

# Hertfordshire Higher Education Consortium Quality Handbook

September 2023



Hertford Regional College



OAKLANDS COLLEGE



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## Abbreviations used in this document:

ADC	University's Academic Development Committee
ADAQA	Associate Director for Academic Quality Assurance
ADoS (AQA)	Associate Dean of School for Academic Quality Assurance
AQ4	Application for the ratification by the Academic Board of a collaboration with a partner institution
AS	University Academic Services
ASAC	Academic Standards and Audit Committee
CAQA	Centre for Academic Quality Assurance
CEP	Continuous Enhancement Planning process (formerly AMER)
CSG	Consortium Strategy Group (formerly CEG)
CQMC	Consortium Quality and Management Committee (formerly CMC and CQC)
CPL	Collaborative Partnership Leader
CPU	Collaborative Partnerships Unit
DMD	Definitive Module Document
ESEC	Education and Student Experience Committee (formerly SEEC)
FEC	Further Education College(s)
FIS	First Impressions Survey
HHEC	Hertfordshire Higher Education Consortium (the 'Consortium')
IH	Information University
LTIC	Learning Teaching and Innovation Centre
LRC	University Learning Resources Centre
MEF	Module Evaluation Form
NSS	National Student Survey
PDP	Professional Development Planning
Quercus	The University Student Management Information System
SAC	School Academic Committee
SEG	Senior Executive Group (of a School)
SVP	Student Viewpoint - Module/Staff Student Feedback Questionnaire
Tableau	The University business intelligence data visualisation
UH	University of Hertfordshire
UPRs	University Policies and Regulations

## Amendments for 2023/24

The following amendments have been made to this handbook for the September 2023/24 session. All hyperlinks have been tested to ensure they are current and working.

Section	Rationale for Amendment(s)
Throughout the Handbook meeting names (CEG and SEEC) have been amended to reflect amendments.	Ensure new meeting names are shared. <ul style="list-style-type: none"><li>• CEG now CSG</li><li>• SEEC now ESEC</li></ul>
Throughout the Handbook all dates have been revised for the next academic session.	Ensure all are aware of key dates
Throughout the handbook references to AMER have been replaced by CEP	Continuous Enhancement Planning Process (CEP) has now fully replaced AMER process.
Serious Adverse Circumstances (SAC) process replaced with Exceptional Circumstances	Change at UH from SAC to Exceptional Circumstances
Removal of reference to CODP now embedded in CEP	CODP process discontinued and replaced by CEP

## 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 by the 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 Chair of the Consortium Quality Committee (CQMC) to all external examiners. Should you wish to offer suggestions for improvement or amendment please do contact the Chair – Scott Isaacs [s.isaacs2@herts.ac.uk](mailto:s.isaacs2@herts.ac.uk)

This Handbook should be read in conjunction with the University's [Collaborative Partnerships Handbook](#) which gives more general guidance on operational procedures for collaborative programmes. Other general information and links related to HHEC provision can also be found in here. 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](#).

### 2.1 Programme Approval Process

The process for the approval of programmes of study which are validated as awards of the UH is shown in Figures 1 and 2 (pages 8 and 9 refer). There are two key features of this process. Firstly, the Consortium Quality Management Committee (CQMC) exercises oversight of the portfolio of higher education (HE) provision in the Consortium with reference as appropriate to the Consortium Strategy Group (CSG). Secondly, each UH-validated programme is linked to a School of the University for the purposes of quality assurance, and this link is established both at the stage of the consideration of the initial proposal and at the Planning Meeting stage. A Validation Handbook published on the [CAQA Sharepoint Site](#) provides important guidance for academic staff involved in the validation process.

The INITIAL ANALYSIS TEMPLATE is to be completed by the Programme Manager for a programme due for re-validation or identified Chair of the Programme Development Committee before the PLANNING MEETING. It is good practice to start work on the initial analysis template between 15-18 months prior to the date of first delivery. This will allow for a robust analysis and appropriate levels of consultation. A Periodic Review Handbook is available on the [CAQA Sharepoint Site](#) to guide academic staff through the review process.

The information given in the Initial Analysis Template will inform the basis of the scope of the Revalidation. The scope of revision will be determined at the Planning Meeting, chaired by the ADoS, Academic Quality.

The aim of the Initial Analysis is to:

- provide a critical review of management data relating to all aspects of the programme for the previous four academic years;
- identify changes in QAA and/or PSRB expectations;
- identify changes in student demand, employer expectations and employment opportunities; review the continuing availability of staff and physical resources.

Having carried out an Initial Analysis of the operation of the current programme with appropriate consultation, the Programme team should be in a position to summarise the initial issues arising from the analysis, which will then be presented at the Planning Meeting organised by the School in collaboration with Academic Services. Considering the scope and significance of the issues arising out of the operation of the current programme, the Planning Meeting will determine the precise steps to be taken to complete the review process.

A difference for Consortium Programmes in the Initial Analysis is that of the NSS results. For Consortium programmes the FEC overall result will be used as a benchmark – it will be colour coded on a traffic light system. Green is the benchmark or above; Amber is up to 5% points less; Red is up to 10% points or less. Statistically insignificant results shall also be used (and it will be up to the Planning Meeting how they are used).

In some cases, there is a need to consider articulated provision. This refers to the UH

programme(s) onto which students from a particular consortium programme may progress. It is particularly relevant for Foundation Degrees where there is a requirement for graduates to be able to progress to an honours degree programme. Thus, all Foundation Degrees are articulated with one or more honours degree programmes at the University. In some cases, special, free standing, level 6 programmes are developed to provide a top up to an honours award.

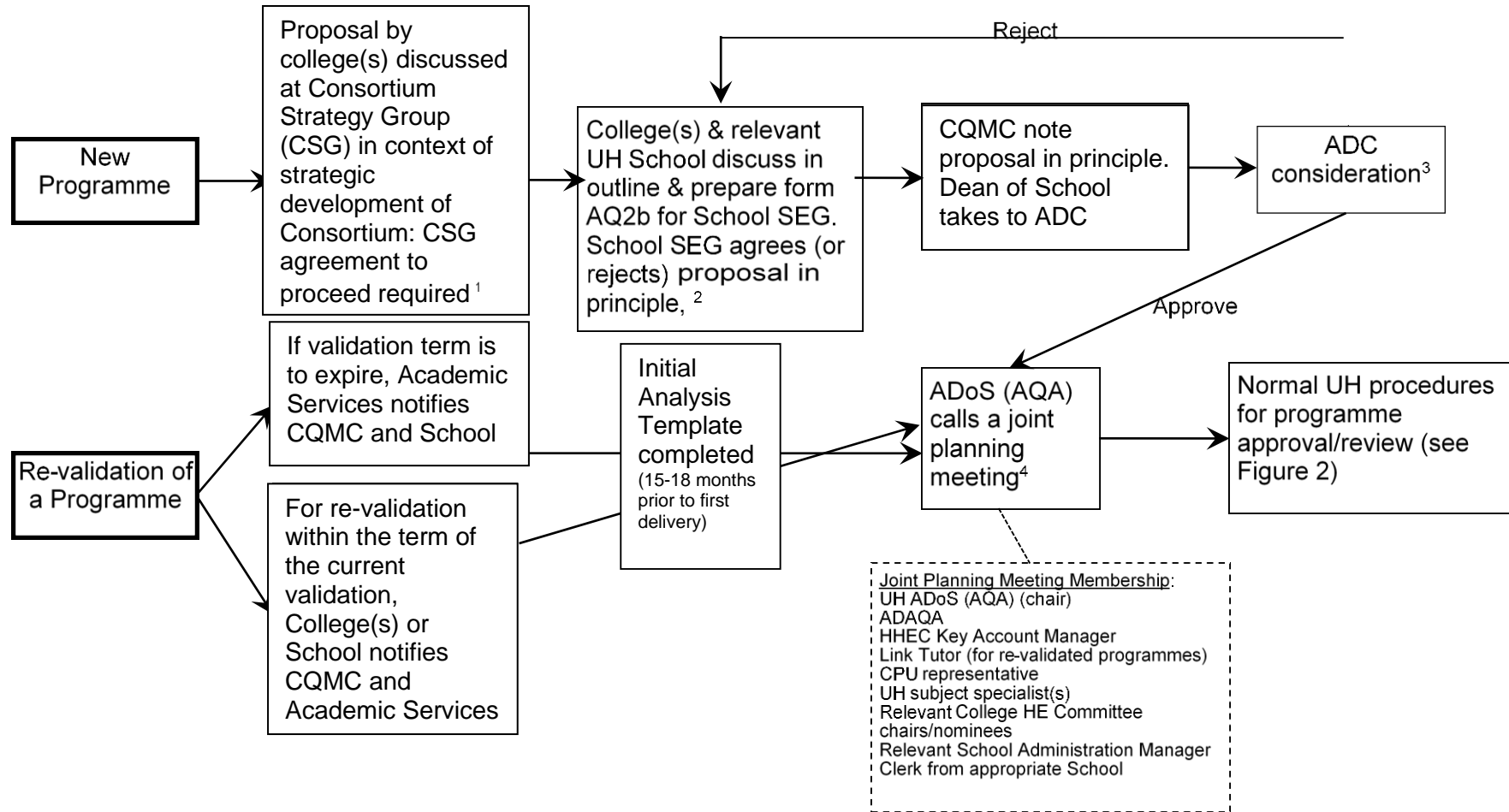
The Chair of the Programme Development Committee is normally the Collaborative Partnership Leader (CPL) but where the CPL does not assume this role, it is imperative that the CPL attends all Development Committee Meetings to support the College concerned.

