy motions that have been proposed and to propose motions of their own.
11. The intention is for School Forums to become less formal and more enjoyable experiences, including the provision of food and drink and holding them in more social and open locations. Feedback received from Subject Leaders indicated that this would reduce stress on the Representative and make it more appealing.
12. Feedback gathered through both the online system, and through the School Forums, will be used to compile 'School Student Voice Reports', with the intention that these can feed directly into the Senior Management Group, and also be presented to AQSC. These could also contribute to an action plan which could be monitored at relevant committees.
13. The potential need to offer an enhanced incentive package to the subject-level representatives is being discussed, due to the extra commitments that will be expected of

these students. The introduction of subject-level representation makes the idea of an incentive package more affordable. Suggestions include NUS cards, SU staff discount, social gatherings including a Christmas Party and mid-year mixers, and an item of clothing such as a hoodie. Discussion with other Students' Unions has revealed a 'bingo-style' approach to incentives where Representatives have to complete different tasks in order to receive their incentive, including attendance at training, forums, posting Bright Ideas, joining and engaging in Course Rep social media, and using the online feedback system, etc. The cost of funding such a package would currently be prohibitive for the Students' Union and would need to be discussed further with the University.

## **Conclusions and recommendations**

14. AQSC is invited to note this report.

## Validation and Revalidation

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### *Executive Summary*

This report provides the forthcoming validation and revalidation activity taking place in the next cycle up to November 2017 and confirms institutional partner approval activity taking place for collaborative partners during 2017-18 academic year.

The report also includes final outcomes from validation activity concluded in the 2016-17 academic year which had not been reported at the last meeting of Academic Quality and Standards Committee.

The report provides institutional oversight of the planning and completion of course validation and revalidation and approval/reapproval of partners on behalf of Academic Board.

### *Action Requested*

The report is **for decision**. The Committee is invited to receive this report and approve the following recommendations:

- a) An extension to the condition deadline of six months for provision developed in partnership with Rushmore Business School.
- b) An extension to the period of partner approval from five to six years for partners in exit strategy.

### *Appendices*

Appendix A – Validation and revalidation up to November 2017

Appendix B – Partner Approval and reapproval 2017-18

### *Author*

*Name:* Kirsty Curwen  
*Job title:* Associate Director  
*Date:* 27 September 2017

### *Approval Route*

28 September 2017      *Barbara Colledge, Dean of Quality*

## Validation and Revalidation Report

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### Introduction

1. This report provides the forthcoming validation and revalidation activity taking place in the next cycle up to November 2017 and confirms institutional partner approval activity taking place for collaborative partners during 2017-18 academic year.
2. The report also includes final outcomes from validation activity concluded in the 2016-17 academic year which had not been reported at the last meeting of Academic Quality and Standards Committee.

### Outcomes from validation activity 2016-17

3. At the last Academic Quality and Standards Committee **fifteen** approval of collaborative delivery events were not concluded, where the deadline for conditions was 31 July 2017. The courses were located with Rushmore Business School.
4. The course related conditions for Rushmore Business School have been met, however, there were also partner level conditions around wi-fi and seating arrangements at their Rodrigues location which have not been met. Therefore, validation cannot be granted for these courses.
5. It is recommended that an extension is granted to this partner for six months to progress discussions on this matter with the partner. The Courses are:

BAH	Business and Management
BENG	Building Services Engineering
MSC	Building Services Engineering
DIPHE	Quantity Surveying
BSCH	Architectural Technology
BSCH	Quantity Surveying & Commercial Management
SCH	Business Information Technology
BSCH	Computing
MSCH	Information and Technology
BSCH	General Nursing
BACH	Accounting and Finance
MBA	Executive
LLBH	Law
BSCH	Computer Forensics

### **Validation and revalidation activity to November 2017**

6. The current cycle of validation and revalidation activity ends on 30<sup>th</sup> November 2017. The schedule of events may be found at appendix A for information. A small number of outcomes have already been reported where courses were validated outright or where conditions have been met. The schedule represents the period 1 August to 30 November 2017, as earlier event planning and outcomes were reported to this committee in 2016-17.

### **Validation and revalidation activity from December 2017 to November 2018**

7. The validation and revalidation schedule will run from December 2017 to November 2018 is currently in development taking account of School input to the cluster model. This will be presented to the next meeting of Academic Quality and Standards Committee.
8. The draft schedule indicates there will be circa 50 events in the cycle up to November 2018 and this figure is expected to increase as a number (approximately 20) of new course developments have been moved into the next cycle of activity. This is to accommodate new course development or to align with PSRB accreditation/re-accreditation activity.

### **Institutional Recognition and Review**

9. The partner re-approval activity scheduled for 2017-18 is provided at appendix B and includes:
  - a) FTMS Consultants (M) Sdn. Shd. Malaysia
  - b) Academy of Finance Vietnam
  - c) Academy of Play and Child Psychotherapy (APAC) UK
  - d) Malawi Institute of Management (MIM) Malawi
  - e) Management Development Institute of Singapore (MDIS) Singapore
  - f) Mananga Centre for Regional Integration and Management Development (Pty) Ltd Swaziland
  - g) Seri Stamford College Sdn. Bhd. and Stamford College Sdn. Bhd. Malaysia
10. Three partners are exiting from Leeds Beckett (MIM, Mananga and FTMS Consultants). Since joining us we have moved our standard partner approval period from five years to six years.
11. Members of Committee are asked to consider an extension to the period of partner approval from five years to six years to cover the exit strategy. It is recommended that an extension is supported by a satisfactory review of due diligence and performance data and regular meetings to monitor the implementation of the exit strategy including engagement with Senior Managers at the Annual Partnership Board.
12. In the case of Stamford, we will have enrolled students beyond 2018 and therefore recommend the full partner re-approval process applies.

## Conclusions and recommendations

13. Members are asked to **receive** this report and **approve** the following recommendations:

- a) An extension to the condition deadline of six months for provision developed in partnership with Rushmore Business School.
- b) An extension to the period of partner approval from five to six years for partners in exit strategy.

Validation and re-validation Schedule - for completion by November 2017

School	Prog Code	Award Type	Course Title	Level	Activity Type	Event Date	Outcome	Date Conditions Met
Art, Architecture & Design	PROFY	PGDip	Architecture Professional Practice	TP	Revalidation	17-Nov-17		
Art, Architecture & Design	BAHPD	BAH	Product Design	UG	Revalidation	02-Oct-17		
Built Environment & Engineering	tbc	MSc/LLM	Construction Law and Dispute Resolution	TP	Validation	08-Nov-17		
Built Environment & Engineering	tbc	APD	Pleadings for Dispute Resolution	TP	Validation	08-Nov-17		
Built Environment & Engineering	tbc	BSCH	Property and Real Estate Management	TP	Validation	tbc		
Built Environment & Engineering	tbc	BAH/ DA	Housing and Property Degree Apprenticeship	UG	Validation	tbc		
Built Environment & Engineering	tbc	BAH/ DA	Planning Degree Apprenticeship	UG	Validation	tbc		
Carnegie School of Education	PSMHW	PGCRT	Leadership of School Mental Health & Wellbeing	TP	Validation	09-Nov-17		
Carnegie School of Education	MSMHW	MA	Leadership of School Mental Health & Wellbeing	TP	Validation	09-Nov-17		
Carnegie School of Education	MACHE	MA	Childhood Studies and Early Years	TP	Revalidation	29-Nov-17		
Carnegie School of Education	FDPRP	FdA	Professional Practice	UG	Validation	27-Oct-17		
Carnegie School of Education	BPROP	BAH	Professional Practice	UG	Validation	27-Oct-17		
Carnegie School of Education	BPRPT	BAH	Professional Practice (Top up)	UG	Validation	27-Oct-17		
Carnegie School of Education	CHILD	BAH	Childhood Studies	UG	Revalidation	10-Nov-17		
Carnegie School of Education	BISSC	BAH	Innovation and Skills for Social Change	UG	Validation	22-Nov-17		
Clinical and Applied Sciences	MSABR	MSC	Applied Biomedical Research	TP	Validation	31-Oct-17		
Clinical and Applied Sciences	MSMBC	MSC	Medical Biochemistry	TP	Validation	31-Oct-17		
Clinical and Applied Sciences	MSMBL	MSC	Medical Microbiology	TP	Validation	31-Oct-17		
Clinical and Applied Sciences	MSBIS	MSC	Taught Biomedical Sciences	TP	Validation	31-Oct-17		
Clinical and Applied Sciences	SHEMB	BSC	Safety, Health and Environmental Management	UG	Revalidation	18-Oct-17		
Clinical and Applied Sciences	BSCEH	BSC	Environmental Health	UG	Revalidation	25-Oct-17		
Clinical and Applied Sciences	BIOMS	BSC	Biomedical Sciences framework plus introduction of 4 new pathways_ Medical Biochem BIOMB/Molecular Biotech BIOMT_ Pharma Sci BIOMP Medical Microbio BIOMM	UG	Revalidation	30-Oct-17		
Computing, Creative Technology & Engineering	MSCIT	MSc	Information & Technology	TP	Revalidation	19-Oct-17		
Computing, Creative Technology & Engineering	TBC	MSc	Data Science	TP	Validation	19-Oct-17		
Computing, Creative Technology & Engineering	MENCS	MEng	Computer Science (see notes)	UG	Revalidation	27-Oct-17		
Cultural Studies & Humanities	MMEDC	MA	Media & Culture	TP	Validation	23-Nov-17		
Cultural Studies & Humanities	ENLIT	BAH	English Literature	UG	Revalidation	13-Nov-17		
Cultural Studies & Humanities	BAECW	BAH	English with Creative Writing	UG	Revalidation	13-Nov-17		

School	Prog Code	Award Type	Course Title	Level	Activity Type	Event Date	Outcome	Date Conditions Met
Cultural Studies & Humanities	ENGHI	BAH	English and History	UG	Revalidation	14-Nov-17		
Cultural Studies & Humanities	BAEAM	BAH	English and Media	UG	Revalidation	14-Nov-17		
Cultural Studies & Humanities	HSTBH	BAH	History	UG	Revalidation	17-Nov-17		
Film, Music & Performing Arts	MADMPP	MA	Digital Music Practice	TP	Validation	23-Oct-17		
Film, Music & Performing Arts	MASOA	MA	Sonic Arts	TP	Validation	23-Oct-17		
Film, Music & Performing Arts	MAFCE	MA	Film Curation & Exhibition	TP	Validation	30-Oct-17		
Film, Music & Performing Arts	MASAP	MA	Songwriting & Production	TP	Validation	06-Nov-17		
Film, Music & Performing Arts	BMUPP	BAH	Music Performance and Production (New Title)	UG	Revalidation	20-Oct-17		
Film, Music & Performing Arts	BHMSP	BAH	Music Production	UG	Revalidation	20-Oct-17		
Film, Music & Performing Arts	MUSTE	BAH	Music Technology	UG	Revalidation	20-Oct-17		
Film, Music & Performing Arts	BAFLM	BAH	Filmmaking	UG	Revalidation	16-Nov-17		
Film, Music & Performing Arts	BHEMN	BAH	Entertainment Management	UG	Revalidation	20-Nov-17		
Film, Music & Performing Arts	BAMIM	BAH	Music Industries Management	UG	Validation	20-Nov-17		
Film, Music & Performing Arts	BATHP	BAH	Theatre and Performance	UG	Validation	tbc		
Health and Community Studies	YWCDJ	BAH	Youth work & Community development	UG	Revalidation	03-Nov-17		
Health and Community Studies	FDNAS	FDSC/ DA	Nursing Associate Degree Apprenticeship	UG	Validation	07-Dec-17		
Health and Community Studies	BWCYP	BAH	Working with Children, Young People and Families (prev. Young People, Communities and Society)	UG	Validation	03-Nov-17		
Health and Community Studies	BPHSO	BSCH	Public Health and Society	UG	Validation	07-Nov-17		
Health and Community Studies	TBC	BSCH	Counselling and Mental Health	UG	Validation	08-Nov-17		
Health and Community Studies	BSCJR	BSCH	Social Care, Justice and Recovery	UG	Validation	14-Nov-17		
Leeds Business School	MSCCG	MSC	Corporate Governance	TP	Revalidation	09-Nov-17		
Leeds Business School	tbc	MSC	Corporate Governance (top-up)	TP	Validation	09-Nov-17		
Leeds Business School	tbc	MSc	Executive Leadership & Governance	TP	Validation	09-Nov-17		
Leeds Business School	tbc	PGDip	Executive Leadership & Governance	TP	Validation	09-Nov-17		
Leeds Business School	tbc	PGCrt	Executive Leadership & Governance	TP	Validation	09-Nov-17		
Leeds Business School	MBAEX	MBA	Business Administration (Executive)	TP	Revalidation	16-Nov-17		
Leeds Business School	MBUSP	MBA	Business Administration (Executive) via Distance Learning	TP	Revalidation	16-Nov-17		
Leeds Business School	tbc	PGCrt	Business Accounting	TP	Validation	30-Nov-17		
Leeds Business School	tbc	MSc	Professional Accounting	TP	Validation	30-Nov-17		
Leeds Business School	tbc	MSC/ DA	Professional Accounting Degree Apprenticeship	TP	Validation	30-Nov-17		
Leeds Business School	BHBMt	BA	Business and Management	UG	Revalidation	02-Nov-17		
Leeds Business School	BMNLE	BAH	Business and Management via Distance Learning Top Up	UG	Revalidation	02-Nov-17		
Leeds Business School	BABMT	BA	Business and Management via Distance Learning	UG	Revalidation	02-Nov-17		
Leeds Business School	BAJLN	BAH	Journalism	UG	Revalidation	23-Nov-17		
Leeds Business School	BAHPR	BAH	Public Relations	UG	Revalidation	23-Nov-17		
Leeds Business School	BAPRJ	BAH	Public Relations with Journalism	UG	Revalidation	23-Nov-17		
Leeds Law School	BABLW	BAH	Business Law Top Up	UG	Validation	17-Oct-17		
Social Sciences	BASCR	BAH	Sociology and Criminology	UG	Validation	03-Oct-17		
Social Sciences	BASPS	BAH	Sociology and Psychological Studies	UG	Validation	03-Oct-17		
Social Sciences	BIRPS	BAH	International Relations Framework + 5 pathways	UG	Revalidation	06-Nov-17		
Social Sciences	POLTS	BAH	Politics Framework + 5 Pathways	UG	Revalidation	06-Nov-17		
Sport	BAHSD	BAH	Sport Development	UG	Revalidation	17-Jul-17	Validated with conditions	31-Aug-17
Sport	BAHPE	BAH	Physical Education	UG	Revalidation	13-Sep-17	Validated with recommendations	13-Sep-17
Sport	SPEXS	BSCH	Sport and Exercise Science	UG	Revalidation	11-Jul-17	Approved with Conditions and recommendation	10-Aug-17
Sport	BSSCS	BSCH	Sport Coaching	UG	Revalidation	19-Jul-17	Approved with recommendation	19-Jul-17
Sport	BAPEO	BAH	Physical Education with Outdoor Education	UG	Revalidation	13-Sep-17	Approved with Condition and recommendations	

## Partner Approval 2017-18

## Appendix B

Status	Code	Partner Name	Abbreviation	Country	Location	Type of Partnership	Outcome
Exiting	FTMS	FTMS Consultants (M) Sdn. Bhd.	FTMS	Malaysia	Overseas	Collaborative provision - Franchise	
Yes	HAN	Academy of Finance	AoF	Vietnam	Overseas	Collaborative provision - Shared delivery	
Yes	APA	Academy of Play and Child Psychotherapy (APAC)	APAC	United Kingdom	Domestic	Collaborative provision - Validated delivery	
Exiting	MAL	Malawi Institute of Management	MIM	Malawi	Overseas	Collaborative provision - Shared delivery	
Yes	MDI	Management Development Institute of Singapore (MDIS)	MDIS	Singapore	Overseas	Collaborative provision - Franchise	
Exiting	SWA	Mananga Centre for Regional Integration and Management Development (Pty) Ltd	Mananga	Swaziland	Overseas	Collaborative provision - Shared delivery	
Exiting	SCK	Seri Stamford College Sdn. Bhd. and Stamford College Sdn. Bhd.	Stamford College	Malaysia	Overseas	Collaborative provision - Franchise	



## Academic Audit

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### *Executive Summary*

This report summarises the process and findings of the 2016/17 academic audit activities (part A) and the proposed audit areas for 2017/18 (part B). The audit activities included a desk-based survey of Chairs and Secretaries of Mitigation Panels and a desk-based survey of a selection of Module Leaders (two per school) involved in examination processes, looking at feedback provided following examinations.

### *Action Requested*

The report is **for decision**. The Committee is invited to receive the report and consider the action(s) that may need to be taken to support the recommendations below and endorse the proposed audit areas for 2017/18.

### **Recommendations**

#### Examination Feedback:

- a) That further actions are taken to increase awareness amongst students of the feedback mechanisms in place for examinations.
- b) That Schools review their feedback timescales for examinations to provide more consistent approaches across modules.
- c) That the outcomes of this audit on feedback be considered in the planned annual review of regulations/processes for 2017/18 which will focus on assessment, feedback and use of technology.

### *Appendices*

Appendix A – Schedule of Audit Activities 2016/17

Appendix B – Benchmarking Outcomes

Appendix C - Desk-based Survey Results

### *Author*

*Name:* Kirsty Curwen/Carol Blackall/Claire Eatough

*Job title:* Associate Director/Quality Officer/Quality Officer, QAS

*Date:* 04 October 2017

### *Approval Route*

04 October 2017

Barbara Colledge, Dean of Quality, QAS

## **PART A: ACADEMIC AUDIT OUTCOMES 2016/17**

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### **Introduction**

The process of academic audit, as defined in Section 16 of the Academic Regulations, is to provide the university with assurance that the quality and standards of our academic provision are being appropriately implemented. This report provides a summary of the audit activity and outcomes from 2016/17 and the proposed audit areas for 2017/18.

### **Scope of the Audit Activity**

- 1 In October 2016 the Academic Quality and Standards Committee approved the academic audit activities for 2016/17, which consisted of desk-based audits of the Mitigation Panel processes and a desk-based audit on examination feedback to students. Also included in the audit were benchmarking exercises with other institutions to glean information on the comparability of our processes with those in other institutions. (Please see Schedule of Audit Activities at Appendix A)
- 2 The audit was conducted by Quality Assurance Services (QAS).

### **Mitigation Panel Processes**

- 3 The Mitigation Panel Processes were identified for audit to provide assurance that the move from Faculty based to School/subject based mitigation panels and associated processes provided evidence that the university was treating students fairly and equitably. The outcomes would also further inform the ongoing review of our regulations.
- 4 QAS undertook a benchmarking exercise with our recognised benchmark institutions, the outcome of which was that our processes for the consideration of extenuating circumstances and mitigation were in the main aligned with those universities. (Please see Benchmarking Outcomes at Appendix B.)
- 5 The Regulations Review Group considered the Extenuating Circumstances and Mitigation benchmarking outcomes at its meeting held 20 February 2017. The Review Group recommended to the Academic Board, at its meeting held 19 April 2017, that an additional 24-hour period, beyond the submission date for assessment, be included within the regulations to enable students to submit a request for mitigation.
- 6 Following a further recommendation by the Regulations Review Group, the Academic Board, at its meeting held on 19 April 2017, also agreed that the introduction of an internal advisor on matters relating to medical authenticity, perhaps from the School of Health and Community Studies, may be helpful as an optional support for those involved in cases to seek advice where they might desire a second opinion. It was further noted that there were two areas of possible

consultation by the internal advisor that may be required – medical authenticity and the authenticity of actual notes from medical practices etc.

- 7 QAS also undertook a desk-based survey which was sent to Chairs of Mitigation Panels and Secretaries to Mitigation Panels. The survey questions and responses are included at Appendix C.
- 8 **Organisation of Panels:** Deans of School have the remit to set the panel dates as appropriate for their Exam Board timetable. These panels may be school based or subject based and again, this is at the discretion of the Dean of School. In responses received from the survey panels tend to meet once a month.
- 9 **Evidence Timescales:** On balance students present the required evidence in support of their mitigation claims within the timescales set.
- 10 **Appropriateness of evidence:** 100% of respondents confirmed that the evidence presented was appropriate to the request being made.
- 11 **External to School Role on Mitigation Panel:** 37.5% of respondents thought the role was highly effective, 62.5% thought the role was adequately effective and 0% thought the role was not at all effective.
- 12 **Application of the Regulations:** In the main the regulations appear simple to apply.

### **Examination Feedback**

- 13 The research into feedback activities focussed on approaches to examination feedback and provided useful insights as to how feedback is given by staff to students. This topic had been supported by the Students' Union representatives in the previous academic year.
- 14 QAS undertook a benchmarking exercise with our recognised benchmark institutions, the outcome of which show that in the main examination feedback given by our staff is broadly in line with other institutions. (Please see benchmarking outcomes at Appendix C.).
- 15 QAS also undertook a desk-based survey which was sent to a random sample of two Module leaders per school across all schools in the University. The survey questions and responses are included at Appendix C.
- 16 **Tendency for feedback on examinations:** 83% of respondents reported that feedback was provided to students following examinations. This ranged from being offered to specific groups (those offered reassessment) to being offered by request or to whole groups.

- 17 **Timescale for feedback on examinations:** 50% of respondents stated that feedback to students usually takes place within four weeks of the examination, 33.5% respondents stated that feedback takes place more than four weeks after the examination and for 16.5% of respondents the question was not applicable owing to feedback being provided by request or in a generic format to all.
- 18 **Ways in which feedback is given to students:** There appeared to be a mixed economy of ways in which feedback is given to students either individually or in groups and these included on-line, face-to-face, written and some by request only.
- 19 **Feedback to students on practice/mock examinations:** Again there was a mixed economy of feedback given as in 17 above.
- 20 **Examination Workshops:** 84.5% of respondents offered workshops either before or after examinations and 15.5% did not offer workshops.
- 21 **Feedback on examination scripts:** 46% of respondents stated that feedback on examination scripts was given to students by a single member of staff and 54% of respondents stated that a group of tutors gave feedback to students.
- 22 **Format of feedback to students:** There was a wide range of formats of feedback given which included:
- a) Specific written tutor feedback against marking criteria
  - b) Generic written tutor feedback
  - c) Automated feedback (VLE, Computer-based tasks)
  - d) Written/verbal feedback from people other than the tutor (personal tutor, peer to peer, self-evaluation)
  - e) Informal verbal feedback (within or at the end of the lecture/seminar)
  - f) Student involvement with feedback via an activity

## **Conclusions and Recommendations**

- 23 The Committee is invited to consider the outcomes of the audit and the implementation of the following recommendations relating to the processes:
- a) The outcomes of the audit served to inform the recent review of the Extenuating Circumstances and Mitigation regulations.
  - b) This report confirms that the regulations and processes around Panels considering Extenuating Circumstances and Mitigation are being adhered to and are working effectively and providing equity and fairness to Students.
  - c) This report highlights that feedback to students on examinations is taking place through multiple methods which are broadly in line with other institutions.

## Recommendations

- a) That further actions are taken to increase awareness amongst students of the mechanisms in place for feedback on examinations.
- b) That Schools continue to reflect on their feedback timescales and methods to provide more consistent approaches across modules.
- c) That the outcomes of this audit on feedback be considered in the planned annual review of regulations/processes for 2017/18 which will focus on assessment, feedback and use of technology.

## **PART B: PROPOSED ACADEMIC AUDIT ACTIVITIES 2017/18**

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24 The areas proposed for reflection in 2017/18 are:

### **a) Transfer of Key Information Set (KIS) Contact Hours to published Course Specification**

As a result of a review of the Unistats website HEFCE has made changes to the data collection method and publication of Key Information Set data for 2017. The data collection has been renamed 'Unistats data collection' which is a reduced dataset with links to providers' websites for detailed information about course delivery and costs.

The elements we are now responsible for publishing, will be transferred into our published Course Specifications. Course Directors will receive a copy of their Course Specification(s) with the additional contact hours data. There will also be an opportunity for Schools to review their non-modular contact hours which is also detailed in the Course Specification prior to publication for the next admissions cycle.

### **b) Research into Practice: Study Abroad**

QAS is expanding the scope of its audits in order to develop a strand of activity which will be defined as 'Research into Practice'. This activity will be focused on ensuring that the Academic Regulatory and associated procedural frameworks which support the practice identified for inclusion are fit for purpose, with a view to driving enhancements which will be of value to the student learning experience and proportionate and comprehensible to staff who implement them.

The proposed area of activity to be researched is Study Abroad, with a particular focus on International rather than Erasmus based exchange activity, since institutions participating in the former activity with Leeds Beckett are

outside of the European Educational Area and are not formally aligned with UK sector norms regarding quality.

We will examine:

- The processes employed for the alignment and mapping of other institutions' curriculum to our participating courses' level learning outcomes;
- The assessment and reassessment arrangements which are in place at other institutions;
- Any regulatory or procedural barriers which are impacting on smooth student progression/ re-integration at Leeds Beckett
- How our regulations for progression support students in recovering their progression profile if they are unsuccessful while undertaking Study Abroad.

The activities will include:

- interviews with staff who facilitate exchanges;
- interviews with Course Directors who approve student requests to study abroad;
- a survey of students who have participated in Study Abroad activities;
- a review of the documentation associated with the confirmation of outcomes from host institutions;
- a review of examination board practice when dealing with Study Abroad students for the purposes of progression;
- an associated review of our own regulations and related procedures in light of these findings with a view to identifying enhancement to practice.

### **c) Course Enhancement in response to Education Strategy**

QAS will undertake a desk based review of a range of documents detailing course level responses and enhancements to the Education Strategy, 2016-2021 and will engage Schools in sharing perspectives on enhancements introduced. This will include:

- Translation exercise outcomes
- Monitoring annual review and enhancement executive summaries
- Critical Appraisals submitted during 2016-17
- Modifications
- Engagement with staff development supporting the Education Strategy and associated systems/processes

The proposed area of activity will focus on changes made in response to the learning pathway, Student Support Framework and Process Reform leading to course enhancement, as evidenced in the documentation and from engagement with Schools.

25 The outcomes from each exercise will be reported back to Academic Quality and Standards Committee.

### **Recommendations**

26 Academic Quality and Standards Committee Members are asked to endorse the continuous audit activity for 2017/18.

### **References and Further Information**

**HEFCE**

[www.hefce.ac.uk/pubs/year/2017/CL042017](http://www.hefce.ac.uk/pubs/year/2017/CL042017)

**Academic Regulations**

[www.leedsbeckett.ac.uk/public-information/academic-regulations](http://www.leedsbeckett.ac.uk/public-information/academic-regulations)

## Appendix A – Schedule of Audit Activities 2016/17

Audit Type	Faculty	Target of Survey	Auditor
Desk-based survey Extenuating Circumstances and Mitigation Panel processes	All	All Chairs and Secretaries of Mitigation panels	QAS
Desk-based: Benchmarking Exercise of our named Benchmark Institutions on Extenuating Circumstances and Mitigation processes.	n/a	All Benchmark Institutions	QAS
Desk-based survey Examination Feedback	All	Two randomly selected Module Leaders in each school of the University	QAS
Desk-based: Benchmarking Exercise of our named Benchmark Institutions on Examination Feedback.	n/a	All Benchmark Institutions	QAS

## Appendix A – Schedule of Audit Activities 2016/17

Audit Type	Faculty	Target of Survey	Auditor
Desk-based survey Extenuating Circumstances and Mitigation Panel processes	All	All Chairs and Secretaries of Mitigation panels	QAS
Desk-based: Benchmarking Exercise of our named Benchmark Institutions on Extenuating Circumstances and Mitigation processes.	n/a	All Benchmark Institutions	QAS
Desk-based survey Examination Feedback	All	Two randomly selected Module Leaders in each school of the University	QAS
Desk-based: Benchmarking Exercise of our named Benchmark Institutions on Examination Feedback.	n/a	All Benchmark Institutions	QAS



Appendix B - Benchmarking Outcomes

	Leeds Beckett	University of Bradford	UCLAN	University of Huddersfield	Manchester Met	University of Northumbria	Nottingham Trent	University of Portsmouth	Sheffield Hallam
<b>Fit to Sit Policy?</b>	Fit to sit policy	Fit to sit policy		Fit to sit policy	Fit to sit policy	Fit to sit policy for specific Law programmes only	Fit to sit policy	Fit to sit policy	
<b>Time allowed for extensions granted</b>	5 working days and exceptionally 10 working days	Faculties should agree a time scale for the extension	Up to 10 working days			One week	5 or 10 working days	5 working days and exceptionally 10 working days if it is a project or dissertation could be 20 working days as long as it is possible for the marking to take place before assessment board	5 working days and exceptionally 10 working days if it is a project or dissertation could be 20 working days as long as it is possible for the marking to take place before assessment board
<b>Time allowed to submit for an extension after submission date</b>	No time allowed after submission date		0	2 working days		0	0	No later than 24 hours before published deadline	No later than 24 hours before published deadline
<b>Mark for non-submission without prior approval</b>	0	0	0	0	0	0		0	0
<b>Deadline for submission of ECs after examination/assessment date</b>	5 working days	7 days	3 days	5 working days	5 working days	Within published deadlines	5 working days	20 working days for coursework and by the end of the Consolidation and Assessment Period if it is an examination	5 working days
<b>Deadline for provision of evidence to support claim</b>	5 working days from submission of request	7 days	As soon as possible after submission of request	5 working days	5 working days	Within published deadlines			
<b>Accepted Grounds if different from Leeds Beckett</b>	n/a		Major financial problems						
<b>Unacceptable Grounds if different to Leeds Beckett</b>	n/a	1. Late disclosure due to student feeling unable to disclose circumstances 2. Retrospective medical evidence eg a doctor's note which states that the student was seen after the illness had occurred and was fit but declared that they had been ill previously. 3. Foreseeable or preventable circumstances.							
<b>University / Faculty or School based panel</b>		School Extenuating Circumstances Sub-Committee		Registry and School Office	Faculty Exceptional Factors Panel	Faculty decision but if necessary considered by Personal Extenuating Circumstances Sub-Committee which meets in June of each year	School level Notification of Extenuating Circumstances Panel	Extenuating Circumstances Officers	University Extenuating Circumstances Panel
<b>How often do they meet</b>		Meet before Board of Examiners			No less than twice in each academic session.		Frequently throughout the academic year		
<b>Evidence required different to Leeds Beckett</b>	n/a							It is not necessary to require a medical certificate signed by a doctor for illnesses and episodes that last less than week.	

Appendix B - Benchmarking Outcomes

	Leeds Beckett	University of Bradford	UCLAN	University of Huddersfield	Manchester Met	University of Northumbria	Nottingham Trent	University of Portsmouth	Sheffield Hallam
<b>Additional notes</b>	n/a	Students who do not attend for assessment, or submit assessed work - and do not notify the University in advance with good reason and gain approval for this non-attendance/submission - will, in future, forfeit their right to any further assessment in that module. A charge of £100, per missed assessment, will be made to students for the re-instatement of their right to supplementary assessment.		All evidence must be provided in English and it is student's responsibility to ensure it is translated and certified as correct by a Public Notary etc.				Extenuating circumstances cannot be submitted for either Second Attempt Assessments or Deferred First Attempt Assessments and any that are submitted will be rejected.	

	Leeds Beckett	University of Bradford	UCLAN	University of Huddersfield	Manchester Met	University of Northumbria	Nottingham Trent	University of Portsmouth	Sheffield Hallam
<b>Definition of what constitutes "days"</b>	"Days" include weekdays and include vacations, but exclude weekends, bank holidays and other days when the University or designated collaborative institution is closed.	n/a	n/a	n/a	n/a	A working day is defined as a day when the University is open and staff would normally be available for work and thus also be available for contact by students. Penalties accrue only on working days (not weekends or public holidays) so Faculties are advised not to use Friday as a deadline where hard copy submission is required. Where this is unavoidable Faculties should ensure that students are aware that submission later than the Friday will be handled in accordance with the penalties below.	n/a	n/a	n/a
<b>Penalties</b>	<p><b>Full time students</b></p> <ul style="list-style-type: none"> <li>• 1 day late: 5% will be deducted from the mark achieved by the student</li> <li>• 2 to 9 days late: 5% will be deducted from the mark achieved by the student for every day on which the work remains unsubmitted.</li> <li>• 10 days late or more: a mark of zero will be recorded.</li> </ul> <p><b>Part time students</b></p> <ul style="list-style-type: none"> <li>• 1 to 2 days late: 5% will be deducted from the mark achieved by the student.</li> <li>• 3 to 10 days late: 5% will be deducted from the mark achieved by the student for each two days on which the work remains unsubmitted (ie 5% for days 3-4; 5-6; 7-8; 9-10).</li> <li>• 11 days late or more: a mark of zero will be recorded.</li> </ul>	The policy relating to late submission is that any work that is submitted after the deadline receives a mark of zero.	Universal penalty scale for unauthorised late submission of any form of assessed work. Students who submit work within 5 working days after the published submission date without an authorised extension will be awarded the minimum pass mark for that element of assessment. All work submitted later than 5 days after the published submission date without an authorised extension will be awarded a mark of 0% for that element of assessment.	Assessed work which is submitted late but within five working days of the agreed submission date will be accepted and the maximum mark available for that piece of assessment will be the standard pass mark for that piece of assessment.	Any summatively assessed assignment submitted after the relevant submission deadline shall be marked as 0%, unless the student has approved exceptional factors.	For coursework submitted up to <u>1 working day (24 hours)</u> after the published deadline without approval, 10% of the total marks available for the assessment (ie 100%) shall be deducted from the assessment mark. <ul style="list-style-type: none"> <li>• For clarity: a late piece of work that would have scored 65%, 55% or 45% had it been handed in on time will be awarded 55%, 45% or 35% respectively as 10% of the total available marks will have been deducted.</li> </ul> The Penalty does not apply to Pass/Fail Modules, ie there will be no penalty for late submission if assessments on Pass/Fail are submitted up to 1 working day (24 hours) after the published hand-in deadline. If assessments are not being graded on a % scale (ie out of 100%) staff should seek guidance from Faculty	<b>UG Provision First attempt at a module</b> - student submits assessed work after the submission date (and specified time) indicated in the Assessment and Feedback Plan, the work will be marked if submitted within five working days of the submission date. Where a student is making a first attempt and submits assessed work by this second deadline (ie five working days after the submission date), the maximum grade awarded will be a low 3rd. Where the quality of the assessed work falls below the minimum acceptable level (ie below a low 3rd) a lower grade will be awarded as appropriate. Where a student is making a first attempt at a module and submits work after the second deadline (ie five working days after the official	Coursework submitted within 20 working days of the published submission dates will be marked. The mark for the assessment will be limited to the unit pass mark but the uncapped mark must also be shown on the coursework. Where students submit valid extenuating circumstance within 20 working days of the published submission dates, the original mark will be reinstated and the cap lifted. Coursework submitted more than 20 working days after the published submission date will not be marked and will be recorded as a non submission. Certain PG, part time and/or distance learning students, may have different deadlines to those above for extenuating circumstances and late submission. In such cases, students will be notified at the start of the	Assessment which does not follow the arrangements for examinations and coursework submission, or coursework submitted after the deadline date and time, will not be accepted as a valid attempt and will receive a zero mark.

	Leeds Beckett	University of Bradford	UCLAN	University of Huddersfield	Manchester Met	University of Northumbria	Nottingham Trent	University of Portsmouth	Sheffield Hallam
<b>Reassessment</b>	Where work for reassessment is submitted late, the application of the late submission penalty on top of the capping or marks will effectively mean that a mark of less than 40% has been achieved and that therefore the assessment has been failed.	n/a	Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.	This facility does not apply to the submission of assessed work relating to Tutor Reassessment, referral or deferral requirements.			Where a student is making a referred or retake attempt at a module they must submit work by the submission date and they will not be allowed a second deadline. Work received after the submission date without a 'time extension' will be awarded a zero grade. Examiners must only comment on the work for learning purposes and return it to the student with a zero grade.	All second attempt assessments or deferred first attempt assessment coursework must be submitted by the published hand in date. For all students undertaking their assessments within the standard academic year, the deadline for all second attempt assessment course work will be the end date of the second attempt assessment period. Work submitted after that date will not be marked and will be recorded as a non submission. Extenuating circumstances cannot be submitted for Second Attempt or Deferred First Attempt Assessments.	
<b>Other</b>	n/a	n/a	n/a	n/a	n/a	In cases where there is a facility for the electronic submission of work, penalties accrue on non-working days. <ul style="list-style-type: none"> <li>For clarity: an assessment due to be submitted electronically at 5pm on Friday incurs a penalty of submitted later and before 5pm on Saturday.</li> </ul>	A course may adopt a shorter timescale than five working days. This should be agreed with ASQC and indicated in the course handbook and other appropriate documentation provided to students.	n/a	

	Leeds Beckett	University of Bradford	UCLAN	University of Huddersfield	Manchester Met	University of Northumbria	Nottingham Trent	University of Portsmouth	Sheffield Hallam
<b>Coursework</b>	Students will be informed of: <ul style="list-style-type: none"> <li>the feedback they can expect</li> <li>the date by which this will be provided</li> <li>the format in which the feedback will be communicated</li> </ul>	The Student Charter states that students will be provided with quality feedback via a number of mechanisms within 20 working days (4 working weeks) of summative assessment hand-in dates.	The University is committed to providing generic feedback to students on their assessed work within 15 days.	Assessments other than formal examinations and end assessments as identified in the Assessment and Feedback Strategy should be marked and made available for return to candidates within three term-time weeks of the submission date - in cases of extensions or renegotiated deadlines, the return date should be within three term-time weeks of the revised submission date.	Four week turn-round for the return of assessed work to students	Generic feedback should be provided for the cohort as a whole, highlighting key strengths, and areas for improvement, made available (eg via the eLP or class email) in advance of individualised return of work. There should be a formally scheduled time/class to discuss feedback on each assessment, where feasible which could take form of generic feedback to the cohort as a whole, peer feedback and/or self assessment. Handwritten feedback should be legible. The quality of student feedback will be monitored through the process of internal and assessment moderation.	Students will receive feedback on all assessed coursework within three weeks of the submission date. Large pieces of work (eg a portfolio, final year project or dissertation) are exempt from this timeframe. In recognition that such work requires considerably longer to mark than other coursework, the feedback (and grade) may be provided outside the standard three-week period. This exemption may only be used where formative feedback has been provided on work-in-progress.	The Unit Co-ordinator will be responsible for ensuring students are provided with feedback on all assessed work. The Head of Department will monitor provision of feedback. Feedback will be provided for all forms of assessment, including examinations.	Normally given within three working weeks (excluding student vacation periods) of the submission deadline for the assessment; Given in time to inform subsequent and related assessments and exams. <i>It is recognised that there are exceptional situations in which three week turn around is not possible due to externally imposed constraints. Exceptions may be made through discussion with faculty ADADs with reference to the rationale of the University's Assessment Framework.</i>
<b>Type of Feedback</b>	Feedback will vary with the assessment task in question. Forms of feedback on assessed work may include the following: <ul style="list-style-type: none"> <li>oral feedback</li> <li>written comment</li> <li>provisional marks indicated on scripts/submissions</li> <li>the final ratified mark</li> </ul>	Feedback should provide a clear and structured explanation of the mark(s) awarded, be referenced to the module learning outcomes and aligned with the Institutional Grading Criteria. The feedback should enable students to understand the strengths and weaknesses of their work relative to these reference points and how their work could be improved for future submissions. It is important that support and advice is available to students at the time when marks and results are released. If this is a Friday, for example, results should be made available before 12 noon and relevant staff should be available to provide support and/or advice should this be required.	Students will also receive, individual written feedback relating their performance to learning outcomes and marking criteria. Generic feedback on assessment/examination performance can be given to a group as a whole. Where the assessments are of a factual nature it may include an outline of the expected answers. For descriptive essays it may include statements of what an expected answer might include but not necessarily a model answer. A description may also be included of any typical problems encountered in answering the questions or general misunderstandings. Generic feedback may incorporate statistical information including grade distributions (although means, medians,	n/a	A feedback plan must be provided in the assignment brief for each assignment task. This plan will describe the nature and extent of the feedback which will be provided, and show how feedback is used during the unit both formatively and summatively to support learning for this task and for future learning. The feedback plan should take into account what the student is likely to be doing as a next step and how the timing, quantity and type of feedback will help to support this. For example, rapid narrative feedback which focuses on the marking criteria may be considered appropriate for a formative assignment set early in the academic year which is closely linked to a later summative assignment;	Assessment feedback sheets will: <ul style="list-style-type: none"> <li>Prompt feedback against each of the assessment criteria, and the quality of performance in relation to the marking scheme.</li> <li>Identify assessment criteria aligned with the learning outcomes for the module.</li> <li>Provide space for general qualitative comments, under specific headings eg strengths, weaknesses and areas for improvement.</li> </ul>	Students will receive individual feedback (written or recorded), including an individual grade, on all assessed coursework	It should provide an indication of the extent to which the work has met the assessment criteria and intended learning outcomes. The minimum requirements for summative feedback are: <ul style="list-style-type: none"> <li>Major strengths of the work.</li> <li>Ways in which the mark could have been improved.</li> <li>Original mark and any penalties that have been applied (where appropriate).</li> </ul> The precise nature of the feedback will vary according to departmental procedures and custom and practice in the subject area. However, feedback will normally be typed. If oral feedback is used to supplement the written feedback, it may be delivered to individuals or groups of students. Feedback on examinations and coursework may be written onto a proforma, a coversheet or	Explicitly integrated into curriculum design and review (module and course processes), both formatively and summatively; Constructively aligned with learning outcomes and assessment criteria; Given for all assessed work, both examinations and coursework; Consistent in terms of the student's experience of their course.

