

Centre for Academic Quality Assurance

Key Information for Associate Deans
(Academic Quality Assurance)

August 2023

Contents

Introduction.....	2
1.The Herts Quality Assurance System for its taught provision.....	3
The Key Committees and People.....	3
Programme Approval, Monitoring, and Review.....	4
Assessment and Awards.....	5
External Examiners.....	6
University Policies and Regulations (UPRs).....	6
Collaborative Provision.....	6
External monitoring and review of the University.....	6
Previous Quality Assurance Agency for Higher Education (QAA) review.....	7
Teaching Excellence Framework (TEF).....	8
2. Key resources and documentation.....	8
University Policies and Regulations (UPRs).....	8
CAQA External Website.....	9
CAQA SharePoint site.....	9
LTIC Herts Hub.....	10
(i) The Strategic Plan 2020-2025.....	10
(ii) Tableau data.....	10
(iii) Supporting Teaching: GLJ.....	11
(iv) Academic Registry Procedures Unit guidance.....	11
3. Essential guide to AQ Forms and their purpose.....	12
Submissions to the University’s Academic Development Committee (ADC).....	12
Submissions to Academic Board for ratification of awards.....	12
Forms relating to External Examiners.....	13
4. Training and development opportunities.....	13
Training sessions.....	13
Meetings/events to observe:.....	14
Peer support.....	14
5. UH validation, periodic review and annual reporting cycles.....	15
6. Key dates and tasks for ADoS(AQA)s.....	16
Semester A 2023-2024.....	16
Semester B 2023-244.....	18
Vacation period for programmes delivered over Semesters A & B.....	20
7. Other necessary resources.....	22
8. List of Acronyms and abbreviations.....	22
9. Key contacts.....	22

Introduction

A big welcome to you in your new role as an Associate Dean (Academic Quality Assurance), from everyone in CAQA and Academic Services.

This induction booklet is intended to give you some of the 'know what' that you'll need in your first few months in the job. Its contents are informed by advice from your fellow Associate Deans (AQA), when asked what they would have liked when they first started. It provides an introduction to how the academic quality of our taught programmes are assured and enhanced, the key resources and development activities available to you to undertake your job, and the important timescales that you need to be aware of. The calendar of key tasks and activities (page 16) should help you plan and prioritise your activities.

The booklet is by no means an exhaustive resource, and so you'll also need to make the most of your Associate Director of Academic Quality Assurance (ADAQA) who will be your mentor. How the mentoring relationship works will obviously depend on your needs, but you will probably want to set up regular meetings with your ADAQA in the first few months. Even once you feel more settled, your ADAQA will be your first 'port of call' for queries and support.

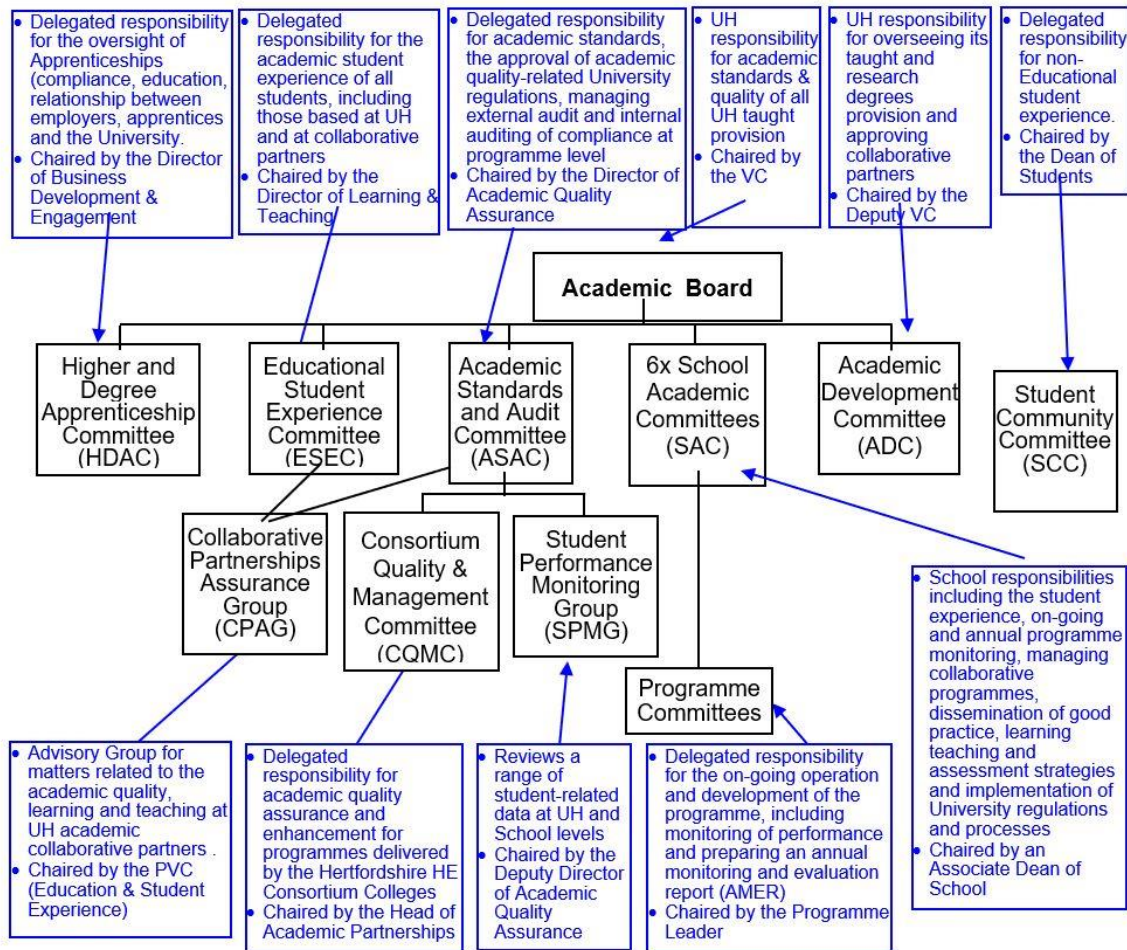
It is well worth coming over to McLaurin to meet some of the key people in CAQA and Academic Services, especially your Academic Services Officer. Frank Haddleton will also invite you for a coffee and a chat in the first few weeks as well.

Our support for Associate Deans (AQA) will be continually evolving, so if you can identify other training and development that would benefit you and others, talk to your ADAQA.

You may well find the job a demanding one, especially in these first few months, but you will also find it a rewarding one, and you will discover that as you settle into the job that you will be valued by colleagues both within your School and across the University. Good luck!