Validation panel membership will include the ADAQA (or nominee) for the School responsible for the programme, someone external to both the University and the Consortium having subject expertise, a student or alumnus from the programme (if applicable) and possibly an HHEC representative from staff nominated by respective Colleges.

The ADoS (AQA) for the School responsible will sign off the Definitive Module Documents (DMDs) and the Programme Specification and will prepare the AQ4 forms for final approval.

All recommendations to the Academic Board must be submitted no later than the 10 December unless otherwise agreed by the Director of Academic Quality. Staff do need to be aware of the Competition and Markets Authority compliance advice that students need to be given the clear, accurate and timely information to be able to make an informed decision about what and where to study.

**Figure 1 Initial Approval/Revalidation of Programmes**



**Note 1:**  
 CSG will consider the implications of the proposal with regard to:  
 a) Its market viability in relation to likely student numbers  
 b) The portfolio of the HE provision across the Consortium  
 c) Avoidance of unnecessary duplication of provision  
 CSG will agree which college(s) will offer the proposed programme and will consult with Schools as appropriate.

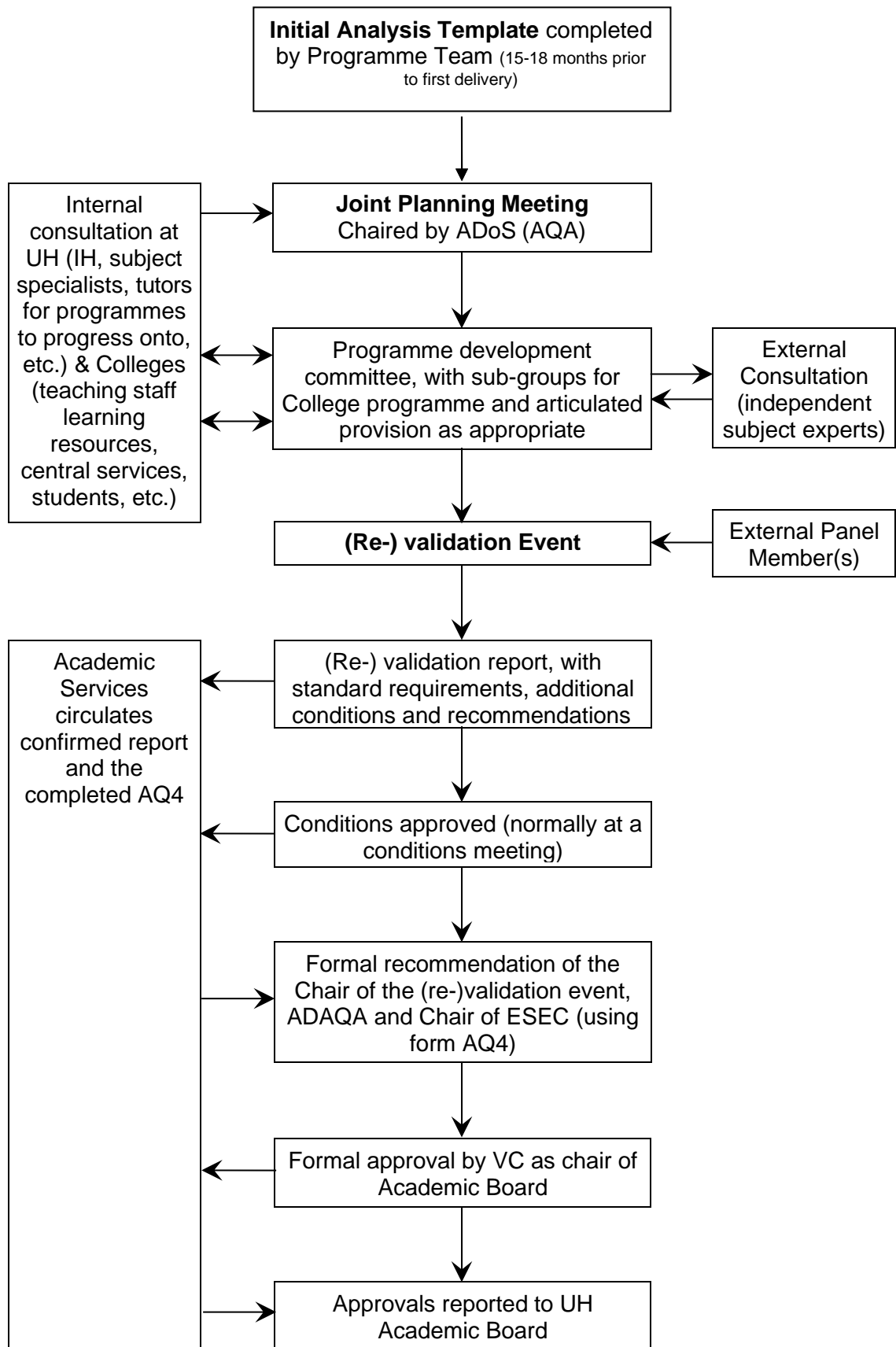
**Note 2:**  
 A senior member of staff from one of the colleges, who is also a CQMC member will co-ordinate the preparation of the AQ2b paper and present at CQMC

**Note 3:** The proposal will be presented to ADC by the representative of the UH School. ADC may send the proposal back to CSG/CQMC for further consideration.

**Note 4:** Planning meeting will be based on and cover both the development of the College programme and any articulated provision at UH. It should normally be held early in the autumn term of the academic session prior to that in which the programme will commence.



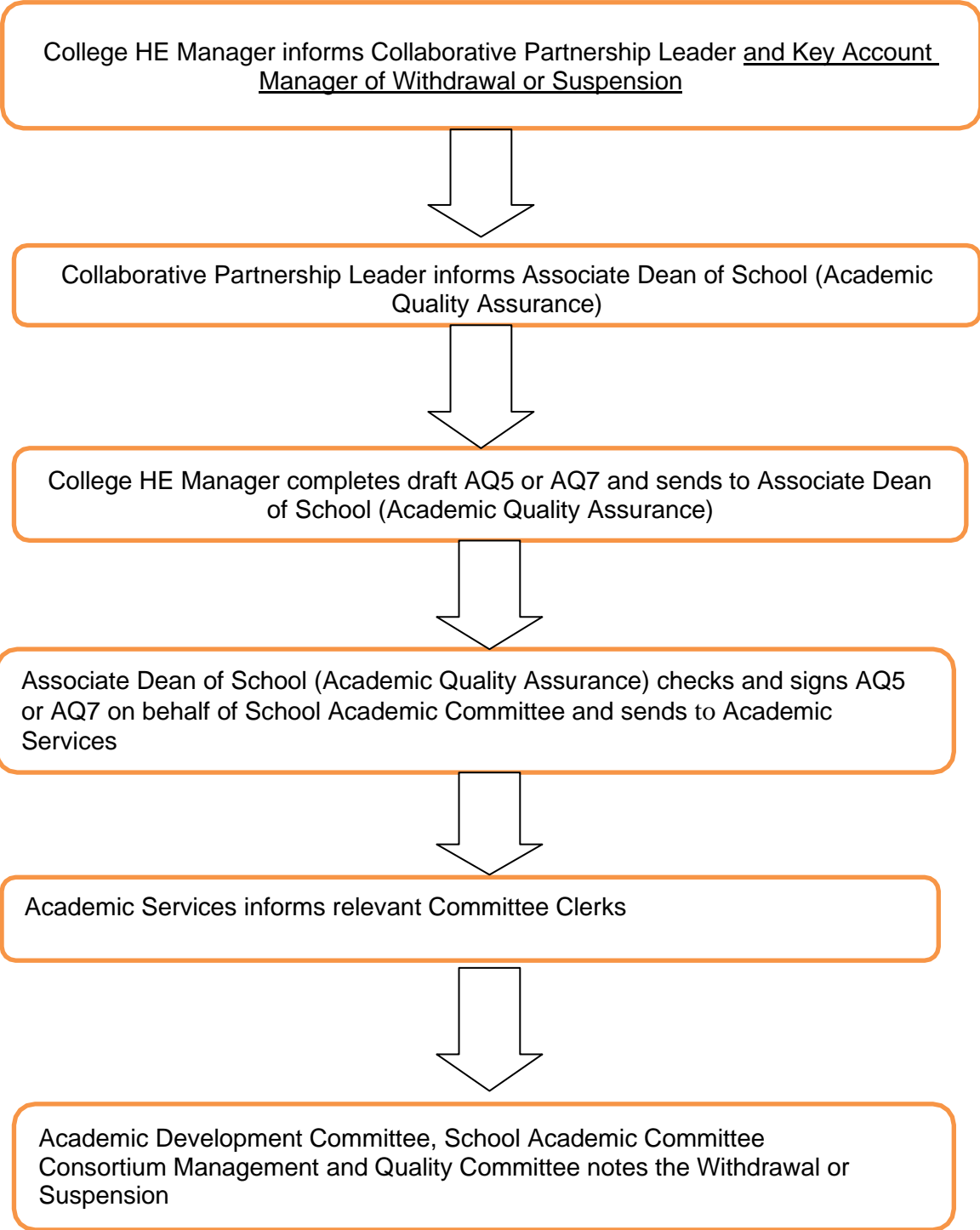
**Figure 2 UH procedures for initial validation and revalidation of Consortium programmes**



**2.2 Suspension or Withdrawal of Programmes**

Forms for the withdrawal AQ5 or suspension AQ7 are available via the Collaborative Partnership Unit (CPU) and are published on the CAQA Sharepoint Site. These shall be completed and submitted as appropriate and normally before the 10 December of the preceding academic year. If a programme is to be withdrawn or suspended after this date in December staff should be aware of the possible CMA implications. The process is outlined in Figure 3 below.