	Leeds Beckett	University of Bradford	UCLAN	University of Huddersfield	Manchester Met	University of Northumbria	Nottingham Trent	University of Portsmouth	Sheffield Hallam
<b>Examinations</b>			Generic feedback should be provided online immediately after the publication of results	n/a	n/a	Feedback should be given on all examinations; feedback can take many different forms and the most appropriate format should be decided upon locally <ul style="list-style-type: none"> <li>All exam scripts should be returned to students in line with the existing procedures for other types of assessed coursework</li> <li>Feedback on examinations should have the same turnaround timescales and conditions as for other assessed work <ul style="list-style-type: none"> <li>Where feedback is given using annotations on the scripts, it should be student focused.</li> </ul> </li> </ul>	Feedback will be provided for all examinations, where a balance of individual and cohort feedback may be used. In deciding this balance, the course team must take into account the students' experience of assessment across the level and the course. Students should receive individual feedback for targeted examinations, to enable them to perform better in later examinations. The course team should clearly specify those examinations for which students can expect to receive individual written feedback and those for which they will receive cohort feedback. <p><b>Timeliness of feedback</b> - for end-of-year and final year examinations, the feedback and grade should be provided after the Examination Board, even if this is outside the normal three-week period. For examinations</p>	See above.	See above
<b>Other</b>	Publication of Overall Results - these will be published within five working days following the Board of Examiners meeting. <a href="https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning-activities/assessment-and-feedback/giving-feedback-to-students/">https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning-activities/assessment-and-feedback/giving-feedback-to-students/</a>	The Faculty responsible for administering the programme shall, within ten working days of the decision of a Board of Examiners, issue to all students individually, in confidence and in writing, the decision of the Board of Examiners concerning their own overall performance.		n/a	<a href="http://www.celt.mmu.ac.uk/feedback/policy.php">http://www.celt.mmu.ac.uk/feedback/policy.php</a>	Individual feedback on assignments will be given within 20 working days (working days exclude weekends, bank holidays and official institutional closure days).	<a href="http://www4.ntu.ac.uk/adq/document_uploads/quality_handbook/138198.pdf">http://www4.ntu.ac.uk/adq/document_uploads/quality_handbook/138198.pdf</a>	If feedback is unexpectedly delayed, the UC must inform students of the reason(s) and the date on which they will receive the feedback. This information must also be reported to the Head of Dept and the Unit Assessment Board. The mark or grade provided to a student as part of the assessment feedback is a provisional mark subject to change and/or moderation until it is finally determined by the Unit Assessment Board. A student who submits work after the published submission date forfeits the right to feedback on that work, unless there were valid extenuating circumstances.	<a href="https://students.shu.ac.uk/regulations/exams_and_coursework/Framework%20for%20Feedback%20on%20Assessment.pdf">https://students.shu.ac.uk/regulations/exams_and_coursework/Framework%20for%20Feedback%20on%20Assessment.pdf</a>

## Q2 What is your role in relation to examinations?

Answered: 13 Skipped: 0

#	Responses	Date
1	Module Leader/ Senior invigilator	5/9/2017 4:08 PM
2	module leader	5/3/2017 9:43 AM
3	Tutor	5/2/2017 10:57 AM
4	Module leader for Children and Young People's Rights - Childhood Studies	5/2/2017 10:24 AM
5	I set and mark examinations. I invigilate.	5/2/2017 7:56 AM
6	I set them for my modules	4/24/2017 1:06 PM
7	Set and mark	4/24/2017 9:36 AM
8	Setting and marking examinations as a module leader and module team member for Solicitors Accounts. Also as subject head with overall responsibility for the student experience	4/24/2017 9:18 AM
9	I set one Invigilator for the one I set and a couple of other large modules at UG.	4/23/2017 3:18 PM
10	Chief invigilator, module leader (responsible for writing and marking the exam papers).	4/21/2017 1:47 PM
11	setting, marking	4/21/2017 9:54 AM
12	Course Leader - ensuring exam board marks received and correct; facilitating and co-ordinating team approach to feedback on our course Module Leader - setting and marking exams for the specific modules I lead	4/21/2017 9:46 AM
13	tutor/exam writer/marker/feeder-back/etc	4/21/2017 9:30 AM

### Q3 Date of completion of survey

Answered: 12 Skipped: 1

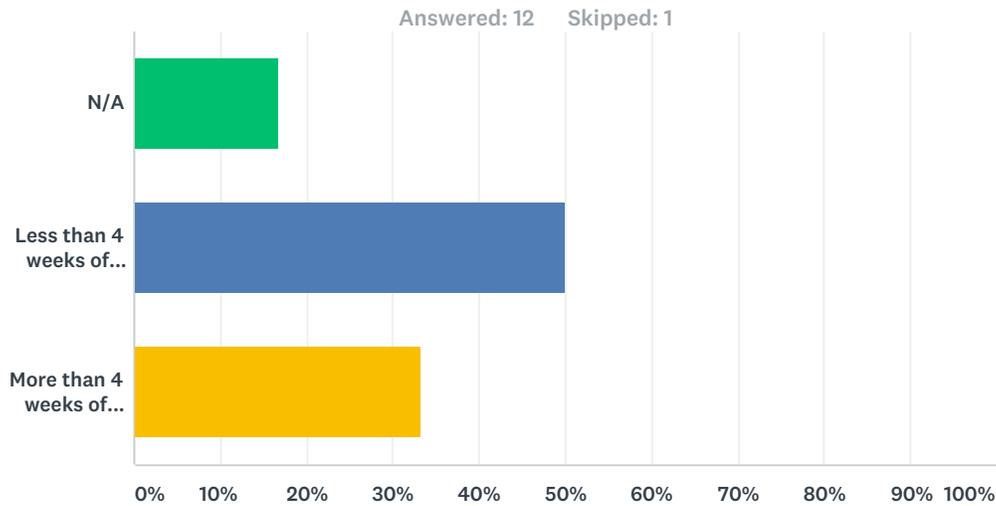
#	Responses	Date
1	9th May 2017	5/9/2017 4:08 PM
2	may 2017	5/3/2017 9:43 AM
3	2nd May 2017	5/2/2017 10:57 AM
4	2/5/17	5/2/2017 10:24 AM
5	24/04/17	4/24/2017 1:06 PM
6	24/4/17	4/24/2017 9:36 AM
7	24 April 2017	4/24/2017 9:18 AM
8	23 April	4/23/2017 3:18 PM
9	21 April 2017	4/21/2017 1:47 PM
10	April 21, 2017	4/21/2017 9:54 AM
11	21 April 2017	4/21/2017 9:46 AM
12	21/4/17	4/21/2017 9:30 AM

## Q4 What percentage of your course assessment is examination based?

Answered: 12 Skipped: 1

#	Responses	Date
1	100%	5/9/2017 4:08 PM
2	at least 50%	5/3/2017 9:43 AM
3	70%	5/2/2017 10:57 AM
4	50%	5/2/2017 7:56 AM
5	Only talking about 1 module which is 30% exam based	4/24/2017 1:06 PM
6	Varies by level, but around 25 to 30 percent	4/24/2017 9:36 AM
7	100	4/24/2017 9:18 AM
8	One eighteenth.	4/23/2017 3:18 PM
9	30%	4/21/2017 1:47 PM
10	50	4/21/2017 9:54 AM
11	Year 1 - 29%, Year 2 - 46%, Year 3 - 13% (figures taken from unistats as quickest available measure)	4/21/2017 9:46 AM
12	0% to 70% to 100% depending on module	4/21/2017 9:30 AM

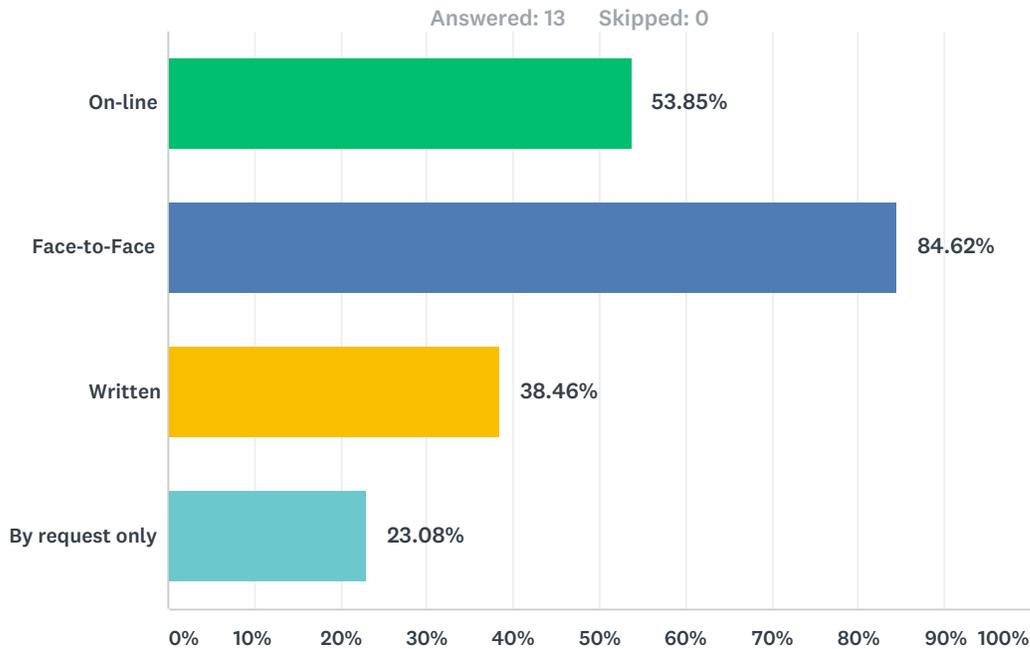
## Q5 If feedback on examinations is given what timescale is involved? (Please select one option)



Answer Choices	Responses
N/A	16.67% 2
Less than 4 weeks of completion of the examination?	50.00% 6
More than 4 weeks of completion of the examination?	33.33% 4
<b>Total</b>	<b>12</b>

#	Other (please specify)	Date
1	This is my first year, so the honest answer is 'I don't know'.	5/2/2017 7:56 AM
2	Feedback only given to students who receive a mark of under 40. Provisional marks released 4 weeks after exam, students contact tutor after this to arrange tutorial for feedback if needed.	4/21/2017 9:46 AM

## Q6 In what ways do you offer feedback to individual students? (Please tick all which may apply)

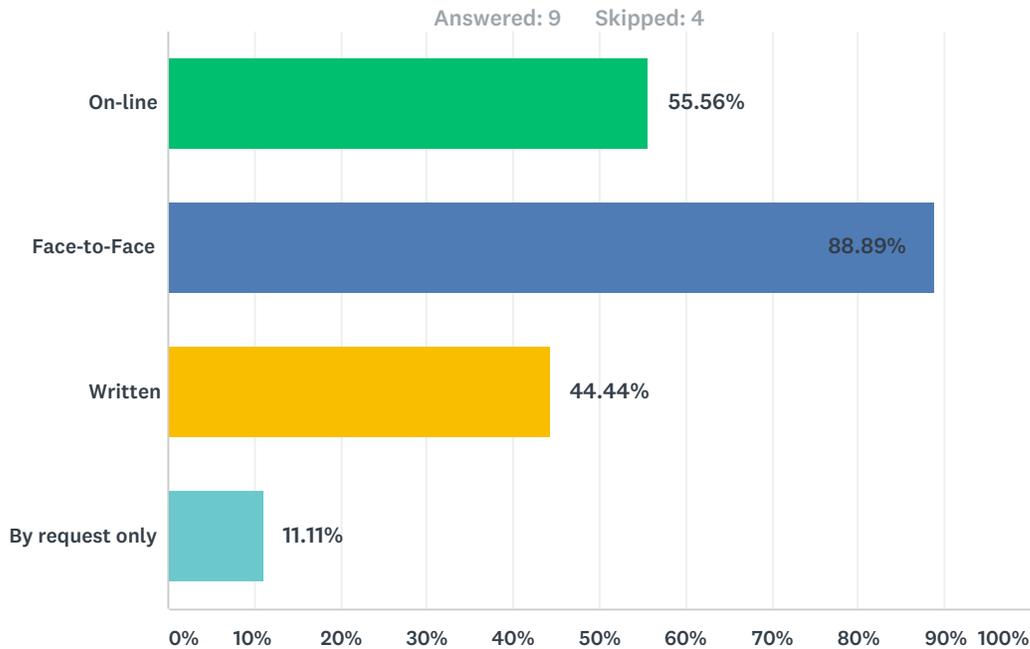


Answer Choices	Responses
On-line (1)	53.85% 7
Face-to-Face (2)	84.62% 11
Written (3)	38.46% 5
By request only (4)	23.08% 3
<b>Total Respondents: 13</b>	

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	2.15	0.95

#	Other (please specify)	Date
1	It's a small group though. Online feedback is generic, but I've found this is welcomed by students who can then gauge how they've performed in their cohort.	4/23/2017 3:18 PM
2	As described above	4/21/2017 9:46 AM

## Q7 In what ways do you offer feedback to groups? (Please tick all which may apply)

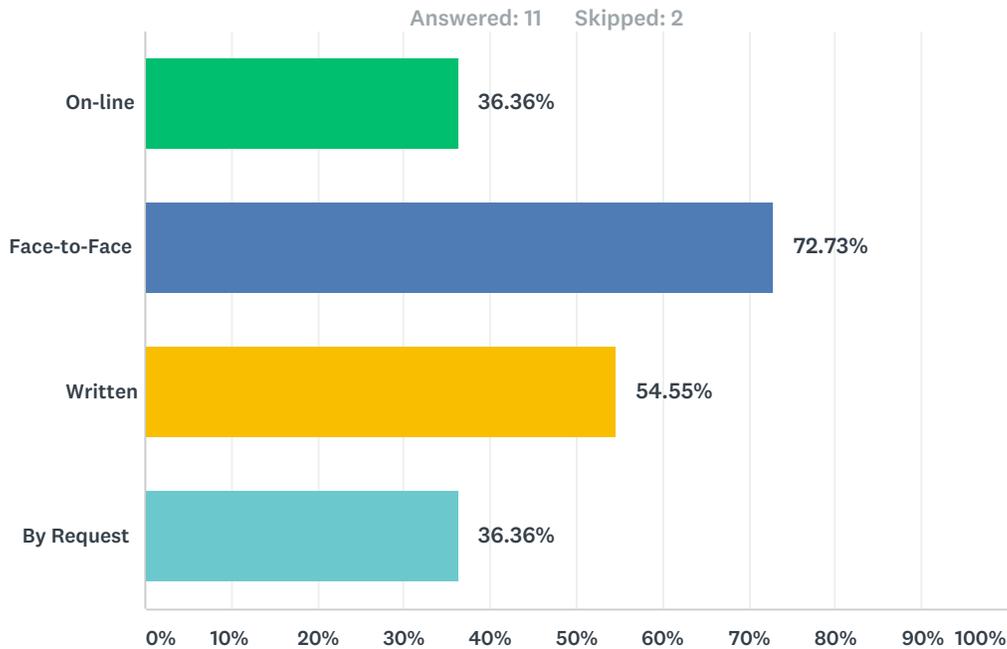


Answer Choices	Responses
On-line (1)	55.56% 5
Face-to-Face (2)	88.89% 8
Written (3)	44.44% 4
By request only (4)	11.11% 1
<b>Total Respondents: 9</b>	

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	2.06	0.85

#	Other (please specify)	Date
1	Not applicable	5/2/2017 7:56 AM
2	See generic online comment in 6. General feedback to all in class is made. Using: "where people did well, and where people found difficulties.." type remarks.	4/23/2017 3:18 PM
3	currently i dont do any group assessment at all	4/21/2017 9:30 AM

## Q8 In what ways do you offer feedback to students on practice/mock examinations? (Please tick all which may apply)

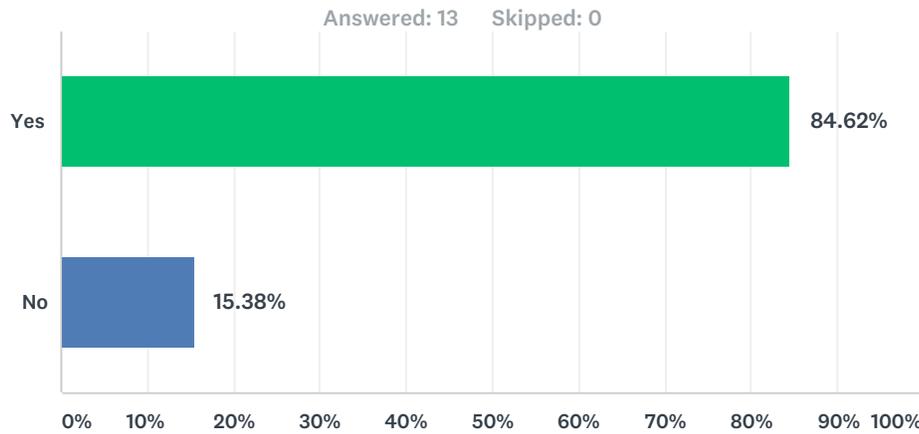


Answer Choices	Responses
On-line (1)	36.36% 4
Face-to-Face (2)	72.73% 8
Written (3)	54.55% 6
By Request (4)	36.36% 4
<b>Total Respondents: 11</b>	

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	2.45	0.99

#	Other (please specify)	Date
1	N/A	5/2/2017 10:57 AM
2	N/A	5/2/2017 7:56 AM
3	In a couple of tutorials. Feedforward.	4/23/2017 3:18 PM
4	This varies from one module to another, with all being used across the course.	4/21/2017 9:46 AM

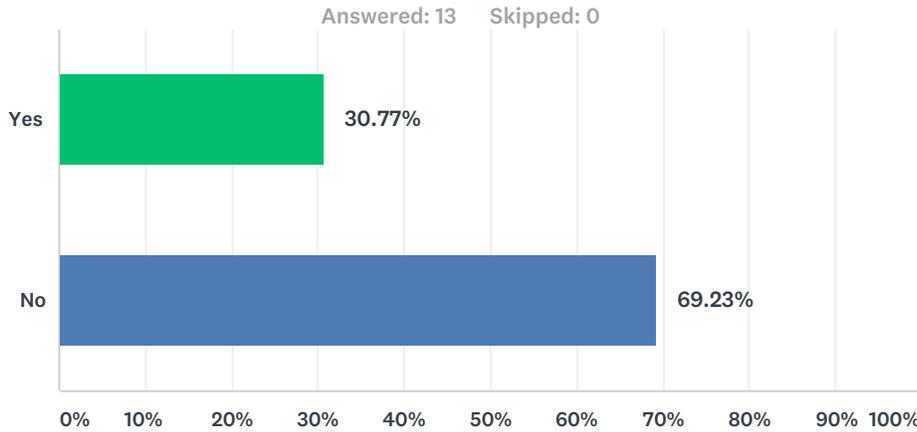
## Q9 Do you offer examination workshops before/after examinations?



Answer Choices	Responses
Yes (1)	84.62% 11
No (2)	15.38% 2
<b>Total</b>	<b>13</b>

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	1.00	1.15	0.36

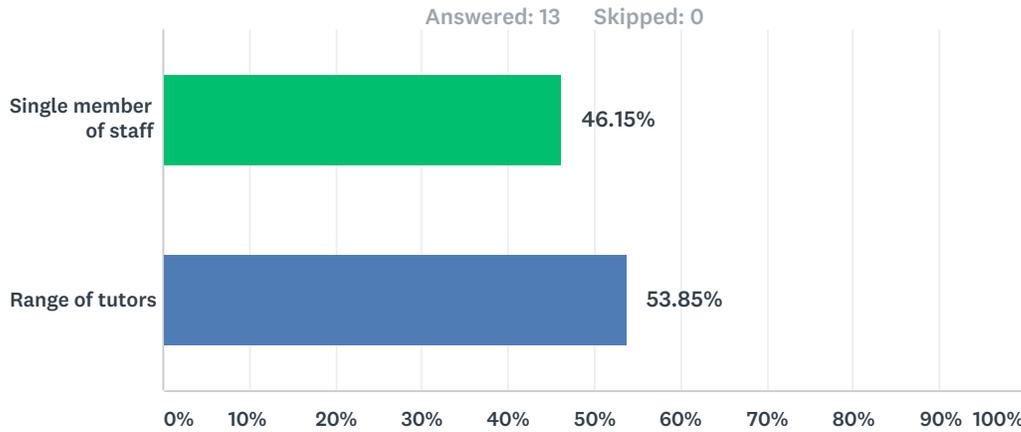
## Q10 Do you return students' examination scripts with feedback to students?



Answer Choices	Responses
Yes (1)	30.77% 4
No (2)	69.23% 9
<b>Total</b>	<b>13</b>

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.69	0.46

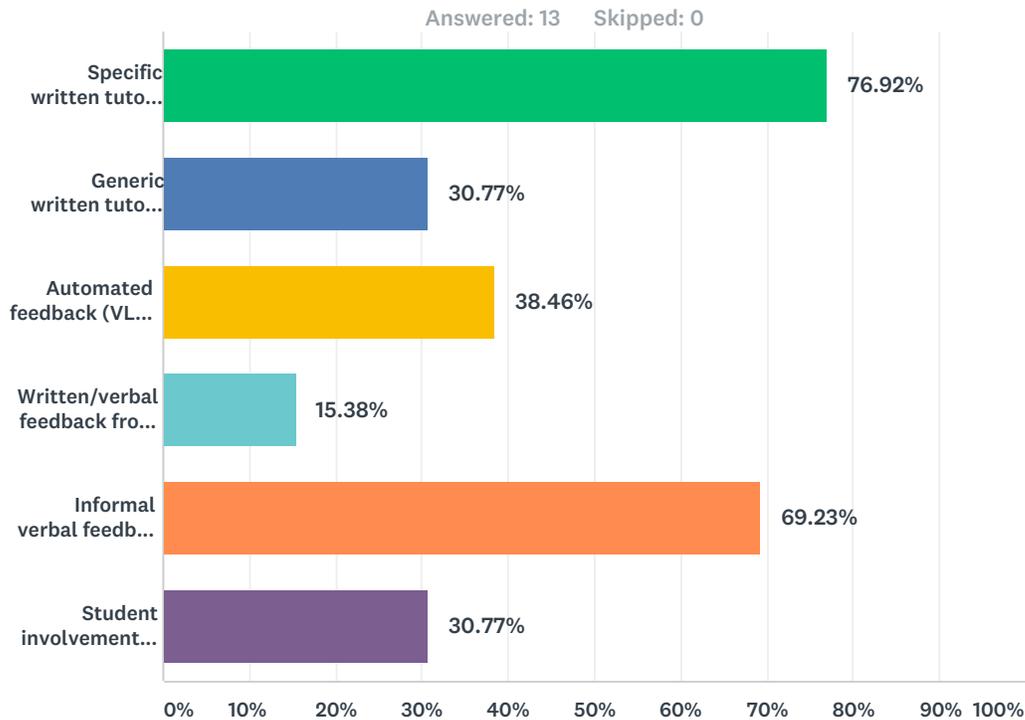
## Q11 Is feedback on examination scripts given by one member of staff or by a group of tutors who have been involved in the assessment process?



Answer Choices	Responses
Single member of staff (1)	46.15% 6
Range of tutors (2)	53.85% 7
<b>Total</b>	<b>13</b>

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.54	0.50

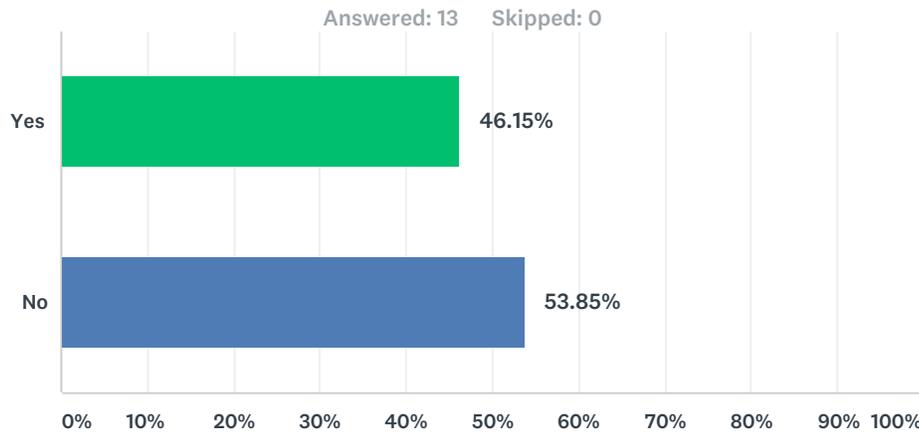
## Q12 What format does your feedback take? (Please tick all which may apply)



Answer Choices	Responses
Specific written tutor feedback against marking criteria (1)	<b>76.92%</b> 10
Generic written tutor feedback (2)	<b>30.77%</b> 4
Automated feedback (VLE, Computer based tasks) (3)	<b>38.46%</b> 5
Written/verbal feedback from people other than the tutor (personal tutor, peer to peer, self-evaluation) (4)	<b>15.38%</b> 2
Informal verbal feedback (within or at the end of the lecture/seminar) (5)	<b>69.23%</b> 9
Student involvement with feedback via an activity (6)	<b>30.77%</b> 4
<b>Total Respondents: 13</b>	

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	6.00	3.00	3.24	1.85

## Q13 Do you offer students any choice in how/when they receive their feedback?



Answer Choices	Responses
Yes (1)	46.15% 6
No (2)	53.85% 7
<b>Total</b>	<b>13</b>

### BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	2.00	2.00	1.54	0.50

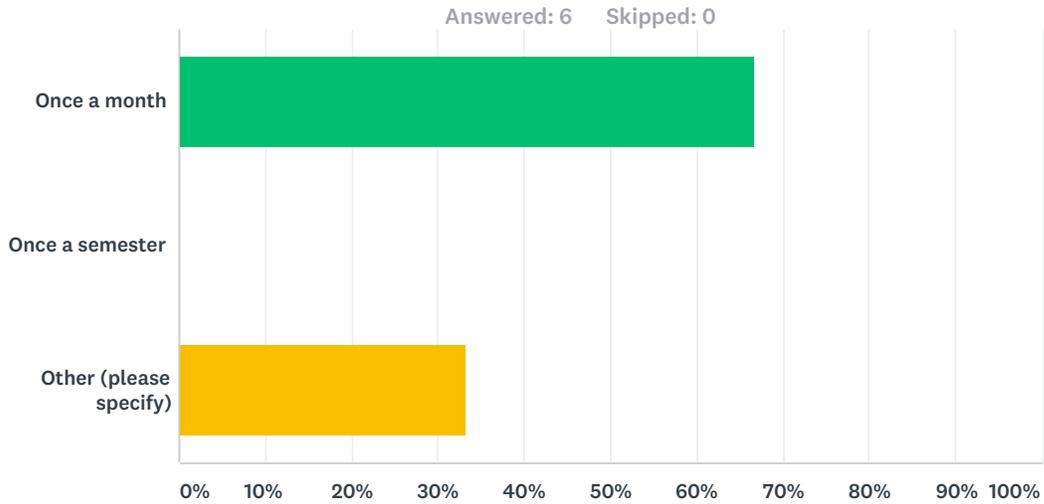
#	If Yes please provide further details	Date
1	Available online or in a 1 to 1 meeting	5/9/2017 4:08 PM
2	I do drop-ins over a number of periods.	5/2/2017 10:57 AM
3	If they want face to face they can book to see me	4/24/2017 1:06 PM
4	Either during the first tutorial of a subsequent module (if I teach them in second semester) or at a one-off session I hand back exam scripts (but need to collect them back for moderation). Students can either ask questions then, or arrange to see me later.	4/24/2017 9:36 AM
5	Only so much as.. if they are concerned they can ask for specific one to one meeting. Being approachable is key to relying on this.	4/23/2017 3:18 PM
6	face to face or studnet can use just the on-line feedback	4/21/2017 9:30 AM

## Q14 Do you wish to add any further commentary on examination feedback to students?

Answered: 7 Skipped: 6

#	Responses	Date
1	This approach usually works well and the students are happy with it.	5/9/2017 4:08 PM
2	Expectations on the nature and timing of feedback to students have risen exponentially, to the point where students expect the feedback almost immediately, rather than the four-week period. This is exacerbated by colleagues releasing grades and feedback before the four-week period when they have relatively simple assignments to mark - thus leveraging up expectations of students further - when the rest of us need the four weeks to make a proper job of marking complex assignments. There is an undercurrent of competition in this regard, i.e. colleagues seem to actively seek to release grades as soon as possible. I strongly advocate a Faculty/Business School policy of no early release of marks or feedback before a predetermined date and time, four weeks after the exam/submission. This would limit expectations and reduce unnecessary pressure on markers. It is better to lower expectations and surpass them, than raise them beyond an attainable level and fail.	5/2/2017 10:57 AM
3	Students are well prepared through mocks and when the exam is over they are all very happy with how it was. The only fails are from serial non attenders. Works well in my opinion.	5/2/2017 10:24 AM
4	When I was a student (1996-9) no feedback was given on exams. I've worked at five universities since then, and the other four did not give feedback to students; at most, notes would be kept for the benefit of internal/external moderators.	5/2/2017 7:56 AM
5	In order to foster creativity it is important not to offer model answers; some students fixate on the model as being the "correct" response, which can stunt their own development as a creative learner. The best feedback is brief written comments indicating where the response is particularly weak/strong and a subsequent face-to-face discussion of those particular weaknesses/strengths.	4/24/2017 9:36 AM
6	Answers to question 12 relate to exam preparation workshops or mock exams only. After exams, feedback on scripts is given to eligible students (mark of 49 or below) on request, via a tutorial with one of the module tutors, normally the person who marked the script. The student is able to look at the script and receives informal verbal feedback about how to improve their standard during the tutorial. We have discussed various options for this during 15/16 at request of the students. However, the staff group feel that within our current resource allocation providing feedback to all students on exams would be too time-consuming, both when marking and possibly feedback sessions.	4/21/2017 9:46 AM
7	question 10 - far as i know we cant give students thier exam script back (in case they add to it/change it?). i thought our regs requier us to retain hte scripts for a year then they get binned as handing them back that late pointless or impossible eg where studnet has left.	4/21/2017 9:30 AM

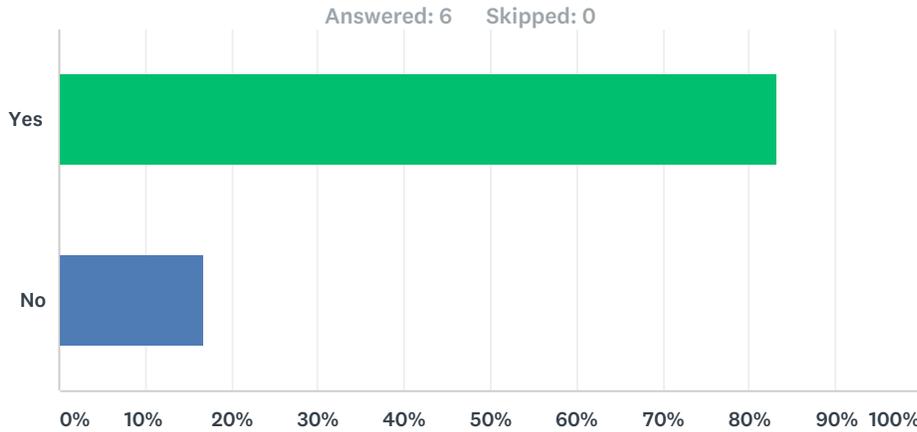
## Q2 How often are School mitigation panel meetings held?



Answer Choices	Responses
Once a month	66.67% 4
Once a semester	0.00% 0
Other (please specify)	33.33% 2
<b>Total</b>	<b>6</b>

#	Other (please specify)	Date
1	NB At present, I am continuing to Chair the Mitigation Panel for all 5 Schools in AET.	2/28/2017 1:52 PM
2	3-4 times a semester	2/28/2017 11:39 AM

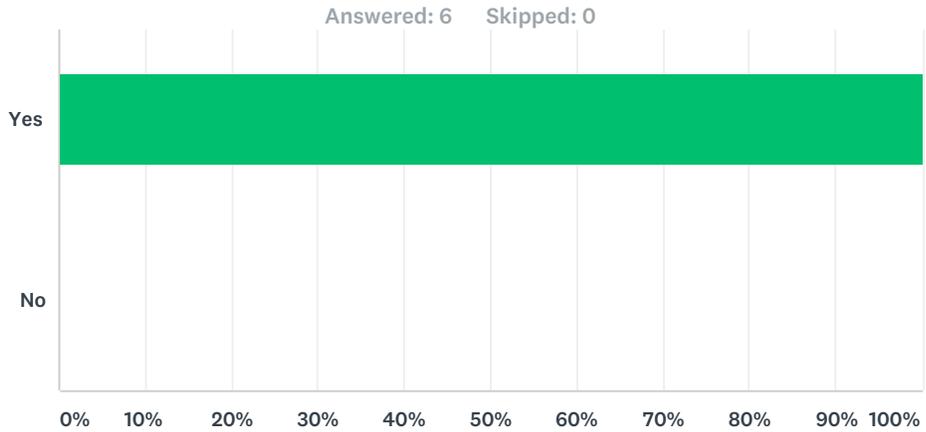
### Q3 In your opinion are the regulations for mitigation simple to apply?



Answer Choices	Responses
Yes	83.33% 5
No	16.67% 1
<b>Total</b>	<b>6</b>

#	If the answer above is No please comment on how this could be simplified.	Date
1	it is not possible to cover all eventualities but there are occasions when we spend a lot of time discussing unusual applications. There also seems to be a lack of consistency across School sin the use of Category A	2/27/2017 12:56 PM

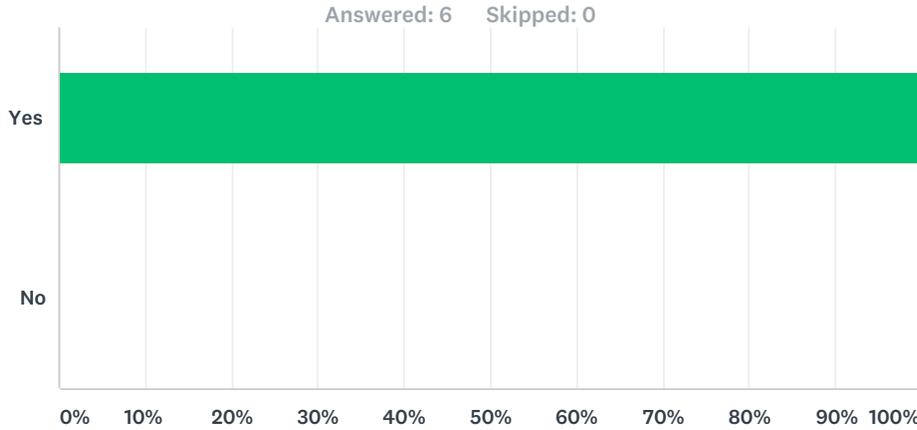
### Q4 On balance are the types of evidence presented to the panels appropriate in relation to the request being made?



Answer Choices	Responses
Yes	100.00% 6
No	0.00% 0
<b>Total</b>	<b>6</b>

#	If the answer above is No what other types of evidence would you suggest should be asked for to assist panels?	Date
1	Please note: the Panel does not question medical evidence provided by a recognised health service/practitioner	2/28/2017 1:52 PM

## Q5 In your experience do panels have the information/evidence they need to make a decision upon first presentation of each case of mitigation?



Answer Choices	Responses
Yes	100.00% 6
No	0.00% 0
Total	6

#	If the answer above is No please comment on how this could be improved.	Date
1	The Panel functions most effectively when those presenting information/evidence have a thorough understanding of the case and make a proposal based upon that evidence/information.	2/28/2017 1:52 PM
2	most of the time	2/28/2017 11:39 AM

## Q6 Please provide any other comments that you wish to make which may assist panels in the future

Answered: 3 Skipped: 3

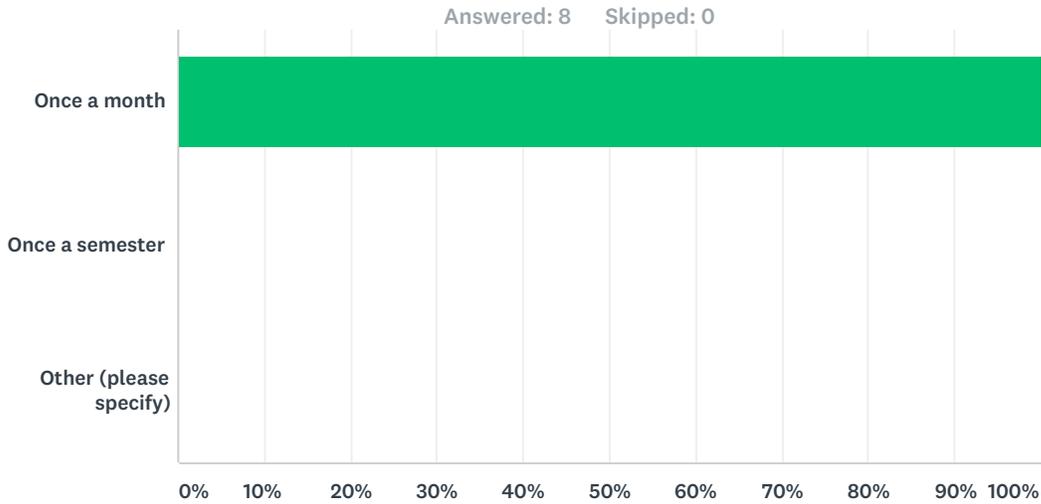
#	Responses	Date
1	There is an issue with making it clear to students that Dr Notes after the event ( so those that state the student says they were unwell and this would have affected their studies) is not acceptable. In addition support statements from tutors tend to say 'I believe' the student rather than I have been supporting the student since ( date) they first alerted me to their circs ( date) I offered the following support.... I suggested they apply for mitigation on ( date).	3/2/2017 12:51 PM
2	It has been agreed with the relevant Deans that we will not continue with the current arrangements beyond the end of this Academic Year.	2/28/2017 1:52 PM
3	My concern going forward is that there needs to be a forum for allowing Chairs and members of panels to share examples of cases that may have caused problems	2/27/2017 2:48 PM

**Q2 Role in relation to mitigation.**

Answered: 8 Skipped: 0

#	Responses	Date
1	Secretary to panel	3/13/2017 5:50 PM
2	Students Administration Team Leader (Fairfax Sport)	3/10/2017 10:51 AM
3	Secretary, External Panel Member	3/8/2017 4:58 PM
4	Secretary FBL	3/2/2017 10:47 AM
5	Senior Member of Support Staff	3/1/2017 4:36 PM
6	Administration Team Leader	2/27/2017 5:32 PM
7	Secretary, Senior member of support staff & external panel member	2/27/2017 12:53 PM
8	Student Admin Team Leader	2/24/2017 3:30 PM

### Q3 How often do School mitigation panels meet?



Answer Choices	Responses	
Once a month	100.00%	8
Once a semester	0.00%	0
Other (please specify)	0.00%	0
<b>Total</b>		<b>8</b>

#	Other (please specify)	Date
	There are no responses.	

## Q4 How many requests (on average) for mitigation are received by the School per semester?

Answered: 7 Skipped: 1

Answer Choices	Responses
Semester 1	100.00% 7
Semester 2	100.00% 7

#	Semester 1	Date
1	n/a - we hold faculty panels	3/13/2017 5:50 PM
2	Approx 200	3/10/2017 10:51 AM
3	350 individual assessments (not students)	3/8/2017 4:58 PM
4	300	3/2/2017 10:47 AM
5	85	3/1/2017 4:36 PM
6	78	2/27/2017 5:32 PM
7	110	2/24/2017 3:30 PM
#	Semester 2	Date
1	n/a we hold faculty panels	3/13/2017 5:50 PM
2	Approx 200	3/10/2017 10:51 AM
3	350 individual assessments (not students)	3/8/2017 4:58 PM
4	300	3/2/2017 10:47 AM
5	90	3/1/2017 4:36 PM
6	54	2/27/2017 5:32 PM
7	266	2/24/2017 3:30 PM

## Q5 On average how many mitigation requests are presented to each panel?

Answered: 7 Skipped: 1

#	Responses	Date
1	40	3/13/2017 5:50 PM
2	30-50	3/10/2017 10:51 AM
3	60	3/8/2017 4:58 PM
4	From 8 - 180 depending on the proximity to Semester deadlines	3/2/2017 10:47 AM
5	12 (but this varies quite a bit depending on the time of year)	3/1/2017 4:36 PM
6	30 to 50	2/27/2017 5:32 PM
7	40	2/24/2017 3:30 PM

## Q6 How many requests for extensions are received per semester?

Answered: 7 Skipped: 1

#	Responses	Date
1	200	3/13/2017 5:50 PM
2	Approx 100	3/10/2017 10:51 AM
3	80	3/8/2017 4:58 PM
4	Around 300	3/2/2017 10:47 AM
5	65	3/1/2017 4:36 PM
6	Sems 1 39, Sems 2 24	2/27/2017 5:32 PM
7	33	2/24/2017 3:30 PM

## Q7 How many requests for authorised absence are received per year?

Answered: 6 Skipped: 2

#	Responses	Date
1	-	3/13/2017 5:50 PM
2	2	3/8/2017 4:58 PM
3	Less than 20	3/2/2017 10:47 AM
4	1	3/1/2017 4:36 PM
5	around 5	2/27/2017 5:32 PM
6	We don't record on a spreadsheet sperate to Extensions - I see no Business Objects report to find such stats	2/24/2017 3:30 PM

## Q8 What is the % (on average) split for each category of mitigation decision at each panel?

Answered: 7 Skipped: 1

Answer Choices	Responses	
Category A	85.71%	6
Category B	100.00%	7
Reject	85.71%	6

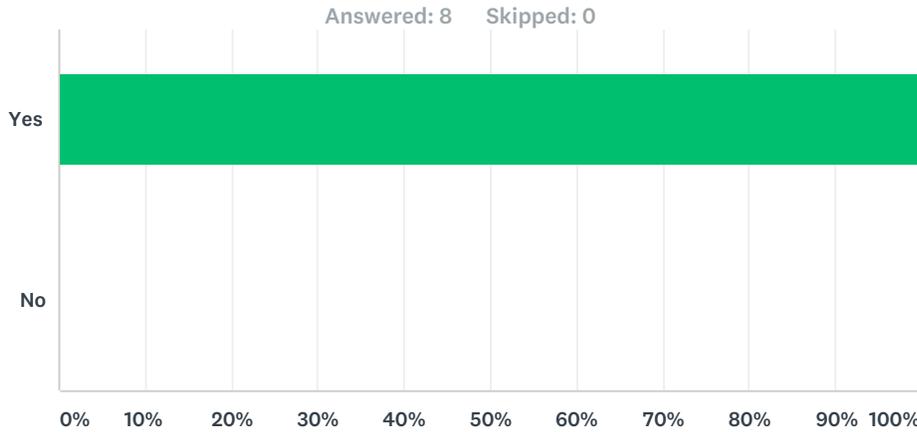
#	Category A	Date
1	5%	3/13/2017 5:50 PM
2	1%	3/10/2017 10:51 AM
3	0%	3/8/2017 4:58 PM
4	1% or less	3/2/2017 10:47 AM
5	None	2/27/2017 5:32 PM
6	.93	2/24/2017 3:30 PM
#	Category B	Date
1	90%	3/13/2017 5:50 PM
2	89%	3/10/2017 10:51 AM
3	90%	3/8/2017 4:58 PM
4	94% - 95%	3/2/2017 10:47 AM
5	Vast majority is Category B	3/1/2017 4:36 PM
6	131	2/27/2017 5:32 PM
7	70.5	2/24/2017 3:30 PM
#	Reject	Date
1	5%	3/13/2017 5:50 PM
2	10%	3/10/2017 10:51 AM
3	10%	3/8/2017 4:58 PM
4	5%	3/2/2017 10:47 AM
5	1	2/27/2017 5:32 PM
6	22.08	2/24/2017 3:30 PM

## Q9 For those that were rejected please elucidate the reasons for the rejection

Answered: 8 Skipped: 0

#	Responses	Date
1	No evidence received work commitments for FT students Holiday requests for FT students	3/13/2017 5:50 PM
2	Inappropriate Evidence/No evidence	3/10/2017 10:51 AM
3	No evidence. Evidence does not relate to the period of assessment. Circumstances are not classed as mitigating circs i.e. computer issues or financial difficulties	3/8/2017 4:58 PM
4	Generally out of timeframe for application or poorly evidenced.	3/2/2017 10:47 AM
5	Usually as supporting evdience is not provided / not sufficient	3/1/2017 4:36 PM
6	No evidence	2/27/2017 5:32 PM
7	Cases that are rejected are usually due to students asking for circumstances that are not appropriate, such as IT failure or the student not being able or willing to provide any evidence in support of application. It can also be the case they have already submitted and fit to sit results in a rejection.	2/27/2017 12:53 PM
8	Insufficient evidence	2/24/2017 3:30 PM

# Q10 On balance do students present the required evidence in support of their mitigation claims within the timescales set?



Answer Choices	Responses
Yes	100.00% 8
No	0.00% 0
Total	8

**Q11 If you answered No to Question 10 is there an apparent pattern as to the types of evidence that are not presented in time? (If you answered Yes to Question 10 please go to Question 12)**

Answered: 0 Skipped: 8

 No matching responses.

Answer Choices	Responses
Yes	0.00% 0
No	0.00% 0
Total	0

#	Please state the types of evidence that appear difficult for students to present in time	Date
	There are no responses.	

## Q12 On average what is the timescale from submission of a request by the student to the student receiving an outcome decision from the panel?

