University of Hertfordshire UH

Hertfordshire Higher Education Consortium (HHEC) Quality Handbook

October 2026



hrc Hertford Regional College

North Hertfordshire College

Oaklands

West Herts College

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Abbreviations used in this document:

ADC	University's Academic Development Committee
ADAQ	Associate Director for Academic Quality (formerly ADAQA)
ADoS ESS	Associate Dean of School Education and Student Success (amalgamation of former ADoS AQ and ADoS LT)
AS	University Academic Services
CEdSS AQ	Centre for Education and Student Success Academic Quality (formerly CAQA)
CEdSS Ed	Centre for Education and Student Success Education (formerly CLASS)
CEP	Continuous Enhancement Planning process (formerly AMER)
CSG	Consortium Strategy Group (formerly CEG)
CPL	Collaborative Partnership Leader
UKCP	UK Collaborative Partnerships Team (formerly CPU)
DMD	Definitive Module Document
ESSC	Education and Student Success Committee (formerly ESEC)
FEC	Further Education College(s)
HHEC	Hertfordshire Higher Education Consortium (the 'Consortium')
LRC	University Learning Resources Centre
LTAQ	Learning Teaching Academic Quality
MEF	Module Evaluation Form
NSS	National Student Survey
PDP	Professional Development Planning
PAEG	Programme Academic Experience Group (formerly Programme Committee's)
Quercus	The University Student Management Information System
SEG	School Executive Group (SEG)
SRAC	Standards, Regulations and Audit Committee (formerly ASAC)
Tableau	The University business intelligence data visualisation
UH UPRs	University of Hertfordshire University Policies and Regulations

Amendments for 2026/27

The following amendments have been made to this handbook for the 2026/27 academic year. All hyperlinks have been tested to ensure they are current and working.

Section	**Rationale for Amendment(s)**
Throughout the Handbook all dates have been revised for the next academic session	Ensure all are aware of key dates
Abbreviations used in this document. Throughout this handbook all abbreviations have been updated.	Updated to reflect recent changes within the governance and structure of UH
Reference to the process of calibration has been added throughout the relevant sections.	To ensure alignment with UPR AS13.
1.0 Introduction	Includes reference to the Partnerships Development Toolkit and the Guide for UH Students at Partner Organisations.
2.1 Programme Approval Process	Reference to the updated Collaborative Validation Handbook and Revalidation Handbook
3.1 Main Duties of a Programme Manager / Programme Leader	Aligned to the current Programme Leader role descriptor at UH
3.3 Role of the Module Leader	Aligned to the current Module Leader roles which are aligned to the Professional Standards Framework
3.6 Review of the Standard of Coursework and Exam Questions	Inclusion of the Herts Learning page named 'Assessment and Feedback Overview' to support this area of work. Inclusion of links to Herts Learning on genAI and inclusive first assessment design.
3.7 Marking and Assessment Quality Assurance	Updated to reflect recent changes within AS13
3.8.3 Moderation for cross college modules taught at more than two colleges	Changed to 3.8.6 Updated to reflect the change for programmes to complete calibration instead of cross college moderation, unless the programme is taught at three or more of the colleges. Updated to include the link for the current Consortium Calibration form.
3.13 Academic Appeals	The number of grounds for appeal has increased from four to six. Removal of a reference to programme handbooks which no longer exist.
7.2 Core composition	Updated to reflect new Terms of Reference for PAEG's
8.0 Continuous Enhancement Planning (CEP)	Updated location of the narrated presentations

Appendix IX Core Agenda for Consortium Programme Academic Experience Group	To reflect updates within the core agenda

1 Introduction

This handbook identifies the quality assurance processes and procedures that operate within the Hertfordshire Higher Education Consortium (HHEC). The procedures apply to all programmes and awards within the Consortium Colleges that are validated bythe University of Hertfordshire (UH). There is, in addition, higher education provision delivered by the Colleges which is validated by other bodies (mostly Edexcel - Pearson) which fall outside the scope of the Consortium Quality Handbook.

The handbook takes account of the Consortium Academic Quality Framework (Appendix I refers) which has been agreed by all members of the Consortium. Under the terms of this framework, each College is required to establish a College Higher Education Committee. Core terms of reference for these committees have been agreed and are shown in Appendix II.

This handbook will be reviewed annually at the end of the academic session and then sent by the Academic Partnerships Office (APO) to all external examiners. Should you wish to offer suggestions for improvement or amendment please contact the APO s.isaacs2@herts.ac.uk or c.haffenden-gale@herts.ac.uk.

This handbook should be read in conjunction with the University's Partnership Development Toolkit which provides general guidance on operational procedures for collaborative programmes. Please be aware that a 'Guide for UH students at Partner Organisations' has also been published for UH students studying at Partner Institutions of the University.

2 Approval of Programmes

This section should be read in conjunction with UPR AS17 and associated Academic Quality guidance published here within the review and validation section and here on the UH website.

2.1 Programme Approval Process

The process of revalidation enables the University to ensure that the portfolio of study remains relevant to both the School and to our prospective students at our collaborative partners, that the curriculum content is appropriate, and that learning and teaching is up-to-date and well-resourced. This process also ensures that our internal requirements are met, for example, University strategic priorities and Academic Quality regulations, as well as all external requirements, such as the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024), the OfS conditions of registration, QAA Subject benchmark statements and any relevant professional and statutory regulatory body standards requirements. Competition and Markets Authority (CMA) regulations are also considered during the development of programmes.

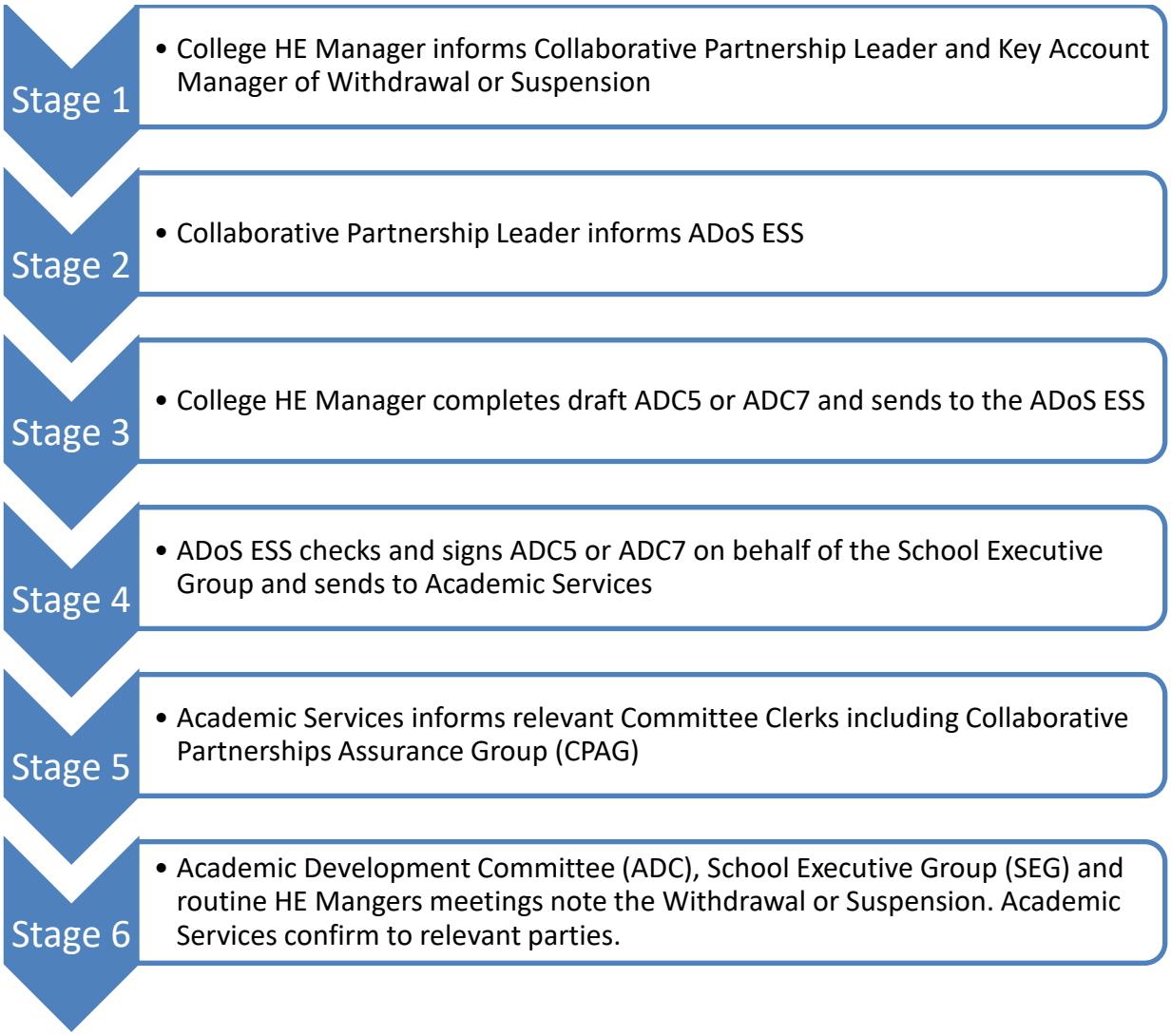
All academic programmes offered by our collaborative partners are required to undergo revalidation no longer than every six years.

A Collaborative Validation Handbook and Revalidation Handbook published on the LTAQ Sharepoint site provides important guidance for academic staff involved in the validation and revalidation processes.

2.2 Suspension or Withdrawal of Programmes

Forms for the withdrawal ADC5 or suspension ADC7 of a programme are available via the UK Collaborative Partnerships Team (UKCP) or here on HertsHub. These shall be completed and submitted as appropriate and before the last UH working day of December of the preceding academic year. If a programme is to be withdrawn or suspended after this date staff should be aware of the possible CMA implications. The process is outlined in Figure 1 below.

Figure 1: The Proposed Withdrawal or Suspension of Programmes of Study



NB ADC5 Proposal for the withdrawal of programme of study; ADC7 Proposal for the suspension of programme of study

3 Delivery and Assessment

3.1 Main Duties of a Programme Manager/Programme Leader

A Programme Manager (the equivalent of a University Programme Leader) shall be appointed for each Programme at each College in order to manage the Programme as appropriate. This is a very important post for the smooth and efficient running of the Programme at the College.
The role of a Programme Leader at the University of Hertfordshire should be considered carefully when Programme Managers duties are assigned. This is not an exhaustive list but will give some idea about the commitment needed to do the job successfully and each Consortium College may vary, from time to time, within the general character of the post and level of responsibility of the post holder.

Sufficient time shall be given to each Programme Manager to ensure that their duties can be carried out effectively and efficiently. It is likely, depending on the size and complexity of the Programme, that 0.2 to 0.3FTE (or equivalent) will be required to ensure the duties are carried out in a proper manner.

3.2 Specific Training and Support for Programme Managers/ Programme Leaders

Induction and on-going support by way of the Programme Leader Development Programme, an online forum once a semester, an annual Programme Leader Symposium and offer of a mentorship programme for a year is offered by the University and can be accessed by all Programme Managers/Leaders. Places can be booked via contacting Jo Cahill m.j.cahill3@herts.ac.uk. A Programme Leaders Toolkit module is also available, and Programme Managers are encouraged to join this module for support and development. There is a specific Unit 3 for Consortium Programme Managers.

3.3 Role of the Module Leader

Each College has responsibility for leading designated (and in some cases, all) modules on their Programmes for **Semester A and Semester B**. Each module will have a designated College responsible for its co-ordination - the College responsible will appoint a specified (but normally not an hourly paid) Lecturer to be Module Leader.

As the Module Leader it is essential to set the tone for the module, to set out the expectations for the students and staff involved. The Module Leader shall stimulate curiosity and enthusiasm for the module with the intention of providing an excellent learning experience for the students and the module team.

Much of the Module Leader's role is about academic leadership, organisation and management but it is much more than that in that the Module Leader is also the advocate for the module and stimulates interest for all.