**Fig 3: The Proposed Withdrawal or Suspension of Programmes of Study**



**NB** AQ5 Proposal for the withdrawal of programme of study; AQ7 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.

This is not an exhaustive list but will give some idea about the commitment needed to do the job successfully. Sufficient time shall be given to each Programme Manager to ensure that these 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.

#### Programme Management

- To be the main academic point of contact at their College and in particular work closely with the CPL and Programme Administrator at UH
- To work closely with the Programme team at the College and the College Programme Administrators where relevant
- Working with student representatives to promote active student participation in the management of the programme
- To be responsible for all full-time and part-time students on their Programme at their College, in particular to give up-to-date and accurate academic advice to students
- To prepare Induction material and arrange induction sessions at their College for both full-time and part-time students and attend any induction sessions at UH
- To attend Progression Open Days at UH if appropriate and required (normally one per year for Level 5 students)
- To attend all Programme Committees
- To attend all Programme Managers' meetings
- To routinely update the Continuous Enhancement Plan (CEP- previously AMER) for their College by the specified deadlines
- To attend the College HE Committees, and School Academic Committee approval meetings if required, to discuss the CEP
- To take a pro-active role with the monitoring of academic standards, paying particular attention to the needs of professional bodies, the reports of external examiners, other external evaluations, the recommendations of university committees, and the result of student feedback questionnaires
- To make decisions on applications for part-time study (only) and keep UH informed
- To deal with telephone and other enquiries on the Programme
- To attend Clearing in August of each year if appropriate and attend any associated training at UH
- To attend the enrolment/induction sessions at UH in September/October
- In conjunction with the Collaborative Partnership Leader, other Programme Managers (if applicable) and the programme committee, develop the programme, which may include introducing where appropriate new subject

areas, revising existing modules, deleting existing areas/modules and introducing new or revised teaching and/or assessment methods

- In consultation with the CPL and other Programme Managers and academic staff (as appropriate), ensuring that the Programme Specification, Definitive Module Documents and Programme Handbook are updated as appropriate.

#### Pastoral Care and Advice

- To be responsible for the overall pastoral care of their students and, in particular, to liaise with appropriate staff from their College concerning the pastoral care of students (accommodation, finance)
- To coordinate, as appropriate, with relevant staff from their College concerning any additional needs students may require, and to keep the CPL informed
- To be available to students at specified times during the week

#### Assessment

- To ensure that internal College Moderation of coursework and exam scripts is carried out in accordance with the requirements of the School and prior to the cross-College Moderation meetings
- To attend all Cross-College Moderation meetings if appropriate (normally one per semester) and to arrange for appropriate staff in their College to also attend
- To collate coursework and exam marks and pass these to the Programme Administrator at UH by the specified deadlines
- To attend all Module and Programme Exam Boards (normally February, June/July and September (where September Boards operate)) with appropriate information to ensure accuracy of the grades/progression

#### Module Coordination

- To take responsibility for the coordination of a set number of modules
- To ensure their College module teams meet to prepare and agree work (and across the Consortium teams if appropriate)
- To coordinate the coursework and exam questions for those modules they are responsible for

#### General

- To inform the CPL by set dates of staff teaching on UH validated modules and notify the CPL of any new staff
- To attend staff development events as appropriate and to ensure that other appropriate staff in their College are aware and are encouraged to attend
- To support the marketing of their Programme at their College
- Carry out appropriate scholarly activity and/or research
- Leading the dissemination of experience and good practice in academic quality, learning, teaching and assessment in the programme at their college

### **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](mailto:m.j.cahill3@herts.ac.uk). A new Programme Leaders page is also currently being created on CANVAS and should

be available in year.

### **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 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, 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 main duties of the Module Leader are:

- **To meet with & maintain contact** with the lecturers delivering the module at other Colleges during the **preparation weeks** and co-ordinate the production of the following based on the DMD (Definitive Module Document):
  - The Module Guide – No module guide template is published by CAQA however individual Schools may publish templates for use. The essential module information that is required to be published to students can be viewed on the [LTIC Sharepoint site](#). Some schools may no longer use a definitive module guide as Module Information can be embedded within the Canvas module site as part of the Guided Learner Journey. For further guidance please consult the CPL.
  - Coursework Assignments, Grading Criteria and Marking Schemes (as appropriate) & Referred Coursework.

Further guidance on the use of grading criteria and marking schemes is available on the LTIC site accessible via the link above.

- A Main and Referred Exam Paper (agreement by team before submission to UH for Moderation both Internally and Externally)
- Model Answers for both the Main and Referred Exam
- **To ensure agreement** on the Submission Dates for Assignment Coursework which shall also be included in the Module Guide and on the agreed Assignment Front Covers (it is not the intention that the module leader produces all assessments for the module alone – it is a joint effort by the module team);
- **To ensure the production** of a MODULE EVALUATION FORM (MEF) for the module run at his/her college, considering ALL comments from those teaching on the module at their college. The Module Leader will ensure that the MEF is submitted to the University before the appropriate Module Exam Board;
- **To agree all details** with all Colleges teaching the module (via the Lecturer/representative at module planning) and distribute to all Lecturers teaching on the module;
- **To arrange for all Coursework and Exams for each module** to be signed off by a senior member of the College for which they have responsibility and sent to the University for moderation;
- **To Attend Cross-College Moderation meetings** or arrange without fail a suitably briefed colleague to do so;
- **To ensure StudyNet** is used on their module (meeting the Consortium's minimum usage requirements) and that information is correctly and accurately set up on individual module Canvas sites according to the Guided Learning Journey principles, and that they are appropriately maintained.

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 15th September 2023**). If required, a second submission for staff teaching in Semester B shall be submitted by **Friday 5<sup>th</sup> January 2024** 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 Collaborative Partnership Leader 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**

It is essential that an effective process for the review of assessments (exam papers, in-course assignments, etc.) be in place, to ensure that the assessment process is of a high standard. In particular, the review process looks at the suitability of the assessments in the context of the learning outcomes and academic level.

Assessment tasks should not normally be identical in detail on successive occasions that a module runs. While the nature of an assignment task and the learning outcomes assessed can be the same, this requirement will reduce the possibility of cheating or plagiarism by students utilising work produced by other students in earlier years. However, an identically worded assignment task may be used where the assessment is based on an individual student's experience since this will produce a unique response.

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 available on the [Centre for Academic Quality Assurance Sharepoint site](#).

## **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).
- Review by External Examiners if Level 5 or above or where a single element of coursework counts for 30% or more of a module grade. However, it is not expected that the external examiner shall be asked to approve each individual project or 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.

### **The Signing off of assessment documentation by Colleges**

- 1 Modules shall be checked and signed off by a designated senior academic 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 and V. However, the forms do not present an exhaustive list. The front sheet (Appendix VI) that shall be completed and signed off for each module.
- 4 All summative assessments will then be prepared and sent to the University via the Chair of the respective College HE Committee (or alternate) by agreed deadlines in the Consortium Calendar for both Semester A and Semester B. Once received, the University will send for comment to Subject Specialists/Subject Advisors at UH (for all academic levels) and to External Examiners (for levels 5, 6 and 7).
- 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 of student examination scripts***

The following guidance sets out what markers and moderators need to do as part of the examination marking and moderation process.

#### **Before Marking**

- Collect and sign for completed exam booklets, UH generated mark sheets, approved, marking schemes and approved question papers from the appropriate college exams office at the end of the exam.



## Marking

- The marking of the examination scripts shall be such that the total mark awarded is a true indication of the ability of the student *as judged by the pre-prepared ideal solutions to the examination questions*.
- Scripts must be marked in such a way that it is clear, in any subsequent analysis by someone else, where marks have been awarded and the reasons for the non-awarding of marks.
- Unnecessary comments on scripts must be avoided.
- The marks awarded for the various parts of a question must be written in fractional form, e.g.  $\frac{3}{5}$ , in the right-hand margin adjacent to the relevant part of the solution.
- To ensure complete marking, a zero mark shall be shown where appropriate (no value or not attempted) e.g.  $\frac{0}{4}$ . These fractional marks shall NOT be enclosed in circles.
- At the end of the solution, a double horizontal line shall be drawn across the right-hand margin.
- The total mark for the whole question shall then be placed in the right-hand margin at the beginning of the solution and must also be in fractional form e.g.  $\frac{16}{20}$  and must be enclosed in a circle. It will then be seen level with the question number.
- If the candidate has omitted the question number, it should be inserted by the Marker.
- If a candidate makes a purely arithmetic or algebraic error which affects the results of more than one part of the question but clearly demonstrates a full understanding of the principles being examined, the candidate shall not be penalised for the error more than once. Nevertheless, the candidate shall be expected to give some indication of recognition of an absurd numerical result.
- There should be adherence to the approved marking scheme. If, for any special reason, you find it necessary to depart from that scheme, you should draw attention to this and state the reasons for doing so in a note attached to the marking scheme.
- It must be ensured that all parts of each question within a script have been marked and included in the total marks for that question. It is strongly recommended that you draw a vertical line down the right-hand margin as the answers are marked. This facilitates easy checking by others that no parts of the script have been missed.
- Before starting to mark transfer the numbers of the questions attempted into the marking box in the top right corner of the front sheet of the answer book. These should be written DOWN the left-hand column.
- On completion of marking, the mark shall be transferred to the front of the exam booklet, into the relevant numbered section of the marks box.
- If it is necessary to change a mark in the marks box at a later stage, it shall be crossed through with a single line and the amended mark together with the Marker's initials inserted in the space immediately to the right.
- Students often attempt more questions than the exam paper allows. When this happens, the following procedure must be applied. When all questions have been marked, the question with the lowest mark must be discarded. Cross out the lowest mark with a single line and write the word "deleted" alongside, then add your initials.
- Examination papers are often split into sections, students being required to

use more than one answer book. In these cases, one set of answer books must show clearly the overall totals and the final percentages.