Answered: 8 Skipped: 0

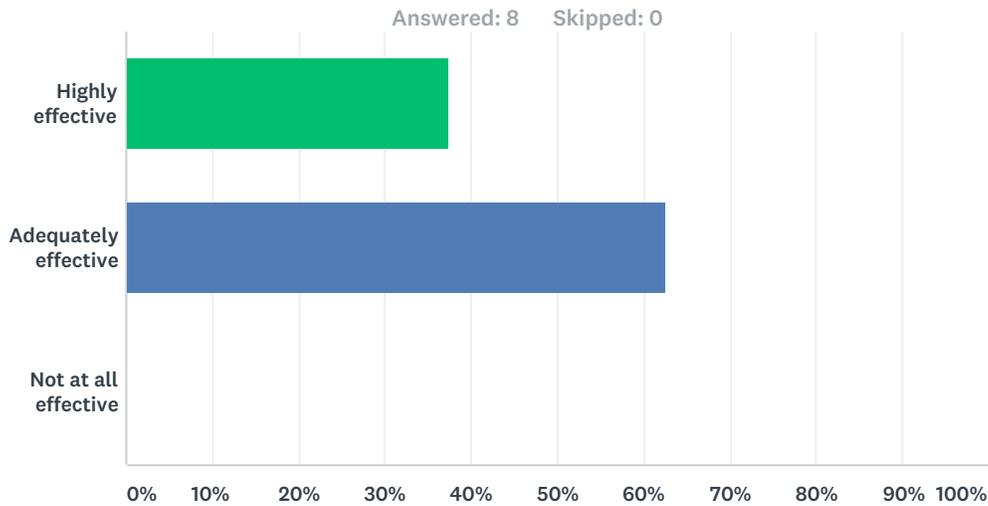
#	Responses	Date
1	1 to 2 weeks	3/13/2017 5:50 PM
2	24Hrs	3/10/2017 10:51 AM
3	2-3 weeks	3/8/2017 4:58 PM
4	Less than 4 weeks - depending upon when the request is received and the date of the next Panel.	3/2/2017 10:47 AM
5	Depends on when the student student submits the request as the Panels are monthly so if a student submits a few weeks before a panel, it will be a while.	3/1/2017 4:36 PM
6	usually within 24hrs	2/27/2017 5:32 PM
7	It is not possible to judge this as students will submit mitigation continually - they don't wait for mitigation panels to submit they tend to just submit around when they have to submit work themselves. So it is not possible to confirm this as it all depends on what date the student submits their form. They are sent an e-mail within days though to confirm their application will go to a panel.	2/27/2017 12:53 PM
8	Impossible to determine without going through all mitigation applications manually to extrapolate the date the form was submitted, matched to date of panel a decision was made. Then draw an average from that. Decisions are relayed to students within one day of panel sitting. As panels are held once a month, average is within one month of the panel date. So on average I would say 2 weeks.	2/24/2017 3:30 PM

## Q13 In your experience is there always an external to School panel member present at the meeting?

Answered: 8 Skipped: 0

#	Responses	Date
1	Yes	3/13/2017 5:50 PM
2	Yes	3/10/2017 10:51 AM
3	yes	3/8/2017 4:58 PM
4	Yes	3/2/2017 10:47 AM
5	Yes	3/1/2017 4:36 PM
6	Yes	2/27/2017 5:32 PM
7	Yes	2/27/2017 12:53 PM
8	Always	2/24/2017 3:30 PM

## Q14 In your opinion, how effective is the external to School role in promoting consistency of decision making across the University?



Answer Choices	Responses	Count
Highly effective	37.50%	3
Adequately effective	62.50%	5
Not at all effective	0.00%	0
<b>Total</b>		<b>8</b>

#	Please add any further comments you wish to make	Date
1	I think that sometimes people are resigned to the fact that some areas are more strict and some are more relaxed and so allow decisions that may not be made in their area or vice versa. i.e. some areas ask students to prove their relationship to a deceased person if they do not have the same surname, other areas do not ask for this. But on the whole it is good to have an external member.	3/8/2017 4:58 PM
2	I am not sure an external panel member is required at every Panel. Perhaps we could have a central team to send any difficult cases onto.	3/1/2017 4:36 PM
3	You get the full view of how mitigation cases are looked within the university	2/27/2017 5:32 PM
4	It all depends on who the panel member is. Usually they will only step in if they feel the panel needs advice or support to confirm what they want to do it consistent and within the regs but this consistency really now comes from the experience of the school panel members themselves. This will be affected as the panel members change as we go from faculty panels to schools.	2/27/2017 12:53 PM

## Q15 Are there any other comments you wish to make in relation to the Mitigation process?

Answered: 4 Skipped: 4

#	Responses	Date
1	I feel that the guidance could be improved in that it can be open to interpretations. With clear guidance on what evidence is required if feel that the decisions could be made with fewer people. The process does feel very much like a tick box exercise.	3/10/2017 10:51 AM
2	The process for entering the information on Banner is not good currently, but i am assuming this may change. The reports are no good so we still use a spreadsheet for the meetings. I am concerned that now the process has been devolved down to school level there may be more room for differing practice. Students being able to appeal based on undisclosed mits where they have attempted the assessment goes against the fit to sit policy, it would be great if this could be looked at as it seems unfair. On the whole I think the mitigation process works well.	3/8/2017 4:58 PM
3	The process is fair with consistent decisions being made.	3/2/2017 10:47 AM
4	N/A	2/27/2017 5:32 PM

## Professional, Statutory and Regulatory Body Activity

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### *Executive Summary*

This biannual report provides committee members with updated information about our courses' accreditation relationships with professional, statutory and regulatory bodies (PSRBs). The report was last presented to AQSC in June 2017. Information provided includes: i) changes to accreditation relationships, ii) new entries to the institutional PSRB register and iii) details of accreditations due to expire in the next academic cycle (201819).

The institutional PSRB Register is maintained by Quality Assurance Services and is informed by information shared by Schools, wherein colleagues have operational responsibility for the management of course/ PSRB relationships.

QAS staff are liaising with newly appointed Academic Quality Support Officers in Schools to ensure that planned accreditation activities are added to the register on an on-going basis. This information will in turn inform QAS' planning of validation activity, where there are appropriate synergies which can be identified.

Confirmation is also being sought that arrangements are in place to extend accreditations which are due to expire in 201819, so applicants and students are not disadvantaged. Courses will be removed from the institutional register if accreditation periods expire and will be re-entered upon receipt of documentation confirming re-accreditation.

Members will appreciate that the academic and professional services restructure activities recently concluded mean that work is ongoing in this regard.

### *Action Requested*

The report is **for decision.** The Committee is invited to:

- (a) receive and consider the latest information concerning course accreditations;
- (b) note that where accreditations are due to expire in 201819 (ie impacting on the current cycle of recruitment), Course Directors are actively liaising with the professional bodies concerned to ensure that our courses retain the benefit of accreditation or recognition;
- (c) endorse a proposal which formalises a requirement for a copy of all accreditation/ recognition reports received in Schools from PSRBs to be submitted to Quality Assurance Services upon receipt, to strengthen assurance and to allow relevant good practice endorsed by PSRBs to be shared beyond the School.

## ***Appendices***

Appendix A: On Campus PSRB Accreditations

Appendix B: Collaborative PSRB Accreditations

Appendix C: Accreditations Due to Expire in the 201819 Academic Year (i.e. potentially impacting on applicant information relating to current recruitment cycle).

## ***Author***

*Name:* Nick Waters

*Job title:* Policy & Guidance Manager (QA Frameworks and Processes)

*Date:* 27 September 2017

## ***Approval Route***

*02 October 2017*

*Barbara Colledge, Dean of Quality*

# Professional, Statutory and Regulatory Body Activity

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## Introduction

1. This biannual report provides committee members with information about our courses' accreditation relationships with professional, statutory and regulatory bodies (PSRBs) through the sharing of our institutional PSRB Register, together with any updates on accreditation activity received from Schools since the report was last received by AQSC in June 2017.
2. Following feedback from members at the last meeting, an abridged version of the register is being shared, with the full schedule which includes contextual information for both on campus and collaborative programmes to be viewable/ downloadable via the Quality Assurances Services staff website in future.
3. The report also highlights those PSRB relationships which are due to expire in the 2018/19 academic year and thereby with potential to impact on information being provided to applicants in the current cycle.
4. The register and additional information within this report will be shared directly with the following stakeholders to ensure the ongoing veracity of our published information for students and applicants:
  - a) Registry Services, for the purposes of triangulating information within the institution's Key Information Set return;
  - b) Deans of School and Academic Quality Support Officers, where information relates to the expiration of accreditation;
  - c) The Marketing & Recruitment Service, in support of the provision of correct information to applicants and;
  - d) Student Services (for reference).
5. Committee members should note that where accreditation dates have lapsed or otherwise expired, courses concerned will be removed from the institutional register until documentation which confirms re-accreditation is submitted to Quality Assurance Services.
6. The University has accreditation or recognition relationships in current good standing\* with **67 PSRBs** which cover **232** courses: 194 on-campus courses and 38 collaborative courses.

*\*(Good standing equates to open ended accreditation or recognition status or courses which have a defined period of accreditation which has not lapsed/ expired).*

## Recent Updates to PSRB Relationships and Activity

7. The following information has been received from School colleagues since this Committee last received details of PSRB activity in June 2017:

Confirmation from the School of Built Environment and Engineering that:

- a) BEngH Building Services Engineering (BEBSE) is to be added to the register, being accredited by the Chartered Association of Building Engineers by virtue of the University's status as a CABE academic affiliate;
  - b) MSc Construction Law and Dispute Resolution (CLAWD) has been reaccredited by the Chartered Institute of Arbitrators;
  - c) BSCH Construction Commercial Management (BSCCM), accredited by CABE, is no longer running at the University but is maintained in good standing on the portfolio since its non-accredited collaborative iteration (BSCH Quantity Surveying and Commercial Management) is delivered at Rushmore Business School, Mauritius;
  - d) BSCH Project Management (on-campus: PROMT and FTM, Malaysia: BSPJM) have been reaccredited by the Association of Project Management. The accreditation formerly applied to the delivery at Legenda, Malaysia (BSPNJ) has been removed since the course has not and will not run;
  - e) MA Housing, Regeneration and Urban Management (MAHRU) and BAH Human Geography and Planning (HGEOG) have maintained accreditation with the Royal Institute of Town and Regional Planning following ratification at that body's annual board and that the School of Built Environment and Engineering is an accredited Planning School;
  - f) BSCH Civil Engineering (CIVIL), HND Civil Engineering (HNDCV) and MSc Civil Engineering (MSCHV) will be subject to review by the Joint Board of Moderators in October to reconfirm accreditation.
8. Confirmation from the School of Clinical and Applied Sciences that:
- a) BSCH Dietetics (DIETT) is now accredited by the British Dietetics Association, alongside ongoing accreditation from the Health and Care Professions Council;
  - b) MSc Physiotherapy (PHYSM) and BSCH Physiotherapy (PHYSI) were successfully reaccredited by the Chartered Institute of Physiotherapy;
  - c) BSCH Sports and Exercise Therapy (BHSET) and MSc Sports Therapy (MSCST) were successfully reaccredited by the Society of Sports Therapists;
  - d) BSCH Environmental Health (BSCEH) has received a one year extension to accreditation granted by the Chartered Institute of Environmental Health whilst the body reviews its own accreditation processes;
  - e) BSCH Safety Health and Environmental Management (SHEMB) has been reaccredited for five years by the Institute of Occupational Safety and Health;
9. Confirmation from the School of Health and Community Studies that:
- a) Three PGDip Specialist Community Public Health Nursing programmes: District Nursing (CSDDN), School Nursing (SCDSN) and Health Visiting (SCDHV) are to be added to the register following accreditation by the Nursing and Midwifery Council.

10. Confirmation from Carnegie School of Education that:

- a) Two new programmes accredited by the National College of Teaching and Learning are to be added to the register: BAH Primary Education Early Years 3-7 with recommendation for QTS (PEQTE) and BAH Primary Education Early Years 5-11 with recommendation for QTS (PEQTR). These new programmes will replace provision which is running out.

11. Confirmation from the School of Events, Tourism and Hospitality that:

- a) A panel from The Institute of Travel and Tourism has unanimously agreed to renew the School's 'Centre of Excellence' status until September 2020;

12. Confirmation from Carnegie School of Sport that:

- a) BSCH Sport and Exercise Science has been re-recognised by the British Association of Sport and Exercise Science.

13. Confirmation from the School of Art, Architecture and Design that:

- a) The Landscape Institute, which accredits a suite of undergraduate and postgraduate courses, will receive an annual report from the School in December to inform an anticipated reaccreditation in February 2018;
- b) Masters of Planning (MPLAN), MA Town and Regional Planning and MA Urban Design (MAUDE) have maintained accreditation with the Royal Institute of Town and Regional Planning following ratification at that body's annual board.

14. Confirmation from Leeds Business School that:

- a) MSc Supply Chain Management and Logistics (MSCML) has been reaccredited by the Chartered Institute of Procurement and Supply;
- b) BAH Journalism has been reaccredited by the Professional Publishers Association;
- c) BAH, PGDip and MA Human Resource Management have been reaccredited by the Chartered Institute of Personnel and Development.

15. Further details concerning these accreditation/ recognition periods may be viewed at Appendix A (on-campus provision) and Appendix B (collaborative provision).

### **Accreditation Periods Due to Expire in 201718**

16. A suite of undergraduate and postgraduate courses in Events Management, Sport Events Management and International Events Management within the School of Events, Tourism

and Hospitality is recognised by the Association of British Professional Conference Organisers and the recognition period is due to expire in December 2017. The School is liaising with the Association currently to ensure that recognition is maintained.

### **Accreditations Due to Expire in 201819**

17. Appendix D details those accreditation periods which are due to expire in the 201819 academic year. QAS colleagues are working with School staff to confirm arrangements for re-accreditation are in train for the provision concerned.
18. More generally, the timing and/ or form of engagements with PSRBs is a matter of negotiation and may not be dictated by the University in all cases but based on current information, it is not anticipated that current students or current applicants will be adversely impacted while these arrangements for re-accreditation are being made.
19. QAS is actively liaising with School colleagues to confirm these arrangements are in place and to update the register accordingly.

### **Conclusions and recommendations**

20. This report concludes that the University is enhancing the quality of its provision by establishing new relationships with Professional, Statutory and Regulatory Bodies whilst maintaining existing relationships to provide excellent learning experiences for our students.
21. This report recommends that committee members endorse a proposal that Schools are formally required to submit a copy of each report received from associated PSRBs with Quality Assurance Services. QAS colleagues will review these reports and share key information with this committee in order to strengthen assurance reporting and to facilitate the awareness of PSRB endorsed good practice more widely.

Appendix A

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Art, Architecture and Design	TP	Architectural Professional Practice PGD	PROFY	Architects Registration Board (ARB)	Y	N	01/09/12	30/09/21
Art, Architecture and Design	UG	Architecture BAH	ARCHA	Architects Registration Board (ARB)	Y	N	01/08/11	30/09/21
Art, Architecture and Design	TP	Architecture, Master of	MARCH	Architects Registration Board (ARB)	Y	N	01/09/12	30/09/21
Art, Architecture and Design	UG	Architectural Technology BSCH	ARCHT	Chartered Institute of Architectural Technologists (CIAT)	Y	N	06/09/16	05/09/21
Art, Architecture and Design	TP	Architectural Professional Practice PGD	PROFY	Royal Institute of British Architects (RIBA)	Y	N	01/09/16	31/08/21
Art, Architecture and Design	UG	Architecture BAH	ARCHA	Royal Institute of British Architects (RIBA)	Y	N	01/09/16	31/08/21
Art, Architecture and Design	TP	Architecture, Master of	MARCH	Royal Institute of British Architects (RIBA)	Y	N	01/09/16	31/08/21
Art, Architecture and Design	TP	UK Planning Law and Practice PGC	PGPLP	Royal Town Planning Institute (RTPI)	N	Y	ongoing	ongoing
Art, Architecture and Design	UG	Landscape Architecture BAH	LANDA	Landscape Institute	Y	N	01/08/16	28/02/18
Art, Architecture and Design	TP	Landscape Architecture MA	LANDC	Landscape Institute	Y	N	01/08/16	28/02/18
Art, Architecture and Design	TP	Landscape Architecture PGD	LANDB	Landscape Institute	Y	N	01/08/16	28/02/18
Art, Architecture and Design	UG	Landscape Architecture and Design BAH	BALAD	Landscape Institute	Y	N	01/08/16	28/02/18
Art, Architecture and Design	TP	Landscape Architecture and Design MA	MALAD	Landscape Institute	Y	N	01/08/16	28/02/18
Art, Architecture and Design	UG	Landscape Architecture BAH	LANDA	Landscape Institute	Y	N	01/08/16	28/02/18
Art, Architecture and Design	TP	Landscape Architecture MA	LANDC	Landscape Institute	Y	N	01/08/16	28/02/18
Art, Architecture and Design	TP	Landscape Architecture PGD	LANDB	Landscape Institute	Y	N	01/08/16	28/02/18
Art, Architecture and Design	PG	Planning Mplan	MPLAN	Royal Town Planning Institute (RTPI)	Y	N	15/03/16	31/07/18
Art, Architecture and Design	UG	Town and Regional Planning MA	TPLAN	Royal Town Planning Institute (RTPI)	Y	N	15/03/16	31/07/18
Art, Architecture and Design	TP	Urban Design MA	MAUDE	Royal Town Planning Institute (RTPI)	Y	N	15/03/16	31/07/18

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Built Environment and Engineering	UG	Human Geography and Planning BAH	HGPLN	Royal Town Planning Institute (RTPI)	Y	N	15/03/16	31/07/18
Built Environment and Engineering	TP	Housing, Regeneration and Urban Management MA	MAHRU	Royal Town Planning Institute (RTPI)	Y	N	15/03/16	31/07/18
Built Environment and Engineering	UG	Civil Engineering BSCh	CIVIL	Joint Board of Moderators (JBM) - on behalf of Institute of Highway Engineers (IHE)	Y	N	01/10/10	01/10/17
Built Environment and Engineering	UG	Civil Engineering BSCh	CIVIL	Joint Board of Moderators (JBM) - on behalf of Chartered Institute of Highways and Transportation (CIHT)	Y	N	01/10/10	01/10/17
Built Environment and Engineering	UG	Civil Engineering HND	HNDCV	Joint Board of Moderators (JBM) - on behalf of Chartered Institute of Highways and Transportation (CIHT)	N	Y	01/10/10	01/10/17
Built Environment and Engineering	UG	Civil Engineering MSc	MSCIV	Joint Board of Moderators (JBM) - on behalf of Chartered Institute of Highways and Transportation (CIHT)	Y	N	01/10/10	31/07/18
Built Environment and Engineering	UG	Project Management BSCh	PROMT	Association for Project Management (APM)	Y	N	01/09/17	01/09/20
Built Environment and Engineering	UG	Facilities Management BSc	BSCFM	British Institute of Facilities Managers (BIFM)	N	Y	01/09/12	ongoing
Built Environment and Engineering	TP	Facilities Management MSc	MSCFM	British Institute of Facilities Managers (BIFM)	N	Y	01/09/12	ongoing
Built Environment and Engineering	UG	Building Services Engineering BEngH	BEBSE	Chartered Association of Building Engineers (CABE)	Y	N	Ongoing	Ongoing
Built Environment and Engineering	UG	Construction Management BSCh	CONMT	Chartered Association of Building Engineers (CABE)	Y	N	01/01/96	Ongoing
Built Environment and Engineering	UG	Project Management (Construction) BSCh	PROMC	Chartered Association of Building Engineers (CABE)	Y	N	01/01/96	Ongoing by subscription
Built Environment and Engineering	TP	Construction Law and Dispute Resolution MSc	CLAWD	Chartered Institute of Arbitrators (CI Arb)	Y	N	01/09/17	01/09/20

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Built Environment and Engineering	UG	Construction Commercial Management BScH	BSCCM	Chartered Institute of Building (CIOB)	Y	N	01/09/13	01/09/18
Built Environment and Engineering	UG	Construction Management BScH	CONMT	Chartered Institute of Building (CIOB)	Y	N	01/09/13	01/09/18
Built Environment and Engineering	UG	Project Management (Construction) BScH	PROMC	Chartered Institute of Building (CIOB)	Y	N	01/09/13	01/09/18
Built Environment and Engineering	UG	Housing Studies BAH	HOUSG	Chartered Institute of Housing (CIH)	Y	N	01/09/13	01/03/18
Built Environment and Engineering	UG	Building Services Engineering BSCH (top up)	BABSE	Chartered Institution of Building Services Engineers (CIBSE)	Y	N	01/08/11	31/07/19
Built Environment and Engineering	TP	Facilities Management MSc	MSCFM	International Facilities Management Association (IFMA)	Y	N	01/11/2012	11/10/2018
Built Environment and Engineering	UG	Civil Engineering BEngH	BECIV	Joint Board of Moderators (JBM)	Y	N	ongoing	ongoing
Built Environment and Engineering	UG	Building Surveying BSCH	BUISU	Royal Institution of Chartered Surveyors (RICS)	Y	N	01/08/13	Ongoing
Built Environment and Engineering	UG	Quantity Surveying BSCH	QUASU	Royal Institution of Chartered Surveyors (RICS)	Y	N	01/08/13	Ongoing
Clinical and Applied Sciences	UG	Environmental Health BSCH	BSCHEH	Chartered Institute of Environmental Health (CIEH)	Y	N	01/05/12	01/05/18
Clinical and Applied Sciences	UG	Nutrition BSCH (previously BSCH Public Health Nutrition)	BSCNU (prev PHNUT)	Association for Nutrition (AfN)	Y	N	2012	Ongoing
Clinical and Applied Sciences	UG	Safety Health and Environmental Management BSCH	SHEMB	Institute of Occupational Safety and Health, The (IOSH)	Y	N	01/08/12	31/07/22
Clinical and Applied Sciences	UG	Dietetics BSCH	DIETA	British Dietetic Association (BDA)	Y	N	2011	Ongoing
Clinical and Applied Sciences	UG	Dietetics BSCH	DIETT	British Dietetic Association (BDA)	Y	N	03/07/17	Ongoing
Clinical and Applied Sciences	TP	Dietetics PGD	DIETB	British Dietetic Association (BDA)	Y	N	01/02/13	Ongoing

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Clinical and Applied Sciences	TP	Environmental Health MSc	MSENV	Chartered Institute of Environmental Health (CIEH)	Y	N	30/04/13	30/04/18
Clinical and Applied Sciences	TP	Physiotherapy (pre-registration) MSc	PHYSM	Chartered Society of Physiotherapy (CSP)	Y	N	24/07/17	23/07/22
Clinical and Applied Sciences	UG	Physiotherapy BSCh	PHYSI	Chartered Society of Physiotherapy (CSP)	Y	N	24/07/17	23/07/22
Clinical and Applied Sciences	TP	Occupational Therapy (Pre-Registration) MSc	MSCOT	College of Occupational Therapists (COT)	Y	N	01/01/16	31/12/21
Clinical and Applied Sciences	TP	Osteopathy, Master of	MOSTO	General Osteopathic Council (GOsC)	Y	N	01/08/13	31/07/18
Clinical and Applied Sciences	UG	Dietetics BSCh	DIETA	Health and Care Professions Council, The (HCPC)	Y	N	Ongoing	Ongoing
Clinical and Applied Sciences	UG	Dietetics BSCh	DIETT	Health and Care Professions Council, The (HCPC)	Y	N	Ongoing	Ongoing
Clinical and Applied Sciences	TP	Dietetics PGD	DIETB	Health and Care Professions Council, The (HCPC)	Y	N	01/02/13	Ongoing
Clinical and Applied Sciences	TP	Occupational Therapy (Pre-Registration) MSc	MSCOT	Health and Care Professions Council, The (HCPC)	Y	N	2010	Ongoing
Clinical and Applied Sciences	TP	Physiotherapy (pre-registration) MSc	PHYSM	Health and Care Professions Council, The (HCPC)	Y	N	2010	Ongoing
Clinical and Applied Sciences	UG	Physiotherapy BSCh	PHYSI	Health and Care Professions Council, The (HCPC)	Y	N	02/07/10	Ongoing
Clinical and Applied Sciences	TP	Acoustics and Noise Control Dip	DIPAC	Institute of Acoustics	Y	N	2015	2020
Clinical and Applied Sciences	UG	Environmental Noise Measurement IoA Cert of Competence	N/A - module	Institute of Acoustics	Y	N	2015	2020
Clinical and Applied Sciences	UG	Management of Occupational Exposure to Hand-Arm Vibration IoA Cert of Competence	N/A - module	Institute of Acoustics	Y	N	2015	2020
Clinical and Applied Sciences	UG	Workplace Noise Risk Assessment IoA Cert of Competence	N/A - module	Institute of Acoustics	Y	N	2015	2020
Clinical and Applied Sciences	TP	Health and Safety MSc	MSCHS	Institute of Occupational Safety and Health, The (IOSH)	Y	N	01/12/14	01/12/19
Clinical and Applied Sciences	TP	Health and Safety PGD	PGDHS	Institute of Occupational Safety and Health, The (IOSH)	Y	N	01/08/13	01/08/18
Clinical and Applied Sciences	UG	Biomedical Sciences BSCh	BIOMS	Royal Society of Biology	Y	N	08/03/16	2021

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Clinical and Applied Sciences	UG	Biomedical Sciences (Human Biology) BScH	BIOR3	Royal Society of Biology	Y	N	08/03/16	2021
Clinical and Applied Sciences	UG	Biomedical Sciences (Microbiology/Molecular Biology) BScH	BIOR1	Royal Society of Biology	Y	N	08/03/16	2021
Clinical and Applied Sciences	UG	Biomedical Sciences (Physiology/Pharmacology) BScH	BIOR2	Royal Society of Biology	Y	N	08/03/16	2021
Clinical and Applied Sciences	UG	Sports and Exercise Therapy BScH	BHSET	Society of Sports Therapists, The	Y	N	31/08/17	31/08/23
Clinical and Applied Sciences	TP	Sports Therapy MSc	MSCST	Society of Sports Therapists, The	Y	N	31/08/17	31/08/23
Computing, Creative Technologies and Engineering	UG	Computer Forensics and Security BScH	BSCFS	BCS, The Chartered Institute for IT	Y	N	01/09/14	01/09/18
Computing, Creative Technologies and Engineering	UG	Computer Forensics BScH	INNCF	BCS, The Chartered Institute for IT	Y	N	01/09/14	01/09/18
Computing, Creative Technologies and Engineering	UG	Computing BScH	CMPXX	BCS, The Chartered Institute for IT	Y	N	01/09/14	01/09/18
Computing, Creative Technologies and Engineering	UG	Business Information Technology BScH	BSBIT	BCS, The Chartered Institute for IT	Y	N	01/09/12	01/09/18
Computing, Creative Technologies and Engineering	TP	Business Intelligence MSc	MSCBI	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18
Computing, Creative Technologies and Engineering	TP	Computer Systems Engineering MSc	MSCSG	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18
Computing, Creative Technologies and Engineering	TP	Computer Systems Engineering MSc	MSDFS	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18
Computing, Creative Technologies and Engineering	TP	Information & Technology MSc	MSCIT	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Computing, Creative Technologies and Engineering	TP	Information Management MSc	INMAM	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18
Computing, Creative Technologies and Engineering	TP	Software Engineering MSc	MSSF	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18
Computing, Creative Technologies and Engineering	TP	Sustainable Computing MSc	MSSUE	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18
Computing, Creative Technologies and Engineering	TP	Mobile Device Application Development MSc	MSMDA	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18
Computing, Creative Technologies and Engineering	TP	Networking Systems Engineering MSc	MSNSE	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18
Computing, Creative Technologies and Engineering	UG	Audio Engineering BSch	BAUEN	Joint Audio Media Education Services (JAMES)	Y	N	01/11/16	31/10/19
Computing, Creative Technologies and Engineering	TP	Audio Engineering MSc	MSADE	Joint Audio Media Education Services (JAMES)	Y	N	01/11/16	31/10/19
Education and Childhood	TP	PG Cert Academic Practice	PGACR	Higher Education Academy		08/13	01/09/16	Ongoing
Education and Childhood	Non-Credit Bearing	Assessment for Recommendation of Qualified Teacher Status	ARQTS	National College for Teaching and Leadership (NCTL)	Y	N	n/a	n/a
Education and Childhood	UG	Early Childhood Ed Leading to QTS BAH	BAECE	National College for Teaching and Leadership (NCTL)	Y	N	n/a	n/a
Education and Childhood	UG	Prim Ed Leading to QTS BAH	BAPEQ	National College for Teaching and Leadership (NCTL)	Y	N	n/a	n/a
Education and Childhood	UG	Primary Education (Early Years, 3-7) with recommendation for QTS BAH	PEQTE	National College for Teaching and Leadership (NCTL)	Y	N	n/a	n/a
Education and Childhood	UG	Primary Education (5-11) with recommendation for QTS BAH	PEQTR	National College for Teaching and Leadership (NCTL)	Y	N	n/a	n/a

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Events, Tourism, and Hospitality	UG	10 Week Pre-Sessional	ELFPR	British Council, The	Y	N	02/11/15	01/11/19
Events, Tourism, and Hospitality	UG	English as a Foreign Language with Events Management BAH (Course running out. Expected completion date June 2017)	BAEEM	British Council, The	Y	N	02/11/15	01/11/19
Events, Tourism, and Hospitality	UG	English as a Foreign Language with International Business BAH (Course running out. Expected completion date June 2017)	BAEEI	British Council, The	Y	N	02/11/15	01/11/19
Events, Tourism, and Hospitality	UG	English as a Foreign Language with International Relations BAH (Course running out. Expected completion date June 2017)	BAEER	British Council, The	Y	N	02/11/15	01/11/19
Events, Tourism, and Hospitality	UG	English as a Foreign Language with Marketing BAH (Course running out. Expected completion date June 2017)	BAEEK	British Council, The	Y	N	02/11/15	01/11/19
Events, Tourism, and Hospitality	UG	English as a Foreign Language with Tourism Management BAH (Course running out. Expected completion date June 2017)	BAEET	British Council, The	Y	N	02/11/15	01/11/19
Events, Tourism, and Hospitality	UG	International Foundation Studies CertHE	CHIFS	British Council, The	Y	N	02/11/15	01/11/19
Events, Tourism, and Hospitality	PG	International Masters Framework	INTMF	British Council, The	Y	N	02/11/15	01/11/19
Events, Tourism, and Hospitality	TP	English Language Teaching and Professional Practice PGC	PCELT	Cambridge Delta (University of Cambridge) ESOL	N	Y	Ongoing	Ongoing
Events, Tourism, and Hospitality	TP	English Language Teaching MA	MAELG	Cambridge Delta (University of Cambridge) ESOL	N	Y	Ongoing	Ongoing
Events, Tourism, and Hospitality	UG	Hospitality Leadership and Management BSCh	BHHLM	Institute of Hospitality (IoH)	Y	N	01/09/13	01/09/18

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Events, Tourism, and Hospitality	UG	Hospitality Leadership and Management BSCH (Accelerated) (There is 1 repeating student on this award)	BHHLA	Institute of Hospitality (IoH)	Y	N	01/09/13	01/09/18
Events, Tourism, and Hospitality	UG	Managing International Hospitality BSCH (There are only 2 students eligible to enrol on this award)	BHMIH	Institute of Hospitality (IoH)	Y	N	01/09/13	01/09/18
Events, Tourism, and Hospitality	TP	International Tourism & Hospitality Management PGC (There are no students on this award)	ITMHM	Institute of Travel and Tourism (ITT)	N	Y	01/09/2017	01/09/20
Events, Tourism, and Hospitality	TP	MSC International Tourism & Hospitality Management	MITHM	Institute of Travel and Tourism (ITT)	N	Y	01/08/17	01/09/20
Events, Tourism, and Hospitality	TP	Responsible Tourism Management MSc	MSRTM	Institute of Travel and Tourism (ITT)	N	Y	01/09/2017	01/09/20
Events, Tourism, and Hospitality	TP	Responsible Tourism Management PGC	PCRTM	Institute of Travel and Tourism (ITT)	N	Y	01/09/2017	01/09/20
Events, Tourism, and Hospitality	TP	Responsible Tourism Management PGD	PDRTM	Institute of Travel and Tourism (ITT)	N	Y	01/09/2017	01/09/20
Events, Tourism, and Hospitality	TP	Travel Business Leadership MSc	MSTBL	Institute of Travel and Tourism (ITT)	N	Y	01/09/2017	01/09/20
Events, Tourism, and Hospitality	TP	Travel Business Leadership PGC	PCTBL	Institute of Travel and Tourism (ITT)	N	Y	01/09/15	01/09/20
Events, Tourism, and Hospitality	TP	Travel Business Leadership PGD	PDTBL	Institute of Travel and Tourism (ITT)	N	Y	01/09/15	01/09/20
Events, Tourism, and Hospitality	UG	BAH International Tourism Management	ITOUR	Institute of Travel and Tourism (ITT)	N	Y	01/08/17	01/09/20
Events, Tourism, and Hospitality	UG	BSCH Travel Business Management (Top up)	BSTBM	Institute of Travel and Tourism (ITT)	N	Y	01/08/17	01/09/20

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Events, Tourism, and Hospitality	TP	Responsible Tourism Management MSc	MSRTM	United Nations World Tourism Organisation (UNWTO)	Y	N	14/09/16	13/09/20
Events, Tourism, and Hospitality	TP	Responsible Tourism Management PGD	PDRTM	United Nations World Tourism Organisation (UNWTO)	N	01/03/12	14/09/16	13/09/20
Events, Tourism, and Hospitality	TP	Responsible Tourism Management PGC	PCRTM	United Nations World Tourism Organisation (UNWTO)	N	01/03/12	14/09/16	13/09/20
Events, Tourism, and Hospitality	UG	Events Management BAH	EVMGT	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17
Events, Tourism, and Hospitality	UG	Sports Events Management BScH	BHSEV	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17
Events, Tourism, and Hospitality	TP	Events Management (Online) PGD	PDEMP	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17
Events, Tourism, and Hospitality	TP	Events Management (Online) PGC	PCEMP	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17
Events, Tourism, and Hospitality	TP	Events Management (Online) MSc	MSEVP	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17
Events, Tourism, and Hospitality	TP	International Events Management MSc	MSIEM	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17
Events, Tourism, and Hospitality	TP	International Events Management PGD	PDIEM	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17
Events, Tourism, and Hospitality	TP	International Events Management PGC	PCIEM	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17
Events, Tourism, and Hospitality	TP	Sports Events Management MSc	MSSEM	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17
Events, Tourism, and Hospitality	TP	Sports Events Management PGD	PDSEM	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17
Events, Tourism, and Hospitality	TP	Sports Events Management PGC	PCSEM	Association of British Professional Conference Organisers (ABPCO)	N	Recognised	Jan-2017	Dec-17

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Film, Music and Performing Arts	UG	Filmmaking BAH	BAFLM	Joint Audio Media Education Services (JAMES)	Y	N	01/05/15	01/04/18
Film, Music and Performing Arts	TP	Filmmaking MA	MFILM	Joint Audio Media Education Services (JAMES)	Y	N	01/05/15	01/04/18
Film, Music and Performing Arts	TP	Music for Moving Image MA	MAMMI	Joint Audio Media Education Services (JAMES)	Y	N	01/11/16	31/10/19
Film, Music and Performing Arts	TP	Music Production and Performance BAH	BAMPP	Joint Audio Media Education Services (JAMES)	Y	N	01/11/16	31/10/19
Film, Music and Performing Arts	UG	Music Production BAH	BHMSP	Joint Audio Media Education Services (JAMES)	Y	N	01/11/16	31/10/19
Film, Music and Performing Arts	TP	Music Production MA	MSCMP	Joint Audio Media Education Services (JAMES)	Y	N	01/11/16	31/10/19
Film, Music and Performing Arts	UG	Music Technology BSch	MUSTE	Joint Audio Media Education Services (JAMES)	Y	N	01/11/16	31/10/19
Film, Music and Performing Arts	TP	Music Technology MSc	MMTCT	Joint Audio Media Education Services (JAMES)	Y	N	01/11/16	31/10/19
Film, Music and Performing Arts	TP	Sound and Music for Interactive Games MSc	MSMIG	Joint Audio Media Education Services (JAMES)	Y	N	01/11/16	31/10/19
Film, Music and Performing Arts	TP	Sound Design MSc	MSFRT	Joint Audio Media Education Services (JAMES)	Y	N	01/11/16	31/10/19
Health and Community Studies	TP	Counselling and Psychotherapy PGD	PDPCT	British Association for Counselling and Psychotherapy (BACP)	Y	N	09/12/11	08/12/21
Health and Community Studies	UG	Therapeutic Counselling Dip HE	DTHER	British Association for Counselling and Psychotherapy (BACP)	Y	N	01/01/05	08/12/21
Health and Community Studies	TP	Mental Health Practice PGC	PCMHP	Health and Care Professions Council, The (HCPC)	Y	Y	27/03/14	ongoing
Health and Community Studies	UG	Non-Medical Prescribing for Allied Health Professions module	N/A - module	Health and Care Professions Council, The (HCPC)			14/05/15	ongoing
Health and Community Studies	UG	Social Work BAH	SWKBA	Health and Care Professions Council, The (HCPC)	Y	Y	05/06/14	ongoing

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Health and Community Studies	TP	Social Work MA	SWKMA	Health and Care Professions Council, The (HCPC)	Y	Y	27/03/14	ongoing
Health and Community Studies	UG	Youth Work and Community Development (JNC) BAH	YWCDJ	National Youth Agency (NYA)	Y	N	01/09/11	31/08/18
Health and Community Studies	TP	Youth Work and Community Development (JNC) PGD	YWJNC	National Youth Agency (NYA)	Y	N	01/09/11	31/08/18
Health and Community Studies	UG	Adult Nursing BSch	BSANR	Nursing and Midwifery Council (NMC)	Y	Y	22/06/11	31/08/19
Health and Community Studies	UG	Community Specialist Practitioner - District Nursing PGD	CSDDN	Nursing and Midwifery Council (NMC)	Y	Y	23/05/17	22/05/23
Health and Community Studies	TP	Specialist Community Public Health Nursing - Health Visiting PGD	SCDHV	Nursing and Midwifery Council (NMC)	Y	Y	23/05/17	22/05/23
Health and Community Studies	TP	Specialist Community Public Health Nursing - School Nursing PGD	SCDSN	Nursing and Midwifery Council (NMC)	Y	Y	23/05/17	22/05/23
Health and Community Studies	UG	Mental Health Nursing BSch	BSMHN	Nursing and Midwifery Council (NMC)	Y	Y	22/06/11	31/08/19
Health and Community Studies	UG	Non-Medical Prescribing for Nurses (module)	N/A - module	Nursing and Midwifery Council (NMC)	Y	Y	16/11/11	31/01/19
Health and Community Studies	UG	Practice Teacher Programme (module)	N/A - module	Nursing and Midwifery Council (NMC)	Y	Y	01/03/2012	31/08/2019
Health and Community Studies	UG	Support for Learning in Practice (Mentorship)	N/A - module	Nursing and Midwifery Council (NMC)	Y	Y	18/05/2012	31/08/2019
Health and Community Studies	UG	Support for Learning in Practice (Mentorship) - Non-credit bearing version which can be offered outside of the provider's local area	N/A - module	Nursing and Midwifery Council (NMC)	Y	Y	14/09/2016	31/08/2019
Health and Community Studies	UG	Playwork BAH (incorporating FDEG)	PLAYL	SkillsActive	Y	N	17/05/11	31/07/19
Health and Community Studies	UG	Childhood Development and Playwork (incorporating FDEG) - from 2017/18 (previously BAH Playwork PLAYL)	BCDAP	SkillsActive	N	Y	17/05/11	31/07/19
Leeds Business School	UG	Accounting and Finance BAH (new course)	ACCOU	Association of Chartered Certified Accountants (ACCA)	Y	N	01/08/13	Ongoing

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Leeds Business School	TP	Supply Chain Management and Logistics MSc	MSCML	Chartered Institute of Procurement and Supply (CIPS)	Y	N	01/09/07	31/08/18
Leeds Business School	UG	Journalism BAH	BAJLN	Professional Publishers Association (PPA)	Y	N	01/05/15	01/05/19
Leeds Business School	TP	Accounting and Finance MSc	MSCAF	Association of Chartered Certified Accountants (ACCA)	Y	N	01/01/15	31/12/19
Leeds Business School	TP	Accounting MSc	MSACT	Association of Chartered Certified Accountants (ACCA)	Y	N	01/04/13	Ongoing
Leeds Business School	UG	Business Management Finance BAH	BABFS	Association of Chartered Certified Accountants (ACCA)	Y	N	01/09/16	ongoing
Leeds Business School	UG	Journalism BAH	BAJLN	Broadcast Journalism Training Council (BJTC)	Y	N	01/06/14	30/11/19
Leeds Business School	TP	Supply Chain Management and Logistics MSc	MSCML	Chartered Institute of Logistics and Transport (CILT)	Y	N	29/01/14	28/01/19
Leeds Business School	UG	Accounting and Finance BAH (new course)	ACCOU	Chartered Institute of Management Accountants (CIMA)	Y	N	01/08/13	Ongoing
Leeds Business School	UG	Marketing & Advertising Management BAH	BAMAM	Chartered Institute of Marketing (CIM)	Y	N	01/08/08	Ongoing
Leeds Business School	UG	Marketing BAH	BAMKT	Chartered Institute of Marketing (CIM)	Y	N	01/08/08	Ongoing
Leeds Business School	UG	Professional Marketing Cert	PCCIM	Chartered Institute of Marketing (CIM)	Y	N	01/09/15	Ongoing
Leeds Business School	UG	Professional Marketing Dip	PDCIM	Chartered Institute of Marketing (CIM)	Y	N	01/09/15	Ongoing
Leeds Business School	TP	Human Resource Management MA	TBC	Chartered Institute of Personnel and Development (CIPD)	Y	N	01/09/17	Reaccreditation confirmed 10/17 - period tbc
Leeds Business School	TP	Human Resource Management PGD	HRMPD	Chartered Institute of Personnel and Development (CIPD)	Y	N	01/09/17	Reaccreditation confirmed 10/17 - period tbc
Leeds Business School	TP	Human Resource Management BAH	TBC	Chartered Institute of Personnel and Development (CIPD)	Y	N	01/09/17	Reaccreditation confirmed 10/17 - period tbc
Leeds Business School	TP	Corporate Communications MSc	MSCCC	Chartered Institute of Public Relations (CIPR)	N	Y	01/09/11	Ongoing
Leeds Business School	UG	Journalism BAH	BAJLN	Chartered Institute of Public Relations (CIPR)	N	Y	31/10/16	ongoing
Leeds Business School	UG	Public Relations and Communications BAH	BAPRC	Chartered Institute of Public Relations (CIPR)	N	Y	01/09/12	31/03/18

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Leeds Business School	TP	Public Relations and Communications MA	MAPRC	Chartered Institute of Public Relations (CIPR)	N	Y	01/09/11	31/03/18
Leeds Business School	TP	Public Relations and Strategic Communication MA	MAPRS	Chartered Institute of Public Relations (CIPR)	N	Y	01/09/13	31/03/18
Leeds Business School	UG	Public Relations BAH	BAHPR	Chartered Institute of Public Relations (CIPR)	Y	N	01/09/13	31/03/18
Leeds Business School	UG	Public Relations with Marketing BAG	BAPRM	Chartered Institute of Public Relations (CIPR)	N	Y	01/09/13	31/03/18
Leeds Business School	TP	Executive and Business Coaching PGC	BNSEX	European Mentoring and Coaching Council (EMCC)	N	Y	01/11/06	31/08/18
Leeds Business School	UG	Accounting and Finance BAH (new course)	ACCOU	Institute of Chartered Accountants in England and Wales (CAEW)	Y	N	01/08/13	Ongoing
Leeds Business School	UG	Company Direction Dip	IODIP	Institute of Directors	Y	N	01/01/91	Ongoing
Leeds Business School	UG	Public Relations and Communication BAH	BAPRC	Public Relations and Communications Association (PRCA), The	N	Y	01/09/16	Ongoing
Leeds Business School	UG	Public Relations with Journalism BAH	BAPRJ	Public Relations and Communications Association (PRCA), The	N	Y	01/09/16	Ongoing
Leeds Law School	TP	Legal Executive Practice (CILEX) Prof Dip	PLEXP	Chartered Institute of Legal Executives (CILEX)	Y	N	01/12/16	Ongoing
Leeds Law School	TP	Law PGD	PDGLW	Solicitors Regulation Authority (SRA)	Y	N	31/07/15	Ongoing
Leeds Law School	TP	Legal Practice PGD	LEGAL	Solicitors Regulation Authority (SRA)	Y	N	01/08/15	01/08/18
Leeds Law School	UG	LLBH Law	LLBLW	Solicitors Regulation Authority (SRA)	Y	N	01/08/15	31/07/20
Leeds Law School	UG	Law with Finance LLB	LLBFI	Solicitors Regulation Authority (SRA)	Y	N	13/09/16	Ongoing
Leeds Law School	UG	Law with International Business LLB	LLBIB	Solicitors Regulation Authority (SRA)	Y	N	13/09/16	Ongoing
Leeds Law School	UG	Law with Management LLB	LLBMG	Solicitors Regulation Authority (SRA)	Y	N	13/09/16	Ongoing
Leeds Law School	TP	Qualifying Law Degree (online) LLM	LLMQL	Solicitors Regulation Authority (SRA)	Y	N	13/09/16	Ongoing
Leeds Law School	TP	Law (online) PGD	PDLWO	Solicitors Regulation Authority (SRA)	Y	N	13/09/16	Ongoing
Leeds Law School	TP	Qualifying Law Degree (online) LLM	LQLDO	Solicitors Regulation Authority (SRA)	Y	N	13/09/16	Ongoing

