NORWICH UNIVERSITY OF THE ARTS

THE QUALITY MANAGEMENT AND ENHANCEMENT (QME) HANDBOOK

24th Edition, August 2025

CONTENTS

All Templates and Guidance are available from the QME Office or by download for staff from the intranet 'Quality Management and Enhancement (QME)' Pages.

INTRODUCTION

The purpose of *Quality Management and Enhancement (QME)* is to set out:

- The University's Quality Enhancement Policy
- Our Quality Management and Enhancement (QME) systems, and the ways in which these work

These webpages collectively comprise a 'QME Handbook'. The QME Handbook explains the QME role and the responsibilities of individual staff, course and professional services teams, and the function of the University's committees. It also describes the ways in which students are able to participate in quality assurance processes, and the mechanisms used to gather and respond to student feedback.

Throughout the QME Handbook webpages you will find links to forms and templates, further information and guidance relating to quality processes.

The University continuously develops its guidance and procedures, to maintain its track record in high quality provision and consolidate its QME systems. This Handbook is reviewed and updated annually.

August 2025

1. QUALITY ENHANCEMENT CONTEXT AND POLICY

1.1 SECTOR REGULATORY BACKGROUND

1.1.1 The University is regulated by the Office for Students (OfS). Information about the University's status can be found on the OfS Register and on the list of recognised bodies published on the UK Government (GOV.UK) website. The OfS regulatory framework came fully into force from 1 August 2019 and was last updated in November 2022. As part of its registration with the OfS the University is required to satisfy a number of conditions that relate to quality and standards, these are provided in the table below:

Conditions that relate to quality and standards	
B1	The provider must ensure that the students registered on each higher education course receive a high-quality academic experience. A high-quality academic experience is up to date, provides educational challenge, is coherent, effectively delivered and requires students to develop relevant skills
B2	The provider must take all reasonable steps to ensure that each cohort of students registered on each higher education course receives resources and support and effective engagement which are sufficient for ensuring a high-quality academic experience for those students and that those students succeed in and beyond higher education.
B3	The provider must deliver positive outcomes for students on a higher education course. Delivering positive outcomes means that either in the OfS's judgement, the outcome data for each of the indicators or split indicators are at or above the relevant numerical thresholds, or the OfS otherwise judges that the provider's context justifies the outcome data, and/or the OfS does not hold any data and/or the data refers to fewer than the minimum number of students.
B4	The provider must ensure that students are assessed effectively, each assessment is valid and reliable, academic regulations are designed to ensure relevant awards are credible and designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course, and relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.
B5	The provider must ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body): any standards set appropriately reflect any applicable sector-recognised standards, and awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards.
B6	The provider must participate in the Teaching Excellence Framework (TEF)

1.2   **What does the University mean by "quality management and enhancement"?**

1.2.1   The University uses the term "quality management and enhancement" ("QME") to signal that quality is pro-actively *managed* at the University (because a high-quality student experience and student satisfaction are seen as priorities) and that quality is continuously *enhanced* (because the assumption is made that there is always room for improvement). "QME" processes are not limited to academic areas, rather, the University focuses on enhancement of the overall student experience, i.e. that provided collectively by courses, Programmes and professional services. This is progressed and supported through annual Enhancement Plans, through which, the University implements clear and measurable enhancements to further improve the quality of the student experience at Norwich

1.2.2   Information about the University's Mission, Vision and Values can be found in the Norwich University of the Arts Strategic Plan 2022-27 which is available through the [Norwich University of the Arts Website](#).

1.3   **QME principles**

1.3.1   As the University addresses the developments identified in its [Strategic Plan](#), three key principles underpin the University's QME systems and procedures:

1.   That all academic and professional services staff have a role to play in the enhancement of the student's experience
2.   That close engagement with students, staff and their views is essential for effective QME
3.   That the goal of the University's QME systems and procedures is the continual enhancement of the quality of the student and staff experience.

1.4   **QME objectives**

1.4.1   Quality in the University is assured by a number of systems and procedures. Many of these (notably those which contribute to annual monitoring) work to an annual cycle. The objectives of the QME systems and procedures are:

1.   To enhance the quality of courses and University professional services
2.   To maintain academic standards and comply with regulatory and statutory requirements
3.   To ensure that the University is a reflective community committed to continuous enhancement
4.   To retain the confidence of key stakeholders, including external accreditors and funding bodies

1.5   Professional, Statutory and Regulatory Bodies (PSRBs) and accrediting organisations

1.5.1   A key strategic objective for the University is to build partnerships and collaborations and to seek accreditation for courses where appropriate and available.

1.5.2   At the time of writing, the University works with the following professional, statutory and regulatory bodies (PSRBs) and other accrediting bodies:

- AdvanceHE: PGCHE in Creative Education, Professional Recognition Scheme (PRS) in Creative Education.

- Architects Registration Board (ARB): Master of Architecture, BA(Hons) Architecture

- Chartered Institute of Marketing: BA(Hons) Marketing

- ScreenSkills: BA(Hons) Film & Moving Image Production

- The Independent Game Developers' Association (TIGA): BA(Hons) Games Art and Design.

1.6   A collaborative and engaged approach to the student experience

1.6.1   The University's academic and professional services staff work collaboratively in order to maximise the quality of the student experience and engage students with course content and their University more widely. Students spend their time in centralised resources such as the Lecture Theatre, seminar rooms, workshops and the Library, and in studios. They seek advice from academics, course administrative staff, workshop staff, Business and Employability, Finance, Student Support, Academic Support, Chaplaincy, and the University's counselling partners. The University also recognises that students collaborate with and support each other.

1.6.2   This collaborative approach is promoted by the strategic planning and management of academic and professional services. It builds on the sense of academic community between staff and students within the context of a specialist institution and encourages the commitment of staff and students to aspire and achieve to common goals.

1.6.3   The University's approach to enhancement is underpinned by the Creative Learning Strategy 2023-2027

1.7   Systems and procedures

1.7.1   The University operates a range of systems and procedures, which facilitate continuous enhancement. These are described in this handbook. They are designed to ensure that Quality Management and Enhancement (QME) is focused on the

University's future development and progress, and that action is taken to address internal and external factors that might place quality or academic standards at risk.

1.8   QME management responsibilities

1.8.1   Overall responsibility for QME is vested in the Academic Board, chaired by the Vice-Chancellor. Within the Senior Management Team (SMT). Strategic responsibility for QME resides with the Deputy Vice-Chancellor, who is Chair of the Learning, Teaching and Standards Committee. Operational management of QME is the responsibility of the Pro Vice-Chancellor (Student Experience) & Academic Registrar and Quality Manager.

1.9   Defining, reviewing and maintaining academic standards

1.9.1   The University's approach to securing and maintaining academic standards and academic quality is summarised here.

1.9.2   Academic standards are defined by the University with reference to the Office for Students' [Sector Recognised Standards](#) (SRS) and the [UK Quality Code for Higher Education](#).

1.9.3   Academic standards are set, reviewed and maintained through external expertise (Section 3) course development, approval and review (Section 4) and through annual monitoring (Section 5).

1.9.4   The Academic Board has direct responsibility for monitoring academic standards. it delegates authority to the Quality & Regulations Committee, Programme Quality Committee, Course Approvals and Course Reviews and the Learning, Teaching and Standards Committee.