1. The Herts Quality Assurance System for its taught provision

The Key Committees and People

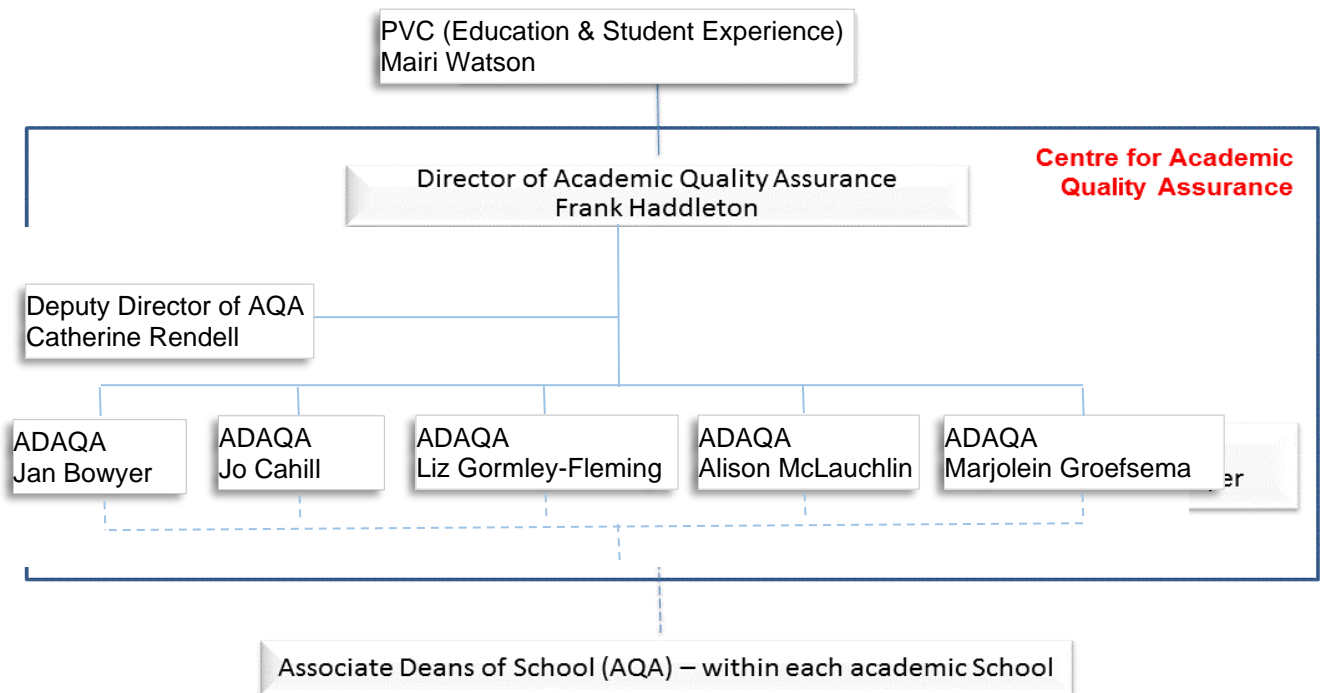


The PVC (Education and Student Experience), Dr Mairi Watson, has senior responsibility on behalf of the VC for all matters related to education and the student experience, including academic quality matters.

The Director of Academic Quality Assurance (DAQA), Prof Frank Haddleton, and the Deputy Director of Academic Quality Assurance (DDAQA), Catherine Rendell both report to the PVC (Education and Student Experience), along with the Director of Learning and Teaching (DLT), Prof Helen Barefoot, and her Deputy, Sarah Flynn.

The DAQA chairs ASAC and is also Head of the Centre for Academic Quality Assurance (CAQA), which consists of the DAQA, the DDAQA and five Associate Directors of Academic Quality Assurance (ADAQAs). Each ADAQA takes responsibility for a School, with responsibilities including to:

- advice and support Schools in discharging their responsibilities for the maintenance of academic standards and the assurance & enhancement of the student educational experience;
- promote a culture of enhancement and the dissemination of good practice across Schools;
- support the School in the validation and periodic review of its home & collaborative provision;
- take an active role in the annual monitoring process;
- support the School in its compliance with UPRs & procedures;
- take an active role in the academic oversight of the University's collaborative provision;
- develop and facilitate QA-related staff development activities.



The DLT is also Director of the Learning & Teaching Innovation Centre (LTIC), which consists of the DLT, the Deputy Director of LTIC (Sarah Flynn), several Learning & Teaching specialists and a team of E-Learning Technologists. She also chairs ESEC.

The Assistant Registrar (Academic Services), Mrs Lisa Uttley, has responsibility for the Academic Services unit which supports the University on a range of academic quality-related matters (overseeing academic quality systems and procedures, guidance to Schools, administering validation & periodic review events, managing external examiner appointments and reporting, supporting preparation for external audit and administration of the University module feedback process and the National Student Survey).

Within Schools, Deans are ultimately responsible for quality and standards. They are assisted by Associate Deans of School (Academic Quality Assurance) (ADoS(AQA)s) and Associate Deans (Learning & Teaching) (AD(LT)s) who have a range of responsibilities. They work closely with LTIC and CAQA staff (and in particular, the ADAQA with responsibility for their School) to ensure a shared understanding of quality assurance and enhancement across the University. Programme Leaders are appointed to lead and take ownership of the quality and standards of the learning, teaching and assessment and the overall academic experience of students on a named programme.

Programme Approval, Monitoring, and Review

The University's processes for programme approval, monitoring and review are described in [UPR AS17 Academic Quality](#).

Approval and Periodic Review of Programmes

The programme development process is initiated with a proposal to ADC, which looks at new proposals in the context of the University's Strategic Plan, the market, resource implications and the impact on other programmes. Following ADC initial approval, a Planning Meeting is convened to agree the development and validation process. A Programme Development Committee is then established.

Validation events are chaired by a senior academic from a School not associated with the programme, and panel membership includes a member of CAQA and one or more independent external members with appropriate subject expertise. Both home-based and collaborative provision validation events are administered by the Academic Services unit. The validation panel makes a recommendation to Academic Board concerning programme approval, which is subject to standard requirements and sometimes additional conditions which must be met within a specified timeframe. If conditions are satisfied, recommendations on programme approval are then signed-off by the DAQA (on behalf of the Academic Board).

The University requires that all taught provision is subject to periodic review (or revalidation in the case of its collaborative provision) at least every six years. Periodic review mirrors the validation process. However, the panel is also informed by an initial analysis of the past performance of the programme and a review document that is based on operational experience and development over the previous six years, and takes account of issues raised in Annual Monitoring and Evaluation Reports (see below).

School and Programme Annual Monitoring, Evaluation and Review

On an ongoing basis the programme committee maintains a 'Continuous Enhancement Plan (CEP) to assure the quality of the University's taught provision and enhance the student learning experience through incremental and focussed improvement at all levels (this replaces the Annual Monitoring and Evaluation Report (AMER), which is still used for some partner-delivered programmes). Programme leaders are responsible for maintaining the CEP, with ADoS(AQA)s and ADAQAs overseeing the actions.

Schools are required to submit an annual report to ASAC and ESEC, summarising matters relating to the academic standards and student experience in the School over the past year. After consideration by ASAC and ESEC, a summary of all School reports is prepared highlighting the items to be brought to the attention of the University.

Assessment and Awards

The University's assessment regulations are described in [UPR AS14 Structure and Assessment Regulations](#) and [UPR AS12 Assessments, Examinations and Conferments](#) (or [UPR AS13 Assessments, Examinations and Conferments](#) for partner-delivered provision).

