



# Validation and Institutional Partnerships Handbook 2025-26



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Institutional Joint Venture Partnership

**INTO City St George's, University of London**

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Supplementary documentation can be found online at:  
<https://www.citystgeorges.ac.uk/about/governance/policies/validation-and-partnerships>

## Introduction

### Validation and Institutional Partnerships

This Handbook provides the operational framework for **Validation** and **Institutional Partnerships** (VIP). City St George's collaborative provision brings benefits to the University and [supports strategic aims](#). All provision that leads to an award of the University is subject to the University's procedures which are guided by the Office for Students (OfS).

Collaborative provision that leads to an award or credit from the University requires an efficient management and governance framework to oversee City St George's responsibility for quality and standards, as well as the development established and new partnership activities. The University has two categories for the management and governance of collaborative provision:

- **Validation:** whereby the partnership enables the University to make an award for provision that is designed and delivered by a validated partner. To enable consistency of approach and efficiency, the quality and standards of validated programmes are managed and governed centrally, drawing upon academic expertise from within the University alongside that of the validated institution and external input.
- **Institutional Partnerships:** whereby the partnership may contain a mixture of provision designed and delivered by an approved/validated partner and/or one or more Schools of the University. To enable consistency of approach and efficiency, the quality and standards of the provision are managed and governed centrally, drawing upon academic expertise of those involved with the provision and external input.

## Section 1

### Management and Governance

#### Relevant UK Quality Code for Higher Education reference documents

[Partnerships Advice and Guidance](#)

#### Contextual University Documentation

[City St George's Validation and Partnerships Webpage](#)

[Board of Studies Terms of Reference and Agenda Template](#)

Appendix 1 Senate Regulation 6 Collaborative Provision

Appendix 2 Course Board Terms of Reference

### University Oversight and Management of VIP

The University's validation and institutional partnerships (VIP) activity is overseen by the Academic Director (Collaborative Provision) and is managed by Academic Services.

#### 1.1 Academic Oversight

The **Academic Director (Collaborative Provision)** is a senior member of academic staff responsible for the academic leadership of validation within the University. The post reports to the Vice-President (Education). Specific functions of the Academic Director include:

- Maintaining an overview of the strategic direction of the University's validation activities;
- Contributing to the development of University policy on validation and associated partnership strategies, ensuring their congruence with the University's direction;
- Chairing the University's Collaborative Provision Committee responsible for all academic, policy and procedural matters relating to the University's validation and institutional partnerships activity;
- Providing academic and professional advice and guidance to senior staff of partner institutions on strategic and policy related matters relating to the partnership;
- Overseeing the Course Boards established for each validation and institutional partnership link and supporting the Course Board Chairs as appropriate;
- Representing the University at external events relating to validation including accreditation;
- Undertaking direct academic responsibility as Course Board Chair for specific partnerships;

- In liaison with Schools, considering the appropriateness of any new validation approaches made to the University in the context of the University's strategic aims;
- Maintaining an oversight of all other matters related to the University's validation activity.

The Academic Director (Collaborative Provision) is an ex-officio member of all Course Boards and will normally attend one meeting a year per institution.

## 1.2 Administrative Management

QUAD, reporting to the Vice-President (Education), is responsible for supporting the development and assurance of the quality of education awarded by the University.

The **Assistant Registrar (Partnerships and Academic Development)**, reporting to the Head of Quality and Academic Development, is a senior member of Academic Services who works in conjunction with the Academic Director (Collaborative Provision) and is responsible for the administrative management of validation and institutional partnerships, overseen by the Vice-President (Education). Together they are responsible for:

- Ensuring that validated institutions are supported efficiently and appropriately to maintain and develop effective working relationships;
- Managing the business of the University's Collaborative Provision Committee;
- Contributing to the development of University policy on validation and institutional partnerships;
- Managing the institutional and programme approval process via the University Partnership and Strategic Review Committee (USPARC) for any prospective partners, new validation proposals and the revalidation process for current partners;
- Overseeing the annual production of the Validation Student Guide for students on validated programmes and any other published information relevant to support validated students.

## Specific Partnership Management

Each validation or institutional partnership is overseen and managed by a Course Board Chair and an Academic Services representative, who acts as the Secretary to the Course Board and is the first point of contact at the University for the partner institution.

### 1.3 Academic Partnership Oversight

**Course Board Chairs** are a senior member of academic staff from the University with relevant expertise. In addition to subject expertise, a Course Board Chair will

have experience of chairing an Assessment Board, carrying out the role of Programme Director, and have active experience of quality assurance and standards processes within the University. The University would also need to satisfy itself that there was no conflict of interest between the Chair and the programmes and/or institution under the validation agreement. The Collaborative Provision Committee approves all Course Board Chair appointments. The Chair's role is to:

- Chair the Course Board for the specific partnership and any validation or revalidation events;
- Work in liaison with the Academic Services representative to promote, monitor and ensure compliance with the terms of the Validation/Partnership Agreement, the University's Regulations, policies and procedures and the regulations and procedures for the validated/approved programme/s, as approved by the University;
- Chair the Assessment Board/s for the programmes within the partnership;
- Be a member of and attend the Collaborative Provision Committee and report on behalf of the Course Board and/or the Assessment Board as appropriate;
- Liaise with the Academic Services representative on matters such as areas of concern requiring immediate action, the appropriate use of Chair's action, authorisation or endorsement, as necessary, of documents received by the Academic Services representative;
- Work with the partner institution on programme development matters and new initiatives, in liaison with the Academic Services representative.

#### **1.4 Administrative Partnership Management**

The **Academic Services representative** is a senior member of staff from Academic Services who works in conjunction with the Course Board Chair and the Assistant Registrar (Partnerships and Academic Development). Specific functions include:

- In liaison with the Course Board Chair, providing professional advice and guidance to senior academic and administrative staff at the partner institution with regard to the application of the validation framework;
- Working with the Course Board Chair in promoting, monitoring and ensuring compliance with the terms of the Validation/Partnership Agreement and the University's procedures and regulations;
- Acting as Secretary to the Course Board, validation and revalidation panels, providing guidance on policy and regulations as appropriate;
- Participation in informal meetings at the partner institution with the Course Board Chair in relation to programme development matters and initiatives;
- Working in liaison with the Course Board Chair to ensure that partnership activity pays due regard to the University's responsibility for the academic standards of awards made in its name;

- Assisting in promoting the University's reputation through supporting the specific partnership;
- Providing guidance to Assessment Boards for VIP in accordance with University Policy and Regulations;
- Representing Academic Services at Assessment Boards for the partnership.

## University Governance of VIP

### 1.5 Collaborative Provision Committee

The University's validation and institutional partnerships are governed by the Collaborative Provision Committee. This is a sub-committee of Senate with responsibility for overseeing the effective operation of all aspects of the University's collaborative provision.

In particular, the Collaborative Provision Committee works to ensure that the quality and standards of collaborative programmes and awards within its remit are commensurate with those offered within the University. The terms of reference of the Committee can be found in Appendix 1.

### 1.6 Course Board

Each validation or institutional partnership is governed by a **Course Board**, which is a sub-committee of the Collaborative Provision Committee. The Course Board is responsible for overseeing the quality and standards framework for the partnership and forms the first reporting line for any developmental or strategic matters. The terms of reference for the Course Boards for validation partnerships (taught programmes), validation partnerships (research degrees) and institutional partnerships can be found in Appendix 2.

The Course Board is chaired by the University's Course Board Chair and supported by the Academic Services representative. It comprises membership from the partner institution, the University and an External Advisor.

### 1.7 University Course Board Members

There will normally be three members of University staff on the Course Board including an Academic Services representative. Members are usually drawn from the original Validatory Panel and will have relevant expertise. The University would also need to satisfy itself that there was no conflict of interest between a proposed member and the programmes and/or institution under the validation/partnership agreement. In all cases there will also be an External Advisor. The appointment criteria for a Course Board member are normally:

- To have academic or professional knowledge in cognate areas to that of the validated programme/s;
- To have some experience of relevant quality assurance procedures.

The role and responsibility of a University Course Board member is to:

- Attend and participate in Course Board meetings, validation and revalidation events;
- Consider and respond to documentation circulated outside formal meetings;
- Be conversant with relevant documentation including the University's VIP Handbook, the University's Regulations and the validated/partner institution's programme document/s;

A Course Board member will be appointed for a three-year period but this period may be extended by mutual agreement by the Course Board. Course Board attendance will be monitored by QUAD and overseen by the Assistant Registrar (Partnerships and Programmes). The University membership of the Course Board will include a **Deputy Course Board Chair** who is appointed primarily to ensure validation activity can function in any exceptional circumstances where there is an unexpected absence of the Chair (e.g. for one Course Board meeting or one Assessment Board meeting). Deputy Chairs would normally be senior members of the University's academic staff who have some relevant expertise and academic knowledge of the subject area/s of the validated programme/s. Deputy Chairs should be conversant with the University's VIP Handbook and Regulations, as well as the programme scheme/s of the validated programme/s. The Collaborative Provision Committee is responsible for the approval of Deputy Chair appointments.

### **1.8 Validated/Partner Institution Membership of the Course Board**

The membership of the Course Board from the validated/partner institution will be negotiated with the University before its first meeting. The Collaborative Provision Committee is responsible for approving composition and membership and any subsequent changes. Membership should include the Programme Director/s of the validated programme/s and representation from senior management of the institution. It is also recommended that a member of senior administrative staff from the validated/partner institution be present at Course Board meetings. Should the validated/partner institution wish to recommend changes to its representation on the Course Board, a proposal should be put forward to the Course Board and this will then be put forward as appropriate to the Collaborative Provision Committee.

### **1.9 External Advisor**

The University attaches particular importance to the views of the External Advisor, who is a full member of the Course Board. In specific circumstances, more than one External Advisor will be appointed. The role of the External Advisor normally provides:

- Professional expertise to supplement the University's internal expertise, particularly where the programme for which validation is sought is in a specialist subject area outside those offered by the University, although the University normally only enters into the validation process if the programme proposed is in an area related to its own areas of expertise;
- An additional, independent, input to the programme approval process which forms an important part of the University's quality assurance procedures;
- A knowledge of quality assurance systems and academic standards in UK higher education.

When considering the appointment of an External Advisor, the University will need to assure itself that any nomination is independent of both the University *and* the institution with the validated/partner programme/s. This will include ensuring that the nominee has not normally had any formal links with either body during the last five years. The External Advisor will:

- Attend Course Board meetings (usually three per year, one of which will include a meeting with students on the validated programmes) at which he/she will provide advice on professional and quality assurance requirements and participate in the monitoring and review of the programme/s;
- Participate in revalidation and validation events which will include a visit to the validated/partner institution, consideration of programme documentation, and discussions with the staff and students;
- Liaise with the Academic Services representative outside Course Board meetings and revalidation/validation events as appropriate;

External Advisors will normally be appointed to the Course Board for a three-year period which will be renewable for a further three years. In special circumstances, it will be possible to extend this further. The Collaborative Provision Committee is responsible for approving the appointment of External Advisors with nominations being accompanied by a CV and also reserves the right to review appointments on an annual basis. On appointment, the Academic Services representative will provide the External Advisor with background information on the University and its validation procedures, including an invitation to visit the University in advance of his/her first meeting.

Near the end of the term of appointment of the External Advisor, the University will ask the validated institution to make suggestions as to a new External Advisor, who would meet the criteria as stated above. Any nominations should be discussed informally with the Course Board Chair and Academic Services representative prior to formal submission of the nomination and covering CV to the Secretary to the Collaborative Provision Committee. If approved, the University will write to the External Advisor confirming the appointment.

A fee will be paid to the External Advisor by the University according to the amount of work envisaged. The fee will be reviewed on an annual basis.

### **1.10 Course Board Agenda**

The Course Board is responsible for receiving, considering and, where appropriate, acting upon specific documentation relevant to the validated programme/s. Figure 1 (see end of this section) identifies items that will be considered by the Course Board and where on the agenda they will normally be considered. Apart from the standard opening and closing agenda items, the minutes of the Board of Studies/Programme Management Team is likely to be the only item that appears on every agenda. The Academic Services representative is responsible for compiling the agenda in liaison with the Chair and the validated/partner institution.

Documentation to be considered by the Course Board must be received by the Academic Services representative at least 10 working days prior to the meeting for incorporation into the agenda and papers. An absence of Board of Studies minutes could result in the Course Board meeting being rescheduled.

### 1.11 Chair's Action for Course Boards

Chair's action is that which is taken by the Chair on behalf of the Board outside a meeting. Any request from an institution for Chair's action to be considered should be forwarded to the Academic Services representative.

Chair's action should be taken under the second heading only when the item of business is urgent and approval cannot wait for the next meeting. In such cases, it is preferable to allow members (particularly the External Advisor to the Course Board) to comment on the item by circulation of the paper before Chair's action is taken. All Chair's action is subject to ratification at the subsequent Course Board meeting.

### 1.12 Course Board Quorum

- Two members of academic staff from the University, including the Chair, or in the Chair's absence, the Deputy Chair;
- One representative of the validated institution;
- External Advisor (if, in exceptional circumstances he/she cannot attend, his/her views will normally be sought either before, during or after a Course Board meeting);
- Academic Services representative.

Where a quorum is not achieved it should be noted at the start of the meeting. The business of the Board may proceed but will be subject to ratification by the full Board either at a following meeting or via Circulation to all Course Board members. No decisions may be taken to be final until such ratification is secured.

## Validated or Partner Institution Management and Governance

The University requires specific management and governance functions to be in place for each validated/partner institution. The University acknowledges that terminology will vary between institutions; however, it requires that specific functions be carried out.

### 1.14 Institutional Management

The University requires there to be:

- A **Principal** (or equivalent term) who will have responsibility for the day-to-day management and effective running of the institution and the validated programmes. The Principal will be responsible to the Board of Governors of the institution who will have ultimate responsibility for overseeing the direction and financial stability of the institution. The University would also expect there to be a senior management team that meets on a regular basis.
- A **Programme Director** (or equivalent term) who will have delegated responsibility from the Principal for the day-to-day running of the validated programme/s. This person will normally be responsible to the Principal or a **Head of Department** (where this person is different to the Programme Director) and the institution's Board of Studies for the effective running of the programme in accordance with documentation approved by the University and associated University requirements.

- An **administrative and learning support infrastructure** that supports the quality of the validated programme/s and that services relevant committees such as the Board of Studies and the Assessment Board.

The University must be consulted on any changes to the management structure so as to ensure that it continues to adequately support the terms of the validation agreement.

### 1.15 Institutional Governance

In addition to management positions, the University requires the validated/partner institution to have in place an appropriate and effective governance structure that oversees the operation of the institution and supports the validated programmes. The structure will be dependent on the size and nature of the institution and the number of programmes offered. The University requires institutions to have in place the following forums:

For **validation partnerships**, institutions are required to have in place a **Board of Studies** (or equivalent) that is responsible for overseeing all academic matters relating to the validated programme/s. Dependent on the size of validated provision, cognate programmes may be grouped under one Board of Studies. The forum should be chaired by a senior member of staff from the institution. Membership of the Board will normally comprise representatives of teaching staff, student representatives and representatives from support areas where appropriate e.g. library. Where there is significant provision, Boards of Studies can establish sub-committees. Where a sub-committee is formed, the Board of Studies must receive reports arising from its business which will then need to be reported to the Course Board. In terms of structure and report, the Board of Studies should:

- Report to the Course Board;
- Report within the institution on matters which have resource or reputation implications;
- Normally meet once per term within a timescale to enable the submission of minutes of the meeting to the University at least 10 days before the Course Board meeting;
- Contain elected student representation from the first meeting of the academic year. Representation should be sufficient to ensure that all years of a programme are covered;
- Contain unreserved and reserved sections, the latter of which will be used to consider any matters relating to individual students without student presence.

Specific terms of reference will vary between institutions; however, the University requires that the following areas are covered:

- All academic matters relating to, or impacting on, the programme of study;
- Issues relating to academic standards including national guidelines (unless these are considered by a higher committee in the institution and subsequently referred down to the Board);

- Detailed consideration of Annual Programme Evaluations, including summaries of student feedback questionnaires, External Examiners' reports and responses to issues arising from these and monitoring the overall rolling action plan;
- Monitoring recruitment and student retention, including the development of recruitment strategies (unless these are considered by a higher committee in the institution);
- External Examiners nominations for recommendation to the Course Board;
- Draft submissions for validation or revalidation and sign-off prior to submission to the University;
- Reports arising from, re/validation and professional accreditation visits and associated action plans;
- Proposed amendments to the programme of study for recommendation to the Course Board;
- Ensuring the accuracy of programme information as approved by the University;
- Development of policies and procedures that support the quality of the validated programmes;
- Items referred from sub-committees of the Board including Staff-Student Liaison Committee;
- Items referred to the Board from senior committees within the institution such as the Academic Board;
- Visiting staff appointments (reserved);
- Reports from activity from staff sabbatical leave (where applicable);
- Other matters relevant to the particular programme of study.

Terms of reference and composition of the Board should be circulated on an annual basis to remind members of their responsibilities. Any amendments to composition and terms of reference should be reported to the Course Board for information.

For **institutional partnerships**, or where there is any joint provision within a validation relationship, each programme should have in place a Programme Management Team, Operations Board or similar that reports to the Course Board on matters relating to quality and standards. Any resource implications arising from Programme Management Team meetings will report to the School Executive Committee and/or relevant forum within the partner institution. The Programme Management Team will have broad responsibility for:

- Monitoring the operation of the programme;
- Ensuring the effective implementation of joint responsibilities;
- Monitoring applications and admissions to the programme;
- Providing minutes of meetings to the Course Board.

In addition to these respective forums, **all validation and institutional partnerships** should have within their governance structure:

- A Staff-Student Liaison Committee (or equivalent) to consider matters that are not the immediate concern of the Board of Studies and act as a more general forum for staff-student liaison;
- A committee that oversees staff development, teaching and learning issues, dissemination of good practice, learning resources, student support, national guidelines on academic standards, quality assurance issues and professional body requirements (much of this will be within the remit of the Board of Studies);
- where relevant to the nature of study, a forum to consider academic proposals from students (e.g. projects) which have ethical implications. staff meetings to oversee general functioning of the programme/s.

Any proposed changes to the governance and management within a partner institution must be notified in writing to the University before implementation. The University will wish to consider how any proposed changes will impact on the partnership and how the revised arrangements meet its requirements.

## Section 2

### Assessment

#### Relevant UK Quality Code for Higher Education reference documents

[Partnerships Advice and Guidance](#)

[Assessment Advice and Guidance](#)

[External Expertise Advice and Guidance](#)

[Concerns, Complaints and Appeals Advice and Guidance](#)

#### Contextual University Documentation

[Senate Regulation 19: Assessment Regulations](#)

[Assessment and Feedback Policy](#)

[Senate Regulation 20b: Student Appeals – Taught Programmes at Validated Institutions](#)

[Senate Regulation 21b: Student Appeals – Research Programmes at Validated Institutions](#)

[Student Appeals Policy](#)

[Stage 1 Appeal Form: Study Abroad / Validated Institutions](#)

[Stage 2 Appeal Request for University Level Review for Study Abroad – Validated Institutions and Research Students](#)

[Academic Integrity and Misconduct Policy](#)

[External Examiner Policy](#)

[Extenuating Circumstances Policy](#)

## General Principles

The University's Assessment Regulations provide the operational framework for assessment processes and apply to all taught programmes that lead to an award of the University.

### 2.1 Scheduling and Volume of Assessment

The validation or approval process will have considered the scheduling and volume of assessment for the programme in relation to the intended learning outcomes. The University expects partner institutions to monitor the volume and scheduling of assessment as the programme develops. Such reflection will be undertaken through the Annual Programme Evaluation process, consideration of comments from External Examiners, liaison with the University, and preparation for revalidation. Partner institutions may find the University's Assessment for Learning Code of Practice a useful resource for examples of best practice.

The scheduling of the assessment process for each validated or partnership programme should be overseen by the Programme Director, and provided to students in the Programme Handbook at the start of the academic year. Any supplementary information should be provided in writing at the start of a module.

### 2.2 Written Examinations

Where written examinations form part of the assessment, the module tutor should prepare a draft examination paper that includes reference to the number of questions to be answered, the length of the examination, the marking scheme, and the names of the examiners (both internal and external) who will be marking the paper. A senior member of staff should check the draft examination paper for any inaccuracies before it is forwarded to the relevant External Examiner (with any accompanying diagrams etc.) for comment and approval in sufficient time prior to the examination.

The University operates a system whereby the student completes a written examination anonymously. Institutions are advised to adopt this policy wherever possible.

### 2.3 Arrangements for Students with Disabilities

The institution should have arrangements in place to identify students with disabilities during the application process and should provide appropriate support to such students following registration. It is the responsibility of the Personal Tutor (or another member of staff designated by the institution) to liaise with the student and other staff to ensure appropriate measures are put in place for students who require reasonable adjustments to support their studies or assessments. **All arrangements particular to the individual must be documented and recorded in the student's file.**

Reasonable adjustments for students with disabilities should be made when appropriate and should be requested when the normal teaching or assessment arrangements for the programme would disadvantage a student because of any

particular condition and/or learning difference. The purpose of any special arrangement is to enable the student to demonstrate their knowledge and competence in the subject notwithstanding their disability. Each case should be considered on an individual basis and the student may be asked to supply supporting evidence.

In some cases, it may be more appropriate to apply for a Special Scheme of Study than Reasonable Adjustments. Special Schemes of Study must be submitted to the Course Board for approval before being undertaken by the student. All such arrangements should be monitored by the institution. (see Section 5.13 below on Special Scheme of Study).

### **Late Diagnosis of Disability**

Students may declare a disability prior to admission or at any time whilst they are registered as a student. On receipt of formal diagnosis of specific learning difficulties or other disability, partner institutions are expected to implement whatever adjustments are reasonable to support the student, in accordance with the 2010 Equality Act. Assessment Boards cannot alter a student's marks or reconsider assessment decisions that were made prior to receiving formal notification of a potential disability via an Extenuating Circumstances claim. In exceptional circumstances where soon after assessment(s) a student presents new evidence of a previously unsuspected disability after the deadline for submission of an Extenuating Circumstances claim, and the student could not have reasonably suspected they had the condition, or obtained a diagnosis at an earlier time, the student may request consideration under the Extenuating Circumstances Regulation and Policy. On the basis of subsequent diagnosis of disability, an Assessment Board may offer an additional attempt at the relevant assessment(s) in the student's current programme stage with reasonable adjustments in place, or uncap the marks for relevant assessment(s) if a re-sit has already taken place. Students awaiting formal diagnosis of disability should submit an application to the Extenuating Circumstances Panel for consideration with supporting evidence to follow.

### **2.4 Extensions to Submission Deadlines**

The University requires that partner institutions have in place a formal mechanism for considering requests from students for extensions to submission deadlines and this process must be stated clearly in Programme Handbooks. A member of staff normally has designated responsibility for overseeing extensions for all students on a programme so as to ensure consistency across cohorts. Any amendment to the process for considering and approving extensions is subject to the approval of the Course Board.

Extensions should normally only be granted where extenuating circumstances are presented. Examples of extenuating circumstances include sickness of the student or personal circumstances such as the death of a close relative. For all cases of sickness, a medical certificate must be submitted.

Except in cases where events such as sickness prevent a student from attendance, a request for an extension should always be submitted prior to the submission deadline. **In all cases where an extension is granted a date for the submission of work must be given to the student and recorded in writing by the institution.**

Records of all extensions granted (and the associated deadlines) must be available at the meeting of the Assessment Board in case such information is required.

## 2.5 Penalties for Late or Non-Submission of Work

Where extenuating circumstances have not been submitted, the University expects institutions to have procedures in place for penalising students who do not submit work by the stated deadline or who submit work late. It is necessary for such procedures to be in place so as not to disadvantage students who do submit work by the given deadline and not to allow students who submit work late to be advantaged through extra time.

Work should only be deducted to a minimum of the pass mark, if the work is of a pass standard. The Programme Handbook should document the type of penalties that an institution will apply so that students are fully aware of this action. Any penalties that are applied should be highlighted on the grids presented to the Assessment Board.