1.10   Confirming and assuring academic standards

1.10.1 Academic standards are confirmed and assured by the following, using clearly defined Unit Learning Outcomes, Assessment Requirements and Marking Criteria which indicate levels of performance and achievement:

      i.   The assessment process, including internal moderation of marks by course teams
      ii.   The role of external examiners
      iii.   Assessment Feedback review processes scrutinising standards across awards
      iv.   Formal meetings of Programme Assessment Boards, Final Award Boards and Masters level Assessment and Award Boards

1.10.2 In defining and managing academic standards, the University works within a framework of internal and external guidance:

      i.   The [Norwich University of the Arts Award and Credit Scheme](#) (internal)
      ii.   The [Student Regulations and Procedures](#) (internal)
      iii.   The [Quality Management and Enhancement (QME) Handbook](#) (internal)

iv. The [Sector Recognised Standards](#) (SRS) published by the Office for Students (May 2022) (external)

v. The [UK Quality Code for Higher Education](#) (external), including the relevant [Subject Benchmark Statements](#)

vi. Course Specifications (template available from QME)

2.   THE ROLE OF STAFF, STUDENTS AND COMMITTEES IN QUALITY MANAGEMENT AND ENHANCEMENT

2.1   The role of staff

2.1.1   The University foregrounds continuous enhancement of the student experience. The Strategic Plan and sub-strategies (notably the Creative Learning Strategy, People Strategy, and Research and Knowledge Exchange Strategy) all recognise the importance, value and range of contributions the academic and professional services staff communities within the University make both directly and indirectly to enhancing the student experience.

2.1.2   All staff, individually and in groups, contribute to delivery of a high-quality student experience. Together with student representatives, staff at all levels of the University are represented on University committees or working groups. All staff play a role in securing and maintaining standards and the assurance of quality through active membership of staff teams and University committees.

2.2   Student Voice

2.2.1   The University recognises that students have rights and responsibilities to voice opinions about their studies and wider student experiences. It also recognises that the University has obligations to listen and respond to views expressed by students and that timely action is taken in response.

2.2.2   'Student Voice' is the expression used by the University to represent the individual and collective views, thoughts and opinions of Norwich students.

2.2.3   The University works in partnership with students and the Students' Union to ensure that students' views are heard and considered. Student feedback is used in a number of ways for example to:

- Review the quality of learning, teaching & assessment
- Promote best practice and highlight positive experiences of students
- Enhance Professional Services at Norwich
- Identify gaps in employability opportunities
- Enhance on-campus resources and facilities
- Enhance student events and activities
- Review and enhance policies and procedures
- Identify any other opportunities for enhancement

2.2.4   The University committee structure (See Schedule of University Academic Committees) enables student feedback to be formally considered and acted upon as appropriate. Institutional issues raised by students, together with matters identified in the National Student Survey (NSS) and Post-graduate Taught Experience Surveys (PTES) are addressed. These documents are reviewed by the Learning, Teaching & Standards Committee (LTSC) and the Academic Board, both of which include the Students' Union Presidents in their membership. Course Enhancement Plans are

informed by student feedback opportunities, reviewed through Year 3 group discussions and the Programme Quality Committee (PQC) (a sub-committee of LTSC).

2.2.5 'Student Voice' is part of a two-way communication process where the University provides feedback to students about action taken in response to matters that students have raised. This is referred to as 'closing the loop.'

2.2.6 Student Representatives play a key part in the promotion of 'Student Voice' at Norwich. They communicate the collective views of students; feeding back on a range of topics which are used to inform decisions made by the University and influence change. They also help to keep their fellow students informed by providing feedback about University issues and decisions to their peers, as well as developments and actions being taken in response to student feedback. Further information regarding Student Representatives can be found in the Students' Union Information Guide.

2.2.7 'Student Voice' is supported by a range of opportunities for students to provide positive and constructive feedback as outlined above and also includes:

- Staff-student dialogue, social media and group chats providing informal opportunities for feedback in both directions
- Internal and external surveys
- External examiners meet with a representative group of students from each course prior to assessment boards and report on these meetings in external examiner reports (for more information see Section 3 of this Handbook)
- Student and alumni contributions are sought in course validation and review processes (for more information see Section 4 of this Handbook)
- Membership of focus groups supporting University project planning
- Students can also raise appeals or complaints through formal processes outlined in the Undergraduate and Postgraduate Taught Student Regulations and Procedures

2.2.8 Useful Links & Documents:

- [Schedule of University Academic Committees](#)
- [Student Rep Information Guide (Students' Union)](#)
- [QAA Quality Code Theme: Student Engagement](#)
- Norwich Mapping to Quality Code Theme: Student Engagement (contact QME office)
- [Student Feedback Portal](#)

2.3   The role of the University's committees

2.3.1   The University's committee structure is set out in [The Schedule of University Academic Committees](#)**.**

2.3.2   Committees play an important role in reviewing, discussing and approving actions to promote quality and standards at the University;

  i.   The *Academic Board,* chaired by the Vice-Chancellor, is the University's senior committee and determines the overall approach to quality and standards.

  ii.   The *Learning, Teaching and Standards Committee*, a sub-committee of the Academic Board whose terms of reference include responsibility for course planning and development, quality enhancement across academic and professional services, and monitoring external indicators and developments in quality assurance

  iii.   The work of LTSC is supported by two sub-committees, the Quality & Regulations Committee (QRC) which is responsible for quality systems and regulations, and Programme Quality Committee, which is responsible for monitoring the annual cycle of course enhancement and modification.

  iv.   *Assessment and Award Boards* fulfil a key role in measuring and confirming academic standards and quality.

  v.   Groups, which have key operational responsibilities for quality and standards, include the Senior Management Team (SMT). Each member of SMT ensures that quality procedures are followed in their areas of responsibility, and that students' academic and support needs are continually addressed. Directors of Programme and Course Leaders have particular responsibilities for quality and standards at Programme and course level.

2.3.3   Student progression and completion rates together with degree classifications are reported to the Academic Board and its sub-committees. Student outcomes are considered by course teams through the Annual Monitoring process. They are also reported annually to the University Council. Assessment regulations and procedures are described in the *Student Regulations and Procedures.*

2.4   University Committee Structure

2.4.1   The aims of the University committee structure are:

  i.   To secure appropriate representation of staff and students on University committees
  ii.   To ensure that staff and students have a voice in the University's deliberative processes
  iii.   To ensure staff and student participation in the development of University strategy and policy
  iv.   To provide a framework for monitoring the implementation of the Strategic Plan, its sub-strategies and University policies.

2.4.2   In addition to its committees, from time to time the University will appoint Working Parties or Groups to undertake specific tasks or projects.

2.5   Committee representation and membership

2.5.1   In addition to chairing the Academic Board, the Vice-Chancellor is an ex-officio member of all committees.

2.5.2   Elections will be held for academic and professional services staff membership of the committees where indicated in the ***Schedule of University Academic Committees***. The term of office will be two years for all committees.

2.5.3   In addition to their approved membership, committees may co-opt additional members for specific purposes.

2.5.4   The quorum for committees will normally be one third of the members plus the Chair. For committees consisting of six members or fewer, the quorum will be two members plus the Chair. If a committee is concerned about quoracy in making a particular decision at a meeting, the decision should be deferred until the Chair has sought advice from either the Pro Vice-Chancellor (Student Experience) & Academic Registrar or the Quality Manager.

2.6   The committee structure

2.6.1   A diagrammatic representation of the relationship between the Academic Board and other University committees and the Terms of Reference and Memberships of University committees are set out in the ***Schedule of University Academic Committees***.