As a leader of staff teaching on the module, the Module Leader shall support the team in providing an inclusive and friendly learning environment that respects individual learners and diverse learning communities.

The Module Leader has a key role in ensuring equality of opportunity, assuring the academic standards and leading the quality enhancement of the module.

Acknowledging the wider context in which the module operates, the Module Leader shall work closely with the Programme Manager and liaise with other internal and external contributors (e.g. College LRC, alumni and local employers).

The Module Leader will introduce themselves as the key contact for students on the module and will share the principles of partnership working with students; ensuring staff and students understand each other's roles, responsibilities and expectations.

The most important aspect of module leadership is effective communication with staff and students.

The responsibilities of a Module Leader at the University of Hertfordshire are mapped with the activities (where appropriate) to the Dimensions of the Professional Standards Framework (PSF). These Module Leader responsibilities should be carefully considered by each Consortium College when assigning the Module Leader role and may vary, from time to time, within the general character of the role.

NB: 1) The Module Leader who is currently leading will be responsible for the preparation of the module the next year (even if s/he will not be leading the module in the future) BUT alternative arrangements will need to be put in place by the College who is leading the module if the current Module Leader leaves their employment at the college before the preparation for the next year is complete; 2) The Module Leader shall not change this role unless and until the Module Leader has informed the CPL/Programme Manager (it is important to always know who the Module Leaders are – in particular college HE Managers need to know this when they sign off assessment material to submit to the University each September).

3.4 Approval of Staff Teaching on Modules on HHEC Programmes

All teaching staff are initially approved at validation/revalidation events. However, new staff shall also be approved on an annual basis, by the CPL (or an appropriate nominee). At the start of each academic year, the CPL shall be provided with a list of staff who are teaching on HHEC programmes and any new staff employed since the last validation or revalidation (by **Friday 11th September 2026**). If required, a second submission for staff teaching in Semester B shall be submitted by **Friday 1st January 2027** at the latest. college Programme Managers shall submit the names of staff using **Appendix III**.

The CPL will confirm approval in writing (or otherwise) to the Programme Manager (or alternate) within **5 working days** of receipt of this form. The CPL will continue to monitor staffing at each visit.

3.5 Subject Advisors for HHEC programmes

There are occasions where the University (through ADC) may wish to agree a proposal from a School to allow a collaborative partner to deliver a programme in a discipline where there is little or no expertise within the University. UPR AS17 describes the upfront and on-going approval and monitoring processes that must be followed in these circumstances.

3.6 Review of the Standard of Coursework and Exam Questions

Students must be "assessed effectively" in accordance with the expectations of the Office for Students Ongoing Condition of Registration B4. This means assessing in a challenging and appropriately comprehensive way, consistent with the level of study. "Assessed effectively" includes a requirement that assessments are designed in a way that minimises the opportunities for academic misconduct, facilitates the detection of such misconduct, provides a statement on the use of genAI and ensures an 'Inclusive First' assessment design. Use of the 'Assignment Brief Checklist' is encouraged and an overview of assessment can be found on the Herts Learning module here, named 'Assessment and Feedback Overview'.
All assignment tasks (including examination papers) should not normally be identical in detail on successive occasions that a module runs, nor at first and second (referred/deferred) sitting of a module. While the nature of an assignment task and the learning outcomes assessed can be the same, this requirement will reduce the possibility of academic misconduct by students utilising work produced by other students in earlier years. However, an identically worded coursework task may be used where the assessment is based on an individual student's experience since this will produce a unique response. Likewise, it may be appropriate to use an identically worded coursework task at a second (referred/deferred) sitting in order to assess progress in achievement of learning outcomes based upon feedback provided on the first attempt.

The procedure to ensure assessments are reviewed rigorously and in a timely manner are detailed below. The form to be used for this procedure by the University, Subject Advisors or External Examiners is at Appendix IV.

Each college, for each programme, has the responsibility of coordinating a set of modules. The normal expectation is that all summative assessments (coursework and exams) are either a) agreed by members of a module team when the module is taught at more than one college (as part of the June/July module planning) or b) reviewed by an academic colleague at a college if the module is taught only within one college. Deadlines are set out in the annual Consortium Calendar and shared and agreed with the colleges. The Consortium Calendar is available upon request from the UK Collaborative Partnerships Team (UKCP).

The Review Process

The review process for all summative exams and coursework comprises:

- An internal review within the module team for each module (cross college or within a college if only offered by one college)
- The review by a subject specialist at the University, or a subject advisor where appointed (in-course assessment shall be reviewed by the member of University staff/subject advisor before assignments are given to students). However, it is recognised that this is not always practicable, so where scrutiny is retrospective then any necessary action shall be taken in time to be effective for the following cohort).

Where a single element of coursework counts for 30% or more of a module grade, approval of the appropriate External Examiner should also be sought for that element of coursework before being handed out to students. However, it is not expected that the External Examiner should be asked to approve each individual project or individually negotiated portfolio. For elements of coursework counting less than 30% of a module grade, the coursework assessment tasks will be reviewed retrospectively by module External Examiners. Communication with the External Examiner will be from the University.

The Signing off of assessment documentation by Colleges

1 Modules shall be checked and signed off by a designated senior academic in collaboration with the HE Manager at each college before being submitted to the University.

2 The person designated to sign-off at each college will ask each Module Leader to ensure that everything is checked before it comes to him/her but the designated person will have the overall and ultimate responsibility.

3 In order to help the checking process several suggestions/questions for checking are

included in the forms found in Appendix IV. However, the forms do not present an exhaustive list. Appendix IV shall be completed and signed off for each module.

4 UKCP prepare files on SharePoint for staff at the colleges to upload the assessment documents in accordance with agreed deadlines for both Semesters A and B as outlined on the Consortium Calendar. Once received, administrators in UKCP coordinate with subject specialists at the university and external examiners where appropriate (levels 5, 6 and 7) to ensure all assessment have been reviewed.

5 If there are any issues from the University Subject Specialist/Subject Advisor or External Examiner they will be channelled back through the Chair of the HE Committee (or alternate) to avoid confusion and to be aware of version control (who will then discuss with appropriate college staff). However, there should not be many issues, as the thorough checking and review would have been completed already at each college.

3.7 Marking and Assessment Quality Assurance

All assessment, marking, second marking, moderation, calibration and grade determination activities shall be conducted in accordance with the current requirements of UPR AS13 section 5.5, associated University guidance and any additional guidance issued by Academic Quality and Development.

Module Leaders and Programme Managers shall ensure that marking standards are applied consistently and that assessment outcomes are reliable, fair and comparable across all delivery sites and student cohorts.

Assessment quality assurance arrangements shall be proportionate to the nature of the assessment and shall support:

- consistency and fairness in marking;
- the maintenance of academic standards;
- comparability of student outcomes across modules, campuses and partners;
- the provision of constructive feedback to students;
- the identification and resolution of any concerns relating to assessment design, marking or feedback.

Submission of Results

- Before submitting your marks, you should complete a series of checks to review and ensure your results are accurate. Please refer to the guidance on the Gradebook CANVAS page on the Herts Learning module for support with this.
- All marks must be transferred to the relevant SharePoint site that will have been sent to

you by your UKCP administrator. If you have not received this link please email your relevant UKCP administrator and request access.

- All marks recorded on the gradebook file should be saved to your specific modules folder within the SharePoint site that you have been given access to by your UKCP administrator and confirm to them via email that you have completed this.
- As the marker you are responsible for the accuracy of the marks submitted so you should check accordingly.
- The marks shall then be submitted by the required deadline for entry on to Quercus (See Consortium Calendar).
- The entry of marks to Quercus is a priority task for UKCP and takes time. The deadlines are arranged to give the necessary balance between marking time and the subsequent administrative time. Please observe these deadlines and communicate with your UKCP administrator and HE Manager well ahead of time with any concerns or queries.

3.8 Calibration, Second marking and Moderation

The Consortium is committed to ensuring consistency in academic standards and assessment practices across all partner institutions delivering University of Hertfordshire awards. All calibration, second marking and moderation activities shall be undertaken in accordance with UPR AS13, section 5.5 and associated University guidance. Prior to assessment activities, academic staff should engage in calibration activities, where required, to promote a shared understanding of assessment criteria, marking standards and grade descriptors.

3.8.1 Calibration

Calibration aims to achieve consistent and fair grading decisions for all students and is a required part of the marking process under UPR AS13 section 5.5.6. Except where blind double marking takes place, calibration must be carried out where more than one academic staff member is involved in the marking of an assessment. Calibration involves members of the marking team early in the marking process considering each other's marked work and meeting (virtually or face-to-face) to discuss the marks awarded against the background of the assessment brief, learning outcomes and marking criteria. It is required when staff from different consortium colleges are marking the same assessment in the same marking period.

3.8.2 How should calibration be conducted?

The Module Leader will select a minimum of three submissions from each college delivering the module for the marking team to review. Upon review the sample should comprise of work from a range of grade bands. When the assessment is an exam, the selection should include a spread of the questions answered by students and a range of grade bands. The selected sample will be noted on the Consortium Calibration Form which must be completed by the Consortium Module Leader and can be found here: Consortium Calibration Form.

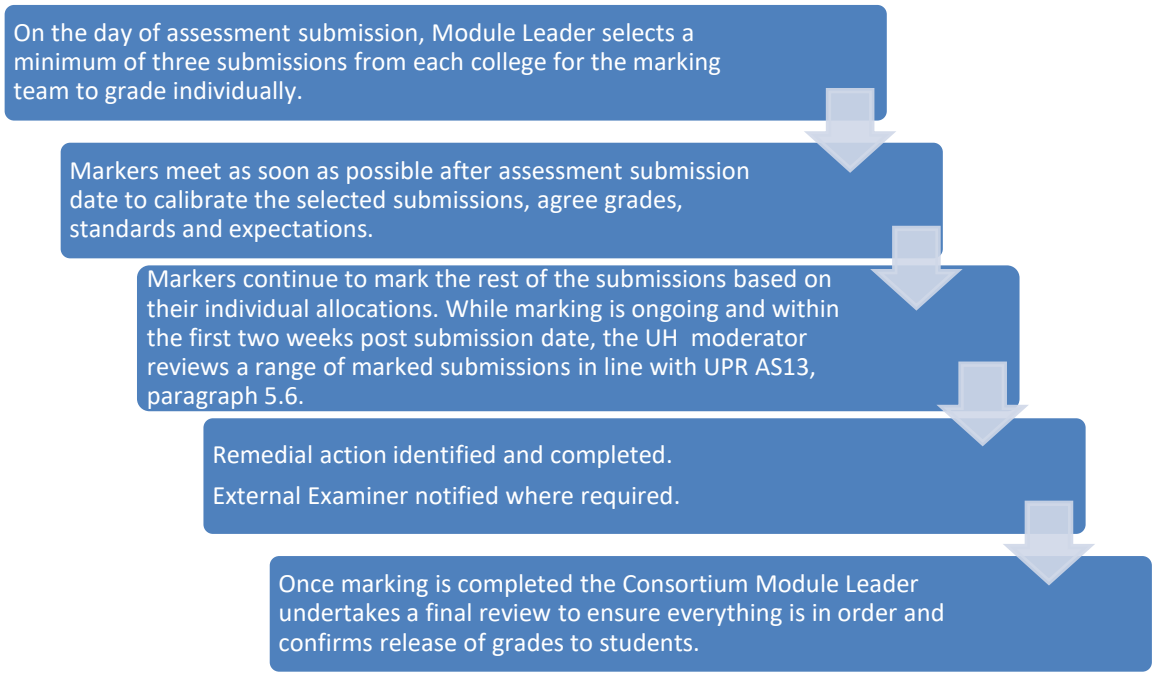
All members of the marking team should meet (virtually or face-to-face but must be recorded on MS Teams) as soon as possible after the assignment deadline to review the selected submissions and the proposed marks of each individual marker against the background of the assessment brief, learning outcomes and grading criteria. When meeting, students must be referred to by their UH student ID and their identify must remain anonymous. Markers should discuss the strengths and weaknesses of each piece of work and highlight key features that correspond to specific grade boundaries. The marking team will then agree a final mark for each submission to act as benchmarks throughout the marking process.