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
Social Sciences	TP	Psychology (Conversion) MSc	MSPSY	British Psychological Society (BPS)	Y	N	2012/13	Resource Review 2015/16, Full Review 2018/19, Partnership Visit 2014/15. DL Mode approved March 15.
Social Sciences	UG	Psychology BScH	PSYCO	British Psychological Society (BPS)	Y	N	2012/13	Resource Review 2015/16, Full Review 2018/19, Partnership Visit 2024/25
Social Sciences	UG	Speech and Language Therapy BScH	BSSLT	Health and Care Professions Council, The (HCPC)	Y	N	Ongoing subject to annual monitoring	Ongoing subject to annual monitoring
Social Sciences	UG	Speech and Language Therapy BScH	BSSLT	Royal College of Speech and Language Therapists (RCSLT)	N	Y - Recognised by the Royal College of Speech and Language Therapists (RCSLT) for the purpose of applying for newly qualified practitioner membership.	01/07/10	Ongoing
Sport	UG	Sport and Exercise Science BScH	SPEXS	British Association of Sport and Exercise Science (BASES)	N	Y	31/08/17	31/08/23
Sport	TP	Psychology of Sport and Exercise MSc	MSCPE	British Psychological Society (BPS)	Y	N	01/08/12	01/01/18
Sport	UG	BA (Hons) Sport, Physical Activity and Health	BASPH	Centre for YMCA Qualifications (CYQ)	Y	10/12	Ongoing	Ongoing
Sport	UG	BA (Hons) Sport Business Management	BHSBM	Chartered Institute of Marketing (CIM)	Y		January 2016	Ongoing
Sport	UG	BA (Hons) Sport Marketing	BASPM	Chartered Institute of Marketing (CIM)	Y		January 2016	Ongoing
Sport	TP	Sport and Exercise Nutrition MSc	MSCSN	Sport and Exercise Nutrition Register	Y	N	20/03/2017	19/03/18

Appendix B - Collaborative provision PSRB Register as at 23rd May 2017

Partner
APAC
APAC
APAC
FTMS
KTG (formerly Legenda Education Group)
HKCT
KTG (formerly Legenda)
Stamford College KL, Malaysia
Stamford College Malacca, Malaysia
Rushmore Business School, Mauritius
Rushmore Business School
Ministry of Defence (MoD)
Stamford College KL, Malaysia
Stamford College Malacca, Malaysia
Rushmore Business School, Mauritius
Stamford College KL, Malaysia
Stamford College Malacca, Malaysia
PB Coaching
PB Coaching
PB Coaching
Hong Kong College of Technology (HKCT)
KTG (formerly Legenda)
Stamford College KL, Malaysia
Stamford College Malacca, Malaysia

Appendix B - Collaborative provision PSRB Register as at 23rd May 2017

Partner
PB Coaching
Sheffield NHS Trust
Hong Kong College of Technology
Asian Institute of Built Environment
Asian Institute of Built Environment
Asian Institute of Built Environment
Stamford College KL, Malaysia
Stamford College Malacca, Malaysia
Rushmore Business School, Mauritius
HKCT
Management Development Institute of Singapore (MDIS)
Rushmore Business School, Mauritius

Appendix B - Collaborative provision PSRB Register as at 23rd May 2017

Partner
Management Development Institute of Singapore (MDIS)
Off-site delivery - Leicester
Academy of Play and Child Psychotherapy (APAC)
Hong Kong College of Technology
Rushmore Business School, Mauritius
Academy of Play and Child Psychotherapy (APAC)
Academy of Play and Child Psychotherapy (APAC)
Asian Institute of the Built Environment (AIBE), Hong Kong



## Appendix B

Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy
TP	Practice Based Play Therapy MA	MAPAC	Academy of Play and Child Psychotherapy	Y	N	01/06/03	Ongoing
TP	Play Therapy PGD	DAPAC	Academy of Play and Child Psychotherapy	Y	N	01/06/03	Ongoing
TP	Therapeutic Play Skills PGC	CAPAC	Academy of Play and Child Psychotherapy	Y	N	01/06/03	Ongoing
UG	BSc (Hons) Project Management	BSPJM	Association for Project Management (APM)	N	Y	01/09/17	01/09/20
UG	Accounting and Finance BAH (HK)	BAAFH	Association of Chartered Certified Accountants (ACCA)	Y	N	01/08/13	Ongoing
UG	Accounting and Finance BAH	BAAFY	Association of Chartered Certified Accountants (ACCA)	Y	N	01/01/15	31/12/19
UG	Accounting and Finance BAH	BAFSC	Association of Chartered Certified Accountants (ACCA)	Y	N	01/08/13	Ongoing
UG	Accounting and Finance BAH	BAFSM	Association of Chartered Certified Accountants (ACCA)	Y	N	01/08/13	Ongoing
UG	Accounting and Finance BAH	BAFRU	Association of Chartered Certified Accountants (ACCA)	Y	N	01/08/13	Ongoing
UG	BSc (Hons) Quantity Surveying & Commercial Management (L6-Top up)	BQSCM	Chartered Institute of Building (CIOB)	Y	N	01/09/2015	01/08/2020
UG	Environmental Health Studies BSCh	BSEHS	Chartered Institute of Environmental Health (CIEH)	Y	N	Sep-14	Sep-19
UG	Accounting and Finance BAH	BAFSC	Chartered Institute of Management Accountants (CIMA)	Y	N	01/08/13	Ongoing

## Appendix B

UG	Accounting and Finance BAH	BAFSM	Chartered Institute of Management Accountants (CIMA)	Y	N	01/08/13	Ongoing
UG	Accounting and Finance BAH	BAFRU	Chartered Institute of Management Accountants (CIMA)	Y	N	01/08/13	Ongoing
UG	Business and Human Resource Management BAH	BBHSC	Chartered Institute of Personnel and Development (CIPD)	Y	N	22/11/12	2016/17
UG	Business Studies BAH (HK)	BABSH	Chartered Management Institute (CMI)	Y	N	15/10/13	Ongoing
UG	Business and Management BAH	BABAL	Chartered Management Institute (CMI)	Y	N	15/10/13	Ongoing
UG	Business and Management BAH	BBMSC	Chartered Management Institute (CMI)	Y	N	15/10/13	Ongoing
UG	Business and Management BAH	BBMSM	Chartered Management Institute (CMI)	Y	N	15/10/13	Ongoing
TP	Executive and Business Coaching PGC	PCEBC	European Mentoring and Coaching Council (EMCC)	N	Y	01/11/06	31/10/18
TP	Art Psychotherapy Practice MA	ARPYS	Health and Care Professions Council (HCPC)	Y	N	01/09/04	Open-ended approval subject to satisfactory monitoring
UG	BSc (Hons) Computing - L6 - Top Up	BSCPH	Hong Kong Computer Society (HKCS)	N	Y	tbc	tbc
UG	BA (Hons) Housing Studies	BAHSA	Hong Kong Institute of Housing (HKIH)	Y	Y	05/12/2013	04/12/2016
UG	Accounting and Finance BAH	BAFSC	Institute of Chartered Accountants in England and Wales (ICAEW)	Y	N	01/08/13	Ongoing
UG	Accounting and Finance BAH	BAFSM	Institute of Chartered Accountants in England and Wales (ICAEW)	Y	N	01/08/13	Ongoing

## Appendix B

UG	Accounting and Finance BAH	BAFRU	Institute of Chartered Accountants in England and Wales (ICAEW)	Y	N	01/08/13	Ongoing
TP	Health and Safety PGD	PHSHK	Institute of Occupational Safety and Health, The (IOSH)	Y		2015	2020
UG	Safety Health and Environmental Management BScH - Management Development Institute of Singapore (MDIS)	SHEMS	Institute of Occupational Safety and Health, The (IOSH)	Y		2015	2020
UG	Safety Health and Environmental Management BScH	SHEMB	Institute of Occupational Safety and Health, The (IOSH)	Y	N	01/09/16	01/08/21
UG	Safety Health and Environmental Management BScH	SHEMS	Ministry of Manpower (MoM), Singapore	y	N	01/09/15	Ongoing
UG	Youth Work and Community Development (JNC) BAH	BAYWK	National Youth Agency (NYA)	Y	N	01/09/11	31/08/18
UG	Advanced Diploma in Counselling for Children and Young People using Creative Arts	ADCYP	Play Therapy UK	Y	N	15/11/16	Ongoing
UG	BSc (Hons) Civil Engineering (L6- Top Up)	BCEHK	Society of Operations Engineers (SOE)	Y	Y	tbc	tbc
UG	Law LLB	LLWRB	Solicitors Regulation Authority (SRA)	Y	N	01/08/16	31/07/21
TP	PG Cert Therapeutic Play Skills	CAPAC	The British Council for Therapeutic Interventions with Children Ltd (BCTIWC)	Y	N	Apr-14	ongoing
TP	PG Dip Play Therapy	DAPAC	The British Council for Therapeutic Interventions with Children Ltd (BCTIWC)	Y	N	Apr-14	ongoing

**Appendix B**

UG	Building Services Engineering BSc (top up)	BABSA	The Chartered Institution of Building Services Engineers (CIBSE)	Y	N	01/08/13	31/07/19
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## Appendix C

School	Level	Course Title	Course Code	PSRB Name	PSRB Accredited	Recognised/ Approved	From dd/mm/yy	To dd/mm/yy	Collaborative Y/ N
Built Environment and Engineering	UG	Building Services Engineering BSc (top up)	BABSA	The Chartered Institution of Building Services Engineers (CIBSE)	Y	N	01/08/13	31/07/19	Y
Computing, Creative Technologies and Engineering	UG	Computer Forensics and Security BSCh	BSCFS	BCS, The Chartered Institute for IT	Y	N	01/09/14	01/09/18	N
Computing, Creative Technologies and Engineering	UG	Computer Forensics BSCh	INNCF	BCS, The Chartered Institute for IT	Y	N	01/09/14	01/09/18	N
Computing, Creative Technologies and Engineering	UG	Computing BSCh	CMPXX	BCS, The Chartered Institute for IT	Y	N	01/09/14	01/09/18	N
Computing, Creative Technologies and Engineering	UG	Business Information Technology BSCh	BSBIT	BCS, The Chartered Institute for IT	Y	N	01/09/12	01/09/18	N
Computing, Creative Technologies and Engineering	TP	Business Intelligence MSc	MSCBI	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18	N
Computing, Creative Technologies and Engineering	TP	Computer Systems Engineering MSc	MSCSG	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18	N
Computing, Creative Technologies and Engineering	TP	Computer Systems Engineering MSc	MSDFS	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18	N
Computing, Creative Technologies and Engineering	TP	Information & Technology MSc	MSCIT	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18	N
Computing, Creative Technologies and Engineering	TP	Information Management MSc	INMAM	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18	N
Computing, Creative Technologies and Engineering	TP	Software Engineering MSc	MSSF	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18	N
Computing, Creative Technologies and Engineering	TP	Sustainable Computing MSc	MSSUE	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18	N
Computing, Creative Technologies and Engineering	TP	Mobile Device Application Development MSc	MSMDA	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18	N
Computing, Creative Technologies and Engineering	TP	Networking Systems Engineering MSc	MSNSE	BCS, The Chartered Institute for IT	Y	N	01/09/13	01/09/18	N
Built Environment and Engineering	UG	Construction Commercial Management BSCh	BSCCM	Chartered Institute of Building (CIOB)	Y	N	01/09/13	01/09/18	N
Built Environment and Engineering	UG	Construction Management BSCh	CONMT	Chartered Institute of Building (CIOB)	Y	N	01/09/13	01/09/18	N
Built Environment and Engineering	UG	Project Management (Construction) BSCh	PROMC	Chartered Institute of Building (CIOB)	Y	N	01/09/13	01/09/18	N
Clinical and Applied Sciences	TP	Environmental Health MSc	MSENV	Chartered Institute of Environmental Health (CIEH)	Y	N	30/04/13	30/04/18	N

## Appendix C

Built Environment and Engineering	UG	Housing Studies BAH	HOUSG	Chartered Institute of Housing (CIH)	Y	N	01/09/13	01/03/18	N
Leeds Business School	UG	Public Relations and Communications BAH	BAPRC	Chartered Institute of Public Relations (CIPR)	N	Y	01/09/12	31/03/18	N
Leeds Business School	TP	Public Relations and Communications MA	MAPRC	Chartered Institute of Public Relations (CIPR)	N	Y	01/09/11	31/03/18	N
Leeds Business School	TP	Public Relations and Strategic Communication MA	MAPRS	Chartered Institute of Public Relations (CIPR)	N	Y	01/09/13	31/03/18	N
Leeds Business School	UG	Public Relations BAH	BAHPR	Chartered Institute of Public Relations (CIPR)	Y	N		31/03/18	N
Leeds Business School	UG	Public Relations with Marketing BAG	BAPRM	Chartered Institute of Public Relations (CIPR)	N	Y		31/03/18	N
Leeds Business School	TP	Executive and Business Coaching PGC	BNSEX	European Mentoring and Coaching Council (EMCC)	N	Y	01/11/06	31/08/18	N
Clinical and Applied Sciences	TP	Osteopathy, Master of	MOSTO	General Osteopathic Council (GOsC)	Y	N	01/08/13	31/07/18	N
Events, Tourism and Hospitality	UG	Hospitality Leadership and Management BScH	BHHLM	Institute of Hospitality (IoH)	Y	N	01/09/13	01/09/18	N
Events, Tourism and Hospitality	UG	Hospitality Leadership and Management BScH (Accelerated) (There is 1 repeating student on this award)	BHHLA	Institute of Hospitality (IoH)	Y	N	01/09/13	01/09/18	N
Events, Tourism and Hospitality	UG	Managing International Hospitality BScH (There are only 2 students eligible to enrol on this award)	BHMIH	Institute of Hospitality (IoH)	Y	N	01/09/13	01/09/18	N
Health and Community Studies	UG	Youth Work and Community Development (JNC) BAH	YWCDJ	National Youth Agency (NYA)	Y	N	01/09/11	31/08/18	N
Health and Community Studies	TP	Youth Work and Community Development (JNC) PGD	YWJNC	National Youth Agency (NYA)	Y	N	01/09/11	31/08/18	N
Sport	TP	Sport and Exercise Nutrition MSc	MSCSN	Sport and Exercise Nutrition Register	Y	N	20/03/2017	19/03/18	N

## AQSC Action Plan

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### ***Executive Summary***

The report provides members with the proposed Academic Quality and Standards Committee (AQSC) Action plan for continuous improvements for 2017/18 (Appendix 1) and a report on the completed AQSC action plan for 2016/17 (Appendix 2). This is included in the Academic Assurance Report under consideration by AQSC on 16 October 2017.

### ***Action Requested***

The report is for decision. The Committee is invited to:

- (a) receive and consider the progress completed from the AQSC action plan for 2016/17; and
- (b) advise on and endorse the AQSC action plan for 2017/18 for Academic Assurance reporting to Academic Board and the Board.

### ***Appendices***

Appendix 1: Academic Quality and Standards Committee Action Plan for continuous improvements for 2017/18

Appendix 2: Academic Quality and Standards Committee Action Plan for continuous improvements 2016/17: Report on Completed Action Plan

### ***Author***

*Name:* Barbara Colledge  
*Job title:* Dean of Quality  
*Date:* 26 September 2017

### ***Approval Route***

26 September 2017      *Professor Phil Cardew, DVC Academic*

## **AQSC ACTION PLAN**

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### **Introduction**

1. The report provides members with the proposed Academic Quality and Standards Committee (AQSC) Action plan for continuous improvements for 2017/18 (Appendix 1) and a progress report on the completed AQSC action plan for 2016/17 (Appendix 2). This is included in the Academic Assurance Report under consideration by AQSC on 16 October 2017.

### **AQSC Action Plan 2016/17 Report on Completion**

2. The AQSC action plan for continuous improvements in 2016/17 has been completed. Good progress has been made with all actions and is summarised in Appendix 2.
3. Key areas to highlight comprise:
  - (a) Action 1: A separate report on the implementation of the Education Strategy is provided for AQSC in October 2017 which sets out in detail the progress made in 2016/17 and areas of focus for 2017/18. It is noted that KPI outcomes relating to student satisfaction have dipped slightly though improved significantly in 2016. Some variations in outcomes are to be expected and in particular the sector wide influences and variations for 2017 that may have affected our position. Continued focus in 2017/18 will be on the continued implementation of year 2 priorities of the Education Strategy and continued improvements student satisfaction, student retention and Destination of Leavers in Higher Education employment and professional and managerial outcomes.
  - (b) Action 2: This process was developed, approved and partially implemented in 2016/17. Courses requiring further improvement were identified and reported via our deliberative structure. Due to significant changes in academic structures and ongoing appointments of course Directors and review of administrative /professional service structures the meetings with Schools as part of this process were deferred. The focus on KPI improvements was maintained via our University strategic planning meetings and the setting of School KPIs for improvements over the next 5 years in line with our strategic planning framework.
  - (c) Action 4: the TSEP pilot project was undertaken in partnership with the Students' Union. A report was submitted to HEFCE in June 2017 and feedback provide for the evaluation of the pilot. The focus of this project was revised during the programme due to changes in the Students' Union capacity. The pilot was valuable for developing and strengthening partnership working and has informed further refinements to student voce/representation for 2017/18.
  - (d) Action 6b: Deans of School are due to report on attainment outcomes and any associated actions for the AQSC meeting in October 2017.

## **AQSC Action Plan 2017/18**

4. A proposed AQSC Action plan for continuous improvements for 2017/18 is provided in Appendix 1. This includes continued work relating to the implementation of our university's Education Strategy and improvements in Key performance Indicators (Action 1). The implementation of the Enhanced Monitoring process will be introduced in 2017/18 (Action 2). The remaining actions proposed focus on continued improvements in student satisfaction, retention and progression and employability in line with our University's strategic planning framework and Education Strategy.

## **Conclusions and recommendations**

5. AQSC members are invited to:
  - (a) receive and consider the progress completed from the AQSC action plan for 2016/17; and
  - (b) advise on and endorse the AQSC action plan for 2017/18 for Academic Assurance reporting to Academic Board and the Board.

## **Author**

Barbara Colledge, Dean of Quality  
26 September 2017

# ACADEMIC QUALITY & STANDARDS COMMITTEE

16 OCTOBER 2017

## Appendix 1: Academic Quality and Standards Committee Action Plan for continuous improvements for 2017/18

	Action Required	Outcome	Scope	Source of Action	Action Owner	By when	Completed/progress at 26 September 2017
1	Implement the Education Strategy Year 2 priorities and continue to maintain Year 1 KPI Outcomes.	<p>Completion of actions including</p> <p>Focus on improving student satisfaction</p> <p>DEAP fora</p> <p>Embed the revised student support Framework and academic advisors</p> <p>Implement revised academic regulations and focus on review of e-assessment/ feedback, Quality Policy development and updates to regulatory sections</p>	Relevant to all Provision	Education Strategy	DVC Academic with Academic Services Group	September 2018	<p>Action 1 added to updated AQSC action plan for 2017/18 cycle to focus on Year 2 priorities.</p> <p>Improvements to Leeds Beckett App., the attendance monitoring system, SEMs and student support framework 2017/18. This will be implemented and progress reviewed during 2017/2018.</p> <p>A review of progress and priorities for Year 2 provided in report on Education Strategy for AQSC, October 2017.</p>

	Action Required	Outcome	Scope	Source of Action	Action Owner	By when	Completed/progress at 26 September 2017
		(e.g. Appeals) Focused and targeted support from academic professional services for Schools in priority areas to support KPI improvements.					
2	Implement the new Enhanced Monitoring Process in autumn 2017/18.	Implement as pilot for 14 undergraduate courses identified for enhanced monitoring in 2016/17	Relevant to all provision	Annual Cycle of Course Monitoring Review and Enhancement by AQSC in October 2016	Dean of Quality with Quality Assurance Services	End of July 2017	The identification of courses involved in Enhanced Monitoring for 2017/18 is summarised in the Academic Assurance Report for AQSC, October 2017.
3	Review of Assessment and Feedback guidance and use of technology	Identification of good practice to inform further enhancement	Relevant to all provision	Arose from Review of Academic Regulations in 2016/17. Arose from Students' Union priorities for greater consistency in approach to	DVC Academic	End of July 2018	DVC and VP Education have met to discuss priorities (Sept 2017). Regulations Review Group will meet to take forward this year's review.

	Action Required	Outcome	Scope	Source of Action	Action Owner	By when	Completed/progress at 26 September 2017
				feedback.			
4	Further development and implementation of Student Voice and representation mechanisms in context of revised School, Subject and Course academic structures	Further develop mechanisms for ensuring Student Voice and input to Academic Assurance and Enhancement processes.	Relevant to all provision		Schools, Students' Union and Quality Assurance Services	End of July 2018	<p>Further enhancements to student representation approach for 2017/18 developed for wider discussion. AQSC to be updated at October 2017 meeting.</p> <p>This includes enhanced flexibility for course representation appointments and proposal for the introduction of Subject Representatives.</p> <p>A strengthened partnership approach is planned building on the NSS 2017 Student Voice question bank positive outcomes (slightly above sector average at XX% satisfaction).</p> <p>Students' Union input into AQSC action plan and academic assurance reporting for 2017/18 cycle.</p>

	Action Required	Outcome	Scope	Source of Action	Action Owner	By when	Completed/progress at 26 September 2017
5	Work in partnership with the Students' Union to support delivery of agreed 2017/18 priorities proposed by the Students' Union.	Implementation of specific enhancements aligned with Students' Union priorities for 2017/18	Relevant to all provision	Students' Union Priorities and Students' Union and Senior Management Liaison meeting and Academic Services Group	Students' Union working with support from Academic Services Group members and relevant University senior managers	End of July 2018	Students' Union update report for AQSC October 2017/18 summarises agreed University/SU proposed Priorities for 2017/18.
6	Undertake further analysis and action to support student attainment in line with our Access and Success Strategy  (a) Deans of Schools to engage with the data using the multi-variant interactive pivot tables and target	To support improved attainment in line with our Access and Success Strategy	Relevant to all provision	AQSC action plan 2016/17 and Education Strategy	DVC Academic with specific actions led by: (a) Deans of School. (b) Deans of School, Heads of Subject and Course Directors with ASG	July 2018	(a) Deans to report on School progress/planned further action for October 2017 AQSC. (b) Meetings held in Sept 2017 between School Leadership Teams and ASG members to discuss School priorities and support priorities for 2017/18. Focused support for attendance monitoring, student support framework, Student Engagement Monitoring, Employability, integrated academic skills development. Two pilots planned for integrated and embedded support for retention and progression with Business and

	<b>Action Required</b>	<b>Outcome</b>	<b>Scope</b>	<b>Source of Action</b>	<b>Action Owner</b>	<b>By when</b>	<b>Completed/progress at 26 September 2017</b>
	action to support student attainment. (b) Academic Services Group support offered to Schools for course -focused action plans to support student retention and progression.						Management and Sports Coaching.

**Appendix 2: Academic Quality and Standards Committee Action Plan for continuous improvements 2016/17: Report on Completed Action Plan**

	<b>Action Required</b>	<b>Outcome</b>	<b>Scope</b>	<b>Source of Action</b>	<b>Action Owner</b>	<b>By when</b>	<b>Completed/progress at 26 September 2017</b>
<b>1</b>	Implement the Education Strategy Year 1 priorities (completed – see progress September 2017).	Completion of actions including development of Learning Pathways, DEAP fora, the student support framework, and regulatory review and process reform.	Relevant to all Provision with focus on translation for UG in 2016/17	Education Strategy	DVC Academic with Academic Services Group	September 2017	<p><b>Completed.</b></p> <p>See separate report to AQSC June 2017.</p> <p>A review of progress and priorities for Year 2 set out in report on Education Strategy for AQSC, October 2017.</p> <p>Action added to updated AQSC action plan for 2017/18 cycle to focus on Year 2 priorities and continued focus on KPIs.</p>
<b>2</b>	Develop, approve and implement new mid-cycle review process	Implement as pilot for 14 undergraduate courses identified for enhanced monitoring in 2016/17	Relevant to all provision	Annual Cycle of Course Monitoring Review and Enhancement by AQSC in October 2016	Dean of Quality with Quality Assurance Services	End of July 2017	<p><b>Completed with partial Implementation - deferred to 2017/18.</b></p> <p>Proposal for process of Mid cycle review developed and considered by AQSC in January 2017 and endorsed by Academic</p>

	Action Required	Outcome	Scope	Source of Action	Action Owner	By when	Completed/progress at 26 September 2017
							<p>Board in February 2017.</p> <p>Deans of School advised of courses selected for enhanced monitoring. The implementation of the process has been deferred to 2017/18 given organisational change and Course Director appointment process.</p> <p>This process is retitled as Enhanced Monitoring and will run in 2017/18.</p>
3	<p>A review of Feedback provided to students from examinations annual audit programme</p>	<p>Identification of good practice to inform further enhancement</p>	<p>Relevant to all provision</p>	<p>Arose from annual Academic assurance process and analysis of student feedback in NSS. Agreed by AQSC October 2016</p>	<p>Dean of Quality with Quality Assurance Services</p>	<p>End of July 2017</p>	<p><b>Audit completed.</b></p> <p>The outcomes of this audit are reported to AQSC, October 2017.</p> <p>The link to the pilot Student Voice TSEP project was unable to be undertaken due to changes in the focus of the TSEP project as a result of changes in the SU project staff. (see</p>

	Action Required	Outcome	Scope	Source of Action	Action Owner	By when	Completed/progress at 26 September 2017
							action 4 below).
4	Engage in TSEP pilot in partnership with Students' Union	Further develop mechanisms for Student Voice and input to HEFCE Annual Provider Review process.  Opportunity to provide feedback to HEFCE on process.	Relevant to all provision	Joint bid for involvement in national TSEP Pilot programme.	Students' Union and Quality Assurance Services	End of July 2017	<b>Completed.</b>  Meetings held with TSEP in October 2016 and January 2017 to agree scope, methodology and method of proposed pilot. Meetings held with Students' Union, analysis and report completed.  Meeting undertaken with TSEP in May 2017. Update provided for AQSC in June 2017.
5	Work in partnership with the Students' Union to support delivery of 2016/17 Students' Union	Implementation of specific enhancements aligned with Students' Union priorities for 2016/17	Relevant to all provision	Students' Union Priorities and Students' Union and Senior Management Liaison meeting and Academic Services Group	Students' Union working with support from Academic Services Group members and relevant University senior managers	End of July 2017	<b>Completed.</b>  Students' Union reported to Academic Board in July 2017 That good progress had been made in delivering the priorities.

	Action Required	Outcome	Scope	Source of Action	Action Owner	By when	Completed/progress at 26 September 2017
	priorities for development and enhancement						
6	<p>Undertake further analysis and action to support student attainment in line with our Access and Success Strategy specifically:</p> <p>(a) The Access Strategy and Reporting Group was asked to reflect upon the data across the three-year trend (2013/14 – 2015/16), noting areas of success and areas to support further action.</p>	<p>To support improved attainment in line with our Access and Success Strategy</p>	Relevant to all provision	<p>AQSC review of annual report on first degrees January 2017</p>	<p>DVC Academic with specific actions led by:</p> <p>(a) DVC - Chair of Access Strategy and Reporting Group</p> <p>(b) Deans of School</p> <p>(c) Director of CLT</p>	Ongoing	<p>(a) Briefing provided to DVC for Access Strategy and Reporting Group - <b>Completed</b></p> <p>(b) Briefing provided to Deans the action and a request for a report from the School progress/planned further action to October 2017 AQSC. <b>Completed and reported to AQSC October 2017.</b></p> <p>(c) The current focus of this work is on exploring the barriers to engagement faced by commuter students (specifically BME commuter students). <b>Research in 2017/18 completed and informing focused action.</b></p>

	<b>Action Required</b>	<b>Outcome</b>	<b>Scope</b>	<b>Source of Action</b>	<b>Action Owner</b>	<b>By when</b>	<b>Completed/progress at 26 September 2017</b>
	<p>(b) Deans of Schools to engage with the data using the multi-variant interactive pivot tables and target action to support student attainment.</p> <p>(c) The Centre for Learning and Teaching (CLT) to continue pedagogic research into some of the implications of the Deep Dive project around BME students and the attainment gap.</p>						

16 OCTOBER 2017

## Module Evaluation Report – Semester 2 Outcomes 2016/17

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### ***Executive Summary***

Our university is committed to the Student Voice and utilising strong mechanisms to capture and respond to feedback from students about their teaching and learning experiences. This report notes Semester 2 and 3 2016/17 outcomes in relation to collected survey data from the Evasys module evaluation. The report also notes progress made in terms of initiatives which have already been implemented and proposes further activities to strengthen this aspect of institutional practice.

### ***Action Requested***

The report is **for decision**. The Committee members are invited to receive the report, consider the information within it and to endorse the planned changes to the process for 2016/17 as set out in the report.

### ***Appendices***

N/A

### ***Author***

*Name:* Barbara Colledge / Lee Jones

*Job title:* Dean of Quality / Associate Director Collaborative Provision

*Date:* 02 October 2017

### ***Approval Route***

02 October 2017

*Professor Phil Cardew, DVC Academic*

### Introduction

1. Our university is committed to the Student Voice and utilising strong mechanisms to capture and respond to feedback from students about their teaching and learning experiences. This report notes Semester 2 and 3 outcomes in relation to collected survey data from the Evasys module evaluation. The report also notes progress made in terms of initiatives which have already been implemented and proposes further activities to strengthen this aspect of institutional practice.

### Progress Made to Date

2. Over 10,500 participants engaged with the Evasys module evaluation during Semester 1 with an institutional response rate to module surveys of 21.13% of the total student population. During Semester 2 and 3, participation increased to over 15,700 with a 6-point increase of the institutional response rate to 27.16%. The total number of participants during 2016/17 was 26,315 with a response rate of 25.33%. The full quantitative results relating to the 2016/17 Module Evaluation are illustrated in Table 1. It is recognised that the academic and professional services reviews in 2016/17 impacted on the embedding of the module evaluation process. Further enhancements are planned for 2017/18 now that the revised structures are in place.

### Developments for Semester 2017/18

3. From the lessons learnt during the first full year of all Academic School implementation of the Evasys Module Evaluation system we now plan to execute a number of new developments during 2017/18 including;
  - (a) roll out of a system for devolved functionality of Evasys for Academic Schools
  - (b) strengthen the role of Course Directors and School Academic Services to facilitate the Evasys module evaluation locally
  - (c) provide School level access to the Evasys System and additional reporting tools including the 'Engagement Portal' and 'Insight Dashboard'
  - (d) standardised approach to the configuration of module and student data
  - (e) increased local training, staff development and support
  - (f) revised survey core questions
  - (g) revised questionnaire design collecting quantitative data only
  - (h) standardising survey end dates to enable instant reporting and allowing for informed and timely decisions
  - (i) new web content for staff and students
4. We plan to radically change the institutional approach to module evaluation during 2017/18 to strengthen in-year enhancement and feedback for students. This includes plans for:
  - (a) All surveys will be conducted electronically (and we will accept whatever response rates we can achieve this year, looking at ways to drive up participation).
  - (b) Surveys will operate to a standard set of questions focused on core aspects of the students' experience as defined by the National Student Survey.
  - (c) Surveys will be split into two sections, to evaluate the module during the teaching of the module, and after assessment and feedback:
    - i. A four-question survey conducted in week 8 which focuses on engagement, intellectual challenge and preparation for assessment.

- ii. A three question survey conducted in week 15 which focuses on assessment and feedback and module organisation.
- (a) Surveys will use a four-point Likert scale, encouraging students to be clear in their views.
- (b) Survey results will be made available to module teams, course directors and course administrators as soon as possible after the surveys are completed.
- (c) Any module which has a high proportion of answers at 2 or below, in phase 1 of the survey, will be asked to engage with students and seek further views.
- (d) Any module which has a high proportion of answers at 2 or below in phase 2 of the survey, will be asked to reflect on assessment and comment to the Course Director.

### **Module Survey Questions 2017/18**

5. The module evaluation questions proposed for 2017/18 comprise:

Phase 1: Week 8:

1. I am fully engaged in this module through my attendance, independent study and contributions in taught sessions (e.g. in lectures, seminars, studios, labs, MyBeckett).
2. Staff are good at explaining things.
3. The module is intellectually challenging.
4. I am clear about how the module will be assessed.

Phase 2: Week 15:

5. I have received helpful comments on my work.
6. I have received sufficient support on this module.
7. The module was well organised.

### **Conclusions and recommendations**

6. Committee members are invited to receive this report and note the ongoing work to enhance the institutional level approach to module evaluation, using the Evasys software tools.
7. Committee members are invited to endorse the planned changes to the process for 2016/17.

### **Authors**

Barbara Colledge and Lee Jones

Dean of Quality and Associate Director Collaborative Provision

2 October 2017

**Table 1: Summary of Module Evaluation Outcomes for 2016/17**

School	Total number of participants in all surveys (excluding 0 responses)	Total number of responses (excluding 0 responses)	Response Rate	Assessment & Feedback % Agree	Satisfaction With Resources % Agree (Y1 KPI 90%)	Satisfaction With Teaching % Agree (Y1 KPI 84%)	Overall Satisfaction % Agree (Y1 KPI 82%)
School of Sport S1	7122	1819	25.54%	81.31%	77.27%	80.72%	73.09%
School of Sport S2	11366	3860	33.96%	79.14%	77.71%	79.64%	72.11%
School of Social Sciences S1	5653	905	16.01%	86.37%	80.65%	84.89%	79.76%
School of Social Sciences S2	6332	1727	27.27%	87.26%	77.02%	82.34%	76.64%
School of Health & Community Studies S1	1294	526	20.57%	85.82%	88.59%	84.78%	74.42%
School of Health & Community Studies S2	2509	963	46.44%	85%	82.41%	85.98%	78.23%
School of Film, Music and Performing Arts S1	3109	446	15.13%	81.17%	73.93%	83.04%	78.21%
School of Film, Music and Performing Arts S2	3970	682	30.72%	80.11%	68.73%	80.27%	73.28%
School of Events, Tourism & Hospitality Management S1	2193	581	26.4%	82.02%	81.84%	80.27%	75.6%
School of Events, Tourism & Hospitality Management S2	2407	725	30.12%	81.91%	74.77%	78.03%	72.8%
School of Events, Tourism & Hospitality Management S3	70	6	8.57%	87.5%	87.5%	81.25%	75%
School of Education and Childhood S1	1497	399	26.65%	87.36%	86.05%	88.28%	84.94%
School of Education and Childhood S2	3881	1330	34.27%	85.31%	84.58%	84.15%	79.82%
School of Cultural Studies & Humanities S1	2192	815	45.82%	88.53%	87.24%	85.72%	82.4%
School of Cultural Studies & Humanities S2	2294	628	27.38%	83.32%	78.85%	82.99%	77.06%
School of Computing, Creative Technology and Engineering S1	4193	736	17.55%	78.28%	70.23%	81.76%	75.99%
School of Computing, Creative Technology and Engineering S2	4240	1183	27.9%	83.51%	70.98%	79.01%	71.02%
School of Clinical and Applied Sciences S1	1661	483	29.08%	92.19%	73.69%	83.8%	76.25%
School of Clinical and Applied Sciences S2	3378	1170	34.64%	86.88%	73.42%	79.57%	70.82%
School of Built Environment & Engineering S1	1836	318	17.32%	83.57%	70.42%	77.38%	69.79%
School of Built Environment & Engineering S2	2783	736	26.45%	81.98%	71.61%	73.9%	65.62%
School of Art, Architecture & Design S1	2493	624	25.03%	69.99%	67.52%	74.41%	67.21%
School of Art, Architecture & Design S2	2843	413	14.53%	64.09%	62.47%	71.77%	63.51%
Leeds Law School S1	3063	749	24.45%	74.6%	73.4%	77.23%	67.4%
Leeds Law School S2	2573	564	21.92%	88.08%	85.86%	87.17%	83.03%
Leeds Business School S1	9391	2106	22.43%	80.87%	79.39%	79.92%	74.43%
Leeds Business School S2	9479	1792	18.9%	84.80%	75.49%	79.19%	73.18%
Leeds Business School S3	61	29	47.54%	79.69%	85.94%	71.66%	60.94%
University S1	45697	10507	22.99%	81.94%	77.46%	81.12%	75.01%
University S2	58055	15773	27.17%	83%	75.29%	79.96%	73.12%
University S3	131	35	26.71%	81.25%	86.25%	73.58%	63.75%

## Education Strategy Developments

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### ***Executive Summary***

The Education Strategy 2016-2021 was approved by Academic Board in July 2016 and sets out the principles and activity to provide an Excellent Education and Experience for all our students. This report provides an update on progress with implementation as at the 2 October 2017 following the first year of implementation.

### ***Action Requested***

The report is **for decision**. The Committee is invited to:

- (a) receive and consider the report on the implementation of our Education Strategy noting the plans in place for 2017/18 and the progress made in 2016/17; and
- (b) to approve the updated guidance for Placements.

### ***Appendices***

Appendix 1: Academic Regulations: Summary of Changes for Staff

Appendix 2: Framework for the Management of Placement Activity

### ***Author***

**Name:** Barbara Colledge, Edmund Hewson, Ruth Pickford, Priscilla Preston, Jo Norry, Nigel Buckland, Bryan Hughes, Rebecca Baldaro, Claire Ibbetson, Pete Coates

**Job title:** ASG members and professional services leadership team members

**Date:** 02 October 2017

### ***Approval Route***

02 October 2017

Professor Phil Cardew

## EDUCATION STRATEGY DEVELOPMENTS

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### Introduction

1. The Education Strategy 2016-2021 was approved by Academic Board in July 2016 and sets out the principles and activity to provide an Excellent Education and Experience for all our students. This report provides an update on progress with implementation as at the 2 October 2017 following the first year of implementation.

### The Learning Pathway Development

2. In 2016/17 we focused, at an institutional level, on transition into and through level 4 (and level 7). This will remain an area of particular focus for us in 2017/18. The resources and case studies developed in 2016/17 relating to student progression have been curated and are available through the Centre for Learning and Teaching (CLT) webpages. These will be further developed this year. Course teams that have a specific query relating to enhancing progression on their course should contact CLT who can offer bespoke advice and may be able to put them in contact with colleagues in the University who have developed effective practice.
3. Library and Learning Innovation's (LLI's) focus this year is on embedding digital and information literacy and academic skills development within the curriculum of our courses, and tailoring this support specifically to the relevant point in students' learning pathway, for example, their first assessment of final year major study, and to the subject context. There is clear evidence that where this is well integrated there is a discernible increase in students' attainment, as well as their confidence and competence in independent learning and critical thinking. Academic Librarians and Academic Skills Tutors are working directly with Course Directors on achieving this for every course, and it has been the focus of LLI input to the set of Academic Services meetings with School Leadership Teams, and briefings to academic staff at the beginning of this academic year. LLI contributed workshops around this topic and integration of electronic submission and feedback to the DEAP Conference in June 2017, and the latter is also a key priority for development in 2017-18. An enhanced version of the Preparing to Learning at Leeds Beckett MOOC was launched in summer 2017, developed with colleagues in the Distance Learning Unit, the Centre for Learning and Teaching, and Marketing. This supports our new students' transition into higher education, prior to their starting at the University.
4. In addition, a pilot "deep dive approach" to progression is being taken forward in 2017/18 by Leeds Business School and Carnegie School of Sport focused on two courses working with Academic Services Group members. The aim is to provide a tailored diagnostic, analysis, action and support for supporting improvements in student progression and achievement.
5. Building on this work, in 2017/18 we will focus on sharing good practice and innovative ideas relating to level 5 and contextualisation. We will structure our discussions, debates, case studies and development of resources around the NSS questions.
6. Following the completion of the translation exercise in 2016/17 and the first full year of implementation of the Education Strategy, our audit cycle led by Quality Assurance Services will be focusing (inert alia) on the changes introduced since 2015/16 and evaluating how this is leading to enhancements in courses, the student experience and outcomes.

## **DEAP Forum 2017/18**

7. Academic Services will be working in partnership to support development of our Learning Pathway. As part of the DEAP programme, there will be three DEAP Fora as follows:

Autumn DEAP Forum: Course Planning and Managing Students: October 24th 9.30-12.30  
Cloth Hall Court

- Assessment (planning)
- Resources
- Organisation
- Student Voice (managing)

Winter DEAP Forum: Supporting Students and Course Community: January 24th 9.30-12.30  
The Great Hall

- Student Voice (support)
- Support
- Community
- Feedback (community)

Spring DEAP Forum: Developing Students and Challenging Students: March 20th 13.00-16.00  
City Campus

- Feedback (development)
- Teaching
- Opportunities
- Assessment (challenge)

### **Bespoke learning pathway development**

8. In 2017/18 CLT will continue to directly support course teams to develop their Learning Pathways advising on curricular design, course documentation, L&T content and digital learning. We offer a range of interventions including bespoke course team development sessions, away days, working as part of validation & revalidation teams and sharing best practice from within the University and across the sector.
9. In 2017/18 we are further developing our range of Digital Pedagogy guides, with a focus on supporting effective implementation of e-assessment and e-feedback and on aligning digital tools to the pedagogical approaches being used by course teams. Working with the other academic services, CLT can help course teams to effectively identify and implement digital tools and services (such as O365, MyBeckett, Lecture Capture and externally available tools) in support of an excellent education and experience. CLT can also offer colleagues support with researching their learning and teaching practice - supporting funding bids, reading proposals, reading draft papers and facilitating pedagogic research groups.
10. Focused support for Schools is available from QAS for supporting validation and review activities. A programme of staff development is available including online and face to face sessions. Details are available at:

## **The Student Support Framework**

11. Since the last report to Academic Standards and Quality Committee in June 2017 recent developments as part of the Student Support Framework are detailed below (paras 12 to 22).

### **Engagement and Attendance Monitoring**

12. A new tool – SEMs - is now available to School teams to enable them to identify students who may be at risk of disengaging from their course so that contact can be made and appropriate support offered. SEMs uses activity data from centralised data points such as the virtual learning environment, library loans, electronic resources and i-Print to calculate students' engagement levels compared with their course average. As well as engagement data, SEMs also has key student information including course details, contact details and a student photograph.

13. In the coming weeks, data from the University's attendance monitoring system (using iBeacons) will start to be fed into SEMs so that a student's average attendance - as well as their engagement - can be compared with their cohort. Students' marks on the course will also be fed into SEMs and there will also be new referral functionality added.

14. The detailed attendance data captured in the attendance monitoring system is available in reports in Business Objects. Colleagues in Registry are liaising with Schools to identify target courses to enable ongoing evaluation of this system.

### **Student Support Framework Online**

15. The online representation of the Student Support Framework is now live in MyBeckett for staff and students. There are two tabs, 'Support' and 'Opportunities' along the tab options bar at the top of the page which bring together in one place all academic and non-academic support for students in the former, and all employability related opportunities in the latter. MyBeckett now consolidates help functions, centralised service information and appointment booking, as well as clearer presentation of announcements. Previously this wide range of support available for students was located across various web pages, MyBeckett and in various standalone systems which presented a barrier to students' seamless access to services.

16. LLI has developed the digital infrastructure within MyBeckett for the Online Student Support Framework which launched for the 2017-18 academic year, and LLI provides many of the student support strands that are integrated within this developing holistic framework.

17. Early in 2017/18 we will be setting up an initial presence on the CampusM app. and then integrating with the rollout of the SEMS (formerly StREAM) system across the university.

18. This initial phase of work has been aimed in particular at supporting the new course administration roles in Schools as well as the shift from personal Tutoring to Academic Advising. We will be seeking further input from academic staff, course administrators and central services during this coming year to enhance the functionality of this student advising tool.

## **'Heart of the Campus' – development of Student Centres**

19. The project board members and DVC Academic as Project Sponsor, will continue to work with Estates colleagues in 2017/18 as part of a wider Estates Strategic Planning exercise to develop a vision and set of requirements for the future project.

## **Advisor Roles - *Shift from Personal Tutoring to Academic Advising***

20. In addition to the roll out of the online Student Support Framework as previously outlined, to complement this Student Services have rolled out a 'How to Refer Guide' for staff which details a range of circumstances in which you might wish to refer to a Support Service, how to do this, who to contact and what happens next. This will help ensure that Academic Advisers and Course Administrators can focus upon offering expert Course support and be able to make timely and appropriate referrals to Support Services when necessary or to seek professional advice themselves as advisers. The 'How to Refer Guide' will be available online and all Course Administrators, Course Directors, Heads of Subject and Professional Services will receive a hard copy for ease of access when advising students.
21. The focus of work for 2017/18 around supporting Academic Advising will be consultation with a network of Academic Advisers, Course Directors, Academic Services Managers and Heads of Subject to best enhance staff development initiatives for individuals working as Academic Advisers, develop effective referral processes and enhance where necessary existing framework guidance and tools such as the 'How to refer Guide'.
22. As part of the 2017 Review of Student Services, a new Student Experience Team has been created which will provide first level support on behalf of the Student Services Teams and a range of wider student life issues. This team will complement the course focused expert advice work undertaken by Course Administration teams and Academic Advisers and also support them to make timely and appropriate referrals to specialist support.