2.7   Monitoring Reviews of Courses and Professional Services

2.7.1   In addition to Committee oversight (above) and the Annual Monitoring of courses, The University holds Monitoring Reviews of courses and professional services when circumstances so require; for example, in response to student feedback about the quality of teaching or resources, or when the University is planning significant resource developments. Panels for Monitoring Reviews include external advisers from HE and industry. A guidance and procedures document for these reviews is available from QME.

3.   EXTERNALITY AND INFORMATION IN QUALITY MANAGEMENT AND ENHANCEMENT

3.1.1   An important feature of the University's QME systems and procedures is the use of external advice, together with information drawn from both external and internal sources. The University considers the guidance provided in the UK Quality Code for Higher Education: Advice and Guidance on External Expertise and AdvanceHE Fundamentals of External Examining as key reference points.

3.2   External Examiners

3.2.1   Each undergraduate and postgraduate course has at least one External Examiner, the number of Examiners allocated to a course may also be affected by student numbers, the breadth of the course curriculum and Professional, Statutory and Regulatory Bodies (PSRB) accreditation requirements.

3.2.2   Each Programme Assessment Board includes the relevant External Examiner(s). Final Award Boards include at least one undergraduate External Examiner, identified by the University and agreed with the Examiner(s) at the commencement of the academic year. Examiners attending the Finalist Assessment Board will not normally be in their first year of engagement, PGT External Examiners are included in relevant PGT Assessment and Award Boards.

3.2.3   For courses or programmes operating within collaborative partnerships, the University will be responsible for the appointment, induction and functions of External Examiners in accordance with the following procedures.

3.3   Nomination and appointment of External Examiners

3.3.1   External Examiners are nominated by Programme Directors and approved by the Quality & Regulations Committee on behalf of the LTSC and Academic Board. The nominations process is coordinated by the QME Office.

3.3.2   The process for nominating External Examiners is outlined in the diagram below (3.3.9).

3.3.3   Details of the eligibility and reciprocity criteria are outlined in the QME Procedures for External Examiner Nominations, an overview is provided below.

3.3.4   Examiners nominated and appointed to review courses delivered by collaborative provision partners will be subject to the same eligibility and reciprocity criteria.

3.3.5   An Examiner may serve on more than one Norwich course as External Examiner concurrently but may not be appointed consecutively on separate courses.

3.3.6   An Examiner may be appointed to serve concurrently by Norwich for both Norwich courses and courses delivered by collaborative provision partners.

3.3.7   When nominating an Examiner to more than one Norwich (or partner) course, the University should pay due regard to the burden of multiple courses when seeking candidates for the roles.

3.3.8   The Academic Board has the authority to terminate the appointment of an External Examiner if they fail to fulfil their obligations; for example, through negligence or misconduct, or failure to submit a written annual report by the due date.

3.3.9   Process for nominating External Examiners

External Examiner - Nominations

September	September / October	October	October	November	January

QME notify Programme Director nomination required → **PD nominates c.3 potential External Examiners** → **QME process nominations** → **Quality Manager and PD review and sign off** → **QME submit completed nominations to QRC** → **QME prepares and issues EE contract and indicative review dates**

PD will note experience in:
- Subject / field
- Academic qualifications
- Assessment design
- Academic / industry standing
- Familiarity with HE student standards
- Fluency in English
- PSRB criteria if required
- Familiarity with flexible curriculum
- Enhancement of student experience
- Previous External Examiner experience

- Review CVs
- Conduct reciprocity and qualification checks
- Complete External Examiner Nomination form

See **Reciprocity Checks** and **QME Guidance 'External Examiner Nominations'**

- Completed External Examiner Nomination form
- Examiner CV

Approved by QRC on behalf of LTSC and Academic Board

3.3.10 Eligibility and reciprocity criteria

Reciprocity Checks

External examiner nominees should not be:

- Members of Council
- Relatives of students or staff
- Sponsors of students
- Placement or training partners
- Colleagues of students or staff
- Collaborative research partners with staff
- Members of course approval panels
- Otherwise closely associated with the course
- Former staff members (within 5 years)
- More than one from same external institution within a Norwich Programme
- More than one from a department within an external institution
- From a department where a Norwich staff member is serving as an external examiner
- From a department where a previous examiner has been employed (within 5 years)
- Formerly an external examiner with a partner institution (within 5 years)

3.4 **Nomination and appointment of External Examiners for accredited provision**

3.4.1 AdvanceHE requires that all External appointees are:

- AdvanceHE Senior or Principal Fellow

- Suitably experienced in making AdvanceHE Fellowship judgements and current in their knowledge and understanding of the requirements of the relevant category(s) of Fellowship

3.4.2 Architects Registration Board (ARB) requires that at least one of the external examiners for Architecture Courses will have:

- Experience of Externally Examining an ARB accredited qualification of the same level or above in the UK within the last 5 years

- Experience of delivering or assessing accredited qualifications in the UK within the last 5 years

- Experience of UK practice within the last 5 years

3.4.3 British Psychological Society requires that at least two external examiners are appointed to a programme and will have:

- Expertise that covers the breadth of the programme(s)

3.5 **Undergraduate External Examining**

3.5.1 For undergraduate courses each year there are 4 elements to the External Examining role.

  i. Unit Sampling: A review of a sample of year 2 and year 3 work following the completion of term 1 and / or term 2. The review is normally conducted remotely.

  ii. Student meeting: Course teams will make arrangements for Examiners to meet (normally remotely) with year 2 and year 3 students during the final term of the academic year.

  iii. Assessment Board attendance: A review (normally remotely) of a sample of the final year 2 and year 3 Units. Course teams will also make arrangements for Examiners to meet with members of the course team. The Examiners will then attend the year 3 Programme Assessment Board. Examiners may be asked for brief initial comments at the board which will be minuted.

    a. Programme Assessment Boards are conducted remotely. Sample review and Examiner meetings will also normally be conducted remotely. Individual course teams may extend an invitation to

Examiners to attend in person for the final unit sample review and team meetings. This is optional for Examiners.

    b.   The Examiner(s) attending the Final Award Board (which is conducted remotely) confirm the determination of outcomes is consistent with the University's regulations and sector standards. The Final Award Board confers all year 3 awards and receives the Examiner feedback.

    iv.   External Examiner reports: All Examiners submit a report at the end of the above process. Report recommendations are shared with the course team, student year group meetings and student representatives. Examiner reports inform development of Course Enhancement Plans. Responses to Examiner reports are approved by the Programme Quality Committee and reported to LTSC. Where an institutional response to an External Examiner report is required, these are approved by the Chair of LTSC.

3.6   Postgraduate Taught External Examining

3.6.1   For postgraduate taught courses each year there are 3 elements to the External Examining role.

    i.   End of Teaching Block 2 Assessment Board: review of a sample of work from students completing Teaching Block 2. The Examiners will then attend the assessment board. The review and assessment board are normally conducted remotely.

    ii.   End of Teaching Block 3 Assessment and Award Board: review of a sample of work from students completing Teaching Block 3. Course teams will also make arrangements for Examiners to discuss the course with members of the course team. The Examiners will then attend the assessment and award board. The review and board are normally conducted remotely. Examiners may be asked for brief initial comments at the board which will be minuted.

    a.   Assessment Boards are conducted remotely. Sample review will also normally be conducted remotely. Individual course teams may extend an invitation to Examiners to attend in person for the sample review and student and team meetings. This is optional for Examiners.

    b.   Course teams will also make arrangements for Examiners to meet students either at the end of teaching block 2 or teaching block 3.

    iii.   External Examiner reports: All Examiners submit at the end of the above process. Report recommendations are shared with the course team and student representatives to inform development of Course Enhancement Plans. Responses to Examiner reports are approved by the Programme Quality

Committee and reported to LTSC. Where an institutional response to an External Examiner report is required, these are approved by the Chair of LTSC.