- After marking, sign or initial against the marks recorded in the marks box on every exam booklet.

### **Submission of Results**

- ALL marks must be transferred to the UH marks sheets issued by the Programme Administrator at the University.
- All marks recorded on mark sheets should be /100. If a piece of coursework has been marked /50, this mark should be converted, e.g. 30/50 should be recorded as 60/100. Numeric grades must be presented in accordance with [UPR AS 14 Section D 1.1.](#)
- Candidates use anonymity numbers, which are the sole means of identifying scripts and recording and entering marks.
- As 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 Programme Calendar).
- The entry of marks to Quercus is a very big task and of top priority. The deadlines are arranged to give the necessary balance between marking time and the subsequent administrative time. Please observe these deadlines.

### **3.8 Moderation of marked student work - Coursework and Examinations**

It is essential that the learning experience through teaching and assessment is of a high standard within each College and across Colleges. In order to achieve this, amongst other things, and to ensure equity and fairness for all students and so to meet quality standards, all coursework **and** exam answers must be moderated at all levels and in accordance with what has been agreed in the Collaborative Operative Delivery Plan. Moderation procedures need to be rigorous and effective and will be transparent for external scrutiny. Moderation takes into account of UPR AS12 Section 5.5.

Internal moderation is a process separate from that of marking and provides assurance of the quality of marking AND feedback. Moderation is the set of processes which together seek to ensure that a) items of summative assessment are at the correct level and reflect the learning outcomes, b) the marks awarded for individual items of students' work are accurate and consistent with the grading criteria and marking scheme and c) the assessment feedback to students is of good quality and consistent between markers. In summary the moderation process provides the opportunity to reflect on and refine assessment and feedback practices. It 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 work. In accordance with [UPR AS 12 Section 5.5.7](#) the outcome of the moderation process may result in a judgement that one or more of the following apply:

***I 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 and***
- v the feedback provided by one or more markers requires greater consistency.***

In making a judgement about the quality of assessment feedback specifically the moderator should ensure the feedback helps clarify understanding of the grade given. Feedback should facilitate the development of reflection in learning and encourage motivation and self-esteem. It should be clear, specific, and constructive and feed forward as it should give information to students about how to improve future work. For further guidance on what constitutes good quality feedback please refer to the [Top 10 Tips for Providing Feedback](#).

Moderation is not blind second marking (but see below 'Modules at Level 6 and above'). Moderators shall receive the scripts with the marker's comments written on coursework assignments and exam booklets with a clear indication of why the mark has been given. The agreed Programme front sheet shall be attached to all coursework assignments and fully completed. Every exam booklet shall have a short paragraph at the end to justify the mark given for each question and the mark clearly displayed on the front of each exam booklet.

There is a four-stage moderation process, depending on the programme and what has been agreed in the Collaborative Operative Delivery Plan. Normally the process will involve:

1. Internal moderation within each college – for all programmes and modules.
2. Cross college moderation – for all programmes with modules taught at more than one College.
3. Moderation by University of Hertfordshire subject specialists/Subject Advisors on all Programmes.
4. External Examiner moderation – for all programmes with Level 5 or above modules and other programmes if they have an External Examiner.

### **3.8.1 Modules at Level 6 and above**

For modules at levels 6 and 7, any coursework assignment, which is unique to the student, counts for over 50% of the module assessment and is marked by more than one first marker, must be fully blind double marked. An example of an assessment task that must be blind double marked is the individual project/dissertation module. The moderation process is thereafter the same as other modules apart from internal moderation will not be necessary.

### **3.8.2 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 VIII 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 of what 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 and that all pages in each exam booklet have been seen and marked.

If coursework is submitted and marked online using CANVAS use should be made of the Second Marking feature of the CANVAS Assignment function. Second markers' comments must be added before the marks are released to the student.

### **3.8.3 Moderation for cross college modules**

A date will be set before each exam board (Semester A and B) when cross college moderation will take place. The date and venue will be published 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 each 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:

5 examination scripts.

5 pieces of coursework from assessment 1.

5 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.

**A copy of the mark sheet submitted to the University for each module at each College will typically be shared ahead of cross-college moderation, showing what sample has been chosen for moderation.** This mark sheet must be included with the moderation samples and shall be completed to show the marks given for **each individual assessment**, as well as the overall coursework mark given. 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 of what 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 IX, 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 case all work needs to be remarked.

### **3.8.4 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, preferably in the annual Calendar of Events for that Programme.

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 assignment/exam front sheets 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 IX) 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.

If 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 CPU at the University before this moderation process. The dates/times for this are set out in the Calendar of Events prepared each year at the start of session but normally this is the morning of the Module Exam Board. 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:

- A standard assignment front sheet with clear feedback comments to the students and mark awarded
- Sufficient comments to justify the mark awarded (and to give useful feedback to the student)
- A date and by whom with any comments/action on the front sheet (If internally moderated or cross college moderated)
- The CW assignment for the piece of work

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.

If 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**

**(a) 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:

4 Colleges – to include at least 1 PM or alternate from at least 3 colleges plus Chair & CPL

3 Colleges– to include at least 1 PM or alternate from at least 2 colleges plus Chair & CPL

2 Colleges– to include at least 1 PM or alternate from at least 2 colleges plus Chair & CPL

1 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 5, in which case the quorum will be two (2) 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 (Academic Quality Assurance) (or named alternate).

Appropriate Heads of Department/Deputy Heads of Department at Colleges.

Director of Academic Quality Assurance (or named alternate).

Head of Academic Partnerships , University of Hertfordshire.

Deputy Head of Academic Partnerships , University of Hertfordshire.

College HE Managers.

**(b) Levels 5, 6 and 7 -The core composition of the Board will be as follows:**



## **Core**

Chair

Collaborative Partnership Leader (CPL)

Module External Examiner

And where there is provision across:

4 Colleges – to include at least 1 PM or alternate from at least 3 colleges plus Chair & CPL

3 Colleges– to include at least 1 PM or alternate from at least 2 colleges plus Chair & CPL

2 Colleges– to include at least 1 PM or alternate from at least 2 colleges plus Chair & CPL

1 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 5, in which case the quorum will be two (2) 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 (Academic Quality Assurance) (or named alternate).

Appropriate Heads of Department/Deputy Heads of Department at Colleges.

Director of Academic Quality Assurance (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**

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

#### **Core**

Chair

Collaborative Partnership Leader

One Programme Manager (PM) from each College (or alternate)

Core Membership for quoracy and voting:

4 Colleges – to include at least 1 PM or alternate from at least 3 colleges plus Chair and CPL

3 Colleges– to include at least 1 PM or alternate from at least 2 colleges plus Chair and CPL

2 Colleges– to include at least 1 PM or alternate from at least 2 colleges plus

Chair and CPL  
1 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 5, in which case the quorum will be two (2) 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 (Academic Quality Assurance) (or named alternate).  
Appropriate Heads of Department/Deputy Heads of Department at Colleges.  
Director of Academic Quality Assurance (or named alternate).  
Head of Academic Partnerships , University of Hertfordshire.  
Deputy Head of Academic Partnerships , University of Hertfordshire.  
College HE Managers.

**(b) Level 5, 6 and 7 -The core composition of the Board will be as follows:**

**Core**

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

Core Membership for quoracy and voting:  
4 Colleges – to include at least 1 PM or alternate from at least 3 colleges plus Chair, CPL & EEs  
3 Colleges– to include at least 1 PM or alternate from at least 2 colleges plus Chair, CPL & EEs  
2 Colleges– to include at least 1 PM or alternate from at least 2 colleges plus Chair, CPL & EEs  
1 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 (Academic Quality Assurance) (or alternate) Director of Academic Quality Assurance (or alternate)
- Appropriate Heads of Department/Deputy Heads of Department at Colleges

- Head of Academic Partnerships, UH
- Deputy Head of Academic Partnerships, University of Hertfordshire.
- College HE Managers
- College and University Lecturers who have taught on the programme
- Module Moderators at UH
- Subject Specialist
- Subject Advisors

*The Secretary of the Exam Board will be an administrator nominated by the School Administration Manager.*

### **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 CAQA 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 X.

### **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 four (4) 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 handbooks 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 SA 16](#).

### **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. 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.

### **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 AS 14 Section 7.2. ([UPR AS14 Section D7.2](#)). Please note a Foundation Degree is not classified in the same way as for an Honours classification i.e. 1<sup>st</sup>; 2:1; 2:2; 3<sup>rd</sup> 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 section 4.2 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 [ago@herts.ac.uk](mailto:ago@herts.ac.uk), stating their ID number, the full title of their programme and their current year/level.

A list of external examiners, by subject area, is available via Studynet as well as a fuller note on the role of External Examiners. 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 Assurance; or the Deputy Director of Academic Quality Assurance. Issues of concern to the University are identified at this stage. Copies are then placed on the Centre for Academic Quality Assurance StudyNet site to be accessible to appropriate staff.

At the first meeting of CQMC every year a list of all External Examiners is noted so colleges can identify relevant External Examiners on Sharepoint.

External Examiners' reports are considered by the appropriate College Programme Committees 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. Figure 4 on page 32 outlines the process.

### **5.1 Module Questionnaire**

#### **5.1.1 Mid Module Feedback**

Module teams will assume responsibility for collecting feedback, choosing how and in what session to do this. It 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. Feedback is to be reported in Module Evaluation Forms. Module teams must share with students actions and responses to close the feedback loop.