## Marking and Grading of Work

### 2.6 Marking and Moderation

The University has the following definitions in relation to marking and moderation:

**Marking** is the process used to assess a student's achievement of learning outcomes and the academic standards in a given assessment component.

**Anonymous marking** is a process where an assessment component is marked without the student's name/identity being made known to the marker (this is also known as **blind marking**).

**Double marking** is a process where an assessment is independently assessed by more than one marker and the marks from the first marker are not made known to the second marker.

**Double anonymous marking** is double marking where the student's name is not made known to the markers.

**Second marking** is a process where an assessment is independently assessed by more than one marker and the marks from the first marker are known to the second marker.

**Panel marking** is marking where a number of assessors, normally more than two, consider practical aspects of performance in assessment. This approach is most commonly found in arts performance or performance demonstration assessments.

**Automated marking** is a process of computer-assisted assessment whereby a candidate's assessed work is marked electronically, according to a standard algorithm for that assessment. This process is most commonly used for multiple choice or numeric answers.

**Moderation** is intended to assure that assessment outcomes are fair, reliable, and consistent across all modules on all programmes. It is conducted once marking is

complete and before provisional marks are released to students. Forms of moderation include:

- sampling, either by an internal or external examiner;
- additional marking, for example of borderlines, firsts and fails, or where there is significant difference between the marks of different markers that cannot be resolved without the opinion of another marker;
- review of marks: where there is a significant difference between several assessment marks, within or between parts of a programme, which indicate the marks may need to be reconsidered.

## 2.7 Assessment Criteria and Grade-Related Criteria

Assessment criteria and grade-related criteria form part of the set of assessment guidelines provided to students for each assessment task. Together they provide mechanisms by which the quality of a student's performance in an assessment can be measured. **In all cases, assessment criteria and grade-related criteria are made available to students to ensure that they have clear information about the assessment.**

Assessment criteria and grade-related criteria are essential for justifying marks and ensuring fairness and consistency so that all parties can interpret the marks awarded and relate these to the work completed. Assessment criteria and grade-related criteria act as a basis for communication between the student, markers and examiners. The institution should establish criteria that cover the whole marking range. It is normal that there will be different descriptors for different types of work (e.g. the assessment/grade-related criteria for technical work would demonstrate different skills and attributes to written work). Criteria should be concise and coherent, yet provide the reader with sufficient information so as to be aware of the level achieved and areas that could be improved. Assessment criteria should be aligned to the learning outcomes of the module.

Marking guidelines given to markers should include the same assessment and grade-related criteria as those given to students.

The assessment of **all** work (other than examination scripts) must be based on the criteria as published for each programme module in the Programme Handbook. The Course Board is responsible for approving assessment criteria and grade-related criteria and any subsequent proposed amendments. The assessment of examination scripts should be informed by model answers or solutions (see Section 2.2).

## Feedback to Students on Performance

### 2.8 Context of Feedback

The University requires that students are given constructive and timely feedback on assessed work (either formative or summative) including examinations to support them in their learning. Feedback is the marker's comments on a student's performance in the assessment and the grade awarded (whether provisional or approved). The feedback needs to be sufficient in its nature to provide a student with an understanding of the way in which the mark was derived, his/her success in meeting the learning outcomes that were assessed and an indication of areas for improvement in the future. Feedback should be based on assessment criteria and grade-related criteria (see above) and should include:

- Annotations commenting on the student's ideas;

- Annotations indicating unsatisfactory use of language, grammar and syntax;
- A separate report sheet which evaluates the work and, as appropriate, an indication of the standard of the work (e.g. an alphabetical grade).

For other forms of work, e.g. a presentation or, in the case of a performing arts programme, a performance or composition, students should be provided with feedback in line with that indicated above, with amendments made to accommodate the nature of the work.

Students **must** be advised in the Programme Handbook that the grades they may receive during the academic year, as part of their feedback, are provisional, and subject to the approval of the Assessment Board at the end of the academic session.

Results, in the form of marks or percentages, should not be released to students until they have been agreed by the Assessment Board and the report arising has been signed by the University. Marks of individual assessments within Modules that are given to a candidate before the approval of the Report of the Assessment Board shall be accompanied by a statement that they are provisional subject to the approval of the Assessment Board and Senate.

## **2.9 Staff Development and Training for Undertaking Assessment**

It is essential that any new or visiting member of academic staff who is involved in the assessment process has a full understanding about the application and implementation of assessment criteria and grade-related criteria. This may require the institution to provide training or development opportunities.

## **Assessment Boards and Panels**

### **2.10 Assessment Board**

The Assessment Board for each programme or group of programmes has delegated power from Senate to make awards and will be chaired by the University Course Board Chair. The composition for the specific programme should also be set out in the Programme Specification. The duties of the Assessment Board are published in the University's Assessment Regulations. The agenda for the Assessment Board follows the University's standard format.

**All decisions of the Board must be based on the University and programme regulations** as agreed at validation or revalidation (with any amendments to the programme regulations having been approved by the Course Board and published in a subsequent programme specification and student Programme Handbook).

The Assessment Board has the right to communicate directly with the Collaborative Provision Committee regarding any breach of the Validation Agreement or other matters of concern, and also to report any procedural concerns to the University for further consideration and/or investigation prior to pass lists being approved on behalf of Senate.

### **2.11 Conduct of the Assessment Board**

The consideration of students' achievement, progression and the recommendation for awards takes place in accordance with the University Assessment Regulations.

**It is the responsibility of the partner institution to make arrangements for the scheduling and servicing of the Assessment Board and for ascertaining the availability of University representatives and External Examiner/s before the start of the academic year.**

## **2.12 Preparation for the Assessment Board**

The partner institution has responsibility for making preparations for the Assessment Board including the production of all paperwork. The University has published guidance for Assessment Boards to assist academic and administrative staff in preparing for Assessment Board meetings. The Secretary of the Assessment Board will be a member of staff from the partner institution. Preparation of documentation will include:

- The production of the **standard University Assessment Board agenda**. The agenda should be circulated to Board members in advance of the meeting.
- **Mark sheets or grids** should be circulated at the meeting to all members. Mark grids should contain all assessment components completed by students so as to provide the Board with an overall profile. The mark sheets should also state the pass marks for each module and/or module component of the programme. In addition, the average mark for the module should be included on the mark sheet so as to consider consistency of marking across the programme. Where possible, mark grids should be submitted to the University, via the Academic Services representative, prior to the Assessment Board meeting so that any problematic cases can be identified. **All students registered on the programme should be included on the mark grid so that the Assessment Board can take an overview of the progress of each student (including deferred students).**
- The **regulations for the programme and the requirements to pass** must be tabled at the meeting. This should be the relevant extract from the Programme Specification as approved by the University.
- Reports from the Academic Misconduct Panel and Extenuating Circumstances Panel.

In addition, the Secretary to the Board should be in possession of, or have access to:

- Any medical certificates or other evidence of extenuating circumstances (noting as appropriate, confidentiality);
- Details of any extensions granted during the year and deadlines for submission;
- A record of any Chair's Action taken since the last meeting;
- Information on debtors (if appropriate to the institution's policy);

- Re-sit procedures for the programme;
- Mark sheets/grids from previous meetings detailing students' records on previous parts of the programme;
- A master copy of the mark sheet/grid for signing by Board members at the end of the meeting to confirm the decisions made.

The University expects institutions to hold a preliminary internal meeting prior to the Assessment Board meeting so as to confirm the marks it wishes to put forward for consideration and to discuss any difficult cases and associated proposed courses of action to recommend to the Board. External Examiners are not required at preliminary internal meetings.

### 2.13 Academic Integrity & Misconduct

Academic misconduct is any action that produces an improper advantage for the student in relation to his/her assessment or deliberately or unnecessarily disadvantages other students. It can be committed intentionally or accidentally. It includes, but is not limited to, such offences as plagiarism, impersonation, collusion and disruption.

The University expects institutions to have procedures in place for detecting and addressing cases of academic misconduct in accordance with the [Assessment Regulations](#), the [Academic Integrity & Misconduct Policy and Guidance](#) and the [Assessment and Feedback Policy](#). Students **must** be made aware via Programme Handbooks regarding the seriousness of academic misconduct including plagiarism. The University statement for inclusion in Programme Handbooks is available on the University's website.

Essay Mills will often disguise themselves as 'proofreading', 'tutorial' and 'academic support' services. They may target students via email, text, pop-up ads and social media. Significantly students may be at the risk of being blackmailed by essay mills. Essay Mills demand payment and have been known to blackmail people who use the service or who start to use the service but change their mind.

Members of staff may identify suspicious assignments due to a variety of reasons. Some of the most common are listed below, although this is not exhaustive:

- Similarity to another student's assignment;
- Incoherent structure;
- Recognition of text from elsewhere;
- Suspected use of Generative AI to write academic work without accreditation;
- False data provided;
- Dissertation handed in on different topic or without supervision;
- Shifts in language style / grammar / vocabulary throughout the work;
- Submission not aligned to assignment set;
- Odd changes in font or layout;
- Presence of characteristics typical in a web-published document (URLs, formatting in html, hyperlinks, etc.);
- Bibliographies which are exclusively:
  - Non-UK material (unless appropriate to specific assignment);

- References over three years old, especially where assignment is on a topical issue;
- Highly specific professional jargon used by a student who is new to the discipline.

The Assessment Regulations and the Academic Integrity & Misconduct Policy and Guidance allow the initial consideration of cases of alleged academic misconduct via a Preliminary Investigation prior to the establishment of an Academic Misconduct Panel. The purpose of the Preliminary Investigation is to:

- establish the facts of the allegation of academic misconduct and the evidence to support it;
- determine whether there is a case to answer;
- determine whether the case relates to Poor Academic Practice or Academic Misconduct;
- resolve the matter, determine the action to be taken or refer the case to an Academic Misconduct Panel where appropriate.

If the case is not resolved through the Preliminary Investigation, including if the student disputes the charge, it should be referred to an Academic Misconduct Panel.

Institutions may wish to appoint a member of staff to act as a gatekeeper and expert source of knowledge for cases.

Cases of Academic Misconduct should be recorded and an anonymised report with outcomes should be provided to the Course Board on an annual basis which will subsequently be reported to Senate.

## **2.14 Academic Misconduct Panels**

The student will be invited to attend the Panel hearing and may choose to be accompanied but is expected to speak on their own behalf. The student may present their case to the Panel in writing and may also respond to any evidence used by the Panel.

If a student decides to attend in person but does not show up at the meeting and has not given adequate reasons for this in advance, the Panel may continue in the student's absence.

A representative should be available as necessary to explain reasons for the suspicion of academic misconduct. The representative may be part of the Panel but if not should withdraw while the Panel considers its decision. The student's personal tutor may also attend but shall not be a member of the panel.

If the Panel determines that academic misconduct has not taken place, no further action is taken, the marking process is resumed in the normal way and the results are considered by the Assessment Board. If the Panel determines that poor academic practice has taken place, this should be taken into account during the marking process as detailed below.

If academic misconduct is deemed to have taken place, the Panel must decide on appropriate sanctions to recommend to the Assessment Board as detailed in the Assessment Regulations.

## **2.15 Poor Academic Practice**

Poor academic practice can be defined as inappropriate use of a referencing system which includes, but is not limited to, the following:

- Unattributed quotations or use of Artificial Intelligence;
- Inappropriate paraphrasing;
- Reproducing an existing concept or idea unintentionally;
- Some missing, incorrect or incomplete citations;
- Several sentences of direct copying without acknowledging the source;
- Unacknowledged proof-reading by another person;
- Unacknowledged help with English language accuracy.

Poor academic practice is different from academic misconduct and can be dealt with within the assessment criteria. If poor academic practice has been identified, the Institution is expected to meet with the student to give them the opportunity to discuss the matter. The Institution will make reasonable attempts to contact the student to arrange this discussion, but the investigation will continue if the student fails to respond to these requests or does not attend an arranged meeting. The purpose of the meeting should be to support the student to understand the allegation and the importance of good academic practice.

A written summary of the conversation should be drawn up and, wherever possible, signed by the students as a true record. If it turns out the case is more serious or complex, the case will be referred to an Academic Misconduct Panel. This will ensure that such cases are always considered by a group of experienced staff and not by one or two individuals.

If the matter is the student's first instance of poor academic practice:

- The work can be marked accordingly in line with the assessment criteria (as outlined in the Assessment and Feedback Policy and Guidance);
- Support will be provided to promote the student's understanding and development of good academic practice;
- The student will receive a written warning that further breaches would be referred to an Academic Misconduct Panel and/or a more serious penalty applied.

Where a student commits poor academic practice, the personal tutor should be informed. In this way, if a student commits poor academic practice more than once, the personal tutor can ensure the student undertakes training in good academic practice.

Institutions are encouraged to build up case histories of instances of poor academic practice to help in the ongoing identification and treatment of poor academic practice.

## **2.16 Interim Assessment Panels**

While the Assessment Board meets at each progression point within a programme, an interim assessment panel can be established at designated points during the year. Interim Assessment Panels make provisional recommendations in relation to students' achievement in modules completed up to a specified but non-progression point. They can exercise discretion in deciding whether and how a student can re-sit failed assessments while continuing with their studies so long as the Panel explains

the implication for the student's progression and/or final award in the event of re-sit failure. An Interim Assessment Panel must be held where a programme allows such re-sits.

Since the Interim Assessment Panel does not have the authority to consider student progression, it does not make any recommendations to the University's Senate and therefore no formal pass lists are generated. As such, University representation occurs at these meetings to ensure consistency with City's Assessment Regulations. The Director of Collaborative Provision at City has the ability to delegate authority to the Principal of the validated institution to chair the Interim Assessment Panel as necessary or required.

Students must be informed via the Programme Handbook that provisional grades they receive during the programme, including those provided following an Interim Assessment Panel, are provisional and subject to the approval of the formal Assessment Board later in the year. This is because marks could still be adjusted by moderation by the External Examiner.

### **2.17 Action Following the Assessment Board Meeting**

The institution is responsible for preparing the Pass List (Assessment Board Report) and minutes of the Assessment Board meeting in the approved University format, which should be drawn up immediately after the meeting in accordance with the recommendations of the Assessment Board. The format of Pass Lists is available on the University's website.

The Pass List should be signed by the appropriate institutional representative (normally the Programme Director or the Principal of the institution) and the Chair of the Assessment Board.

The Pass List also needs to be signed on behalf of the University for approval and this will be facilitated by the Academic Services representative. **The Pass List can only be passed for signing on behalf of the University if it is accompanied by a copy of the relevant signed mark sheets.**

### **2.18 Release of Results to Students**

The institution is responsible for release of approved results. Students may not be informed of their results until such time as the signed Pass List has been returned to the institution - normally within one week of receipt by the University, provided that there are no queries regarding recommendations from the Assessment Board. Institutions are asked not to indicate to students that results will be available in advance of this timescale.

Students should be provided with a breakdown of their marks relating to each assessment that forms part of the programme. A final overall aggregate is only relevant to the final overall award.

## **External Examiners – Taught Programmes**

### **2.19 Introduction to External Examiners**

External Examiners are appointed to all provision that leads to a City St George's, University of London (CSG) award. At least one External Examiner must be assigned to oversee a programme or stage of a programme as a whole.

External Examiners are primarily drawn from other Higher Education Institutions. For some programmes, stages or modules the most suitable candidates will be practitioners in the field.

This section is designed as a guide to support Validation Institutions who are involved in appointing or managing External Examiners for taught programmes. This document should be used alongside the External Examiners - Policy and other related documentation.

### Location of External Examiner Documentation

Document	Location
External Examiner - Policy	<a href="#">CSG's external examining webpage</a>
External Examiner - Induction Presentation Slides	
Student Policies and Regulations – link provided	
External Examiner - Annual Report Template	
External Examiner - Annual Report Preview of Questions	
External Examiner - Expenses Form	
Foreign Wire Transfer Request Form	
External Examiner - Nomination Form	Upon request from CSG: <a href="mailto:city-validation@citystgeorges.ac.uk">city-validation@citystgeorges.ac.uk</a>
External Examiner - Induction Checklist for Schools/Validation	
External Examiner - Fees	

### Overview of Responsibilities

Action	Responsibility
<b>General</b>	
Maintain a log of all External Examiners on a central database	CSG
<b>Nominations</b>	
Identify need for an External Examiner (send reminder)	VI (CSG)
Source nomination of an External Examiner	VI
Agree exceptional non-standard fees for External Examiners	CSG
Complete External Examiner nomination paperwork	VI
Check External Examiner fits nomination fits criteria	VI and CSG
Present External Examiner nomination paperwork to the Course Board	VI
Share completed and signed External Examiner nomination paperwork with CSG's for final approval	VI
Present nomination to Vice President (Education) <sup>1</sup> for final approval	CSG
<b>Onboarding</b>	
Raise External Examiner appointment letter	CSG
Undertake Right to Work checks for External Examiners	CSG
Deliver External Examiner University Induction	CSG
Deliver External Examiner Validation Institution Induction	VI
Provide External Examiner IT access	VI

<sup>1</sup> The Vice President (Education), referenced throughout this document, may delegate some of their External Examiner responsibilities to another colleague at CSG.

Collect and supply External Examiner's details for Payroll	CSG
<b>During Academic Year</b>	
Provide assessment briefs, exam papers, sample work etc for External Examiners	VI
Investigate any cases where an External Examiner may need to be withdrawn	CSG
<b>End of Academic Year</b>	
Receive and annotate External Examiner Annual Reports and share with VI	CSG
Chase External Examiner for any Annual Reports not submitted within two weeks of the Assessment Board	VI
Present annotated annual report to Course Board	VI
Write a response to External Examiner Annual Report within published timeframe	VI
Seek Associate Dean (Education) (or equivalent) approval for response to External Examiner Annual Report within published timeframe	VI
Supply External Examiner, Course Board and CSG's with a copy of response to External Examiner Annual Report within published timeframe	VI
Senate Overview Report on External Examiners	CSG
<b>Finance</b>	
Administer External Examiner fees and expenses	CSG
Process External Examiner payment of fees and expenses	CSG

#### Key

VI = Validation Institution (VIs may wish to designate certain roles to particular responsibilities within their institution. It is recommended that these are documented internally.)

## 2.20 Nominations

### Who can be nominated?

CSG will notify the Validation Institution in January-February each year of all External Examiner appointments which need to be replaced or reappointed for the forthcoming academic year. A reminder will be sent to Validation Institutions in September, of any further outstanding External Examiner appointments which need to be replaced or reappointed for the current academic year.

The search for an External Examiner for a new programme should begin as soon as the programme has been given School Programme Approval Review Committee (SPARC) approval from CSG. The Validation Institution is responsible for identifying potential candidates to nominate as External Examiners. CSG's appointment criteria are set out in the External Examiner Policy, however, as a guideline, CSG aims to appoint External Examiners who:

have appropriate levels of academic and, where appropriate, other professional expertise;

- have appropriate levels of experience in learning and teaching to at least the level of the qualification being externally examined and/ or extensive practitioner experience where appropriate;
- have knowledge, understanding and experience of the area of study;
- can demonstrate competence and experience in relation to the appropriate design and operation of a range of relevant assessment methods in the subject.

- Do not have any conflicts of interest.

Candidates who do not fully meet the above criteria as detailed in the policy will be considered on an individual basis and Validation Institutions are expected to provide a thorough rationale of how the nominee is suitable for the role.

If Validation Institutions are unable to provide nominations within a sufficient timeframe it is important that CSG are informed of when the External Examiner nomination will be received and any additional arrangements.

### **Conflicts of Interest**

Conflicts of interest may arise during engagement or tenure, where either party, reasonably believes the interests of one party affect the motivations or impartiality of another. A conflict of interest could arise if an External Examiner had a close personal or professional relationship with CSG staff, students, or previous experts involved in their area of responsibility. Or it could be that their involvement creates an unbalanced view because of their excessive influence from their standing in other roles. A conflict of interest might build up over time because of an excessive engagement period or re-engagement by the same programme.

Conflicts of interests should be identified early on in the nomination process and are detailed in the External Examiner Policy.

If a conflict of interest arises during an External Examiner's tenure, the Validation Institution is responsible for informing CSG as soon as possible, who will begin the termination process. In the meantime, the Validation Institution will be responsible for identifying a replacement.

### **Validation Institution Staff as External Examiners**

The Validation Institution may wish to encourage staff to undertake External Examining appointments for their own professional development or as part of their ongoing quality assurance process. Reciprocal arrangements involving cognate programmes at the Validation Institution and the External Examiner's home institution should be avoided (see Conflicts of Interest). Validation Institution staff who perform External Examiner duties in other Universities should keep their institution informed.

### **Appointments**

Once a potential External Examiner has been identified, a Nomination Form should be completed. The completed Nomination Form should then be sent to the Course Board, along with the applicant's CV for approval. Where time is a factor and the Course Board Chair agrees, the nomination can be considered via e-mail circulation. In the interests of GDPR and data protection, the applicant's personal data must be redacted from all documents before circulation to the Course Board. This includes home addresses, personal telephone numbers and e-mail address. University contact details can remain unredacted.

Once the appointment is approved by the Course Board, the Validation Institution should then share the nomination documentation with CSG. CSG will check the documentation and share with the Vice President (Education)<sup>1</sup> for approval who has designated authority on behalf of Senate for the approval of External Examiner appointments. Once approved, CSG will compile the appointment letter, send this to the External Examiner and share this with the Validation Institution. Once the External Examiner has accepted the appointment and all paperwork has been completed, CSG will notify the Validation Institution.

### **Types of Appointment**

Under the External Examiner Policy, External Examiners can be appointed on a module, stage or programme basis, however it should be noted that each programme must have at least one External Examiner who takes an overview of the programme as a whole or takes an overview of a specific stage of a programme where other External Examiners hold responsibilities for the other stages. If a Validation Institution wishes to deviate from this, guidance is provided on the general principles that would be adopted in the nomination process.

### **Modular Oversight**

If a Validation Institution wish to appoint an External Examiner for a specific module, they should clearly demonstrate in the nomination form why this is necessary. For example, it may be that the programme is multidisciplinary in nature and that it proved difficult to find a programme External Examiner who had pedagogic knowledge in all areas. Note that subject knowledge alone may not be considered a suitable justification since External Examiners are not expected to be experts in all areas. In this case, it would be important to include information on how the module External Examiner would interact with the stage/programme External Examiner(s) in practice to ensure that they are able to oversee the stage/programme as a whole.

If a module is stand-alone, since it operates independently and is not tied to a specific stage or programme, the requirement for a programme External Examiner is not applicable

### **Multiple External Examiners**

There may be occasions when it is necessary to have more than one programme External Examiner. Most commonly this could be when the workload would be too great for one programme External Examiner alone, because, for example, there are many modules offered on the programme or there is a large cohort.

In the case of a heavy workload, it might be prudent to split the workload into stages, for example, on a three-year undergraduate programme, one External Examiner may oversee years 1 and 2 and another year 3. In this case it would not be necessary to appoint an overall programme External Examiner.

If the programme does not have stages, i.e. a postgraduate programme, it is possible to divide the workload thematically where there is a heavy workload. In this case it would be necessary to appoint one person as the overarching or senior programme External Examiner and demonstrate how any other External Examiners would interact with them in practice to ensure that they are able to provide that programme oversight. Ideally work should never be randomly allocated.

### **PSRB Requirements**

The External Examiner Policy recognises that in some cases a PSRB may have certain requirements that necessitate deviation from the preferred oversight and offers flexibility in this regard. The nomination form should provide details of this to enable decisions to be made on an individual basis.

### **Reappointment**

External Examiners are appointed for a duration of four years. There may exceptionally be reappointments for an additional year for a number of reasons as indicated in the External Examiner Policy. If an External Examiner has served five years at CSG, they are not eligible to be reappointed until a period of at least five years has lapsed and only under exceptional circumstances.

When considering reappointments, the Validation Institution should ensure that the External Examiner had submitted their Annual Reports to date, as CSG would not usually reappoint an External Examiner if they had failed to submit their Annual Reports without good reason.

Reappointment is considered via the same stages as the appointment process and an up-to-date CV should be provided by the External Examiner. Right to Work in the UK proof does not need to be requested assuming it is already held for the original appointment.