3.7 Short Course External Examining

3.7.1 For undergraduate short courses each year there are 2 elements to the External Examining role.

i. Assessment Board attendance: review of a sample of work from the students completing the Short Course unit. Course teams will also make arrangements for Examiners to discuss the course with members of the course team at least once a year. The Examiners will then attend the assessment board. Examiners may be asked for brief initial comments at the board which will be minuted. The assessment board is conducted remotely.

   a. Sample review will normally be conducted remotely.

   b. Course teams will make arrangements for Examiners to meet (normally remotely) with students on the unit at least once a year.

ii. External Examiner reports: All Examiners submit at the end of the above process. Report recommendations are shared with the course team and student representatives to inform development of Course Enhancement Plans. Responses to Examiner reports are approved by the Programme Quality Committee and reported to LTSC. Where an institutional response to an External Examiner report is required, these are approved by the Chair of LTSC.

3.8 Level 5 Diploma External Examining

3.8.1 For Level 5 Diploma courses each year there are 2 elements to the External Examining role. Level 5 Diploma Examiners do not attend assessment boards.

i. Unit Sampling: A review of a sample of year 2 diploma work following the completion of term 1 and / or term 2, and the final unit of the year. The review is normally conducted remotely. . Course teams will also make arrangements for Examiners to discuss the course with members of the course team.

   a. Sample review will normally be conducted remotely.

   b. Course teams will make arrangements for Examiners to meet (normally remotely) with students on the unit.

ii. External Examiner reports: All Examiners submit at the end of the above process. Report recommendations are shared with the course team and student representatives to inform development of Course Enhancement Plans. Responses to Examiner reports are approved by the Programme Quality
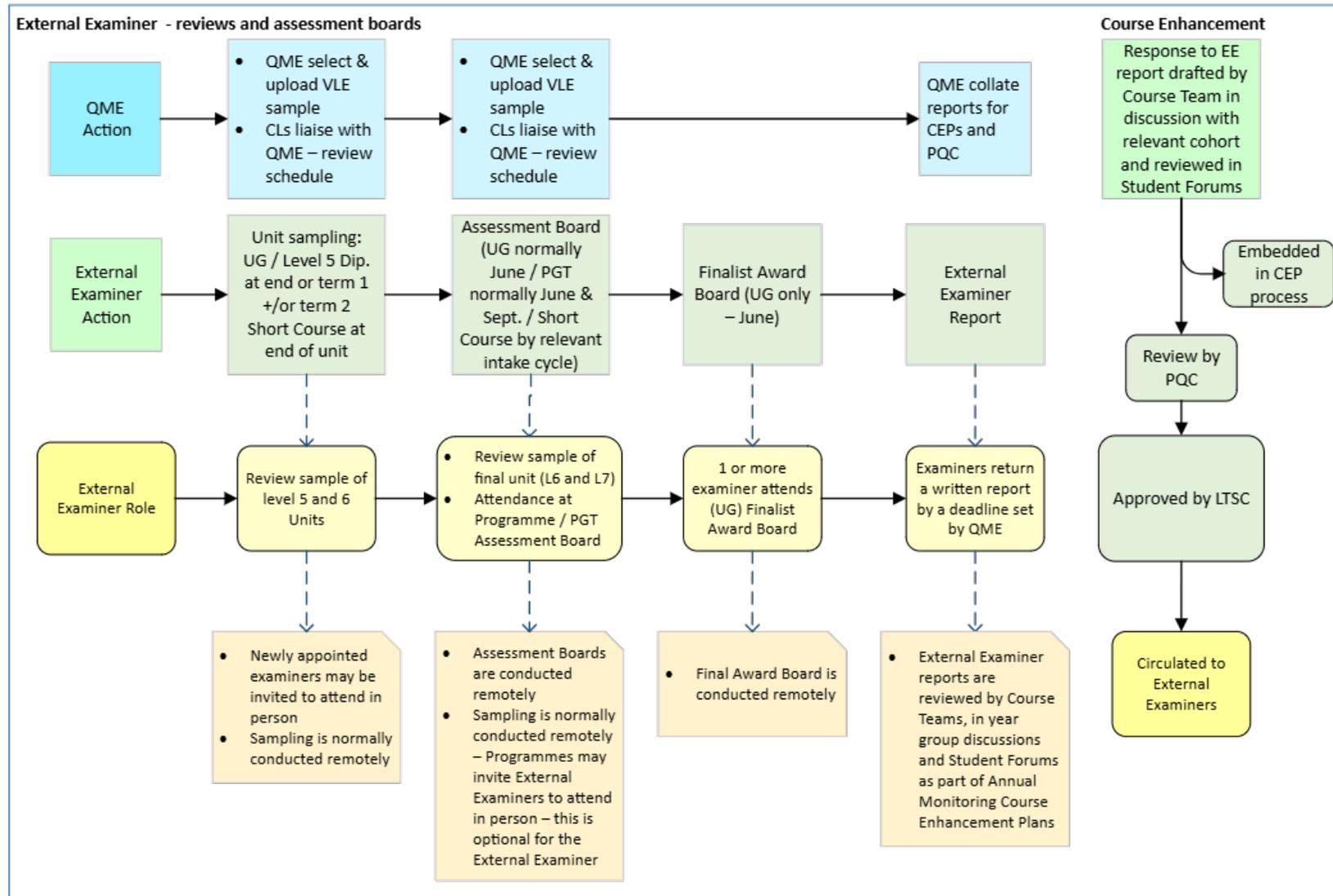
Committee and reported to LTSC. Where an institutional response to an External Examiner report is required, these are approved by the Chair of LTSC.

3.9   Collaborative Provision External Examining

3.9.1   External Examining reviews will be conducted in accordance with the relevant collaborative provision agreement and will normally include:

  i.   Unit Sampling. The review is normally conducted remotely.

  ii.   Course teams will make arrangements for Examiners to meet (normally remotely) with students on the course.

  iii.   Assessment Board attendance: A review (normally remotely) of a sample of the final unit. Course teams will also make arrangements for Examiners to meet with members of the course team. The Examiners will then attend the relevant Assessment Board. Examiners may be asked for brief initial comments at the board which will be minuted.

   a.   Assessment Boards are conducted remotely. Sample review and Examiner meetings will also normally be conducted remotely.

   b.   The Examiner(s) confirm the determination of outcomes is consistent with the relevant regulations and sector standards.

  iv.   External Examiner reports: All Examiners submit a report at the end of the above process. Report recommendations are shared with the course team, student year group meetings and student representatives. Examiner reports inform development of Course Enhancement Plans. Responses to Examiner reports are approved by the Programme Quality Committee and reported to LTSC. Where an institutional response to an External Examiner report is required, these are approved by the Chair of LTSC.