Assessment Policies and Regulations

The University uses a numeric (0-100) grading system to report students' performance on modules and to calculate classification of awards. The University Assessment Principles require that (i) all assessments are internally reviewed and also externally reviewed if at academic levels 5, 6 or 7, and (ii) marked student work is internally moderated (on a sampling basis) and also externally moderated (on a sampling basis) if at academic levels 5, 6 or 7.

Boards of Examiners

The University operates a two-tier system of Module Boards and Programme Boards of Examiners. Module Boards are specifically responsible for reporting the awards of grades for candidates, and making decisions about referral/deferral options. They consider formal requests for serious adverse circumstances that may have affected individual performance, and decide on any changes to be made to grades in the light of evidence provided. The Module Board also decides on penalties to be imposed for proven cases of cheating, plagiarism, collusion or other academic misconduct. Module Boards monitor the performance of cohorts of students from different programmes attending a particular module, and report substantial differences in performance to Programme Boards.

Programme Boards of Examiners receive confirmed grades as awarded by Module Boards. They consider the achievement of students completing programmes, recommending the conferment of awards. At earlier stages of a programme they make decisions on the continuation or withdrawal of students on programmes.

External Examiners

In line with the Boards of Examiners system, the University employs both Module and Programme external examiners to support the maintenance of both quality and standards. External Examiners' annual reports are received by Academic Services, and initially read by one of two people (the Director of Academic Quality Assurance or the Deputy Director of Academic Quality Assurance, on behalf of the VC) to identify University-wide issues. The reports are then sent to the appropriate School for consideration and response.

University Policies and Regulations (UPRs)

The University policies and regulations (UPRs) are the principle means by which the University publishes its institutional policies, procedures and regulations. The key academic quality-related UPRs (available from [Academic Assessment and Awards](#) | [About us](#) | [Uni of Herts](#)) are:

- UPR AS11 (Schedule of Awards)
- UPR AS12 (Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (University and UK Partner Organisations))
- UPR AS13 (Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (Non-UK Partner Organisations))
- UPR AS14 (Structure and Assessment Regulations - Undergraduate and Taught Postgraduate Programmes)
- UPR AS17 (Academic Quality)

Collaborative Provision

The University's collaborative provision is fairly complex, consisting of around 400 students on validated programmes at its four Hertfordshire HE Consortium Colleges, over 4000 students on franchised and validated programmes overseas and smaller numbers at other UK partners, including employer-based provision.

The University's quality management of this collaborative provision is essentially the same as that for University-based provision. However, some additional quality assurance procedures for their approval, support and monitoring have been developed:

- Approval and re-approval of collaborative partners is considered by ADC, and the partnership is formalised through the signing of a written agreement;
- A collaborative partnership leader (CPL) is appointed for each collaborative programme by the School. They support the partner, monitor the health of the programme and report to the University on any additional support required;
- Quality Liaison Managers, or their equivalent, are appointed for partner organisations with large and cross-University provision, and support the University and Partner Organisation in ensuring consistency of approach across different programmes delivered;
- There is an additional committee structure for the Hertfordshire HE Consortium provision. The Consortium Quality & Management Committee (CQMC) reports to ASAC and considers all academic quality and enhancement matters related to programmes delivered in Consortium Colleges.

External monitoring and review of the University

External monitoring of the University is undertaken by the Office for Students (OfS), which measures our compliance with the following 'Quality and Standards' conditions of OfS registration:

B1: **Academic Experience:** The provider must ensure that the students registered on each higher education course receive a high-quality academic experience:

- a. each higher education course is up to date;

- b. each higher education course provides educational challenge;
- c. each higher education course is coherent;
- d. each higher education course is effectively delivered; and
- e. each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills;

B2: Resources, support and student engagement: The provider must take all reasonable steps to ensure:

- a. each cohort of students registered on each higher education course receives resources and support which are sufficient for the purpose of ensuring: (i) a high-quality academic experience for those students; and (ii) those students succeed in and beyond higher education; and
- b. effective engagement with each cohort of students which is sufficient for the purpose of ensuring: (i) a high-quality academic experience for those students; and (ii) those students succeed in and beyond higher education;

B3: Student Outcomes: The provider must deliver positive outcomes for students on its higher education courses. Delivering positive outcomes means that in the OfS's judgement, the outcome data for each of the indicators and split indicators are at or above the relevant numerical thresholds;

B4: Assessment and Awards: The provider must ensure that:

- a. students are assessed effectively;
- b. each assessment is valid and reliable;
- c. academic regulations are designed to ensure that relevant awards are credible;
- d. academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course*; and
- e. relevant awards granted to students are credible at the point of being granted and when compared to those granted previously;

B5: Sector-recognised standards: The provider must ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body):

- a. any standards set appropriately reflect any applicable sector-recognised standards; and
- b. awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards;

B6: Teaching Excellence Framework: The provider must participate in the Teaching Excellence Framework (TEF).

OfS uses a risk-based approach to ongoing monitoring of these conditions, using (i) 'Reportable events' of potential concern that the University itself reports to OfS, (ii) notifications of potential concerns from third parties (students, staff, etc.), and (iii) monitoring of 'indicators' (a range of data on student outcomes, etc.). If this monitoring raises any concerns with the University's maintenance of academic standards or academic quality, then OfS would undertake an external review of the University.

In addition to OfS regulation:

- The University has accreditation, approval and/or exemption from a range of Professional and Statutory Regulatory Bodies (PSRBs) for a number of courses. A schedule is maintained by ASAC;
- The Office for Standards in Education (Ofsted) quality assures standards of teaching for the University's apprenticeships.

Previous Quality Assurance Agency for Higher Education (QAA) review

A team of QAA reviewers visited the University of Hertfordshire in December 2015 and judged that our academic standards, the quality and enhancement of our students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the

University meets national requirements for standards and quality. A copy of QAA's review report is available on the QAA website, at <https://www.qaa.ac.uk/reviewing-higher-education/quality-assurance-reports/University-of-Hertfordshire>. The review identified the following areas of good practice:

- The University takes an inclusive, developmental and enhancement-oriented approach to its engagement with its extensive and complex range of collaborative partner institutions;
- The University promotes a strong cohort identity among its research degree students, within a stimulating and supportive learning environment.

The QAA team made no recommendations on matters for further improvement. This is a remarkable achievement, as only one other UK University received no recommendations following a HE Review.

Teaching Excellence Framework (TEF)

The TEF is a national exercise, introduced by the government to assess excellence in teaching at universities and colleges, and how well they ensure excellent outcomes for their students in terms of graduate-level employment or further study. The University of Hertfordshire was awarded Gold in the 2018 Teaching Excellence Framework (TEF) ranking and has been commended for providing a high level of support and consistently outstanding outcomes for students from all backgrounds. The Panel considered the University submission in relation to the TEF criteria and in making the award the assessment panel recognised:

- That students from all backgrounds achieve consistently outstanding outcomes
- University of Hertfordshire students' high rates of progression to work or further study
- The University's strong focus on employment, entrepreneurship and enterprise
- The way that employability and transferable skills are embedded into the curriculum
- That the university works in partnership with students, offering extensive learning opportunities outside traditional learning environments.