## **Support for Staff**

23. Work will continue into 2017/18 to align and present a holistic offering of all training and development for academic and support staff to be delivered by Academic Services Group in 2017-18. The development offer will support staff with the necessary skills and information to work effectively within the overall Support Framework. As part of ongoing work consideration is being given to further support needed for specific roles Academic Structures e.g. the Course Administrator, Academic Services Manager, Academic Adviser, Course Director and Heads of Subject roles. Development sessions will be a mix of targeted and generic sessions which will run throughout the year.
24. With regard to support for distance learning (DL), entry level positions to support the Academic Instructional Designers have been created, with the opportunity for training and development, to support the academic instructional designers. Three papers covering distance learning have been accepted for the European Association of Distance Teaching Universities conference in October. A collection of generic resources has been created for distance learning students, and there is an enhanced process for communicating with all DL students via our global Google+ community. A model for supporting the recruitment of students in overseas markets, the Distance Learning Promotion Centre, has been developed and will shortly launch in Pakistan.

25. Quality Assurance Services (QAS) offer a range of staff development for Schools and Collaborative Partners on academic quality related matters covering the full breadth of the academic cycle from new course proposals, to validation/approval of delivery, monitoring, review, the application of the University's Academic Regulations and external quality review. Staff development is offered flexibly via online compact courses, a programme of development sessions (open, bespoke and role orientated network development) and customised team, School or partner sessions.
26. Following Academic Board's approval of the Academic Regulations QAS have updated our staff development programme for School academic and professional support staff. Our sessions will be available to book via ITrent and include a variety of delivery options to meet the needs of individuals, colleagues with particular roles and teams. These sessions complement the academic regulations and associated guidance materials, and are delivered in a variety of modes including online and face to face options. Bespoke development is provided for Heads of Subject, Course Directors and Academic Service Managers via academic and professional networks which we offer in partnership with People and Organisational Development, the Centre for Learning and Teaching and other professional services. Workshops will be available for Validation Panel Chairs, Validation Panel members and Academic Integrity Leads.
27. Following the review of professional services, QAS has re-aligned the service to enhance partnership working with Schools. Support and advice for Schools is available on a range of matters including new course proposals, the validation and review cycle, development of degree apprenticeships, collaborations, partnerships, or articulations, external examiners and examination boards, assessment, academic integrity and progression/award or course information for students and applicants, and support for excellent academic and professional practice. QAS also provides definitive university advice, guidance and support on the use and interpretation of our University's Academic Regulations and on matters relating to academic standards, academic quality and enhancement of higher education and collaborations and partnerships. QAS named Quality Officer School Partners provide focused support for Schools and assist colleagues seeking advice or support.
28. Over the summer, the Distance Learning Unit (DLU) received the results of a longitudinal study carried out on our behalf by the Marketing service and Redbrick Research into the student experience, engagement and emotional journey on Leeds Beckett DL courses. The results will be outlined and discussed at a DL forum later this year, and will be an important input to the continuous improvement of DL courses. We have finally exited the Pearson platform.
29. The DLU has worked with the Strategic Planning Support Service to develop a new, interactive online training package on Project Management. It has been designed as a tool to support the University's Project Management Framework and to complement the existing two-day, face-to-face Project Management course, delivered through People Development.

### **New Developments**

30. There are a number of emerging initiatives and recently initiated projects which fit well under the Student Support Framework umbrella such as, working towards a strategy for campus cohesion and building community, an assessment of our alignment to the new UUK framework for mental health provision within universities and a unified approach to support for IT. We will embrace these initiatives within our framework reports.

31. We have continued to update our IT Strategy and the associated delivery roadmap to ensure we have a framework that is sufficiently robust and dynamic to enable us to support the delivery of key elements of our University Strategic Plan KPIs. The Strategy addresses the growing demand for systems integration, for access to coherent facilities and for information appropriate to users' needs and roles. Since the adoption of the IT Strategy three years ago, we have started the transformation of our environment to fully support the consumerisation of IT, Bring Your Own Everything (BYOE) and improve business operations and increased value for money; at the same time, we have had to adapt and embrace change quicker than we have ever done in the past to ensure that we stay competitive in the new, connected world.
32. IT Services are also highly conscious of the increasing financial pressure on the HE sector, the rise of global competition and the ever changing technology market as agents of change that will enable us to reinvent ourselves. It provides us with an opportunity to redesign and streamline our processes, practices, services and operational support model to ensure that our customer, whether student staff or visitors, remains at the centre of all our activity.
33. Since 2016/17, we have successfully rolled out a number of new customer facing services addressing attendance monitoring, student engagement & retention, a new University Campus mobile application, Office 365 and Skype for Business for students and staff. We are also investing significant resources to establish a University-wide Customer Relationship Management System to ensure we can provide better services to both prospects, students and alumni and are looking to implement a new, functionally rich student records system in the coming months. At the same time, we have continued overhauling our historical legacy systems, network and infrastructure services to ensure we are best able to meet the growing need for flexible, secure and innovative solution which maximise the value of our investment.

## **Regulatory and Process Reform**

34. Academic Board considered and approved revisions to our University Academic Regulations on the 5th July 2017. The regulations have been reviewed and are published on the main University website for all stakeholders. The key changes are attached at Appendix 1.
35. Information on our University's Academic Regulations is available online:
  - (a) Quality Assurance Services website: <http://www.leedsbeckett.ac.uk/staffsite/services/quality-assurance-services/>; and
  - (b) Academic Regulations: <http://www.leedsbeckett.ac.uk/public-information/academic-regulations/>.
36. A series of factsheets have been produced which provide helpful concise guidance on specific sections of our academic regulations. These are available online located with the Academic Regulations.
37. Further work has been undertaken on the framework for the management of placement activity. This has been revised and is provided for consideration and approval by AQSC (Appendix 2)

38. The focus of regulatory and process reform for 2017/18 will be on assessment, including electronic assessment and feedback. The regulations review group will facilitate open meetings for discussion of these aspects of our practice. This will support a refocusing and further development to four approach with a view to establishing for 2018/19:

- (a) a single means for all students to submit electronically;
- (b) with this linked to a form of assessment calendar - so we can manage, and monitor, submission deadlines and return of work; and
- (c) have started to normalise electronic feedback and return of work.

## **Conclusions and recommendations**

Members of AQSC are invited to

- a) receive and consider the report on the implementation of our Education Strategy noting the plans in place for 2017/18 and the progress made in 2016/17; and
- b) to approve the updated guidance for Placements.

## **References and further information**

### **Authors**

Barbara Colledge, Edmund Hewson, Ruth Pickford, Priscilla Preston, Jo Norry, Nigel Buckland, Bryan Hughes, Rebecca Baldaro, Claire Ibbetson, Pete Coates

ASG members and professional services leadership team members

2 October 2017

**Appendix 1:**

**Academic Regulations: Summary of Changes for Staff**

**Effective from 2017/18**

**The Academic Regulations and been comprehensively reviewed and simplified throughout. May we draw your attention to the specific changes summarised below.**

**Recognition of Prior Learning**

A revised approach to the approval of RPL applications. Credit transfer and RPL against admissions criteria are lower risk and processes are proportionate. Experiential learning claims require more detailed mapping against module/ level learning outcomes. Deans will nominate local RPL coordinators to deal with lower risk applications. Institutional RPL Board retained for higher risk applications and those referred on by Schools.

**See Academic Regulations Section 2 for full details**

**Education and Assessment**

Confirmation that late penalties are to be applied in marks rather than percentages. Introduction of an upgrade algorithm to apply to students at the borderlines of classification boundaries.

**See Academic Regulations Section 3 for full details**

**Progression and Award Boards/ Module Boards**

Revised nomenclature for former Examination Boards and Committees.

Consistent structure for Boards at UG and PG level with chairing duties undertaken by Deans and Heads of Subject.

All progression decisions now resting with Progression and Award Boards.

Revised external examiner arrangements to reflect new Board structure.

**See Academic Regulations Section 6 for full details**

**Mitigation**

Additional 1-day period for students to request extensions for assessment submission. Devolved mitigation panels to be convened at School or subject level. Establishment of additional optional support for authentication of claim documentation.

**See Academic Regulations Section 8 for full details**

### **Academic Integrity**

Introduction of informal resolution stage to manage poor academic practice and locally managed approach for addressing academic misdemeanours. Introduction of an Academic Misconduct Board at institutional level to deal with serious cases of academic misconduct which will be referred on by Schools.

Review of tariffs which relate to found or admitted cases.

Deans of Schools will nominate School or subject level Academic Integrity Leads to support.

**See Academic Regulations Section 10 for full details**

### **Research**

New Graduate School structure confirmed. Minor revisions to award information and English language requirements.

**See Academic Regulations Section 11 for full details**

### **Validation, Monitoring and Review**

A revised 6-year Validation Cycle with revalidation activity scheduled around Course Directors' course clusters.

Enhanced Monitoring process for courses identified as needing additional institutional support to improve performance/ satisfaction.

Introduction of Subject Review, a strategic look at the academic health and development of the subject.

Clarification of student consultation expectations relating to monitoring, review and enhancement activities.

**See Academic Regulations Section 13 for full details**

### **Collaborations and Partnerships**

Restatement of position regarding serial arrangements and cognate developments.

Revised information about dual degrees.

Periodic review of due diligence arrangements.

Updated 'study abroad' regulations.

Arrangements for professional body consultation in respect of collaborative provision confirmed.

**See Academic Regulations Section 15 for full details**

**LEEDS BECKETT UNIVERSITY**

# **FRAMEWORK FOR THE MANAGEMENT OF PLACEMENT ACTIVITY**

This Framework is intended for use by academic and professional service staff within the University. It provides guidance on the management of a range of activities students may engage with in order to enhance their employability, with the emphasis on activities, which are embedded in the curriculum

[www.leedsbeckett.ac.uk](http://www.leedsbeckett.ac.uk)



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Version	Date	Updates
1.0	September 2016	
2.0	June 2017	Updated title, restructure, refocus of content, plus addition of the following sections: <ul style="list-style-type: none"> <li>• 5 – Identification &amp; Allocation of Placements</li> <li>• 6.1.2 – Student Eligibility</li> <li>• 6.1.6 – Placement Bursary</li> <li>• 6.2.3 – Tier 4 Monitoring</li> </ul>
2.1	September 2017	Updates following consultation on version 2.0: <ul style="list-style-type: none"> <li>• 3.2 included reference to term industrial placement as an alternative description for extended placement</li> </ul>

		<ul style="list-style-type: none"> <li>• 3.4 reference to the fact that PSRB reqs. may meet and exceed reqs. of Framework</li> <li>4. - inclusion of reference to DBS clearance and broader req, of staff to encourage take up of placements</li> <li>4.2 - note regarding division of roles and responsibilities between academics and placement teams as well as additional reference to support workers for students</li> <li>4.3 - enhanced information regarding requirement for approval from CD for study abroad experiences</li> <li>4. 3 - Inclusion of reference to Fitness to Practice</li> <li>4.4 - reference to submission of policies by employers</li> <li>6.1.3 – reference to academic involvement in respect of approval of placement in the context of academic relevance</li> <li>7. 1 – additional systems added</li> <li>7.2.1 update on reporting reqs.</li> <li>App 3 – update title of Director of IO</li> <li>App 4 – added Tier 4 statement</li> </ul>

## 1. Introduction

### University Strategy

One of the objectives set out in the University’s Strategic Planning Framework (2016-2021) is to provide an Excellent Education and Experience to all our students. The plan indicates, “our students will be able to make the most of their Leeds Beckett education”; this will be measured by the percentage of students in graduate level employment, according to the Destination of Leavers from Higher Education (DLHE) survey. The target is 76% of students in graduate level employment by 2021.

This strategic objective is supported by our Education Strategy, which focuses on three strands of activity:

1. The Learning Pathway
2. The Student Support Framework
3. Process reform

The Learning Pathway identifies the following expectations in respect of the professional capability and employability of our students:

At Level 5, students will “extend their awareness of the academic, professional and personal opportunities available upon graduation” and will “be supported and encouraged to put their knowledge and skills into practice in an employment-related context”.

At Level 6, students will “be able to demonstrate the application of their knowledge and skills within real-world contexts, as well as fully meeting our University’s graduate attributes”.

At Level 7, students will “become confident in their academic and professional abilities” and will be “fully prepared for further development in either an academic, or professional, environment”.

There are a range of activities, which are designed to enhance our students’ employability, and thus support the achievement of the strategic objective above, some of which are embedded within the curriculum and some of which are co-curricular activities.

### External Expectations

The Framework takes account of:

- The expectations of the Quality Assurance Agency (QAA) UK Quality Code for Higher Education (specifically Chapter B10):

*‘Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.’*

- Guidance published by UCEA (Universities and Colleges Association) and ASET, the Work Based and Placement Learning Association (see [Section 8 – References](#)).

### Purpose of the Framework

The Framework focuses primarily on **work-based and study exchange opportunities linked directly to the curriculum**, e.g., regulated placements, extended sandwich placements and Erasmus+ exchanges. The purpose of the Framework is to set out principles, minimum requirements, and broader guidelines for how our University works with employers and other host organisations to provide these opportunities. It is intended to provide the basis for process development and management, the conduct of quality reviews, staff training, and briefings for all parties involved, including students, academic and placement staff, and employers.

The target audiences for this document are academic staff (especially those within the University’s Schools responsible for student outcomes) and professional/support staff within our University. It will also serve as a point of reference for internal and external quality reviews.

An overview of the key stakeholders in the management of placement activity is available at [Appendix 2](#).

### Contacts

For queries relating to the Framework, contact Quality Assurance Services on: [collaborations@leedsbeckett.ac.uk](mailto:collaborations@leedsbeckett.ac.uk)

For queries relating to placements and work-based activity, contact your local placement team.

For queries relating to study abroad and exchanges, contact the International Office on: [studyabroad@leedsbeckett.ac.uk](mailto:studyabroad@leedsbeckett.ac.uk)

## 2. Principles

The principles that underpin this Framework are set out below. They provide a reference point for Schools, Placement Teams, the International Office and the Insurance & Risk team, who will develop and operate detailed processes derived from this Framework.

As a university we work to ensure:

- Students have a consistent and high quality experience
- Students develop the capability to be proactive and self-managing
- We cement and develop partnerships with employers
- We take a robust, but proportionate approach to managing risk
- We review, learn, and adapt to achieve continuous improvement.

### 3. Definitions and Scope of the Framework

#### 3.1 Definitions

[Appendix 1](#) illustrates the scope of employability activities supported by the University. The broad categories are:

- Curriculum-based activities
- Additional activities

It is important to note that there are no clear-cut examples of ‘curriculum-based’ and ‘additional’ activities, as an activity, which is curriculum-based for one course, may be additional in the context of another course.

Curriculum-based work activities, and in particular placements, are the primary focus of this Framework, and are referred to throughout as ‘**placements**’. For the purposes of this Framework and the InPlace system, ‘**international placement activities**’ are taken to encompass study exchanges, volunteering projects and overseas work placements.

Students engage with many different types of employing organisations on a wide variety of work-based experiences, and also with other host organisations such as universities abroad, in the case of study exchanges. For consistency, organisations are referred to generally as ‘**employers**’ throughout the Framework, and specifically as ‘**host organisations**’ in the context of study exchanges.

#### 3.2 Taxonomy

The *Taxonomy of Employability Activities* below aims to standardise as far as possible the terminology used across the University for types of work-based and work-related opportunities. The standardisation of terminology use enables effective reporting at course, school and institutional level.

Term	Description	Synonyms/Related terms
<b>Work-based activity</b>	Broad term for any student experience gained from direct contact with an employer off campus. Could include placements, work experience and volunteering.	
<b>Placement*</b>	Generic term for a set period of time spent by a student working in a live work environment to gain employability skills and work experience related to a course of study. Placement arrangements are brokered or at very least supported by the University	Work-based learning

<b>Regulated placement*</b>	A placement activity required by a Professional, Statutory or Regulatory Body (PSRB) on courses where qualification leads to a licence to practice professionally.	Practice learning, Teaching practice
<b>Extended placement*</b>	A placement lasting a minimum of 210 days, up to a full year – often an elective element taking up the third year of a four year course	Sandwich placement Industrial placement
<b>International placement activity*</b>	Any type of placement that involves a stay overseas. For InPlace purposes this includes: work placements, study exchanges, and international volunteering projects.	Overseas placement
<b>Work-related learning</b>	Work-focused, University-based activities built into the course curriculum, e.g., projects	Project briefs, Live briefs
<b>Work experience</b>	Short-term ‘taster’ of the work environment, usually unpaid.	Shadowing, work observation.
<b>Volunteering</b>	Time given freely to any activity out of personal interest and/or to develop personal and employability skills	Co-curricular activity, Extra-curricular activity
<b>Job</b>	Contracted employment, full or part-time, permanent or temporary.	Graduate vacancies, temporary jobs, vacancies

\*It is possible that the students may source a placement themselves, and approved by the University, rather than being sourced by the University. Such placements may be referred to as a ‘self-placement’, but this is more about the process by which a placement is identified and approved than the placement type, hence it is not a separate category on the Taxonomy. Further detail on the identification of placement opportunities is available in [Section 5 – Identification and Allocation of Placements](#).

### 3.3 Scope and Application of the Framework

The Framework focuses primarily on **work-based and study exchange opportunities linked directly to the curriculum**, e.g., regulated placements, extended sandwich placements and Erasmus+ exchanges; if a placement or other work-based activity contributes to the achievement of module or course learning outcomes and forms an assessed part of the course, it is within scope of the Framework. University staff will adopt the principles of the

Framework in the management of such activities. In addition, the Framework applies to international volunteering opportunities, which are sourced, advertised and managed by the University.

However, the principles and approaches set out in the Framework may be applied proportionately to all other types of opportunities, including work-related activities, employer-registered part-time jobs, etc., which do not contribute to the assessment of the course. Where a student undertakes a student-led additional activity, e.g., a UK-based or international volunteering project which the University has no involvement in advertising or sourcing, and which is not an integral and assessed part of the course, the University may not have any formal responsibilities in respect of employer checks, health and safety, etc. However, University staff may use the Framework as a basis for advice to students, e.g., to encourage them to undertake the necessary checks and risk assessment. It should be noted that this Framework does not cover Degree Apprenticeships; separate guidance is available from Quality Assurance Services in this respect.

The extent to which the Framework should be applied to each type of activity is illustrated in [Appendix 1](#). In summary, activities fall into three categories:

1. **Course-related placement activity** which contributes to the achievement of learning outcomes (e.g., regulated and sandwich placements, work based learning and student exchanges) – Framework applies in full
2. **International volunteering activity** (sourced and managed by the University) – Framework applies in full
3. **Other activities** (e.g., work-related activities, part-time jobs, volunteering not linked to the curriculum or sourced by the University, etc.) – principles of the Framework may be applied proportionally

### 3.4 Regulatory Context

University staff, including placement and academic staff, have responsibility for setting up working arrangements for students and employers, which are '*implemented securely and managed effectively*' (QAA Quality Code, Chapter B10). Students and employers have parallel responsibilities to ensure that these working arrangements produce successful and mutually beneficial outcomes. These respective responsibilities are set out in [Section 4 – Responsibilities](#).

In the case of regulated placements, processes and standards are stipulated by the relevant Professional, Statutory or Regulatory Body (PSRB).<sup>1</sup> This Framework is therefore especially relevant to extended and shorter-term placements, for which there are generally no prescribed arrangements, and therefore for which there is potentially a higher level of risk. The application of processes seeks to mitigate risk especially given many of these types of placements are sourced by students themselves through a variety of channels.

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<sup>1</sup> PSRB requirements may meet and even exceed the minimum requirements of the Framework.

## 4. Responsibilities

### 4.1 Responsibilities of Schools

The responsibilities of School academic staff are summarised below. Whilst the School has ultimate accountability for the following, the discharge of these responsibilities may be delegated to Placement Teams where appropriate.

<i>Common to all course-related placements and international volunteering (see Section 3.3)</i>	<i>Additional for all international activities</i>
<ol style="list-style-type: none"> <li>1. Determine learning outcomes to be achieved through course-related placements and how these will be assessed.</li> <li>2. Ensure regulated placement opportunities are secured for students (e.g., in Health and Education).</li> <li>3. Set criteria and time deadlines to be met by students for all course-related placements, both in the UK and abroad. Ensure the criteria and deadlines are communicated to all students.</li> <li>4. Ensure students are supported to secure non-regulated placements where they are a requirement of the course</li> <li>5. Build partnerships with suitable employers to ensure continuity in the supply of placements</li> <li>6. Ensure placements are approved in line with specified criteria</li> <li>7. Review the on-going suitability of employers and terminate partnerships where appropriate.</li> <li>8. Proactively encourage students to take up work-related and placement opportunities</li> <li>9. Proactively encourage students to declare a disability or long-term condition in order to discuss any support needs.</li> <li>10. Where a student declares a disability or long-term condition for the first time, signpost to Disability Advice.</li> <li>11. Ensure, with the support of placement teams, that staff, students and employers are aware of and comply with their respective responsibilities prior to and throughout the placement.</li> <li>12. During the course of the placement provide for the academic supervision of students, including visits by tutors, where the length of the placement justifies this.</li> <li>13. Address any issues raised by students. Respond promptly to any exceptional circumstances, incidents or emergencies, which put at the risk the student's welfare or the outcome of the placement.</li> <li>14. Where necessary, take the decision to withdraw the student from the placement and terminate the arrangement (e.g. because of increased risks, learning outcomes not being achieved).</li> <li>15. Provide for the reintegration of students into university life after placement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure a risk assessment is undertaken for international work placements, including assessment of the placement host, activity, country, travel, student suitability, and liability issues. (Note: the International Office carries out Risk assessments for international volunteering and study exchanges.)</li> <li>2. Ensure students are aware that they must apply for Injury and Travel insurance cover and complete online training on personal security for all international placement activity.</li> <li>3. Ensure selected study exchanges, placements and international project activity, meet the course requirements.</li> <li>4. Ensure the School's compliance with international agreements and with the Erasmus+ handbook and processes.</li> </ol>

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|---|--|
| 16. Continually review the effectiveness of placement arrangements and assess feedback from students, staff and employers to inform this process. |  |
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#### 4.2 Responsibilities of Placement Teams

The responsibilities of placements teams are summarised below. Where the responsibilities fall specifically to the International Office (IO) or the Insurance and Risk team (IR) working in collaboration with placement teams, this is indicated. There may be activities described below which are led by academic colleagues. A School in discussion with the relevant Placements team may determine how activities are achieved and where responsibility rests.

<i>Common to all course-related placements and international volunteering (see Section 3.3)</i>	<i>Additional for all international activities</i>
<ol style="list-style-type: none"> <li>1. Ensure placement opportunities are uploaded to InPlace and promoted to students as appropriate.</li> <li>2. Provide support to students aiming to arrange their own placements.</li> <li>3. Ensure the additional support needs of all relevant students are recorded on InPlace and made available to employers, to the extent agreed with the student, to enable implementation of reasonable adjustments. This may include the timely appointment of a support worker.</li> <li>4. Carry out employer/ placement checks and risk assessments in accordance with criteria set out by schools/PSRBs, and refer any significant issues to academic colleagues in schools for a decision on the course of action.</li> <li>5. Provide briefing material for staff, students and employers on their respective responsibilities prior to the placement starting; this is to include relevant points of contact in the case of issues for resolution.</li> <li>6. Record supervision arrangements in the InPlace system to ensure alerts are issued and assessments are uploaded.</li> <li>7. Refer any significant concerns about student engagement and placement management to schools for review.</li> <li>8. In collaboration with the Insurance and Risk team support schools in dealing promptly with any exceptional circumstances, incidents or emergencies which put at the risk the student's welfare or the success of the placement.</li> <li>9. Run surveys to gather feedback from students, staff and employers on the placement experience.</li> <li>10. Operate the University's InPlace system and set up placement models within InPlace to meet the</li> </ol>	<ol style="list-style-type: none"> <li>1. Agree formal exchange and volunteering arrangements with overseas host universities and third sector organisations respectively (IO).</li> <li>2. Ensure compliance with the Erasmus+ handbook and processes (IO).</li> <li>3. Undertake risk assessments for international volunteering and study exchanges, including assessment of the placement host, activity, accommodation, country, transport, student suitability, liability issues. (IO)</li> <li>4. Support schools with the risk assessment process for international work placements (IR).</li> <li>5. Process student applications for Injury and Travel insurance cover and provide access to security and training resources (IR).</li> <li>6. Ensure host organisations have emergency contact details.</li> <li>7. Where Healthcare covered is required (mainly USA) ensure that the University's Injury and Travel cover is sufficient to obtain a study visa (IR).</li> </ol>

<p>requirements of specific courses, as agreed with individual schools.</p> <p>11. Provide system reports for schools and train staff on use of the InPlace system as agreed with individual schools.</p> <p>12. Support Tier 4 compliance activities by providing information on student placements as required.</p>	
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### 4.3 Responsibilities of Students

The responsibilities of students before, during and after placement are summarised below.

<i>Common to all course-related placements and international volunteering (see Section 3.3)</i>	<i>Additional for all international activities</i>
<ol style="list-style-type: none"> <li>1. Be clear about the skills and competencies you want to develop through the placement; also the learning outcomes relevant to your course and how these will be assessed.</li> <li>2. Ensure that all personal checks required (including DBS clearance and fitness for practice) are completed in accordance with the criteria and deadlines notified to you by schools and the placement team.</li> <li>3. Actively seek self-placement opportunities and ask for help from the placement team where necessary.</li> <li>4. Where placements are self-sourced, provide details about the organisation and supporting documentation (e.g., job description, employment contract) as required by the placement team. Inform the placement team of any changes to these and to your contact details during the course of the placement.</li> <li>5. Ensure your school and the placement team are aware of any additional support needs you will have during placement. To discuss this further please contact Disability Advice.</li> <li>6. Complete the student declaration and acknowledge this on the InPlace system.</li> <li>7. Attend preparatory briefings to understand how to get the most out of the placement experience</li> <li>8. Participate in all health and safety induction and training activities organised by the employer, comply with the employer's health and safety requirements and raise any concerns with the University.</li> <li>9. Make arrangements with your academic and placement supervisors to review your progress regularly, and ask for help with any issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure selected study exchanges meet the requirements of your course. This would involve seeking approval from your Course Director to ensure classes taken at the host organisation meet the requirements of your Leeds Beckett degree including any PSRB requirements. The Study Abroad team can help you with this task.</li> <li>2. Make arrangements and pay for flights, visas and accommodation.</li> <li>3. Apply for free comprehensive Travel and Injury insurance via the University.</li> <li>4. Research the destination and complete online personal security training via the Travel Insurance security website provided</li> <li>5. Ensure your academic supervisor has emergency contacts, including insurer's assistance number.</li> <li>6. Ensure all course work/ exams are complete before travelling.</li> <li>7. Keep in touch with Leeds Beckett course tutors and get</li> </ol>

<p>10. Take part in assessment activities, capture reflections on the placement experience, and feed these back through surveys, questionnaires, focus groups, and briefing events.</p> <p>11. Continue to comply with the University's student Code of Discipline at all times while on placement including the Fitness to Practice Policy.</p>	<p>approval for changes to an approved study plan during the exchange.</p> <p>8. Adhere to the rules, regulations and laws of the host organisation/country.</p> <p>9. Clear all outstanding bills/rent/debts before returning home.</p> <p>10. Notify the University immediately of (a) any change of destination or accommodation and (b) any period of time to be spent outside the country of destination.</p>
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#### 4.4 Responsibilities of the Employer

The responsibilities of the employing and/or host organisation are summarised below.

<i>Common to all course-related placements and international volunteering (see Section 3.3)</i>	<i>Additional for all international activities</i>
<ol style="list-style-type: none"> <li>1. Provide evidence of any relevant policies i.e. Inclusion Policy, Safeguarding, Health &amp; Safety Policy.</li> <li>2. Acknowledge and accept the role and responsibilities of placement providers and the placement requirements as requested by the relevant School or placement team.</li> <li>3. Ensure any discussions regarding the requirement for any reasonable adjustments to be made take place at the outset.</li> <li>4. Provide induction and training, including health and safety training, for the student, appropriate to the placement activity.</li> <li>5. Provide a designated supervisor for the duration of the placement and inform the student fully about their role and responsibilities, including any statutory requirements (including health and safety) and any other expectations of them.</li> <li>6. Supply details of terms and conditions to the student, including hours of work and rates of pay (where applicable).</li> <li>7. Provide a safe and secure workplace.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enter into a written agreement if required by the University.</li> <li>2. Comply with the terms of any formal agreements with the University (e.g., bilateral agreement, Student Exchange Agreement or Memorandum of Understanding).</li> <li>3. Inform students of any insurance cover needed and/or additional charges to be met.</li> <li>4. Provide student support, and facilities, which meet the standard of our University.</li> <li>5. Provide support in an emergency by contacting appropriate persons (including named contact at the University) and/or insurer's assistance as communicated by the student.</li> </ol>

<ol style="list-style-type: none"> <li>8. Provide work for the student, which is relevant to their course and module learning outcomes and at a level that allows some responsibility.</li> <li>9. Hold regular planned progress meetings and provide support.</li> <li>10. Involve students in staff appraisal schemes.</li> <li>11. Make provision for the student to be visited by a University tutor or contacted online at agreed times.</li> <li>12. Deal with any problems or queries, referring any serious concerns to the points of contact provided by the University.</li> <li>13. Provide feedback on the student's progress and achievements, and a reference or testimonial if requested.</li> <li>14. Attend any briefing events organised by the University.</li> </ol>	
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These responsibilities should be taken into account in setting up relationships with new employers, completing health and safety checks, carrying out risk assessments at any stage and preparing briefing or training materials for employer organisations. If an employer chooses to register opportunities directly on the InPlace system, this will be carried out according to the workflow responsibilities agreed with the University.

Where an employer does not meet these responsibilities adequately, it is for the relevant School to decide whether placement activity with this employer should continue or not; in the case of a health and safety issue, the employer must rectify the matter immediately to the satisfaction of the School, or the placement will be terminated.

## 5. Identification and Allocation of Placements

### 5.1 Regulated Placements

The requirements in relation to regulated placements, which are applicable to courses in the health and education subject areas, are set out by the Professional, Statutory or Regulatory Body (PSRB) which accredits or recognises the course. Placement teams send out requests to employers in order to identify appropriate placement opportunities in accordance with the placement requirements of the course/pathway/module, then placements are allocated to students by the placement team, based on the student's geographical location, travel options and personal circumstances. The allocation process is largely automated within InPlace, but

there is the opportunity for placement teams to allocate students to placements manually if required. Once placements have been allocated, academic staff are able to adjust and finalise placement allocations as they see fit.

## 5.2 Self Placements

A self-placement is a placement opportunity, which is identified and sourced by a student. As per the *Taxonomy of Employability Activities* in Section 3, this could apply to various types of placement, including regulated, extended and international, although regulated self-placements are less common. The self-placement model is most common within the subject areas of business, computing, built environment, arts, sport, hospitality, events and tourism.

Regardless of the type of placement, the principles outlined in [Section 4 – Responsibilities](#) will inform the organisation, approval and management of self-placements.

## 5.3 Advertised Opportunities

On some courses, placement opportunities are advertised to students, who apply for those opportunities, which interest them. In these cases, Schools determine the suitability of a placement for a particular course prior to the opportunity being advertised. Students would usually apply directly to an employer, and once the employer has made an offer, the student follows the same approval process as for self-placements.

## 5.4 International Placement Activities: Student Exchanges and Volunteering

The International Office manages international student exchanges and volunteering opportunities. These activities are optional, if a student chooses to undertake an exchange or volunteering opportunity, the relevant application processes will apply. [Section 4 – Responsibilities](#) sets out the additional steps required for international placement activities, in particular the requirement for students to take up the offer of free insurance ([Section 6.1.4 – International Placement Activities – Insurance and Healthcare Cover](#)).

### 5.4.1 Student Exchanges

The Study Abroad and Exchange programme allows students to:

- study part of a degree at a partner university in Europe (Erasmus+)
- study part of a degree at a partner university outside Europe (the International Exchange Programme)

Schools and the International Office follow the processes set out in the following key documents:

- [Erasmus+ handbook](#) (published by Erasmus+)
- Outgoing Exchange [Application Process Guide](#)
- Pre-departure document

Student exchanges will be managed in accordance with the Academic Principles and Regulations: Education & Assessment 3.16. The following must be approved by the University prior to an exchange being undertaken:

- Suitability of the host organisation to ensure a safe and appropriate study environment
- Suitability of the curriculum to be studied, via the approval of curriculum mapping.

#### 5.4.2 International Volunteering

The International Volunteering project allows students to:

- Gain a University-sourced international volunteering experience with a one of our international volunteering partners
- Gain an international volunteering experience with a volunteering organisation sourced by themselves

The University's Schools and the International Office will follow processes set out in the following key documents:

- [Application step-by-step guidance](#)
- Shortlisting form
- Volunteer agreement

## 6. Placement Management Processes

There are a number of processes in place to ensure the effective management of placements and a positive student experience. Many of these processes are common to all placement types, but some are relevant only to certain types of placement. The range of placement management processes is summarised below:

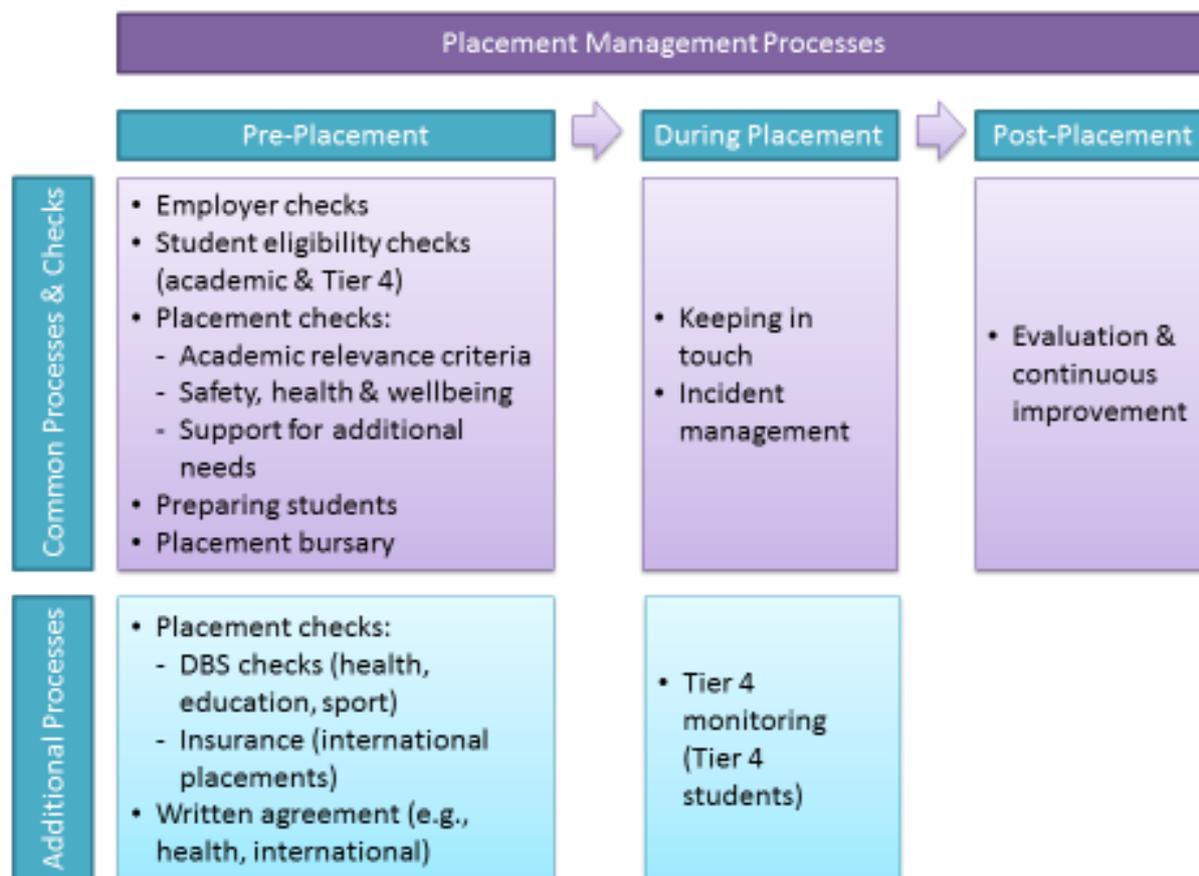


Figure 1 – Placement Management Process Summary

## 6.1 Pre-Placement

### 6.1.1 Employer Checks

It is essential that a number of checks be carried out on employers (or host organisations) offering placements, work opportunities, or study exchanges for the first time. In the case of significant long-term partnerships and study exchanges, the University's [partner approval process](#), which includes an element of due diligence, may apply. In all other cases, the following checks must be completed before any student starts a placement. It is for schools and placement teams to ensure that students are aware of and comply with this approach. The checks fall into two categories:

- 1) Nature of the organisation – including history of placement provision, company registration, location, staff range and roles, professional body reviews
- 2) Legal responsibilities of the employer – responsibilities under the Health and Safety at Work Act 1974, insurance cover, provision of training, supervision and equipment (see Figure 3 – Employer Declaration, in [Section 6.1.3 - Placement Checks](#))

The relevant School should review an employer's suitability every two years, or whenever there is a trigger point, e.g., a poor Ofsted report or a critical Link Tutor report, or student

feedback. The InPlace system can be used to set reminders for checks to be carried out and/or trigger alerts.

### Written agreements

In all cases the outcome of carrying out checks and agreeing roles and responsibilities will be a form of agreement, although this will be proportionate to the scale and length of the placement, the number of students involved, and the long-term nature of the partnership with the employer. [Appendix 3](#) indicates the agreement types available and how they may be applied.

#### 6.1.2 Student Eligibility

Prior to approval of a placement, the student's eligibility to undertake a placement should be determined. This includes:

- a) Academic eligibility – e.g., before a student may commence an extended placement, they must have successfully completed Level 5 and have been awarded a 'Pass Proceed' decision by the Board of Examiners.
- b) Tier 4 eligibility – if a student is studying on a Tier 4 visa, there may be restrictions on the number of hours' paid employment they are able to undertake.

#### 6.1.3 Placement Checks

Prior to the approval of a placement, the following placement checks will be carried out. It is the School's responsibility to ensure that these checks take place. The responsibility for such checks may be delegated to the placement teams or others (e.g., DBS team) with particular support from academic colleagues in relation to the academic relevant of an opportunity.

- Academic relevance of placement
- Safety, health and wellbeing
- Disclosure and Barring Service (DBS) checks
- Additional support needs and Reasonable Adjustment Plans

#### Academic Relevance of Placement

As a minimum, the School should ensure that:

- the placement role is defined (e.g., via a job description)
- the role involves some element of responsibility (as evident from the job description)
- there are planned opportunities for learning and skills development, which are consistent with the learning aims of the student's course.

#### Safety, Health and Wellbeing

These guidelines are intended to help Schools and placement teams ensure that appropriate health and safety checks and risk assessment processes are completed before students undertake work-based placements.

Responsibilities in respect of health and safety areas set out in [Section 4 – Responsibilities](#).

Detailed guidance on good practice in respect of risk assessment is provided in the UCEA and ASET documents (see [Section 8 – References](#)). In the case of our **regulated placements**, which are subject to the requirements of professional, statutory and regulatory bodies (PSRB), health and safety processes and documentation are already prescribed. For the majority of **self-placements** arranged for or by our students the following checks and documentation will suffice:

For students:

- A copy of the contract of employment, or other statement of duties, where this is available
- A completed health and safety Student Declaration prior to start of the placement (example available at [Appendix 4](#)). If students are not able to complete the declaration they should discuss this with their tutor and/or local placement team.

For employers:

- As a minimum a completed health and safety Employer Declaration (example available at [Appendix 5](#))
- Where deemed necessary, a full risk assessment conducted by the placement office or other party if the risk level of the placement is considered to be high (e.g., in the case of hazardous working, particular additional needs of the student). The 'Tool B: Risk assessment form' in Section 8 of the ASET guidance provides an example of the type of documentation to complete in this instance
- For organisations with which the University has a long-standing partnership, a written agreement (such as a partnership agreement or PIVO contract) covering all health and safety requirements.

### [Disclosure and Barring Services \(DBS\) Checks](#)

For courses, which require all students to work in regulated activity with children and/or vulnerable adults, e.g., in health, Sport and education, a DBS check will be a requirement of entry to the course.

In addition, students on other courses can elect to undertake a self-placement, which may require them to work with children and/or vulnerable adults, in which case, students will liaise with the placement provider and university staff to establish:

- If a DBS check is required, e.g. it may not be required due to supervision/contact working arrangements
- If a DBS check is required, what level of check is necessary in line with current legislation.

- If the placement provider will facilitate the DBS clearance themselves or if the University is required to organise clearance for the student\*

\*NB: A DBS check from a placement provider will only be accepted for self-placement modules e.g. Work Based Learning/Employability where this has been agreed between the University and placement provider. For DBS entry courses and core modules identified as having a DBS requirement, the University will not accept a DBS from an external institution.

DBS checks are managed and processed by the DBS Team within Student Admissions. The DBS Team maintains detailed process guidance, however, the following principles apply:

- Schools will work with Student Admissions to maintain a list of courses for which a DBS check is mandatory and to determine which type and level of DBS check is required.
- Schools will also work with Student Admissions to maintain a list of modules, which have a DBS check requirement, and also modules that include a self-placement option- where students may elect to undertake a placement, which requires them to work in regulated activity with children and/or vulnerable adults.
- In all cases, the requirement to undertake a DBS check must be made clear to an applicant prior to making an application to one of our courses, i.e. on the online prospectus, on the UCAS website, in any publication materials, etc.
- The DBS in the UK is currently not able to conduct overseas criminal record checks. International applicants/students, those without British Citizenship and British Citizens with a significant period of overseas residency will be required to obtain a criminal records check or certificate of good conduct from the countries in which they have resided after the age of 16, in addition to a DBS check.
- If a student makes a declaration or the DBS Disclosure Certificate is returned with a listed offence(s), they will be subject to a risk assessment. A Disclosure Panel undertakes the risk assessment and it will consider the individual circumstances of the student. The Disclosure Panel will determine whether the student can start the course and/or work in a placement setting with children and/or vulnerable adults.
- In all cases, students will not be permitted to begin any placement until all necessary checks have been completed and clearance has been granted.
- A DBS check will remain valid for the duration of a student's course. It will usually be transferrable between placements, however **this is not always the case** and advice should be sought from the DBS Team as to the suitability of an existing DBS check
- Where students are returning to a course with a mandatory DBS requirement following a period of temporary withdrawal, they will be required to undertake a new DBS check.

Queries about the DBS process should be directed to the DBS Team at [DBS@leedsbeckett.ac.uk](mailto:DBS@leedsbeckett.ac.uk)

### [Additional Support Needs and Reasonable Adjustment Plans](#)

The guidance below relates to disabled students. Additional support may also be required for vulnerable students or those with caring responsibilities or temporary support needs; as such information is not stored within Banner or InPlace, the onus is on the student to make their placement office aware of any support requirements.

This guidance supplements the [Academic Principles and Regulations Section 2.6: Disabled Students](#) and supports Schools and Employers in implementing reasonable adjustments for our disabled students.

A “disabled student” is any student who has a diagnosed disability or impairment as defined by the Equality Act 2010. The Equality Act defines a person as having a disability where:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day to day activities

The [Equality Act – Technical Guidance for FE and HE](#) indicates that: “The duty to make reasonable adjustments requires education providers to take positive steps to ensure that disabled students can fully participate in the education and enjoy the other benefits, facilities and services which education providers provide for students. This goes beyond simply avoiding discrimination. It requires education providers to anticipate the needs of potential disabled students for reasonable adjustments.”