3.10 Overview of External Examining at Norwich University of the Arts

External Examiner - reviews and assessment boards | **Course Enhancement**

QME Action	• QME select & upload VLE sample • CLs liaise with QME – review schedule	• QME select & upload VLE sample • CLs liaise with QME – review schedule	QME collate reports for CEPs and PQC		Response to EE report drafted by Course Team in discussion with relevant cohort and reviewed in Student Forums
External Examiner Action	Unit sampling: UG / Level 5 Dip. at end or term 1 +/or term 2 Short Course at end of unit	Assessment Board (UG normally June / PGT normally June & Sept. / Short Course by relevant intake cycle)	Finalist Award Board (UG only – June)	External Examiner Report	Embedded in CEP process
External Examiner Role	Review sample of level 5 and 6 Units	• Review sample of final unit (L6 and L7) • Attendance at Programme / PGT Assessment Board	1 or more examiner attends (UG) Finalist Award Board	Examiners return a written report by a deadline set by QME	Review by PQC
	• Newly appointed examiners may be invited to attend in person • Sampling is normally conducted remotely	• Assessment Boards are conducted remotely • Sampling is normally conducted remotely – Programmes may invite External Examiners to attend in person – this is optional for the External Examiner	• Final Award Board is conducted remotely	• External Examiner reports are reviewed by Course Teams, in year group discussions and Student Forums as part of Annual Monitoring Course Enhancement Plans	Approved by LTSC
					Circulated to External Examiners

3.11   External Examiner sampling

3.11.1   Undergraduate unit samples:

Work at all levels of achievement from at least 10* students comprising:

- All Fails and Marginal Fails

- 25% of the remaining work representative of the spread of passing marks across all classifications.

* Where cohort numbers are 10 or less, the entire cohort will be reviewed. Where student numbers are between 11-15 Examiners will be offered the option to follow the above sampling method or review the entire cohort.

3.11.2   Postgraduate unit samples:

Work at all levels of achievement from at least 10* students comprising

- All Masters Projects at the standard of Merit and Distinction

- All Fails and Marginal Fails

- 25% of the remaining work representative of the spread of passing marks across all classifications.

* Where cohort numbers are 10 or less, the entire cohort will be reviewed. Where student numbers are between 11-15 Examiners will be offered the option to follow the above sampling method or review the entire cohort.

3.11.3   Where Examiners consider that the overall assessment has been too high, too low, or do not reflect an appropriate spread of the whole range of possible marks, Examiners may propose a moderation of the cohort marks. The proposed change will be presented to the relevant assessment board for ratification. The procedure to be followed is available from QME in the Guidance and Procedure on Sampling, Verification, Moderation and Adjustment of Marks by External Examiners.

3.11.4   Examiners may recommend an adjustment to individual marks/grades where these are, in their view, anomalous. This will follow discussion with the course team. The proposed change will be presented to the relevant assessment board for ratification. The procedure to be followed is available from QME in Guidance and Procedure on Sampling, Verification, Moderation and Adjustment of Marks by External Examiners.

3.11.5   For procedural detail refer to Guidance and Procedure on Sampling, Verification, Moderation and Adjustment of Marks by External Examiners.

3.12   Terms of reference of External Examiners

3.12.1   The terms of reference of External Examiners are as follows:

i.   To make an annual review of the course as part of final assessment procedures. New External Examiners will receive a welcome and induction as part of their first review. Induction of External Examiners for courses accredited by the Architects Registration Board (ARB) will include reference to the ARB Standards. External Examiners of new courses are expected to review the course at the end of the first and second years of operation in order to build their awareness of the course and its academic standards before the first cohort reaches final assessment.

ii.   External Examiners appointed to UG provision attend once a year for Final Year Assessment Boards

iii.   External Examiners appointed to PGT provision attend twice a year for MA Assessment and Award Boards/PG Cert Assessment and Award Boards.

iv.   External Examiners appointed to Short Course provision attend assessment boards in accordance with relevant intake cycles.

v.   External Examiners appointed to Level 5 Diploma provision undertake unit sampling and complete reports.

vi.   External Examiners appointed to provision by collaborative provision partners will attend boards in accordance with the relevant partnership agreement.

vii.   NB: It is acknowledged that External Examiners may occasionally be prevented from attending the boards due to circumstances beyond their control. On such occasions, the Pro Vice-Chancellor (Student Experience) & Academic Registrar must be notified at the earliest opportunity, so that alternative arrangements can be agreed.

viii.   To sample student work which will be (a) sent to the Examiner at an agreed point(s) during the academic year and (b) organised for reviews by the Examiner.

ix.   To review relevant documentation, including Unit Handbooks, Project Briefs and assessment documentation.

x.   To meet with students and staff at an agreed point during the academic year.

xi.   To verify that all candidates have been assessed fairly and in accordance with the *Student Regulations and Procedures*; have fulfilled the course learning outcomes at the appropriate standard; and have been recommended for awards which reflect the level of their academic achievement.

xi. To meet with students either individually or in groups as part of the process of sampling a range of academic achievement. Meetings may take place with groups of students or with individuals.

xii. To attend any meeting of a Programme Assessment Board, Final Award Board, Masters Assessment and Award Board or Resubmission Board of which they are a member, and to endorse the results of the assessment process by confirming the results documentation for recording in the minutes. *The University invites one or more Examiner to attend the relevant award board to* confirm the determination of outcomes is consistent with the University's regulations and sector standards.

xiii. To satisfy themselves that the conduct of business and decision making by the University's Assessment Boards and Award Boards, and the documentation of their proceedings, are consistent with best practice in the sector. This ensures comparability of the University's academic standards with those of similar awards at other UK Higher Education Institutions.

xiv. To take part in appeals procedures when requested. The University does not routinely involve External Examiners in its consideration of student appeals, since this is not always necessary or appropriate. However, when it is necessary, the University will contact the relevant External Examiner(s). In the event that such an appeal is upheld and, as a consequence, a student is permitted to submit or resubmit work, or have work which was previously submitted re-assessed, the University will contact the External Examiner at the earliest possible opportunity to advise them of this fact. The University will also make clear whether the External Examiner is required to reconsider in its entirety the work in question or ratify a mark, depending on the circumstances of the individual appeal.

xv. Through the Vice-Chancellor, to report to the Academic Board on the standards achieved by students on the course, and on other matters as requested by the approved template for External Examiners' reports.

xvi. To inform the Vice-Chancellor of any matter which, in the Examiner's view, militates against the maintenance of appropriate academic standards.

xvii. In cases of suspected plagiarism or cheating, External Examiners will be notified prior to their review and during their review will be provided with the internal documentation relating to the case. External Examiners will not be asked to make a judgement but will be asked to confirm that the correct internal procedures have been followed.

3.13 **Rights and responsibilities of External Examiners**

3.13.1 To attend any meeting of an Assessment or Award Board of which they are a member.

3.13.2 To see any assessment material relating to the course.

3.13.3 To be provided with details of work that students are required to produce for assessment.

3.13.4 To inform internal assessors at the Assessment and Award Boards, and in general discussion of assessment practice, of their views about internal assessment procedures and decisions.

3.13.5 To meet with students in order to discuss the student experience of teaching, learning and assessment..

3.13.6 To withhold endorsement of the results of assessment through not confirming the results documentation for the minutes at the conclusion of Assessment and Award Boards if they are not satisfied that the outcomes and process are in accordance with the University's regulations on assessment or sector standards.

3.13.7 To meet the Vice-Chancellor or their nominated representative in order to discuss any matter relating to the course, which the External Examiner has declared a matter of principle. The decision of the External Examiner shall either be accepted as final by the Final Award Board of the University or shall be referred to the Academic Board. Where there is a disagreement within a group of External Examiners on any matter, which is declared a matter of principle, and this cannot be resolved within the group, the dispute must be referred to the Academic Board.