This award was valid for four years. The outcomes of the 2023 TEF will be published in September 2023.

2. Key resources and documentation

There are a range of resources available to support you in your role. The most important sources are as follows:

University Policies and Regulations (UPRs)

(see: [University Policies and Regulations \(UPRs\) | About us | Uni of Herts](#))

The UPRs are the principle means by which the University publishes its institutional policies, procedures and regulations. The key UPRs for taught provision are:

AS11 Schedule of Awards

AS14 Structure and Assessment Regulations – Undergraduate and Taught Postgraduate Programmes

Appendix I Chairmen of Boards of Examiners - Role and Terms of Reference

Appendix II Clerks to Boards of Examiners - Role and Responsibilities

Appendix III Assessment Offences

Appendix IV Apprenticeship End Point Assessment

Appendix V Apprenticeship Fair Access to End Point Assessment

AS17 Academic Quality Appendix 1 Apprenticeship policy

AS12 Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (University-Delivered Provision)
 Appendix I Assessments and Examinations - Regulations for Candidates (Including Requests for the Review of Examination Decisions (Appeals Procedure) (University-Delivered Provision)
 Appendix II Assessments and Examinations - Candidates with Disabilities or other Additional Needs (University-Delivered Provision)
 Appendix III Invigilators - Role and Responsibilities (University-Delivered Provision)
 Appendix IV Prizes (University-Delivered Provision)
 AS13 Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (Partner Organisation-Delivered Provision)
 Appendix I Assessments and Examinations - Regulations for Candidates (Including Requests for the Review of Examination Decisions (Appeals Procedure)) (Partner Organisation-Delivered Provision)
 Appendix II Assessments and Examinations - Candidates with Disabilities or other Additional Needs (Partner Organisation-Delivered Provision)
 Appendix III Invigilators – Role and Responsibilities (Partner Organisation-Delivered Provision)
 Appendix IV Prizes (Partner Organisation-Delivered Provision)
 SA01 Student Code of Conduct
 Appendix I Statement of Responsibilities and Commitments
 SA03 Admissions - Undergraduate and Taught Postgraduate Students
 SA06 Student Attendance Regulations
 SA07 Regulations and Advice for Students' Particular Attention - Index
 SA12 Learning Resources
 SA13 Student Discipline
 SA14 Student Withdrawal Regulations
 SA15 Student Fitness to Practise
 SA16 Student and Applicant Complaints
 HR11 Peer Review of Teaching
 RE01 Studies Involving the Use of Human Participants
 TL03 Learning and Teaching Policy and Graduate Attributes

The UH Academic Regulations Handbook, containing all of the key UPRs for taught programmes, can be found on the Governance website, at:

[University Policies and Regulations \(UPRs\) | About us | Uni of Herts](#)

CAQA External Website

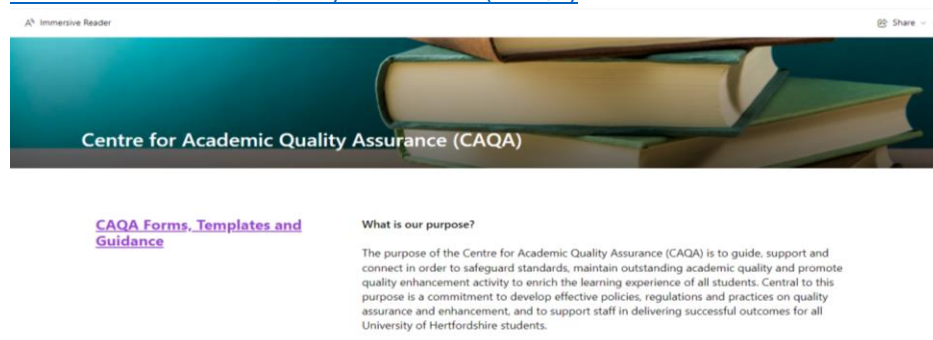
Information that was previously available on the CAQA StudyNet site has moved to the external website and can be found here:

[Academic Quality at Herts](#)

CAQA SharePoint site

Forms and templates are available on the CAQA SharePoint site:

[Centre for Academic Quality Assurance \(CAQA\)](#)



The screenshot shows the top of a SharePoint page. At the top, there is a header with the text "Centre for Academic Quality Assurance (CAQA)" overlaid on a background image of a stack of books. Below the header, there are two columns of text. The left column has a link: "CAQA Forms, Templates and Guidance". The right column has the heading "What is our purpose?" followed by a paragraph: "The purpose of the Centre for Academic Quality Assurance (CAQA) is to guide, support and connect in order to safeguard standards, maintain outstanding academic quality and promote quality enhancement activity to enrich the learning experience of all students. Central to this purpose is a commitment to develop effective policies, regulations and practices on quality assurance and enhancement, and to support staff in delivering successful outcomes for all University of Hertfordshire students."

Along with the UPRs, the resources available on the CAQA Herts Hub site is where the most useful of the resources available to ADoS(AQA)s are located.

Please search in the following sections for guidance and templates:

- Accreditation of Prior Learning
- ADC
- Annual reports/CEP
- Annual School reports to ASAC and ESEC
- Definitive Module Documents
- Collaborative arrangements
- Course Fact Sheets
- Credit bearing short courses.
- Degree Apprenticeships
- External Accreditation
- External Examiners
- Flexible Credit Framework
- HECOS and UCAS codes
- Periodic review and Validation
- Programme Specifications
- Suspension or Withdrawal of a programme of study/pathway.

LTIC Herts Hub

(see: <https://herts365.sharepoint.com/sites/Learning-and-teaching-resources-and-support/SitePages/Learning-and-Teaching-Innovation-Centre-LTIC.aspx>)

A range of excellent support resources to support excellence in learning, teaching and assessment, which are provided in the following sections:

- **Continuing Professional Development** (including the Learning and Teaching awards, CPD framework, National teaching Fellowship scheme, Fellowship of Advance HE, etc.)
- Technology Enhanced Learning
- **Outcomes for all** (Widening Access and Student Success)
- **Employability and Enterprise** (Workplace learning, degree apprenticeships, employability)

(a) Other resources

The following sources may also be of use:

(i) The Strategic Plan 2020-2025

See: <https://herts365.sharepoint.com/sites/strategy-policy-and-planning/SitePages/Strategic-Plan-2020-2025.aspx>

This will link to the University Strategic Plan, Education and Student experience,

(ii) Tableau data

This can be accessed via <https://visuals.herts.ac.uk/>

Student monitoring and performance data for CEPs, including: Student entry, progression, and achievement reports continuation reports awards data, Module Grade Profile data, student feedback data and survey data (NSS/PTES)

(iii) Supporting Teaching: GLJ

Information on supporting teaching and the Guided Learner Journey may be found here:

<https://www.studynet1.herts.ac.uk/ptl/common/LIS.nsf/lis/SupportingTeaching1>

(iv) Academic Registry Procedures Unit guidance

(see: <http://www.studynet1.herts.ac.uk/adm/registry/adminprocedures.nsf/Homepage?readform>)

A range of Student Record System-related guidance, on: admissions, registration (on modules and courses), course structures, managing the Student Record System, assessment, examination boards, student progression, awards, reporting tools, Checkin Student Attendance, and Tier 4 compliance.