### **Reallocation**

There are several reasons why it might be necessary to amend the External Examiner's allocated Programme(s)/Stage(s)/Module(s). For example, due to illness, strike action, resignation etc.

Reallocation is considered via the same stages as the appointment process and an up-to-date CV should be provided by the External Examiner. Right to Work in the UK proof does not need to be requested assuming it is already held for the original appointment.

### **How to Share Nominations with CSG**

Before you send an External Examiner nomination to CSG for consideration, please ensure that the nomination form is fully completed, with rationale provided (including how less experienced External Examiners will be supported beyond the usual support External Examiners are given) where necessary, that you have the External Examiner's CV included and that the nomination is signed off by the Course Board and evidence is provided. Missing information will hold up the nomination process. When all the relevant paperwork is ready e-mail it to [exexadmin@citystgeorges.ac.uk](mailto:exexadmin@citystgeorges.ac.uk). If the Course Board sign off was done by circulation you may have several files which are evidence of the members responses; in this case it may be easier to provide this in one folder together.

CSG will check the nomination is complete and all paperwork is included and may ask you to provide further information. Once everything is received, the Vice President (Education) **Error! Bookmark not defined.** will review the nomination and respond with one of the following:

- Approved
- Rejected. Where this is the case a reason will be provided.
- More Information Required. Where this is the case, the information needed will be requested and once the Validation Institution has provided this, the nomination will be reshared with the Vice President.

## **2.21 Onboarding**

### **Appointment letter**

Once a nomination is approved, CSG will e-mail the External Examiner an appointment letter which the Validation Institution will be copied into. The letter includes the following information:

- Duration of appointment
- List of Programme(s)/Stage(s)/Modules(s) they will be examining
- Link to the External Examiner webpage for more information
- Annual Report information
- Annual Fee and Expenses information
- Validation Institution Contact(s)

- GDPR information
- Actions that need to be undertaken to formalise the appointment, including:
- Acceptance and Bank Details Form
- HMRC Form
- Right to Work Check

CSG will monitor the necessary actions until they are complete.

### **Right to Work**

Before the External Examiner undertakes work for the Validation Institution, they must have their right to work in the UK confirmed. These checks are undertaken by CSG.

### **University Induction**

Newly appointed External Examiners are invited to a University level induction session organised by CSG. The University level External Examiner Induction takes place twice a year, usually in November/December and April/May.

The University level induction is led by the Director of Education Innovation & Pedagogy (or nominee), the Vice President (Education) **Error! Bookmark not defined.** and the Assistant Registrar (Quality) as a general introduction to External Examining at CSG and covers:

- an introduction to CSG - aims, character, strategy
- types and roles of an External Examiner at CSG and why they are important
- CSG's policies on assessment and feedback
- the External Examiner's Annual Report
- the broader HE context

### **Validation Institution Induction**

The Validation Institution are required to arrange a separate Programme level induction with newly appointed External Examiners to provide details about the programme(s)/stage(s)/module(s). A checklist for the Validation Institution level induction is provided. The aim of the Programme level induction is to ensure that External Examiners:

- understand and are fully equipped for their role;
- are familiar with the programme(s)/stage(s) /module(s) for which they have been appointed;
- understand external examining, assessment and award processes and associated administrative procedures at University and Programme level;
- have a knowledge and understanding of CSG's assessment regulations;
- develop effective working relationships with relevant staff within the programme and Validation Institution.

The Validation Institution Induction is usually undertaken by the Programme Director (or equivalent). If they are unable to attend, another member of staff can be arranged to meet the new External Examiner in their place.

### **IT Access**

Validation Institutions are responsible for providing their External Examiners with IT access as necessary and for ensuring that they are sufficiently trained for their role.

### **Buddying Scheme**

When an External Examiner is appointed, CSG will make a note of whether they have previous external examining experience or not. Once a year, CSG will contact

those identified as having prior experience and ask for volunteers to be a 'buddy' to newly appointed External Examiners or 'mentees', with less prior external examiner experience. Simultaneously, CSG will also write to all new External Examiners who have less prior experience, and ask them if they would like a buddy. CSG will match up buddies with new External Examiners. Once matched, CSG will introduce the Buddy and Mentee External Examiners via e-mail and from that point they would be expected to informally liaise together if and when they felt it might be helpful. The buddy is expected to be prepared to offer general advice. The type of issues that they might be asked to offer guidance on could include: dealing with draft examination papers; moderating and commenting on assessment; offering advice to the Assessment Board; completion of the Annual Report; as well as general discussions about external examining experiences and common scenarios that may arise. The Validation Institution however remain ultimately responsible for supporting the External Examiner in their role.

The buddy is not expected to give their opinion on individual student cases and neither should they share data on individual student work.

The buddy relationship would be expected to last for one academic year and participation is voluntary from both sides.

At the end of the academic year, the buddies would be thanked for their volunteering.

## **2.22 During the Academic Year**

In the first year of their appointment, the programme team should meet with the External Examiner (this is their Validation Institution Induction). It is good practice to repeat this meeting at the start of every academic year to detail the expectations for the year ahead. Validation Institution staff should keep in contact with the External Examiner periodically throughout the academic year to maintain a good professional relationship, to facilitate the External Examiner to carry out their responsibilities and to ensure any problems that emerge can be addressed in a timely manner.

As part of their Validation Institution Induction, External Examiners should have already received all the relevant programme and module specifications and a schedule of what to expect for the upcoming year. Contact throughout the year therefore should focus on the following.

Assessment briefs and examination papers, including resit assessments and exams should be sent to the External Examiner to verify, with plenty of time should changes be necessary. Final assessment and examination material should be shared with the External Examiner so they can see any changes made. The programme team may additionally wish to seek input from the External Examiner about PSRB reaccreditation (if relevant), curricula changes, or any other programme related matter where they would value expert perspective.

Sample work should be provided as agreed during the Validation Institution Induction session, including feedback from the marker. External Examiners should see a sample of student work from all assessments in their remit, including those completed during re-sit periods. At least 10% of the marked scripts (with a minimum of 10, or all in the case of assessments with fewer than 10 scripts) should be considered, including most failing and borderline scripts together with a sample of passing scripts covering the full range of marks that have been given. It is recommended that the Validation Institution select the sample for the External Examiner, to ensure a range of marks is seen, however for transparency, the

External Examiner is able to request access to any piece of student work (if not already available).

External Examiners should also see mark sheets and evidence of moderation for each assessment in their remit. This might include notes from any meetings between markers or e-mail correspondence where marks are discussed.

Where an assessment has a non-permanent output such as a presentation or an OSCE, the event should be video recorded to allow a sample to be reviewed by the External Examiner or in case of appeal.

External Examiners can also be made aware of any unforeseen or ad-hoc issues that may arise, e.g., marking scheme needs adapting post assessment, scaling of marks is being recommended, etc.

If the External Examiner wishes to visit the Validation Institution, either in person or online, this should be arranged. To make the most of their visit it is suggested that visits have a prescribed agenda. It may be that they visit teaching sessions, observe a practical assessment, meet groups of students, view the physical resources, meet staff etc.

Documents/access beyond those that are provided to the External Examiner during the University and Validation Institution Inductions that should be made readily available to the External Examiner are listed below:

- Virtual Learning Environment pages
- Teaching schedule
- Assessment briefs, both drafts and final versions
- Examination papers, both drafts and final versions
- Sample of student work for each assessment point
- Feedback provided to students for the sample work
- Evidence of moderation
- Mark sheet

## **2.23 End of Academic Year**

### **Assessment Board**

External Examiners are expected to attend Assessment Board meetings each year to finalise and approve the marks for the student cohort within the programme(s) to which they have been appointed.

If an External Examiner is not able to attend the meeting due to unforeseen circumstances, they must submit written comments to the Chair of the Assessment Board to be presented to the Members.

External Examiners are not obliged to attend Resit Assessment Boards, Module Panels, Interim Assessment Panels or Preliminary Assessment Panels but can do so upon request.

### **Annual Reports**

External Examiners are required to complete an Annual Report (or more, depending on the number of programmes/stages/modules they are appointed to) at the end of each academic year during their appointment. The Validation Institution should remind the External Examiner to submit the report within two weeks of the Assessment Board taking place and follow-up if the Annual Report is not received

passed the deadline. Validation Institutions should check with CSG that a report has not been received before chasing it. If necessary, CSG can issue a reminder email to any External Examiner that may have missed the deadline substantially.

The Annual Report is submitted using an online form which is available on the External Examiner webpage. Once submitted CSG receive a notification.

### After the Annual Report is Submitted

CSG will review and annotate the Annual Report for areas of good practice, strengths and items for response (see Figures 1 and 2 below for an example).

Figure 1

Academic Session 2020/21

City, University of London would like to thank you for taking comments on the following areas:

Section A: Undertaking Your Role  
Section B: Programme Structure and Standards  
Section C: Teaching, Learning and Assessment Practices.

The purpose of the form is to obtain feedback from you on the standards of programmes that lead to an award of City, University of London and to receive further comment on potential ways in which we can further develop the student learning experience.

To support us in this, the report provides you with the opportunity to reflect on and identify good practice you observe and areas for the future development of the programme.

Should you consider it necessary, you may send a separate, confidential report to the President if you wish to raise any matters of significance or sensitivity.

Please submit your completed annual report within two weeks of the progression/ award Assessment Board.

You can view a copy of the questions before you complete the report on [the External Examining Page](#) on City, University of London's website.

Student & Academic Services has noted :

- Items for response: 2
- Good Practice: 0
- Strengths: 6

in this report

Figure 2

Q11. Please comment on the appropriateness of the programme structure and curriculum.

Strength

I said last year, and it remains the case, that this is a coherent programme with a strong character a clear ethos and a set of diverse modules and assessment strategies that provide your students with a firm foundation as they set out - in very uncertain times - to build their careers. Across the modules, there is a synthesis of practice and theory and together, they provide a coherent programme of study. One of the challenges in programme design is to avoid fragmentation, each module a separate silo. It is a challenge that can be exacerbated when teaching is research led, as it is at City - and as it should be. But I could see the manner in which each module related to those around it and developed a clear progression from those in the preceding stage. I am not sure that students will be conscious of this, but I am confident that they certainly benefit from it. Feature Writing is a great example. I loved reading: The Woman Who Is Sick of Algorithms - and what she is doing about it. The best of the essays in Power without Responsibility developed, in a sophisticated manner, themes which had arisen in the intro to British Media, History of Journalism and Current Affairs and the History of Journalism.

Item for Response

1

Q12. Please comment on the appropriateness of the programme aims and learning outcomes.

The aims and intended learning outcomes provide students with a very full foundation on which to build their careers. Practice and theory are integrated both longitudinally and across each stage of study. Those at stage two and three are incremental without being repetitive. A very strong core curriculum is complemented by a rich set of optional modules which allow students to explore specialist areas. All of which combines to enhance employability as well as skills and knowledge outcomes.

Strength

CSG will annotate the report within two weeks of receipt from the External Examiner. CSG will disseminate the annotated reports and send to the relevant Validation Institution.

### **Validation Institutions Respond to Annual Report**

Once the annotated report is received by the Validation Institution, the issues raised are acknowledged and actioned through a written response, addressing the 'items for response' and acknowledging the 'good practice' and 'strengths' identified in the Annual Report. All comments flagged as an 'item for response' by CSG should be addressed in the formal response but otherwise the Programme Director (or equivalent) is free to respond as they deem appropriate.

The completed response should be sent to the Associate Dean (Education) (ADE) for approval. Once approved, the response should be e-mailed by the Validation Institution to the External Examiner and e-mailed to [exexadmin@citystgeorges.ac.uk](mailto:exexadmin@citystgeorges.ac.uk). The response and approval should be returned to the External Examiner within six weeks of receipt from CSG.

The Annual Report and Response should be presented at the next Course Board meeting, where emphasis should be on the resultant actions.

The Validation Institution has six-weeks from receipt of the report from CSG to write and return the response to the External Examiner as summarised in the table below.

<b>Event</b>	<b>Duration</b>
Assessment Board	
External Examiner submits Annual Report	+ 2 weeks
CSG annotate and share Annual Report with School	+ 2 weeks from point report submitted
Response to the Annual Report written, approved by ADE (or equivalent) and then returned to External Examiner and shared with CSG	+ 6 weeks from point annotated report shared
Annual Report and Responses received by Course Board	Next available meeting

### **CSG Create Overview Report**

The outcomes of all Annual Reports are analysed by CSG and an overview report is presented to the Educational Quality Committee and Senate. This acts as an overview and summary of the academic year and identifies good practice, makes recommendations, and aims to address any issues noted at an institutional level.

## **2.24 Finance**

CSG is responsible for determining the External Examiner's fee. The standard fees structure for Taught programme External Examiners is available upon request.

The annual fee is for the agreed range of activities during the year, including attendance at Assessment Boards and submission of the Annual Report. External Examiner fees for taught programmes are classed by the HMRC as taxable income. In addition to fees, expenses are also paid.

The Validation Institution may propose a non-standard fee in exceptional circumstances, given a clear rationale is provided on the External Examiner nomination form. Exceptional fees should not be discussed with the External Examiner until approved by CSG.

## **Payroll**

External Examiners are set up on payroll as part of the onboarding process. This requires completion of the Acceptance/Bank Transfer form, HMRC starter checklist and Right to Work in the UK. Once completed CSG send the details to Payroll who issue an employer number. Fees and Expenses are then paid directly into the External Examiner's bank account.

If the External Examiner holds an overseas account, the Foreign Wire Transfer Request Form must be completed and sent to CSG.

### **Fees**

Fee payments are triggered by the External Examiner's submission of their Annual Report at the end of the academic year.

Depending on the date the Annual Report was received, payment will be made on the last working day of the calendar month or the following calendar month.

### **Expenses**

If any expenses are incurred, the External Examiner should submit the Expenses Form along with original receipts to the e-mail address on the form. The form provides a guide as to what would and would not be reimbursed and some spend requires prior approval so please make sure that External Examiners are aware of this before making any bookings. Where possible, bookings should be made in advance to reduce cost.

Claims can be submitted at any point in the academic year but should be within three months from when they were incurred. Depending on the date the Expenses Form was received, payment will be made on the last working day of the calendar month or the following calendar month.

## **2.25 Ending an Appointment**

In the final year of the External Examiner's appointment, after they have submitted their Annual Report, it is courteous for the School to thank the External Examiner for their services.

### **External Examiner Wishes to Withdraw from Validation Institution**

In some cases, the External Examiner may need to resign before their appointment is due to expire. This could be due to several reasons, including a new conflict of interest that has arisen. If the External Examiner wishes to terminate the appointment early, they can notify either the Validation Institution or CSG, each of whom will notify the other in writing. The withdrawal should be noted at the next Course Board meeting and CSG will issue the formal letter to end the appointment.

### **Validation Institution or CSG Wish to Withdraw External Examiner**

If the Validation Institution or CSG wish to terminate an External Examiner's appointment early, a recommendation for the withdrawal should be proposed to the Course Board using a summary report that details the grounds upon which they wish to withdraw the External Examiner, and any evidence as appropriate. Following Course Board approval, the report should be shared with CSG. CSG will review the withdrawal and forward to the Vice President (Education) **Error! Bookmark not defined.** for approval. Following Vice President (Education) approval, CSG will issue the formal letter to end the appointment.

### **Interruption**

In the case of interruption for a defined period of time, e.g. due to sabbatical leave, it may be possible to make a temporary appointment or arrange methods by which the External Examiner is able to carry out their duties. Please liaise with CSG in such circumstances.

### **Replacement**

In all cases of withdrawal or interruption, the Validation Institution will need to source a replacement External Examiner, either for an interim period or a new appointment.

## **Appeals**

In some instances, students may wish to appeal against the decision of the Assessment Board. This process is separate to the complaints process (see Section 4).

### **2.39 Appeals**

All students on validated programmes are subject to the University's appeal regulations. The grounds for appeal for [taught programmes](#) and for [research programmes](#) at validated partners are documented in the University's Senate Regulations and supported by the University's [Student Appeals Policy](#). The appeals process should be published in full in Programme Handbooks.

An appeal may be lodged only after the decision of an Assessment Board has been issued. The appeal process has two internal stages. The first is the initial scrutiny stage, during which the appeal is considered by the validated institution. If a student is unhappy with the outcome of their Validated Institution-level appeal, they may request a University-level review of the decision on the grounds set out in the appeal regulations.

The Course Board will receive an annual report on appeals that have been received during the year and the outcome of each appeal, which will subsequently be reported to Senate.

### **2.40 Office of the Independent Adjudicator**

Guidance on the framework in which students have the opportunity to write to the nationally established Office of the Independent Adjudicator can be found in Section 4.17.

## Section 3

### Validation: Student Recruitment, Admissions and Publicity

#### Relevant UK Quality Code for Higher Education reference documents

[Partnerships Advice and Guidance](#)

[Admissions, Recruitment and Widening Access Advice and Guidance](#)

#### Contextual University documentation:

[Validation and Partnerships](#) Webpage

[Student Policies and Regulations](#) Webpage

[University Admissions Policy and Procedure: Criminal Convictions](#)

## Context

The pattern of recruitment and admissions to a validated programme is likely to change over time and will be influenced by a number of factors. The validation process is designed to oversee the development of these matters and to ensure coherence between the admission of students and demands of the programme. This section details processes relating to recruitment and admissions along with important procedures relating to publicity.

## Recruitment, Selection and Admissions

### 3.1 Student Recruitment Strategy

All institutions must have in place an appropriate recruitment strategy for each validated programme. This will be documented fully in the most recent validation/revalidation submission. It is likely that the strategy will develop during a period of validation due to factors such as changes in the focus of a programme and market forces. Any proposed changes must be reported to the Course Board.

### 3.2 Selection and Admissions

The University requires institutions to have an appropriate selection and admissions policy and selection process for its validated programmes and this will be documented in the most recent validation/revalidation submission. The policy must include reference to English Language requirements. The University's requirements are published on its [website](#).

The policy should include reference to mature students, non-traditional entrants, overseas students, and admissions with advanced standing and with credit for previous study. The Course Board is responsible for approving any amendment the institution might wish to make to its admissions policy.

Entry criteria for the programme should be clearly publicised in promotional material as should the selection process. The University requires that the selection process operates within the institution's equal opportunities policy.

### 3.3 Age of Entry to Undergraduate Programmes

The University should be consulted before an applicant who will be under the age of eighteen by the end of the first term of study is accepted for entry to a programme of study. Where such applicants are accepted onto a programme, their welfare and support needs must be fully and carefully considered, taking into account the institution's duty of care and the support and welfare needs of the individual. Any proposal to accept an applicant under the age of eighteen at the end of their first term will require approval by the University and should be considered by the Course Board in the first instance.

### 3.4 Declaration of Criminal Convictions

In general, a criminal record is not regarded as an obstacle to studying on programmes validated by the University. The University expects that institutions will generally not take into account criminal convictions which are deemed 'spent' under the terms of the Rehabilitation of Offenders Act 1974 when selecting applicants for admission or dealing with existing students.

Institutions offering the University's validated programmes should have in place a procedure to establish whether an applicant is holding an unspent criminal conviction. **The University must be consulted on any instance where the institution is considering making an offer to a student who may hold an unspent criminal conviction. An offer may not be made until the University has been consulted and the nature of the conviction investigated.**

Full details of the University's expectations are set out in the [University Admissions Policy and Procedure: Criminal Convictions](#).

### 3.5 Recognition of Prior Learning (RPL)

Applicants who have pursued appropriate studies in the validated institution, another institution, or who possess appropriate qualifications or experience may be exempted from some of the learning for the programme where this is permitted in the approved Programme Specification. This falls into two categories:

- Recognition of Prior Certified Learning (RPCL), a process by which credit is awarded for learning derived from study at this or another institution which has previously been assessed and/or awarded credit;
- Recognition of Prior Experiential Learning (RPEL), a process by which credit is awarded for learning derived from a candidate's life experience which has not previously been assessed and/or awarded credit.

Regulations on RPL can be found in Section 4.9 of the [University's Assessment Regulations](#) and further guidance on RPL can be found on the University's website.

### 3.6 Advice on Overseas Qualifications

The University is able to provide advice on the standing of various overseas qualifications. Where such advice is required, the Academic Services representative should be contacted in the first instance who will subsequently seek advice from the Course Board Chair.

### 3.7 Oversight of Entry Qualifications

Through the approval of the validation and revalidation documentation, the University delegates day-to-day responsibility to the institution for recruitment and admissions to the validated programmes other than in those instances referred to above. **This includes the validated institution ensuring that it receives documented confirmation that previous qualifications have been obtained (for example, a copy of the undergraduate degree certificate where a student is applying for a postgraduate programme).**

The University monitors the entry profile of students via receipt of qualification details at the Course Board and via data provided in the Annual Programme Evaluation.

## Publicity

### 3.8 Use of the University's Name

The University requires institutions to have appropriate up-to-date and accurate publicity materials which include at least a brochure/prospectus and a website that provides specific details about the programme/s.

The University is responsible for the accuracy of all public information, publicity and promotional activity relating to the programmes and awards for which it has responsibility. In discharging this responsibility for programmes that it validates, the University requires institutions with validated programmes to:

- Acknowledge the University as the validating body (i.e. the institution which awards the degree/diploma) in a prominent position in all promotional material (electronic and hard copy) for validated programmes. This includes advertisements for staff vacancies where the programme name is mentioned or in any press release that refers to the programme.
- Use the appropriate terminology; the following phrase should be used after reference to the programme title:

**'Validated by City St George's, University of London.'**

- It is not correct to suggest that an institution is validated by the University or that the University accredits the programme.
- Ensure that there is no ambiguity in any materials that refer to the programme with regard to the respective roles of the institution and the University. The programme is delivered, owned and managed by the institution – the award is made by the University.
- Seek the University's approval for use of its name in an institution's prospectus, any form of electronic publishing such as the web, advertisement, press release or any other publicity material where the wording has not been approved previously.
- Provide copies of key promotional material to the Academic Services representative on an annual basis.

The use of the University's logo is welcomed but its use must conform to the University's visual identity. This will require the approval of the University's Marketing Department. Copies of the logo (available in electronic format), photographs (colour transparencies or black and white prints) and text can be provided on request.

Should the University wish to use an institution's logo in any publicity, permission would be sought from the institution concerned prior to the logo being published.

The University will carry out regular checks on the institution's use of the University's name (particularly electronic material) to ensure it conforms with the University requirements.

### **3.9 Publicity for Programmes which have yet to Complete the Validation Process**

Where an institution has put forward a new programme proposal to the University to be considered for validation (see Section 5), the institution cannot normally publicise the programme until the validation process is complete (**this concludes with approval from Collaborative Provision Committee**).

In exceptional circumstances, it might be possible for a programme to be publicised with the clause 'subject to validation' prior to receipt of the panel's report by Collaborative Provision Committee. This will, however, be exceptional and will be dependent on the recommendation arising from the validation visit and permission **must** be sought from the University. The Academic Services representative will liaise with the Academic Registrar (Partnerships and Academic Development) and the Head of Marketing as to whether provisional advertising is possible.

No mention of the University's name can be made prior to the completion of the validation process.

### **3.10 Student Recruitment by the University**

The University welcomes co-operation in the promotion of programmes at both undergraduate and postgraduate recruitment fairs in the UK and is happy to exhibit literature on validated programmes on its stands at overseas recruitment exhibitions.

Any matters relating to additional promotion should be discussed in the first instance with the Assistant Registrar (Partnerships and Academic Development).

## Section 4

### Validation: Student and Learning Support

#### Relevant UK Quality Code for Higher Education reference documents

[Partnerships Advice and Guidance](#)

[Enabling Student Achievement Advice and Guidance](#)

[Concerns, Complaints and Appeals Advice and Guidance](#)

[Learning and Teaching Advice and Guidance](#)

#### Contextual University documentation:

[Senate Regulation 26: Student Complaints](#)

[Senate Regulation 13: Student Discipline](#)

[Student Policies and Regulations](#)

### Context

Learning support is a critical mechanism through which the quality of the student experience can be supported and enhanced. The University expects institutions to provide students on its validated programmes with a level of support that is appropriate to their focus. This will normally be commensurate with the level of support provided to students within the University.