3.13.8 To write directly and in confidence to the Vice-Chancellor. In such cases, student representatives on the relevant course will be informed that a confidential report has been made. They will also be informed if there are implications for students, and if so, what these are.

3.14 **External Examiners' reports**

3.14.1 Each External Examiner submits an annual report to the Vice-Chancellor after the June assessment period (undergraduate and MArch awards), the September assessment period (postgraduate awards) or the relevant Short Course or collaborative provision partner cycle.

3.14.2 QME send the *Responses to External Examiners' Reports pro forma (**Course Enhancement Plan: Section C**)* to the relevant Director of Programme, Course Leader and the Deputy Vice-Chancellor. It is the responsibility of the Course Leader to ensure that all members of the course team receive a copy of the Examiner's report, and that student representatives receive Examiner recommendations as part of the Annual Monitoring course enhancement plan process. Responses to External Examiner's reports are developed following the ***External Examiner Reports***

Guidance and Procedures. Responses are approved by the Programme Quality Committee, which reports to LTSC.

3.15   Externality for AdvanceHE Accredited Provision

3.15.1   It is a requirement that externality is embedded within quality assurance processes as well as recognition decision making within all lines of accredited provision and for all categories of Fellowship. External reviewers/ assessors are also required for D3/ D4 recognition decisions within the Norwich University of the Arts Professional Recognition Scheme for Creative Education (PRS-CE) scheme.

3.15.2   Externality for the recognition decision-making for the PRS-CE scheme is achieved through continued engagement with AdvanceHE and the External Examiner for the scheme who is the external reviewer at the Professional Recognition Panel.

3.15.3   The appointment of External reviewers / internal panel members should be based on appropriate knowledge and understanding of, and experience in working with, the UKPSF 23. External reviewers will independently assess applications for Fellowship and reach recognition decisions through discussion with internal reviewers. This will ensure that assessment criteria are consistently applied and that a benchmark for internal standards is clearly defined which operates in line with the wider sector and direct application to AdvanceHE.

3.15.4   External reports relating to CPD schemes will be summarised in the Annual Report to AdvanceHE.

3.16   External advisers

3.16.1   The University regularly seeks external advice about academic developments. This includes the participation of external academics and industry practitioners in the course approval and review processes, and, when appropriate, in selection procedures for the appointment of staff. They may also be appointed to advise on professional services, or on aspects of strategic or operational development (e.g. course development, improvement of professional services, pedagogic issues, resource management).

4.   COURSE DEVELOPMENT, APPROVAL AND REVIEW

4.1   This section of the Quality Handbook summarises the University's processes of Course Approval and Review.

4.1.1   The QME Office maintain guidance on course approval and review processes which provide detailed guidance for staff and students involved in the course design / development process and / or as stakeholders. This guidance is available from QME.

4.1.2   Additional requirements in respect of the development, approval and review of collaborative provision are outlined in the *University's Collaborative Provision Policy and Procedures*

4.2   Other review processes which also form part of the overall structure of the University's ongoing assurance for academic quality and standards are outlined below. Guidance on these processes is also provided by QME.

4.2.1   **Review of the Award and Credit Scheme:** The University operates an Award and Credit Scheme which articulates shared Unit Outlines, Aims and Outcomes across courses and part of the framework for assuring academic standards includes the ongoing review and development of the University's Award and Credit Scheme. Reviews of the Scheme will be proposed by the Learning, Teaching and Standards Committee (LTSC) and agreed by the Academic Board (AB) as part of the calendar of events. Award and Credit Scheme review normally takes place in two stages:

   i.   Internal staff and student consultation and discussion (format to be agreed by Deputy Vice-Chancellor and Dean of Creative Education).
   ii.   External scheme review event.

4.2.2   **Proposals for amendments to course units (Unit Outlines) in the Norwich University of the Arts Award and Credit Scheme** – Unit Outlines are usually amended through a Review of the Award and Credit Scheme. Proposals to review Unit Outlines outside an ACS Review are considered by the LTSC following a process available from QME (*Changes to Unit Outlines and Unit Handbooks*). Final approval is the responsibility of Academic Board.

4.2.3   **Proposals for amendments to Unit Handbooks** – Guidance on proposals for amendments to Unit Handbooks can be found in **Changes to Unit Outlines and Unit Handbooks**. Major modifications are subject to approval by the Programme Quality Committee (PQC).

4.2.4   It is recognised that under certain circumstances it may be necessary to introduce amendments to Unit Handbooks outside the normal annual cycle. When such

circumstances become apparent, they must be brought to the attention of the Dean of Creative Education who will advise on the appropriate procedure.

4.2.5   **Proposals for new project briefs or amendments to project briefs** – Proposals for new project briefs or amendments to project briefs should be submitted by the Course Leader to the relevant Director of Programme. Directors of Programme are responsible for checking that the new or revised project briefs help to meet the relevant unit Aims and Outcomes of the unit. Guidance on proposals for new project briefs or amendments to project briefs can be found in **Proposal and Approval of Project Briefs**.

4.2.6   **Proposals for changes to project briefs for collaborative arrangements** – Proposals for new project briefs or amendments to project briefs for courses validated under collaborative arrangements will be subject to scrutiny by the relevant Programme Director or Link Academic.

4.3   **Quality Assurance Background to Course Approval and Review**
A key feature of the University's framework for assuring the academic standards of its awards is its procedures for course development, approval and review. These ensure that proposals for course development receive robust and transparent examination before being approved for delivery**.** The approval and review processes meet the requirements of the Academic Board, the OfS on-going conditions in B (B1, B2, B3, B4 and B5, see Sector Regulatory Background) and the expectations of the UK Quality Code (below). **(***NB: Information about these procedures can also be found on the QME pages of the intranet (Course Approval and Review).*

4.3.1   **Course Approval / Validation**

UK QUALITY CODE FOR HIGHER EDUCATION \ Implementing the approach to quality enhancement and standards, June 2024

Principle 7: Designing, developing, approving and modifying programmes
Providers design, develop, approve and modify programmes and modules to ensure the quality of privision and the academic standards of awards are consistent with the relevant Qualifications Framework. Providers ensure their provision and level of qualifications are comparable to those offered across the UK and, where applicable, The Framework of Qualifications for the European Higher Education Area.
 	
Key Practices
   a. All programmes and modules meet academic standards that are consistent with relevant national qualifications and credit frameworks. Where applicable, provision also meets professional body and accreditation requirements, and apprenticeship standards.
   b. A definitive set of documents are produced from the design, development, approval and modification processes, which are held securely and act as the primary source of information about each programme. Similar but proportionate arrangements are in place for modules and smaller units of study.

c. The award to be received and how outcomes of study are recorded and certificated are made clear to all students and staff involved in the teaching, learning and evaluation of the programme and module.
d. Policies and processes that support the design, development, approval and modification of programmes and modules are published on each provider's website and are easily accessible to key stakeholders.
e. External engagement and evaluation form a component part of the design, development, approval and modification process.
f. The design, development, approval and modification processes align with providers' policies and practices on equity, equality, diversity and inclusion, and environmental sustainability.
g. Students are involved meaningfully in the design, development, approval and modification of programmes and modules.

4.3.2   Course Review

Principle 5: Monitoring, evaluating and enhancing provision
Providers regularly monitor and review their provision to secure academic standards and enhance quality. Deliberate steps are taken to engage and involve students, staff and external expertise in monitoring and evaluation activity. The outcomes and impact of these activities are considered at provider level to drive reflection and enhancement across the provider.