3. Essential guide to AQ Forms and their purpose

All these forms (and many more) can be found on the CAQA pages of Herts Hub at:

<https://herts365.sharepoint.com/sites/Learning-and-teaching-resources-and-support/SitePages/Academic-Quality.aspx>)

The forms listed below are the ones you are most likely to deal with regularly and/or would have responsibility for completing.

Guidance on completion of all forms may be sought from your ADAQA or Academic Services Officer (ASO).

Submissions to the University's Academic Development Committee (ADC)

Forms **ADC1-ADC2d** are located in Governance and Internal audit SharePoint site

[https://herts365.sharepoint.com/sites/Governance-and-Internal-Audit/SitePages/Academic-Development-Committee-\(ADC\)-forms-and-deadlines.aspx](https://herts365.sharepoint.com/sites/Governance-and-Internal-Audit/SitePages/Academic-Development-Committee-(ADC)-forms-and-deadlines.aspx)

ADC1 Proposal to ADC for a New or Substantial Change to an Existing University-Based Programme. All new programmes, new awards or substantial changes to a programme will require approval by the University Academic Development Committee (ADC). The School will need to complete and submit an ADC1 form to the ADC clerk by the ADC deadlines. The School will need to liaise directly with their marketing executive and finance advisor to complete all supporting documents for submission. A copy of all submitted papers must be sent to the relevant ADAQA and ASO (AQA) officer linked to the School.

The **Marketing insight briefing form** - electronic form can be found via this

link <https://app.geckiform.com/public/#/modern/FOEU031b1Q4dEPWB>

ADC2a: Proposal to the VC and ADC for Initial Approval of a New Collaborative Partner.

ADC2A (SA): Proposal to the PVC (International) for Initial Approval of a New Study Abroad Partner

ADC2b: Proposal to ADC for a New Collaborative Programme.

For new partnerships, these forms are submitted to ADC together (i.e. partner and programme together) and also include a risk template. For a new programme proposal at an existing partnership, only form ADC2b is required. Details of how to set up a collaborative partnership and the approvals required are available at:

<https://herts365.sharepoint.com/sites/Learning-and-teaching-resources-and-support/SitePages/Academic-Quality.aspx>)

ADC2c: Proposal to the VC and ADC for Termination of a Collaborative Arrangement

Should a collaborative partnership be terminated form **ADC2c** is used.

ADC2d: Proposal to the ADC for re-approval of a Collaborative partner. ADC approval and periodic reapproval (in advance of renewal of the legal agreement) is required where the type of relationship with the prospective partner is a franchise, University validation, external validation, Dual or Joint Award, Academic Support Agreement or External Accreditation Partnership Agreement.

ADC5: Proposal for the Withdrawal of a Programme of Study or an Element of a Programme

ADC7: Proposal for the Temporary Suspension of a Programme of Study

For programme withdrawal (or constituent course instances) form **ADC5** is used and for programme suspension form **ADC7**. Both these forms are completed by the School and sent to your Academic Services Officer to be processed. All withdrawal and suspension requests must comply with UH deadlines to meet with the Competition and Markets Authority (CMA) regulations. If forms are received after the identified date they may not be processed as there can be considerable impact on UCAS applicants, as detailed in the [CMA guidance document](#). Further details on programme withdrawal are available at:

<https://herts365.sharepoint.com/sites/Learning-and-teaching-resources-and-support/SitePages/Academic-Quality.aspx>)

Submissions to Academic Board for ratification of awards

ADC3: Application for the ratification by the Academic Board of a Programme of Study

ADC4: Application for the ratification by the Academic Board of a programme of study with a partner organisation

Once a programme has been approved at validation, periodic review or re-validation, then forms **ADC3** (home programmes) or **ADC4** (collaborative programmes) are completed and submitted to the Academic Board (via Academic Services) for ratification. These forms are completed by the School as part of the post event work and signed by ADoS(AQA), the ADAQA and the chair of the event before being submitted to the PVC (as chair of SEEC) and VC (as chair of Academic Board).

Form **ADC3a** is used to ratify an additional delivery **location** of a UH programme and form **ADC4a** for additional delivery **location** of a collaborative programme. These are completed by the School once the appropriate approvals process is complete.

Forms relating to External Examiners

There are a number of forms relating to External Examiners:

AQ11: Authorisation Form for the Approval of an External Examiner

Application for the approval of an External Examiner

AQ11a: Authorisation form for the approval of an External Examiner/Assessor for Integrated End Point Assessments (EPA) Apprenticeship Programmes. Application for the approval of an EE/EA for EPAs

AQ12: Application for the approval of an extension to the term of office of an existing External Examiner

Application for the approval of an extension to the term of an External Examiner. From May 2017 the

AQ12 extension to contract form is now only available from the Academic Services department.

AQ13: Authorisation Form for the Reallocation or Addition to Duties of an External Examiner

Application for the approval of a reallocation or addition to duties of an existing External Examiner.

AQ14: Notification of Changes in Module Codes and Titles Allocated to an Existing External Examiner

AQ16: Notification of Changes in External Examiner's personal details

Academic Services are always happy to help with any queries on EE forms and processes.

External Examiner Inductions take place in November and May each year, and you will need to ensure that a School rep (Programme Leader) is available to meet with them after the UH induction. Again, Academic Services will be happy to liaise with you on this.

4. Training and development opportunities

As you will clearly be discussing your development in your appraisal with your Dean of School, this action plan is intended to help you identify training opportunities and activities that may be useful to you in your early days as ADoS(AQA). Your ADAQA will be able to discuss these opportunities with you.

Meetings with key people to establish ways of working:

You should aim to meet with the following people at the earliest opportunity:

Your Associate Director of Academic Quality Assurance;

The previous ADoS(AQA) (if available);

Your Academic Services Officer (ASO);

The School ADoS(L&T).

Training sessions

These are the sessions offered by CAQA (some in conjunction with LTIC):

CAQA Workshops

You might also want to look courses offered by Learning and Development at:

<https://herts365.sharepoint.com/sites/training-and-development-opportunities>

Meetings/events to observe:

You would find it valuable to participate in, or observe, the following meetings and events at your earliest opportunity:

If the School has collaborative partnerships, a Stage 1 initial programme visit and a Stage 2 (re-) validation event (contact your ASO to arrange);

An Academic Development Committee (ADC) meeting (contact Elizabeth Heath in Governance Services to arrange);

An Educational and Student Experience Committee (ESEC) meeting (contact Elizabeth Heath in Governance Services to arrange);

An Academic Board meeting (contact Elizabeth Heath in Governance Services to arrange);

A Student Academic Misconduct Panel (SAMP) (contact studentprocedures@herts.ac.uk to arrange);

School Academic Committees and Examination Boards in another School to share good practice.