Discussions should also be had, and agreement reached in the meeting, as to what markers will be looking for in terms of each grade boundary, drawing on the experience of the collectively marked submissions. For example, agreement about what degree of complexity of expression or interpretation is required within each of the grade boundaries.

The details of these discussions, the grades agreed and the attendees should be recorded within the Consortium Calibration Form and once completed saved within the relevant SharePoint site and made available to the EE.

Markers should engage in ongoing communication throughout the marking process to raise further issues and queries, as they are identified, that may result in markers taking an approach to grading out of line with the rest of the team. A collaborative approach to the marking is crucial.

The process of calibration



Following calibration, a sample will be moderated by UH subject specialists.

3.8.3 Module Evaluation

It is important the process of module evaluation still takes place and the details of this are shared on page 33 of the HHEC Quality Handbook. Module Evaluation completion would normally take place during cross college moderation days however in the absence of this event Consortium Colleagues and CPL's may decide to run a half day event for cross college module evaluation or this may be completed collaboratively online. Either way the module evaluation paperwork must be completed and shared with UKCP no later than five working days before the Module Board of Examiners which will consider the module. **This is an important deadline.**

Where calibration, second marking or moderation identifies concerns regarding the consistency, accuracy or quality of marking, appropriate action shall be taken in accordance with UPR AS13. Such action may include review of feedback, re-marking, additional moderation, remarking of a cohort, or revision of assessment processes as appropriate.

Records of calibration and moderation activities shall be maintained and made available as part of internal and external quality assurance processes.

3.8.4 Module at Level 6 and above

Blind double marking is the process whereby two assessors work independently and neither marker is aware of the other's assessment decision in formulating their own mark. For modules at levels 6 and 7, a coursework assignment requires blind double marking if:

i. it counts for over 50% of the module assessment;
ii. and is marked by more than one first marker;
iii. and the question or title has been developed and/or agreed on an individual basis.

An example of an assessment task that must be blind double marked is the individual project/dissertation module. Assignments where students, for instance, respond to a common question but draw on practice in order to answer that question do not need to be blind double marked. Blind double marking replaces internal moderation and culminates in a single agreed mark.

3.8.5 Internal moderation for all modules within each college

A minimum sample size, approximately equal to the square root of the total number of items, **but not less than 5**, selecting work from across the range of grades awarded. If there are less than five items of assessment, then all items will be moderated. All scripts (exams and coursework) for those students gaining 39% overall (i.e. a bare fail) shall be moderated to check that an overall pass shall be granted or not. This is important and will be expected by

the Chair of the Exam Board. Internal moderation proceedings must be documented fully. An Internal Moderation form is included in Appendix V however each School may have their own template so please check with the Collaborative Partnership Leader for your programme. The audit trail with regards to marking and moderation must be fully transparent so it is important that a moderation report is completed.

If after moderation it is agreed by the first marker and the internal moderator that the marks given shall be adjusted (e.g. because too high or too low) then ALL the marks for the piece of work in question shall be altered either up or down as a group or ALL completely individually remarked. These adjustments shall be noted on ALL the relevant assignment front sheets as a record ofwhat has happened.

If agreement cannot be reached between the first marker and internal moderator the Programme Manager will set up a further process which will normally mean that all scripts are remarked by a third marker.

An important part of the internal moderation process is the checking of exam scripts for accuracy of adding marks.

3.8.6 Moderation for cross college modules taught at more than two colleges

The process of calibration should be used for all programmes unless they are taught at three of more of the colleges. Currently cross college moderation is only required for the Initial Year for Extended Degree in Science.
A date will be set before each exam board (Semester A and B, and C where applicable) when cross college moderation will take place. The date and venue will bepublished in line with the annual Consortium Calendar. Programme Managers will attend as will appropriate subject specialists from each college. The Collaborative Partnership Leader will coordinate the event and attend and will usually moderate scripts on behalf of the University although other UH subject specialists may also moderate scripts. Programme Managers will alert those who need to come from their respective colleges at an early stage. For part-time lecturers, it is recommended, their contract shall specify that attendance at this moderation process is very important and that they will be expected to take part. It is a requirement for all full-time staff who have taught and set work on the modules being cross college moderated to attend.

All summative assessment must be internally moderated, except for those assessments that have been blind double marked. A minimum sample size, approximately equal to the square root of the total number of items, **but not less than 5**, selecting work from across the range of grades awarded must be reviewed. If there are less than five items of assessment, then all items will be moderated. A minimum sample of **5 pieces/scripts** shall be provided for <u>each</u> individual assessment for each module from each College with a sample from a

range of grades awarded. For example, if Module A has an exam, plus coursework which comprises two pieces of assessed work, then the sample will be:

- Five examination scripts.
- Five pieces of coursework from assessment 1
- Five pieces of coursework from assessment 2

Where there is more than one marker, the moderated sample shall include a minimum of 5 items of assessment marked by each of the markers and shall for each marker reflect the range of grades awarded.

No College shall cross moderate their own scripts. This shall include Work Based Learning Projects.

All marks will be available on the gradebook ahead of moderation. Appendix V the Internal / Cross College Moderation Form will be completed ahead of moderation / cross college moderation to clearly indicate which assessments are to be moderated. If after moderation it is agreed by the first marker and the cross college moderator that the marks given shall be adjusted (e.g. because too high or too low) then ALL the marks for the piece of work in question shall be altered either up or down as a group or ALL completely individually remarked. These adjustments shall be noted on ALL the relevant assignment front sheets as a record ofwhat has happened.

If agreement cannot be reached between the first marker and the cross-college moderator the Collaborative Partnership Leader will set up a further process which will normally mean that the moderated batch of scripts are remarked by a third marker (from the University or a college).

Proceedings will be documented by the Module Leader using the form in Appendix V, which will then be presented to the appropriate Module Exam Boards. In particular, if there have been disagreements and what action has been taken shall be reported to the Module Exam Board. The audit trail with regards to marking and moderation must be fully transparent, so it is important that a cross college moderation report is completed.

It is important that any action necessary is taken at the cross-college moderation meeting and not left for the Exam Board to resolve.

The moderation forms for each module at each college shall be **shared ahead of cross-college moderation, showing what sample has been chosen for moderation**. This shall be given to the CPL who will retain it for the Module Exam Board.

The Module Exam Boards will consider these reports and take any appropriate action necessary, taking fully into account the advice and recommendations from the External Examiners (if appropriate).

If coursework is submitted and marked online using CANVAS the sample in 3.8.3 above should be moderated online and only in exceptional circumstances shall work be printed out for submission at Cross College Moderation. Each sample of coursework shall include the CANVAS feedback form showing the student's name, date submitted, mark given and the first and second markers' feedback comments. Attached to this form shall be a copy of the student's submitted work, showing any comments added by the marker. This is important in caseall work needs to be remarked.

3.8.7 Moderation by University of Hertfordshire subject specialists

An important part of the quality assurance process is that a sample of student work is moderated by University of Hertfordshire subject specialists. This moderation may be undertaken by appropriate Collaborative Partnership Leaders and/or other subject specialists (e.g. could be moderators of the examination questions and coursework) or Subject Advisors. Where programmes are delivered at more than one college an appropriate time may be at cross college moderation. Where the programme is delivered at only one college a separate process will need to be arranged.

The cross college moderated sample of student work as defined above shall be looked at for each module from each College.

If after moderation it is agreed by the first marker and the University Subject Specialist moderator that the marks given shall be adjusted (e.g. because too high or too low) then ALL the marks for the piece of work in question shall be altered either up or down as a group or ALL completely individually remarked. These adjustments shall be noted on ALL the relevant assignments within Canvas as a record of what has happened.

If agreement cannot be reached between the first marker and the University Subject Specialist the Collaborative Partnership Leader will set up a further process which will normally mean that all scripts are remarked by a third marker (from the University or a College).

A note of this process shall be taken (using the form in Appendix V) and sent to the Collaborative Partnership Leader for the Programme. These will be considered by the Module Exam Board.

It is important that any action necessary is taken at this stage of the moderation

process and not left for the Exam Board to resolve.

In-course assessment should ideally be reviewed by the member of University staff and External Examiner before assignments are given to students. However, it is recognised that this is not always practicable, so where scrutiny is retrospective it will be expected that any necessary action is taken in time to be effective for the following cohort.

Where coursework is submitted and marked online using CANVAS the sample provided for Cross College Moderation and the electronic copy of all submitted coursework will also be made available for moderation by University of Hertfordshire subject specialists.

3.9 External Examiner Moderation of marked student work

The University does not require External Examiners to be appointed for Extended Degree Programmes (Level 0). However, they may be appointed if the Programme team so wishes (at present External Examiners have not been appointed for the Initial Year for Extended Degree Science or the LLB Extended Degree (Initial Year) but have been for the Engineering with Foundation Year.

In the case of Foundation Degrees and other programmes, the External Examiners will want available a sample of coursework and exam scripts at Level 5 and above (and may request to see Level 4). The cross college moderated sample of student work as defined above shall be made available for the External Examiners. Online moderation by the external examiner is to be encouraged and only in exceptional circumstances should work be made available in hard copy.

For this to be achieved, sample coursework and exam scripts shall be lodged with the Programme Administrator in UKCP at the University before this moderation process. The dates/times for this are set out in the Consortium Calendar prepared each year at the start of session. It is the duty of the Programme Manager to ensure all work is available on time on the specified day. External Examiners will also have available the full report of the college, cross college moderation and University Subject Specialist process. Agreement must be reached on the standard of assessed work before it is moderated by External Examiners.

In order to be helpful to the External Examiner (and Internal/Cross college/University Moderators) each piece of coursework must have:

- Clear feedback comments to the student and the mark awarded must be stated.
- Sufficient comments to justify the mark awarded (and to give useful feedback to the student).
- If internally moderated or cross college moderated a date to indicate when this happened and the name of who completed this activity must be clearly identifiable.

• The assignment brief for the piece of work must be available.

Exam scripts must have:

- Brief comments throughout and justification of mark awarded at the end;
- The mark awarded clearly displayed on the front of the exam booklet;
- The exam question paper;
- An indication that the adding up of the exam marks have been checked by someone else other than the main marker.

If work is viewed by the external examiner online, they will need access to mark sheets, assignment briefs with mark schemes plus evidence of internal, cross college and UH moderation as appropriate. The External Examiners will then report their findings to the Module Exam Board and make recommendations as appropriate.

Where coursework is submitted and marked online using CANVAS the sample provided for Cross College Moderation and the electronic copy of all submitted coursework will also be made available for moderation by the External Examiner as appropriate for each programme.

3.10 Core Composition of Module and Programme Boards of Examiners

3.10.1 Module Board of Examiners

Levels 0 and 4 - The core composition of the Board will be as follows:

Core Membership

- Chair
- Collaborative Partnership Leader (CPL) and where there is provision across:
- Four Colleges – to include at least one PM or alternate from at least three colleges plus Chair & CPL
- Three Colleges– to include at least one PM or alternate from at least two colleges plus Chair & CPL
- Two Colleges– to include at least one PM or alternate from at least two colleges plus Chair & CPL
- One College – to include PM or alternate plus Chair and CPL.

One third of the members will constitute a quorum unless the total membership of the Board is less than five, in which case the quorum will be two members.

The following are Officers in Attendance who may be called upon to offer expert advice and support to the Board, but they have no voting rights.

- College and University Lecturers who have taught on the programme
- Module Moderators at the University of Hertfordshire

- Subject specialist
- Subject Advisors

The following are ex officio and therefore full members of the Board by virtue of their position.

- Dean of School (or named alternate)
- Associate Dean of School Education and Student Success (or named alternate).
- Appropriate Heads of Department/Deputy Heads of Department at Colleges.
- Director of Academic Quality (or named alternate).
- Head of Academic Partnerships, University of Hertfordshire.
- Deputy Head of Academic Partnerships, University of Hertfordshire.
- College HE Managers.