#### **5.1.2. End of Module Survey**

The end of module survey will be administered centrally. Formal end of module surveys will take place routinely every third time the module runs unless a School believes, or the data suggests that there may be a risk to the student experience. Schools will inform staff which modules will be surveyed. An announcement within the modules on Canvas will invite all students to give feedback on their experience. Module teams will be able to monitor the response rate and to send reminders to students. More details are available via Hertshub Learning Teaching Resources and Support. The aim is to secure at least a 50% response rate.

### **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 two week period. In addition, they will collate the survey information and present this to CQMC. 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 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 CQMC, and action plans agreed accordingly.

### **Theme 1: Teaching on my course**

1. How good are teaching staff at explaining things?
2. How often do teaching staff make the subject interesting?
3. How often is the course intellectually stimulating?
4. How often does your course challenge you to achieve your best work?

### **Theme 2: Learning opportunities**

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

### **Theme 3: Assessment and feedback**

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

### **Theme 4: Academic Support**

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

### **Theme 5: Organisation and management**

17. How well organised is your course?
18. How well were any changes to teaching on your course communicated?

### **Theme 6: Learning resources**

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

### **Theme 7: Student voice**

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

### **Other**

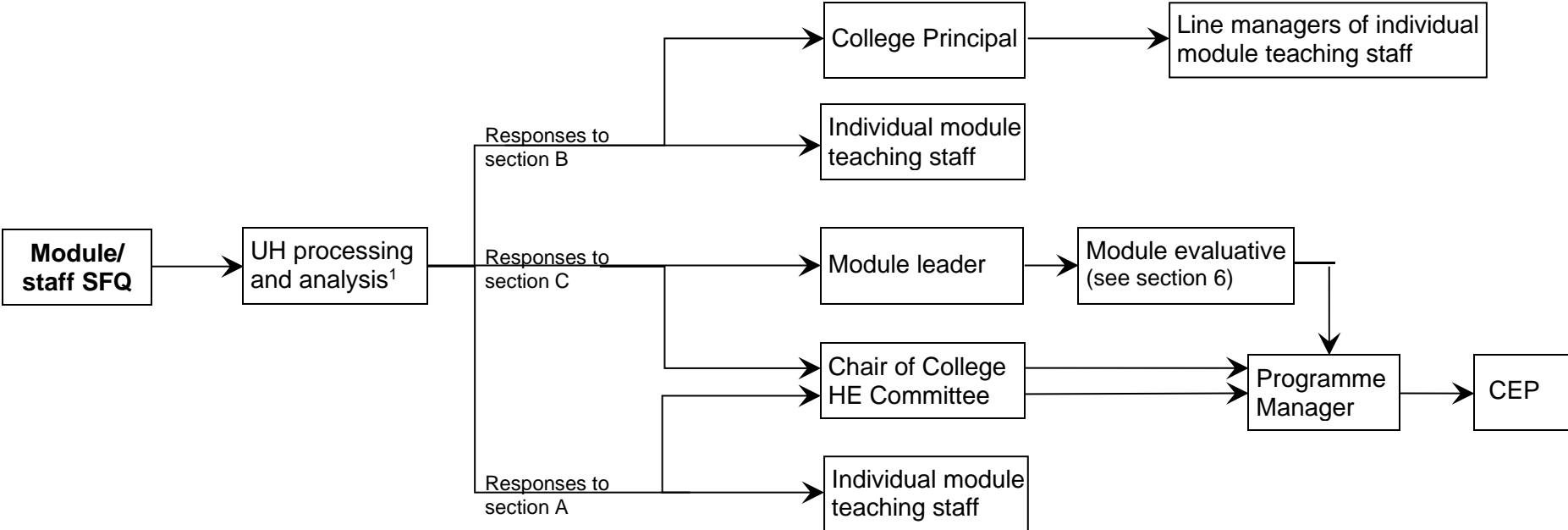
25. How well does the students union (association or guild) represent students academic interests?
26. How well communicated was information about your university / colleges mental wellbeing support services?
27. During your studies, how free did you feel to express your ideas, opinions and beliefs?

### **5.4 General Survey to First Year Students**

The University has implemented the Student Barometer survey for all other students not completing the NSS. However, this survey is not appropriate for Consortium students so it has been agreed that colleges will carry out a survey based on the NSS questions (including the positive and negative comments boxes). It will be carried out using the college processes during week commencing **20<sup>th</sup> March 2024** for two weeks. In addition, colleges will collate the survey information and share with each other as well as reporting it to CQMC. The rating scale to be used will be 5. Definitely agree; 4. Mostly agree; 3. Neither agree nor disagree; 2. Mostly disagree; 1. Definitely disagree. The survey will be broken down by programme and overall. An overall percentage will be given for Definitely and Mostly agree.



**Figure 4: Distribution of results from the Student Feedback questionnaire**



**Note 1:**  
 For the module/staff questionnaire, analysis will provide average responses for the College as a whole.  
 In addition, for the staff questions, analysis will provide a distribution of individual scores anonymously within each academic staff grouping.

## **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 Xa and Xb.

#### Procedure

##### **1. 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 Xa). 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, practical's 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'.

##### **2. 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 Xb) 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.

##### **3. Submission of MEFs**

The signed MEF (either the college based MEF if only taught at one college or the consortium based MEF if taught at more than one college must be submitted to the CPU 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 Committees**

### **7.1 Core Terms of Reference**

All Schools are required to establish Programme Committees for each of their Programmes, which are sub-committees of SAC. Programme Committees will meet not less than twice in each academic year (normally once each term).

Programme Committees are required to feed into the relevant School Academic Committee. Key issues of concern, exceptional areas of good practice and items of business that are raised repeatedly and/or remain unresolved should be referred to the School Academic Committee for consideration. Each School has developed a process for reporting issues to SAC. More detail on the School specific process can be gleaned from the relevant School Academic Manager.

### **7.2 Core Composition**

**The composition of Programme Committees and all levels will be as follows:**

- Collaborative Partnership Leader (who may be Chair where more than one College delivers the programme)
- Programme Administrator (Clerk)
- One Programme Manager (PM) from each College (or alternate)
- One full-time student representative from each college at each level taught

**Core Membership for quoracy and voting:**

- 4 Colleges – must include at least 1 PM or alternate from at least 3 colleges plus CPL and Students
- 3 Colleges– must include at least 1 PM or alternate from at least 2 colleges plus CPL and Students
- 2 Colleges– must include at least 1 PM or alternate from at least 2 colleges plus CPL and Students
- 1 College – must include PM or alternate plus CPL and

Students (*A quorum is a third of core membership – see Standing*

*Orders*) **The following may also attend the Committee:**

- Dean of School
- Associate Dean of School (Academic Quality Assurance)
- Appropriate Heads of Department/Associate Heads of Department at UH
- Appropriate Heads of Department/Deputy Heads of Department at Colleges

- Head of Academic Partnerships at UH
- Deputy Head of Academic Partnerships at UH
- College HE Managers
- College and University Lecturers who have taught on the programme
- Module Moderators at UH
- Admissions Tutor
- LIS representative, UH
- College LRC representatives
- Other Student Representatives
- Subject Specialist
- Subject Advisors

### **7.3 Core Agenda**

A core agenda for Consortium Programme Committee meetings is presented in Appendix XI.

## **8 Continuous Enhancement Planning (CEP) Process**

This section should be read in conjunction with [UPR AS17](#) - and associated Academic Quality guidance.

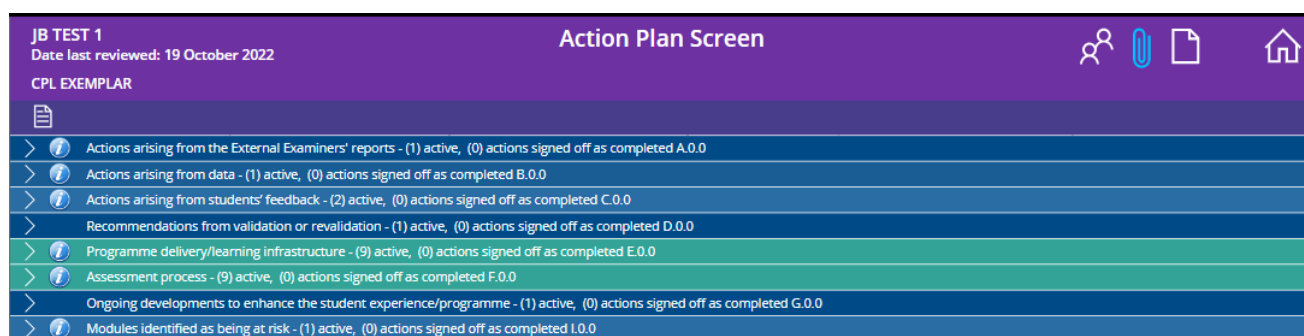
The purpose of the CEP process is to assure the quality of the University/Partner's taught (franchised, university validated and externally validated) provision and enhance the student learning experience. The CEP process replaces Annual Monitoring and Evaluation Reports and Collaborative Operational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



JB TEST 1		Action Plan Screen		User icons	
Date last reviewed: 19 October 2022					
CPL EXEMPLAR					
>	Actions arising from the External Examiners' reports - (1) active, (0) actions signed off as completed A.0.0				
>	Actions arising from data - (1) active, (0) actions signed off as completed B.0.0				
>	Actions arising from students' feedback - (2) active, (0) actions signed off as completed C.0.0				
>	Recommendations from validation or revalidation - (1) active, (0) actions signed off as completed D.0.0				
>	Programme delivery/learning infrastructure - (9) active, (0) actions signed off as completed E.0.0				
>	Assessment process - (9) active, (0) actions signed off as completed F.0.0				
>	Ongoing developments to enhance the student experience/programme - (1) active, (0) actions signed off as completed G.0.0				
>	Modules identified as being at risk - (1) active, (0) actions signed off as completed I.0.0				

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) 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 Leader 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 (Academic Quality Assurance) and managers with responsibility for quality assurance within the partner organisation will have oversight of, and periodically review the CEP action plans. The ADoS (AQA) will 'sign-off' completed actions.