All validated institutions must ensure that a record is maintained for each student while they are registered for a programme. Student files should be used to store application forms and references obtained on admission, copies of communications with the student, details of performance in assessment, notes of modules taken, notes of tutorial meetings and any reference written at the student's request.

### Induction

#### 4.1 Induction at the Institution

The University requires validated institutions to provide an effective and comprehensive induction programme for students on validated programmes. In advance of joining the institution, students should be provided with a joining pack that includes information about the induction programme.

The induction programme should include sessions that provide students with information on facilities and services available at the institution, such as library and computing resources, study skills, counselling and language support. Students should be provided with a timetable, the name of their personal tutor, the Programme Handbook and any other relevant information.

Students should also be informed about the institution's relationship with City St George's, University of London and the facilities and services it provides. The institution should provide students with the Validation Student Guide that is produced on an annual basis by the University. This Guide provides information on the

University and its surrounding area, and University facilities available for use by students on validated programmes.

Institutions should also have a policy in place for additional support that might need to be provided to students from overseas.

#### **4.2 Visits to the University**

Following receipt of the University ID Card (see Section 7) students will be able to visit the University on an individual basis and use the facilities available to validated students.

### **Study-Related Documentation**

#### **4.3 Programme Handbook**

It is essential that accurate, clear and timely information is provided to students about their programmes, department, institution and validation arrangement with the University. The Programme Handbook is usually produced by the Programme Director prior to each new intake to the programme. The Handbook must be updated annually and should incorporate any changes made during the previous year. The handbook should incorporate details of each External Examiner's name, position and institution. Institutions should ensure that the Handbook is available to students by the start of induction.

An electronic copy of the Handbook for each validated programme should be submitted to the Academic Services representative on an annual basis by the start of each academic year for noting at City's Collaborative Provision Committee. The Academic Services representative will circulate copies to the Course Board Chair and the Academic Director (Collaborative Provision).

#### **4.4 Institutional Documentation**

In some instances, institutions may provide students with documentation to supplement the Programme Handbook. This may include, for example, an institutional study guide or a placement handbook. Copies of these documents should also be submitted to the University on an annual basis.

### **Student Support**

#### **4.5 Personal Tutoring**

The University requires that all students have access to an effective system that covers the remit of personal tutoring. Students should be clearly advised of procedures in the Programme Handbook and the system should be explained at induction. Students should also be informed as to the name of their Personal Tutor at induction. Institutions should have an effective system for allocating personal tutors that takes account of the likely additional support needs of international students, students with disabilities and mature students.

A member of staff within the department/institution must be responsible for overseeing the personal tutorial system throughout the year. Any proposed changes to the personal tutorial system should be put forward to the Course Board for

approval. Details of how to contact personal tutors and how to arrange meetings should be stated clearly in Programme Handbooks.

#### **4.6 Support Services**

The University expects institutions to have procedures in place for referring students on to other support services either within the institution (where provision exists) or to outside organisations with which there is an arrangement. Such support mechanisms include counselling, learning support, medical service, financial advice, and other support mechanisms that may be specific to the discipline being studied.

Where an institution does not consider that it is equipped to deal with specific matters, either within its own institution or where it is difficult for arrangements to be made with other organisations, the University should be consulted for advice. Where the institution wishes to enquire whether the University could provide support, the Principal of the institution should contact the Head of Quality and Academic Development to initiate discussions, which would include consideration of the University's ability to provide additional support, the number of students concerned, and additional fees the University might need to charge.

### **Wider Learning Support**

#### **4.7 Provision for Advice on Careers or Further Study**

All institutions should ensure that students are provided with adequate opportunities to gain support or advice with regard to their future following completion of their studies. For some larger institutions, a careers centre may form part of its facilities and students should be referred accordingly. In smaller institutions, it may be more appropriate to provide sessions for students with people from associated professions, which could include alumni. Tutorial support could also assist students in considering their futures with referrals being made to other staff or associated services as appropriate.

#### **4.8 Library Facilities**

The University requires institutions to have library facilities that are appropriate and adequate to support students on the validated programme. This may include agreements to enable access to other libraries to support that provided by the institution. Library provision will be considered at validation, subsequent revalidations and via minutes of Board of Studies meetings. Checks will also be carried out by the Course Board via its annual meeting with students, which will cover the students' experiences of the adequacy and accessibility of library facilities.

Students studying on validated programmes have access to the University's Library, both in person and online. Due to licensing requirements, remote access to some online resources may be restricted; the Library can provide details of these.

#### **4.9 IT Facilities**

The University requires institutions to have appropriate and adequate IT facilities for students on its validated programmes. The IT facilities provided by an institution will be partly dependent on the number of students on its programmes and the level to which IT is used within a programme. It is therefore accepted that there may be some variations in levels of provision. However, IT ability is a transferable skill, and the

University expects students to complete a programme with an adequate level of proficiency. The University also expects students to have an appropriate induction to IT.

IT provision will be considered at validation, subsequent revalidations and via minutes of Board of Studies meetings. Checks will also be carried out by the Course Board via its annual meeting with students which will cover the students' experiences of the adequacy and availability of IT facilities.

Students on validated programmes also have access to the University's Computing Services.

## External Learning Opportunities

### 4.10 Placements or External Settings

Where a validated programme involves placements or opportunities to undertake part of the programme away from the institution in an external setting, the University requires the institution to ensure that appropriate arrangements are in place - including those relating to student support. In some instances, particularly where students will be working with young people, it will be necessary for students to undergo police checks prior to starting their work; where this applies, institutions must have in place mechanisms for managing this process.

The University would expect the institution to have a formal written agreement with a placement or external setting provider that underpins the agreement to undertake the activity during a certain time period and that documents respective responsibilities. The institution should also be satisfied with the risk levels associated with any placement activity and that the provider or setting has appropriate health and safety measures and insurance arrangements in place.

Where any staff from the placement provider are to be involved in the assessment of the student and where this contributes to the marks for the degree, the validated institution will need to put in place appropriate mechanisms to support this activity so as to safeguard academic standards. Any such mechanisms will be subject to the approval of the Course Board.

Students on placement or on activities outside of the institution that form part of the validated programme should be given a pre-placement briefing and provided with clear guidelines. For a full list of topics that the briefing and guidance should cover see the Student Placement Policy. A summary is provided below:

- The selection and approval process of an appropriate placement or external setting and the extent to which students are involved in initial contact;
- Any academic requirements for the placement (a reminder of formal learning outcomes, assessment requirements etc);
- Arrangements for liaison between staff at the placement or external setting and staff from the institution (including placement visits and other contact points);
- Support that will be provided to the student before and during the activity from both staff at the placement or organisation and from staff of the institution;
- Information about Health and Safety, including specific matters relevant to placements in particular professions;

- Relevant information and expectations relating to employment rights and working conditions;
- Any relevant financial information and fees the student may be liable for;
- What students should do in the event of an emergency, and who a student should contact at the institution in case of any questions, difficulties or problems arising;
- The role of the external mentors or supervisors (including training by the institution) which includes information on the support arrangements for students;
- The roles and responsibilities of the student, the institution, and the placement or external setting provider;
- How institutions ensure consistency of experience and assessments between placements or external settings;
- Formal feedback mechanisms for the student regarding experiences on placements or external settings.

## Complaints and Student Discipline

### 4.11 Validated Institution's Complaints Procedure

Institutions are required to have in place a procedure for considering student complaints. Information on the procedure should be provided to students in their Programme Handbook.

There are a number of areas outside academic matters on which a student could complain. These include equal opportunities, sexual or racial harassment, and complaints against individual members of staff. Complaints are different to Appeals against a decision of the Assessment Board and further details about this can be found in Section 2.

[Senate Regulation 26: Student Complaints](#) includes details of the information that should be provided to students on complaints, the way in which consideration of complaints should be approached, individuals who might be deemed to have a conflict of interest in a case, and the difference between complaints and appeals.

The University advises that, wherever possible, complaints should be dealt with at a local level (e.g. with the individual, department or service concerned), and that ideally complaints should be investigated and responded to by the institution within a 28-day time-scale.

It is advised that a member of staff be allocated responsibility for overseeing the complaints procedure. All communication between the student complaining and other parties involved must be recorded in writing. For each complaint, a record should be kept on the nature of the complaint, how the matter was dealt with, the time taken for each stage, the outcome of the complaint and the ethnic origin and gender of complainants (for equal opportunities monitoring purposes).

Institutions are required to report on complaints cases to the Course Board on an annual basis. The report should provide details of the number and outcome of cases and highlight any lessons learned. Areas where the University might need to consider enhancements to regulation, policy or process as a result of cases should also be provided.

### 4.12 Pursuing the Complaint with the University

A student may request a University-level review of the outcome of a complaint that has been considered through the institution's own complaints policy and procedures where the complaint relates to the academic programme.

Full details of the circumstances under which a student on a validated programme can pursue a complaint with the University and the procedure for doing so are provided in the appendix to the [University Complaints Regulation](#).

#### **4.13 Validated Institution's Student Discipline Procedures**

Institutions are required to have procedures in place for dealing with matters of student discipline that are not related to academic misconduct. The University [Assessment Regulations](#) cover the treatment of academic misconduct cases (see Section 2) and alleged cases of academic misconduct will be considered under the [Academic Integrity and Misconduct Policy](#).

The University's Regulation on [Student Discipline](#) provides information on the types of activities that can constitute non-academic misconduct, the information that should be provided to students on disciplinary matters, the approach to the consideration of cases, and individuals who might be deemed to have a conflict of interest in a case.

It is advised that a member of staff be allocated responsibility for overseeing the disciplinary procedure. All communication with the student regarding the disciplinary matter should be recorded in writing. For each case, a record should be kept on the nature of the discipline case, how the matter was dealt with, the time taken for each stage and the outcome.

Institutions are required to provide an annual report to the Course Board on disciplinary cases concerned with conduct relating to the programme of study. The report should detail the number and outcome of cases, highlight any lessons learned and any areas where the University might need to consider enhancements to regulation, policy or process as a result of cases.

#### **4.14 Consideration of Discipline Cases by the University**

The University may, in certain circumstances, consider cases of misconduct by a student on a validated programme through the University [Student Discipline Regulation](#). Provision is made in the regulations for a student to appeal against the final decision of an institution's disciplinary procedure if the conduct relates to the validated programme of study or occurred on University premises. In addition, an Academic Misconduct Panel may also refer a case of alleged academic misconduct to a University Disciplinary Panel in certain circumstances. Full details including the procedure for consideration of disciplinary cases by the University are provided in an appendix to the University Student Discipline Regulation.

#### **4.15 Pursuing the Complaint Externally (OIA)**

The Office of the Independent Adjudicator (OIA) offers an independent scheme for the review of student complaints and appeals.

City notifies students when it is satisfied that all internal procedures for an appeal, complaint or disciplinary matter have been completed. The OIA normally considers an application only after this point has been reached, and all applications must satisfy

the OIA's eligibility criteria. In order to consider a complaint, the OIA must receive a completed complaint form within 12 months of the date of City's correspondence confirming its internal procedure has been completed. A review by the OIA may take six months or more to complete.

Further information about the OIA and how to make an application is available from the OIA website [www.oiahe.org.uk](http://www.oiahe.org.uk).

Students who are following a programme of study which is validated by City may apply to the OIA if they have received a formal "Completion of Procedures" letter from City. This would normally occur only in the following circumstances:

- The validated institution is not itself registered with the OIA
- It has been determined that the matter falls within City's purview, and therefore appeal procedures have been conducted through City

Liaison with the OIA will be undertaken by City St George's Academic Services.

## Section 5

### Validation: Programme Development and Review

#### Relevant UK Quality Code for Higher Education reference documents

[Partnerships Advice and Guidance](#)

[Course Design and Development Advice and Guidance](#)

[Monitoring and Evaluation Advice and Guidance](#)

#### Other relevant documentation:

[QAA Frameworks for HE Qualifications \(FHEQ\) of UK Degree-Awarding Bodies](#)

[QAA Higher Education Credit Framework for England](#)

#### Contextual University documentation:

[Student Policies and Regulations](#)

Annual Programme Evaluation Policy

[Collaborative Provision Typology](#)

Appendix 3 Principles for Exit Agreements for Validation

Appendix 4 Partnership and Collaborative Provision Proposal Forms (Stage 0 and Stage A)

## Context

The implementation of appropriate mechanisms for programme development and review underpins the quality and standards framework. This section considers the processes for validation of programmes where a **validation partnership currently exists** and outlines the mechanisms for review and development.

## Development of a New Programme

For a new programme to be considered, the institution must first submit an Initial Evaluation (IEF) Stage 0 Partnership Proposal Form for Vice President (Education) approval. The form is provided below in Appendix 4.

### 5.1 Contents of Initial Evaluation (IEF) Stage 0 Partnership Proposal Form

The IEF form requires the following:

- Rationale for proposed partnership
- Proposed start date
- Indicative student numbers
- Existing programmes which will be involved
- Details of any new programmes which will require approval
- Dean approval

## 5.2 Further Steps in the Validation Process

On successful completion of the IEF Stage 0 form, the proposal will be submitted to University Strategic Partnership Approval and Review Committee (USPARC) via the Stage A form. Please see Appendix 1 for Terms of Reference of USPARC. Both the Stage 0 and Stage A forms are included in Appendix 4.

Where the University agrees to proceed with the validation process, dates for the submission of documentation, the validation visit, if required, and submission to Collaborative Provision Committee will be scheduled. The timetable will also need to consider the schedule for recruitment to the programme, and the quality assurance processes that will need to be fulfilled before validated status can be conferred. Responsibilities for the validation process are provided in the appendices.

## 5.3 Validatory Panel

University Course Board members and the External Advisor will normally act as the Validatory Panel. The panel may also seek permission from Collaborative Provision Committee to co-opt additional members; to achieve the necessary breadth of expertise, additional members are often co-opted from other validated institutions. In all such cases, the proposing institution would be consulted.

## 5.4 Validation Visit

The Panel will consider the following areas at the validation visit:

- The programme:
  - The overall offer of the educational experience in relation to the market;
  - The overall quality of the educational experience;
  - The commensurability of the programme with HE requirements including the level/s at which it is offered within the national Frameworks for Higher Education Qualifications and any PSRB requirements
  - The proposed award title and the relevance to content and learning outcomes of the programme;
  - The overall structure of the programme, credit distribution and proposed exit points;
  - How the structure and design of the programme will support and enable students' progression;
  - To confirm the institution's commitment to providing the resources required for the successful management and delivery of the programme
  - The coherency and clarity of learning outcomes;

- The way in which learning, teaching and assessment methods support achievement of learning outcomes;
- Arrangements for induction, tutorial support and any other forms of student support including that for students with disabilities;
- The assessment load within each module and the programme overall;
- The alignment of assessment regulations and policies with those of the University.
- Maintenance and enhancement of quality and securing of academic standards:
  - Arrangements for programme management including Programme Director and administrative support;
  - Ensuring that programme staff are experienced to deliver and assess at the HE level/s of the programme;
  - Where the programme will fit within the institution's governance structure including arrangements for student representation;
  - Mechanisms for internal review and development of the programme including obtaining, considering and responding to feedback from students;
  - Arrangements for external examining and alignment with University policy;
  - Arrangements for peer observation of teaching;
  - Opportunities for staff development and how these may inform the development of the programme.

### **5.5 Process Arising from the Panel Visit**

At the end of the visit, the Panel will provide feedback to staff at the institution. This feedback will be in the form of an overall recommendation that the Panel will make to Collaborative Provision Committee.

Where the Panel proposes that a period of validation be recommended, it will state the proposed length of time (up to a maximum of five years). The feedback will also contain any proposed conditions associated with the period of validation. Conditions are made where the Panel considers that further enhancements are required to fully support the quality and standards of the programme and will normally need to be addressed prior to the commencement of the programme. The revised document will form an appendix to the formal validation agreement. The institution will be required to respond to any conditions by a date provided by the Panel.

The Panel may also make recommendations that arise from the visit. These will either be contained within the verbal feedback or made after the event through the formal report. Recommendations are made where the Panel considers that further enhancements may benefit the development of the programme but are not required to support the core quality and standards of the programme. The University will

expect an institution to consider recommendations within its own internal governance structures and will monitor this through evidence provided in minutes.

Following verbal feedback, the Panel Secretary (usually the Academic Services representative) will be responsible for producing a written report from the visit. This will be drafted, signed by the Panel Chair, and subsequently sent to the institution to check for factual accuracy. Following this, the final report will be provided to Collaborative Provision Committee for its consideration. The Panel Secretary will advise the institution of the outcome of discussion from this meeting.

In the first instance, the Course Board will take responsibility for receiving responses to conditions. Where responses to deadlines fall outside the schedule of Course Board meetings, the Panel Chair may take Chair's Action and will subsequently make recommendations to Collaborative Provision Committee.

## Programme Amendments

Programme amendments form an important part of the programme development process. Amendments to programmes are carried out to enhance the programme content or structure; address issues raised by parties such as students, External Examiners, the University, or professional bodies; draw upon staff development and research; and ensure that the programme is current and relevant to its learning outcomes and associated professions.

### 5.6 Levels of Approval

#### Editorial Change

Editorial changes are amendments that do not change the outcomes or nature of the module or programme. These are noted by the validated institution's Board of Studies (or equivalent); the Course Board would expect to see reference to editorial change amendments within Board of Studies (or equivalent) minutes.

Examples of editorial changes are:

- Clarification of existing content;
- Updating factual information, for example changes to a School or Department name, or updating URLs;  
Updating of reading lists, which have been approved by the Library.

#### Amendments

The Course Board has delegated authority from Collaborative Provision Committee for approving amendments that go beyond editorial change but do not change the overall delivery and resourcing of the module/programme. Examples include:

- Change to a module title;
- Changes to the weighting of assessments within a module;
- Changes to the syllabus which alter the programme learning outcomes;
- Changes to pre-requisites or co-requisites;
- Discontinuation of a module (whether permanent or temporary) and reinstatement of a module;
- Changes to learning outcomes of a modules;

- Change to the weighting of modules or assessments in the overall degree mark;
- Changes to the module diet of a programme (e.g. changing a module from being core to elective, or adding new electives);
- Approval of a new module (which is then incorporated into a programme, therefore triggering an amendment to the module diet);
- Amending entry requirements to the programme.

### Escalated Amendments

The third category of amendments may change the nature and/or delivery of a large part of an entire programme impacting on the marketisation of the programme, the resourcing of the programme or the reputational risk to the programme and institution. These amendments require approval by the Collaborative Provision Committee following a recommendation from a Revalidation Panel or a Course Board.

Examples of these changes include:

- Change to the title of a programme of study
- Change to the educational purpose of a programme which results in substantial change to the programme aims, learning outcomes, teaching and learning and/or assessment strategy as set out in the Programme Specification e.g. addition of a mode of study, curriculum redesign, increase or decreases in the total number of credits for the programme.
- Substantive change to a number of modules which would impact on the overall programme learning outcomes.
- Any change that will fundamentally alter the outcomes of a programme, the way a student would experience a programme, or reasonably change the students' expectations of a programme. Such as systematic change of the assessment strategy which impacts on a number of modules across the programme.
- Changes to entrance requirements.
- The introduction of new entrance/exit points for the programme.
- Changes to core teaching hours (to significantly increase or decrease hours required).
- Changes to size and mix of central learning rooms required.
- Changes to staff allocations across a significant amount of modules.
- Additions of mode of study or increase in credits likely to lead to a substantive increase in student numbers.

Students must be formally consulted for all proposed escalated amendments. Evidence of this consultation should be submitted with the amendment and should also show how student's comments have been used to inform the final proposal put forward for approval.

Proposals for amendments(s) must be submitted to the University on the programme amendment proposal form, which is published on the University's website.

This should be supported by a list of all amendments made since the validation, last interim review or last revalidation, available from Academic Services. This will enable the Course Board to maintain effective oversight of the ongoing educational purpose and coherence of a programme.

The Collaborative Provision Committee will receive notification of amendments approved by the Course Board. This provides the Committee with a monitoring role as to the scale of amendments made in relation to programme enhancement, and notifies them of any innovations that could be shared more widely.

#### Consultation and communication with students and applicants

The University and institutions offering validated programmes have a legal responsibility to provide clear and accurate information to students and applicants on their programme of study, as well as any material changes which may occur before commencement of, or during, their studies.

The University's Programme Amendment Policy and Guidance provide details of what the University considers to be a material change to a programme. Guidance is provided on what consultation and communication should take place with current and prospective students to ensure obligations under consumer law are met. The policy and guidance on programme amendment can be found in the Student Policies and Regulations page on City St George's website.

#### Cumulative Change

The University monitors and takes oversight of cumulative change within its programmes of study to ensure that the educational purpose and coherence remain appropriate. All approved changes to programme and modules are reported to the Collaborative Provision Committee.

Proposals for minor change, considered by a validated institution's Board of Studies, will include details of all amendments made since either the programme's validation or its most recent revalidation, or interim review. This enables the Course Board to take an overview of the level of change within a programme.

Academic Services will maintain a record of all programme amendments in order to provide the information to validated institutions and the Collaborative Provision Committee to support consideration of amendments. Where a Course Board agrees that the volume of cumulative change for a programme has been too great, a programme will be required to seek revalidation through the usual processes. The interim review process can be used for this purpose, if appropriate.

### **5.7 Timing of Programme Amendment Proposals**

The Programme Handbook provides students with a current description of the programme and modules that they will study during a specific year. While there might be a specific reason for amendments to be made during an academic year (for example, due to staff changes) these will only be considered in exceptional circumstances. Validation partners are advised to consult the University prior to formally proposing a mid-year amendment so that implications regarding the coherency of the programme and realistic student expectations can be discussed.

### **5.8 Programme Amendment Classification**

The table below illustrates how module-level changes may have programme-level impacts and vice versa. It lays out the checks that should be taken to ensure that programmes remain coherent.

	<b><i>Amendment type</i></b>	<b><i>Possible impact and checks to be made for coherency</i></b>
	<b>Module level</b>	
1.	Module content	Check effect on programme content
2.	Addition of a new module	Check effect on programme content and overall allocation of learning hours/credit
3.	Assessment components within a module	Ensure reflection of module-level learning outcomes and level of assessment within module and programme
4.	Assessment weighting within a module	Check effect on programme regulations and any compensation provision
5.	Allocation of learning hours within a module	Check effect on overall programme learning hours and credit allocation
6.	Module aims or learning outcomes	Check effect on programme-level aims and learning outcomes and compatibility with other modules
7.	Teaching and learning methods of a module	Check impact on teaching and learning strategy for the programme
8.	Indicative reading/resources	Check how this relates to any programme-level indicative reading or that for other modules
	<b>Programme level</b>	
1.	Programme aims or learning outcomes	Check impact on module aims and learning outcomes to ensure compatibility.
2.	Programme title and/or award title	Check how this relates to programme aims, learning outcomes and content
3.	Assessment, progression award regulations	Check compatibility with University Assessment Regulations and module-level requirements.
4.	Exit points within the programme	Ensure integrity of any additional exit points with regard to programme aims, learning outcomes and content, along with University Assessment Regulations for award classification.
5.	Teaching, learning or assessment strategy	Check how this relates to teaching, learning and assessment methods at module level
6.	Use of distance/distributed learning	Ensure compliance with University's guidance on distance/distributed learning and the OfS
7.	Use of placements or partnership activity	Ensure coherence with University's partnership procedures and the OfS
8.	Arrangements for external examining	Check the University's Assessment Regulations, Validation and Institutional Partnerships Handbook

	<b><i>Amendment type</i></b>	<b><i>Possible impact and checks to be made for coherency</i></b>
9.	Overall learning hours and credit allocation	Check with University Credit Framework and Assessment Regulations
10.	Professional body requirements	Liaise with the University
11.	Programme management and QA arrangements	Check with Validation and Institutional Partnerships Handbook and Validation Agreement requirements

## **5.9 Special Scheme of Study**

A Special Scheme of Study can be used to provide a means of flexibility in adjusting programmes of study to meet individual students' specific needs, but only in exceptional circumstances. It ensures that arrangements for study that do not entirely fall within the relevant programme scheme or specification are approved in the appropriate way.

Any special scheme of study should be drawn up in the same way as a programme amendment (see above) and will require Course Board approval. Any proposal will need to consider the particular needs of the individual student and the need to ensure comparability of treatment with other students following the programme of study.