In order to access individual reasonable adjustments, students must declare their disability to the University and engage with the University’s Disability Advice Team. The designated Disability Adviser will assess how a student’s disability or long-term condition may impact on their study, in order to determine the appropriate reasonable adjustments. The assessment results in Reasonable Adjustment Plan, a formal document that outlines the impact of a student’s disability, and the support and adjustments required to enable access and participation on their studies.

Where a student’s disability or long-term condition is likely to impact on their placement, reasonable adjustments will be outlined for the placement provider to implement. This information will be shared with the relevant Placement Team as part of the dissemination of the Reasonable Adjustment Plan. Where a student has previously declared a disability, this will automatically be recorded in InPlace, so placement teams will be aware that they need to consider this in the allocation of placements and ensure they are aware of the student’s Reasonable Adjustment Plan.

If no recommendations for placement have been made, and the student feels they need them; or a student declares a disability or long-term condition directly to the placement provider or placement team, this should be referred to the Disability Advice team in order for the team to discuss options with the student.

It is essential that the placement team obtain informed consent in writing from a student, prior to sharing any information with the placement provider about the student's disability or long-term condition and the adjustments that have been recommended.

The Disability Advice team in Student Services can provide expert assistance and support: [disabilityadvice@leedsbeckett.ac.uk](mailto:disabilityadvice@leedsbeckett.ac.uk). Disability Advice are happy to contribute to any discussions around the appropriate support and reasonable adjustments in preparation for placements.

#### 6.1.4 International Placement Activities – Insurance and Healthcare Cover

For international placements, field trips, study and volunteering projects (including those arranged independently by students) the University itself provides Personal Injury and Travel insurance. The insurer is **ACE Europe** who provide business class assistance cover on a 24/7 basis. As part of the cover provided, students are given access to the insurers' security and risk website **Red24** and can download a **Travel Smart** application for smart phones. The University insurance may also be extended to cover up to four weeks of personal/holiday time after completion of the placement by arrangement. Further details can be found on the [Student Hub](#)

Some USA Universities require students to buy their healthcare cover in order to comply with visa regulations. However, the Insurance and Risk team have made agreements with some universities to make this unnecessary. In Australia, healthcare cover, known as Overseas Student Health Cover (OSHC) is compulsory to comply with visa regulations.

#### 6.1.5 Preparing Students

Students looking for their own placement should be supported by signposting to the relevant online resources, including the My Beckett Employability page and the InPlace and MyHub systems.

In the case of regulated placements, preparation of students for their placement experience is mostly built into course modules. For other placements, especially extended sandwich placements, it is good practice to build preparation into a module or unit within a module so that students understand the correlation between their course and the work opportunity. As minimum students should understand the learning outcomes they are meant to achieve as a result of going on the placement and the skills they should be developing.

The ASET guidance on Health and Safety (see [Section 8 – References](#)) illustrates good practice for briefing of students in other circumstances, differentiated according to the perceived level of risk (Page 15, Figure 2). Course briefings carried out by placement teams in conjunction with academic colleagues are one way of handling this. For higher risk placements, such as those overseas, briefings will need to be more targeted and extensive, e.g., scheduled sessions given by International Office staff and the Insurance & Risk team.

It is possible to record briefing sessions in the InPlace system and capture student attendance at these. This should be done for higher risk placements/activities, so that there is a record of which briefings students have attended.

Wherever possible, briefings should include inputs from employer representatives and/or alumni/previous placement students. Student placement champions, where these exist in a School, may also be asked to make an input.

As a lead-up to going on placements, especially extended ones, students should be encouraged to secure shorter periods of work experience, such as volunteering. Students with little or no work experience, or those lacking in confidence, may benefit from this in particular. Students may also be encouraged to have a professional digital footprint (social media/web presence) and use the placement experience to enhance this and grow their online network.

#### 6.1.6 Placement Bursary

From 2017/18, full time undergraduate students commencing their studies in September 2017 and beyond will be able to apply for a placement bursary. The bursary is intended to provide financial support towards travel and accommodation costs for short placements (e.g., four to eight weeks) and extended placements. The amount payable will be assessed based on individual circumstances. Those interested will be required to complete a short application and provide supporting documentation. Details on the eligibility criteria and the application process will be available via Services for Students.

Queries about the placement bursary scheme should be directed to [bursaryandscholarship@leedsbeckett.ac.uk](mailto:bursaryandscholarship@leedsbeckett.ac.uk).

## 6.2 During Placement

### 6.2.1 Placement Supervision

Students on Health-related courses following a pattern of pre-determined, regulated placements will have regular contact with their courses through e-portfolio submissions (via PebblePad); the use of a joint assessment tool (NHS); and tutor visits. QTS students are also required to submit supervisor notes and lesson observations, while Link Tutors update InPlace with assessments and grades.

More generally the Link Tutor visits are the primary way of keeping in touch with students out on placement. To ensure a consistent approach, visits should be scheduled and the outcomes recorded, so that the notes can be retrieved.

Visits are an opportunity to:

- speak with both the student and the supervisor, together and separately
- assess and comment on progress

- identify causes for concern if a student is not making progress; these will then feed into a corrective action plan
- discuss any known or new placement risks so that any changes requiring action can be noted and dealt with
- keep the student in touch with course changes and developments
- check on the student's general well being and level of motivation.

Placement teams and tutors may agree use of a checklist to ensure none of these opportunities is missed. The InPlace survey assessment tool can be used for this purpose.

It is also good practice, where students are away from the University for an extended period of time, to organise 'call back days', when students can re-connect with their course and reflect on their placement experience.

An alternative or supplement to this is for students on placements to form Facebook or LinkedIn groups to keep in contact with peers. These arrangements must comply with the University's policy on use of social media.

The InPlace system can be used as an aid to keeping in touch in these ways:

- visit schedules, reminders and notes
- source of employer information so that a picture can be built up in advance of a visit
- alerts, e.g., to flag the mid-point of a placement
- use of the insight facility for checklist purposes, to gather feedback, and/or conduct surveys
- send bulk email communications to groups of students.

### 6.2.2 Incident Management

#### Handling incidents/emergencies

The University has a standard protocol for responding to any crisis involving one or more students (see links in [Section 8 – References](#)).

All students going on approved overseas trips are given the ACE Assistance emergency number in case of medical or security help. This is also available as a one-touch button with the Travel Smart App. It is also possible that the Insurance and Risk team can track students with the app. The insurers' medical or security providers are able to liaise with the Insurance and Risk team to provide information on the progress of an incident such as hospitalisation. This information may be passed onto family members, with the student's consent. Arrangements to fly the family out to a hospitalised student may also be made, if required.

For students away on overseas placements, periods of study, or volunteering projects the International Office operates an 'on call' arrangement on a shared mobile number. Placement office managers operate on a similar basis, but without any formal arrangement.

While there are types of incidents which occur frequently and are predictable, e.g., loss of a mobile phone, there are others which cannot be foreseen and serve as a learning experience. It is essential that these types of experiences are captured in case studies, included in training/briefings, and used to achieve continuous improvement in services. Some incidents (e.g., student misconduct) may result in termination of the placement; this is at the discretion of the relevant School.

### 6.2.3 Tier 4 Monitoring

As part of the University's Tier 4 Sponsor status, we are required to confirm the whereabouts of Tier 4 students throughout their studies, at a specified number of contact points. This includes any periods where a student is on placement. It is the responsibility of the relevant School to undertake monitoring in respect of Tier 4 placement students.

All Tier 4 monitoring and reporting activities are carried out in accordance with the University's [Tier 4 Compliance Handbook for Staff](#) and [Tier 4 Compliance Process for Exchange, Study Abroad and Volunteering \(ESAV\)](#).

## 6.3 Post-Placement

### 6.3.1 Evaluation and Continuous Improvement

It is good practice to gather feedback about placements from multiple sources, including students themselves, employers and Link Tutors. This can be done, for example, through online surveys (e.g., using the Insight function of the InPlace system) or telephone surveys (e.g., with a sample of employers). Generic surveys for students and employers are available in InPlace, which Schools and placement teams may utilise or adapt as appropriate.

Students returning to the University, whether for 'call back' days or to resume their course, may be asked to take part in a de-briefing session, as well as providing reflections as an input to course modules. Students' documented reflections and record of learning may count towards the summative module assessment and final classification of the placement, where this approach is used in a School. De-brief sessions may also involve employers, especially where there is a long-standing placement relationship.

During the course of a placement the InPlace system will record any changes to the employer status (e.g., award of a low rating to a school by Ofsted), which will trigger a review of current placements and plans for future ones. Any incidents, which have occurred during a placement, should also be entered on the InPlace employer record (as a note and/or an extended attribute flag), so that there is a formal record of what took place. Depending on the nature of the incident, this can be the subject of an immediate repeated risk assessment or contribute to the review of the employer organisation, which should occur every two years.

This collective feedback and record keeping should feed into an annual review of a School's placement activity to ensure that placement arrangements are proving beneficial to students and employers, and that the anticipated learning gain is being achieved. The review should also highlight the employer relationships, which are:

- particularly valuable and should be cemented and developed further
- new employers who may be the source of a growing number of placements in the future
- problematic, and the source of challenges which need to be addressed.

The purpose of this on-going evaluation and drive for continuous improvement is to ensure that the principles set out in [Section 2 – Principles](#) are adhered to consistently.

## 7. Institutional Oversight and Reporting

### 7.1 Quality Assurance and Audit

There are a number of institutional systems, which support employability activity:

- InPlace – for allocating, recording and managing work placements
- MyHub – provides access to informal placement opportunities and careers events, careers resources, etc.
- PebblePad – e-portfolio system, which captures students' learning experiences.
- StEAM – for academic advisors to record employability activity
- Google Blogger – used by students to capture reflections on placement activity

In order to facilitate institutional oversight, to maintain consistency in the quality assurance of placements and to facilitate audit activity, the following criteria should be used for deciding whether to include an employability activity in InPlace. Otherwise it may be left in the MyHub system.

- It is a requirement that counts towards the award of a degree and is assessed in some way, i.e. directly linked to the student's learning experience
- It involves substantial back office processing, e.g. conduct of due diligence, health and safety, and risk management processes
- It can be set up more efficiently (and equitably) using the InPlace auto-allocation function
- There are key documents which need to be attached to the activity and retained
- It is a recurring requirement and an integral part of a partnership arrangement
- Employers wish to register opportunities direct onto InPlace

#### Record-keeping in InPlace

The InPlace system has a role to play in capturing records of agreements, declarations, and briefings attended. The two basic principles of recording this data in the system are:

- Agency (employer), student and placement records should provide in combination a complete picture of the steps that the University has taken to fulfil its duties with respect to Health and Safety and other placement checks.
- Documents should be stored at the highest possible level in the system to avoid duplication. For example, an employer agreement or health and safety declaration should be uploaded to the agency record, so that it can be associated with all placements and students relevant to that employer.

Further information on record keeping in InPlace is available within guidance documentation maintained by the placement teams.

## 7.2 Institutional Reporting and Monitoring of the Framework

### 7.2.1 Institutional Reporting

Schools are responsible for reflecting on management information relating to placement and work-related activity. Data will be derived from the InPlace system and will include consideration of the number of opportunities at course, subject and school level in accordance with the taxonomy, the number of employers and student feedback. In addition, the Academic Quality and Standards Committee will receive an annual report on placement and work-related activity.

### 7.2.2 Monitoring of the Framework

Following the publication of this version of Framework, and during the initial period of implementation, Quality Assurance Services will undertake monitoring as follows:

- Informal monitoring, e.g., feedback from placement teams, Employability Network Group, etc.
- Formal monitoring, e.g., review of data available in InPlace (reporting), user feedback surveys, consideration of processes in place within Schools/placement teams to support implementation of the Framework.

It is anticipated that an annual report on the oversight of placement activity will be presented to the Academic Quality and Standards Committee. The first report is likely to be a reflection on 2016/17, to be presented to the Committee in January 2018.

## 8. References/Further Information

### Quality Code and National Guidance documents

[QAA Quality Code Chapter B10](#)

[UCEA Health and Safety Guidance](#)

[ASET Good Practice Guide for Work-based and Placement Learning in Higher Education](#)

[ASET Good Practice guide for Health and Safety for Student Placements](#)

[Erasmus+ handbook](#)

[Equality Act 2010 – Technical Guidance on Further and Higher Education](#)

### University regulations, guidance and policies

University Academic Principles and Regulations:

- [Section 2 – Codes of Practice](#)  
2.6 – Disabled Students
- [Section 3 – Quality Codes](#)  
3.5.3.4 – Due Diligence  
3.5.3.5 – Written Agreements

[Education Strategy](#)

[Student Contract](#)

[Student Code of Discipline](#)

[University protocols](#) for dealing with urgent student concerns

Flowchart – [Critical Health Incident](#)

[Safety, Health and Wellbeing Policy](#)

Guidance relating to [student exchanges](#)

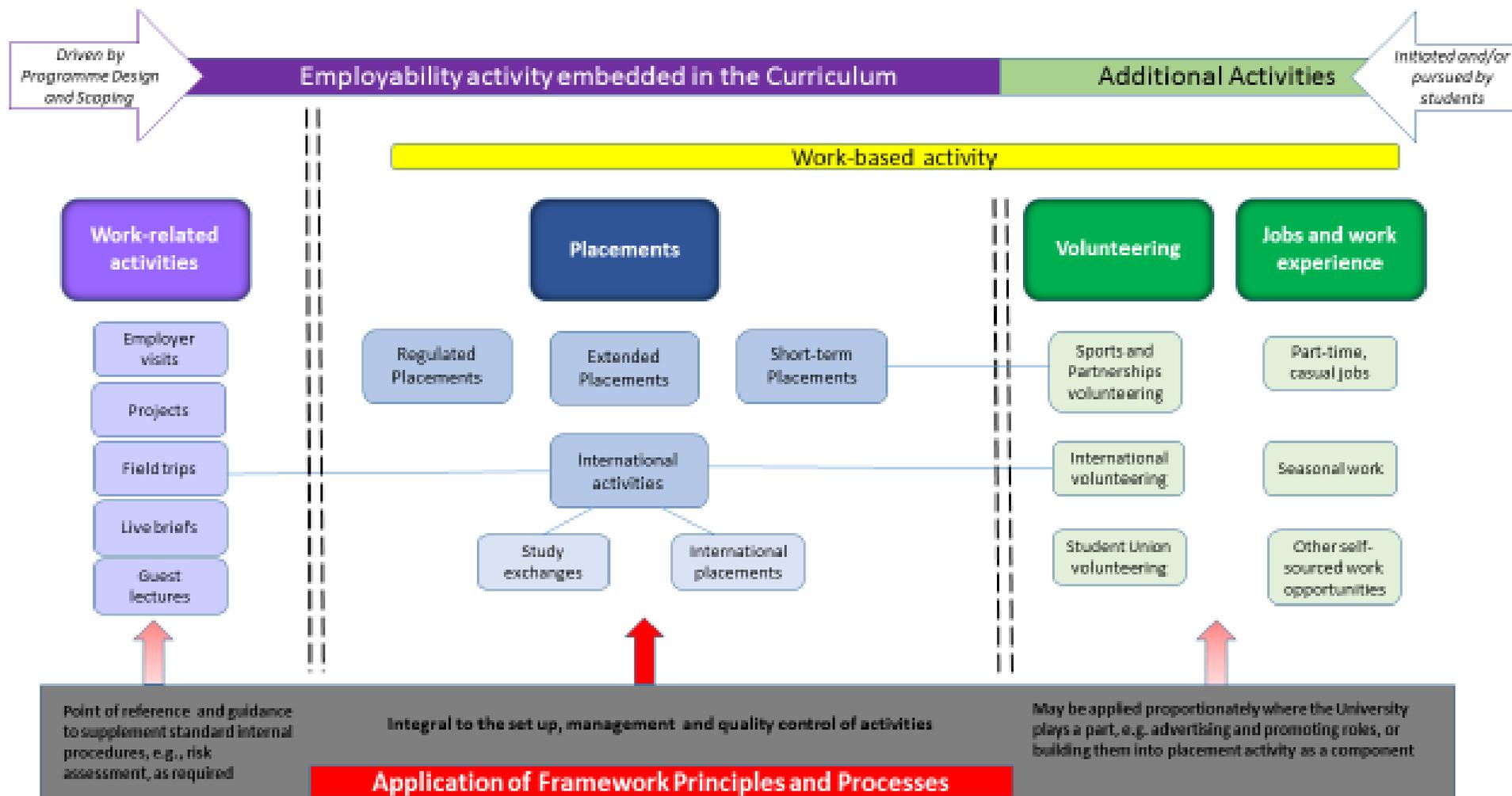
Guidance relating to [volunteering](#)

[Tier 4 Compliance Handbook for Staff](#)

[Tier 4 Compliance Process for Exchange, Study Abroad and Volunteering \(ESAV\)](#)

[Social Media Policy](#)

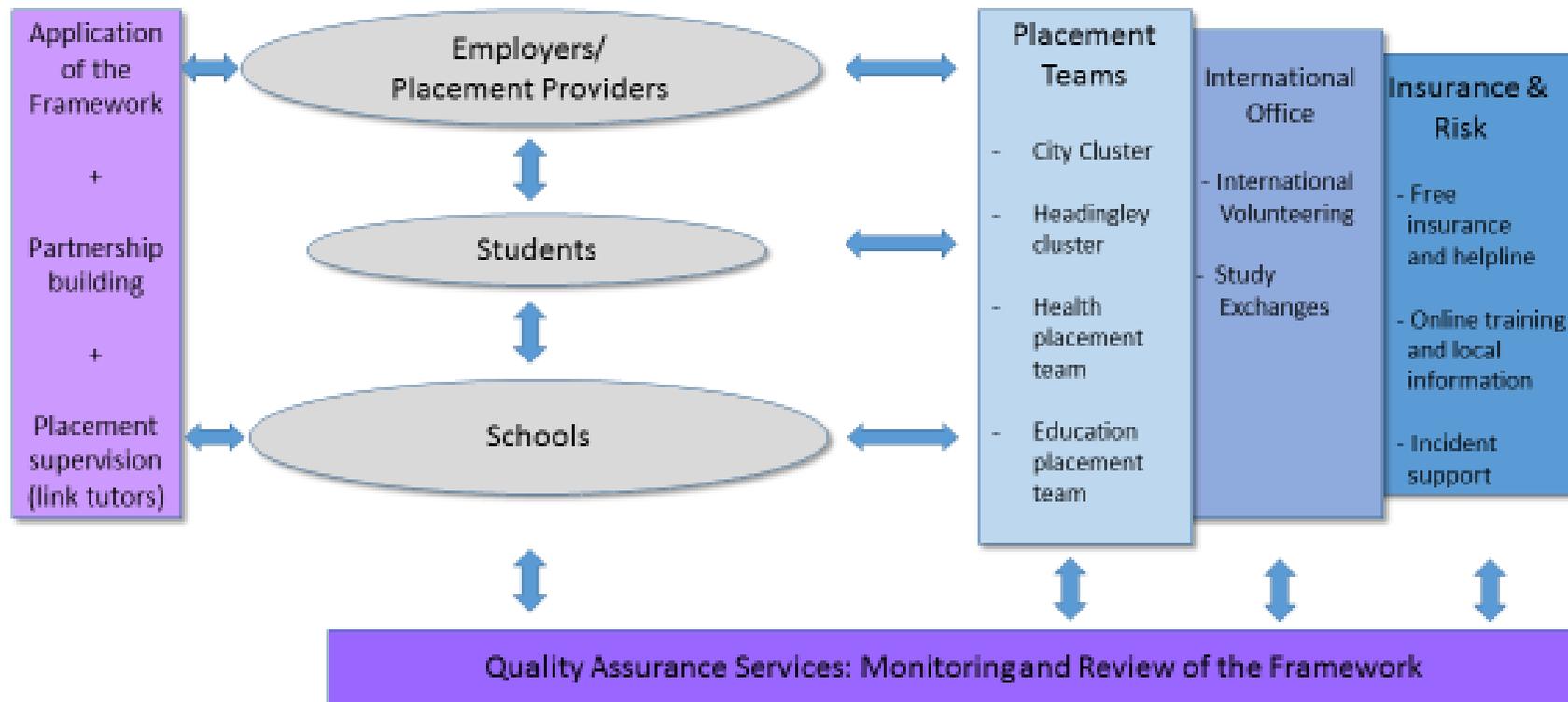
## Appendix 1: Scope of Employability Activities and Application of the Framework



## Appendix 2: Key Stakeholders

### Managing Placement Activities – Who’s Who

*Providing An Excellent Education and Experience*



### Appendix 3: Written Agreements to Support Placement Activity

Type of agreement	Where/how used	Signatory
Partnership agreement (institutional)	Institutional level agreement (e.g., Memorandum of Understanding) with a major partner covering more than one faculty and/or multiple areas of work	VC Head of organisation
Sector specific agreements (faculty) e.g. NHS partnership agreement, ITE partnership agreement	For a long-term partnership between a faculty and a local or regional UK organisation. Provides a framework over a number of years within which placement numbers and patterns can be agreed on an annual basis. Subject to requirements of PSR bodies.	Dean Head of organisation
Erasmus or International Student Exchange Programme	Institutional level agreement approved by the International Office and covering exchanges with HE institutions abroad. Relevant to study abroad and international placements.	Associate Director International & Partnerships organisation
Written agreement or contract (e.g. PIVO contract for Private, Independent, Voluntary and Non-NHS Organisations – used by HSS)	A formal agreement with a smaller scale individual organisation working with a particular faculty. Provides for funding arrangements (consideration) and termination.	Dean of faculty/school Partner organisation
Employer acceptance of Health & Safety and Insurance requirements (e.g., employer declaration form, email confirmation)	Short document or email signed by employer to indicate minimum requirements accepted.	Employer representative

## Appendix 4: Student Declaration

The following has been approved by the University's Governance and Legal Affairs team and is provided for use by Schools as required. The method by which Schools obtain evidence of students' confirmation (e.g., email, online form, online quiz, etc.) may be determined by the School.

1. I understand that my placement organisation is deemed to be my employer.
2. My placement organisation will conduct an induction to brief me on all aspects of Health and Safety within the first week of the placement including:
  - i) Fire Evacuation and emergency procedures
  - ii) Requirements for any Personal Protective Equipment (PPE) specific for the placement role/activity
  - iii) Accident/incident reporting
  - iv) Work location or activity related hazards, with reference to specific limitations
  - v) Risk assessment for my role/work activity and my personal circumstances including any disability requirements.
3. Driving:
  - i) Driving to my placement organisation has been deemed commuting by my motor insurer
  - ii) Driving my own vehicle for the purposes of business will require me to hold business motor insurance
  - iii) Driving a company vehicle for my placement organisation will be under their motor insurance cover
  - iv) If I drive a company vehicle, my placement organisation has checked my driving licence to enable me to drive the correct category of vehicle
4. Professional Indemnity for Healthcare work
  - i) I will ensure that I remain supervised at all times whilst conducting treatment in line with placement and professional guidelines
  - ii) I will ensure that my placement organisation covers my supervised practice under their Professional Indemnity cover
5. I understand that I am an ambassador for Leeds Beckett University and confirm that I will continue to adhere to the student regulations, (<http://www.leedsbeckett.ac.uk/public-information/student-regulations/>), including the Student Code of Discipline. I understand that whilst on placement I will also be bound by the placement employer's rules on conduct.

6. I understand Tier 4 requirements and that the information I provide will be subject to verification. This is to ensure that all students holding immigration permissions do not inadvertently breach the conditions of their stay. Tier 4 students remain subject to UKVI terms and conditions at all times. I understand that details may be confirmed with all Departments of the University who are sponsoring and holding responsibility for my attendance and my visa. I also agree to update my details with Leeds Beckett University immediately should my visa circumstances or your study details change.  
(delete as appropriate)

## Appendix 5: Employer Declaration

The following has been approved by the University's Governance and Legal Affairs team and is provided for use by Schools as required. The method by which Schools obtain evidence of students' confirmation (e.g., email, online form, online quiz, etc.) may be determined by the School.

1. We accept responsibility for the student as an employee under the Health and Safety at Work Act 1974.
2. The student will receive a full induction to cover all aspects of relevant Health & Safety including emergency evacuation, hazardous working information training and support, and risk assessments specific to the work role and personal circumstances including any disability requirements and be provided with personal protective equipment should it be required.
3. Should the student be required to drive a company vehicle on business, they will be covered by the placement organisation's motor insurance policy and their licence will be checked to comply with the category of vehicle to be driven. Should they be required to drive their personal vehicle on business, the placement organisation will check the student has the correct motor business cover or is covered by the company motor policy.
4. Should the placement work involve professional healthcare, the placement organisation will have in place Professional Indemnity to cover a student to conduct supervised practice.

### Responsibilities for health and safety

In the UK it is the **placement provider** who has primary responsibility for ensuring the health and safety of the student, because the student is their employee for the duration of the placement (Section 2.1, Health and Safety at Work Act, 1974), including responsibility for induction and training, supervision, relevant insurance cover and liaison with the University about accidents, incidents or breaches of discipline.

The responsibility to protect themselves and others applies to **students** as much as to anyone else (Section 7, Health and Safety at Work Act, 1974), including adhering to rules and procedures, following instructions, informing the University and employer of any support needs, reporting concerns and providing up to date next of kin and contact details.

Students who operate as self-employed are responsible for their own health and safety.

**Our University** has a moral responsibility to reduce the chances of harm to the student and the harm that students may do to others, as far as is reasonably practicable. However the University also has a legal responsibility for students who are non-employees (Section 3, Health and Safety at Work Act, 1974). Non-employees include students on a placement with a sole trader. Students on a placement outside the UK also fall into this category.

## Policy for Academic Assurance and Enhancement

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### *Executive Summary*

It was recommended to and endorsed by Academic Board in July 2017 that we review our statement of our approach to quality assurance to establish a formal University policy (as expected by the ESG) for Academic Assurance and Enhancement and an Academic Assurance and Enhancement Framework. A report on the mapping of the University's Academic Regulations with the UK Quality Code and the European Standards and Guidelines (ESG) provided confirmation for the Board of our alignment with these sector expectations in July 2017 but identified that whilst our approach is effective, our policy and assurance framework would benefit from redrafting to establish a concise University policy statement and assurance framework.

This report provides Academic Quality and Standards Committee (AQSC) with a revised University Policy for the Academic Assurance and Enhancement of our University's Higher Education provision and the University's Academic Assurance and Enhancement Framework. This provides a concise summary our University's approach which can be made publicly available alongside our present Academic Regulations and Academic Governance public information.

### *Action Requested*

The report is **for decision**. The Committee is invited to discuss and endorse the proposed University Policy for Academic Assurance and Enhancement and the University's Academic Assurance and Enhancement Framework for consideration by Academic Board.

### *Appendices*

Appendix 1: University Policy for Academic Assurance and Enhancement and the University's Academic Assurance and Enhancement Framework

### *Author*

*Name:* Barbara Colledge

*Job title:* Dean of Quality

*Date:* 01 October 2017

### *Approval Route*

1 October 2017

*Professor Phil Cardew, DVC Academic*

# ACADEMIC ASSURANCE AND ENHANCEMENT POLICY

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## Introduction

1. The annual review and revisions to the University's Academic Regulations for 2017/18 implementation were approved by Academic Board in July 2017. A report on the mapping of the University's Academic Regulations with the UK Quality Code and the European Standards and Guidelines (ESG) provided confirmation for the Board of our alignment with these sector expectations in July 2017 but identified that whilst our approach is effective, our policy and assurance framework would benefit from redrafting to establish a concise University policy statement and assurance framework.
2. It was recommended to and endorsed by Academic Board in July 2017 that we review our statement of our approach to quality assurance to establish a formal University Policy for Academic Assurance and Enhancement (as expected by the ESG) and formalise the Academic Assurance and Enhancement Framework.
3. This report provides Academic Quality and Standards Committee (AQSC) with a revised University Policy for the Academic Assurance and Enhancement of the quality of higher education and the University's Academic Assurance and Enhancement Framework which embodies our current approach and practice. This provides a concise summary our University's approach which can be made publicly available alongside our present Academic Regulations and Academic Governance public information.

## Context

4. Our University's approach to the assurance of academic quality, standards and systematic enhancement of our higher education provision is delivered through the University's Academic Regulations and processes, our institutional regulatory and policy framework and our academic governance and assurance processes. This is effective in the management, operation and institutional oversight of our provision evidenced for example by the University's QAA Higher Education Review fully meets outcome in 2014, the outcome of the Annual Provider Review for 2016/17 and the University's Silver Teaching Excellence Framework outcome in June 2017.
5. The Higher Education Funding Council for England's (HEFCE) *Revised Operating Model for Quality Assessment* stipulates that not only should providers have in place quality processes that comply with *Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG)* but also a reporting mechanism that enables both the senior academic body within a provider (Academic Board) and the Board of Governors to be assured that those processes are effective, and that the provider is responding to any issues or concerns arising from the outcomes of those processes, or from the analysis of data informing them.
6. The ESG expects that higher education providers have in place a policy for quality assurance which for our University is embodied at present in the University's Academic Regulations, our wider regulatory and policy framework and our academic governance and assurance processes. It was recommended to and endorsed by Academic Board in July 2017 that we review and develop a concise statement of our policy for quality assurance, namely the

proposed Policy for Academic Assurance and Enhancement, together with a formalisation of our Academic Assurance and Enhancement Framework which embeds and summarises our overall University approach and which can be made publicly available alongside our Academic Regulations and Academic Governance public information.

## **Rationale**

7. The higher education sector external quality environment is complex and evolutionary with increasing government, sector, student and regulator expectations of higher education providers to evidence
  - (a) excellence in the teaching and quality of our provision and student outcomes,
  - (b) robust academic standards which meet sector expectations;
  - (c) effective management, oversight and enhancement of higher education provision;
  - (d) which is overseen through an effective institutional regulatory, academic assurance and governance framework.
8. Our University's Education Strategy and our wider strategic planning framework provides the strategic context for our approach to academic quality, standards and assurance which align with and reflect these core pillars. These set our institutional strategic shared objectives for the provision of an excellent education, experience and outcomes and our University's key performance indicators and milestones for measuring and sustaining our progress.
9. The University's Academic Regulations, Academic Governance and the Academic Assurance and Enhancement Framework constitute our overarching regulatory, procedural and institutional monitoring and oversight environment for the provision of higher education. The new policy will form part of our approach to academic assurance. These enable our University to assure alignment with relevant sector expectations, including the European Standards and Guidelines, the UK Quality Code, the Frameworks for Higher Education Qualifications, legislative requirements and the revised external quality review arrangements introduced by the Higher Education Funding Council for England. Our University's statements on academic assurance received by the Board in November 2016 and the quality framework received by AQSC in October 2014 also inform this revised Policy and Framework.
10. This sector and institutional environment are integral to and underpin our University's Policy for the Academic Assurance and Enhancement of higher education and our University's Academic Assurance and Enhancement Framework. The mechanisms by which we assure academic quality, academic standards and systematic enhancement are explained in this Policy and associated Framework.

## **Purpose**

11. The University's Policy for Academic Assurance and Enhancement and the Academic Assurance and Enhancement Framework provide an overarching concise statement of our institutional approach to providing, maintaining and enhancing the academic quality and academic standards of our higher education provision and the way in which we assure the academic standards and quality of our higher education. This explains the various components and mechanisms of our University's approach which can be made publicly available as a further guide for our University's community and external stakeholders.

12. This supports clarity of understanding for students, staff, collaborative partners and our Board of our joined-up approach to the provision of an excellent education and experience which is enabled through individual and shared responsibility, effective partnership and a culture of evidence informed reflective practice and continuous improvement.
13. In the context of our revised academic and professional service structures, and the changing external regulatory and quality assessment environment, this statement of our Policy and Framework for Academic Assurance and Enhancement set out the respective roles, responsibilities, mechanisms and governance structures across our University for the ongoing provision of robust academic standards and an excellent education, experience and outcomes for our students.
14. The proposed revised University Policy for Academic Assurance and Enhancement is provided in Appendix 1. The University's Academic Assurance and Enhancement Framework is provided in Appendix 1 of the Policy. These are for discussion and consideration by the Committee.

### **Conclusions and recommendations**

15. Members of AQSC are invited to receive, discuss and endorse the proposed University Policy for Academic Assurance and Enhancement and the University's Academic Assurance and Enhancement Framework for consideration by Academic Board.

### **References and further information**

Appendix 1: Proposed Leeds Beckett University Policy for Academic Assurance and Enhancement and the University's Academic Assurance and Enhancement Framework

### **Author**

Barbara Colledge, Dean of Quality,  
1 October 2017

# **Appendix 1: Proposed Leeds Beckett Policy for Academic Assurance and Enhancement**

## **Leeds Beckett University**

### **Policy for Academic Assurance and Enhancement**

#### **Introduction**

1. Leeds Beckett University's vision is *"To be an excellent, accessible, globally engaged university contributing positively to the northern economy"*. Teaching excellence is at the heart of our culture and academic practice focusing on the provision of an excellent education and experience for our students. Our mission is *"To ensure we use our knowledge and resources to make a positive and decisive difference to people, communities and organisations"*. This University strategic planning framework 2016-2021 sets out strategic objectives for an excellent education and experience, leading research and academic enterprise, a community of great people, and sustainable resources, together with associated strategic objectives and key performance indicators. These together underpin and inform our University's approach to the academic quality and standards of the higher education we provide.
2. This Policy for Academic Assurance and Enhancement sets out our University's approach to providing, maintaining, enhancing and assuring the academic quality and academic standards of our higher education provision and the University's Academic Assurance and Enhancement Framework we use for this (Appendix 1). This Framework explains the way in which the University monitors and maintains oversight of the academic quality and standards of our higher education provision and how through evidence informed reflective practice and continuous improvement we enable systematic enhancement of our provision in partnership with our students.

#### **Aims of Policy and Purpose**

3. The overall aim of this policy for academic assurance and enhancement is to provide an effective approach to the way in which the University sets and maintains robust academic standards, and assures the provision and the continuous and systematic improvement of our higher education provision.
4. This Policy and Framework provides a concise statement of our University's approach, the principles that guide us and the mechanisms that we utilise for the effective assurance and enhancement of academic standards and the quality of our higher education provision, aligned with UK sector expectations, regulatory and legislative requirements and Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It sets out the respective roles and responsibilities for implementation and the way in which this is overseen and assured.

5. It explains our wider institutional context, Strategic Planning Framework and our Education Strategy which provide the strategic and operational context for our approach to academic quality, standards, assurance and systematic enhancement.
6. Academic Regulations, Academic Governance and the Academic Assurance and Enhancement Framework enables evidence-informed monitoring and reporting, with Academic Board's and Board of Governors' oversight of the quality and standards of the University's awards and the way in which this is being managed. This supports the Board in its fulfilment of institutional monitoring and oversight of academic standards and quality and in its deliberations and responsibility to provide an annual assurance statements to the regulator that:
  - (a) The governing body has received and discussed a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes and that this included evidence that our University's periodic review processes fully involve students and include embedded external peer or professional review;
  - (b) The methodologies used as a basis to improve the student academic experience and student outcomes are, to the best of our knowledge, robust and appropriate;
  - (c) The standards of awards for which we are responsible have been appropriately set and maintained; and that
  - (d) The governing body has received a report that confirms that the provider continues to meet the standards of Part 1 of the European Standards and Guidelines (2015).
7. This Academic Assurance and Enhancement Policy and Framework forms part of our strategic management of higher education provision which is implemented through effective University structures, policies, regulations and processes and which include mechanisms for oversight by the University's Board of Governors, external examiners and other external stakeholders (e.g. professional, statutory and regulatory bodies, external quality assessment bodies).

## **Scope**

8. This Policy and Framework applies to all our provision, delivered on campus, off site or via online/distance learning and provision delivered in partnership with collaborative providers.
9. All credit bearing courses and pathways are subject to the University's Academic Principles and Academic Regulations which have been approved by Academic Board. The University Academic Regulations take precedence over any other regulations, including those of external or professional bodies, unless variation is specifically permitted and approved.

## **University Context for Academic Assurance and Enhancement**

10. This University Policy and Framework summarise our approach and the mechanisms adopted to enable our University to continue to assure the academic quality, standards and ongoing enhancement of our provision and its alignment with relevant sector expectations and legislative requirements including the European Standards and Guidelines, the UK Quality Code, the Frameworks for Higher Education Qualifications and the revised external quality review arrangements introduced by the Higher Education Funding Council for England and the Higher Education and Research Act 2017.

11. The Higher Education Funding Council for England's (HEFCE) *Revised Operating Model for Quality Assessment* stipulates that not only should providers have in place quality processes that comply with *Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG)* but also a reporting mechanism that enables both the senior academic body within a provider (Academic Board) and the Board of Governors to be assured that those processes are effective, and that the provider is responding to any issues or concerns arising from the outcomes of those processes, or from the analysis of data informing them. Our Academic Assurance and Enhancement Framework sets out how this operates (Appendix 1).
12. Our University's strategic and operational environment, policies, Academic Regulations and processes for the management of quality and standards (evaluated through a QAA Higher Education Review in April 2014), fully meets UK expectations receiving commendations for employability and collaborative provision. This report commented on those actions we have taken in support of the enhancement of our teaching excellence including deliberate steps taken to increase the number of staff with Higher Education Academy Fellowships or teaching qualifications and "to improve the quality of student learning opportunities". Our University's successful outcome of the external quality assessment undertaken by the Higher Education Funding Council for England, the Annual Provider Review in 2016/17 and the University's Silver Teaching Excellence Framework award in June 2017 provides further evidence of our robust approach to academic standards, quality assurance and enhancement.
13. Our Education Strategy 2016-21, Customer Service Excellence accreditation, embedded policies, staff development, reward and recognition mechanisms ensure the recognition and reward of teaching excellence and the provision of an excellent education, experience and outcomes for all our students. These are evaluated against key performance indicators (student satisfaction, non-continuation, highly skilled employment or further study) embedded across all Schools. The developments to the Learning Pathway, Student Support Framework and Academic Regulations and processes for 2017/18 in line with the Education Strategy provide further assurances for ongoing enhancement of our students' education and experience and the ongoing maintenance of robust academic standards.

## **A Partnership Approach**

14. Working in partnership with our students and the Students' Union, we have transformed our undergraduate student experience and our students' learning through excellent and innovative academic practice, personalised student support, significant strategic developments and major investments in our students' learning environment over the last decade, providing an excellent student experience and positive student outcomes. Student representatives are full members of University deliberative structures including our Board of Governors.
15. The University's Student Charter, developed in partnership with the Students' Union, sets out our joint commitment to working in partnership with our students to ensure that our University is an inclusive, safe and engaging learning environment which is conducive to study for our students and work life for its staff. Our Student Charter, alongside the University's Academic Regulations for Engagement and Partnership with Students, Section 12, sets out how we aim to achieve this by working together to understand and fulfil our commitments to one another.

## **University Values**

16. Our university's values, student focus, excellence, inspiration, creativity, professionalism, enterprise, integrity, support the University's commitments to and culture of academic assurance and enhancement. These inform the way in which our community works in partnership and the way in which individual members enact responsibility for the assurance and enhancement of the education we provide and the delivery of our key performance indicators.
17. This policy statement and academic assurance and enhancement framework explains the various components and mechanisms of our University's approach and is published for our University's community and external stakeholders.

## **Principles for Academic Assurance and Enhancement**

### ***Education Strategy***

18. The principles for the provision of an excellent education and experience are embodied in the University's Education Strategy through the design and development of:
  - (a) The Learning Pathway: supporting our students' transition into, and through, our University and their sustained development across all levels of learning and their preparation for lifelong learning. Led by the Centre for Learning and Teaching, academic staff are supported through DEAP fora in the dissemination, adoption and development of excellent academic practice (DEAP) and in the acquisition of professional recognition and qualifications for teaching.
  - (b) The Student Support Framework: providing a coherent support environment for our students which encompasses all aspects of their academic, and professional needs, as well as offering specialist personal support. Led by Student Services with
  - (c) The Academic Regulatory Framework: through this regulatory and procedural framework the University assures the security of the standards of our awards, supports their academic assurance and enables enhancement of student learning opportunities, recognising academic responsibility and expertise. Led by Quality Assurance Services, excellent academic quality and standards practice is enabled through staff development, support and guidance

### ***Academic Regulations***

19. The University's Academic Regulations constitute our regulatory framework and inform our associated procedures within which courses of study leading to awards of the University are designed, validated and approved; and the means through which the academic standards of University awards are assured and the quality of learning, teaching and assessment is enhanced. The principles of the Academic Regulations are set out in Section 1 of these regulations and include their primacy, parity, consistency, fairness and equity, rigour and standards, academic judgements, information for students and responsibilities of students. They embody the following general purposes for academic assurance and enhancement:

- (a) They reflect national and international higher education expectations and legislation including the UK Quality Code and Frameworks for Higher Education Qualifications and the European Education Area's Standards and Guidelines.
- (b) The Academic Regulations apply to all awards and courses of study of the University including undergraduate, postgraduate, professional, short course and continuing professional development provision and research degrees.
- (c) These regulations and related processes and procedures are reviewed annually and in response to external sector policy or regulatory expectations with approval of the Academic Regulations the responsibility of Academic Board.

### ***Values embodied in the Academic Regulations***

20. The overarching values set out in the UK Quality Code describe the characteristics that all UK higher education providers are expected to demonstrate. Our regulations and approach align with these characteristics:

- (a) Every student is treated fairly and with dignity, courtesy and respect.
- (b) Every student has the opportunity to contribute to the shaping of their learning experience.
- (c) Every student is properly and actively informed at appropriate times of matters relevant to their course of study.
- (d) All policies and processes relating to study and courses are clear and transparent.
- (e) Strategic oversight of academic standards and academic quality is at the highest level of academic governance of the provider.
- (f) All policies and processes are regularly and effectively monitored, reviewed and improved.
- (g) Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of learning opportunities.
- (h) All staff are supported, enabling them in turn to support students' learning experiences.
- (i) Information we produce about the learning opportunities we offer is fit for purpose, accessible and trustworthy.

### **Responsibilities for Implementation**

#### ***Individual and Shared Responsibility***

21. The responsibility for adherence to our Academic Regulations and this policy rests with all staff, students and collaborative partners in accordance with the specific regulations, roles and responsibilities defined in our Academic Regulations and supplemented by our University's associated policies and procedures (see section 1.10 of the University's Academic Regulations).

#### ***Executive Leadership***

22. The Vice-Chancellor leads the strategic vision, mission and direction of the University and as Chair of Academic Board is responsible for the leadership and institutional oversight of the University's academic quality and standards of awards. The Deputy Vice-Chancellor, Academic

leads on academic matters and the University's Education Strategy and Academic Regulatory and Assurance Framework.

23. The University's strategic planning framework establishes a shared vision, mission, strategic objectives and key performance indicators that set the context for individual and shared responsibility.
24. The University's strategic planning framework, operational and financial planning process and annual accountability meetings with Schools and Professional Services provide the executive focus for the annual review of progress against our strategic objectives and KPIs. The University's strategic and financial planning/investment process is informed by the University's strategic objectives, University Strategies (e.g. Education Strategy, Research and Enterprise Strategy, People and Organisational Development, Estates, Finance) and School and Professional Services outcomes.

### ***Senior Management***

25. Senior management leadership for the implementation of this policy and framework is overseen by the Deputy Vice-Chancellor Academic, supported by the Dean of Quality and our University's Quality Assurance Services.
26. Deans of School and Directors of Professional Services are responsible for local implementation of this policy, the effective implementation of the Academic Regulations within their School, the embedding of the Education Strategy within their School and the delivery of the University's strategic planning framework and KPIs as applicable to the School.
27. Academic Structures: The Dean of School retains formal management responsibility for the operational standards, quality and delivery of all a School's courses (including collaborative provision) and the execution of all matters contained within the University's Regulations. Where appropriate the enactment of day-to-day activity may be delegated to a nominee. The Dean of School is supported in this role by line management who have responsibility for a defined area of academic provision and staff teams. The Dean of School is responsible in their School for the effective operation and oversight of quality processes and School deliberative and executive governance structures. The responsibilities of Heads of Subject and Course Directors are agreed by our University. Heads of Subject and Course Directors provide academic leadership and oversee the course organisation, management and delivery and arrangements for the education and assessment of students. They are responsible with the wider course team for the operational implementation of academic standards and quality of the provision and its annual monitoring, review and systematic enhancement in the School.
28. Professional Services Structures: Academic and other Professional Services are led by the relevant senior manager/Director/Dean and support the provision of an excellent education and experience for our students working in partnership with Schools and the Students' Union. The Deputy Vice-Chancellor Academic leads and manages Academic Services in our University.
29. Roles in relation to Collaborative provision partners (i.e. those organisations which contribute to the teaching, assessment or support of students studying on courses which lead to Leeds Beckett University awards) are in Section 15 of the Academic Regulations.