Key Practices
a. Providers agree strategic principles for monitoring and evaluation to ensure processes are applied systematically, operated consistently and appropriate to their operational context.
b. The methods for monitoring and evaluation activity are documented to clarify their aims, objectives, intended actions and targets. They are explicit about how they will be conducted, the nature of evidence (data) to be considered and the form of reporting, along with key indicators of success.
c. Staff and students are engaged in monitoring and evaluation activities and receive appropriate training and support to undertake them.
d. The actions and outcomes from monitoring and evaluation activities are communicated in an accessible manner to staff, students, the governing body and, where required, external stakeholders.
e. Improvements and enhancements that have been implemented as a result of monitoring and evaluation are, in turn monitored and evaluated to ensure their impact is positive and remains fit for purpose.
f. Monitoring and evaluation activity facilitates providers' insights and promotion of equality, diversity and inclusion, and education for sustainable development.
g. Programmes and modules are monitored and reviewed regularly by internal and external peers, employers and students, in line with the providers' strategic approach to quality and standards. Outcomes from processes required from funding, accrediting, professional and approval bodies feed into monitoring and review.

4.4 Course Development and Course Approval / Validation

4.4.1 Overview: Proposals for new courses

Proposals are informed by the [Strategic Plan](#) and approved for development by the Senior Management Team. The development and approval process for new courses culminates in presentation of a completed stakeholder engagement process to an external approval event reporting to the Learning, Teaching and Standards Committee (LTSC). Final approval is the responsibility of the Academic Board (AcB). Courses are approved indefinitely but are subject to annual monitoring and may also be subject to risk-based course review.

4.4.2 Senior Management Team

Proposals are put forward for course development by Programme Directors or directly by the Senior Management Team (SMT) and are fully examined by SMT for strategic alignment, resource requirements and capacity, market demand and risk.

On completion of this assessment SMT will direct proposals to be taken forward to Course Approval and after approval are the courses are subject to annual monitoring.

4.4.3 Course Approval (also known as Validation) takes place in four stages (see also process diagram at 4.4.7):

i.   Stage One - Course documentation drafting
ii.   Stage Two - Internal Scrutiny Panel (ISP)
iii.   Stage Three - External Approval Panel (EAP)
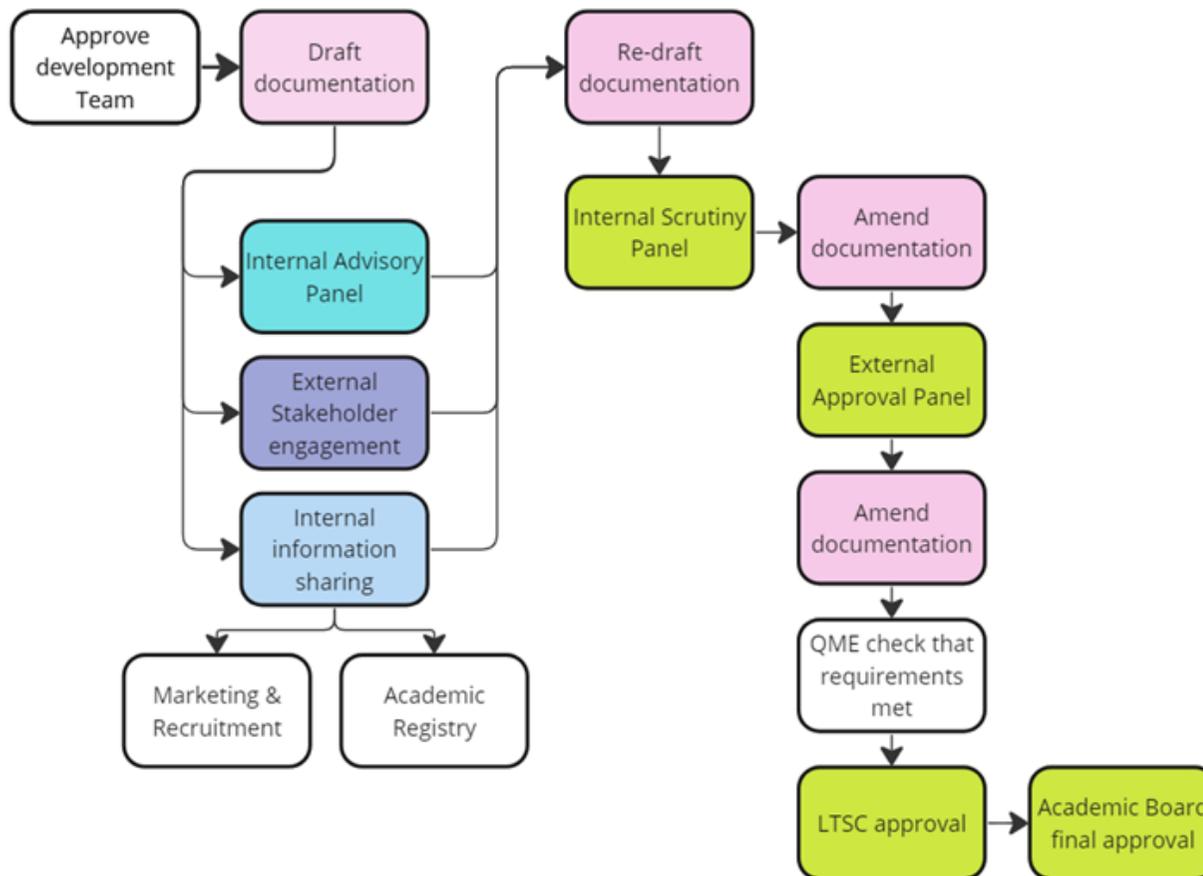iv.   Stage Four - Course Design Team (CDT) response and final approval

Guidance: Course Design and Approval for Course Design Teams, including relevant templates, is available from QME and the intranet.

4.4.4 Course Approval stages: Each stage is supported by the QME team.

4.4.4.1 **Course documentation drafting** entails a rigorous development and review of course documentation informed by stakeholder inputs and internal and external reference points.

4.4.4.2 **Internal Scrutiny Panel (ISP)** entails discussion with the Course Design Team and any actions arising will be responded to by the CDT in preparation of the final drafts considered at Stage Three.

4.4.4.3 **External Approval Panel (EAP)** is held to enable scrutiny and peer review of documentation by a panel of staff, student and external advisors. External advisors will represent other HEIs and industry. The outcome of the panel is forwarded to the CDT for response.

4.4.4.4 **Course Design Team (CDT) response and final approval.** The CDT response is approved by the Chair of ECAP to LTSC, and final approval is granted by Academic Board following recommendation from LTSC.

4.4.5   If internal scrutiny indicates that the extent of the revisions required cannot be addressed within the time available, QME shall alert the Deputy Vice-Chancellor or Pro Vice-Chancellor (Student Experience) & Academic Registrar who will normally require that the external approval event be postponed.

4.4.6   Exceptionally where the course approval is being sought for an expansion of an existing course, or a short course in a cognate area to an existing course, the CDT may submit documentation to the Approvals and Review Group (ARG) for approval instead of following stages 2 and 3 above. Approval to submit directly to the ARG must be sought from the Chair of LTSC.