Peer support

There is an ADoS(AQA) forum which meets several times a year and a joint AD AQA and LT forum which also meets several times each year, and the dates for 2023-24 are on the 'Key dates' list (see section 6).

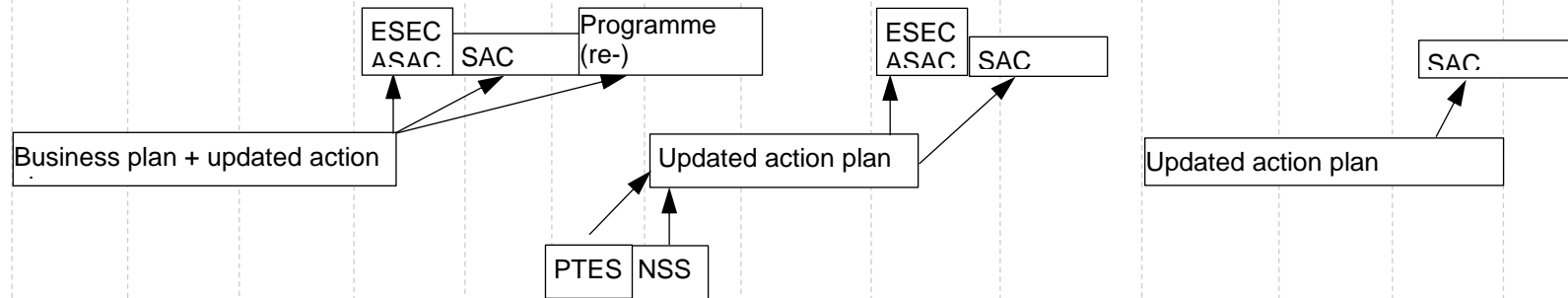
You may also wish to 'buddy' with an experienced ADoS(AQA) or even another new starter. Your ADAQA can advise. Your predecessor may also still be able to advise you, of course.

Most of all, remember what we tell students: the only stupid question is the one you do not ask! We are all here to help you in CAQA and Academic Services.

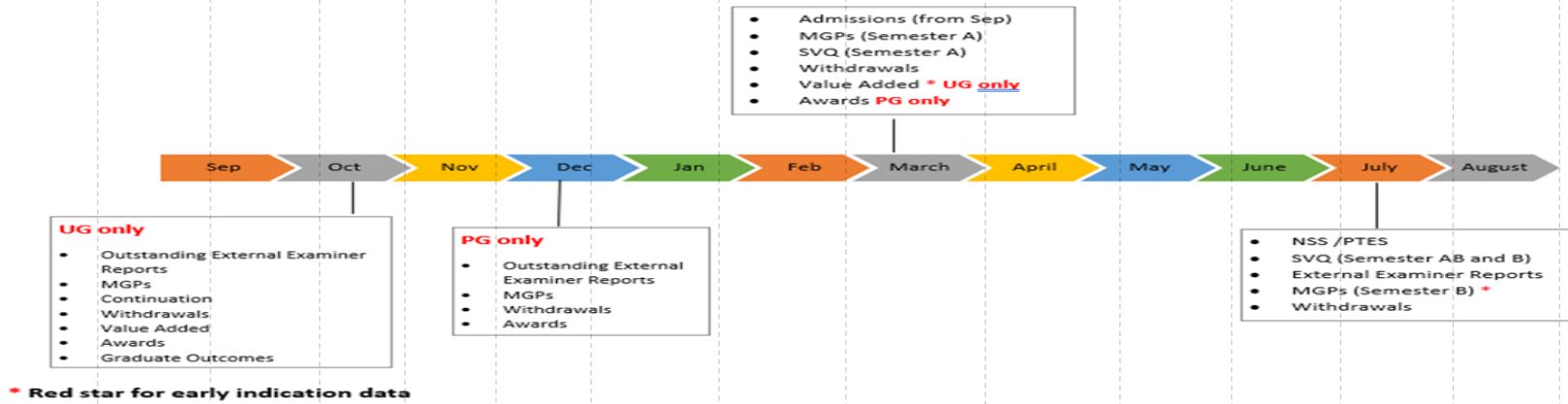
5. UH validation, periodic review and annual reporting cycles

February	March	April	May	June	July	August	September	October	November	December	January	February	March	April	May	June
----------	-------	-------	-----	------	------	--------	-----------	---------	----------	----------	---------	----------	-------	-------	-----	------

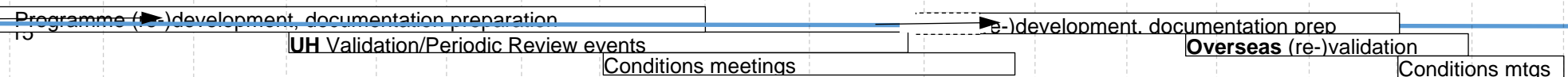
A. Business planning → Annual School Reporting



B. CEPS



C. Validation and Periodic Review



6. Key dates and tasks for ADoS(AQA)s

This table uses the University calendar (<http://sitem.herts.ac.uk/secreg/AcademicYearCalendar.htm>) as its basis, with added key dates of interest to ADoS(AQA)s in red text. You should look at these dates in conjunction with the UH validation, periodic review and annual reporting cycle flowchart (see above), and the calendar of University Committee meetings including SACs (<http://sitem.herts.ac.uk/secreg/CalofMtgs.htm>). This calendar is intended to ensure nothing gets missed off your 'to do' list, but some Schools may vary the exact timings of some elements. Other key dates such as Exam Board meetings Your ADAQA and relevant SAS can advise on these.

Where dates are given as deadlines, they are the dates on which documentation has to be received by Academic Services, so you may wish to set 'internal' School deadlines earlier.

As ADoS(AQA) you will be a member of ASAC and the alternate to the AD(L&T) for ESEC. Papers for centrally managed meetings such as ASAC and ADC are usually due 2 weeks before the meeting, with notification of any agenda items 3 weeks before the meeting.

N.B. This document has been compiled from multiple sources and will be reviewed annually so some dates may be changed by the University in the interim.