## **Annual Programme Evaluation (APE)**

The purpose of the Annual Programme Evaluation (APE) is to consider the effectiveness of a programme during the previous year with regard to its overall aims and purpose and also to consider the success of students in achieving the learning outcomes and the appropriate academic standards for progression and award. The APE is also a means through which the quality of the student learning experience can be considered, leading to enhancements as appropriate. It is designed to act as the single action plan for programme planning and development during the academic year and students' views play a core part in its development. All validated programmes undertake the University's APE process.

### **5.10 Contents of the APE**

The APE template for validated programmes is available on the University's website and is tailored to meet the needs of the provision. The evaluation will be informed by a number of factors including:

- Feedback from the External Examiner/s via their formal reports or comments made at the Assessment Board (see Section 2);
- Discussion during the year at meetings that oversee the programme including teaching and learning committees, student support and learning resource committees, Boards of Studies, staff-student liaison meetings, programme management meetings;

- Statistical data on entry profile, student progression/retention/achievement and subsequent employment destinations;
- Student evaluations/feedback gained via formal questionnaires as well as comments made at forums at which there was student representation e.g. staff-student liaison meetings (see Section 1);
- Professional bodies or other external influences or reports.

Appended to the APE should be:

- Report from the External Examiner/s and letter of response addressing issues arising;
- A brief analysis of the main issues arising from student feedback (via questionnaire or via student representatives) and the response that has been or will be made by the institution to these issues;
- A summary of staff development activities undertaken during the year by teaching staff for the programme.

### **5.11 Responsibilities and Timings for the APE**

The Programme Director is normally responsible for preparing the APE in conjunction with the programme team. The report should be prepared as soon as possible after the end of the academic year to which the review relates. All APEs should be presented to the Course Board during the Autumn Term.

The Validation Partner's Course Board or equivalent has a key responsibility for the APE. Its role is to consider the document, discuss any matters arising, endorse the action plan and approve the report as appropriate. Any common issues arising from annual monitoring reports within its remit should also be addressed holistically where appropriate.

The APE and appendices should be presented to the Course Board which will consider the report and note action to be taken. The Validation Partner's Board of Studies or equivalent will be responsible for overseeing the action plan. Any action required relating to University services will be followed up by the Academic Services representative and a report will be made back to the Course Board. Significant issues arising from the APE, including good practice, will be considered by Collaborative Provision Committee.

## **Student Feedback and Representation**

Formal opportunities for students to provide feedback on their experiences form a key part of enhancing the student experience and developing the programme. Student input will occur through various mechanisms including elected student

representation on committees and through the completion of student feedback surveys.

### 5.12 Student Representation

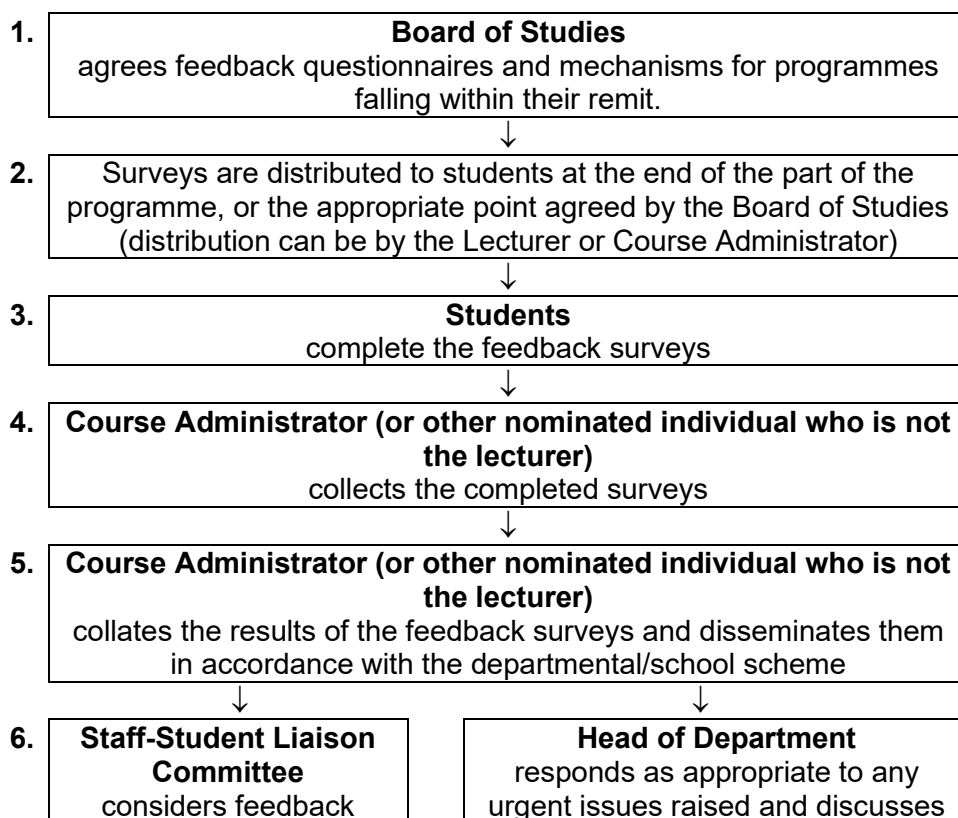
The University requires institutions to have in place mechanisms for elected student representation on institutional committees. This will include representation on the Staff-Student Liaison Committee, Board of Studies, Course Board, and other committees in place that impact on the programme such as Learning and Teaching Committee. It is also usual for there to be student representation on the committee with the highest academic authority within the institution.

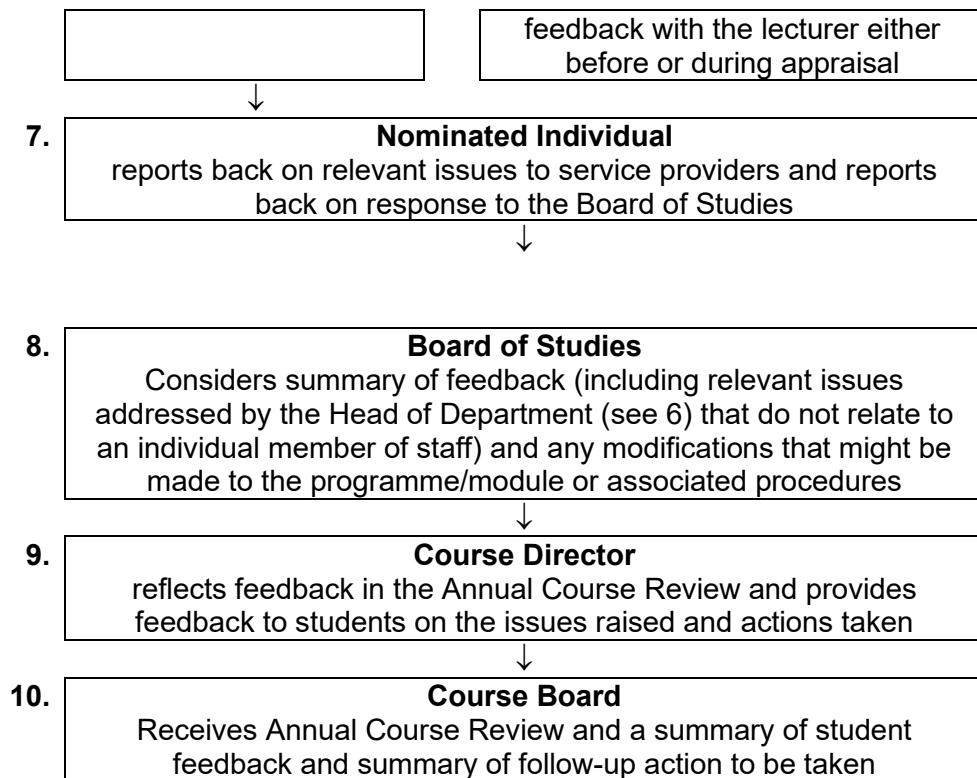
### 5.13 Student Feedback/Evaluation Surveys

Student feedback surveys are an essential component of the programme development and review process in providing all students with an opportunity to formally evaluate their experience, for feedback to be considered by the Board of Studies, and for enhancements to be made accordingly.

It is a requirement that all programmes leading to an award of the University (including validated programmes) obtain formal student feedback on each part of the programme on an annual basis. The University operates a common question set for module evaluation so that it is consistent in how it monitors the quality of taught programmes. Any variations to this template should be proposed to and agreed by the Course Board.

Feedback surveys should **not** be collected and analysed by the lecturer concerned. Surveys should be completed anonymously. The procedure for collecting and considering evaluation questionnaires is as follows:





*(Note that within this procedure, validated institutions can nominate another member of senior staff to take the role of the Head of Department if appropriate).*

Once the surveys have been collected and collated, each module tutor should be provided with a copy of the anonymised collated feedback. They should then close the feedback loop by responding to students, in writing, to the issues raised. Lecturers' responses should then be considered in conjunction with the summary of students' feedback at the relevant committee. This procedure is useful for obtaining an overall view which can also be fed into the Annual Programme Evaluation.

#### **5.14 Interaction Between Students and the University**

There is no student representation on the Course Board; however, there are several ways in which liaison takes place between students and University staff.

Firstly, University members of the Course Board, and normally the External Advisor, will meet with students from the validated programme/s on an annual basis before or after the Course Board meeting that is held once a year at the validated institution. This will be an opportunity for students to bring to the Course Board's attention any matters relating to the programme, or the relationship with the University and this will assist in the continuing development and review process.

Issues covered in the meeting between University representatives and students may include:

- General experiences of the programme;
- Why they chose the programme;
- What was covered in their induction and its usefulness;

- How they receive feedback on their progress;
- Arrangements for tutorial support (both module-related and personal);
- Accessibility of staff;
- Design of the programme, workload, assessment schedule;
- Usefulness of the Programme Handbook;
- How they interact with other students or activities within the institution;
- Arrangements for student representation on committees;
- Opportunities to provide feedback on the programme and evidence of action arising;
- How student opinion is valued within the institution;
- Advice on careers or further study;
- If the programme has lived up to their expectations;
- Would they recommend the programme to others;
- Any other comments (positive or negative) they wish to add.

A report arising from this meeting is prepared by the Academic Services representative and this will be considered at the subsequent Course Board meeting along with a response from the institution to issues raised. The institution will also provide feedback to the students as to how any matters arising will be addressed.

In addition to the annual meeting, students will also meet with University representatives at any revalidation or interim review process. Students will be asked a range of questions related to issues arising from the submission made for the revalidation or review process and from those areas listed above.

In addition to these formal opportunities, students on validated programmes also have the right to contact the University at any point during their studies. University contact details are provided in the Validation Student Guide.

## Interim Review

The University will undertake an interim review of a validated programme in instances where the validation or revalidation panel sets such a condition.

### 5.15 Purpose of Interim Review

The purpose of interim review is to facilitate an early opportunity to consider the development of a programme and to ensure its effective operation. An alternative to

interim review would be to shorten the period of validation; however, in some instances such action would not be desirable in that it would not enable a sufficient number of cohorts of students to complete the programme for a full review to be undertaken.

Where an interim review is set, this will normally apply where there are elements of a programme that are new to the institution. This could include, for example, a new discipline or where a programme is being delivered at a level within the Frameworks for Higher Education Qualifications of which the institution has limited experience.

The interim review panel will comprise University members of the Course Board (or a sub-set) and external input. The process will involve a meeting with students on the programme followed by a further session with teaching staff. In some instances, it may also be appropriate for the panel to meet with representatives from senior management.

### **5.16 Documentation for Interim Review**

In advance of the review visit, the validated institution will be required to prepare an evaluative report that reflects on the operation of the programme since the start of the current existing validation period. This report may cover a variety of issues and will be dependent largely on issues that arose at the previous validation visit and any matters arising since that time in relation to the operation of the programme. General areas that should be reflected upon (not necessarily in this order) include:

- Background to the establishment of the programme (which could include internal and external factors) and its overall aims;
- The market for the programme, general backgrounds of students, and student numbers since validation;
- How the programme has operated since the validation, including any amendments that have been made, feedback or evaluations from students, comments from External Examiners, discussion with teaching staff, any staff development issues, institutional developments;
- How the recommendations and conditions arising from validation have been considered and any impact these have had with regard to enhancement;
- Developments in the profession to which the programme relates;
- Proposals for programme amendments (see section on documentation required for amendments);
- Any other matters agreed between the institution and the University in preparation for the review or any matters that the institution thinks would be helpful to bring forward.

In addition to the evaluative report, the Programme Handbook will also need to be submitted as the document that provides the validated programme of study. There may be other documentation that either the University or the institution would consider helpful in the review process. This should be discussed in the lead up to the process and agreed well in advance of submission. The number of copies of the documentation required can be discussed with the University. Documentation should

normally be submitted to the University at least two weeks in advance of the review visit.

### **5.17 Remit of the Review**

The function of the review will be to assess the effective operation of the programme. It will consider areas of strength and will also make recommendations where this is appropriate. Three categories of recommendation may be used as follows:

- Essential – where immediate action needs to be taken by the institution to address the quality of learning opportunities and/or to safeguard academic standards. As a matter of priority, the University would require the institution to report formally to the subsequent meeting of the Course Board for onward transmission to Collaborative Provision Committee. Essential recommendations may also result in a formal meeting between the University and the institution prior to a meeting of the Course Board where this was deemed to be necessary.
- Advisable – where action needs to be taken by the institution to enhance the quality of learning opportunities and/or the maintenance of academic standards and where the University would expect the institution to report formally to the Course Board on action taken.
- Desirable – where action may be taken to enhance the quality of learning opportunities and/or the maintenance of academic standards. This should be monitored by the institution's Board of Studies or equivalent.

In all cases, the University would expect to see a full reflection as to how the institution had responded to recommendations at the next formal review process which may be Annual Programme Evaluation, a subsequent interim review, or revalidation.

### **5.18 Reporting**

As with validation and revalidation, a report will be compiled by the University that reflects on the findings of the visit. This will be provided to the institution to check for factual accuracy. The report will then be submitted to Collaborative Provision Committee, which may accept the report and its recommendations or is at liberty to suggest further actions or endorsements. Feedback from this meeting will be provided to the institution. The report should also be received at the next meeting of the Course Board at which a response from the institution should also be submitted.

## **Audits and Reviews by External Bodies**

### **5.19 External Reviews of Institutions**

Institutions are required to inform the University on notification of any academic audit or review that will be carried out on them by an external body that includes consideration of programmes that are validated by the University. This includes reviews by professional accrediting bodies.

For many external reviews, it will be necessary for there to be University representation at one or more meetings with the auditors. The nature of this representation will be agreed by the Academic Director (Collaborative Provision) and

the Head of Quality and Academic Development. It is important that the University is involved in, and consulted on, preparations for audits, as validated programmes lead to awards of the University and therefore the outcome of an audit can impact on the University as well as the institution. The University can provide guidance to institutions on preparations based on its own experiences.

Reports on how preparations for audit are progressing should be made formally to the Course Board by the institution, and the Academic Services representative should be updated between meetings. Collaborative Provision Committee should also receive reports from the Course Board.

The University should be informed of the outcome of the review or audit as soon as it is known. The institution must also provide the University with a copy of the audit report as soon as it is available. The University will also expect the report to be accompanied by an action plan from the institution on matters arising. The Course Board should receive this in the first instance with a subsequent report being made to Collaborative Provision Committee. The Course Board will also need to see any follow-up communication between the validated institution and auditors.

### **5.20 Requirements of Professional, Statutory and Regulatory Bodies (PSRB)**

Institutions should bring to the attention of the University any requirements of professional accrediting bodies, especially in relation to programme content. These issues will normally be discussed at the Course Board; however, if the matter is urgent, the Academic Services representative should be contacted. Reports arising from PSRB events will be received by the Course Board, which will then report to Collaborative Provision Committee.

## **Programme Termination**

### **5.21 Process for Notification of Termination**

Where an institution wishes to terminate a validated programme, a report must be submitted to the Course Board in the first instance, and this will subsequently be referred to Collaborative Provision Committee. Consideration will need to be given to the full implications of the termination, including the institution's and University's obligation to students. As the validating body, the University will advise the institution on these matters.

### **5.22 Exit Agreements**

Where an institution wishes to terminate a programme or where the University and/or an institution wishes to discontinue a validation partnership, the two parties will enter into an exit agreement. This will detail the responsibilities of each party, be drafted by the University and be based upon the University's principles of exit agreements which can be found in Appendix 3. The University will also expect to be involved in signing exit agreements where validation is being transferred to it from another validating body.

## Section 6

### Validation of Research Degrees

#### Relevant reference documents

[QAA Frameworks for HE Qualifications of UK Degree-Awarding Bodies](#)

[Student Policies and Regulations page on City's website](#)

[Senate Regulation 23: Masters Degree by Research](#)

[Senate Regulation 24: Doctoral Programmes](#)

Research Degree Framework

#### Context

Research programmes are different to taught undergraduate and postgraduate programmes with regard to their purpose and approach, the specific processes that oversee their quality and standards, and the resources that an institution will need to have in place to manage their implementation.

The categories of study (e.g. by major thesis, by prior publication, etc.) currently awarded by City St George's are laid out in [Senate Regulation 24: Doctoral Programmes](#). This document should be consulted with regard to the development of any new research degree programme. Where new provision is proposed and may not fit with the existing categories, further discussion will be held between the institution and the University. Any amendments will require the approval of the University.

Validated Institutions may also decide to vary their adherence to the following processes and policies under the utilities within [Senate Regulation 23](#) and Senate Regulation 24 provided they do so within a formally defined process or policy subject to the approval of the Validation Course Board.

#### New Research Study Programmes

##### 6.1 Development of a Research Study Programme

Where an institution wishes to put forward a proposal for the validation of a research study programme, the process for a new programme of study as outlined in Section 5 will need to be followed. In addition to those criteria, additional information will need to be provided in relation to the partner institution's ability to support a research study programme. Prior to making a formal proposal, institutions are advised to consult informally with the University and also to refer to the Research Degree Framework, which provides information on expectations and requirements.

## 6.2 Validation Process

Where the University agrees to proceed with consideration of the validation of a new programme, the Academic Services representative is responsible for ensuring that an appropriate timetable is established in liaison with the validated institution.

The validation process will be in accordance with that stated in Section 5 except that additional member(s) of University staff may be co-opted onto the Validatory Panel where additional research degrees expertise is required. Any co-opted member will be noted by Collaborative Provision Committee.

The University recommends that pre-meetings are held with the Course Board Chair and Academic Services representative to discuss draft proposals prior to formal validation submission. It is highly recommended that a pre-meeting takes place early for research study programmes to ensure that University Regulations for Research Degrees are incorporated appropriately. Where a pre-meeting takes place, the institution will be required to submit draft documentation to the Academic Services representative in advance. This will be circulated to the Course Board Chair, the Academic Director (Collaborative Provision) and a representative from the Doctoral College who is responsible for research degrees. The Academic Services representative will coordinate feedback in advance of any meeting.

Following a pre-meeting and the incorporation of comments into the documentation by the institution, final documentation should be submitted to the Academic Services representative, normally three weeks in advance of the visit. The Academic Services representative is responsible for circulating documentation to Panel members, accompanied by a confirmed timetable for the day of the visit.

The format for the visit will be similar to that stated in Section 5 for new taught programmes. In addition to addressing generic programme approval matters referred to in Section 5, the Validatory Panel will also give consideration to:

- Clear evidence of the institution's ability to provide and support adequately a research study programme;
- The proposal to provide a research study programme in relation to the institution's strategy and research policy;
- Provision for research methodology and seminars;
- The existence of a research culture within the institution;
- The institution's staff development policy, particularly with regard to research;
- The ability of the institution to provide sufficient supervision of an appropriate standard and a succession plan to this;
- The resources available within the institution to provide appropriate facilities to research students;
- Arrangements for providing appropriate student support and training including the provision of a level of financial support, for example for attendance at conferences;

- Capacity to support quality assurance mechanisms and requirements.

Procedures following the validation visit will be in accordance with those set out in Section 5.

## Oversight Arrangements

### 6.3 Monitoring of a Validated Research Study Programme

All research study programmes are subject to the governance procedures in the Research Degrees Framework.

As part of the validation arrangement, an institution must have a Board of Studies or Research Committee in place to oversee the academic functioning of the programme. This can be part of another similar committee but should have student representation from the research study programme. There must be a Senior Tutor/Director of Research at the institution who will be responsible for the management of the programme on a day-to-day basis. The role of the Senior Tutor/Director of Research is stated in the University's Framework for Research Degree Provision.

At University level, the Course Board will take responsibility for oversight of the programme. The Course Board will receive:

- An annual report on admissions (including entry qualifications) and proposed area of research (to the Autumn term Course Board meeting);
- Proposed appointment of supervisors (to be submitted to the Course Board as appropriate);
- Reports on student progress including transfer from MPhil to PhD, submissions and awards (to be submitted to the Course Board as appropriate);
- A copy of the Annual Programme Evaluation for Research Programmes;
- The minutes from each meeting of the Board of Studies or equivalent that has local oversight for the operation of the programme (each Course Board meeting).

## Research Students

### 6.4 Research Student Status

As with taught programmes, students registered on research programmes of study validated by the University register with the University as well as the institution at which they are studying, and have access to University facilities as laid out in the Validation Agreement.

### 6.5 Induction and Liaison

New students are invited to the Doctoral College's Research Student Induction Day, which is held twice a year. This event is open to all research students across the University and to those studying for a research degree at a validated institution. This

event offers an opportunity for research students to meet each other and to be provided with information about University facilities and support available to research students. Ongoing liaison with the University is facilitated by Academic Services.

## **6.6 Research Students Who Teach**

If research students are contributing to teaching activity, the University requires them to have received adequate and appropriate preparation before undertaking any teaching activity within the institution and that they are fully equipped with the appropriate skills, knowledge and experience in the subject area being taught. Validated institutions are required to monitor the preparedness and performance of their research students who teach, and to ensure that the engagement of a research student in teaching activity does not jeopardise the progress and completion of their research studies.

Any teaching-related activity must have the approval of the first supervisor and Senior Tutor for Research (or equivalent) where the student's research is based. The University recommends that students undertake no more than 6 hours per week of teaching (including preparation time), and no more than 180 hours in a calendar year, in accordance with Research Councils' guidance. Students on Tier 4 visas must comply with the requirements and restrictions of their visas relating to number of hours of work.

Students should complete initial training on teaching or marking, as appropriate, prior to their engagement in teaching activity; where possible, this should align with the institution's teaching staff development framework to allow a student to pursue Associate Fellowship of the Higher Education Academy (AFHEA). Mandatory training should not be included in the recommended annual hours limit. A student should not be engaged for a second year unless there is evidence that mandatory training and peer review has been successfully completed in their first year.

Research students should receive regular and constructive feedback on their performance from the module leader, through the module evaluation process or from another member of academic staff. They should also be allocated a mentor within the institution who shall provide further guidance and advice; this will most usually be the module leader. Students should be formally peer reviewed at least annually by a member of academic staff from the institution in accordance with the City's Policy on Peer Supported Review of Education.

Boards of Studies, or equivalent, are responsible for overseeing the quality and standards of taught provision, including consideration of the contribution of research students to any teaching activity, through regular analysis of the outcome of the module evaluation exercise and any other appropriate measures. Validated institutions should report to the Course Board on contracted hours, training and peer review undertaken by research students contributing to teaching activity through the annual programme evaluation process.

## **Ethical Issues Arising from Research Proposals**

### **6.7 Consideration and Approval of Ethical Matters**

Institutions must ensure that mechanisms are in place for consideration of the ethical implications of students' research. Where there are likely to be many cases where ethical issues will need consideration, an ethical committee should be established,

which reports to the institution's highest academic authority (e.g. Academic Board). Where it is unlikely that many cases will arise, institutions should ensure that there is the capacity within a committee structure for matters to be considered as appropriate.

As students will ultimately be working towards an award of City St George's, University of London, institutions should refer on to the University any research proposals that have serious ethical implications. If an institution is in any doubt about this, the Secretary to the University Research Ethics Committee should be contacted for further advice, via the Academic Services representative.

## Revalidation of Research Degrees

### 6.8 Process for Revalidation

As with taught programmes, research study programmes are subject to revalidation in the final year of the validation period. Guidelines on how the revalidation should be scheduled can be found in Section 9.