Levels 5, 6 and 7 -The core composition of the Board will be as follows:
Core Membership

- Chair
- Collaborative Partnership Leader (CPL)
- Module External Examiner

And where there is provision across:

- Four Colleges – to include at least one PM or alternate from at least three colleges plus Chair and CPL
- Three Colleges – to include at least one PM or alternate from at least two colleges plus Chair and CPL
- Two Colleges – to include at least one PM or alternate from at least two colleges plus Chair and CPL
- One College – to include PM or alternate plus Chair and CPL.

One third of the members will constitute a quorum unless the total membership of the Board is less than five, in which case the quorum will be two members.

The following are Officers in Attendance who may be called upon to offer expert advice and support to the Board, but they have no voting rights.

- College and University Lecturers who have taught on the programme
- Module Moderators at the University of Hertfordshire Subject Specialist and Subject Advisors.

The following are ex officio and therefore full members of the board by virtue of their position.

- Dean of School (or named alternate)

- Associate Dean of School Education and Student Success (or named alternate).
- Appropriate Heads of Department/Deputy Heads of Department at Colleges.
- Director of Academic Quality (or named alternate).
- Head of Academic Partnerships, University of Hertfordshire.
- Deputy Head of Academic Partnerships, University of Hertfordshire.
- College HE Managers.

3.10.2 Programme Board of Examiners

Levels 0 and 4 - The core composition of the Board will be as follows:

Core Membership

- Chair
- Collaborative Partnership Leader
- One Programme Manager (PM) from each College (or alternate)

Core Membership for quoracy and voting:

- Four Colleges – to include at least one PM or alternate from at least three colleges plus Chair and CPL
- Three Colleges– to include at least one PM or alternate from at least two colleges plus Chair and CPL
- Two Colleges– to include at least one PM or alternate from at least two colleges plus Chair and CPL
- One College – to include PM or alternate plus Chair and CPL

One third of the members will constitute a quorum unless the total membership of the Board is less than five, in which case the quorum will be two members.

The following are Officers in Attendance who may be called upon to offer expert advice and support to the Board but they have no voting rights.

- College and University Lecturers who have taught on the programme
- Module Moderators at the University of Hertfordshire
- Subject Specialist
- Subject Advisors

The following are ex officio and therefore full members of the board by virtue of their position.

- Dean of School (or named alternate)
- Associate Dean of School Education and Student Success (or named alternate).
- Appropriate Heads of Department/Deputy Heads of Department at Colleges.
- Director of Academic Quality (or named alternate).
- Head of Academic Partnerships, University of Hertfordshire.

- Deputy Head of Academic Partnerships, University of Hertfordshire.
- College HE Managers.

Level 5, 6 and 7 -The core composition of the Board will be as follows:
Core Membership

- Chair
- Collaborative Partnership Leader (CPL)
- Programme External Examiners (EE)
- One Programme Manager (PM) from each College (or alternate)

Core Membership for quoracy and voting:

- Four Colleges – to include at least one PM or alternate from at least three colleges plus Chair, CPL & EEs
- Three Colleges – to include at least one PM or alternate from at least two colleges plus Chair, CPL & EEs
- Two Colleges – to include at least one PM or alternate from at least two colleges plus Chair, CPL & EEs
- One College – to include PM or alternate plus Chair, CPL & EEs

(A quorum is half of core membership – see Standing Orders)

The following may also attend the Exam Board:

- Dean of School (or alternate)
- Associate Dean of School Education and Student Success (or alternate)
- Director of Academic Quality (or alternate)
- Appropriate Heads of Department/Deputy Heads of Department at Colleges
- Head of Academic Partnerships, UH
- Deputy Head of Academic Partnerships, UH
- College HE Managers
- College and University Lecturers who have taught on the programme
- Module Moderators at UH
- Subject Specialist
- Subject Advisors

The Clerk of the Exam Board will be an administrator nominated by the UKCP.

3.11 University Collaborative Partnership Leaders

The general responsibilities of UH Collaborative Partnership Leaders are described in the University's Collaborative Partnerships Handbook available on the CEdSS AQ Sharepoint site. The level of programme knowledge of a Collaborative Partnership Leader is comparable with that of the Programme Leader in order that he/she can give effective advice and support to Colleges. The School will need to allocate an appropriate time allowance to Collaborative

Partnership Leaders according to the range of activities to be undertaken (to be agreed between the CPL and the Dean of School).

The core terms of reference for UH CPLs for Consortium College programmes is given in Appendix VIII.

3.12 Academic Misconduct

The regulations for Academic Misconduct are set out in UPR AS13, Section 8. Allegations of cheating, plagiarism, collusion and other academic misconduct offences are defined in UPR AS14 Appendix III alongside the penalties to be imposed. Procedures associated with academic misconduct can also be found in this UPR.

3.13 Academic Appeals

Academic appeals shall be dealt with in accordance with UPR AS 13 Appendix 1, Section 5 refers:

The permitted six (6) grounds on which students are permitted to lodge a request for a review of an assessment decision or recommendation are detailed in Section 5.3.1. All programme staff shall be familiar with the grounds in order that they can advise students appropriately. It shall be noted that the University will not admit queries, which consist solely of a challenge to the academic judgement of examiners. The procedure for raising a query or submitting a request will be the procedure that operates in the respective College. Key is that all programme Canvas sites make explicit appeal proceedings and to whom students shall submit a request for a formal review of a decision of a Board of Examiner.

3.14 Student Discipline and Academic Complaints

Where it is alleged that a student has breached the University's academic regulations or a student has a complaint which could reasonably be expected to have a material effect on the students' academic performance, the matter will be referred to the University in this instance the relevant School for consideration in accordance with UPR AS16. Should the decision be made to withdraw the student all relevant paperwork and supporting documents must be submitted to the Collaborative Partnerships Unit (consortium@herts.ac.uk) within 5 working days of signature by the partner.

3.15 Student Discipline and Non-academic Complaints

Students are subject to the policies, regulations and procedures of whichever of the Consortium College they are enrolled with. Any alleged breach of such policies, regulations and procedures or any complaint of a non-academic nature will be dealt with by the relevant Consortium College in accordance with proceedings operated by the respective Consortium College. These proceedings may result in a student withdrawal or rest from study. All relevant paperwork and supporting documents must be submitted to the UKCP

(consortium@herts.ac.uk) within 5 working days of signature by the partner. A Consortium College's decision in respect of non-academic complaints and non-academic disciplinary matters shall be final, save and except the student may petition the University for a formal review of the handling by the relevant Consortium College once all internal levels of appeal at the respective College have been exhausted. In such cases students have the right to request the Vice Chancellor of the University to review their case but may only make representation to the Vice Chancellor on the grounds that exceptional circumstances apply. The form to be used in such cases is published and available from the Dean of Students at the University (deanofstudents@herts.ac.uk).

3.16 Exceptional Circumstances

Exceptional Circumstances are significant unforeseen circumstances beyond a student's control that would have affected their ability to perform to their full potential if they were to sit or submit an assessment at the appointed time (UPR AS14 Section C 3.8).

If a student has problems or difficulties significantly affecting performance on their programme of study, they should consult the online advice and guidance on Ask Herts as well as discuss their concerns with either their personal tutor or an academic support officer or their programme leader.

Exceptional Circumstances significantly affecting student performance will only be considered by a Module Board or Short Course Board if submitted by the student via their Student Portal. The request(s) must be submitted by the student at the earliest possible time after the applicable assessment deadline and within fifteen (15) working days of the assessment deadline, and at least five (5) working days before the applicable Board of Examiners' meeting.

Information and guidance are available to students via the 'Ask Herts' service to explain how to submit a request for Exceptional Circumstances and a FAQs section is available to further support students. Students may find out the dates of the relevant Module or Short Course Board via the Ask Herts service.

3.17 Final Award – Distinction and Commendation

The award of a Foundation Degree is made 'with Distinction' or 'with Commendation' on the recommendation of the Programme Board of Examiners. In considering the award to be made account is taken of the best 120 credits at Level 5. The specific criteria for conferring University awards 'with Distinction' or 'with Commendation' are detailed in UPR AS14 Section 7.2. Please note a Foundation Degree is not classified in the same way as for an Honours classification i.e. 1st; 2:1; 2:2; 3rd Class degree.

4 External Examiner Duties and Reports

4.1 The role of the External Examiner

The role of the External Examiner is an essential part of the University's quality assurance processes. They essentially externally 'audit' the programmes that they are appointed to, in terms of the attainment of academic standards and the quality of the education.

External Examiners submit annual written reports to the University, based on what they have observed of the institution's assessment processes and the sample of student work that they have seen – (see 4.2 below for more detail).

The University of Hertfordshire recognises the importance of the role of students in the management of academic standards and quality. External Examiners' reports are therefore made available to student representatives, as part of the annual monitoring process. If a student or student representative would like to request a copy of the External Examiners' reports relating to their programme, then they shall be advised to email aqo@herts.ac.uk, stating their ID number, the full title of their programme and their current year/level.

For information on External Examiners per programme, please email the External Examiners' Administration team. Please note that the UK Quality Assurance Agency for Higher Education (QAA) explains that contacting of External Examiners regarding any aspect of a programme of study is prohibited. The University has appropriate internal mechanisms in place if a student wishes to raise a concern using the complaints or appeals procedures, as appropriate.

4.2 UH Validated Programmes

All External Examiner Reports are sent in the first instance to the Office of the Vice Chancellor. They are read by one of: The Pro Vice-Chancellor with responsibility for academic quality; the Director of Academic Quality; or the Deputy Director of Academic Quality. Issues of concern to the University are identified at this stage. Copies are then placed in the electronic document management system which is accessible via the External Examiners information for Herts Staff page on the UH website.

At the start of each academic year a list of all External Examiners is shared so colleges can identify relevant External Examiners on Sharepoint.

External Examiners' reports are considered by the appropriate College Programme Academic Experience Group and necessary actions are identified. It is the responsibility of the UH Chair of the Module or Programme Board (or nominee) to reply to the External Examiner indicating the actions taken in respect of all issues raised in the report.

External Examiners are requested to differentiate between colleges in their annual reports in relation to any issues of concern and areas of good practice identified.

5 Student Feedback

Opinion from all students registered on HE provisions within the Consortium is sought and evaluated systematically. The process is currently the same as that employed within UH, so that opinion is sought at both the module level and for the College as a whole.

5.1 Pulse Check: module level feedback

The Pulse Check survey will be administered centrally to all modules from L4 – L7 during college teaching week 6. The usual end of module SVQ will not run. The Evasys survey tool will be used and responses will be collated quickly for the module and programme teams to review.

The following questions will be asked within the Pulse Check survey:

a) I feel confident that I will be able to learn this subject with the help of the teaching and the resources provided. Yes/No
b) I know where to find what I need on the module Canvas site. Yes/No
c) I know what's expected of me in the assessments. Yes/No
d) Most useful thing so far? (open text)
e) Can you think of one thing which might improve your learning? (open text)

The timeline for the Pulse Check survey is shared below:



In summary the Module Leader will provide a short summary of survey findings and return this to the Programme Manager within one week of the collection of feedback. This summary will include:

- The number of students on the module and the number of responses received.
- The main messages shared.
- How the main messages shared have been acted upon.

The Pulse Check survey is not intended to stop established dialogue with students in modules, and indeed Pulse Check could inform mid module feedback questions later in the semester. All modules will still need to collect feedback from students during the module which could be as simple as handing out post-its for feedback or you may choose to do a quiz on Canvas or conduct a focus group. Students are to be allowed to give feedback anonymously.

Programme Managers should work with module leaders to ensure that they have planned ways to gather students views throughout the module delivery, and that there are also plans to respond to that feedback and talk to students about the response so that they understand how their feedback has been acted on.