Semester A 2023-2024

Week	Month	Monday	Activity	Notes
9	Sept 2023	25	IND	Overseas orientation and Induction activities 27 Sept Higher and Degree Apprenticeship Committee (HDAC) Governor Suite 1400 Chase CODPs from Collaborative Partnership Leaders or AAAs as applicable.
10	Oct 2023	2	T-1	Teaching (and induction activities) 3 Oct: Educational Student Experience Committee (ESEC) 0930-1230 4-18 Oct: School Academic Committees (SACs] CTA, HSK, HBS 4 Oct: Hertfordshire Higher Education Consortium Quality and Management Committee 4 Oct: Joint AD's L&T and ADoS AQA forum 1400-1600
11		9	T-2	Teaching (and induction activities) 10 Oct: Academic Standards and Audit Committee (ASAC) 0930-1230 School Educations and Student Experience Action plans to ASAC 11 Oct: Academic Development Committee 12 Oct: Associate Deans AQA forum 1400-1600 MS Teams 13 Oct: External Examiner Induction
12		16	T-3	Teaching (and induction activities)
13		23	T-4	Teaching (and induction activities) Students to notify changes in their optional module choices, or to withdraw from modules they are enrolled on that start in Semester A no later than: Friday 27 October 2023
14		30	T-5	Teaching
15		06	T-6	Teaching 7-22 Nov: School Academic Committees (SACs) SPECS, HLS & LMS 8 Nov 1430 hrs SAIO forum 1-30 Nov: Programme committees (consider CEPs)
16	13	T-7	Teaching	

				School Education and Student Experience Action Plan signed off by Dean AD (L&T) and ADoS (AQA) and submitted to Governance Services 15 Nov: Academic Board 15 Nov: Joint AD's L&T and ADoS AQA forum 1400-1600
17		20	T-8	Teaching 21 Nov: Education and Student Experience Committee (ESEC) School Education and Student Experience Action Plan is noted 21 Nov: Higher and Degree Apprenticeship Committee (HDAC) Governor Suite. 1400 22 Nov: Associate Deans AQA forum. 1400-1600. MS Teams
18		27	T-9	Teaching 29 Nov Academic Development Committee 29 Nov: Hertfordshire Higher Education Consortium Quality and Management Committee. 1100 MS Teams
19	Dec 23	04	T-10	Teaching 5 December: Academic Standards and Audit Committee (ASAC) School Education and Student Experience Action Plan is noted
20		11	T-11	Teaching Publication of final Semester A examination timetable: Monday 11 December 2023 13 Dec: Joint AD's L&T and ADoS AQA forum MS Teams 1400-1600
21		18	V	Vacation 19 Dec: Associate Deans AQA forum. 1400-1600. MS Teams
22		25	V	Vacation BANK HOLIDAY: Monday 25 December 2023 BANK HOLIDAY: Tuesday 26 December 2023 Last date for awards to be locked on the student record system for February graduation ceremonies: Friday 22nd December 2023 23 December 2023 AS need to be in receipt of the final approved DMDs linked to periodic review and validation for programmes that are recruited through UCAS. New courses advertised and applied for through UCAS (i.e. most Bachelor's Degrees and Foundation Degrees) and periodically reviewed UCAS and non-UCAS courses:
23		01	V	Vacation
24		08	T-12	Teaching
25	Jan 24	15	T-13	Examinations Semester A Examinations (where permitted) Monday 15 January 2024 – Saturday 20 January 2024 Formal, centrally-run examinations are held during Week 25 only. End of Semester A: Friday 19 January 2024 16 Jan: Educational Student Experience Committee (ESEC) CCR 0930-1230

Semester B 2023-244

Week	Month	Monday	Activity	Notes
26	Jan 24	22	T-1	Teaching 23 Jan: Academic Standards and Audit Committee (ASAC) CCR 0930hrs 24 Jan: Hertfordshire Higher Education Consortium Quality and Management Committee 1100hrs MS Teams
27		29	T-2	Teaching 31 Jan: Academic Development Committee NB: Final deadline to request codes for the 2024 academic session is 31st January 2024 31 January 2024: AS need to be in receipt of the final approved DMDs for UH and UK Collaborative provision. Late submissions may have an impact on timetabling for those certain modules.
28	Feb 24	05	T-3	Teaching 1-28 Feb: February Programme Committee (Considers CEP action plans) 1 Feb: Higher and Degree Apprenticeship Committee (HDAC) Governor Suite 1400 7-28 Feb: School Academic Committees (HSK, HBS, CTA, HLS, LMS)
29		12	T-4	Teaching Students to withdraw from modules they are enrolled on that start in Semester B, no later than: Friday 16 February 2024 TBC Associate Dean of School (AQA) forum
30		19	T-5	Teaching Semester A assessment activity completed, and results issued to students via their personal student record on StudyNet by: Thursday 22 February 2024 Graduation ceremonies (St Albans) for awards conferred at Examination Boards between & including Tuesday 01 August 2023 – Friday 22nd December 2023: Monday 19 February 2024 to Saturday 24th February 2024
31		26	T-6	Teaching 27 Feb: Hertfordshire Higher Education Consortium Quality and Management Committee. 1100hrs. MS Teams
32	Mar 24	04	T-7	Teaching Business Planning Round meetings launched. 5 March: Educational Student Experience Committee (ESEC) CCR: 0930hrs
33		11	T-8	Teaching 12 March: Academic Standards and Audit Committee (ASAC) CCR: 0930-1230 13 March: Academic Board

34		18	T-9	Teaching Publication of final Semester B examination timetable: Friday 22 March 2024 20 March: Academic Development Committee 20 March: School Academic Committee (SPECS)
35		25	V	Vacation 28 TH March deadline for EE nominations made for the following year via Academic Services 31st March deadline for annual updates to all Course Fact Sheets (unless submitted December 2023 as part of validation) 31 March 2024 AS need to be in receipt of the final approved DMDs linked to NEW non-UCAS courses (Master's courses, level 6 top-up courses) 28 March SAIO forum BANK HOLIDAY: Friday 29 March 2024
36	Apr 24	01	V	Vacation BANK HOLIDAY: Monday 1 April 2024 3 April: Higher and Degree Apprenticeship Committee (HDAC) Governor Suite 1400
37		08	T-10	Teaching
38		15	T-11	Teaching Programme Committees (consider CEP action plans)
39		22	T-12	Teaching TBC Associate Dean of School (AQA) forum
40		29	EX	Semester B Examinations Monday 29 April 2024 – Friday 10 May 2024 (including Saturday 04 May 2024) ADAQA CEP report to SACs
41	May 24	06	EX	BANK HOLIDAY: Monday 06 May 2024 Examinations Semester B Examinations Monday 29 April 2024 – Friday 10 May 2024 (including Saturday 04 May 2024) 1-22 May: School Academic Committees (HSK, HBS, CTA, SPECS, LMS) 8 May: Academic Development Committee 1-31 May: CEP Enhancement events
43		17	EX	21 May: Academic Standards and Audit Committee (ASAC) considers and approves relevant updates to School Education and Student Experience Action Plan along with section 1a of the School Annual Planning Report. 17 May External Examiner Induction TBC Associate Dean of School (AQA) forum End of Semester B: Friday 21 May 2021