## ***Academic Governance Structures***

30. The University has a Board of Governors and an Academic Board. Academic Board has responsibilities defined in the University's Articles of Association. Academic Board (and its committees) is responsible for overseeing academic matters relating to research, scholarship, teaching and courses. It advises the Vice Chancellor in the related activities and resources required to support and enhance the quality of educational provision. The University committee structure is explained in section 1.9 of the Academic Regulations and a committee structure provided in Section 21.
31. These committees provide institutional oversight of academic standards and quality, contribute to the formulation, review and enhancement of policy and practice, and provide a forum for broader consultation involving staff and student representatives.
32. The primary responsibility for academic quality and standards rests with the Vice-Chancellor, with primary responsibility for institutional oversight via Academic Board with the Vice-Chancellor as Chair of this Board and of our University Executive Team.
33. Academic Board will take any reasonable action it considers necessary to protect the quality of courses of study and the academic standard of the University's awards. In approving the University Regulations, Academic Board has delegated the responsibility for the detailed operation, monitoring and review of these Regulations to its Committees. Final approval of the University Regulations is the responsibility of Academic Board.
34. The University's Academic Governance structures provide the formal deliberative committee structures for the monitoring, reporting and institutional oversight of academic standards and academic quality, and the review and enhancement of the quality of provision, specifically via Academic Quality and Standards Committee, Academic Board and the Board of Governors. These Committees receive academic assurance reports and a range of annual reports each academic year as part of the academic assurance framework. A cyclical effectiveness review ensures the oversight and effectiveness of the University's Academic Governance Structure.
35. The terms of reference for these committees are made publicly available set out on the University's web page for academic governance. Academic Quality and Standards Committee has delegated responsibility from Academic Board for the oversight of academic quality and standards, (and their ongoing enhancement), for the development of the Academic Regulations (supported by the Regulations Review Group) and for oversight of quality and standards matters considered by the School Academic Committees.

## **Framework for Academic Assurance and Enhancement**

36. This academic governance structure forms the basis for our academic assurance and enhancement framework. Fundamentally, academic assurance derives from common, or centralised, processes, which enable reporting and analysis of outcomes which can then be verified, discussed, and responded to, facilitating evidenced action planning which, itself, can be monitored and reported upon. These processes, and the data which emanate from them, must themselves reference the core guidance available to all providers (see Appendix 1).

37. The outcomes of these processes are reported at different times of the year, and to different cycles. These inform reports which form part of the cycle of business for Academic Quality and Standards Committee. Where processes have a wide-ranging significance (especially in their relationship to standards or to the student experience at institutional level) then these are also reported to Academic Board for wider discussion and deliberation.
38. Academic Quality and Standards Committee (AQSC), maintain an ongoing AQSC Action Plan which focuses on actions for the enhancement of academic quality or the ongoing maintenance of robust academic standards. This is also reported to Academic Board and the Board of Governors.

## **Review**

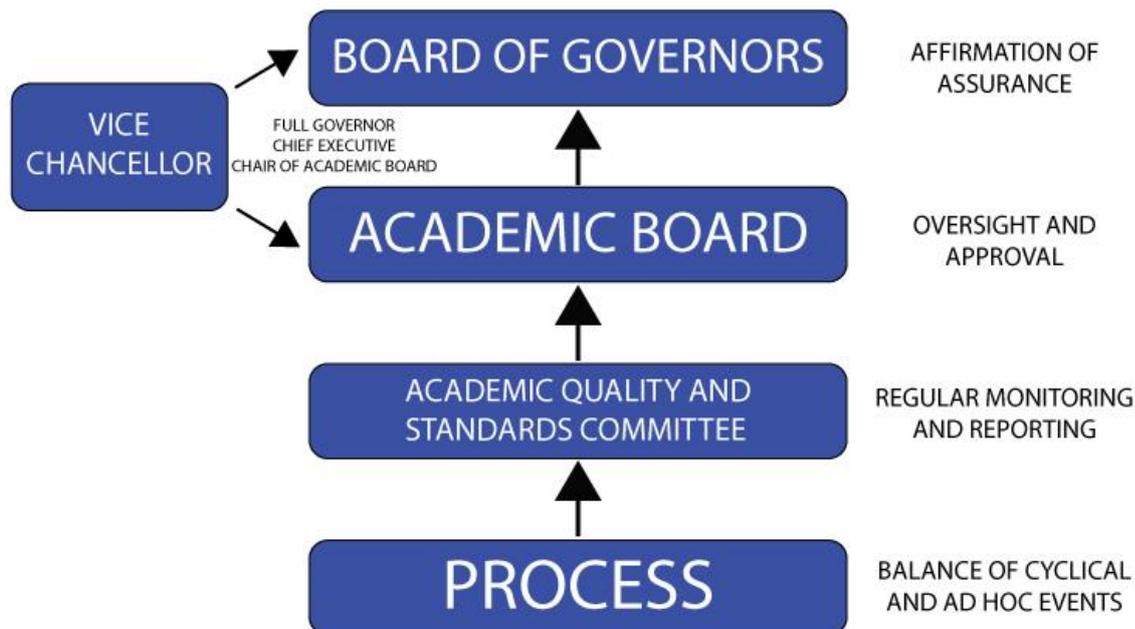
This Policy for Academic Assurance and Enhancement and the Academic Assurance and Enhancement Framework will be reviewed annually as part of the annual review and updating of the University's Academic Regulations. This will be reported via AQSC and Academic Board and via academic assurance reporting to the Board of Governors.

## **Appendices**

Appendix 1: Leeds Beckett University's Framework for Academic Assurance and Enhancement

Appendix 2: Leeds Beckett University's Education Strategy 2016-21: Key Performance Indicators and Measures of Success

## Appendix 1: Framework for Academic Assurance and Enhancement



### Reporting Structure

1. Academic Quality and Standards Committee (AQSC) receives regular reports, at each of its meetings based on the outcomes of cyclical processes (external examining, annual monitoring, annual summary reports) and course validation and review event activity (validation, periodic review, visits by Professional, Statutory and Regulatory Bodies). These promote discussion and deliberation, and, where necessary, action and response, which form the basis of action planning, located at a level appropriate to the action.
2. The annual cycle of reporting ensures that reports are dealt with as near to the point of closure of the process, as possible, and that discussion, sharing of good practice, and response is timely.
3. As a result of this monitoring activity, Academic Board will receive a number of cyclical annual reports on areas which have significant, or wide-ranging, impact across our University (National Student Survey, Destinations of Leavers in Higher Education, External Examiners' Summary Report etc.). Academic Board is also the final locus of authority in the appointment of external

examiners, and will receive updates on the process of appointment (including an assurance that external examiners have been secured for all courses and modules).

4. The framework of key measures and indicators of Academic Assurance and Enhancement are provided in Table 1:

**Table 1: Framework of Key Measures and Indicators of Assurance and Enhancement**

<i>Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015</i>	
<i>UK Quality Code / Framework for Higher Education Qualifications</i>	
<b>Academic Standards</b>	<b>Academic Quality</b>
Validation / Re-Validation of Courses External Examiners' Annual Reports Student Progression and Achievement Data Professional, Statutory and Regulatory Body Reports/Activity Academic Integrity Report Admissions Standards Appointment of Academic Staff	National Student Survey and Postgraduate Taught Experience Survey Module Evaluation Student Barometer/International Student Barometer Academic Appeals Student Complaints Engagement with the Professional Standards Framework
<b>Enhancement:</b> Annual Monitoring Action Plans (Course/School) and AQSC Action Plan	
Teaching Excellence Framework Measures	
HESA Performance Indicators	
Destinations of Leavers in Higher Education Survey	

5. The typical regular cycle of reporting to AQSC is as follows:

### **First Cycle – October Meeting**

#### **Annual Reports**

- ❖ Annual Report of PSRB Activity
- ❖ Academic Integrity Annual Report
- ❖ External Examiner Annual Report – Undergraduate Courses
- ❖ NSS & DLHE Annual Report
- ❖ Academic Assurance Report
- ❖ Pearson Institutional Review Report

#### **Monitoring**

- ❖ Validation and Re-Validation Report
- ❖ Confirmation of completed Validation and Review activity
- ❖ Continuous Audit (include Outcomes and Schedule)
- ❖ Exceptions to Admissions Criteria
- ❖ External Examiner Appointments

- ❖ AQSC Action Plan
- ❖ Module Evaluation Report – semester 2 outcomes
- ❖ Students' Union Update
- ❖ Education Strategy Developments
- ❖ School Academic Committee Summary Reports
- ❖ Academic Planning and Collaborations Group Report

## **Second Cycle – January**

### **Annual Reports**

- ❖ Annual Report of Academic Appeals
- ❖ Annual Report of Student Complaints
- ❖ Annual Report on First Degrees
- ❖ Annual Report on External Examiners– Postgraduate Awards
- ❖ TEF update report

### **Monitoring**

- ❖ Student Representation Report
- ❖ Mid Cycle Report Exemptions to Academic Regulations
- ❖ Exceptions to Admissions Criteria
- ❖ AQSC Action Plan
- ❖ External Examiner Appointments
- ❖ Students' Union Update
- ❖ Education Strategy Developments
- ❖ School Academic Committee Summary Reports
- ❖ Academic Planning and Collaborations Group Report

## **Third Cycle – March**

### **Annual Reports**

Academic Assurance Report

### **Monitoring**

- ❖ Module Evaluation Report – semester 1 outcomes
- ❖ Validation and Re-Validation Report
- ❖ Exceptions to Admissions Criteria
- ❖ External Examiner Appointments
- ❖ AQSC Action Plan
- ❖ External Examiner Appointments
- ❖ Students' Union Update
- ❖ Education Strategy Developments
- ❖ School Academic Committee Summary Reports
- ❖ Academic Planning and Collaborations Group Report

## **Fourth Cycle – June**

### **Annual Reports**

- ❖ Academic Assurances Report including Annual Report on Student Progression data and collaborative register (HESA)
- ❖ Annual Report from Academic Planning and Collaborations group (new course proposals, Course proposals and Withdrawals Onsite & Collaborative – will inc Collab Provision Register)
- ❖ Annual Report on Student Barometer and International Student Barometer
- ❖ Development of the Academic Regulations

### **Monitoring**

- ❖ Validation and Re-validation Outcomes
- ❖ PSRB On Campus and Collaborative
- ❖ Exemptions to Academic Regulations
- ❖ Exceptions to Admissions Criteria
- ❖ External Examiner Appointments
- ❖ AQSC Action Plan
- ❖ Students' Union Update
- ❖ Education Strategy Developments
- ❖ School Academic Committee Summary Reports
- ❖ Academic Planning and Collaborations Group Report

### **Cycle of Reporting and Annual Assurance Report to the Board of Governors**

6. Our Board of Governors, who also monitor University Key Performance Indicators (which are, themselves, aligned with Teaching Excellence Framework data), will receive a cycle of summary reports which reflect upon this monitoring cycle (see Table 2).
7. As a result of this activity, under the HEFCE Revised Operating Model for Quality Assurance, our Board of Governors will be required, through the HEFCE Annual Return, to assure the Funding Council/regulator body that it has oversight of the processes that assure standards, and awareness of the outcomes of those processes (including action taken to address any issues of concern emanating from discussion of the data informing, and emerging from, those processes).
8. The Board will be informed, in providing this assurance, by an Annual Assurance Report (together with a recommendation from Academic Board that the report has been fully discussed, and provides appropriate and secure assurance upon which the Board can rely). Due to the timing of the HEFCE assurance process (which informs Board deliberation at the November meeting) this assurance report will be informed by a balance of 'live' data (undergraduate external examiner reports, NSS, DLHE) and more 'historic' information (HESA performance indicators, postgraduate external examiner reports) which emerge in the Spring cycle and therefore do not fit neatly with a November reporting point.
9. The Board report will cover a calendar, rather than an academic, year, picking up the range of reports relating chiefly to standards and reflecting upon an analysis of relevant data, and a monitoring of action planning. The report, which will first be presented to the preceding Academic Board, will include a 'Quality Assurance Guarantee' statement from the Academic Board, to the effect that all processes have been carried out with full reference to University regulations and procedures, which are, themselves, informed by the Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015.

10. Other aspects of University activity which relate to the ESG (admissions standards and processes and the appointment of staff) will have been the subject of other reports to the Board, or activity through the Finance, Staffing and Resources Sub-Committee.

**Table 2: Board of Governors Typical Assurance Reporting Cycle**

<b>Date</b>	<b>Report</b>	<b>Topics that contribute to the report</b>
November	Annual Academic Assurance Report	Annual Reports on <ul style="list-style-type: none"> <li>• PSRB Activity</li> <li>• Academic Integrity</li> <li>• External Examiners (process assurance and UG outcomes)</li> <li>• NSS &amp; DLHE</li> <li>• Module Evaluation Report – semester 2 outcomes</li> <li>• Validation processes assurance</li> <li>• TEF process update</li> <li>• AQSC Action Plan</li> </ul>
February	Academic Assurance Report	<ul style="list-style-type: none"> <li>• Annual Report of Academic Appeals</li> <li>• Annual Report of Student Complaints</li> <li>• Student Achievement -First Degree Classification Data</li> <li>• External Examiner Annual Report – PG outcomes</li> <li>• TEF Update Report</li> </ul>
May	Academic Assurance Report	<ul style="list-style-type: none"> <li>• Module Evaluation Report – semester 1 outcomes</li> <li>• Annual Report on Student Barometer and International Student Barometer</li> </ul>
July	Academic Assurance Report	<ul style="list-style-type: none"> <li>• Annual Report of Student Progression data (HESA)</li> <li>• Annual Report from Academic Planning and Collaborations group (new course proposals, Course proposals and Withdrawals Onsite &amp; Collaborative – will incl. Collaborative Provision Register)</li> <li>• Annual Report on Regulatory changes and update on compliance with UK Quality Code and ESG</li> <li>• AQSC Action Plan</li> </ul>
Via VB 3-4 times per year	Quality Connections newsletter	<ul style="list-style-type: none"> <li>• General update on current matters</li> </ul>

## **Appendix 2: Education Strategy 2016-21: Key Performance Indicators and Measures of Success**

### **Key Performance Indicators**

We will evaluate the excellence of our education and experience through:

1. Our students' satisfaction with their learning and teaching experience.  
(National Student Survey: Satisfaction with Teaching) Target for 2021: 89%
2. Our students' progression through their course.  
(HESA Performance Indicator: Progression after one year of study) Target for 2021: 95%
3. Our students' employment upon graduation.  
(Destinations of Leavers in Higher Education Survey) Target for 2021: 76% Graduate Employment.

### **Other Measures of Success**

Courses will monitor and respond to the experience of their students through:

External Examiner Reports  
Data on Student Progression (all levels)  
Data on Student Award Achievement  
National Student Survey Outcomes  
Destinations of Leavers in Higher Education Survey  
The Student Barometer  
Postgraduate Taught Student Experience Survey  
Module Evaluation Reports  
Engagement Data  
Extra-curricular Activity

## Teaching Excellence Framework (TEF) Year 3 and Subject-Level Pilot

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### ***Executive Summary***

The Teaching Excellence Framework (TEF) was introduced by the UK Government in 2015/16 to measure and recognise the excellence of higher education provision across the sector. In the TEF Year 2 process our University received a silver TEF award in June 2017. This briefing paper provides an update on the developments in the TEF Year 3 process and the introduction of a TEF Subject level pilot in 2017/18.

### ***Action Requested***

The report is **for information.** The Committee is invited to note the developments in the TEF process and the implications for our University.

### ***Appendices***

Appendix 1: TEF Subject-Level Pilot Subjects and Subject Groups

Appendix 2: TEF Subject Level Pilot Indicative Schedule

### ***Author***

*Name:* Barbara Colledge

*Job title:* Dean of Quality

*Date:* 26 September 2017

### ***Approval Route***

26 September 2017

*Professor Phil Cardew, DVC Academic*

# TEACHING EXCELLENCE FRAMEWORK (TEF) YEAR 3 AND SUBJECT-LEVEL PILOT

## Introduction

1. The Teaching Excellence Framework (TEF) was introduced by the UK Government in 2015/16 to measure and recognise the excellence of higher education provision across the sector. In the TEF Year 2 process our University received a silver TEF award in June 2017. This briefing paper provides an update on the developments in the TEF Year 3 process and the introduction of a TEF Subject-level pilot in 2017/18.

## TEF Year 2

2. Our University received a TEF Silver award in the Teaching Excellence Framework (TEF) Year 2 process in 2016/17 which recognised the excellence of teaching and student outcomes related to our undergraduate higher education provision. This award is valid normally for three years i.e. 2017/18 – 2019/20.
3. We will resubmit next for an institutional TEF award in 2020/21. It is expected that the TEF process will have evolved at that stage with the inclusion of supplementary metrics, changes to metrics weightings and the introduction of a new subject level TEF component. The methodology for institutional TEF awards is being developed further for TEF Year 3 (2017/18) and the TEF subject-level pilots (2017/18-2018/19) providing insights into the direction of travel.
4. The recent Department for Education (2017a) policy document summarises the lessons learned from the TEF Year 2 process. This highlights the following areas to be strengthened in Years 3 and 4 of the TEF pending the conclusion of an independent review for 2019/20:
  - (a) NSS metrics weighting: The weighting of the NSS metrics will be reduced to 50% when informing the initial hypothesis. Other metrics such as retention and Destination of Leavers in Higher Education (DLHE) will be weighted as 100%.
  - (b) Part-Time Students: Those providers with a majority of part-time students will be provided with an additional page for their submission. Those with a more equal balance of students will have the assessment process modified.
  - (c) Very High and Low Absolute Values: The revised process will flag very high and very low absolute values (the top/bottom 10%) for each metric. These flags will be taken into account in the initial hypothesis.
  - (d) Longitudinal Employment Outcomes: These outcomes will be included as a supplementary metric. They will not affect the initial hypothesis but will be taken into account alongside the provider's submission.
  - (e) Grade inflation Metric: A new supplementary metric is proposed linked to the TEF criteria relating to Rigour and Stretch. This will be taken into account by TEF assessors with "*genuine steps to tackle grade inflation*" (D of E, 2017a, p4) recognised in TEF.
  - (f) Gaming: This will allow consideration by the Director for Fair Access on the extent to which "gaming" has taken place (e.g. a reduction in the proportion of student from disadvantaged groups).
  - (g) Power of Referral: Should assessors have concerns regarding the underlying quality of a provider, the TEF Chair will have the authority to make a referral to the Office for Students for an investigation into whether the provider continues to meet the baseline quality requirements.

### **TEF Year 3**

5. The TEF process has been developed further for 2017/18 with some changes to metrics weightings and the introduction of supplementary metrics. The TEF Year 3 Specification is expected to be published soon by the Department for Education.
6. We will receive our University metrics in late October 2017 which we will use to inform ongoing continuous improvement.

### **TEF Subject-Level Pilots**

7. A TEF subject-level pilot will commence in 2017/18 and will focus on the testing and evaluation of subject excellence, for 35 subjects and 7 subject groups (see Appendix 1). The subject classifications are likely to change by 2019/20 when the new Higher Education Classification of Subjects, HECoS common aggregation hierarchy (HESA 2017) is introduced. The TEF Subject Level Pilot process is being led by the Higher Education Funding Council for England (HEFCE) with some 30-40 institutions involved in the pilot.
8. Our University has confirmed our application to participate and we will be notified of the outcome of this in late October. This will provide us with an opportunity to influence and shape the development of the future process and will provide insights into potential ratings of our subjects, support further enhancement and can inform our future engagement with the TEF Subject-level process. The process for participation in the TEF subject-level pilot will involve all Schools with some subjects/subject groups involving more than one School. The pilot will be conducted in confidence which means that any outcomes from the process are strictly confidential to us and those engaged in the pilot. Although the findings and learning points from the pilot will be published, this will not include individual provider and subject ratings. The process will not interact with TEF Year 3.
9. The Subject-level pilots will run for two years with the intention of the first full assessment of TEF Subject-Level pilots in TEF Year 5 i.e. 2019/20. There are two models being piloted in 2017/18:
  - (a) Model A: This is a top down process which starts with the provider level initial hypothesis. Assessment at subject-level is 'by exception'. Subjects are awarded the same rating as the provider where the initial hypothesis is the same. There is fuller assessment (and potentially different ratings) for subjects where their initial hypothesis differs from the provider. This involves a provider level submission of up to 15 pages (for the 10 TEF criteria) and subject submissions of up to 5 pages (for subjects which are exceptions from the 35 subjects listed)
  - (b) Model B: This is a 'bottom-up' process based initially on subject level metrics. Each subject is fully assessed to give subject-level ratings. These feed into the provider-level assessment and rating using defined. This involves a provider level submission of up to 10 pages to address specific TEF criteria (i.e. TQ2: Valuing Teaching, LEI: Resources and SO3: Positive Outcomes for All) and up to 7 subject group submissions of variable page length between 5-15 depending on number of subjects within the group.

10. As with TEF year 2, the TEF subject-level pilot will be informed by a range of metrics similar to TEF Year 3 (normally based on the most recent 3 years of data). A new supplementary measure of Gross Teaching Quotient will be explored as part of the pilot. This will comprise a weighted measure of course/module teaching contact hours and staff student ratio together with information on placements, field work and e-learning from 2016/17; and student survey information from a HEFCE survey of student views of contact hours and whether they are sufficient to fulfil their learning needs.
11. The TEF subject-level metrics will be provided to our University in late November and are not contingent on participation in the pilot. We will utilise these metrics to inform continuous improvement and plan to engage and support all Schools in the review and enhancement of their outcomes. An indicative schedule for participation in the pilot is provided in Appendix 2. It is proposed that Deans and Professional Services confirm their nominated senior leads for TEF engagement and that Deans also identify their nominated leads for the relevant subjects for their School. Should we be selected to participate in the pilot process this outline will be further developed with briefing sessions commencing in Late October/early November. As part of the pilot process we will be required to:
  - (a) Review our metrics;
  - (b) Prepare written submissions for the model(s) in which we are participating (Model A and Model B);
  - (c) Collect and report information on teaching intensity and support a student survey on teaching intensity for selected subjects (i.e. Nursing, Physics and Astronomy, Creative Arts and Design, History and Archaeology and Law);
  - (d) Prepare and report information on the cost of participating in the model;
  - (e) Participate in feedback events and support other evaluation activities.

## **Conclusions and recommendations**

12. The TEF subject-level pilot and engagement with the further TEF metrics available in 2017/18 will inform and support steps being taken to continuously improve our University's key performance indicators and course outcomes. Continued enhancements will be important for successful Annual Provider Reviews annually and for positive outcomes in TEF subject level submissions (available for submission from 2019/20) and in our overall resubmission for TEF at provider and subject-level TEF in 2020-21. This will also support a successful outcome in the University's Assurance Review in 2020/21.
13. The Committee is invited to note the developments in the TEF process and the implications for our University.

## **Author**

Barbara Colledge, Dean of Quality  
26 September 2017

## **Appendices**

Appendix 1: TEF Subject-Level Pilot Subjects and Subject Groups  
Appendix 2: TEF Subject-Level Pilot Indicative Schedule

## References and further information

Department for Education (2017a) **Teaching Excellence Framework: Lessons Learned. Summary Policy Document**. September 2017. [Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/643701/TEF\\_Lessons\\_Learned\\_Summary\\_Policy\\_Document.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643701/TEF_Lessons_Learned_Summary_Policy_Document.pdf) [Accessed 25 September 2017].

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16 OCTOBER 2017

**Appendix 1: TEF Subject-Level Pilot Subjects and Subject Groups 2017/18 (Department for Education, 2017b, p59)**

<b>7 subject groups</b>	<b>35 CAH2 subjects</b>
Medical and health sciences	<ol style="list-style-type: none"> <li>1. Medicine &amp; dentistry</li> <li>2. Nursing</li> <li>3. Pharmacology, toxicology and pharmacy</li> <li>4. Psychology</li> <li>5. Subjects allied to medicine</li> <li>6. Veterinary science</li> <li>7. Sport &amp; exercise sciences</li> </ol>
Engineering and technology	<ol style="list-style-type: none"> <li>8. Computing</li> <li>9. Engineering</li> <li>10. Technology</li> </ol>
Natural sciences	<ol style="list-style-type: none"> <li>11. Agriculture, food and related studies</li> <li>12. Biosciences</li> <li>13. Chemistry</li> <li>14. Mathematical sciences</li> <li>15. Physics and astronomy</li> <li>16. Physical, material and forensic sciences</li> <li>17. General and others in sciences*</li> </ol>
Social sciences	<ol style="list-style-type: none"> <li>18. Architecture, building and planning</li> <li>19. Economics</li> <li>20. Geographical and environmental studies</li> <li>21. Politics</li> <li>22. Sociology, social policy and anthropology</li> <li>23. Education and teaching</li> <li>24. Health and social care</li> </ol>
Business and law	<ol style="list-style-type: none"> <li>25. Business and management</li> <li>26. Law</li> </ol>
Arts	<ol style="list-style-type: none"> <li>27. Creative arts and design</li> </ol>
Humanities	<ol style="list-style-type: none"> <li>28. Celtic studies</li> <li>29. Communications and media studies</li> <li>30. English studies</li> <li>31. Languages, linguistics and classics</li> <li>32. History and archaeology</li> <li>33. Humanities &amp; liberal arts</li> <li>34. Philosophy &amp; religious studies</li> <li>35. Combined and general studies</li> </ol>

**Appendix 2: TEF Subject-Level Pilot Indicative Schedule**

<b>Date</b>	<b>Pilot Activity</b>	<b>Leeds Beckett Indicative Schedule</b>
14 September 2017	Provider applications for participation open	
25 September 2017	Provider applications for participation close	Application submitted Briefing paper for AQSC 16 October 2017
Late October 2017	Selected providers informed	TEF leads and participants confirmed by Schools and Professional Services by 6 October 2017 and Steering Group confirmed by end of October 2017  Workshop 1: Updated briefing with TEF leads and participants on process, metrics, TEF submissions, criteria and evidence following confirmation of participation in pilot late October.  Evidence collection and drafting of submissions commences
Late October 2017	Teaching intensity tool and guidance issued	Briefing sessions late October – early November dates TBC SMG Briefing 25 October 2017 Academic Board Briefing 1 November 2017
Late November	Costing guidance issued	Updated briefing and Collection of costing data commences Heads of Subject Network Briefing 20 November 2017
Late November	Pilot metrics released	Review of metrics – late November – early December
4 December 2017	Extranet for providers to make pilot submissions opens	
Early December	Briefing event 1	Workshop 2 with TEF leads and participants early December 2017 to review metrics and progress with draft submissions
12 January 2018	Collection of teaching intensity data closes	Submission of Teaching Intensity data Internal Deadline for submissions
Late January	Briefing event 2	Progress report to AQSC 15 January 2018 and Workshop 3: Review of draft submissions and updating
Early February	Teaching intensity and grade inflation metrics issued to providers	Review of supplementary metrics and update submissions Update Report to Academic Board 7 February 2018
28 February 2018	Pilot submissions deadline	Internal Deadline for final sign off of submissions 19 February 2018 Deadline for Leeds Beckett Submissions to HEFCE
Late March	Post application feedback event	
Early April	Collection of costing data closes	Submission of costing data
Early July	Post results event	Post results feedback session

## Exceptions to Admissions Criteria

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### *Executive Summary*

This report provides a summary of proposals for Exceptions to our standard University Admissions Criteria that have been received since the last meeting of the Committee held on 05 June 2017

### *Action Requested*

The report is **for information**. The Committee is invited to receive and note the agreed exceptions to our University's standard admissions criteria presented in the report.

### *Appendices*

Appendix A – Exceptions to Admissions Criteria received between 05 June 2017 and 26 September 2017 agreed by the DVC-Academic

### *Author*

*Name:* Kay Hartley  
*Job title:* Administrative Team Leader  
*Date:* 26/10/2017

### *Approval Route*

02 October 2017                      *Barbara Colledge, Dean of Quality*

## **Exceptions to Admissions Criteria**

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### **Introduction**

1. This report provides a summary of the proposals for Exceptions to our standard University Admissions Criteria that have been received and approved since the last meeting of the Committee held on 05 June 2017.

### **Process**

2. During development for course validation or re-validation, the Course Development Team may, if necessary, seek an exemption from our University Academic Principles and Regulations or student calendar. These are progressed and completed prior to the validation/re-validation event.
3. Although local arrangements should be discussed between the Dean of School and Pro Vice Chancellor - Business Engagement any Exceptions to Admissions relating to changes to IELTS or GCSE must be circulated to Key Stakeholders prior to an outcome being proposed.
4. A Summary of all exceptions received will be brought to each Academic Quality and Standards Committee for consideration and approval on behalf of Academic Board.

### **Exception Requests received and approved**

5. A total of two exceptions to the Admissions Criteria had been submitted after the dates of 05 July 2017 which can be found at Appendix A for information. One was received from the school of Events Tourism and Hospitality Management, and one was received from the Leeds Business School relating to franchise delivery.
6. Due to the urgency of these exceptions to Admission Criteria it was agreed by Committee members that Chair's Action could be taken. As per the normal procedure all exceptions were circulated to Admissions, Marketing and International Office colleagues for their comments.

### **Conclusions and recommendations**

7. The Committee is invited to receive and Note the proposed exceptions to our University's standard admissions criteria noted in Appendix A

Appendix A

Faculty	School	Course Title	Course Code	Details	Rationale	To take effect from	Date Approved by Faculty/School	Extract of Faculty Minutes Received	Date Received by QAS	Date Circulated to Admissions and IO	Deadline Date for Feedback to be Received by QAS	Feedback	QAS/Faculty Actions	Date of AQSC Meeting	Outcome	Date Faculty, Admissions, Marketing and IO advised of outcome	Notes
CAF	Events, Tourism, Hospitality and Languages.	International Masters	INTMF	The proposed amendment is that students who study the MSc Responsible Tourism Management, as part of the framework, must meet the entry requirements above and also have a year's work experience in a relevant field including travel & tourism (including hospitality), business, economics, marketing, environmental management, ecology, development, cultural heritage management, project management, planning.	The Course Director for the MSc Responsible Tourism Management would like to add this Masters to the International Masters framework. A pre-requisite for entry onto the MSc Responsible Tourism Management is to have at least a year's work experience in tourism or a relevant field so students entering the International Masters will need to meet this. Relevant areas of work experience are: travel & tourism (including hospitality), business, economics, marketing, environmental management, ecology, development, cultural heritage management, project management, planning.	Sep-17			27/06/17	28/06/2017	04/07/2017	International Office - No Objections	Circulated to Phil Cardew for Comment/ Approval	N/A	Approved	01/08/2017	
FBL	Leeds Business School	BA (Hons) Business and Management	(BBUMN)	The School proposes that the Nanyang Institute of Management (NIM) Certificate in General English be accepted as evidence of English language ability. The School confirms that the proposed English language qualification will be suitable for admission to study the course and will provide students with the English language skills and competencies required to undertake the course, subject to the provisions (see Sheet)	The Nanyang Institute of Management Certificate in General English programme has been specifically designed for international students to equip them with the foundation, knowledge and skills to use English competently and be able to communicate with the language confidently in everyday situations. Students who enter the advanced stage of the NIM English Language Certificate will receive 200 hours of instruction over an eight week period. <b>Council for Private Education Requirements (CPE): The Council for Private Education (CPE) Notes on the Enhanced Registration Framework document articulates the following. '26. The Private Education Institution (PEI) is required to ensure that the course's entry requirements are appropriate for the language medium and the level of the course. For example, students should at least have an English competency of IELTS 4.5 or Pass in English Language at GCE 'N' Level or equivalent for a Certificate course conducted in English, and at least IELTS 5.5 or a pass in GCE 'O' Level English or equivalent for enrolment into a Diploma course. 'NIM has received confirmation of in-country registration to deliver all awards from the CPE.</b>	2017/18	07/07/18		31/07/18	01/08/2017	15/08/2017	Updated form Received 17/08/17 students will only be studying in country and will definitely not be transferring to the UK.	Sent to Phil Cardew for Approval	N/A	Approved	22/08/2017	



**Leeds Business School  
School Academic Committee Summary Report (July 2017)**

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***Executive Summary***

The report provides an overview of discussion from Leeds Business School's School Academic Committee held on Wednesday 19<sup>th</sup> July 2017.

***Action Requested***

The report is **for information.**

***Appendices***

None

***Author***

*Name:* Louise Clayton-Thaxter  
*Job title:* Academic Quality Support Officer  
*Date:* 28/09/2017

***Approval Route***

29<sup>th</sup> Sept 2017                      *Professor George Lodorfos (Dean and Chair of SAC)*

### **Introduction**

The points below were discussed at the July meeting of the School Academic Committee.

### **Key Points**

- 1) The Committee received the Semester 2 Course Committee minutes which raised the following items for discussion:
  - Course Directors were often unaware of academic integrity and mitigation issues affecting students and called for improved communication from Administrative colleagues regarding this.
  - It was noted that the process to be informed of reasonable adjustment plans for students declaring a disability was overly lengthy and that perhaps clarity on information given at Open Days could be improved.
- 2) The School is developing a Linked-In network to improve contact with Alumni students.
- 3) The results of the International Student Barometer and Student Barometer 2016 were received. The Chair noted that the School had 90%-100% student satisfaction in most cases and that positive outcomes were achieved.
- 4) The 2015 Key Information Sets were received and it was noted that the Business School had lower contact hours in comparison to other Schools. It was advised that online contact and induction could also be included in contact hours.
- 5) The Student and Graduate Futures team had assisted more than 50 final year students with interview preparation and CV support. Ten of those students were successful in securing graduate roles.
- 6) It was noted that the i-Beacons project had been unsuccessful in the 2016/17 academic year and that the School would be implementing fallback measures in the interim.

### **Conclusions and recommendations**

For information – no action required.

16 OCTOBER 2017

**School of Art, Architecture & Design  
Summary Report of School Academic Committee**

***Executive Summary***

A summary of the proceedings of the 1<sup>st</sup> Art, Architecture & Design School Academic Committee meeting held on 27 September 2017.

***Action Requested***

This report is for information. The Committee is invite to note the report.

***Appendices***

N/A

***Author***

*Name:* Mrs Hannah Brotton  
*Job title:* Academic Quality Support Officer  
*Date:* 05 October 2017

***Approval Route***

October 2017

*Dr Lisa Stansbie – Chair/Dean of School, Art, Architecture & Design*

# Summary Report of the Art, Architecture & Design School Academic Committee

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## Introduction

1. This is the Summary Report of the Art, Architecture & Design School Academic Committee meeting held on 27 September 2017.
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## Recommendations and referrals

2. The Group confirm that no matters have been recommended/referred to the Committee for consideration.

## Major Discussions

### 3. Student Representation

The School Student Representatives (one undergraduate, one postgraduate, and one research) were still to be confirmed by the Students' Union.

### 4. Chair's Report

Changes were being implemented to the Clearing Process for Summer 2017/18, to include a more active role from Academic Colleagues in addition to the Admissions Team.

There were a number of Academic Colleagues leaving the School, therefore the Staff/ Student ratio would need to be revisited by the Dean and Heads of Subject. In addition, there were four Colleagues with planned Maternity Leave which required cover.

A Review of the University Learning Support was currently in process with the Scope to be confirmed, and Forthcoming meetings were scheduled. The Dean reminded Colleagues to be mindful of the Learning Support Staff in the School at this time of uncertainty.

Capital Funding would be allocated from the School Budget going forward. The Dean encouraged Colleagues to submit bid requests for equipment over £5000, which the Dean and Heads of Subject would review.

### 5. Reports from Subject Heads

Key points highlighted by the Subject Head, Art were as follows:

- Two new Course Directors were in place, and two new Readers had been appointed.
- The newly reconfigured Fine Art show space had been very well received.

Key points highlighted by the Chair/ Subject Head, Design & Fashion were as follows:

- The NSS results for INTAD were the highest in the School at 98%.
- The first NSS results for BAFAS were highly positive at 93%.

### 6. Monitoring, Annual Review & Enhancement (MARE)

The following UG Course Leader Executive Summaries 2016/17 and Course Action Logs were received:

- ARCHA Course Leader Executive Summary

- ARCHA Course Action Log
- BALAD Course Leader Executive Summary
- BALAD Course Action Log
- BAFAS Course Leader Executive Summary
- BAFAS Course Action Log
- INTAD Course Leader Executive Summary
- INTAD Course Action Log
- BA3DF Course Leader Executive Summary
- BA3DF Course Action Log
- ARFTN Course Leader Executive Summary
- ARFTN Course Action Log
- GADES Course Leader Executive Summary
- GADES Course Action Log

The Committee **AGREED** that the Dean of School would liaise with the Course Directors to finalise the Undergraduate Course Executive Summaries, and update the School Action Plan.

#### 7. **Quality & Standards Update**

The Committee received the Quality & Standards Update Report for discussion. The Paper provided an update on the following:

- External Examiners
- Revalidation
- School and Course Level Modifications

The Academic Services Manager introduced Ms Anna Watts to the Committee, the School's Partner in Quality Assurance Services (QAS). The School Partner would provide support to the School with regard to Quality & Standards.

#### 8. **Library Update**

The Chair reported that the Academic Librarians would be circulating an Update Report to the School during October 2017.

#### 9. **School Risk Register**

The Chair reported that the School Risk Register would be reviewed at the forthcoming Senior Leadership Meeting and presented at the following School Academic Committee meeting on 6<sup>th</sup> December 2017.

#### 10. **Safety, Health & Wellbeing**

The Chair reported that the Advisory Group had been devolved to School Level. This would be Chaired by the Dean with the membership including the Heads of Subject, Course Directors, the School Health & Safety Team Manager, the University Health & Safety Advisor, and the Senior Health & Safety Advisor. This was yet to meet this academic year, so would report to the next School Academic Committee on 6<sup>th</sup> December.

#### 11. **Reports from Other Committees**

The Committee received Executive Summaries from the following University Committees; Academic Board; Academic Quality & Standards Committee; and Research & Enterprise Committee.

**Author**

Hannah Brotton

Academic Quality Support Officer

September 2017

16 OCTOBER 2017

## **Report from the School of Built Environment & Engineering School Academic Committee**

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### ***Executive Summary***

The meeting of the School Academic Committee was held on 29 September 2017. The proceedings of the meeting are summarised below.

### ***Action Requested***

The report is **for information**.

### ***Appendices***

None.

### ***Author***

*Name:* Jackie Leahy  
*Job title:* Academic Services Manager  
*Date:* 29<sup>th</sup> September 2017

### ***Approval Route***

29<sup>th</sup> September 2017      *Professor Akintola Akintoye, Dean and Chair of the School Academic Committee*



## REPORT FROM THE SCHOOL OF BUILT ENVIRONMENT & ENGINEERING SCHOOL ACADEMIC COMMITTEE

*The meeting of the School Academic Committee was held on 28<sup>th</sup> September 2017. The proceedings of the meeting are summarised below.*

The Chair updated the meeting on areas around recruitment, staffing and the School budget. The results from the NSS 2016-17 were also discussed and the Chair confirmed that Undergraduate Course Directors had all been tasked to write an action plan on how they planned to improve the NSS results for 2017/18. It was noted that the BSc Hons Building Services Engineering L6 top up course received 100% student satisfaction.

The Chair also updated the meeting on the School's progress towards its own KPI targets. It was noted that we have not met our own targets in some areas for the last year and further progress needs to be made. The Chair briefed the meetings on the targets which had not been met and these were around the NSS areas in progression; feedback and student satisfaction. These would be addressed in the NSS Actions Plans which Course Directors were working on. It was noted that we had met our targets in graduate employment and Research & Enterprise income.

The Chair updated the meeting on the planned implementation of the Teaching Excellence Framework benchmark to be applied at subject level. It was agreed that preparations and good results from all KPI's need to be planned from now as this year would count towards the standards each area would receive in 2019/20.

The papers for the new LLM Construction Law & Dispute Resolution course had been circulated and were appended to the papers for the meeting. The Course Director gave a brief resume of the course and outlined the differences between the LLM and the MSc. The main difference between the courses being the omission of the Law of Obligations and Research Paper modules from the LLM and replacing them with a 60 credit point dissertation. It was noted that the LLM was directed towards Solicitors working in the area of construction law. The Course Director explained that lawyers would want an LLM rather than an MSC and our competitors branded their courses as MSc/LLM's and therefore we should do the same. The meeting approved the documentation to go forward to validation.

It was also noted that the School might put back the approval of the APD Pleadings to the Spring of 2018 for delivery in Semester 2 of the next academic year (2018-19). The Course Director to liaise with QAS.

The Undergraduate Executive Summaries had been circulated prior to the meeting and each Course Director gave a brief resume of its contents. It was noted that the Dean would now write the Deans Annual Review Summary using both the Action Plans and Executive Summaries from 2016-17. It was noted that all these documents were stored on the H drive and the School would be advised where to find these if they wished to read them.

Finally the Chair explained a pilot scheme for how module evaluation would be carried out this academic year. The plan would be to ask four questions in Week 8 and then the final three questions in Week 12.

**School of Clinical & Applied Sciences  
School Academic Committee Summary Report**

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***Executive Summary***

The meeting of the School Academic Committee was held on 14 September 2017. This report summarises the proceedings of the meeting.

***Action Requested***

The report is **for information**.

***Appendices***

None.

***Author***

*Name* Lisa Flaxman

*Job title:* Academic Quality Support Officer

*Date:* 29 September 2017

***Approval Route***

29 September 2017

*Dr Duncan Sharp, Dean and Chair of the School Academic Committee*

## **REPORT FROM THE SCHOOL OF CLINICAL & APPLIED SCIENCES SCHOOL ACADEMIC COMMITTEE**

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### **Introduction**

1. The meeting of the School Academic Committee was held on 14 September 2017. The proceedings of the meeting are summarised below.

### **School Strategic Plan 2016-21**

2. The Committee received a verbal report from the Chair on the School's Year 2 KPI update. The School has exceeded its student progression target; there is a high percentage of research active staff; a number of meetings are taking place with various groups regarding library resources looking at on-site and off-site issues; and overall students are happy with the resources and equipment they use on their courses. A number of meetings with the University Executive Team would be taking place in November to look at what has worked well and what has not worked too well and to identify areas where changes and/or additional support is required.

### **Undergraduate Course Leaders' Executive Summaries (Monitoring, Annual Review and Enhancement)**

3. The Committee received the Undergraduate Course Leaders' Executive Summaries for 12 courses. Each Executive Summary was introduced by the Course Director or Head of Subject with a summary on their key performance indicators (KPIs) (and actions and plans where these were in place) and then discussions focused on actions which required assistance at School level, actions which required assistance at University or central services level and areas of good practice and/or enhancements.
4. The Course Directors' and Heads of Subjects' overview of the courses and the Committee's discussions on all the executive summaries provided confirmation for the Academic Quality & Standards Committee of its consideration of the summaries; that the plans in place support both continuous improvement and the key performance indicators; the actions for consideration by the Academic Quality & Standards Committee relating to institutional level matters; and other support requested by the course teams.
5. The key areas for support that course teams have requested from the University related to student recruitment, admissions, applicant days, timetabling, estates, student attendance monitoring, mitigation, module evaluation, monitoring and annual review and fitness to study.
6. A summary of the actions required at School and University level would be produced by the secretary that would be brought to the Committee for an update with the Postgraduate Course Leader Executive Summaries at a future meeting.

### **Reports**

7. The Committee received the following reports:
  - (a) Admissions Exceptions
  - (b) Exemption to Academic Regulations
  - (c) New Course Proposals
  - (d) School Strategic Plan 2016-21

- (e) Undergraduate Course Leaders' Executive Summaries (Monitoring, Annual Review and Enhancement)
- (f) School External Examiners update
- (g) Validation, Revalidation, Collaborations and PSRB events and activities
- (h) PSRB report
- (i) Research Excellence Framework (REF) and Research Activities Update
- (j) School Research Ethics Audit 2016-17
- (k) Update to changes to Academic Regulations 2017-18



**School of Computing, Creative Technologies & Engineering  
Summary Report of School Academic Committee**

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***Summary Report***

This is the summary report of the Computing, Creative Technologies and Engineering Academic Committee meeting of 18 September 2017.