There are resources available on this page identifying ways to maintain the conversation about learning. Student Forums should be used as a space for students to raise and discuss non-academic matters affecting their experience. At UH these will be managed within the Schools. Module evaluation forms will provide details about how the student views were collected, the main points made by students and any actions taken to close the feedback loop.

5.2 First Impressions Survey

Although each college has a First Impressions Survey, it is thought important that a common survey, to also include the University, shall be administered across the four colleges. This enables comparisons of early student experiences across institutions.

Each college will be responsible for administering the survey to first year students at an agreed date simultaneously, **typically** for a two week period. In addition, they will collate the survey information and present this to a routine HE Managers meeting. The questions asked by the respective Colleges will be agreed in advance and may vary on an annual basis as agreed by HE Managers and the KAM.

5.3 National Student Survey

The National Student Survey (NSS) is an opportunity for students to feedback on their academic experience. The results are used to help future students to choose courses that best suit their needs and interests, as part of the Government's drive to open up education and ensure individuals can make informed choices. The survey is commissioned by the Office for Students formerly the Higher Education Funding Council for England and conducted independently by Ipsos MORI, and has the support of the NUS.

All final year undergraduates across all HEIs are surveyed in January to March each year – that includes all final year Foundation Degree students at Consortium Colleges. The NSS asks 27 questions relating to seven aspects of the learning experience. Topic areas covered include teaching, learning, assessment and feedback, academic support, organisation and management, learning resources and student voice.

Each College is responsible for managing the NSS process and annually informing staff and students of arrangements for distributing/accessing the questionnaire. The participation rates and results of the NSS will be considered by respective College HE committees, as well as by APO, and action plans agreed accordingly.

Theme 1: Teaching on my course

- How good are teaching staff at explaining things?

- How often do teaching staff make the subject engaging?
- How often is the course intellectually stimulating?
- How often does your course challenge you to achieve your best work?

Theme 2: Learning opportunities

- To what extent have you had the chance to explore ideas and concepts in depth?
- How well does you course introduce subjects and skills in a way that builds on what you have already learned?
- To what extent have you had the chance to bring together information and ideas from different topics?
- To what extent does your course have the right balance of directed and independent study?
- How well has your course developed your knowledge and skills that you think you will need for your future?

Theme 3: Assessment and feedback

- How clear were the marking criteria used to assess your work?
- How fair has the marking and assessment been on your course?
- How well have assessments allowed you to demonstrate what you have learned?
- How often have you received assessment feedback on time?
- How often does feedback help you to improve your work?

Theme 4: Academic Support

- How easy was it to contact teaching staff when you needed to?
- How well have teaching staff supported your learning?

Theme 5: Organisation and management

- How well organised is your course?
- How well were any changes to teaching on your course communicated?

Theme 6: Learning resources

- How well have IT resources and facilities supported your learning?
- How well have the library resources (e.g. books, online services and learning spaces) supported your learning?
- How easy is it to access subject specific resources (e.g. equipment, facilities, software) when you need them?

Theme 7: Student voice

- To what extent do you get the right opportunities to give feedback on your course?
- To what extent are students opinions about the course valued by staff?
- How clear is it that students feedback on the course is acted on?

Other

- How well does the students union (association or guild) represent students academic interests?
- How well communicated was information about your university / colleges mental wellbeing support services?
- During your studies, how free did you feel to express your ideas, opinions and beliefs?

6 Module Evaluation Forms

6.1 Completing Module Evaluation Forms

As the teaching and assessment period is completed, the cross-college moderation meeting will present an opportunity for the team to consider evaluation of the module and completion of the Module Evaluation Forms (MEF). The purpose of the MEFs is to ensure that each module has been evaluated by its module team as soon as the teaching and assessment period is over. This should allow time for action to be taken before the module is next delivered. The MEF has little value if it is not completed promptly. Templates for the MEFs are presented in Appendices VI and VII.

6.2 College based MEF

As soon as teaching and assessment of the module are over and once final marks from coursework and exams are available, the lecturer(s) at each college for their modules shall complete the College based MEF (Appendix VI). Questions, which might be asked, include: is the module content in need of updating? Have the students expressed views on any aspects of the module? Is the time allocated for various aspects of the module appropriate? Do the lectures, practicals and workshops achieve what is intended? Is the teaching accommodation satisfactory? Is student achievement satisfactory? Were there any administrative problems? The team must reflect on the outcomes of any actions agreed the previous year.

The lecturer shall indicate sources of feedback (note that External Examiners' reports will not normally be available at this stage, but an EE might already have made significant comments about draft exam papers or might have sampled coursework during the year). 'Main issues' shall be obvious, but the lecturer should remember to look back at the previous year's action plan and comment on outcomes. Data on the number of students, passes and fails at first sit and the average grades for coursework and exams shall be included on the MEF. The 'Action plan' is self-explanatory, but the lecturer should ensure that any actions are well defined. It will often be possible to write 'No changes planned'.

6.3 Consortium Based MEF

If the module is taught across more than one college, the Module Leader for the module (from one of the colleges) shall complete the Consortium MEF (Appendix VII) template. The MEF shall be seen by all members of the Module Team (across colleges), either at the Cross college moderation meeting and all shall either confirm that they are able to approve the report or suggest changes. The Module Leader shall make any necessary changes and then sign the form to confirm that it represents the views of the Module Team.

6.4 Submission of MEFs

The signed MEF (the college based MEF if only taught at one college or the consortium based MEF and the college based MEF's if taught at more than one college) must be

submitted to the UKCP no later than five working days before the Module Board of Examiners which will consider the module. **This is an important deadline.** Consideration of MEFs must be an agenda item for each Module Board and MEFs shall be available to the External Examiners in advance of the Module Board along with samples of student work and mark sheets.

7 Programme Academic Experience Group (PAEG)

7.1 Core Terms of Reference

The School Executive Group (SEG) will establish Programme Academic Experience Groups which form part of the committee structure of the Academic Board. The establishment of PAEGs requires approval from Academic Board.

In exercising this power the SEG concerned will ensure that the number of individual PAEGs reflect the size, nature and academic level of the programmes for which the School is responsible and their constituent awards. Where cognate awards at the same academic level are offered, a single PAEG should be established, with responsibility for all of the awards. The core Terms of Reference and agenda for PAEGs can be found as attachments on the bottom of the page linked.

7.2 Core Composition

The following is the core composition for all Programme Academic Experience Groups. Where it is appropriate to the content and delivery of the Programme(s) concerned, the Group may extend the composition to include other members of academic and professional staff.

1. The Programme Leader or appropriate nominee (Deputy Programme Leader, Year Tutor, Module Leader) who shall be Chair unless programme is delivered at more than one college
2. Relevant Head of Curriculum (for programmes of concern only)
3. Deputy Programme Leader(s)
4. Year/Course Tutors
5. Module Leader representation (as appropriate)
6. Dean of School (ex officio) or in Schools whose structures include Departments, the relevant Heads of Department or Subject Group
7. Appropriate student representatives as agreed by HSU
8. Representative from HSU (Student Community Organiser (SCO)) and/or member of HSU staff team
9. Collaborative Partnership Leader for any Partner Organisation where part or all of the Programme is offered (optional) who may be Chair if the programme is delivered at more than one college
10. LCS Academic Liaison Librarian

11. Internal/External stakeholders as appropriate, including employer feedback for Degree Apprenticeships

Officer in attendance

12. Hub Administrator (Clerk)

Core Membership for quoracy and voting:

- Four Colleges – must include at least one PM or alternate from at least three colleges plus CPL and Students
- Three Colleges– must include at least one PM or alternate from at least two colleges plus CPL and Students
- Two Colleges– must include at least one PM or alternate from at least two colleges plus CPL and Students
- One College – must include PM or alternate plus CPL and Students *(A quorum is a third of core membership – see Standing Orders)*

7.3 Core Agenda

A core agenda for Consortium PAEG meetings is presented in Appendix IX and can be found for electronic completion here.

8 Continuous Enhancement Planning (CEP) Process

This section should be read in conjunction with UPR AS17 - and associated Academic Quality guidance.

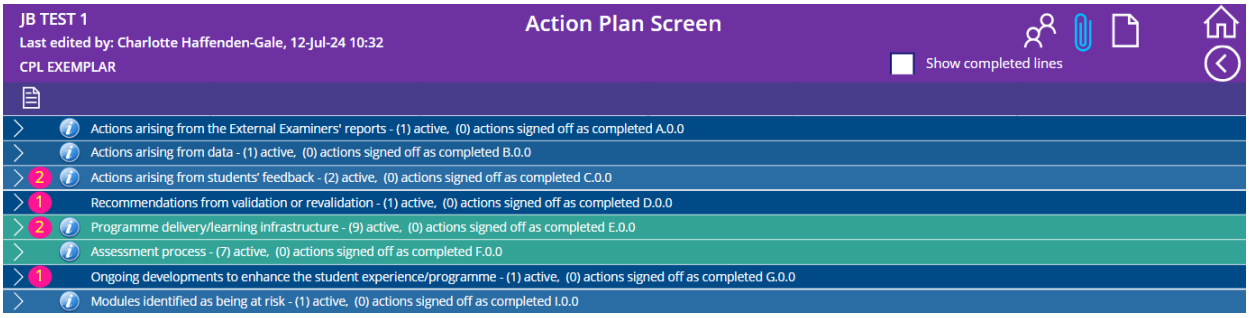
The purpose of the CEP process is to assure the quality of the University/Partner's taught (franchised, university validated and externally validated) provision and enhance the student learning experience. The CEP process replaces Annual Monitoring and Evaluation Reports and Collaborative Operational Delivery Plans. The CEP process outputs are:

i) a 'live' action plan (the CEP action plan) owned by the Programme Team and located within the University's Collaborative CEP database.

ii) Programme Manager and Programme Team engagement with specified Partner/School/Department enhancement activities.

A CEP Action Plan should be developed for each Consortium programme, but where appropriate may encompass a group of cognate programmes at the same PO. The CEP Action Plan database can be accessed via the University MS-Teams. Written guidance on the CEP is published within the CEP for Collaborative Partnerships MS-Teams channel under 'Shared'. Narrated presentations outline the CEP process and demonstrate the CEP action plan. Programme Leaders and CPLs should access these resources online.

The development and maintenance of the CEP action plan is the responsibility of the Partner Programme Manager/Leader together with the CPL, on behalf of the Programme Academic Experience Group. Partner Programme Managers/Leaders and CPLs should develop and review the CEP action plan at least three times a year, in line with specified data release points (normally end of October, March and July). The blue tabs (see below) are completed by Programme Managers by exception reporting in response to issues arising from external examiner reports, programme data, student feedback, recommendations from (re-)validation and/or modules identified as being 'at risk'.



The CEP Action Plan green tabs should be developed by CPLs in liaison with partner organisations with reference to the requirements outlined in this handbook, the relevant Memorandum of Agreement (MoA), the CPL Activity Form and other relevant University guidance. The CEP should reflect current practices and the key requirements outlined in this handbook. There are two green tabs: i) Programme Delivery/Learning Infrastructure covers all areas from marketing to graduation and ii) Assessment Process covers all assessment related activities.

As part of the monitoring of the action plan, the Programme Manager and/or CPL should report on progress and evaluate the impact of actions on the student and/or staff experience. The Associate Dean of School (Education and Student Success) and managers with responsibility for quality assurance within the partner organisation will have oversight of and periodically review the CEP action plans. The ADoS (ESS) (or equivalent) will 'sign-off' completed actions.

Each partner organisation has responsibility to set up at least one enhancement activity per academic year requiring Programme Managers and programme teams to attend to:

i) share good practice, including actions that have led to improved data outcomes; and

ii) develop further their CEP action plan to reflect (i) School- and Department-wide enhancement actions; and (ii) the University's and Partner's strategic direction.

Colleges will determine the timing and number of enhancement activities to be held each year, whether such activities are held at organisational, school or department level and effective ways to integrate the action plan enhancement activities into existing activities

(e.g. away days, learning and teaching events). The Programme Manager (or nominee) must attend and engage in specified enhancement activities organised by the Partner/School and add any agreed actions to the programme's CEP action plan.