Semester C 2023 - 2024

Vacation period for programmes delivered over Semesters A & B

Week	Month	Monday	Activity	Notes
42	May 24	13		
43		20		
44		27		BANK HOLIDAY: Monday 27 May 2024 Module Examination Boards for Semester B examinations: Tuesday 28 May 2024 – Monday 03 June 2024
45	Jun 24	03		Module Examination Boards for Semester B examinations: Tuesday 28 May 2024 – Monday 03 June 2024 Revision week for students taking referred/deferred examinations in weeks 47 and 48. Students to withdraw from modules they are enrolled on that start in Semester C, no later than: Friday 07 June 2024 Second sittings for ref/def examinations created on the student record by: Tuesday 04 June 2024 by 5.00pm All other Semester B assessment activity completed and results issued to students via their personal student record by: Monday 10 June 2024. 1-30 June: CEP Enhancement events
46		10		Revision week for students taking referred/deferred examinations. Publication of resit examination timetable: Tuesday 11 June 2024 TBC Associate Dean of School (AQA) forum
47		17	RefEX	Referred/deferred examinations for Semesters A and B 2023-2024 Tuesday 18 June 2024 – Friday 28 June 2024 19 June: Academic Board 19 June: Hertfordshire Higher Education Consortium Quality and Management Committee. 1100 MS Teams 19 June: SAC HLS 20 June: Higher and Degree Apprenticeship Committee (HDAC) Governor Suite 1300hrs 25 June: Educational Student Experience Committee CCR 09.30hrs
48	Jul 24	24	RefEX	Referred/deferred examinations for Semesters A and B 2023-2024 Tuesday 18 June 2024 – Friday 28 June 2024 30 June 2024 AS need to be in receipt of the final approved DMDs linked to overseas collaborative programmes.
49		01		2 July: Academic Standards and Audit Committee (ASAC) CCR 0930 hrs. School Educations and Student Experience Action plans to ASAC 3 July: Academic Development Committee 1-14 July: CEP Enhancement events 1-31 July: Agree with EEs on the dates for Examination Boards in the following year. 1-31 July: Remind Programme Leaders of arrangements for Induction week
50		08		Module and Programme Examination Boards held, and results issued to students via their personal student record on StudyNet: Monday 08 July 2024 - Friday 19 July 2024

51		15		Module and Programme Examination Boards held, and results issued to students via their personal student record on StudyNet: Monday 08 July 2021 - Friday 19 July 2021 TBC Associate Dean of School (AQA) forum.
52		22		Last date for awards (including interim) to be locked on the student record system for September graduation ceremonies: Wednesday 31 July 2024 Assessment activity completed. Examination Board results issued to students via transcript by: Wednesday 31 July 2024
1		29		External Examiner annual reports submitted CAQA and Academic Services publish templates for the coming year
2	Aug 24	05		Progression deadline: Friday 09 August 2024
3		12		
4		19		
5		26		BANK HOLIDAY: Monday 26 August 2024 UNIVERSITY HOLIDAY: Tuesday 27 August 2024

6		02	EX	Examinations for Semester C Assessment and approved non-standard programmes only: Monday 02 September 2024 – Friday 06 September 2024 Graduation ceremonies (St Albans) for awards conferred at Examination Boards between & including Monday 1st January - Wednesday 31 July 2024: Monday 02 September 2024 – Thursday 12 September 2024 (including Saturday 07 September 2024) End of Semester C: Friday 06 September 2024
7	Sept 24	09		Graduation ceremonies (St Albans) for awards conferred at Examination Boards between & including Monday 1 January - Wednesday 31 July 2024: Monday 02 September 2024 – Thursday 12 September 2024 (including Saturday 07 September 2024)

Purple-University committee structure and centrally organised meetings
Blue-School activities
Green-Forums
Red- Key dates for DMDs and programme sign off.
Black-general information as per university calendar

7. Other necessary resources

SEEC descriptors

[SEEC-Credit-Level-Descriptors-2021.pdf](#)

QAA Code Advice and Guidance 2018

<https://www.qaa.ac.uk/news-events/news/quality-code-advice-and-guidance-creative-freedom-without-compromising-quality>

QAA Subject benchmarks

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications of UK Degree Awarding Bodies

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

Office for Students

<https://www.officeforstudents.org.uk/>

Office of the Independent Adjudicator for Higher Education

<https://www.oiahe.org.uk/>

8. List of Acronyms and abbreviations

A list can be found on HertsHub: [Acronyms and abbreviations \(sharepoint.com\)](#)

9. Key contacts

Contact	E mail	Linked to
Jan Bowyer	j.a.bowyer@herts.ac.uk	ADAQA for HSK
Jo Cahill	j.cahill@herts.ac.uk	ADAQA for LMS
Frank Haddleton	f.Haddleton@herts.ac.uk	DAQA
Alison McLauchlin	a.k.mclauchlin@herts.ac.uk	ADAQA for CTA
Marjolein Groefsema	m.groefesma@herts.ac.uk	ADAQA for SPECS
Liz Gormley Fleming	e.gormley-fleming@herts.ac.uk	ADAQA for HBS and for Degree Apprenticeships
Catherine Rendell	c.rendell@herts.ac.uk	DDAQA for HLS
Joanna Rawaska	j.rawaska@herts.ac.uk	ADAQA for Herts Learning Curriculum
Cheryl Holman	c.holman@herts.ac.uk	ADAQA for Herts Learning Curriculum
Scott Isaacs	s.isaccs2@herts.ac.uk	Head of UK and International Partnerships
Charlotte Haffenden-Gale	c.haffenden-gale@herts.ac.uk	Deputy Head of UK and International Partnerships
Lisa Uttley	l.uttley@herts.ac.uk	Head of AS
Sarah Dunk	s.dunk2@herts.ac.uk	Senior ASO
Monica Alonso-Molina	m.alonso-molina@herts.ac.uk	ASO for CTA
Maria Georgiou	m.georgiou4@herts.ac.uk	ASO for International
VACANT		ASO for External Examiners
Seun Olonade	o.olonade@herts.ac.uk	ASO for LMS
Sarah Bentley	s.bentley@herts.ac.uk	ASO for HSK, SPECS
LJ Yung	k.s.yung@herts.ac.uk	ASO for Herts Learning Curriculum
Helen Barefoot	h.barefoot@herts.ac.uk	Director L and T

Neal Geach	n.geach@herts.ac.uk	L and T Specialist for HBS
Nina Walker	c.2.walker@herts.ac.uk	L and T Specialist for HLS and Education
Dominic Bygate	d.bygate@herts.ac.uk	L and T Specialist for HSK
Earle Abrahamson	k.clark@herts.ac.uk	L and T Specialist for LMS
Amanda Yip	p.y.a.yip@herts.ac.uk	L and T Specialist for SPECS,
Chris Lloyd	c.lloyd@herts.ac.uk	L and T Specialist for CTA and Humanities
Sarah Flynn	s.flynn@herts.ac.uk	Deputy Director L and T
Nigel Thomas	n.m.thomas@herts.ac.uk	Assistant Registrar CPU
Elizabeth Heath	e.heath@herts.ac.uk	Head of Governance Services, clerk to ADC
Marie Lowe	m.lowe@herts.ac.uk	Clerk to ASAC
Mariana Lilley	m.lilley@herts.ac.uk	Physics, Engineering and Computer Science
Tony Rosella	t.rosella@herts.ac.uk	Creative Arts & Humanities
Cheryl Holman	c.holman@herts.ac.uk	Health & Social Work
Veronica Earle	v.earle@herts.ac.uk	Herts Business School
Barbara Henry	b.henry@herts.ac.uk	Hertfordshire Law school
Sherale Webley	s.webley@herts.ac.uk	Life & Medical Sciences
Stef Schmeer	s.schmeer@herts.ac.uk	Life & Medical Sciences