***Action Requested***

This report is **for information**. The Committee is invited to receive and note this report.

***Appendices***

NIL

***Author***

*Name:* Anne C Stephenson  
*Job title:* Quality Assurance & Governance Officer  
*Date:* September 2017

***Approval Route***

September 2017                      Professor Colin Pattinson, Chair CTE Academic Committee



# Summary report of the Computing, Creative Technologies & Engineering School Academic Committee

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## Introduction

The fourth meeting of the School Academic Committee took place on 18 September 2017. The Committee's proceedings are summarised below.

## Major discussions

### Sustainable Development

#### School Strategic Plan

The members were informed the School had met or exceeded the second year targets in five of the specified KPIs, were below in five and had made little or no progress in two areas. It was felt the KPI relating to the School's Research Environment would remain a concern.

#### First Degree Statistics

The members were informed that the School's attainment in this area was in line with the University's targets.

#### Risk Report

The Committee received the Risk Register report. The Dean said the report would remain unchanged and would be reviewed again at the February meeting when the School's position would be clearer.

### Academic Enhancement

**Monitoring, Academic Review and Enhancement:** Executive Summaries and Course Logs/Actions Plans received for the following undergraduate awards:

- BEng Electronic and Electrical Engineering
- BEng Engineering Management
- BEng Food Engineering
- MEng Robotics and Automation/BEng Robotics and Automation
- BSCH Computer Forensics & Security
- BSCH Computer Forensics
- BSCH Broadcast Media Technology
- BSCH Creative Media Technologies
- BSCH Photographic Journalism
- BSCH Business Information Technology
- BSCH Computing
- BSc Games Design
- BSc H Computer Animation & Visual Effects
- BSc H Information & Technology
- MEng Computer Science

School's Action Plan to be updated and good practices shared across the School. The CCTE Academic Committee were satisfied with that the academic quality and standards undertaken by the School in this process were compliant with University regulations and guidance.

The Executive Summaries were signed off by the Dean.

### **Quality & Standards**

The Committee received a composite Quality Report that noted: three new Course Proposals; the number of outstanding External Examiner Reports (10); modifications to awards; the revised Validation/Re-validation process; the proposed process for Course Committee meetings within the School; PSRB and Admissions Tariff updates.

### **Student Administration**

The Committee received a composite Student Administration report that noted: induction; exam boards and committees; Tier 4; attendance monitoring; module evaluation; mitigation; RPL; exam timetabling and graduation 2018.

### **Collaborative Provision**

Update on activities at Hong Kong College of Technology, FTMS, KTG, Rushmore Business School and The British College; eight courses being delivered. Malvern College has now finalised its withdrawal from the Partnership.

### **Report from University Committees:**

The Academic Committee received Executive Summaries from the following University Committees:  
Academic Quality & Standards,  
Research & Enterprise,  
Equality & Diversity  
Academic Board.

The Committee also received a briefing paper from Quality Assurance Services Briefing in addition to Executive Summaries from the Safety, Health & Wellbeing Advisory Group and the two School Course Committees.

### **Conclusions and Recommendations**

This report is for information.

## School of Cultural Studies & Humanities Summary Report of School Academic Committee

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### *Executive Summary*

A summary of the proceedings of the fourth Cultural Studies & Humanities School Academic Committee meeting, held on 27 September 2017.

### *Action Requested*

This report is for information. The Committee is invite to note the report.

### *Appendices*

Appendix 1

School of Cultural Studies and Humanities

Action Plan following Monitoring, Annual Review & Enhancement (UG) in Academic Year 2017/18.

### *Author*

*Name:* Miss Charlie Garfoot

*Job title:* Academic Quality Support Officer

*Date:* 2 October 2017

### *Approval Route*

2 October 2017

*Professor Andrew Cooper – Chair/Dean of School, Cultural Studies & Humanities*



## Summary Report of the School of Cultural Studies & Humanities School Academic Committee

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### Introduction

The fourth meeting of the School Academic Committee took place on 27 September 2017. The Committee's proceedings are summarised below.

### Main Items

#### 1. Student Representation

The School Research Student Representative provided a report highlighting key issues raised.

A Taught Postgraduate Student Representative was required to complete the Membership.

#### 2. Strategy for Success/School Action Plan

The Chair provided an oral update. As part of the School-wide meetings which took place during 2016-17, consideration had been given to the development of a School Academic Plan, and the best way to achieve the KPIs, as part of the University planning process. At the last Away Day, progress had been made with regard to understanding how the School was going to address some of the challenges, and a School Statement had been developed. The strategic priorities for the School are to increase student recruitment and improve student continuation and achievement by investing in research-informed, innovative courses and an inclusive, inspirational learning environment.

#### 3. School Strategic Plan

The Committee received the School Strategic Plan 2016-21, and an update regarding the School performance against the Year 2 KPIs (dashboard and graphical). With regard to Graduate Employment, the School was aware of the challenge, and plans were in place to address some of the elements e.g. the validation of the School-wide Professional Practice module, and working closely with Graduate Futures.

#### 4. Research and Enterprise Update

The Committee received a report providing an account of Research activity in the School since May 2017. The following key points were highlighted:

- STERN Review – issues of portability and numbers of outputs per FTE staff member would be resolved; issues related to the definitions of research-active staff, and to the process by which colleagues were included in the institution's submission were on-going.
- Colleagues not currently included on the list of approved Supervisors for the Research Degrees Sub-Committee were advised to apply.
- Financial Settlement – following the restructure from Faculties to Schools, it had been agreed that QR funding would be devolved pro rata to the Units that earned it, which was positive for the School. Senior Leadership Team (SLT), and the Readers and Professor Group, would have input into the way in which the interim settlement would be spent between September 2017 and July 2018.
- Colleagues were congratulated on a number of successful events, promotions and publications e.g. Carnival Conference and Leeds Cultural Conversations.

- Leverhulme Doctoral Students Bid – results were expected in December 2017.
- Higher Education Innovative Fund (HEIF) – funding opportunities were currently available, which could be used for match-funded doctoral programmes. A School submission was to be discussed at the Readers and Professors Group.

#### 5. **Reports from Subject Heads/First Degree Statistics**

The Committee received oral reports from the Subject Heads in relation to staffing, portfolio, recruitment, induction, and in relation to KPIs, progression, the National Student Survey, and Destination of Leavers' in Higher Education.

The Subject Heads also summarised discussions from Course Committees/Subject Group meetings, including analysis of the First Degree Statistics in relation to KPIs and strategic actions across all courses.

#### 6. **Monitoring, Annual Review and Enhancement**

The Committee received a Monitoring, Annual Review and Enhancement Staff Factsheet, the School Action Plan arising from the monitoring, annual review and enhancement activity 2015/16, the Undergraduate Course Director Executive Summaries 2016-17, and the Undergraduate Course Log and Action Plans 2017-18.

The Committee concluded the School Action Plan arising from the monitoring, annual review and enhancement activity 2015/16.

The following UG Course Director Executive Summaries 2016-17 and Course Log and Action Plans 2017-18 were received:

- BAECW Executive Summary 2016-17
- BAECW Course Log and Action Plan 2017-18
- BAEAM Executive Summary 2016-17
- BAEAM Course Log and Action Plan 2017-18
- BAMCT Executive Summary 2016-17
- BAMCT Course Log and Action Plan 2017-18
- HSTBH Executive Summary 2016-17
- ENGHI Course Log and Action Plan 2017-18

The following were tabled:

- ENLIT Executive Summary 2016-17
- ENLIT Course Log and Action Plan 2017-18
- HSTBH Course Log and Action Plan 2017-18
- ENGHI Executive Summary 2016-17

The Committee confirmed that the monitoring, annual review and enhancement process had been followed, and good practices would be identified and shared across the School.

It was agreed that the Chair would draft a School Action Plan arising from UG Course Directors' Executive Summaries to include: areas of good practice, School Level actions, and actions for consideration by AQSC related to institutional matters and any support requirements (Appendix 1).

## 7. **Quality and Standards Update**

The Committee received a Quality and Standards Update Report on processes undertaken by the School during the period June to the beginning of September 2017.

The Committee noted the approval of the New Course Proposal to change the name of BA (Hons) English and Media to BA (Hons) Media and English from September 2019-20.

External Examiner appointments, tenure dates and reports were discussed; there were no outstanding External Examiner appointments or responses to reports. Colleagues in Quality Assurance Services (QAS) would be contacting External Examiner's regarding outstanding reports 2016-17. Colleagues were advised to start actively looking for a nomination to replace the External Examiner whose tenure was due to expire in October 2018.

Colleagues were currently preparing for the following events:

- Re-validation of ENLIT and BAECW on 13 November 2017
- Re-validation of BAEAM and ENGHI on 14 November 2017
- Re-validation of HSTBH on 17 November 2017
- Validation of MMEDC on 23 November 2017

The School had requested five of the six undergraduate courses to go through the Re-validation process in the Academic Year 2017-18, to enable the School to move forward with continuous improvement, building on changes captured through the Translation Exercise undertaken during 2016-17. In preparing for Re-validation, colleagues had taken the opportunity to incorporate those changes planned, and where possible, the School was ensuring implementation consistently across the majority of the School's undergraduate courses.

A School Level Modification was presented, which had been approved by the appropriate Head of Subject and the Dean of School.

## 8. **Careers Update**

A report was received from Student & Graduate Futures for information.

## 9. **School Risk Register**

The Committee received the School Risk Register and noted that the Register would be reviewed and updated via SLT periodically and reported to the Committee.

## 10. **Safety, Health & Wellbeing**

A School Health & Safety Inspection had been undertaken, and areas were identified for action. The completion of Stress Risk Assessments were underway across the School. In terms of arrangements to monitor Safety, Health & Wellbeing within the School, a new Group had been established as an extension of SLT and would meet on a periodic basis.

## 11. **Reports and other Committees**

The Committee received the September 2017 QAS Briefing for information. The Committee received Executive Summaries/minutes from the following University Committees; Academic Quality & Standards Committee; Research & Enterprise Committee; Academic Board; and the Equality & Diversity Committee.

### **Conclusions and Recommendations**

The School looked forward to consideration of actions to be taken at institutional level in response to issues raised as part of the process of Monitoring, Annual Review and Enhancement.

### **References and Further Information**

N/A

**Carnegie School of Education  
School Academic Committee**

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***Executive Summary***

A summary of the proceedings of the Carnegie School of Education School Academic Committee meeting held on 14 September 2017.

***Action Requested***

The report is **for information**. The Academic Quality and Standards Committee is invited to note the report.

***Appendices***

N/A

***Author***

*Name:* Lianne Sweeting Richardson  
*Job title:* Academic Quality Support Officer  
*Date:* September 2017

***Approval Route***

*September 2017*                      *Professor Damien Page – Dean of Carnegie School of Education*



**School Academic Committee Terms of Reference and Membership**

- (a) The Terms of Reference were received and noted by the Committee. It was noted the Committee was responsible to the Research & Enterprise Committee and the Academic Quality & Standards Committee for general issues relating to all academic matters in the School.

**Schedule of Business**

- (b) The Schedule of Business for 2017/18 was received and noted by the Committee.

**Professional, Statutory and Regulatory Bodies (PSRB) register**

- (c) The Professional, Statutory and Regulatory Bodies Register was presented. It was reported that an Ofsted inspection is highly likely for this academic year. The earliest date that Ofsted could arrive would be 15<sup>th</sup> April 2018. It was further **reported** that Course Director meetings had been arranged biweekly between now until December. From January onwards, these meetings would be purely focused on Ofsted related matters.

**Chair and School update**

- (d) The report provided an update from the Chair. It was reported that there has been a 30% increase in undergraduate students and the School is up 65% in new postgraduate applications. The BA (Hons) Primary Education (accelerated) had been a particular popular course, with 70 students currently enrolled. The 1<sup>st</sup> census would be circulated to all Deans mid-October, this would contain details on the School's financial viability, but currently things are looking positive.



## Film, Music and Performing Arts School Academic Committee Summary Report

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### *Executive Summary*

A summary of the proceedings of the 1st Film, Music and Performing Arts School Academic Committee meeting held on Wednesday 27<sup>th</sup> September 2017.

### *Action Requested*

The report is **for information**. The Academic Quality and Standards Committee is invited to note the report.

### *Appendices*

N/A

### *Author*

*Name:* Pam Carter  
*Job title:* Academic Quality Support Officer  
*Date:* 29 September 2017

### *Approval Route*

02 October 2017                      *Andrew Fryer – Dean of School of Film, Music and Performing Arts*



## **School of Film, Music and Performing Arts – Academic Committee**

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### **Summary of Proceedings occasionally**

*The 1st meeting of the School Academic Committee took place at 10.00am on Wednesday 27<sup>th</sup> September 2017. The Committee's proceedings are summarised below.*

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### **SUSTAINABLE DEVELOPMENT**

#### **1 Report from the Dean of School**

- a) Course Directors– It was noted that all Course Directors were now in place and an increased administrative staff had resulted in additional support.
- b) Promotions – The School has been successful in academic staff promotions to the post of reader but the process was not yet fully completed.
- c) Review – The Chair confirmed that a Learning Officer review was being undertaken and stated that the school was short of Learning Officers. Extra support was required for the Northern Film School and it was agreed that IT support in general would need to be discussed.
- d) Student Recruitment – It was reported that the school had successfully recruited above target, however there was now competition in Leeds from the city's colleges and the school would need to ensure that our facilities are the best in the area. Staff were thanked for their hard work in recruitment and clearing.
- e) Attendance – The Committee were informed that the SEMS had been re-launched and data would feed through in the next few weeks. It was agreed that the feedback would be monitored in order to address any issues.

#### **2 Course Portfolio**

It was reported that the BA (Hons) Theatre and Performance (title change from BA (Hons) Performance) had been approved by the Academic Planning and Collaborations Group and would be presented to the next University Validation Panel.

#### **3 Risk Register**

The Committee discussed and updated the register.

#### **4 Safety Health and Wellbeing**

It was confirmed that there were no outstanding actions from the former Faculty. The Chair stated that this would now need to run at School level and would discuss how best to do this outside of the meeting.

### **SCHOOL PERFORMANCE**

#### **5 Course Performance Indicators**

The Committee received information on DLHE statistics, NSS 2017 results, KPI performance profile (Year 2), KPI projections 2021 and the school KPI updates. The Chair stated the University was aware that some of the information was from the previous year but our own statistics

showed success in 3 of the KPIs. The areas still requiring improvement were discussed. It was noted at the time of the meeting staff survey results were not yet available and would be discussed at the next meeting.

## 6 Research and Enterprise Activity

- a) The Director of Research reported that 4 new PhD students had been accepted for September 2017 and there had been 3 completions last year.
- b) The Committee was informed that Stern had now recommended a dual option approach to REF 2021 and the University had chosen the selective approach in which staff would submit as it would give our unit a good chance of performing strongly.
- c) Bids currently in development included 3 AHRC networking projects. 2 further bids are also in preparation for the Creative Industries Cluster scheme and the Immersion programme.
- d) It was noted that the Leeds Arts Research Centre (LARC) will be launched at an event on 18<sup>th</sup> October 2017 where practice based outputs will be displayed.

## 7 Attendance Monitoring

It was noted that the Attendance Monitoring System was discussed in the Chair's update under item 1.

## 8 External Examiners

It was reported that an additional External Examiner was required for BA (Hons) Filmmaking and the Course Director was aware of this. It was reported that the school was still expecting 3 further External Examiner reports and there were still 3 responses outstanding for which reminders had been sent.

## 9 Validation and Review

Information on courses going through validation/re-validation was presented and it was confirmed that all panel members were now in place.

## 10 Professional Statutory and Regulatory Bodies

It was reported that an application for accreditation with Creative Skillset had been submitted for BA (Hons) Filmmaking. The Committee was informed that BSc (Hons) Audio Engineering would be submitting for accreditation with the Institute of Acoustics and this would need adding to the spreadsheet. It was also noted the BA (Hons) Entertainment Management would submit for accreditation with JAMES at their next visit.

## 11 Monitoring, Annual Review and Enhancement

It was noted that all but 4 UG Executive Summaries had now been submitted. These would be used to provide the school with an action plan to submit to Quality Assurance Services.

## 12 Quality Assurance Services Briefing for Schools

- a) The Committee received an update on changes to the University Academic Regulations for 2017/18.
- b) within the report Deans were reminded that a report was required for Academic Quality and Standards Committee in October 2017.

## **ACADEMIC ENHANCEMENT**

### **13 Student Representation**

It was reported that Student Representatives had not yet been appointed and therefore no report was received.

### **14 Modifications**

It was noted that no modifications had been received although some were in development and would be presented at the next meeting.

## **REPORTS AND OTHER COMMITTEES**

### **16 Course Committees**

Confirmed minutes for Music, Performing Arts and Northern Film School were presented for information. The Chair confirmed that the School would continue to hold Course Committee meetings but with a reduced agenda and only 1 meeting per semester.

### **17 Academic Quality and Standards Committee**

A summary of the meeting held on 5<sup>th</sup> June 2017 was presented for information. It was confirmed that the Committee members had no particular issues to raise.

### **18 Research and Enterprise Committee**

The minutes of the meeting held on 15<sup>th</sup> June 2017 were presented. No specific comments were made.

### **19 Academic Board**

A summary of the meeting held on 5<sup>th</sup> July was presented to the Committee. The Committee members confirmed they had no issues they wished to discuss.



16 OCTOBER 2017

## Report from the School of Health & Community Studies School Academic Committee

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### ***Executive Summary***

The meeting of the School Academic Committee was held on 19 September 2017. The proceedings of the meeting are summarised below.

### ***Action Requested***

The report is **for discussion**. The Committee is invited to review the section Monitoring and annual review: UG Course Director/ Course Leader Executive Summaries 2016-17, points 4-9.

### ***Appendices***

None.

### ***Author***

Name: Sheila Casey  
Job title: Academic Quality Support Officer  
Date: 19 September 2017

### ***Approval Route***

2 October 2017 Sue Sherwin, Dean of the School of Health & Community Studies and Chair of the School Academic Committee



19 September 2017

### SUMMARY OF PROCEEDINGS

The meeting of the School Academic Committee took place on 19 September 2017. The Committee's proceedings are summarised below.

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#### Chair's report

- 1 *Recruitment:* The recruitment for the undergraduate courses was looking positive. This potential increase in income from 2016-17 was balanced though by the reduction in CPD funding from Health Education England for Yorkshire & the Humber for 2017-18. Postgraduate recruitment was looking healthy for some awards, such as the counselling courses.
- 2 *The School's Strategic Plan and year two KPIs update:* Two of the KPIs had exceeded our School targets (Research Intensity and Research and Enterprise Prestige) and the Chair thanked staff for their endeavours in these achievements.
- 3 *School budget:* The challenge this year for the School continued to be the budget. Last year's budget had been met following a number of staff redundancies in semester two. The School needed to make further savings on last year in the 2017-18 budget and there was currently a freeze on new academic appointments.

#### Monitoring and annual review: UG Course Director/ Course Leader Executive Summaries 2016-17

- 4 *Executive Summaries:* The discussions concentrated on concerns, actions that required assistance, and areas of good practice or enhancement. Many of the School's professional courses had their main Board of Examiners in September, so much of the course data was not up to date at the time of writing the summaries to meet the reporting deadline for the Committee. These courses also had not yet received their annual reports from their External Examiners.
- 5 *Performance against KPI targets:* Course Directors have been tasked to consider, where appropriate, the qualitative comments in the NSS for lower scores. For a few courses it had been noted that the positive comments provided were not reflected in the scores. Outcomes had generally been lower for student satisfaction with learning resources, specifically IT resources and facilities. Anecdotally, the Course Directors believed this could relate to booking out the School's student spaces for interview days and problems with PebblePad. These issues would be explored further with current students. A summary of the actions would be produced by the Academic Services Manager that would be brought to the Committee for updates at a future meeting.
- 6 *Main actions:* The main issues for individual courses and the School related to:
  - (a) *Progression:* For courses not meeting the School's KPI for progression from L4 to L5, the Course Directors would consider ways to address this.
  - (b) *Low NSS scores:* Course Directors have reviewed these and where they were not a one-off anomaly for the course, action plans were in place. The School would be looking particularly at the scores related to satisfaction for IT resources across the courses.

- (c) *DLHE outcomes*: For those courses not meeting the KPI for reporting graduate employment, further work was being undertaken by the Course Directors.
  - (d) *Course representation*: Recruitment of representatives was to be progressed and a thorough process for student engagement embedded across the School.
- 7 *Key areas of support requiring University-level actions*: The key areas of support that course teams have requested from the University related to:
- (a) *Timetabling*: To minimise same day timetabling changes to rooms and/or buildings.
  - (b) *Student recruitment*: Sufficient space to support student recruitment on interview days and increased central co-ordination for admissions days was requested.
  - (c) *Support for students*: The increasing number of issues of student wellbeing and other student concerns encountered by course teams required support.
  - (d) *Monitoring*: The deadline for the Executive Summaries and the timing of the final data needed to be reviewed for professional courses with a September main Board of Examiners.
- 8 *Update on actions from the prior year's 2015-16 summaries*: The areas highlighted by the School for support from the University were reported to the Academic Quality & Standards Committee at its June 2017 meeting and were made available for consideration by the Directors of relevant professional services. These had included for the School: more and improved student pc resources; earlier final versions of student timetables; a winter graduation for relevant courses; student app problems; the VLE app issues; suggestions for improving student progression rates; and the estates issue regarding access for the School to the communications suite rooms. Some of these issues continued to be reflected in the KPI outcomes for 2016-17.
- 9 The Committee agreed that the overview of the undergraduate courses and the Committee's discussions on all the Executive Summaries provided confirmation for the Academic Quality & Standards Committee that the University's academic regulatory processes relating to the monitoring, review and enhancement of undergraduate provision have been implemented, that the course outcomes from 2016-17 have been reviewed and that appropriate action plans were in place where necessary to support course quality enhancement and improvement of course outcomes.

#### **School level modification for approval**

- 10 The Committee received for academic approval for a new offsite L4 20 credit standalone module, requested by the General Federation of Trade Unions. The modification was approved.

#### **Validation, revalidation, collaboration and PSRBs events/activities 2017-18 and 2018-19**

- 11 *Events schedules*: The schedule for 2017-18 would end in November 2017 (for course delivery in September 2018). There were three validation events and one revalidation event planned for November. The events schedule for 2018-19 would run from December 2017 to November 2018 (for course delivery in September 2019). This list was only indicative and was subject to change once the revalidation cluster information from Quality Assurance Services was agreed for the year.
- 12 *PSRB activities*: In 2017-18, there was a visit planned by the National Youth Agency for re-approval of the UG and PG Youth Work awards. There would also be a visit by the Nursing & Midwifery Council (NMC) for the approval of the nursing apprenticeships.

- 13 *Event outcomes:* The Committee received the outcomes of the revalidation event held April 2017 for the PG Diploma Community Nursing courses and for the validation event held June 2017 for the MA Youth Work and Community Development course. The Committee received the Course Leader's six month report for the FdSc Nursing Associate course that was validated December 2017 with one condition, five recommendations and three commendations. All the recommendations had received a satisfactory response and actions had been taken where appropriate.

#### **School survey outcomes – NSS and DLHE**

- 14 For the NSS, individual results had been discussed in the Course Director/Course Leader Executive Summaries, and action plans put in place where appropriate, taking into account the actual results, results from recent years where this year's results were considered to be a cohort anomaly, and the qualitative information provided. There were many results that were above the sector average. As noted previously, the Course Directors were tasked to look at the IT resources scores across the courses and to clarify the issues with current students. The Nursing courses were congratulated on their outcomes and the publicity that these had generated. The DLHE results had been discussed in the groups when released and there were plans in place to ensure our graduates reported the most appropriate employment level for their jobs.

#### **Inter-Professional Learning (IPL) 2016-17 report**

- 15 The Committee received the report on IPL in 2016-17. IPL Delivery would be changing from 2018-19 with L4 students no longer attending the days and the summative assessments changing to being formative assessments. There were 16 professional courses involved in IPL across the Schools of Health & Community Studies, Clinical & Applied Sciences and Social Sciences. The large number of professions involved, together with the service user and carer involvement, was seen as a strength of the IPL days which received many positive comments from our professional bodies.

#### **School PSRB register update**

- 16 The School currently had seven professional bodies and 24 courses and modules in approval with these bodies. In 2017-18, there was only approval due to expire: the National Youth Agency approval's end date was August 2018, and the Agency was due to visit the School in December 2017 to ensure continuing approval of the Youth Work courses. The Committee received the notification of re-approval from the NMC for the three PG Diploma Community Nursing courses for six years following the NMC approval visit in April 2017.

#### **School Strategic Plan 2016-21 update**

- 17 For the new annual accountability process, School Leadership Teams were asked to provide a short narrative for the School meeting with the University Executive Team in November, reviewing progress against local School KPI targets for year two and outlining plans for future activity. The draft report would be sent to the School Academic Committee and the School Strategic Leadership Team for comments. Action plans would be updated by the Heads of Subjects, the Director of Research for UoA 3 and the School Research Lead, and various groups in the School would be asked for input into the report.

### **School External Examiners update**

- 18 There were four courses without an External Examiner in place yet for 2017-18 and an update was provided on actions taken to appoint examiners for the courses. Of the current 24 examiners in the School, 11 would come to the end of their tenure in October 2018. The School Lead for External Examiners would be in contact with the Course Directors regarding replacement proposals in due course. There were currently six annual reports still to be submitted and these were for courses where their main Examination Boards were held in September.

### **Quality Briefing paper September 2017**

- 19 As part of our monitoring, annual review and enhancement process, the Dean was required to provide confirmation for the Academic Quality & Standards Committee that the University's Regulations relating to the annual review of the undergraduate provision have been implemented, that the course outcomes from 2016-17 have been reviewed, and that appropriate action and plans were in place where necessary to support course quality enhancement and improvement of course outcomes. Deans should highlight any course areas for enhancement that required support from the outside of the School. The Dean was also asked to report on the areas of focus for the School's courses relating to differential student outcomes with the actions being taken or support needed to improve these outcomes. At the recent School Management Team meeting, it had been agreed that there were two main areas to prioritise this year for the School – assessment and feedback, and resources. By concentrating on these two areas, it was believed that there would be an improvement in student outcomes for both progression from L4 to L5 and in good degree classifications. The Course Directors were asked to compile actions related to these priorities and these would be used for the Dean's academic assurances.

## Carnegie School of Sport School Academic Committee Summary Report

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### *Executive Summary*

The meetings of the School Academic Committee held on 7 June 2017, 5 July 2017, and the 26 September 2017. The proceedings of the meetings are summarised below.

### *Action Requested*

The report is for information.

### *Appendices*

None.

### *Author*

*Name:* Clare Prentice  
*Job title:* Academic Quality Support Officer  
*Date:* 28 September 2017

### *Approval Route*

05 October 2017                      *Peter Mackreth, Dean and Chair of the School Academic Committee*



## **REPORT FROM THE CARNEGIE SCHOOL OF SPORT SCHOOL ACADEMIC COMMITTEE**

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### **Introduction**

1. The meeting of the School Academic Committee was held on 7 June 2017. The proceedings of the meeting are summarised below.

### **Chair and School Update**

2. Course Service Structures for 2017/18: A paper had been produced proposing that a Course Director would work together with a Course Leader for each level of a course. Proposals would be discussed with relevant staff including Personal Tutors and would be reviewed by Course Directors.
3. Graduation: For the first time, there would be a Graduation dinner this year. A number of key partners had been invited and the School had received a request to present student work. All courses had been asked to select the best MIS students and work up their MIS into an A1 poster. Some guidance on presentation had been provided and Marketing would produce the final output. However, the format of the poster would be up to each course to decide.

### **Quality Assurance Activities**

4. Regulatory Review Progress: The Committee received and discussed a report providing information on progress with the Review and on revisions under consideration.
5. It was reported that Academic Board had considered and approved key principles in relation to the following regulations at its meeting on 19 April 2017. Proposed regulations would be available for wider consultation on the Quality Assurance website throughout June 2017 with final proposals presented to Academic Board on 5th July 2017. The Regulations Review Group have considered the following principles for the following regulatory codes: -
  - a) Recognition of Prior Learning
  - b) Academic Integrity
  - c) Mitigation
  - d) Disabled Students
  - e) Examination Boards and Committees
  - f) Collaborations and Partnerships.

### **Major items of discussion**

#### **School Steering Groups: Updates.**

6. Student Experience: At the meeting on 17 May, 2017, the Steering Group agreed an initial focus on student engagement. The Group's discussions highlighted several key questions together with suggested ways in which to address the issues contained within the questions. Workshops to look at these and other issues were planned. The key questions related to: -

- a) The essential core components of an engagement policy.
  - b) How to get to know our students better.
  - c) The key factors of a Personal Tutoring system for Level 4 students.
  - d) The key factors that contribute to a successful transition into Level 4 in the first 4 weeks.
  - e) The key factors that contribute to a successful transition after the first 4 weeks.
7. A paper with recommendations for an Engagement Policy would be considered at the Senior Management Group.
  8. Employability: It was reported that, at the meeting held on 17 May, 2017, progress on the development of the Carnegie School of Sport Ambassador Programme was discussed. The Steering Group supported the concept of the Programme aiming to develop a more co-ordinated approach to the development of opportunities for students to gain experience in industry that could be used to market to a wider range of employers and stakeholders. However, the Group felt that there was a need also to consider further the name (brand) of the Programme since “ambassador” was not favoured by all and other options such “internship” were discussed. The development of the Programme should also take into account factors such as considering how students might be recognised/credited for the activity and that a small-scale pilot year should be undertaken with a view to rolling out the Programme across levels as the re-validated curriculum was introduced.
  9. It was also felt that there was a need to find out what employability opportunities the students valued and when they were open to them as well as needing better measures of student engagement in employability-related opportunities.
  10. Also discussed at the Steering Group meeting were the School of Sport Employability priorities and the development of the Steering Group Work Plan for 2017/18, both of which the Committee was referred to in the Steering Group notes.

### **Safety, Health and Wellbeing**

11. The Head of Subject, Physiology, provided a verbal update on changes of responsibility for Health, Safety and Wellbeing. It was reported that responsibility was transferring from the Faculty to the School. Health and Safety would be scrutinised three times per year by the Senior Management Team with an audit report being submitted to the School Academic Committee.
12. A meeting would be held in June 2017 to consider how best to target the work relating to, for example, student risk assessments, support and monitoring, work-based stress assessments for staff, travel and mandatory Health & Safety training.

### **Student Admissions**

13. The latest Student Admissions data was provided to the School Academic Committee regarding the total firm acceptances of places, by course, together with Workforce Analysis based on this year’s and next year’s planned enrolment figures, including Level 5 options. It was reported that the projected 5% drop-off of conversions of offers to firm acceptances would provide challenges

for the School, not least through Clearing wherein some courses would drop entry tariffs to 72 points. This would provide a challenge through the number of students recruited to a lower level of entry tariff.

14. Concerns were raised regarding the potential problems created by the number of students who may enter through Clearing at a lower level of entry tariff, however the Chair noted that there was no clear data to show that those coming through Clearing were detrimental to the course outcomes and student experience and that it was important to look at how to deliver to the students coming through Clearing on a lower level of entry tariff.

## **Author**

Clare Prentice, Academic Quality Support Officer, 28 September 2017.



## **REPORT FROM THE CARNEGIE SCHOOL OF SPORT SCHOOL ACADEMIC COMMITTEE**

### **Introduction**

1. The meeting of the School Academic Committee was held on 5 July 2017. The proceedings of the meeting are summarised below.

### **Libraries and Learning Innovation Support**

2. Jo Norry and Wendy Luker from the Libraries and Learning Innovation (LLI) Support Team attended the meeting to outline the support available to assist Schools in the areas of digital literacy and academic skills in particular and how these areas could be merged.
3. Key areas of available support referred to were:-
  - a) Assistance from the Learning Systems' Team in the use of MyBeckett and Pebblepad when setting up modules and/or with troubleshooting should there be any issues.
  - b) Support to Research, for example uploading articles and the use of Orchid.
  - c) Involvement in Course meetings, including with students, on the use of MyBeckett and Turnitin.
4. An Academic Librarian's report on the use of the LLI service over the last year would be available shortly.
5. The Chair of the School's Teaching and Learning Steering Group stated that LLI support had been very helpful in moving key issues forward and suggested that there was a need, for the forthcoming year, to work together to make the Academic Librarian's sessions even more effective by, for example, providing LLI staff with a better understanding as to when students would need to use/develop certain skills during the year.
6. It was noted that the School's Steering Groups were already working with Central Services more regularly than in the past. For example, LLI staff would be working with Course Directors and School working groups to look further into the level of consistencies between the School's Level 4 core modules.
7. The Committee acknowledged the great support given by LLI which encouraged staff to call on them for additional support. It was also acknowledged that better co-ordination between Schools and LLI would ensure increased effectiveness.
8. The Committee agreed on the following actions:-
  - a) Course Directors, PPD/IRSS Leaders and LLI staff would put together an LLI report in order to establish service priorities against those available for the forthcoming academic year and discuss how to enhance further.
  - b) The School would ensure that Staff Development was give prominent consideration including planning for its inclusion in the School Staff Development Day to be held in January 2018.

- c) The Course Director for cross-School development, who was also leading on the validation of the Sport Foundation Year, would continue to link with LLI staff on relevant issues. A member of the LLI Team would attend cross-School and Foundation Year development meetings to assist the School in exploring effective ways of strengthening the nature of assessments for potential students given the current changing nature of assessments.

## Chair's Report

9. Subject Group Re-Alignment: The School proposed to realign the current Physical Activity, Health and Exercise Subject Group with the relevant Sport and Exercise Science parent groups. The proposed parent groups would be Sport and Exercise Psychology, Sport and Exercise Physiology and Sport and Exercise Nutrition and Physical Activity. The Chair and the Senior Management Group were working with relevant staff to finally ascertain into which of the parent groups they would be integrated.
10. Staff Appointments: VRPs for one-year appointments of Lecturers and Senior Lecturers (for internal candidates only) had been approved and advertised. Shortlisting and interviews would follow from mid-July 2017.
11. New Build: A series of public consultations, open to local residents, had taken place recently. An open meeting would take place on 14 July 2017 for staff in the School to learn more about the project and to ask questions of the Dean, the pro-Vice Chancellor Paul Smith and the architect. The aim would be to break ground in January 2018 and for the New Build to be ready for Semester 2 of the 2019/20 Academic Year.
12. Steering Groups and Systems Within the School – MIS and Research Ethics: A proposal had been approved in principle by the Senior Management Group (SMG) on how to expand on MIS and Research Ethics in the next Academic Year. The SMG was reviewing information provided by the School's Research Advisory Group with the aim of confirming the proposal by mid-July 2017. Sessions relating to Research Ethics would be included in the School Development Day in recognition of the needs of some staff on such matters.
13. Teaching Excellence Framework (TEF): The Chair informed the Committee that the delivery of the School's curriculum had been recognised in the recent Silver award given to our University. Work towards a TEF Gold award continued. The Chair thanked all in the School for the work undertaken on a daily basis.
14. During the next Academic Year, there would be a more formalised approach, working with the Centre for Learning and Teaching (CLT) to Peer Observation and the links between Research and Teaching.

15. Global Engagement Strategy Paper by Jeanne Keay: Consultants were reviewing the brands of our Institution, including School brands. A paper had been submitted to the last SMG meeting for discussion. A consultant would work with the School to present a stronger School identity relating to brands and logos. The Chair would keep Heads of Subject informed on progress.
16. Members of the Committee stated that, in the branding review, consideration should be given to what was distinctive about Sport courses. The Director of Research referred to the need to bear in mind, for example, the Research Institute when looking to strengthen branding at the local level.

### **Course Validations**

17. Two courses had been approved in June 2017. These were the Postgraduate Certificate in Coach Development in partnership with the Football Association and the BSc (Hons) Physical Activity, Exercise and Health.

### **Subject Module Review**

18. The Committee was provided with a reminder of the process reviews to take place at subject level. Dates for Subject Module Review meeting should be agreed before the end of July 2017. Heads of Subject, Course Directors and a “critical friend” from another area would look at the outcomes of the Module Review meetings.

### **Module Evaluations**

19. There had been a mixed response-rate to the module evaluation exercise across the University. The School of Sport had one of the highest response rates.
20. Issues had been raised regarding some discrepancies between the University-level questions in Semester 1 and Semester 2. These discrepancies had affected some of the Dashboard information. It had been proposed that the University would adopt an approach similar to that taken by the School of Sport, i.e. to have 8 questions in total. It was anticipated that this would provide greater consistency across the University.

### **Annual Monitoring, Review and Enhancement**

21. The Committee was referred to the template to be used for preparing the Undergraduate Course Leader Executive Summaries and the relevant Monitoring Review processes and timelines for submission of the Reports. It was noted that the template should now be more appropriately entitled “Undergraduate Course Director Executive Summary” in the Carnegie School of Sport.

22. It was noted that individual Course Director Executive Summaries would need to be available to the Academic Quality Support Officer in preparation for submission to an Extraordinary meeting of the School Academic Committee to be held during the week commencing 25 September 2017.

### **School Accountability Meetings**

23. A report on progress towards meeting the School's Key Performance Indicators would be prepared and submitted to the Academic Quality and Standards Committee to be held in late September 2017.

### **Student Admissions**

24. A report, dated 5 July 2017, on Recruitment – Progression and Clearing, was distributed to Committee members. The School had submitted anticipated recruitment data based on current Admissions information and planned maximum enrolments prior to Clearing.
25. No Unconditional offers had been given for 2017/18 and predictions impacted both by this first year without a great number of Unconditional offers and the first year of linear A Levels were still to be assessed.

### **Student Engagement Review Process: An Update**

26. A paper on the Student Engagement Process and its rationale had been submitted to the Committee by the School Administration Manager. It was noted that the School needed to look more closely at the numbers of students attending sporadically.
27. Referring to the process diagram in the paper, the Chair stated that it would be a positive engagement process with the students until a stage had been reached when an individual student was not engaging at all. At all times Academic Regulations would be borne in mind. It was agreed by the Committee that Induction was an important stage in relation to engagement.
28. The Committee welcomed the distinction, in the paper, relating to engagement between small groups and lectures. The Chair stated that the process aimed to identify students who were not working with the School as a partnership in order to then take further action.

### **Staff Development Fund**

29. The Chair referred the Committee to the paper relating to the Staff Development Funding for the Carnegie School of Sport 2017/18, together with the forms to be used for applying for funding. The paper was currently under review by the Chair and the SMG and the outcome would be communicated to School staff in due course. It was agreed that the Staff Development process needed planning in advance and on a quarterly basis throughout the year.

### **Membership of the School Academic Committee for 2017/18**

30. The Chair informed the Committee that, following the appointment of the Course Directors, the Course Leaders nominated to sit on the Committee in 2016/17, unless now appointed as a Course Director or as an elected Senior Lecturer representative, would now stand down from Committee membership.

Dorothy Wentworth, Secretary to the School Academic Committee, July 2017



## REPORT FROM THE CARNEGIE SCHOOL OF SPORT SCHOOL ACADEMIC COMMITTEE

### Introduction

1. The meeting of the School Academic Committee was held on 26 September 2017. The proceedings of the meeting are summarised below.

### Chair and School Update

2. National Student Survey (NSS) Results 2016-17: The NSS showed strong results across the School with an overall improvement in Overall Satisfaction which demonstrated significant levels of work from colleagues at all levels, from academic colleagues to support and learning support staff. Some courses demonstrated maintenance and improvement, others maintained good results despite large cohorts, and others have different challenges to consider.
3. Subject Group Re-alignment: It was confirmed the Physical Activity and Health subject group would realign with Sport and Exercise Nutrition and would become Sport and Exercise Nutrition with Physical Activity subject group.
4. New build: Work continues on the new build with a contractor being selected. Plans are to go through planning and public consultation is to be expected.
5. Academic Promotions: The Chair confirmed appointments had been made to Professor (1) and Reader (4) and noted a number of appointments remained ongoing due to the timescales involved and summer recess and would be confirmed in due course.
6. Attendance Policy: There is an expectation that all staff adhere and follow the attendance policy, and that there is a consistent approach in how attendance is taken which is supported by course administration, to ensure the data is consistent across the School. Colleagues are to work with students to ensure engagement in attendance.
7. Enrolment: Enrolment figures remained fluid with a number of students still eligible to enrol due to outstanding DBS and ID checks. The School was expecting a significant reduction in enrolment numbers in comparison to 2016-17 and 2015-16.

### Quality Assurance Activities

8. A report detailing the Validation and Re-validation Schedule provided the Committee with oversight of the current validation and re-validation activity for 2016-17 and 2017-18. An update was provided on courses that had gone through revalidation towards the end of the academic year 2016-17. Course Development Teams and Course Directors were thanked for their involvement in the revalidation that had taken place.
9. It was noted MA Sport Business was due to go through revalidation in 2017-18 (revalidation period December 2017 – November 2018). Courses which had gone through Postgraduate Review in 2012-13 would also be added to the revalidation schedule and other courses should be considered where revalidation is required.

10. The Committee received the proposed Business Case Pro-forma, and it was noted this would replace the existing New Course Proposal and Course Information Form, to simplify and streamline the new course proposal process.

### **Monitoring, Annual Review and Enhancement**

11. The School Academic Committee received a report which summarised Course Level Undergraduate Executive Summaries; External Examiner reports; and Course Leader responses. The report summarised issues identified from the Course Level Executive Summaries and areas of good practice. The School Academic Committee received and acknowledged the contents of the report. Where issues were identified at either School or University level, an appropriate action would be agreed.
12. The Committee received the Undergraduate Executive Summaries for 9 undergraduate courses. The Dean of School was required to provide an assurance that standards were being met in relation to the School KPI's, NSS, DLHE and Student Voice. This assurance would be provided to the Academic Quality and Standards Committee following the School Academic Committee.
13. Course Directors were invited to present their Course Level Undergraduate Executive Summary to the Committee. Key themes from the executive summaries included improvements in some courses in their NSS results however colleagues raised concerns regarding the students' perception of and timing of the NSS; timeliness of feedback and students' expectations; DLHE – graduate employment categorised as professional and managerial was an area of concern and again students' perception of this question and how this was phrased to students' was an area for further consideration in 2017-18.

### **Author**

Clare Prentice, Academic Quality Support Officer, 28 September 2017.

## Schedule of meetings and business 2017/18

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### *Executive Summary*

The report presents the Committee's schedule of meetings and business for 2017/18.

### *Action Requested*

The report is for information. The Committee is invited to note its schedule of meetings and business for 2017/18.

### *Appendices*

None.

### *Author*

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*Job title:* Senior Governance Coordinator  
*Date:* 03 October 2017

### *Approval Route*

n/a



## Academic Quality & Standards Committee schedule of business 2017/18

16 October 2017	15 January 2018	19 March 2018	11 June 2018
Validation / Re-validation Report	Annual Report on Key Indicators: <ul style="list-style-type: none"> <li>• First Degree Classifications</li> <li>• Academic Appeals &amp; Student Complaints</li> </ul>	Validation / Re-validation: Report on outcomes	Academic Assurance Report (including annual report on non-completion/progression)
Audit Activity Report	Student Representation Report	Validation Cycle – future Planning	Student Voice
Academic Assurance Report (Including: Report from Schools - Ug / Collaborations & partnerships – Ug) APR	External Examiner Pg Awards Annual Report	Academic Assurance Report (Including: Report from Schools - pg / Collaborations & partnerships – pg)	PSRB Register
PSRB Activity Report		Module Evaluation Report Semester I	Development of Academic Regulations
Annual Report on Academic Misconduct	TEF Subject Submission	TEF Subject Submission	
External Examiner Ug Awards Annual Report	Office for Students (OfS) consultation		
Student Surveys Report (NSS & DLHE)			
Module Evaluation Update			
Quality Policy & Assurance Framework			
Pearson Institutional Review Report			
TEF Subject Pilot Process			
<b>Standing items</b>			
Membership & terms of reference (first meeting only)	Report from the Chair		AQSC Action Plan
Declarations of interest	External Examiner Appointments		Education Strategy Developments
Minutes of the last meeting	Student Union Update		Admissions Exceptions: <ul style="list-style-type: none"> <li>• Exceptions to admissions criteria</li> <li>• English language proficiency for collaborative provision</li> </ul>
Matters arising	Reports & Minutes from School Academic Committees (AQSC summary & RES Summary)		
Schedule of business	Academic Planning & Collaborations Group Minutes / Report		