Each Partner Organisation has responsibility to set up at least one enhancement activity per academic year requiring Programme Leaders 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 Leader (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 (AQA) 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 (AQ2a) – 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:



## 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 through the CEP and Action Plan.



The HE Committee will have a strategic overview of PDP implementation within the college and will report to CQMC as appropriate. Relevant staff development will be available as required through the University and the College.

## **10 Learning and Teaching Innovation Centre Support**

The LTIC drives the strategic development, implementation and enhancement of educational practice across the university.

They are responsible for the provision of the PgCert Learning and Teaching in Higher Education programme (PgCertLTHE), the Continuing Professional Development (CPD) Framework and Higher Education Academy (HEA) accreditation support across the University, along with the administration and development of the University's Online Distance Learning portfolio.

The LTIC works closely in partnership with Schools to help develop their portfolio of programmes and courses, embedding technology and supporting new forms of learning where appropriate and act as a hub to promote networking and sharing of expertise across Schools to support specific initiatives and projects to enhance the student experience in ways that are meaningful and effective at School level and can demonstrate wider impact across the University.

They maintain the LTIC Knowledge Exchange on Sharepoint which includes a range of resources to support learning and teaching across the institution. The resources include those to support professional development, how to engage successfully with technology in your teaching and advice on university strategy and policy including:

grading criteria and assessment and feedback. It also includes among others information and guidance on academic integrity, learning outcomes along with several curriculum design toolkits.

The LTIC Knowledge Exchange is an open access resource and can be accessed via this link:

[LTIC Knowledge Exchange](#)

If you need more information about the LTIC or the Knowledge Exchange please contact:

Dominic Bygate  
Learning and  
Teaching  
Innovation Centre  
01707 286372  
(external), 3372  
(internal)

[D.Bygate@herts.ac.uk](mailto:D.Bygate@herts.ac.uk)

## **11 Proceedings for Ethical Application Approval**

Programmes within the Hertfordshire Higher Education Consortium must operate

in accordance with the University's Regulations Governing Studies Involving the Use of Human Participants ([UPR RE01](#)). Individual Protocols for studies involving human participants conducted by students must be applied for in advance of data collection and undergo review by the appropriate UH Ethics Committee with Delegated Authority (ECDA). ECDA's may also consider applications from staff/supervisors for Class Protocols governing research activities for a group of students in a class conducting similar low-risk studies. Details of the University's approval process governing the use of human participants in research is available via [UPR RE01](#).

## Appendix I Consortium Quality Framework

### HERTFORDSHIRE HIGHER EDUCATION CONSORTIUM ACADEMIC QUALITY FRAMEWORK

#### SCOPE

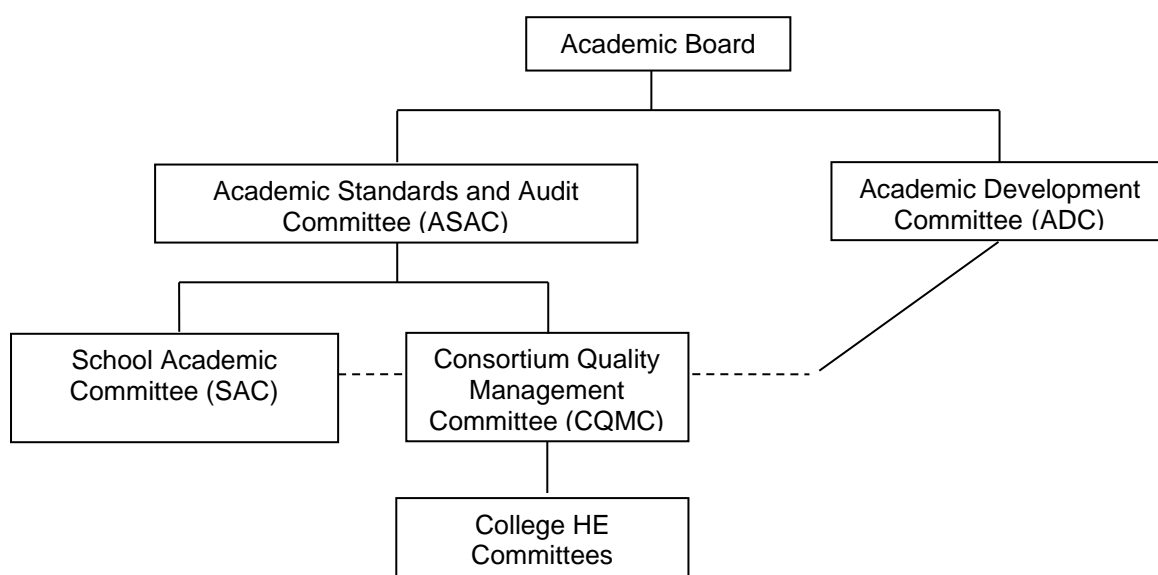
This framework will apply to all taught Higher Education provision in the Consortium Colleges for which funding is received indirectly via the University. Any reference in this paper to Higher Education (HE) provision is intended to relate only to such provision.

#### COMMITTEE STRUCTURE

Academic quality oversight of HE provision in the Consortium Colleges will be the responsibility of the **Consortium Quality and Management Committee (CQMC)**. The Committee will report to the University's **Academic Standards and Audit Committee** and will be supported by the University's Academic Services. The CQMC will have a key role in quality assurance and enhancement, and curriculum issues across the Consortium.

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 be a member of the CQMC, thus ensuring effective communications and exchange of ideas and good practice within the Consortium.

Core Terms of Reference for each HE Committee will be agreed by CQMC, but Colleges may supplement these. 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 Annual Monitoring and Evaluation Reports; monitoring action plans contained within Annual Monitoring and Evaluation reports. Links with the University are strengthened through the role of the Director of Academic Quality Assurance & Enhancement (or alternate from the Centre for Academic Quality Assurance), who chairs CQMC. 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





## TERMS OF REFERENCE OF THE CONSORTIUM QUALITY MANAGEMENT COMMITTEE

The Consortium Quality Committee is a sub-committee of the University's Academic Standards and Audit Committee.

### TERMS OF REFERENCE

The Committee will be accountable to the Academic Standards and Audit Committee for exercising the following responsibilities and delegated powers on its behalf in respect of all taught higher education provision within each College in the Consortium:

to be responsible for the interpretation and proposal of procedures for the design, validation, monitoring and evaluation and quality enhancement of programmes and for increasing the effectiveness of programme management and academic co-ordination across the Consortium;

1. to review annually the target student number distribution within the Consortium for consideration at the Consortium Strategy Group (CSG).
2. to discuss strategic developments of the Consortium as determined by the CSG, taking action as appropriate to deliver the strategic target.
3. to oversee marketing and student recruitment activities and consider how best to both support and engage the Colleges and Schools in the delivery of successful activities.
4. to be responsible for the interpretation and proposal of procedures for the design, validation, monitoring and evaluation and quality enhancement of programmes and for increasing the effectiveness of programme management and academic co-ordination across the Consortium;
5. to provide a forum for the discussion and dissemination of good practice in the pursuit of academic quality management and enhancement of the student learning experience;
6. to address common quality issues relating to HE provision within the Consortium and seek common approaches where appropriate, monitoring specifically the achievement of parity of standards across Programmes operating in more than one location;
7. to advise the Consortium concerning staff development needs in relation to University and external body guidelines and codes of practice;
8. to advise the consortium concerning requirements for the preparation for QAA or other relevant audits and reviews;
9. to exercise such other responsibilities as may be assigned to it from time to time by the Academic Standards and Audit Committee.
10. to receive and consider the annual report of the Key Account Manager for the Programmes, the Recruitment and Admissions and Student Services Group.  
to provide a forum for the discussion and dissemination of good practice in the pursuit of academic quality management and enhancement within the Consortium Colleges;



The Committee shall make an Annual Report on its activities to the Academic Standards and Audit Committee of the University, and the Academic Board or equivalent body of each College Member.

#### D **COMPOSITION**

D.1 The Chair of the Committee will be appointed by the Vice-Chancellor of the University.

#### D.2 **College Principals**

College Principals shall have right of attendance at meetings of the Consortium Quality and Management Committee.

#### D.3 **Chair of the Academic Standards and Audit Committee**

The Chair of the University's Academic Standards and Audit Committee shall have right of attendance at meetings of the Consortium Quality and Management Committee.

#### **Category**

- 1 A Chair nominated by the Vice-Chancellor of the University.
- 2 University Director of Academic Quality Assurance (or named alternate).
- 3 Academic Registrar (or named alternate)
- 4 Higher Education Managers (or equivalent/named alternate).
- 5 Head of Academic Partnerships
- 6 University Key Account Manager for Consortium programmes.
- 7 Representatives of University School Academic Committees (or named alternates) nominated by the relevant Dean of School for each School with validated Consortium provision.
- 8 A representative of the Consortium Partnership Leaders for the Consortium Programmes.
- 9 A representative of the Marketing and Communications Department.
- 10 A representative of the Learning and Teaching Innovation Centre.
- 11 A representative of the UHSU

#### **Officers in Attendance**

Partnership Administration Manager (Clerk to the Committee) to address common quality issues relating to HE provision within the Consortium and seek common approaches where appropriate;



## **E GOVERNANCE AND OPERATION OF THE COMMITTEE**

### **E.1 The Consortium Quality and Management Committee:**

- i is a committee of the Academic Board and will conduct its business in accordance with the Standing Orders of the Academic Board;
- ii will note the Standing Orders of the Academic Board at the first meeting of each University Academic Year and any subsequent changes to these;
- iii will normally meet not less than three (3) times in each University Academic Year and formal minutes of the Committee's proceedings will be published and circulated by Governance Services;
- iv will note its terms of reference, composition and membership at the first meeting of each University Academic Year and any subsequent changes to these.