As with the validation of a research study programme, advice will be sought from the University academic and administrative leads for research degrees with regard to representation on the revalidation panel where appropriate and any other advice required on the process.

It is advised that the institution establishes a pre-meeting with the Course Board Chair and Secretary to consider draft documentation well in advance of the revalidation visit. Further information on this can be found in Section 9.

### 6.9 Documentation Required for Revalidation

Revalidation submissions for research degrees should include:

- The programme document in the format published on the University's website;
- An evaluative report reflecting on the previous period of validation which should reflect upon the following areas. In considering these matters, institutions may wish to refer to Advice and Guidance on Research Degrees that accompanies the UK Quality Code for Higher Education. The Panel will also expect to see evidence of how student feedback, comments from External Examiners and other parties have informed the development of the programme.

#### **(a) Institutional Research Environment**

The Panel will wish to see evidence that the programme continues to be relevant to the institution's strategy, how the research culture has developed over the period of validation and the ways in which research students form part of this environment.

The Panel will also wish to see how the institution has provided opportunities for research students to develop their personal and professional development skills within and outside the institution and the outcome of these both for the students and for the institution. In addition, comment should be made on the effectiveness of the research methodology and seminar series using evidence from student and staff feedback and noting any developments that have occurred during the last period of validation.

**(b) Selection, Admission and Induction**

The panel will wish to see how the institution has managed the selection and admissions process and any developments that have occurred during the period of validation. This section should also include reference to how the programme is marketed by the institution and any developments in this area since validation.

Data on research student numbers during the last period of validation should be included and commented on, with a breakdown of applications, registered students, full-time or part-time status, registration status, completion.

The process for induction will be included in the main submission, however, the evaluation report should reflect upon the success of the induction process, any enhancements that have been made during the period of validation and any changes proposed for the future.

**(c) Supervision**

The Panel will wish to see how the supervisory process has developed during the last period of validation, reflecting on any issues that have arisen during this time and how they have been resolved.

In addition, the evaluation report should include reference to the effectiveness of mechanisms for overall student support which will be based partly on feedback that has been gained from research students during the period of validation.

**(d) Monitoring and Review**

The Panel will wish to see the institution reflecting upon the arrangements for monitoring and review of the progress of its research students. In particular, the evaluation should reflect upon completion rates (including provision of actual data), how these are monitored by the institution and any issues for future development.

**(e) Assessment**

The Panel will wish to consider how the institution continues to ensure that the programme remains commensurate with the Frameworks for Higher Education Qualifications (FHEQ). In particular, comment should be made by the institution on the application and development of assessment criteria during the last period of validation and any proposals that will be brought forward in the future. This section of the evaluation report should also reflect on how the assessment process has operated with regard to transfer from MPhil to PhD (or equivalent), the viva-voce and liaison with the External Examiners.

**(f) Staff Development**

The development of a research programme of study will be dependent partly on the staff expertise available within the institution. The evaluation report should reflect on any issues regarding staff development. This could include, for example, how staff are enabled to remain active within the research

environment or the mechanisms in place to enable staff to become research degree supervisors.

**(g) Programme Management**

The Panel will wish to see an evaluation of the arrangements in place for programme management (academic and administrative) for the last period of validation, including any enhancements that have been made or are planned for the future.

**6.10 Outcome of Revalidation**

Details of the feedback, reporting mechanisms and submission of amended documentation can be found in Section 9.

## Section 7

### Validation: Student Records

#### Relevant UK Quality Code for Higher Education reference documents

[Partnerships Advice and Guidance](#)

#### Other relevant documentation:

Validation Agreement

[Student Transfer Policy](#)

[Withdrawal from Studies Form INT3](#)

*All matters relating to student registration and status should be referred direct to the University's Student Records team. Contact details can be found at the front of this book.*

### Context

All students registered with their institution on a programme of study validated by the University are also registered with City. The student record is an important part of ensuring that students can obtain access to the University, have their degree results recorded formally and be issued with a degree certificate. The University's Student Records team manages all of these processes.

#### 7.1 Registration Process

The University's Student Records team provides each institution with a spreadsheet on which to provide new student information to the University during the summer. Receipt of the registration form enables the University to finalise the student record, arising from which, a University ID badge will be created. This badge will enable access to the University and the services available under the terms of the formal Validation Agreement. The University will provide the University ID cards within 28 days (as stated in the Validation Agreement). Where there is more than one intake per year for a programme or where there are several validated programmes that have significantly different commencement dates that will result in information being sent on different dates, a schedule of submission dates should be provided.

Where the Student Records team has been provided with a date within the timescale in which it was requested and where registration forms are submitted in accordance with this, student ID badges will be returned to the institution contact within the 28-day timescale. Where information is returned beyond the agreed timescale or if information is sent in separate batches the University will endeavour to produce ID badges within the 28-day timescale but will not be able to guarantee this.

It is important that the spreadsheet is completed in full and accurately so that the University is provided with correct information. It is particularly important that the title of the programme is correct.

It remains the responsibility of the validated institution to keep a full record of the programme of study for each student including data that might be required for a transcript.

## **7.2 ID Cards**

The ID badge will allow a student entry to the University and to the facilities available under the validation arrangement. In the event of a student misplacing an ID badge, the University's Student Records team should be contacted for arrangements to be made for a new badge to be issued.

## **7.3 Student Withdrawals and Deferrals**

For management information purposes it is important that the University is notified as soon as possible about any student withdrawals or deferrals. Institutions should provide full details to the Student Records Administrator.

Student withdrawals and deferrals must also be recorded on the Report of the Assessment Board at the end of the year (see Section 2).

## **7.4 Change of Address or Details**

It is important that the University is informed of any changes in address or details of students registered on validated programmes. Changes in name, for example, will be important for any subsequent degree certificate.

## **7.5 Data Verification**

During each year a data verification exercise will normally be undertaken to ensure the accuracy of information that the University holds on students on validated programmes.

## **7.6 Transcripts**

As the awarding body, the University holds ultimate responsibility for ensuring that students studying on validated programmes are provided with a transcript of their results following completion of their programme or at the relevant exit point. The University authorises the marks and credits to be provided on the transcript through its responsibility for chairing the Assessment Board.

The operational responsibility for producing and issuing the transcript is devolved to the validated institution as the body that holds the detailed student record and manages the overall assessment process.

The format of the transcript should conform to the headings used by the University, which have been informed by national guidance. Adjustments may be needed to suit the nature and type of validated institution. Any such adjustments to the format must be agreed with the University. In producing the transcripts, the validated institution will:

- Have in place a mechanism that minimises the risk of forged documents through, for example, use of watermarked paper;
- Have responsibility for ensuring the security of blank documents to safeguard theft or forgery attempts;

- Ensure that the transcript holds the signature of a nominated senior member of staff of the validated institution who will have ultimate responsibility for ensuring the accuracy of the data.

The University will support validated institutions in the implementation of the transcript policy where guidance is needed.

### **7.7 Degree Certificates – Taught Programmes**

Following the University's approval of the Assessment Board Report and Pass Lists, information will be transferred to the Student Records team for input onto degree certificates. The validated institution should ensure that the full names of the students as they should appear on the certificate are provided on the Report of the Assessment Board.

The initial printing of the certificate will be carried out in consultation with the validated institution regarding the use of the institution's logo or crest and the appropriate institutional representative who will sign the certificates.

Institutions should normally allow six weeks between the approval of Pass Lists and the production of certificates (including the time taken for postage). If there is a particular need for an institution to receive degree certificates in a shorter timescale, this should be negotiated between the University's Student Records team and the validated institution. At times when the University is preparing for its own graduation ceremonies (held in January, April and July) it will be difficult for this time-scale to be reduced.

Duplicate certificates can be provided on request for a charge specified by the Student Records team. A charge will not be made for replacement certificates due to misspellings.

### **7.8 Degree Certificates – Postgraduate Research Programmes**

Once the student has completed their viva, and any corrections have been checked and approved by the examiners, the RDF6 Form, and completed template should be sent to the Academic Services representative.

The University will then produce a Letter of Award. This will be sent to the institution for circulation to the student, and to the University's Student Records team to produce a certificate. Once the certificate has been produced, this will also be passed to the institution.

### **7.9 Graduation Ceremonies**

The Academic Services representative should be informed well in advance of the date of the institution's graduation ceremony.

The University's President or a nominated Deputy President or the Academic Director (Collaborative Provision) will normally be responsible for awarding the degrees. The Course Board Chair and Academic Services representative should also be invited to the ceremony. The validated institution will be responsible for making arrangements for the graduation ceremony, but will agree with the University in advance the manner of involvement of the University's representatives.

Students receiving University awards at a graduation ceremony will be expected to wear academic dress as appropriate for the award. The University's Student Records team can provide contact information for the company which supplies its gowns for hire at ceremonies on request.

#### **7.10 Alumni Database**

Following the award of a degree or diploma, the University will normally transfer the student's record to its alumni database. Students will receive alumni information on the same basis as other graduates of the University.

## Section 8

### Validation: Staff

#### Relevant UK Quality Code for Higher Education reference documents

[Partnerships Advice and Guidance](#)

#### Other relevant documentation:

Validation Agreement  
Learning Enhancement and Development (LEaD)

### Context

The University has an interest and responsibility in the quality of staff involved in the delivery and assessment of a validated programme as a key component of its overall responsibility for quality and standards.

#### 8.1 Framework for Staff Appointments

The University expects validated institutions to have appropriate procedures in place for the selection and appointment of teaching staff which operates under the institution's equal opportunities policy. **Where staff vacancies for a validated programme are advertised, the Validation Agreement requires that the University is acknowledged as the validating body if the name of the programme is mentioned (see Section 3).** Following appointment, the University expects the institution to provide an appropriate induction to a new member of staff.

#### 8.2 University Involvement in Process

Where the institution is holding interviews for the appointment of a senior member of staff or any other position that involves a major contribution to the delivery of a validated programme, the University should be notified at least twenty-one days in advance, and reserves the right to nominate a representative to attend the selection committee. The Assistant Registrar (Partnerships and Academic Development) should be provided with this information and will make arrangements for an appropriate member of University staff to attend.

Where a post does not involve a major contribution to a validated programme, it is sufficient for details of the appointment (including a CV) to be submitted to the University for receipt at the subsequent Course Board meeting.

#### 8.3 University ID Cards for Staff

Staff teaching on validated programmes are entitled to access to all University libraries, borrowing membership (5 loans) and walk-in access to electronic resources. For access to the University libraries staff will need a University ID card. Where new ID cards are requested, the Academic Services representative will make the necessary arrangements with the University's Security Services.

#### **8.4 Staff Development**

The University expects validated institutions to have a staff development policy and to provide appropriate development opportunities for staff teaching on and supporting the programmes that it validates.

The University recognises that it has a role to play in the development of staff in institutions offering validated programmes. Accordingly, they will be invited to attend workshops and other development activities on quality assurance and teaching and learning issues as appropriate.

Staff from validated institutions may also attend programmes offered by the University's Staff Development Unit and Learning Enhancement and Development (LEaD), subject to availability of places. In some cases, a programme fee may be payable. Copies of the University's in-house training programme are available from the University.

#### **8.5 Peer Observation**

As part of the staff development policy, the University expects all institutions to have an appropriate peer observation scheme in place for staff that teach on its validated programmes. Advice on what might be appropriate can be sought from the University. Peer review should also include the review of visiting staff.

#### **8.6 Appraisal**

As part of its staff development policy, the University also expects all institutions to have an appropriate appraisal scheme in place for all academic staff that teach on its validated programmes. It is expected that appraisals will be carried out on an annual basis and will include discussion of any matters arising from peer review.

## Section 9

### Revalidation

#### Relevant UK Quality Code for Higher Education reference documents

[Partnerships Advice and Guidance](#)

[Course Design and Development Advice and Guidance](#)

[Monitoring and Evaluation Advice and Guidance](#)

#### Other relevant documentation:

Validation Agreement

[QAA Frameworks for HE Qualifications of UK Degree-Awarding Bodies](#)

City St George's, University of London Format and Guidance Notes for Validation and Revalidation Submissions

### Context

Revalidation provides the University with an opportunity to fully review the validated programme and to decide whether it wishes to continue with the validation arrangements, modify them, or terminate the agreement. In addition, it provides the institution with an opportunity to carry out a full internal review of its provision prior to the revalidation visit and to consider whether it wishes to make any significant changes to the content or direction of the programme.

The nature of the revalidation process means that it is a crucial part of the validation relationship. A summary of processes and responsibilities for the revalidation process is provided in Appendix 5. Where the University is concerned that the institution has not made appropriate arrangements to maintain the integrity of the revalidation process, it will not be possible to proceed with the visit. Where it is not possible to proceed, the institution will not be able to recruit any new students to the programme.

#### Extension in lieu of Revalidation

In exceptional circumstances, for example, when a validation partnership is in the process of termination, or where the validated partner institution is applying for its own Research Degree Awarding Powers (RDAP) from the OfS, an extension in lieu of a full revalidation may be possible. The extension period is a fixed term of a maximum of three years to reflect the fact that the relationship is expected to end during this time.

#### 9.1 Scheduling of Revalidation

Revalidation of a programme takes place during the final year of the Validation Agreement and a visit will be scheduled so that a report and recommendation can be made to Collaborative Provision Committee prior to the expiry of the current agreement.

Chair's Action on behalf of Collaborative Provision Committee will **not** normally be taken to approve revalidation reports. It is therefore essential that events are scheduled within the appropriate timescale. The following is the timescale for the lead up to revalidation if a validation agreement is due to terminate at the end of an academic year:

<b>Timescale</b>	<b>Activity</b>
12/18 months	Institution reviews programme in advance of revalidation
9 months (normally start of academic year)	Agreement of date for visit. The institution must ensure at this point that relevant staff, senior management and students are available to meet the panel on the day of the visit.
4/5 months	Draft submission of revalidation submission to the University
3/4 months	Pre-meeting with Course Board Chair and Secretary for feedback
2/3 months	Institution to complete final documentation
3 weeks	Submission of sets of documentation to the University
0 weeks	Revalidation visit
2 weeks	Draft report to Course Board Chair for approval
2 weeks	Draft report to institution
3 weeks	Institution to respond on any factual inaccuracy
Mid-June	Report considered by Collaborative Provision Committee
Late June	Institution notified of outcome

Holiday periods at either the institution or the University should be taken into account when devising the timetable. With regard to the exact date for the revalidation visit, the proposed Panel members (particularly the External Advisor) must be consulted by the Academic Services representative with regard to their availability. The Academic Director (Collaborative Provision) should also be notified of any agreed dates.

## **9.2 Revalidation Panel**

The Revalidation Panel will normally comprise the University members of the Course Board and the External Advisor. The Academic Services representative will act as Secretary to the Panel. A revalidation panel has the powers of co-option from either inside or outside the University. Any proposals will require the approval of Collaborative Provision Committee.

## **9.3 Revalidation Preparation**

As part of preparations, it is possible for there to be a pre-meeting between the Programme Director and other relevant colleagues with the Course Board Chair and Academic Services representative to discuss draft documentation. Should a validated institution consider a pre-meeting to be useful, this should be highlighted when considering the overall timetable with the University. An electronic copy of the draft

documentation should be submitted to the Academic Services representative at least two weeks in advance of the meeting.

The meeting provides an opportunity for the Course Board Chair and Academic Services representative to provide feedback on the draft submission, discuss any matters arising and to answer any questions the validated institution may have. The Academic Services representative will seek comments from the Assistant Registrar (Partnerships and Academic Development) and Academic Director (Collaborative Provision), where appropriate, prior to the meeting. Where draft documentation is submitted for the purposes of the pre-meeting, the institution will still be required to resubmit the required number of full sets of documentation for the final submission.

#### **9.4 Revalidation Submission**

The final revalidation submission will comprise:

**a) The main revalidation submission in the required University format**

The main submission must follow the University format for validated programmes which will provide an up-to-date version of the programme scheme and associated processes. Where any programme amendments are proposed as part of the revalidation process, these should be included and highlighted for the Panel's attention as an appendix to the Evaluative Report (see below).

The submission (and any subsequent amendments arising from the revalidation visit) will form part of the legal agreement between the University and institution should revalidation be successful. It is therefore essential that the document is complete, accurate and coherent.

**b) Self-Evaluation Report**

The evaluation report is a key component of the revalidation process that demonstrates how the institution has reflected on the development of the programme during the previous period of validation. It is important that the report is evaluative as opposed to descriptive, providing context for any changes that have occurred or that are envisaged.

The report should be informed by Annual Programme Evaluations, how issues have been addressed, the market for the programme, changes in staffing or senior management at the institution, development of the institution's strategy, national developments in HE, professional accrediting body requirements etc.

When a programme is due for revalidation, it is possible to subsume the requirements for Annual Programme Evaluation for that year (see Section 5) into the overall evaluation report for revalidation. Further advice on this can be sought from the Academic Services representative.

The evaluation report will cover the areas below and should always refer to anything within the programme that is unique or innovative. In addition, any areas of good practice that could or have been shared across programmes within the institution and/or with the University should also be highlighted.

**Context:** An overview of the background to the programme to include the following:

- when the programme was first established;

- when it was first validated;
  - how it fits with the institution's strategy;
  - fit with the Frameworks for Higher Education Qualifications (FHEQ);
  - market for the programme;
  - overall developments that have occurred since the last validation/revalidation;
  - issues arising from any external review such as QAA or PSRB.
- **Innovation and/or Good Practice:** any generic examples, drawing on the guidance provided in the University Policy on Good Practice.

**Educational aims and learning outcomes:** An evaluation of their continuing relevance and how they have developed during the last period of validation. This will be informed by sources (which should be referenced) including:

- comments from External Examiners
  - feedback from Professional Bodies
  - discussions at Programme Management Teams or other committees
  - feedback from students
  - national developments such as Subject Benchmarks
  - developments within the associated profession
- **Innovation and/or Good Practice:** any particular features of the educational aims and learning outcomes that have been identified as innovative.
  - **Proposed Action:** Any proposed action or developments should be highlighted. Where an institution wishes to propose programme amendments to programme aims and learning outcomes as part of revalidation these should also be highlighted here with reference to where these can be found in the main revalidation submission.

**Curriculum:** An evaluation of how the programme content has developed during the last period of validation and how such changes have been relevant to the achievement of the learning outcomes and the level of the award. Sources of evidence should be provided. The evaluation should include how the institution has considered and acted upon:

- developments within the associated profession and their influence on programme enhancements
  - the ways in which the curriculum retains its currency
  - staff expertise (for example, new staff)
  - discussion at programme management teams or other committees
  - how staff development and research may inform curriculum development
  - comments that have been received from External Examiners and associated action
  - feedback and evaluation that has been received from students and associated action
- **Innovation and/or Good Practice:** Reference should be made to any particular features of the curriculum content that are innovative.
  - **Proposed Action:** Any proposed action or developments should be highlighted. Where an institution wishes to propose programme

amendments to the curriculum as part of revalidation, these should also be highlighted here with reference to where these can be found in the main revalidation submission.

**Teaching, Learning and Assessment Strategies:** An evaluation of the effectiveness of the teaching, learning and assessment strategies used within the programme and a reflection on any developments that have occurred during the last period of validation. Evidence that may support this evaluation (which should be referenced) could include:

- comments from External Examiners
  - data on student progression and achievement
  - feedback from students
  - comments from any external reviews such as Professional Bodies or QAA
  - enhancements arising from staff development activities
- **Innovation and/or Good Practice:** Teaching, learning and assessment strategies and methods are a particular area for consideration of instances of innovation and development of good practice. In particular, reference should be made to any instances of enhancement that have drawn upon practice or developments within the institution, from the University or externally, or where practice within the programme has informed enhancement within the institution, the University or used as examples nationally.
  - **Proposed Action:** Any proposed action or developments should be highlighted. Where an institution wishes to propose programme amendments to teaching and learning strategies as part of revalidation, these should also be highlighted here with reference to where these can be found in the main revalidation submission.

**Quality of the Learning Experience:** An evaluation of the quality of the learning experience and any developments that have occurred during the last period of validation. Areas that need to be considered include:

**i) Learning Resources**

This will reflect upon any developments of learning resources such as:

- the adequacy of the teaching and learning space including library and IT provision.
- the adequacy of any learning resources that are particular to the nature of the programme (e.g. studio, performance space etc.)
- where students have access to facilities outside of the institution, comment should also be made as to the use that students make of these and how they support the overall learning environment.
- where a programme makes use of a virtual learning environment, this should also be considered within the evaluation.

This part of the evaluation is likely to be informed heavily (with appropriate references to sources) by:

- feedback from students that has been considered during the last period of validation through staff-student liaison committees and written feedback through questionnaires
- comments from external bodies
- institutional strategy

## **ii) Student Support**

This will reflect upon how the various mechanisms for student support underpin the quality of the learning experience and enable the students to achieve the learning outcomes. Any developments that have occurred during the last period of validation should be considered and reference should be made to the effectiveness of:

- module-related study support
- personal tutorial support
- implementation of PDP
- counselling
- support for students with a disability
- English language support
- careers
- placements or external settings where these form part of the programme (with particular reference to student support mechanisms)
- any other relevant support mechanisms

Evidence for supporting the evaluation may derive from:

- feedback from students
- data on progression and award
- programme management team meetings or any other relevant committees
- reports from Professional Bodies
- institutional strategy

## **iii) Staff Development**

This will consider how staff development activities subsequently inform the quality of the learning experience. It will reflect upon the opportunities that have been available to staff associated with the programme during the last period of validation and the ways in which these impacted on the students' learning experience.

## **iv) Data on Student Admission, Progression, Award, Employment**

This will consider data on student admission, progression, award and employment destinations during the last period of validation and will reflect on how that has provided indicators as to the quality of the learning experience. Full data should be provided, consolidating that which has been used for Annual Programme Evaluations during the last period of validation. Feedback from graduates and employers would provide supplementary indicators on the quality of the learning experience. Mechanisms for collecting data should also be evaluated.

- **Innovation and/or Good Practice:** Mechanisms that support the quality of the learning experience is a particular area for consideration of instances of

innovation and development of good practice. In particular, reference should be made to any instances of enhancement which have drawn upon practice or developments within the institution, from the University or externally, or where practice within the programme has informed enhancement within the institution, the University or used as examples nationally.

- **Proposed Action:** Any proposed action or developments should be highlighted. Where an institution wishes to propose programme amendments to learning support mechanisms as part of revalidation, this should also be highlighted here with reference to where these can be found in the main revalidation submission.

**Management of Quality and Standards:** An evaluation as to the mechanisms in place for the management and enhancement of quality and standards and the ways in which the institution has used these to support and develop the programme during the last period of validation. This will include a reflection on the frameworks for implementing, managing and acting upon:

- feedback from students
  - student representation
  - national guidance in HE, the OfS, and professional bodies
  - staff development
  - Annual Programme Evaluations
  - committee roles and responsibilities
  - overall programme management
  - working relationships with External Examiners
  - the working relationship with the University as the validating body
  - dissemination of good practice
- **Innovation and/or Good Practice:** Reference should be made to any innovative mechanisms that have been implemented to support the framework for the management of quality and standards and which have been demonstrated to be effective. In particular, reference should be made to any instances of enhancement which have drawn upon practice or developments within the institution, from the University or externally, or where practice within the programme has informed enhancement within the institution, the University or used as examples nationally.
  - **Proposed Action:** Any proposed action or developments should be highlighted. Where an institution wishes to propose amendments to the mechanisms for the management of quality and standards as part of revalidation, this should also be highlighted here with reference to where these can be found in the main revalidation submission.

**Conclusions:** A conclusion should be provided that draws together issues raised within the report and a summary of proposed action for the future, documenting timescales and responsibilities.

### **c) Additional documentation**

In addition to the main submission and evaluation report, the following supplementary documentation is required:

- Current Programme Handbook for students
- Programme brochure/prospectus used for publicity
- A copy of the previous validation or revalidation report by the University
- Any external reports (e.g. OfS, Ofsted, professional body) received during the last period of validation and responses from the institution
- Any other relevant supporting documentation e.g. institutional quality manual
- Any other documentation requested by the University

Advice on documentation to be submitted for revalidation can be sought from the Academic Services representative. Where a revalidation submission is late, incomplete or presentation is unsatisfactory, the University reserves the right to postpone the revalidation visit.