The CEP process seeks to reflect a risk based approach to the management of collaborative programmes (franchised, university validated and externally validated provision). The process seeks to maintain a self-critical academic community supporting programme teams in their continual efforts to maintain academic standards, to improve the quality of learning opportunities and to enhance the student experience by an ongoing, evidence informed monitoring process, with effective oversight at Partner/School and University level.

A note about Risk Based Approaches:
The CEP should therefore set out requirements for differential arrangements dependent on the type of partnership and the level of risk. It is therefore important when developing the CEP to consider and discuss risk with your ADoS (ESS) to ensure that academic quality requirements are proportionate to the nature of the collaborative partnership. Whilst AQ arrangements may differ between partners, dependent upon the level of risk, the principles laid out in UPR AS17, Section D must always be observed.

Some of the Risk-Factors to consider when determining the level of risk are outlined below (not an exhaustive list):

- Partner risk assessment (ADC2a) – at the outset, was the partnership considered to be low, medium or high risk?
- Type of partnership arrangement
- Size of partner organisation
- Duration of partnership
- Nature of the partnership
- Stability of staff
- Experience of HE
- UK-based or international partner
- Relationship with UH (such as Hertfordshire Higher Education Consortium)
- Engagement with quality processes
- Assessment practices
- Consistency of marking and moderation
- Comparability with UH
- Feedback from external examiners
- Student feedback and feedback from other key stakeholders
- Programme data (Tableau) and student achievement

The University uses three categories of risk (Low, Medium, High).

Low risk
Typically, an established partnership where an existing programme(s) has been delivered successfully for 3 years or more, with none (or very minor) issues relating to quality and academic standards. Quality monitoring and evaluation has been positive and no (or very few) risk factors have been identified (see list). The partner staff have been consistent throughout. The university has a high level of confidence in the quality of the student learning experience and academic standards.

Medium risk
Typically, a new or established partnership where some (potential) issues relating to quality and academic standards have been identified and resolved. Quality monitoring and evaluation has been satisfactory although some risk factors have been identified (see list). There has recently been some new partner staff appointed. The university has confidence in the quality and academic standards of the partnership arrangements due to the quality management processes in place and in general, standard practices apply.

High risk
Typically, a new or established partnership where (potential) issues relating to quality and academic standards have been identified. Quality monitoring and evaluation has been variable, and several risk factors have been identified (see list). There is a high staff turnover. The university's confidence in the quality and academic standards of the partnership arrangements is dependent upon the robust quality management processes in place, which generally exceeds standard practices.

Remember that any differential arrangements could result in both increased and decreased QA activity. For example, if there have been no issues with the standard admissions process, the partner and university may wish to focus on enhancing the student induction instead. However, it is not expected that the introduction of differential arrangements will change the resource for partnership arrangements, instead it should enable the university to work more effectively to enhance further the collaborative provision. Differential arrangements may change on a regular basis in response to changing risk factors.

Remember the University places value on feedback and reciprocal learning from partners so please ensure that this is reflected within your plans.

CEP overview:

a. Data is released at various points in the year
b. Programme Manager and team develop actions
c. Programme Manager enters actions on the CEP action plan as required in the sections 'Actions arising from External Examiners' reports', Actions arising from data', Actions arising from students' feedback', Recommendations from validation or revalidation', Ongoing developments to enhance the student experience/ programme' and

'Modules identified as being at risk'.

d. Collaborative Partnership Leader (CPL) identifies quality management actions/ responsibilities in the sections 'Programme delivery / learning infrastructure' and the 'Assessment process'.

e. Associate Dean of School/ Head of Curriculum reviews action points and provides feedback

f. Programme Manager evaluates their impact as part of monitoring of action plan

g. Monitoring of action plan is completed before meeting of Programme Academic Experience Group

h. Programme Academic Experience Group agrees action plan on an ongoing basis

i. Associate Dean of School/ Head of Curriculum will sign off completed actions in the CEP database

j. Once a year (31st July) completed action points are archived

k. The Partner Organisation organises enhancement event, which may give rise to further actions to include in the action plan

9 Professional Development Planning – Guidelines for Consortium Programmes

9.1 Introduction

Historically professional development planning (PDP) has been a key element of all the Consortium Foundation Degree provision and fully embedded within the WBL modules and integrated across the programmes. There are some variations between the application of PDP in each college but in general it is well integrated and facilitated by a range of methods including WBL provision; group and personal tutorials; module tutorials; individual learning plans (electronic); reflective tutorials and the use of Blogs or personal logs. This proposal is designed to consolidate a well-established culture of PDP within the Consortium. It will also provide guidelines to ensure the continuation of good practice whilst providing the emphasis for improvement and accurate monitoring.

9.2 Guidelines for Professional Development Planning

PDP should be taken to mean 'Professional Development Planning' rather than 'Personal Development Planning' although in effect it will support both personal and professional development planning. This rebranding will reinforce the close association between effective PDP and the realisation of the Graduate Attributes.

PDP shall be implemented and supported in all Consortium programmes

- The process needs to be sustainable and give students access to ongoing support.
- A key output is that students must be able to recognise and articulate their learning and skills.
- The process is developmental and so not all programmes are starting from the same point.
- Normally each programme should have its own approach to implementing PDP based on either the Integrated or Embedded approach (Listed below).

Embedded - where PDP is embedded in specific elements of a programme, which provide the main support for PDP. They may also serve to link with material covered elsewhere in the programme.

Integrated - a whole-curriculum approach where all or most parts of a programme involve activities, which are aligned with PDP processes, including those in the workplace. In this model, every programme leader has a responsibility for supporting PDP.

NB: Both models may include personal logs and diaries, or compulsory sessions as part of personal tutoring or skills weeks. In addition, either of these models may be developed to draw in extra-curricular activities.

These approaches build on the current good practices within the Consortium. It is important to take account of the varying student body needs particularly full-time, part-time and more experienced students.

It is important that programmes do not rely entirely on extracurricular activities to support PDP- for some students, reflection may be an unfamiliar and inaccessible process and they will need proper support to develop the skills. Students shall be enabled to have private reflections and goals, a 'safe space', and then the ability to share part or all of their reflections with whom they wish, when they want.

9.3 Implementation of the general guidelines

All programmes will review current PDP implementation and ensure that it meets the guidelines set out above. The implementation of PDP across programmes will be monitored by the relevant Programme Committees. Any issues arising from PDP will be addressed though the CEP and Action Plan. The HE Committee will have a strategic overview of PDP implementation within the college and will feedback to the routine HE Managers meetings as appropriate. Relevant staff development will be available as required through the University and the College.

10.0 Centre for Education and Student Success (CEdSS Education)

Our centre of excellence enables student success by ensuring evidence-driven and innovative teaching, learning and support. We aim to develop compassionate and engaged staff and students, supporting our overall commitment to transforming lives. Within the Centre for Learning, Access and Student Success we have the following teams, supported by our cross-centre administrative colleagues:

- Herts Academic Skills
- Learning and Teaching Excellence
- Technology Enhanced Learning and Digital Capabilities

- Widening Access and Student Success

We provide support for staff throughout their academic careers including initial opportunities to gain a teaching qualification (PgCertLTHE) and then continuing support to enhance and recognise their learning and teaching expertise (CPD Framework).

We work closely with academic Schools and central departments within the University to advise on the adoption of learning technologies, enabling movement from isolated innovation to wide scale implementation.

Through our Widening Access and Student Success (WASS) work we support the transition, retention and engagement of all students considering university, as well as entering and studying at UH.

Working across the University, Herts Academic Skills provide resources and expertise to ensure that students have opportunities to reach their academic potential. We provide help and tuition for individuals, or groups of students, in academic writing skills, reading and research, English language development, and the wider range of attributes needed for successful outcomes, such as organisation and time management.

We work in partnership with academic Schools to support curriculum design ensuring employability development and workplace learning is embedded within programmes.

11.0 Proceedings for Ethical Application Approval

The programme operates in accordance with the University's Regulations Governing Studies Involving the Use of Human Participants (UPR RE01) agreed from time-to-time by the Academic Board of the University, unless and until responsibility for ethical standards is transferred to a Partner Organisation. On transfer, the Partner Organisation will be responsible for all insurance liability in connection with the observance of ethical guidelines. Unless a Partner Organisation has obtained the approval of the Academic Board, through the University's Ethics Committee for Studies Involving the Use of Human Participants, to have responsibility transferred to it for the ethical conduct of studies involving Human Participants, all protocols must be applied for and monitored through the relevant Ethics Committee with Delegated Authority. The member of staff involved in the assessment process will liaise with the Chair of the appropriate ECDA to assist in the identification of those studies which might need ethics approval and to advise on the application of the procedures in bringing protocol applications forward to the relevant University ethics committee.

12.0 OfS: Potential risk of fraud at franchised partners

In 2022 the OfS extended their regulatory work within the area of investigating possible fraudulent activity of lead or franchised providers. Concerns were raised towards potentially fraudulent applications and opaque recruitment practices within the sector especially where agents are used due to the significant risk they pose to taxpayers and student interests. Further to this, concerns are raised around the insufficient evidence available that students are attending and engaging with their course of study. Since the SLC depend on lead providers to determine whether or not their own students and franchise partners students are meaningfully engaged and attending, it is seen as another potential risk.

Due to these concerns the University requires its franchised partners to remain vigilant to these potential areas of risk and is required to oversee partner organisation arrangements to monitor this. As a result, partner organisations will be required to complete the following activities on an annual basis:

a) Submit their attendance and engagement monitoring policy and processes to the University who will use this as a basis to complete their own audit of its implementation.
b) Submit their withdrawal policy and processes to the University who will use this to support the audit referred to above.
c) Confirm to the University whether or not they are using an agency to recruit HE students to the University of Hertfordshire programmes.
d) Routinely consider the effectiveness of points a and b above at HE Committee meetings and provide opportunities to discuss any concerns of fraudulent activity.
e) Support the APO with any annual monitoring activity relating to this in order to satisfy the University that regulatory requirements are being met.

The University will remain fully supportive and offer guidance and updates as appropriate on this item through its engagement at HE Committee meetings and from outcomes of the audit as referred to above. Further support is made available in terms of a case study in **Appendix X** to highlight possible fraudulent situations, actions taken and questions for consideration to improve practice. A focus on this item will be included at the annual Consortium Conference.

Appendix I Consortium Quality Framework

HERTFORDSHIRE HIGHER EDUCATION CONSORTIUM
ACADEMIC QUALITY FRAMEWORK

SCOPE

This framework will apply to all taught Higher Education provision in the Consortium Colleges for which funding is received indirectly via the University. Any reference in this paper to Higher Education (HE) provision is intended to relate only to such provision.

COMMITTEE STRUCTURE

Academic quality oversight of HE provision in the Consortium Colleges will be the responsibility of the University as lead provider in collaboration with Consortium College Leaders. Ongoing academic quality assurance will be provided to the Collaborative Partnerships Assurance Group (CPAG) via the APO.

Each College will have a **College Higher Education Committee** focusing on academic quality matters for all HE provision in the College. The Chair of each College HE Committee (or nominee) will have the responsibility of ensuring consistency of HE practice across the College and will attend and feedback on these during routine HE Managers meetings. This will ensure effective communications and exchange of ideas and good practice within the Consortium.

Core Terms of Reference for each HE Committee will be agreed by APO in collaboration with the colleges. The core common purposes of College HE Committees include the interpretation of Consortium quality assurance policies and procedures and ensuring that there are appropriate College procedures for: considering External Examiner and External Verifier reports; considering CEP's; monitoring action plans contained within CEP's. Links with the University are strengthened through the role of the Director of Academic Quality (or alternate from the CEdSS Academic Quality team). He or she is an ex-officio member of each College HE Committee. Additionally, a Key Account Manager (KAM) is appointed by the University to act as the strategic liaison between it and the Consortium Colleges to ensure that there is satisfaction on both sides and to explore opportunities for new developments. He or she is a member of each College HE Committee.

