

Amendments to UPR AS17 (Academic Quality) for 2023/24

This paper summarises the proposed amendments to UPR AS17 for the 2023/24 academic year.

1. Alignment with OfS ongoing condition of approval B1 (Academic Experience)

In 2021/22 OfS developed a revised approach to the regulation of Quality and Standards, to strengthen their own risk-based oversight. In 2022 OfS published a revised Condition B1 on Academic Experience, along with associated guidance. A subsequent review of the University's UPRs and processes against the revised Condition B1 by ASAC led to some minor changes to UPR AS17 being recommended, to ensure they reflect the terminology used by OfS in Condition B1. The following amendments to UPR AS17 (Academic Quality) sections B1 and C2 have been approved:

B Development and approval procedures for new programmes of study

B1 Validation and Periodic Review

B1.1 Validation of new programmes

B1.1.9 The remit of the validation event is to make a recommendation to the Academic Board in relation to programme approval. In so doing, the Panel should ensure that all aspects of the proposed programme have been considered, including:

- i aims, learning outcomes and programme specification;
- ii curriculum design, *currency of* content and organisation;
- iii learning, teaching and assessment strategies *including the effectiveness of the proposed form of delivery of the curriculum;*
- iv student guidance and student support;
- v learning resources and facilities;
- vi quality management and enhancement.

B1.2 Periodic review of programmes

B1.2.4 The remit of periodic review will be to consider all aspects of the provision including:

- i aims, learning outcomes and programme specification;
- ii curriculum design, *currency of* content and organisation;
- iii learning, teaching and assessment strategies *including the effectiveness of the proposed form of delivery of the curriculum;*
- iv student guidance and student support;
- v learning resources and facilities;
- vi quality management and enhancement, including annual monitoring and evaluation, SVQ outcomes, etc.

C Ongoing Quality Assurance

C2 Ongoing Monitoring and Evaluation

C2.2 The Continuous Enhancement Planning (CEP) Process

C2.2.1 The Continuous Enhancement Planning process outputs are:

- i a 'live' action plan (the CEP action plan) owned by the Programme Team, and located within the University's CEP database;
- ii Programme Leader and Programme Team engagement with specified School or Department enhancement activities;
- iii for degree and higher apprenticeship programmes, a relevant section of the action plan will form the basis for the School level Self-Assessment Report and Quality Improvement Plan that are required for Ofsted.

C2.2.3 The regulations seek to reflect a risk-based approach and to maintain a self-critical academic community supporting programme teams in their continual efforts to maintain academic standards, *educational challenge and the currency of the curriculum*, to improve the quality of learning opportunities and to enhance the student experience by an ongoing, evidence informed monitoring process, with effective oversight at School and University level.

C2.2.4 Each Programme Committee is required to

C2.3 The Annual Monitoring and Evaluation Report (AMER) process

C2.3.1 The regulations seek to maintain a self-critical academic community, in which individual members of staff are committed to *maintaining educational challenge and the currency of the curriculum*, to the ongoing appraisal of their teaching, learning and assessment methods and to the dissemination of good practice.

C2.3.2 The following sections are applicable to

3. Apprenticeship policy: quality assurance and guidance for apprenticeship programmes

The following amendments have been approved to UPR AS17, Appendix I, in response to external regulatory developments and revised governance arrangements for Apprenticeships within the University:

- Section 2 has been amended to reflect the developing external quality assurance framework for Apprenticeships;
- Sections 4.1, 4.2 and 4.3 have been amended to reflect external reference points and internal governance and processes to align with them;
- Section 4.4 has been amended to reflect changes to professional development requirements of staff delivering apprenticeships;
- Section 4.5 has been added to clarify their inclusion in the University's Student Protection Plan;
- Sections 5.2, 5.3 and 5.4 have been updated to reflect external regulatory and policy changes, and amendments to internal processes in response.

Finally, a new Apprenticeship Attendance and Punctuality Policy has been introduced (UPR AS17, Appendix II), to detail how the University will work in partnership with apprentices and employers to manage attendance and punctuality of apprentices at all timetabled sessions.