Sets of documentation must be provided to the Academic Services representative by the institution for distribution to each Panel member and the Academic Director (Collaborative Provision).

Complete documentation should be submitted to the Academic Services representative normally three weeks in advance of the visit.

### 9.5 University Preparation for the Visit

The Academic Services representative will be responsible for collating potential areas of questioning from panel members in advance of the meeting. All panel members are expected to read all areas of the submission. The collation of issues may also include comments from the Academic Director (Collaborative Provision) and any other staff members who have been consulted on particular issues. The compilation of issues should be discussed with the Chair of the Panel in advance of the meeting with regard to preparing for the visit. The Panel will then discuss the areas for consideration at the first meeting of the visit at which point the allocation of questioning will be agreed.

### 9.6 The Revalidation visit

One day should be set aside for the revalidation visit. The day will normally comprise:

Meeting	Approx Time Allocation <sup>2</sup>	Purpose	Additional Points
Private Panel meeting	Between 45-60 minutes	To discuss submission, confirm areas of questioning and allocation.	

<sup>2</sup> Timing will be variable depending on the size of the programme, the number of programmes being considered for revalidation and the issues that the Panel wishes to discuss. The

<b>Meeting</b>	<b>Approx Time Allocation<sup>2</sup></b>	<b>Purpose</b>	<b>Additional Points</b>
Meeting with students and alumni <sup>3</sup>	Between 60-90 minutes	To assess the student experience of the programme. Further details about areas of questioning are provided below.	A cross-section of students and alumni should be identified by the institution to meet with the Panel. The University will expect the institution to have provided the students with an objective briefing as to the purpose of the revalidation process.
Break		The Panel may wish to meet briefly during the break to confirm any issues arising from the student meeting that need to be fed into subsequent meetings with staff or senior management.	
Meeting with staff responsible for programme delivery (this will include teaching staff, staff responsible for library and IT resources and appropriate administrative staff).	Between 90-120 minutes	To consider the operation of the programme and programme content covering the broad areas set out below.	The institution should liaise with the University well in advance as to the staff who should attend this meeting.
Break and Panel meeting		The Panel may wish to meet briefly during the break to confirm any issues arising from the previous meetings that need to be fed into the meeting with senior management	
Tour of facilities	20-30 minutes	To assess the facilities that support the programme	If a tour of facilities has been undertaken recently as part of another visit or exercise, a tour may not be needed if the panel considers it has sufficient knowledge and supporting evidence.
Meeting with senior management	Between 30-60 minutes	To consider any issues relating to resource, staff development, positioning of the programme, quality	The University will expect the Principal of the institution or equivalent to be present at the meeting along with other

schedule will be agreed with the institution once the submission has been made. It may be necessary to make adjustments to timing nearer the visit although this will be avoided wherever possible.

<sup>3</sup> The number of students required will be dependent on size of the programme. Liaison with the University should take place well in advance with regard to the approximate number and range of students that will be needed.

Meeting	Approx Time Allocation <sup>2</sup>	Purpose	Additional Points
		management and other issues arising from previous meetings	relevant members of senior management.
Panel meeting	30 minutes	To agree the outcome of the process that will be recommended to Collaborative Provision Committee	Note that broad conditions of revalidation should be agreed here along with an indication of any recommendations. These can be finalised after the meeting and panels should not feel obliged to confirm exact wordings as part of the verbal feedback.
Feedback	Between 10-15 minutes	To confirm the recommendation that will be made to Collaborative Provision Committee, to clarify the subsequent process and to address any questions.	

Supplementary documentation that might be useful to the Panel e.g. examples of students' work containing written feedback from staff may also be made available via an online resource.

### 9.7 Areas for Consideration at Revalidation

In conjunction with any specific issues arising from the overall revalidation submission and meetings with staff and students, the Panel will consider the following areas during its visit to the institution:

- **The programme**

The Panel will wish to satisfy itself that the programme seeking revalidation offers a high-quality educational experience to students and is commensurate with HE requirements including the level at which it is offered within the National Qualifications Framework.

It will wish to see evidence that any innovations such as programme changes, developments in teaching, learning and assessment, changes outside of the programme (including the associated profession/s), new technology, research findings and new aspects of professional practice have been incorporated into the programme and are working well. It will also be seeking to identify any particular areas of good practice that are relevant to the programme and/or that can be disseminated more widely.

- **Aims and learning outcomes**

The Panel will wish to see evidence that programme aims and learning outcomes remain clear (to staff, students and the Panel) and relevant to HE requirements and those of any associated professional body.

- **Content and assessment**

The Panel will wish to see evidence that the content of the programme is appropriate to the HE level, aims and learning outcomes. It will also wish to see that assessment methods are appropriate to learning outcomes and that regulations are aligned to those of the University. It will also seek to identify any particular areas of good practice in relation to assessment that are either relevant to the discipline or for wider dissemination.

- **Learning and teaching**

The Panel will wish to see that learning and teaching strategies are appropriate to the HE level of the programme and the nature of the discipline. The Panel will wish to assure itself as to the appropriate level of learning resources available to students to assist them in achieving the intended learning outcomes of the programme.

The Panel will wish to assure itself that adequate student support mechanisms are in place. This will include consideration of the personal tutorial system, academic tutorial support, student induction, support for students with disabilities, procedures for students to be referred to other support services as appropriate, provision of careers guidance and the Programme Handbook.

The Panel will also seek to identify any particular areas of good practice in relation to learning and teaching that are either relevant to the discipline or for wider dissemination.

- **Maintenance and enhancement of quality and securing of academic standards**

The Panel will consider the procedures in place for the maintenance and enhancement of the quality of the student learning experience and for the securing of academic standards and how the institution has implemented these. The Panel will wish to consider any identifiable outcomes that have resulted from enhancements made and will also review how the institution has complied with University procedures during the current period of the validation agreement.

The Panel will also wish to see and consider statistical data relating to student progression and achievement so as to ensure that this aligns to norms appropriate to HE and to the discipline.

Consideration of the effectiveness of quality assurance procedures will also focus on evidence that appropriate action has been taken on feedback given by students and that there is appropriate and effective student representation on committees.

- **The institution offering the validated programme**

The Panel will consider any institutional changes that may affect the validated programme and should assure itself that no conflict exists between the aims and objectives of the University and of the validated institution. It may be appropriate for the revalidation process to review matters relating to the institution itself.

- **Staff development**

The Panel will wish to see evidence of training and development for those staff involved in the teaching of the validated programme. This will include consideration of the institution's staff development policy, the appraisal process, peer observation, and other opportunities for training and development. The Panel may seek to identify evidence of any staff development that has enhanced the content and delivery of the programme.

- **Equal opportunities**

The Panel will wish to see evidence that the institution continues to operate an appropriate equal opportunities policy for staff, students and applicants.

- **Response to issues and problems**

The Panel will wish to see evidence that consideration has been given, and appropriate action taken, on any problems or issues raised during the period of the Validation Agreement. These could be issues raised by the University or by external agencies including professional accrediting bodies or government agencies.

### **9.8 Outcome of the revalidation**

Following a discussion by the Panel at the end of the revalidation visit, the institution will normally receive brief verbal feedback from the Chair. It is usual for there to be representation from the senior management at this meeting, along with the Programme Director and any other staff the institution wishes to be present.

The feedback will outline the main findings of the Panel (arising from the documentation and the visit) noting positive points and areas to be addressed. The institution will normally be informed of the overall recommendation that the Panel will make to Collaborative Provision Committee with regard to a further period of revalidation. Where the Panel proposes that a period of revalidation be recommended, it will state the proposed length of time (up to a maximum of five years). The feedback will also contain any proposed conditions associated with the period of revalidation.

Conditions are made where the Panel considers that further enhancements are required to fully support the quality and standards of the programme and will normally need to be addressed by a stipulated date prior to the commencement of the new cohort. A condition may also be set where documentation will need to be resubmitted following correction of any inaccuracies, elaborations, or amendments as a result of meeting other conditions. It is necessary for the University to receive such a revised document as this will form an appendix to the formal validation agreement. Where it is proposed that a specific condition be met over a longer period of time, the Panel will need to consider whether the validation period should be reduced so as to review the outcome or to consider the implementation of an interim review (see Section 5).

Arising from the visit, the Panel may also make recommendations. These will be contained within the verbal feedback and provided after the event through the formal report. Recommendations are made where the Panel considers that further enhancements may benefit the development of the programme but are not required to be implemented to support the core quality and standards of the programme.

Following verbal feedback, the Panel Secretary will be responsible for producing a written report from the visit. This will be drafted, signed-off by the Panel Chair and subsequently sent to the institution to check for factual accuracy. Following this, the final report will be provided to Collaborative Provision Committee for its

consideration. The Committee is at liberty to accept or reject a recommendation from the Panel. The University will advise the institution of the outcome from the Committee.

### **9.9 Addressing Conditions**

The full report will be received at the Course Board meeting subsequent to the meeting of Collaborative Provision Committee. The Course Board will discuss the findings of the report and the action plan (with a timescale) submitted by the institution, which should detail how conditions will be addressed and how recommendations may be considered. Collaborative Provision Committee will take an overview of the conditions set by panels.

Where there are conditions that need to be met between the meeting of the Course Board and the start of the academic year, or by a date beyond this point, the institution has a responsibility for ensuring that these are addressed and signed-off by the University by the due date. Where the institution has not addressed the requirements, the University reserves the right to consider this as a breach of the institutional Validation Agreement.

### **9.10 Addressing Recommendations**

The University will expect an institution to consider recommendations within its own internal governance structures and will monitor this through evidence provided in minutes.

## Appendix 1:

# Senate Regulation 6 Collaborative Provision

<b>Document title</b>	Senate Regulation 6 – Collaborative Provision
<b>Document owned by</b>	Academic Services (Quality and Academic Development Department) on behalf of Senate
<b>Document maintained by</b>	Academic Services (Quality and Academic Development Department) on behalf of Senate
<b>Approving Committee</b>	Senate
<b>Last updated</b>	May 2025 for use from 2025/26.
<b>Review date</b>	2028
<b>Current version</b>	1*
<b>Location of main document</b>	Quality and Academic Development reg-dev/QUAD/Senate Regulations (approved for publication)/Regulation 6
<b>Website</b>	<a href="https://www.city.ac.uk/about/governance/policies/city-university-of-london-senate-regulations">https://www.city.ac.uk/about/governance/policies/city-university-of-london-senate-regulations</a>
<b>Summary</b>	<p>Regulation 6 sets out Terms of Reference for Committees overseeing activity relating to City St George’s collaborative provision activity and includes:</p> <ol style="list-style-type: none"> <li>1. Collaborative Provision Committee</li> <li>2. University Strategic Partnership Approval and Review Committee</li> <li>3. Subcommittees of Collaborative Provision Committee</li> </ol>

\* Note that previous versions of Regulation 6 were called ‘Validation of Courses’

### Equality and Diversity Statement

We are committed to promoting equality, diversity and inclusion in all our activities, processes, and culture, under the Public Sector Equality duty and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

We are committed to championing equality. This includes where applicable to this policy. In the coordination and make up of our decision-making Panels we are striving to fulfil our commitments to racial equality, gender balance, and actively consider representation of other protected groups.

## **Collaborative Provision Committee Terms of Reference and Composition**

### **Purpose and Remit**

The Collaborative Provision Committee is responsible to Senate for overseeing the effective operation of City St George's credit- and award-bearing collaborative provision. CPC works to ensure that the quality and standards of collaborative provision and awards are commensurate with provision solely delivered by City St George's.

Its remit encompasses validation and institutional partnership provision managed through City's quality and standards framework for validation and institutional partnerships.

The Collaborative Provision Committee also oversees the management of learning opportunities which involve other organisations (e.g. pathways, placements, articulation agreements, apprenticeships and student mobility).

### **Terms of Reference**

- Oversee the development and review of City's quality and standards frameworks for collaborative provision including the Collaborative Provision Register for Senate reporting.
- Review and develop Senate policies on collaborative provision to make strategic recommendations to Senate and the Executive as appropriate.
- Oversee developments to the quality and standards framework for the management of other types of learning opportunities which involve other organisations'
- Establishing a sub-committee ('Course Board' or equivalent) including composition, membership and terms of reference for each validation/institutional partnership relationship.
- Oversee the implementation of the quality and standards frameworks including: receipt of reports from University Strategic Partnership Approval and Review Committee (USPARC), minutes and Terms of Reference from Collaborative Provision Course Boards including City St George's, University of London International Study Centre and Kaplan International College's Joint Strategic Management Board.
- Approval of proposals for new Collaborative Provision programmes and arrangements.
- Approval of due diligence reports for new Collaborative Provision proposals.
- Approval of proposed amendments to programmes offered through validation and institutional partnership arrangements.

- Oversight of Memoranda of Understanding (MoU) and compliance with development and ongoing adherence to Memoranda of Agreement (MoA) for collaborative provision.
- Operate City's framework for programme validation and revalidation, approving recommendations on behalf of Senate where further periods are proposed, or making recommendations to Senate where termination or suspension is proposed.
- Oversight of Collaborative Provision student outcomes to ensure that quality and standards of collaborative provision and awards are commensurate with provision solely delivered by CSG.
- Oversight of the contributory elements to Collaborative Provision student outcomes including the quality of the academic experience and the standards of assessment and award.
- Identification of institution-wide themes, good practice for dissemination and areas for action arising from reports relating to partnership provision including Course Board minutes, Annual Programme Evaluation, Programme Approval/Validation, Periodic Review/Revalidation and External Examiner reports.
- Monitor areas for action arising from external compliance requirements for collaborative provision.
- Receive relevant School reports from School representatives regarding proposed and ongoing collaborative provision arrangements.
- Support the development and communication of information to partner institutions on quality and standards framework matters.

### **Composition and Membership**

Academic Director (Collaborative Provision) <b>Chair</b>
Chairs of Course Boards for Validation and Institutional Partnerships
Students' Union Vice-President (Education)
Vice President (Education)
Interim Director of Quality and Partnerships
Associate Dean Education, BBS
Associate Dean Education, CLS
Associate Dean Education, SCC
Associate Dean Education, SHMS
Associate Dean Education, SPGA
Associate Dean Education, SST

Finance Department Representative
Recruitment and Admissions Representative
Assistant Registrar (Programmes and Partnerships) <b>Secretary</b>
Head of Global Engagement

## **Quoracy and Frequency of Meetings**

CPC will be considered quorate if 50% of members are present

Meetings will take place once a term (Autumn, Spring and Summer) with the option of additional committee meetings if business requires.

## **Equality, Diversity and Inclusion Statement**

City St George's, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

Diverse membership of all committees is expected. Wherever possible membership will consist of at least 30% women and 30% men and representation of other protected groups will be actively considered. Where this has not been met committees should be able to demonstrate what action has been taken to achieve this target.

Any possible conflicts of interest for members, including the Chair, will be considered before each proposal is discussed.

## **University Strategic Partnership Approval and Review Committee**

### **Terms of Reference and Composition**

#### **Purpose and Remit**

The University Strategic Partnership Approval and Review Committee (USPARC) will consider proposals for new partnership provision, as outlined in the Collaborative Provision Typology, and proposals for significant amendments to existing partnership provision.

#### **Terms of Reference**

1. To consider the overall strategic and educational fit of the proposal in relation to:
  - a. Fit with the University's and School(s)'s Vision and Strategic Plan;

- b. The outline curriculum content;
  - c. The market, including potential student and employer demand;
  - d. Financial viability, with reference to discussions undertaken as part of the planning process).
2. To consider resource requirements for successful programme delivery
  3. To ensure the proposal aligns with the University's Academic Policies and Regulations and any additional national requirements.
  4. To consider any initial student views on the proposal.
  5. To consider the quality, accuracy and accessibility of the potential published information to be provided to students and potential students.
  6. To propose any enhancements, drawing on good practice elsewhere.

The Stage A Partnership Provision Approval Committee will normally present one of the following three recommendations to the Vice President for Education:

- Approval of the proposal to progress (with or without recommendations) or
- Conditional approval of the proposal to progress (with or without recommendations) or
- Rejection of the proposal.

Where a partnership is conditionally approved, timescales will be set for the completion of the conditions and the Chair will review whether condition have been met.

## Composition and Membership

<b>Name of Member</b>
Academic Director (Collaborative Provision)
Chair of Course Boards for Validation and Institutional Partnerships
Students' Union President
Associate Dean UG, BBS
Deputy Dean, CLS
Deputy Dean, SCC
Associate Dean EEE, SHMS
Associate Dean EEE, SPGA
Associate Dean Recruitment and Portfolio, SST
Interim Director of Quality and Partnerships (Tooting)
Finance Representative
Recruitment and Admissions Representative
Global Partnerships Manager
Assistant Registrar (Partnerships & Academic Development)
Head of QUAD

## **Operational arrangements where the Chair or members are absent**

The University Strategic Partnership Approval and Review Committee (USPARC) is an advisory committee to the Vice President Education who has delegated authority from Senate to take decisions on approval of partnership proposals. As such, quoracy rules do not apply. Where members of USPARC are unable to attend a meeting, the Vice President Education will determine the minimum level of attendance required for them to consider approval of a recommendation. This will depend on the nature of the proposal and the role of the specific members who are unable to attend. Where it is determined that further input is required for a decision to be taken, the Vice President Education will decide whether this will be obtained through written input, an appropriate substitute attendee being identified or a meeting being rescheduled.

Where a designated USPARC Chair is unable to attend a meeting, an alternative Chair will be identified from the remaining membership of USPARC.

## **Frequency of Meetings**

USPARC is scheduled in response to business need. Typically, USPARC monthly, with a minimum of one meeting per term and a maximum of two meetings per month.

## **Equality, Diversity and Inclusion**

City St George's, University of London is committed to promoting equality, diversity and inclusion in all its activities, processes, and culture, under its Public Sector Equality Duties and the Equality Act 2010. This includes promoting equality and diversity for all, irrespective of any protected characteristic, working pattern, family circumstance, socio-economic background, political belief or other irrelevant distinction.

Diverse membership of all committees is expected. Wherever possible membership will consist of at least 30% women and 30% men and representation of other protected groups will be actively considered. Where this has not been met committees should be able to demonstrate what action has been taken to achieve this target.

The Committee is supported by Student and Academic Services, representative(s) of which will be in attendance.

Any possible conflicts of interest for members, including the Chair, will be considered before each proposal is discussed.

## **Subcommittees of Collaborative Provision Committee**

The Course Board for each validated course or group of courses shall be a sub-committee of the Collaborative Provision Committee. The Terms of Reference for each course board is established and overseen by the Collaborative Provision Committee.

## **Appendix 2:**

### **Course Board Terms of Reference for Validation Relationships (Taught Programmes)**

1. To maintain and enhance academic quality and standards of the programmes that lead to an award of the University ensuring commensurability with University and national requirements and compliance with the Validation Agreement.
2. To consider local, University or national policies and developments that will impact upon validated programmes and, where appropriate, for recommendations to be reported to the relevant University body.
3. To receive from Boards of Studies proposed programme amendments and special schemes of study for subsequent recommendation to the University's Collaborative Provision Committee.
4. To consider nominations for External Examiners for subsequent recommendation to the University's Senate.
5. To take an overview of recruitment and, in particular, to monitor entry profiles.
6. To consider and approve any RPL/RPEL recommendations for entry to the programmes.
7. To receive details of staff changes and accompanying CVs with regard to those who contribute to the delivery and assessment of the programmes.
8. To receive and consider Annual Programme Evaluations for subsequent report to the University's Collaborative Provision Committee.
9. To receive and consider minutes of Boards of Studies meetings.
10. To receive and respond to the University's annual report on its meeting with student representatives.
11. To receive new validation proposal outlines for subsequent recommendation to the University's Collaborative Provision Committee.
12. To receive reports arising from validation and revalidation visits and to oversee the implementation of action/s arising for subsequent report to the University's Collaborative Provision Committee.
13. To receive reports from the institution with validated programmes on any institutional developments that may impact upon the validation relationship including changes in governance and management, relationships with any other institutions and external quality or accreditation review, for subsequent report to the University's Collaborative Provision Committee.

### **Course Board Terms of Reference for Validation Relationships (Research Degree Programmes)**

1. To oversee the quality and standards of the validated research degree provision.
2. To ensure compliance with the City's requirements for the validation of research degrees.
3. To receive from the institution's Board of Studies (or equivalent) proposed programme amendments for subsequent recommendation to the City's Collaborative Provision Committee.
4. To consider nominations for External Examiners for subsequent recommendation to the University's Senate.
5. To take an overview of research degree recruitment and, in particular, to monitor entry profiles.
6. To receive details of staff changes and accompanying CVs with regard to supervisors for the research degrees.
7. To receive and consider the Annual Programme Evaluation for subsequent report to the City's Collaborative Provision Committee.
8. To receive and consider minutes of the validated institution's Board of Studies (or equivalent) in relation to research degree provision.
9. To receive reports arising from any revalidation visit and to oversee the implementation of action/s arising for subsequent report to the City's Collaborative Provision Committee.
10. To receive reports on any institutional developments that may impact upon the validation relationship including changes in governance and management, relationships with any other institutions and external quality or accreditation review, for subsequent report to City's Collaborative Provision Committee.

### **Course Board Terms of Reference for Institutional Partnerships**

1. To maintain and enhance academic quality and standards of the programmes that lead to an award or credit of the University ensuring commensurability with University and national requirements and compliance with the Memorandum of Agreement.
2. To consider local, University, national, and international policies and developments that will impact upon validated programmes and, where appropriate, for recommendations to be reported to the relevant University body.
3. To receive from the Programme Management Team proposed programme amendments and special schemes of study for subsequent recommendation to the University's Collaborative Provision Committee.

4. To consider nominations for external examiners for subsequent recommendation to the University's Senate.
5. To take an overview of recruitment reports from Marketing.
6. To consider and approve any RPL/ RPEL recommendations for entry to the programmes.
7. To receive details of staff changes and accompanying CVs with regard to those who contribute to the delivery and assessment of the programmes.
8. To receive and consider Annual Programme Evaluations for subsequent report to the University's Collaborative Provision Committee.
9. To receive and consider minutes of Programme Management Team meetings.
10. To receive and respond to the University's annual report on its meeting with student representatives.
11. To receive new validation proposal outlines for subsequent recommendation to the University's Collaborative Provision Committee.
12. To receive reports arising from validation and revalidation visits and to oversee the implementation of action/s arising for subsequent report to the University's Collaborative Provision Committee.
13. To receive reports from the Joint Venture Board on any institutional developments that may impact upon the validation relationship including changes in governance and management, relationships with any other institutions and external quality or accreditation review, for subsequent report to Collaborative Provision Committee.
14. To present termly reports to the Joint Venture Board that covers academic standards, student progression and attainment.

### **Equality and Diversity Statement**

All three above ToRs should also include the following clause:

- To note that City operates Equal Opportunities Policies and that all validation activities must embed the values contained within those policies. The Course Board should therefore ensure that all staff and students receive equal treatment irrespective of political belief, gender, sexual orientation, age, disability, marital status, race, nationality, ethnic origin, religion or social background during meetings and other related validation activities.

# Appendix 3

## Principles for Exit Agreements for Validation

### Introduction

This outlines the procedures that should be included in the University's involvement in any exit agreement for the termination or transfer of a validation arrangement. While each case will be unique, it is envisaged that the majority of procedures will apply. Any situation in which it is considered that a particular procedure documented below does not apply must be referred to Collaborative Provision Committee.

### Principles of Exit Agreements

The University's principles in forming exit agreements for its validated programmes are:

- To minimise the impact of exit agreements and any subsequent transitional arrangements for students currently registered on the validated programmes. This includes a need for:
  - (i) The current validating body to ensure that where a transfer of validation is proposed, commensurability will be retained in course content and associated support arrangements for those students registered under the current validation arrangements.
  - (ii) Clear, helpful and timely mechanisms for, and in, communications with students affected, with opportunities for questions and answers.
  - (iii) The current validating body and validated institution to ensure that all students who will be affected by an exit arrangement are accounted for within the wind-down or transfer process.
- That the implications of forming an exit agreement are realised by all parties concerned at an early stage including the time required to complete an exit process that addresses adequately all relevant arrangements. Specific details of the exit agreement and any accompanying transitional arrangements should be drawn up as soon as possible following an in-principle decision to exit particularly so as to avoid any unexpected difficulties at later stages of the exit process.
- For communication between the current validating body, validated institution and any proposed new validating body to be open, responsive and constructive so as to assist meeting the objectives as laid out in the points above.