Appendix II Terms of Reference for College HE Committees

- To provide a focus for all HE quality assurance issues including potential fraudulent activities, and support the College in developing it's HE strategy;

- To disseminate good practice in HE provision;

- To be responsible to the University for the interpretation and implementation of both Consortium and College policies and procedures for the design, validation, monitoring, evaluation and quality enhancement of all HE provision within the College;

- In particular, to ensure that there are appropriate procedures for:
  - the receipt of External Examiner and Verifier Reports.
  - the production of CEPs and action plans

- To ensure consistency of practice in the provision of HE across the College;

- To have strategic overview of the implementation of PDP within the College;

- To have an oversight of the monitoring of the use of StudyNet and CANVAS in the College and the use of blended learning (normally through the CEP process);

- To have oversight of the HE curriculum provision and structure of HE programmes, and to advise the Schools and APO on curriculum matters;

- To report annually to the APO and CPAG on key issues arising in HE provision.

Core Composition for HHEC College HE Committees

Category		
1	HE Manager (or equivalent)	1
2	Deputy Principal (or nominee)	1
3	Quality Manager (or equivalent)	1
4	Heads of Curriculum with HE provision	1
5	Programme Leaders/Managers	1
6	Head with responsibility for Learning Resources	1
7	Director of Academic Quality, University of Hertfordshire (ex-officio) (or alternate)	1
8	Student representatives	2

Officers in attendance:
Clerk to the Committee
Quorum:
One third of the members

Appendix III Approval of staff teaching on modules in the Consortium

College: HRC/NHC/OAK/WHC (Please delete as appropriate)
Programme: .....

Module title	Module code	Staff teaching on module	New / existing	If new, date CV sent to Collaborative Partnership Leader	Date partner informed CV acceptable

Signed.....
(Programme Manager or alternate)
Name:
Date:

Please note that this form should be completed by the College Programme Manager (or appropriate alternate) and submitted to the relevant Collaborative Partnership Leader with CVs of <u>new</u> staff (since the last validation/revalidation/annual approval) by **Friday 11th September 2026**). If required, a second submission for staff teaching in Semester B shall be submitted by **Friday 1st January 2027** at the latest.

The CPL will confirm approval in writing (or otherwise)to the Programme Manager (or alternate) within 5 working days of receipt of this form. The CPL will continue to monitor staffing at each visit.

Appendix IV - Reviewers Comment Form (College reviewer, UH Moderator and External Examiner)
This form should be used to review module documents prior to module delivery. The form is appropriate when reviewing module guides, as well as first sitting and referral / deferral sitting coursework, practical and exam assessments. Relevant sections should be completed by the appropriate person according to their role within the moderation process.

Colleges should complete section 1 and 4.
UH Moderator should review section 1 and complete section 2 and 4.
External Examiner should review section 1 and section 2 and complete section 3 and 4.

Section 1 – For College Reviewer to complete, and for UH Moderator and EE to review

<table>
<tr><td colspan="3">Programme Name:</td><td colspan="3">Level: 0 / 4 / 5 / 6</td></tr>
<tr><td colspan="3">Module Documents Prepared by: HRC / NHC / OAK / WHC (delete as appropriate)</td><td colspan="3">Module delivered at: HRC/ NHC/ OAK/ WHC
(delete as appropriate)</td></tr>
<tr><td colspan="3">Module Title:</td><td>Credits:</td><td colspan="2">Semester: A / B / C</td></tr>
<tr><td colspan="3">% of Assessment</td><td colspan="3" rowspan="2">Ethics Class Protocol Record Number (if appropriate)</td></tr>
<tr><td>CW: %</td><td colspan="2">Exam: %</td></tr>
<tr><td colspan="3">Practical: %</td><td colspan="2">Module Guide on Canvas? (delete as appropriate)</td><td>Yes / No</td></tr>
<tr><td colspan="6">Assessment available for review (tick all that apply):</td></tr>
<tr><td></td><td colspan="2">Coursework 1</td><td></td><td colspan="2">Exam paper + rubric</td></tr>
<tr><td></td><td colspan="2">Coursework 2</td><td></td><td colspan="2">Model answer</td></tr>
<tr><td></td><td colspan="2">Coursework 3</td><td></td><td colspan="2">Deferred / Referred paper + rubric</td></tr>
<tr><td></td><td colspan="2">Deferred / Referred Coursework</td><td></td><td colspan="2">Deferred / Referred model answer</td></tr>
</table>

Section 2 – For UH Moderator to complete, and EE to review

UH Moderator to comment on the First and Referred/Deferred assessment below. If there is more than one mode of assessment, please include your comments below for each mode of assessment. A guideline for reviewing coursework and exams is included at the end of this form.
First Assessment Comments:
Referred/Deferred Assessment Comments:

Please tick appropriate box below:	
	Accepted without changes
	Accepted with minor changes to be made before distribution to students. Final version to be lodged with the University.
	Accepted with minor changes to be made but reviewed by the University again before distribution to students.
	Not accepted. Substantial changes must be made and resubmitted to the University.

Name (UH Moderator): _____ Date completed: _____ Email: _____

Section 3 – For the EE to complete

External Examiner to comment on the First and Referred/Deferred assessment below. If there is more than one mode of assessment, please include your comments below for each mode of assessment.	
First Assessment Comments:	
Referred Assessment Comments:	
Please tick appropriate box below:	
	Accepted without changes
	Accepted with minor changes to be made before distribution to students. Final version to be lodged with the University.
	Accepted with minor changes to be made but reviewed by the University again before distribution to students.
	Not accepted. Substantial changes must be made and resubmitted to the University.

Name (External Examiner): _____ Date completed: _____ Email: _____

Section 4 – For the College Reviewer, UH Moderator and EE to complete the relevant sections

Guidelines for reviewing documents

MODULE GUIDE	College Reviewer			UH Moderator			External Examiner		
	Yes	No	Comments	Yes	No	Comments	Yes	No	Comments
The Module Guide contains accurate information in relation to the following: *Module Title/ Code/ Credits/ Level Module Leader & Teaching Team, Module Aims & Intended Learning Outcomes*									
The Module Guide provides: *Module Introduction/ Timetable/ Attendance Requirements/ Assessment Details/ Graduate Attributes Extenuating Circumstances / StudyNet Use/ Referencing Conventions/ Student Support/ Module Evaluation*									
The Module Guide provides an up to date reading list and includes indicative reading by session?									

COURSEWORK/ PRACTICAL ASSESSMENT	College Reviewer			UH Moderator			External Examiner		
	Yes	No	Comments	Yes	No	Comments	Yes	No	Comments
Is the front assessment attached with the relevant learning outcomes?									
Are the first and refer/defer assessment tasks included?									
Does the assessment relate to the module Intended Learning Outcomes stated in the DMD?									
Are the tasks unambiguous and clearly expressed? Please comment as appropriate on grammar, syntax and spelling.									
Is the assessment appropriate to the level of the module? Have the appropriate SEEC Level Descriptors been used for the level of study?									
Is the breakdown of marks for each task set accurate and appropriate?									
Do the total marks for the tasks add up to 100? (if applicable)									
Has the assessment been modified since the last assessment period (if applicable)?									
Check that the assignment is not unduly open for plagiarism									
Are the first and referral submission dates clear and appropriate and included in the module date.									

EXAM ASSESSMENT	College Reviewer			UH Moderator			External Examiner		
	Yes	No	Comments	Yes	No	Comments	Yes	No	Comments
Is the examination format the same as last year, if applicable?									
Is the content of the examination sufficiently different from last year, if applicable?									
Are the questions unambiguous and clearly expressed? Comment as appropriate on grammar, syntax and spelling									
Is it possible for the average student to read the entire paper within 5 minutes?									
If a case study is being used in an exam, how relevant and up to date is it?									
Are the questions appropriate to the level of the module? Have the appropriate SEEC Level Descriptors been used for the level of study?									
Are the questions appropriate to the time allowed?									
Is the rubric clear e.g. correct module title; length of exam; how many questions to be answered?									
Any additional information required on rubric e.g. graph paper/formula sheet									
Do the questions show the mark allocation (out of 100)?									
Check that the breakdown of marks per question is consistent									
Do the total marks add up to 100?									
Is the mark allocation reasonable?									
Are the model answers/ solutions correct?									
Check that there is/ are not the same Question(s) on referred and first paper									

Internal and cross college moderation is a process separate from marking and provides assurance relating to the quality of marking and feedback. The process of internal and cross college moderation involves checking that the marks have been awarded fairly and consistently and in accordance with the grading criteria/marking scheme. The process also provides the opportunity to reflect on and refine assessment and feedback practices. Moderation must take account of the marks awarded to the full set of assessed work for the task, module or programme, in the context of the academic standards for the award. It is, therefore, not about making changes to an individual student's marks. Moderators must select a minimum sample size that is equal to the square root of the total number of items, but not fewer than five (5), selecting work from across the range of grades awarded. If there are fewer than five (5) items of assessment, then all items will be reviewed. All scripts (exams and coursework) for those students gaining 39% overall (i.e. a bare fail) shall be moderated to check that an overall pass shall be granted or not. Where there is more than one marker, the sample must include at least three (3) items from each marker.

Module Leader:		**Module Code:**	
Module Title:			
College students are selected from: (please circle) **HRC** **NHC** **OAK** **WHC**			
Type of Script: (please tick) **Exam Paper**		**Coursework Assignment and No.**	
Total number of scripts in college cohort:		**No. of Scripts Internally Moderated/Cross College moderated: /**	
Markers Name(s):		**Internal Moderator name:** **Cross College Moderator name:**	
Students (Please add rows as appropriate)			
UH Student ID	**Numeric Grade (prior to moderation)**	**UH Student ID**	**Numeric grade (prior to moderation)**
1.		**6.**	
2.		**7.**	
3.		**8.**	
4.		**9.**	
5.		**10.**	

OUTCOME OF MODERATION (please tick and comment where appropriate)	**Internal Moderator Comments**	**Cross College Moderator Comments**
No Action is Required (the marking is fair and consistent, requiring no change to either the marks or the feedback provided to students).		
ii) The marking is consistent but too harsh or too generous, requiring all relevant marks to be adjusted up or down following consultation with the relevant marker(s).		
iii)There are significant inconsistencies in marking, requiring a re-mark of all work following consultation with relevant marker(s).		
iv) The quality of the feedback provided by one or more markers requires improvement.		
v) The feedback provided by one or more markers requires greater consistency.		
Internal Moderator signature:		**Date:**
Cross College Moderator signature:		**Date:**

Important: *Where actions have been required and have been completed, the marked work and the moderator form should be returned to the internal / cross college moderator to complete the relevant box below.*

Internal moderator actions required have now been satisfactorily completed (Please tick)		**Yes** **No**
Comments:		
Internal moderator Signature:		**Date:**
Cross college moderator actions required have now been satisfactorily completed (Please tick)		**Yes** **No**
Comments:		
Cross college moderator Signature:		**Date:**
Outcome from UH moderator (Please comment if appropriate with the outcomes identified above and tick the appropriate action below)		
Comments:		
	Accepted without changes.	
	Accepted with minor changes to be made before distribution to students. Final version to be lodged with the University.	
	Accepted with minor changes to be made but reviewed by the University again before distribution to students.	
	Not accepted. Substantial changes must be made and resubmitted to the University	
UH Moderator Signature:		**Date:**
Outcome from External Examiner (Please comment if appropriate with the outcomes identified above and tick the appropriate action below)		
Comments:		
	Accepted without changes.	
	Accepted with minor changes to be made before distribution to students. Final version to be lodged with the University.	
	Accepted with minor changes to be made but reviewed by the University again before distribution to students.	
	Not accepted. Substantial changes must be made and resubmitted to the University	
External Examiner Signature:		**Date:**

Appendix VI - College Based Module Evaluation Form (MEF)

Programme title			**Academic year**	
Module title			**Level and semester**	
Module Leader and College		**Consortium Module Tutor and College**		
FEEDBACK ***Indicate (by a ✓in the box) the type of feedback used in your evaluation***	**Assessment Weighting** (% ex: % cw)			
	Student feedback? (if yes, please detail in action planning below)		Yes or No	
	Other (please specify)			
	Current Academic Year		**Previous Academic Year**	
Number of students on module	n =		n =	
Number of fails at first sit	CW n = Ex n =	% %	CW n = Ex n =	% %
Number passing at first sit	CW n = Ex n =	% %	CW n = Ex n =	% %
Average coursework grade		%		%
Average exam grade		%		%
Overview of Module run this year, inc. reflections on last year's Action Plan				
Consider particularly module content, learning & teaching, assessment type and proportion each element accounts for, and teaching accommodation and staffing. *Include comparison to previous years achievement and feedback* *Comment on the outcomes and progress of last year's action plan*				

Action Plan for the year ahead (all actions to be added to the CEP by Programme Manager)	
E.g. Any changes to assessment briefs; teaching methods; industry contact, staffing etc.	