### **E.2 College Principals and the Chair of the Academic Standards and Audit Committee**

The Clerk will ensure that the Agenda and Minutes of meetings of the Consortium Quality and Management Committee are published to College Principals and to the Chair of the University's Academic Standards and Audit Committee.

### **E.3 Committee records**

E.3.1 The primary record of this Committee's business will be the Minute Book which is the structured manual file required by Standing Orders. The Clerk is responsible for the accuracy and completeness of the Minute Book, which will conform with the requirements of Standing Orders and will be held by the Head of Governance Services. The Minute Book is part of the permanent record of University business.

E.3.2 In addition, all of the component documents which form the Minute Book will be stored, electronically, on the University's Electronic Document Records Management System in accordance with the protocols determined from time-to-time by the Head of Governance Services.

## **QUALITY PROCEDURES FOR THE CONSORTIUM**

All HE provision operated within the Consortium Colleges which is indirectly funded via the University will come under the same procedures, as outlined below.

## **VALIDATION AND REVALIDATION OF PROGRAMMES AND MODULES**

The procedures to be followed are those in the University's Academic Quality Policies and Regulations (UPR AS17), suitably interpreted.

A Planning Meeting will be arranged by the School and chaired by the Chair of the appropriate Associate Dean of School, Academic Quality Assurance (or nominee). A member of Academic Services and Chair of the Consortium Quality Committee will be present.

Validation/revalidation events are organised by Academic Services for all



appropriate HE programmes involving the Consortium Colleges.

## **ONGOING QUALITY ASSURANCE OF PROGRAMMES**

HE programmes fall into two categories, those that are validated by the University and those validated directly by other bodies, such as Edexcel. Foundation Degrees will be validated through the University.

For programmes that are validated by the University, including Foundation degrees, the appropriate University School Academic Committee will take on the quality assurance role.

For HE programmes operated within the Consortium but which are validated by other bodies (such as Edexcel HND/Cs), it will be the responsibility of the Consortium Quality Management Committee to ensure that a consistent approach is adopted within all Colleges. The Chair of the Consortium Quality Management Committee will write an annual report to the University Academic Standards and Audit Committee.

## **Continuous Enhancement Planning**

For HE programmes validated by the University, all CEPs will have a common format, based on the University's CEP format. It is the responsibility of the appropriate University School Academic Committee to approve CEPs.

In the case of HE programmes validated directly by other bodies, an annual monitoring procedure will be agreed between the College and the validating body.

## **BOARDS OF EXAMINERS**

The administrative arrangements for holding examinations will be made by the Colleges in line with University guidelines.

The operation of these will follow the University's regulations governing Boards of Examiners. All Boards of Examiners for programmes validated by the University will be chaired by an appropriate senior member of University staff. The University Academic Registrar, or nominee (who may be from a College), will be an ex officio member of each Board of Examiners. Details of Boards of Examiners, including the names of the Chair and Secretary of each Board, will be agreed by the Dean of the relevant University School and notified to the Academic Board.

For programmes involving only one Consortium College, Boards of Examiners will be held in the appropriate College wherever possible. Where more than one College is involved, the Boards may be held on a rolling basis at each College in turn, or at the University if this is more appropriate.

## **APPOINTMENT OF EXTERNAL EXAMINERS**

Appointment of External Examiners for all HE provision validated by the University will follow normal University procedure. The Academic Services will have the responsibility for keeping an accurate and up-to-date database of all External Examiners and for monitoring the timely appointment of External Examiners.



### **SUBJECT ADVISORS**

Where the University validates HE provision in the consortium for which the University itself does not have the necessary academic expertise, subject advisors will be employed to act on behalf of the University both during the development and validation of programmes, and on an on-going basis to support the Colleges (see section 3.5 of the Consortium Quality Handbook and UPR AS 17).

### **CONSORTIUM QUALITY HANDBOOK**

A Hertfordshire Higher Education Consortium Quality Handbook will be produced and maintained by the Consortium Quality Committee, specifying the common procedures to be adopted for relevant HE provision within the Consortium. It will be the responsibility of the Chair of the Consortium Quality Committee to produce and maintain this Handbook.





**Appendix II Terms of Reference for College HE Committees**

Terms of Reference

To provide a focus for all HE quality assurance issues and support the College in developing its HE strategy;

To disseminate good practice in HE provision;

To be responsible to the College Academic Board and the Consortium Quality and Management Committee 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 Academic Board on curriculum matters;

To advise the Academic Board and College schools on requirements relating to QAA Reviews;

To report annually to the Consortium Quality and Management Committee and Academic Board 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 Assurance & Enhancement, University of Hertfordshire (ex-officio) (or alternate)	1
8	Student representatives	2

\*To be chaired by the nominated member of the CQMC

Officers in attendance:  
Clerk to the Committee



Quorum:  
One third of the members





**Appendix IV Reviewers Comment Form (UH Moderator and External Examiner)**

Reviewer's Comment Form

Programme Name:		Level: 4/5
Module Documents Prepared by: HRC/NHC/OAK/WHC (delete as appropriate)		Module delivered at: HRC/NHC/OAK/WHC (delete as appropriate)
Module Title:	Credits:	Semester: A/B/C
Nature of Assessment:  % CW: % Practical: % Exam:	First and Referred	Ethics Class Protocol Record Number (if appropriate)
<p><i>UH Reviewer 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.</i></p> <p>First Assessment Comments:</p>  <p>Referred/Deferred Assessment Comments:</p>		

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 (Internal Moderator): \_\_\_\_\_

Date completed \_\_\_\_\_ Telephone Number: \_\_\_\_\_

External Examiner Comments:

*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: \_\_\_\_\_ Telephone Number: \_\_\_\_\_



Guidelines for Reviewers Module Guide, Coursework, Practical Assessment

	Yes	No	Comments
<b>MODULE GUIDE</b>			
The Module Guide contains accurate information in relation to the following: <i>Module Title/Code/Credits/Level Module Leader &amp; Teaching Team Module Aims &amp; Intended Learning Outcomes</i>			
The Module Guide provides: <i>Module Introduction/Timetable/Attendance Requirements Assessment Details/ Graduate Attributes Exenuating Circumstances/ StudyNet Use/ Referencing Conventions/Student Support/ Module Evaluation</i>			
The Module Guide provides an up to date Reading List and Indicative Reading by session?			
<b>COURSEWORK/ PRACTICAL ASSESSMENT</b>			
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?			
Is the breakdown of marks for each task set accurate and appropriate?			
Is the guidance provided to students sufficient 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 guide?			

Guidelines for Reviewers checking examination papers

	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? Please 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?			
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 e.g. 3 parts but 7 marks			
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			



**Appendix V Guidelines for Colleges for checking coursework (prior to submission to UH)**

	Yes	No	Action
Is the front assessment attached with the relevant learning outcomes?			
Does the assessment relate to the learning outcomes?			
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?			
Has the assessment been modified since the last assessment period?			
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			





**Appendix VI Guidelines for Colleges checking examination papers** (prior to submission to UH)

	Yes	No	Action
Is the examination format the same as last year?			
Is the content of the examination sufficiently different from last year?			
Are the questions unambiguous and clearly expressed? Please 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 state how long before the exam students receive 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 e.g. 3 parts but 7 marks			
Do the total marks add up to 100?			
Is the mark allocation reasonable?			
Are the model answers/solutions correct?			
Check that there is not the same Question(s) on Referred and First paper			





## Appendix VIII Internal College Moderation Form

Internal moderation is a process separate from that of marking and provides assurance of the quality of marking and feedback. The process of internal moderation involves checking that the marks have been awarded fairly and consistently and in accordance with the grading criteria/marketing 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. Where there is more than one marker, the sample must include at least three (3) items from each marker.

<b>Module Leader:</b>			
<b>Module Title:</b>		<b>Module Code:</b>	
<b>College (Please tick)</b>			
<b>HRC</b>	<b>NHC</b>	<b>OAK</b>	<b>WHC</b>
<b>Type of Script: (please tick)</b>	<b>Exam Paper</b>	<b>Coursework Assignment and No.</b>	
<b>Total number of scripts:</b>		<b>Number of Scripts Moderated:</b>	
<b>Markers Name(s)</b>		<b>Moderator Name:</b>	
<b>Students (Please add rows as appropriate)</b>			
<b>Number</b>	<b>Numeric Grade (prior to moderation)</b>	<b>Number</b>	<b>Numeric grade (prior to moderation)</b>
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	



<b>OUTCOME OF INTERNAL COLLEGE MODERATION – Please note outcomes below (i-v) are in accordance with <a href="#">AS 12 5.5.7 page 9 refers.</a></b>	<b>Please tick those that apply</b>	<b>Comments</b>
<b>i) No Action is Required</b> (the marking is found to be fair and consistent, requiring no change to either the marks or the feedback provided to students).		
<b>ii) The marking is consistent but too harsh or too generous</b> , requiring all relevant marks to be adjusted up or down following consultation with the relevant marker(s). NB Where grades are changed the changes must be made transparent in this moderation report.		
<b>iii) There are significant inconsistencies in marking</b> , requiring a re-mark of all work following consultation with relevant marker(s). NB Where grades are changed the changes must be made transparent in this moderation report.		
<b>iv) The quality of the feedback provided by one or more markers require improvement.</b> NB Where feedback is amended the changes must be made transparent in this moderation report.		
<b>v) The feedback provided by one or more markers require greater consistency.</b> NB Where feedback is amended the changes must be made transparent in this moderation report.		
Moderator Signature:	Date:	
<i>Where actions have been required and have been completed, the marked work and the moderator form should be returned to the moderator to complete the box below.</i>		
<p> <b>Actions required have now been satisfactorily Completed (Please tick)</b>  <div style="display: flex; justify-content: space-around;"> <span>Yes</span> <span>No</span> </div>   <b>Comments</b>              Moderator Signature:           <span style="float: right;">Date:</span> </p>		



**Appendix IX Sample Cross College Moderation Form**

Internal moderation is a process separate from that of marking and provides assurance of the quality of marking and feedback. The process of internal moderation involves checking that the marks have been awarded fairly and consistently and in accordance with the grading criteria/marketing 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. Where there is more than one marker, the sample must include at least three (3) items from each marker.