### Process of Exit Agreements

In some instances, it may be necessary for the exit agreement to take place in two stages. This might occur where it is proposed that the validated provision transfers to another validating body and detailed negotiations between the three parties need to occur prior to the details of a final exit agreement being drawn up.

Where such instances occur, it is essential that the principle of the exit agreement is agreed as soon as possible after initial discussion and agreement between the validated institution and the current validating body. The signing-off of such an agreement should be done by a senior officer (usually the Principal) of each party and endorsed by an appropriate committee of each institution such as the Academic Board or Governing Body. It is only after written formal in principle agreement has been established can formal negotiations with any other proposed validating body take place. Any proposed validating body would need to have sight of the formal written agreement in principle before proceeding with formal negotiations.

### **Stage 1 - Initial Procedures of the Exit Agreement**

- **Date from which exit period will commence**

The exit period is the time between the establishment of the formal agreement in principle between the validated institution and validating body to enter into an exit agreement, and the actual final exit date. The normal length of an exit period should be stated in the current validation agreement and is normally one year. While it is normally possible for there to be subsequent negotiation between institutions about the length of the exit period, a suitable period of time needs to be established for the relevant procedures to take place, particularly where transfer of validation to another validating body is proposed.

Reference should be made in the exit agreement to the dates of the respective governing bodies' agreement for the termination to take place.

- **Provision**

Explicit reference to the validated programme/s (or any other activity) to which the exit agreement relates.

- **Reasons for termination**

a) An agreed statement between the current validating body and the validated institution as to the reasons for termination (for factual accuracy, for consideration by any proposed new validating body and in case of any press interest).

b) A statement of intent as to the future validation of the programme/s with any other validating body (unless the programme/s itself is terminating or any other relevant reason). This is essential for the current validating body to assure itself of the future of students currently registered on the validated programme/s.

### **Stage 2 – Detailed Exit Agreement**

- **Finances**

Agreement between the current validating body and validated institution regarding finances. This may include any validation fees payable within the exit period or any provision that might need to be made for the administration of the termination process.

- **Specific responsibilities for Students**

An agreement to exit from a current validation agreement and to subsequently transfer to an alternative validating body will affect students currently registered on the validated programme/s and those who have been made an offer of a place for the future year/s. The list below covers the various categories of students and indicates the body which will normally have responsibility. Confirmation of such arrangements needs to be defined explicitly in the final exit agreement following negotiation between the three parties.

- a) Responsibility for new, incoming students lies with the proposed new validating body
- b) Responsibility for matters arising from completing students (e.g. appeals against degree classification, re-sits) lies with the current validating body as does responsibility for conferment of degrees for those students completing their studies under the defined exit period.
- c) Responsibility for any deferred students, including those which have deferred entry to start the programme/s lies with the proposed new validating body.
- d) Responsibility for continuing students (exact details to be negotiated between the validated institution, current validating body and proposed new validating body). The University's preference would normally be for a clean break with all students transferring in one transition.

Negotiation must take place at an early stage (following the agreement in principle to exit) between the validated institution, the current validating body and any proposed new validating body as to letters or other documentation that should be sent to students affected by any transfer of validation (including students who have been offered a place on the validated course) to gain agreement (or otherwise) from these students on the proposed transfer. The letter would normally be drafted by the validated institution, with an opportunity for the current and proposed validating body to comment. Letters to students should be signed by appropriate officers of all three institutions so as to demonstrate commitment to the process.

The University would normally expect at least 90% consent to the transfer from the affected student body, but exact proportions would be dependent on factors such as size of cohort. Written confirmation from each student that he/she understands and accepts (or otherwise), the implications should be obtained by the validated institution and be available as evidence for the current and proposed validating bodies.

Provision must be made by the validated institution for an appropriate member of staff to meet with any student who does not consent to a proposed transfer and to discuss the concerns of the student. This process should be supported by the current validating institution as appropriate.

Any students who continue to have opposition to a proposed transfer after this stage, will be considered by all three parties who will consider appropriate action. Dependent on the nature of the reasons for opposition, legal advice may be sought prior to further consultation and negotiation with the students concerned.

- **Expectations**

Agreement between the current validating body and the validated institution that, during the exit period, the relationship will continue as per the procedures laid down in the current formal agreement or other associated documentation, unless specified otherwise in the agreement. It is likely that the current validating body will require any outstanding conditions of any revalidation event or other relevant review to be met as appropriate within this period.

An agreement between the current validating body and validated institution that the termination process will not be onerous on either body within the terms of the existing validation agreement and the exit agreement. There must also be acknowledgement of the current validating body's continuing responsibilities and obligations to ensure the maintenance of academic standards and procedures which support this (in line with national requirements).

An agreement from the current validating body to provide information to any new validating body on the standing and effectiveness of the relationship.

# Appendix 4

## Partnership and Collaborative Provision Proposal Forms Stage 0 and Stage A

### Initial Evaluation Form Stage 0

#### Initial Evaluation Form – Part A

##### To be filled in by Schools

The purpose of this stage is to enable an initial evaluation of a partnership proposal to be undertaken at both school and institutional level prior to detailed discussions taking place with the proposed partner. Details provided should allow the team to assess the compatibility of the proposed partner with City and understand the purpose and scale of the partnership. It should also provide an initial outline of the proposal and an assessment of any associated risks.

##### 1. School Contact Details *(to be kept informed of progress)*

<b>School:</b>	
<b>Department:</b>	
<b>Academic name and role:</b>	
<b>Associate Dean (International):</b>	
<b>Quality Team (name and role):</b>	

##### 2. The Proposed Partner

<b>Institution / Organisation name:</b>			
<b>Department and/or School:</b>			
<b>Postal address:</b>			
<b>Web address:</b>			
<b>Contact name and position:</b>			
<b>Contact email and telephone:</b>			
<b>Type of institution / organisation:</b>			
Government-funded Higher Education Institution:	<input type="checkbox"/>	With Degree-Awarding Powers (DAP):	<input type="checkbox"/>
Private college, training provider or company:	<input type="checkbox"/>	Other (please specify below):	<input type="checkbox"/>
<b>Please outline any known existing relationships between City and the partner.</b>			

##### 3. Assessment Criteria

<p><b>How will the partnership contribute to City's Vision and Strategy 2030?</b> Please outline the ways in which this partnership directly supports one or more of the following:</p>
---

<ul style="list-style-type: none"> <li>• The educational experience of City students</li> <li>• International Student recruitment and other forms of income generation</li> <li>• Research outputs</li> <li>• City's social mission</li> </ul> <p>Please make specific reference to one or more of <a href="#">City's strategy headlines</a>.</p>
<p><b>What is the rationale for choosing this partner?</b> Please outline the reasons for working with this partner. Amongst other things please consider the way in which City and this partner:</p> <ul style="list-style-type: none"> <li>• Share values and have a similar institutional mission/ profile.</li> <li>• Share contexts (e.g. student body; location).</li> <li>• Have similar or complementary areas of curriculum and research strength.</li> </ul> <p>You may also want to consider any indirect benefits that this partnership creates (e.g. enhanced reputation, industry links, access to resources).</p>
<p><b>How much scope is there for broadening this partnership?</b> Please outline any opportunities for this partnership to be expanded to other areas of activity and/ or to involve other departments within the School. If known, please outline any potential opportunities for this partnership to be extended to other City Schools.</p>
<p><b>Are there any known risks associated with the partnership?</b> Consider financial, political, security and ethical risks at both a country and an institutional level. Consult the FCDO country profiles for further country context: <a href="#">FCDO country profiles</a> <a href="#">FCDO travel advice</a></p>

#### 4. Proposal Details

<b>Please provide a brief description of the proposed arrangement or activity, specifying the proportion of time spent / credits earned at each institution (for articulations, please provide model details):</b>	
<b>Proposed start date:</b>	
<b>Indicative student numbers (if available):</b>	
<b>Existing City programmes which will be involved (please list):</b>	<b>YES / NO</b>
<b>New programmes which will require approval (please list):</b>	<b>YES / NO</b>
<b>Tax implications: Will the partner be invoiced by, and paying, City?</b>	<b>YES / NO</b>
<b>Tax implications: Will staff be paid by City for work overseas?</b>	<b>YES / NO</b>

<b>Tax implications: Will City be paying for premises/room hire overseas?</b>	<b>YES / NO</b>
---	-----------------

**5. Dean Sign-off** (*email confirmation may be attached as an alternative*)

If the proposal involves more than one School, the Dean of each School should provide sign-off, following discussion with the relevant Head(s) of Department as appropriate.

<b>School:</b>			
Signed:			
Name:		Date:	
<b>School:</b> ( <i>if required</i> )			
Signed:			
Name:		Date:	

**When sections 1-5 are complete, please send this form to:**

- For international partnerships: Liberty Oberlander, Global Partnerships Manager (Global Engagement Office) [liberty.oberlander.2@citystgeorges.ac.uk](mailto:liberty.oberlander.2@citystgeorges.ac.uk)
- For UK-based partnerships: Sofia Mason Assistant Registrar (Programmes and Partnerships) [sofia.mason@city.ac.uk](mailto:sofia.mason@city.ac.uk)

**Next Steps**

**Part B: Institutional Compatibility and Risk Assessment (see overleaf)**

All proposals are reviewed the Office for Global Engagement in liaison Student & Academic Services (for Collaborative Provision) and/or Finance (for partnerships with potential tax implications).

**Part C: Institutional Feedback and Approval (page**

All proposals are reviewed by the VP for Enterprise, Engagement and Employability. The outcome of this process is recorded in Part C of the form. At this stage Schools are either approved to move ahead with the proposal, asked to provide more information, or the proposal is rejected. If the proposal is approved and includes Collaborative Provision, the proposal moves to stage 1 of the programme approval process.

*All contacts listed in section 1 will be notified of the outcome of the proposal and sent a copy of all completed parts of the form.*

**PART B: Institutional Compatibility and Risk Assessment**

**To be filled in by the Office for Global Engagement for International proposals**

<b>TYPE OF PROPOSAL:</b>	
0. Validation <i>Programmes designed, delivered and managed by another institution.</i>	<input type="checkbox"/>

<i>Successful students receive an award from City.</i>	
1. Joint Programme with non-Degree-Awarding Powers (DAP) Body <i>All credit and award is that of City St George's, University of London.</i>	<input type="checkbox"/>
2. Joint Programme with Degree-Awarding Powers (DAP) Body leading to an award of City St George's, University of London only <i>All credit and award is that of City St George's, University of London.</i>	<input type="checkbox"/>
3. Joint Programme with Degree Awarding Powers (DAP) Body <i>A single programme which leads to a single joint award of both/all institutions.</i>	<input type="checkbox"/>
4. Dual Award <i>A single programme which leads a separate award at the same level by each institution.</i>	<input type="checkbox"/>
5. Franchised Provision <i>A partner is authorised to deliver all or part of a programme designed by City and leading to credit or award of City.</i>	<input type="checkbox"/>
6. Articulation Agreement <i>Provision delivered by the partner is acknowledged formally for the purposes of advanced standing towards a City award.</i>	<input type="checkbox"/>
7. Access/Feeder <i>A programme designed by a partner from which successful students are recognised as having met the admissions criteria for entry to a specified City programme. Access/Feeder programmes do not lead to credit or award of City.</i>	<input type="checkbox"/>
8. Franchised Access/Feeder/Pathways <i>A programme designed by City from which successful students are recognised as having met the admissions criteria for entry to a specified City programme. Franchised access/feeder programmes normally lead to credit or award of City.</i>	<input type="checkbox"/>
9. Off-Site Partnership Delivery <i>A programme, or part of programme, designed and delivered by City but where the location of delivery is undertaken in whole or in part at another organisation.</i>	<input type="checkbox"/>
10. Off-Site Partnership Delivery – non-credit-bearing <i>A short or CPD course designed and delivered by City where the location of delivery is undertaken at another</i>	<input type="checkbox"/>

<i>organisation, but which does not lead to credit or award of City.</i>	
11. Student Exchange <i>Students go for a term or a full year (sandwich or replacement year). Ideally this should be a balanced partnership where there is a matching number of incoming and outgoing students.</i>	<input type="checkbox"/>
12. Short Programme <i>Summer School or short academic visit for students who are not able to go on a full exchange.</i>	<input type="checkbox"/>
13. Industrial Placements and Internships <i>Partnership with private or public sector organisations where students undertake vocational training as part of their degree.</i>	<input type="checkbox"/>
14. Study Abroad <i>Incoming fee-paying students enrolling in a flexible programme of study at City for a term or full year.</i>	<input type="checkbox"/>
15. Staff Exchange <i>Academic or professional services staff visit partner to teach or for staff development, usually for 2-5 working days.</i>	<input type="checkbox"/>
16. MOU <i>General MOU to support partnership development, usually precedes a formal agreement</i>	<input type="checkbox"/>
17. Short Course <i>Short Course for professional development, CPD, standalone module for credit</i>	<input type="checkbox"/>

<p><b>Assessment of how the proposal contributes to City’s Vision and Strategy 2030, and how it will enhance one or more of the following aims:</b></p> <ul style="list-style-type: none"> <li>• The educational experience of City students</li> <li>• International Student recruitment and other forms of income generation</li> <li>• Research outputs</li> <li>• City’s social mission</li> </ul>
<p><b>Assessment of the rationale for choosing the partner, addressing how the educational and strategic objectives of the proposed partner align with those of City (i.e. academic excellence in business and the professions), the academic standing, and reputation of the proposed partner and its comparability to City:</b></p>

<b>Assessment of the scalability of the partnership, referring to opportunities for growth and any existing links with the partner.</b>
<b>Assessment of potential risks to the University of entering into the proposed partnership:</b>
<b>Any further information about the proposed partnership not covered in previous answers:</b>

## Part Bi

### Collaborative Provision and Tax Implication Assessments:

*(If applicable)*

#### Collaborative Provision – YES / NO

*Proposals for new, or involving existing, Collaborative Provision partnerships are reviewed by the Assistant Registrar (Partnerships & Academic Development), Student & Academic Services prior to institutional approval. [Sofia.mason@city.ac.uk](mailto:Sofia.mason@city.ac.uk)*

#### QUAD Assessment:

##### Collaborative Provision assessment (if applicable):

Partnerships leading to credit or award made by City fall under the definition of Collaborative Provision.

*Following this stage, discussions towards developing a detailed partnership proposal may take place with school and institutional endorsement. A site visit and a formal due diligence process covering financial, legal and governance matters will be managed by Student & Academic Services as part of the next stage of the Programme Approval process (Stage 1).*

## Finance Assessment:

--

*Partnerships involving the movement of funds from overseas, the hiring of premises/rooms/space and/or payment of staff overseas may have tax implications and are reviewed by the Head of Finance (Financial Accounting & Systems).  
[Andrew.Younger.1@city.ac.uk](mailto:Andrew.Younger.1@city.ac.uk)*

## Part C: Institutional Approval and Feedback

Proposal Approved

More Information required

Proposal Rejected

<b>Comments and Feedback</b>

## Institutional Approval - Vice-President Enterprise Engagement & Employability

Signed:			
Name:		Date:	

## Institutional Approval - Vice-President Education

Signed:			
Name:		Date:	

\*\*\*\*IEF Stage 0 Form Ends\*\*\*\*

### University Strategic Partnership Approval and Review Committee Stage A Form

#### Key Considerations

Please read this section carefully before completing the form

The purpose of this stage is to enable an evaluation of a partnership proposal at both School and institutional level.

This stage is focused on the compatibility of the proposed partner with City St George's, an initial outline of the proposal and an assessment of any associated risks including, but not limited to, financial and reputational.

Partnerships leading to credit or award made by City St George's fall under the definition of Collaborative Provision, for which approval at this stage (Stage A) enables discussions towards developing a detailed partnership proposal to take place with school and institutional endorsement. An Institutional Engagement Meeting (including a site visit) and a formal due diligence process covering financial, legal and governance matters will be undertaken. Final approval is provided by Collaborative Provision Committee (CPC).

#### Process

All partnerships require institutional level approval. The nature of the approval process will depend on the proposal; however, the overall process is as follows –

- Stage A form is completed by the School Lead (usually the Programme Director)
- Stage A form submitted to USPARC where conditions are set
- School response to conditions approved by Vice President (Education)
- Final approval provided by Collaborative Provision Committee

## 1. School and Partner Details

### 1a. School Contact Details

School:	Choose an item. <i>If more than one, list each School</i>
Department:	
Academic contact and role:	
Associate Dean:	

### 1b. Proposed Partner Details

Institution / organisation name:	
Department and/or School:	
Address:	
Website:	
Contact name and position:	
Contact email and phone number:	
<i>UK institutions only</i> – type of institution/organisation:	Choose an item.
<i>International institutions only</i> – type of institution/organisation:	Choose an item.

## 2. Outline of Proposal

### 2a. Partnership Specifics

Partnership type:	Choose an item. <i>If other or more than one, please list below:</i>
Programme title(s) at City St George's:	<i>Is this programme(s) already approved by UPAC?</i>

	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>																																							
Programme title(s) at partner institution/organisation (include link to webpage):	<p><i>Is this programme(s) already approved to run by partner institution?</i></p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/></p>																																							
Proposed first intake date/term (lead time is normally 18 months prior to first intake):																																								
Indicative student number per year:	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">UG</th> <th style="text-align: center;">Full-time</th> <th style="text-align: center;">Part-time</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">Year 1</td><td></td><td></td></tr> <tr><td style="text-align: center;">Year 2</td><td></td><td></td></tr> <tr><td style="text-align: center;">Year 3</td><td></td><td></td></tr> <tr><td style="text-align: center;">TOTAL:</td><td></td><td></td></tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">PG</th> <th style="text-align: center;">Full-time</th> <th style="text-align: center;">Part-time</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">Cohort</td><td></td><td></td></tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Research</th> </tr> <tr> <th></th> <th style="text-align: center;">Full-time</th> <th style="text-align: center;">Part-time</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">Year 1</td><td></td><td></td></tr> <tr><td style="text-align: center;">Year 2</td><td></td><td></td></tr> <tr><td style="text-align: center;">Year 3</td><td></td><td></td></tr> <tr><td style="text-align: center;">TOTAL:</td><td></td><td></td></tr> </tbody> </table>	UG	Full-time	Part-time	Year 1			Year 2			Year 3			TOTAL:			PG	Full-time	Part-time	Cohort			Research				Full-time	Part-time	Year 1			Year 2			Year 3			TOTAL:		
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Year 3																																								
TOTAL:																																								
Number of students needed, per cohort, to make proposal financially viable:																																								
Proposed fees per year/term:																																								
Initial financial modelling: <i>Finance approval is a requirement for new programmes</i>																																								
Who is responsible for marketing the partnership?	City St George's <input type="checkbox"/> Partner <input type="checkbox"/> Both <input type="checkbox"/>																																							

<i>Marketing approval is a requirement for new programmes</i>	
Alignment with City St George's Credit Framework	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
<i>International institutions only –</i> 1) Will the partner be invoiced by, and paying, City St George's? 2) Will staff be paid by City St George's for work overseas? 3) Will City St George's be paying for premises/room hire overseas?	1) Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> 2) Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> 3) Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>

## **2b. Summary and Rationale**

**Please provide a summary of and rationale for the proposal, including consideration of the following points:**

- Why the partnership/articulation is being developed and why with the proposed partner;
- How the proposed partnership or articulation is of benefit to students and City St George's;
- The educational drivers behind the new partnership or articulation;
- Country Analysis including regulatory or local legal considerations for proposals based outside the UK;
- Any marketing, timetabling or financial implications;
- The financial sustainability of the partnership;
- Specific information on how the partnership will work, e.g, the amount of time spent/credit earned at City St George's and the proposed partner, the academic model for articulation agreements, the governance model for double/triple awards, etc.;
- Quality and School oversight and continuous monitoring of elements or programmes delivered off-site or overseas;
- Partner strategy and expectations around use of City St George's's brand
- How it fits with the University and School's Vision and educational direction

## **3. Institutional Compatibility**

Please answer the following questions:

- a) How does the academic standing and reputation of the proposed partner compare with City St George's's standing? Include reference to the institution's standing in national and international league tables and external audit and review outcomes, where applicable.

- b) How do the educational and strategic objectives of the proposed partner align with those of City St George's (i.e. academic excellence in business and the professions), referring to the proposed partner's strategic plan/mission statement.

- c) Are there any potential risks to the University of entering into the proposed partnership? Please provide details:

If so please Identify alternative mitigation strategies, methods, and tools for each risk.

- d) What opportunities existing for expanding the partnership to other parts of the School and University? Please provide details.

- e) Any further information about the proposed partnership not covered in previous answers?

--

**4. Signatures**

<b>Programme Director</b>	<b>Dean of School</b>
<b>Signature:</b>	<b>Signature:</b>
<b>Name:</b>	<b>Name:</b>
<b>Date:</b>	<b>Date:</b>
<input type="checkbox"/> email attached in lieu of signature	<input type="checkbox"/> email attached in lieu of signature

**International Proposals:**

<b>Office for Global Engagement</b>	<b>Associate Dean</b>
<b>Signature:</b>	<b>Signature:</b>
<b>Name:</b>	<b>Name:</b>
<b>Date:</b>	<b>Date:</b>
<input type="checkbox"/> email attached in lieu of signature	<input type="checkbox"/> email attached in lieu of signature

<b>Finance Representative</b>	<b>Marketing Representative</b>
<b>Signature:</b>	<b>Signature:</b>
<b>Name:</b>	<b>Name:</b>
<b>Date:</b>	<b>Date:</b>
<input type="checkbox"/> email attached in lieu of signature	<input type="checkbox"/> email attached in lieu of signature

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**Collaborative Provision:**

<b>Vice President (Education)</b>
<b>Signature:</b>
<b>Name:</b>
<b>Date:</b>
<input type="checkbox"/> <b>email attached in lieu of signature</b>

**\*\*\*\*Stage A form ends\*\*\*\***

## Appendix 5

### Process and Responsibilities for Validation and Revalidation Events

<b>Process</b>	<b>Responsibility</b>
Agreement between parties to proceed with revalidation process	Validated institution and Course Board in liaison with Collaborative Provision Committee
Revalidation coordinator assigned within the institution	Principal of validated institution
Overall timetable agreed with University including date for visit and any pre-meetings requested by the institution.	Revalidation Coordinator and Academic Services representative
Panel membership agreed	Collaborative Provision Committee in liaison with Academic Services representative
Relevant staff and students notified of visit and briefed of purpose.	Revalidation Coordinator
Documentation compiled in accordance with University requirements	Revalidation Coordinator
Draft documentation submitted to University	Revalidation Coordinator
Draft documentation considered by University	Course Board Chair and Academic Services representative
Meeting to discuss draft documentation	Course Board Chair and Academic Services representative, Programme Director, Revalidation Coordinator
Amendments to documentation and discussion within institution	Revalidation Coordinator and Programme Director
Timetable for visit agreed	Revalidation Coordinator and Academic Services representative
Documentation approved internally	Revalidation Coordinator
Submission of final documentation	Revalidation Coordinator
Circulation of documentation to panel	Academic Services representative
Revalidation Visit	All
Draft report compiled	Academic Services representative
Draft report approved by Chair and submitted to institution for factual accuracy.	Revalidation Coordinator
Report amended and submitted to Collaborative Provision Committee	Academic Services representative
Report and recommendations considered	Collaborative Provision Committee
Outcome of consideration reported to validated institution	Academic Services representative
Documentation resubmitted to University where required	Revalidation Coordinator
Action plan established by institution	Revalidation Coordinator
Report and plan considered	Course Board
Outcome of conditions reported to Collaborative Provision Committee	Academic Services representative
New Programme Validation Agreement drafted	Academic Services representative
Recommendations and progress on any conditions outstanding monitored	Course Board
Ensure that all conditions are met	Collaborative Provision Committee