Important: *I confirm that this report has been discussed amongst the module team (within each College if applicable) and sent to the Programme Manager.*

..... (Module Leader / Tutor) ..... (Date)

Appendix VII - Consortium Module Evaluation Form (MEF) template

Programme title						**Academic year**		
Module title						**Level and semester**		
Module Leader and College				**Consortium Module Tutor and College**				
FEEDBACK ***Indicate (by a ✓ in the box) the type of feedback used in your evaluation***	**External Examiner's Comments** *(If applicable)*							
	Assessment Weighting (% exam / % coursework)							
	Student Feedback *(indicate if available at point of completion)*							
	Other (please specify)							
Comparison of module by college								
College Name								
Number of students	n =		n=		n =		n=	
Number of fails at first sit	CW n= Ex n =	% %	CW n= Ex n =	% %	CW n= Ex n =	% %	CW n= Ex n =	% %
Number passing at first sit	CW n= Ex n =	% %	CW n= Ex n =	% %	CW n= Ex n =	% %	CW n= Ex n =	% %
Average coursework grade	%		%		%		%	
Average exam grade	%		%		%		%	

Commentary *(Reflections on consistency in performance across consortium, significant differences to be noted and discussed)*	
Action plan for the module (all actions to be added to the CEPs by the Programme Managers)	
Action Planning *(Comment on currency of module e.g. particularly to note any changes to DMD and learning aims and outcomes required, by who and when required, changes to assessment weighting; delivery logistics i.e. decentralised vs centralised; level or semester delivery; programme specification change requests; removal or replacement of module.)*	

Important: *We confirm that this report has been approved by the module team (within each college if applicable) and sent to all the Programme Managers.*

Module Leader and college:	**Date:**
Module tutor and college:	**Date:**
Module tutor and college:	**Date:**
Module tutor and college:	**Date:**

Please return to the UKCP ***five working days before the Module Board of Examiners***

Appendix VIII Roles and Responsibilities of a Consortium Collaborative Partnership Leader

Main purpose of the role

The University of Hertfordshire (UH) delegates responsibility for assuring and enhancing the quality of students' learning experience, and assuring the standard of awards, to Schools. A key role for this work is that of the Collaborative Partnership Leader (CPL) appointed within Schools for each collaborative programme. The CPL is the key contact and main academic link along with the Programme Leader (or equivalent) and other appropriate staff in the partner organisation to help ensure that students who study outside of the University, have an equivalent experience to those who study at UH. They are also key in bringing information back to the UH, to assure the University that quality and standards at a partner organisation are appropriate. In addition, they provide an opportunity for UH to learn from partners through the identification and sharing of best practice.

Responsibilities and duties

The responsibilities and duties of a CPL may be expected to include the following. However, some of these responsibilities may be delegated to other members of the School or other parts of the University, but only with their specific permission. The responsibilities and duties may also be added to by the School, if this is deemed appropriate.

The responsibilities and duties of a CPL may be expected to include the following. However, some of these responsibilities may be delegated to other members of the School or other parts of the University, but only with their specific permission. The responsibilities and duties may also be added to by the School, if this is deemed appropriate.

1. To be the main academic point of contact for communications between the School and the Collaborative Partner.
2. Monitor the health of a collaborative programme (for example, through visits or other communications) and to report to the Dean of School (or nominee) any actions that need to be taken to support the collaboration or on any other matters relevant to the partnership.
3. The CPL should complete the CPL Activity form a minimum of twice a year in collaboration with the Partner. Enhancements and actions arising from the CPL Activity form are to be added to the CEP / AMER action plan.
4. Where the CEP is not used, present the AMER to the SEG or appropriate Sub-Group (or, in the case of Academic Support Partnerships, to prepare an annual report for each partner to be appended to the AMER).
5. Act as an ex officio member of the relevant Programme Academic Experience Group at the Partner Organisation.
6. Co-ordinate the review and moderation of the assessment process. When this involves the review by the University of in-course assessments or examination papers, the role of CPL gives

authority to make requests of Deans of relevant Schools to provide subject staff to carry out this task.

7. Act with the Dean of School (or nominee) and the University's Marketing and Communications Department to ensure that all necessary administrative procedures, including the approval of promotional material, are carried out at the necessary time.
8. Work with Academic Services on audits of public information to ensure that all published Collaborative partner information is accurate and updated regularly through completion of the CPL Annual Review of Partner Websites and Published Materials Checklist
9. Provide, along with other members of the School, appropriate academic staff training and support to partner staff.
10. Regularly check that appropriate resources approved at (re) validation are being maintained and appropriately improved.
11. Ensure that any new staff teaching on UH programmes at the partner are approved by the School and that this approval process is auditable.
12. Obtain and respond to feedback from students in collaboration with the partner organisation.
13. Check that the agreed admissions requirements are being applied and that non-standard entry requirements are being considered through agreed procedures.
14. Regularly review academic documentation of the partner for accuracy, reliability and appropriateness, such as programme information on Canvas sites, student handbooks (where still used), module guides, online learning materials.
15. Report, as appropriate, on their required visits to the partner and any other routine engagements.
16. Share enhancements from and with the partner for wider dissemination.
17. Work closely with the Quality Liaison Manager (if appointed for that partner organisation) and or the Academic Partnerships Office (APO).
18. Work closely with the UK Collaborative Partnership Team (UKCP).
19. Attend appropriate staff development opportunities, including an 'unconscious bias' course and CPL Network events.
20. Be vigilant to any suspected fraudulent activity at partners where students are in receipt of SLC funding

Appendix IX Core Agenda for Consortium Programme Academic Experience Group

UNIVERSITY OF HERTFORDSHIRE
Core Agenda for Programme Academic Experience Group (PAEG) meeting for Collaborative Provision
Choose the relevant School.
Programme title (*Insert programme title here*)
This PAEG meeting was held on (*date*) at (*time*) in (*venue or MS Teams*)
Apologies shall be conveyed to the Clerk via email

Agenda

1.0 **Apologies**
To receive apologies for non-attendance at the meeting

2.0 **Conflicts of interest (if any)**
For members and officers to declare any potential conflicts of interest with agenda items

3.0 **Membership and Terms of Reference** (to be considered at the first PAEG of the academic year)

3.1 **Membership**
To receive changes and to welcome any new members

3.2 **Terms of reference**
To confirm the terms of reference and ensure understanding

4.0 **Action Log from the previous meeting** (*insert date*)
To confirm accuracy of the Action Log of the last meeting

5.0 **Matters Arising**
To confirm the Action Log update

6.0 **Continuous Enhancement Planning**
To review and discuss progress against live actions resulting from:

a. External Examiners reports
b. NSS or PTES and any other student feedback
c. data recorded in Tableau (ensuring relevance to level of programme being considered, UG or PG)
d. APP related student outcome data
e. ongoing developments to enhance the student experience/programme
f. Recommendations from validation or review
g. modules identified as being at risk and confirm module evaluation actions have been addressed
h. partner organisations, PSRBs or other external stakeholders
i. any other actions

7.0 **Student Voice**
To receive reports from student reps on academic matters - See the template in Appendix 1.

To consider feedback from all student voice mechanisms including (but not limited to); School Student Forum, Pulse Check, Programme survey, UHSU, NSS and PTES as appropriate

8.0 **Programme Manager (PM) Reports (Consortium only)**
To receive reports from PM's concerning learning, teaching and assessment matters, programme content, curriculum design, resources, student support and guidance.

9.0 **Module Leader Reports**
To receive reports from Module Leaders concerning learning, teaching and assessment matters, programme content including academic experience unique to the programme such as work-based learning, practice learning and PSRB's, curriculum design, resources, student support and guidance.

10.0 **Collaborative Partnership Leader Report**
To **receive** reports from the CPL concerning learning, teaching and assessment matters, programme content, curriculum design, resources, student support and guidance not already covered by the PL's/PM's and updates on partner visits and CPL activity forms

11.0 **Library and Computing Services (LCS)** (to be considered annually)
To receive an annual report from the LCS Academic Liaison Librarian

12.0 **Other Stakeholders** (to be considered annually)
To **receive** an annual report from other, partner based academic support teams.
To **receive** an annual report from other external stakeholders involved with the programme i.e. work based learning employers,

13.0 **PAEG Action Log**

To confirm the PAEG Action Log.

To confirm the actions from the Action Log to be fed forward to the school SEG part 2 or other Committees

14.0 **Emergency Business**
Admissible only with permission from the Chair

15.0 **Date and location of next meeting** *(insert date and location)*

Appendix X OfS and Fraudulent Activity at Franchised Partners

CASE STUDY

Student X studied HE at College Y during 21/22, a partner of University Z.

After year 1 of study, the student only passed one module of her programme. Her attendance and engagement were minimal due to challenging personal circumstances. However, the student was not advised to rest from study. Given the challenging circumstances the student received deferrals for some modules and would need to re-enrol the following academic year on others. As a result, student X was required to return to college at the start of the next academic year 22/23 to repeat the year, other than the one module she had already completed.

Prior to the start of the next academic year the student registered online with University Z indicating her intention to return to study. As a result, University Z notified SFE (as is common practice) that the student would be returning to study. SFE allocated the student with a maintenance grant, it's not known how much she received but it's likely to have been several thousands of pounds. The student was not eligible to have her fees paid by SFE due to having studied the same level prior to enrolling to this course, so she was a self-funder.

At the start of every academic year UKCP share class lists of all students registered at University Z with college PMs for them to check. Any conflicts should be reported back to UKCP within a given timeframe. This checking process is continual from start of any programme through to the lead up to the first fee liability point.

On 12th December 2022, college Y submitted a withdrawal form for student X to University Z as she had not attended any lessons, neither had she engaged with any assessments and in fact had not returned to college to re-enrol with them to repeat her outstanding year 1 modules. The College issued a letter to the student confirming her withdrawal from the programme. The University processed this withdrawal and notified SFE that the student was a no show, as is common practice.

The student received a debtor notice from UH for 25% of her fees in February 2023.

As the student did not engage or attend with her course 22/23, she received a letter from SFE demanding she pay back the entirety of her Maintenance Grant (likely to be several thousands of pounds).

The student submitted a complaint to University Z claiming that:

1. She was not informed that she was at risk of being withdrawn

2. She did not receive the withdrawal letter from College Y until the middle of January 23 due to the Christmas period and postal strikes. By this point she had spent the Maintenance Grant awarded to her by the SFE and was unable to pay it back

3. She had been liaising with her tutor since the start of term who had advised her to continue with her programme online, given her continued challenging circumstances. The tutor has since left the college so is unable to clarify this.

4. She had been accessing CANVAS

Questions to consider and for discussion:

· What potential issues can you see here?

· How would University Z view this?

· How would the SFE view this?

· Is there a conflict between the two viewpoints?

· How would the OfS view this?

· Was this a case of potential fraud?

· How could it have been avoided?

· What will the OIA want evidence of should the student complain to them about this?

· What steps can colleges take to ensure they do not find themselves in a similar possibly compromising position?