<b>Module Leader:</b>			
<b>Module Title:</b>		<b>Module Code:</b>	
<b>College Submitting Scripts: Please tick all that apply</b>			
<b>HRC</b>	<b>NHC</b>	<b>OAK</b>	<b>WHC</b>
<b>Type of Script: (please tick)</b>		<b>Exam Paper</b>	
		<b>Coursework Assignment and No.</b>	
<b>Total number of scripts:</b>		<b>Number of Scripts Moderated:</b>	
<b>Markers Name(s)</b>		<b>Moderator Name:</b>	
<b>Students (Please add rows as appropriate)</b>			
<b>Number</b>	<b>Numeric grade (prior to moderation)</b>	<b>Number</b>	<b>Numeric Grade (prior to moderation)</b>
1.		7.	
2.		8.	
3.		9.	
4.		10.	
5.		11.	
6.		12.	



<b>OUTCOME OF CROSS COLLEGE MODERATION</b> <b>– Please note outcomes below (i-v) are in accordance with <a href="#">AS 12 5.5.7 – page 9 refers.</a></b>	<b>Please tick those that apply</b>	<b>Comments</b>
<b>i) No Action is Required</b> (the marking is found to be fair and consistent, requiring no change to either the marks or the Feedback provided to students).		
<b>ii)The marking is consistent but too harsh or too generous,</b> requiring all relevant marks to be adjusted up or down following consultation with the relevant marker(s). NB Where grades are changed the changes must be made transparent in this moderation report.		
<b>iii)There are significant inconsistencies in marking,</b> requiring a re-mark of all work following consultation with relevant marker(s). NB Where grades are changed the changes must be made transparent in this moderation report.		
<b>iv)The quality of the feedback provided by one or more markers require improvement.</b> NB Where feedback is amended the changes must be made transparent in this moderation report.		
<b>v)The feedback provided by one or more markers require greater consistency.</b> NB Where feedback is amended the changes must be made transparent in this moderation report.		
Moderator Signature:	Date:	
<i>Where actions have been required and have been completed, the marked work and the moderator form should be returned to the moderator to complete the box below.</i>		
<b>Actions required have now been satisfactorily Completed</b> <b>Yes</b> <span style="margin-left: 150px;"><b>No</b></span>  Moderator Signature: <span style="float: right;">Date:</span>		
<b>OUTCOME FROM UH MODERATION (Please comment if there is agreement/disagreement with the outcomes identified above)</b>  UH Moderator Signature: <span style="float: right;">Date:</span>		
<b>COMMENTS FROM EXTERNAL EXAMINER</b>  External Examiner Signature: <span style="float: right;">Date:</span>		



### ***Appendix X Terms of Reference for a Consortium Collaborative Partnership Leader***

1. To monitor the health of a programme(s)
2. To be the main academic point of contact for communications between the School and the college.
3. To act with the School Administration Manager (or nominee) to ensure that all necessary administrative procedures are carried out at the necessary time.
4. To organise and support relevant staff development for programme teams
5. To support the development team during proceedings for validations and re-validations. This may involve the Collaborative Partnership Leader assuming the role of Chair of the development meetings. In such cases the Collaborative Partnership Leader will support the development team and project manage the process, but the college will write the submission document, the Programme Specification, Definitive Module Documents and other relevant documentation for the validation/re-validation)
6. To support registration at the University when required
7. To ensure the Programme Handbook is prepared annually and meets requirements published by CAQA
8. To inform the School to complete the appropriate forms once notified of a Programme Suspension or Withdrawal by a College HE Manager
9. To co-ordinate the review and moderation of the assessment process, attend the cross-college moderation meetings and will usually moderate scripts on behalf of the University although other UH subject specialists may also moderate scripts.
10. To be a member of the relevant Programme Committee (or if taught at more than one college may chair the Programme Committee).
11. Support and advise the programme team in writing of the CEP
12. Write the Collaborative Partnership Leader report for the CEP
13. To attend if required the SAC or appropriate working group which considers the CEP and the CPL Report



14. To ensure appropriate progression activities to the University take place
15. To attend Module and Programme Exam Boards
16. To support module preparation
17. To act as consultant with respect to Ethical Approval Proceedings liaising with the Chair of the appropriate Ethics Committee with delegated authority as appropriate.
18. To review with the University's Marketing and Communications Department all promotional material (including the content of the website).

These are the core terms of reference for a Consortium Collaborative Partnership Leader and they may be added to if required.

The Collaborative Partnership Leader is **not** permitted to act as Chair to Boards of Examiners for the programme for which they are Collaborative Partnership Leader.

In the case where a Collaborative Partnership Leader does not assume the role of Chair, it is imperative that he/she attends all development committee meetings in order to support College staff with the development.



**Appendix Xa College Based Module Evaluation Form (MEF) template**

MODULE TITLE	PROGRAMME(S) AND YEAR	YEAR AND SEMESTER TAKEN	MODULE LEADERS BY COLLEGE	OVERALL MODULE COORDINATOR & COLLEGE
FEEDBACK	Assessment Weighting (% ex:% cw)			
	Additional student feedback?		Y/N	
	Current Academic Year		Previous Academic Year	
No. students on module	n =		n =	
No. fails at first sit	CW n = Ex n =	% %	CW n = Ex n =	% %
No. passing at first sit	CW n = Ex n =	% %	CW n = Ex n =	% %
Av cwk grade (%)				
Av exam grade				
Overview of Module run this year, inc. reflections on last year's Action Plan				
<p><i>Consider particularly module content, learning &amp; teaching, assessment type and proportion each element accounts for, and teaching accommodation and staffing.</i></p> <p><i>Include comparison to previous years achievement and feedback</i></p> <p><i>Comment on the outcomes and progress of last year's action plan</i></p>				



Action Plan for the year ahead	
<p><i>E.g. Any changes to assessment briefs; teaching methods; industry contact, staffing etc.</i></p>	

I confirm that this report has been discussed amongst the module team (within each College if applicable) and reported to the module coordinator.

..... (Module Leader) .....  
 (Date)



**Appendix Xb Consortium Module Evaluation Form (MEF) template**

MODULE TITLE	PROGRAMME(S) AND YEAR	YEAR AND SEMESTER TAKEN	MODULE LEADERS BY COLLEGE	OVERALL MODULE COORDINATOR & COLLEGE
<b>FEEDBACK</b>  <i>Indicate (by a ✓ in the box) the type of feedback used in your evaluation</i>	External Examiner's Comments ( <i>If applicable</i> )			
	Assessment Weighting (% ex:% cw)			
	SVP Data ( <i>indicate if available at point of completion</i> )			
	Other (please specify)			
<b>COMPARISON OF MODULE BY COLLEGE</b>				
College Name				
Academic Year				
No. students	n =	n=	n =	n=
No. fails at first sit	CW n=      % Ex n =      %	CW n=      % Ex n =      %	CW n=      % Ex n =      %	CW n=      % Ex n =      %
No. passing at first sit	CW n=      % Ex n =      %	CW n=      % Ex n =      %	CW n=      % Ex n =      %	CW n=      % Ex n =      %
Av. cwk grade	%	%		
Av. exam grade	%	%		



<p><b>COMMENTARY</b></p> <p><i>(reflections on consistency in performance across consortium, significant differences to be noted and discussed)</i></p>	
<b>ACTION PLAN FOR THE MODULE</b>	
<p><b>Action Planning</b></p> <p><i>Comment on currency of module</i>  <i>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 v centralised; level or semester of delivery; programme specification change requests; removal or replacement of module;</i></p>	

We confirm that this report has been approved by the module team (within each College if applicable).

(Module Coordinator)  
(Date)

(Team Member) ..... (Team Member) .....  
(Date)

..... (Team Member) .....  
(Date)

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





**To note** any matters arising from the Open Student Forum(s)

**7 REPORTS FROM PROGRAMME MANAGER(S)**

**To consider** Reports from the Programme Manager(s)

**To receive** an update on Responses made to Student feedback

**8 REPORT FROM COLLABORATIVE PARTNERSHIP LEADER**

**To consider** the Report from the Collaborative Partnership Leader

**9 CEP Report**

**To consider** CEP and associated external examiners' reports

**10 CEP REPORT ACTION PLANS**  
(Spring and Summer meetings only)

**To note** actions taken

**11 LEARNING AND TEACHING MATTERS**

**To receive** any learning and teaching and StudyNet related matters from Colleges, the University and specifically LTIC

**12 PROFESSIONAL DEVELOPMENT PLANNING**

**To receive** an update on PDP and its use on the programme at each college(s)

**13 ADMINISTRATIVE ISSUES**

**To receive** any Administrative Issues

**14 SUBSTANTIVE ISSUES TO BE REPORTED TO THE SCHOOL ACADEMIC COMMITTEE**

**15 EMERGENCY BUSINESS**

Admissible only with the permission of the Chair given prior to the meeting

**16 DATE OF NEXT MEETING** (*insert date*)