4.4.7   Course Approval / Validation process diagram

4.5   **Course Review**

4.5.1   **Overview**

Courses are approved indefinitely but are subject to annual monitoring and where appropriate a risk-based course review. The risk-based review process involves consideration of a range of metrics, qualitative and quantitative data by QME. Where a significant decline in the course data warrants further investigation, QME will advise LTSC that a Course Review may be warranted. LTSC may then require the preparation of relevant documentation by the course team and Programme Director, and the preparation of a Critical Evaluation and Enhancement Report by the Course Review Team (CRT). Guidance for Course Review Teams, including relevant templates, is available from QME and the intranet.

4.5.2   **Risk-based review**:

The Course Review is a risk-based process culminating in presentation of a completed review of course documentation informed by stakeholder inputs and internal and external reference points to an external review event. Risk is assigned on the basis of a range of metrics as outlined below.

4.5.3   **Metric Indicators**:

     i.   Admissions

     ii.   Retention

     iii.   Unit results (pass at 1st attempt)

     iv.   Attainment

     v.   Progression

     vi.   National Student Survey (NSS) / Postgraduate Taught Experience Survey (PTES)

     vii.   Student profile

4.6 **Risk-based Course Review**

4.6.1 This review takes place in four stages which mirrors the Course Approval process (see also process diagram at 4.4.7):

    i.   Stage One – Course documentation drafting

    ii.   Stage Two - Internal Scrutiny Panel (ISP)

    iii.   Stage Three – External Review Panel (ERP)

    iv.   Stage Four – Course Review Team (CRT) response and final approval

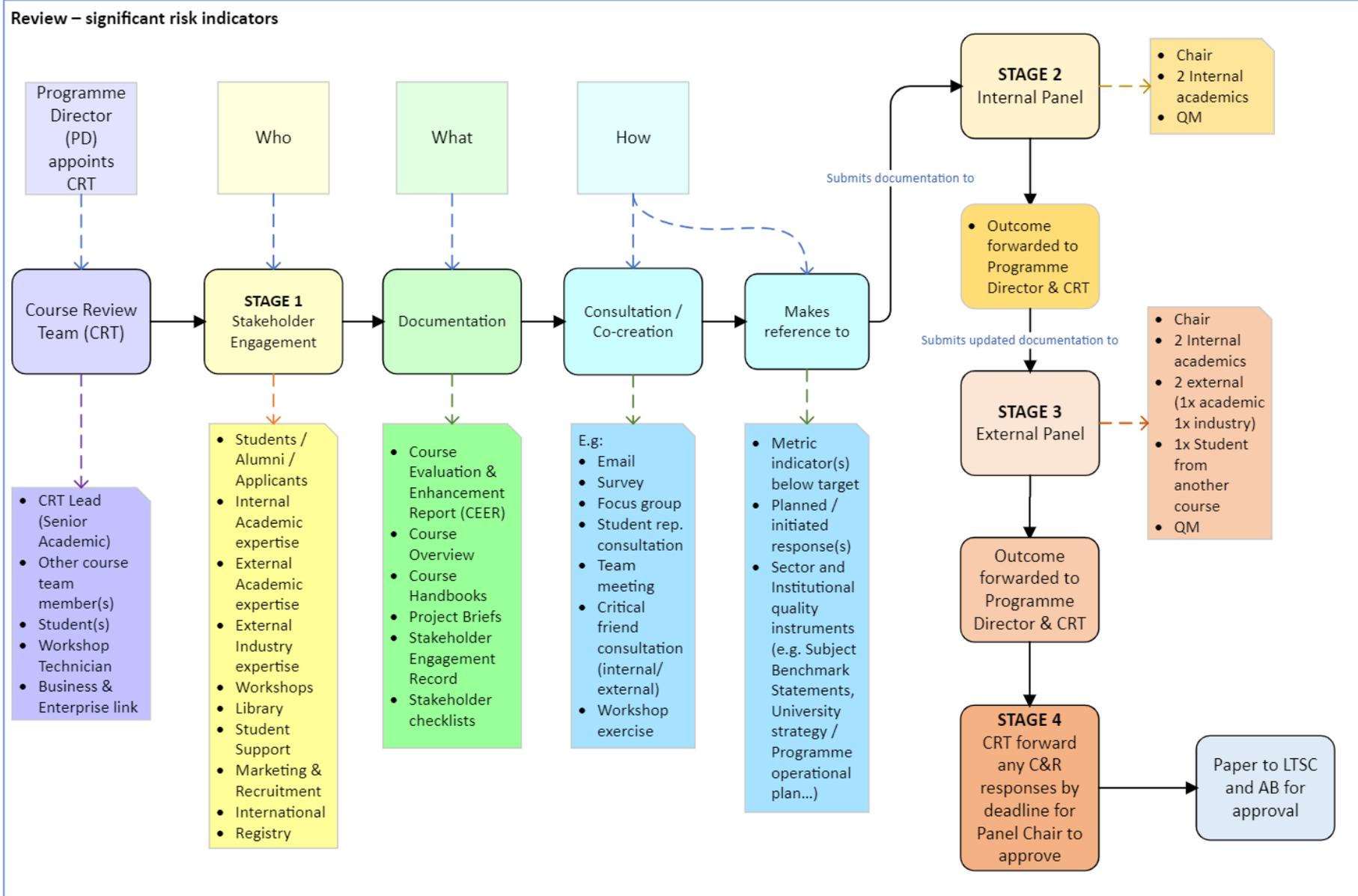**4.6.2** **Risk-based Course Review stages**: Each stage is supported by the QME team.

    4.6.2.1 **Course documentation drafting** entails a rigorous review of course documentation using internal and external reference points, and each stakeholder input informs the course review team (CRT) in revising the course documentation.

    4.6.2.2 **Internal Scrutiny Panel** entails discussion with the CRT and any actions arising will be responded to by the CRT in preparation of the final drafts considered at Stage Three.

    4.6.2.3 **External Course Approval Panel** is held to enable scrutiny and peer review of documentation by a panel of staff, student and external advisors. External advisors will represent other HEIs and industry.

    4.6.2.4 **CRT response and final approval.** The CRT response is approved by the Chair of ERP to LTSC, and final approval **is** granted by Academic Board following recommendation from LTSC.

4.6.3 If internal scrutiny indicates that the extent of the revisions required cannot be addressed within the time available, QME shall alert the Deputy Vice-Chancellor or Pro Vice-Chancellor (Student Experience) & Academic Registrar who will normally require that the external review event be postponed.

Review – significant risk indicators

Programme Director (PD) appoints CRT

Who

What

How

Course Review Team (CRT)

STAGE 1 Stakeholder Engagement

Documentation

Consultation / Co-creation

Makes reference to

Submits documentation to

STAGE 2 Internal Panel

- Chair
- 2 Internal academics
- QM

- Outcome forwarded to Programme Director & CRT

Submits updated documentation to

STAGE 3 External Panel

- Chair
- 2 Internal academics
- 2 external (1x academic 1x industry)
- 1x Student from another course
- QM

Outcome forwarded to Programme Director & CRT

STAGE 4 CRT forward any C&R responses by deadline for Panel Chair to approve

Paper to LTSC and AB for approval

- CRT Lead (Senior Academic)
- Other course team member(s)
- Student(s)
- Workshop Technician
- Business & Enterprise link

- Students / Alumni / Applicants
- Internal Academic expertise
- External Academic expertise
- External Industry expertise
- Workshops
- Library
- Student Support
- Marketing & Recruitment
- International
- Registry

- Course Evaluation & Enhancement Report (CEER)
- Course Overview
- Course Handbooks
- Project Briefs
- Stakeholder Engagement Record
- Stakeholder checklists

E.g:
- Email
- Survey
- Focus group
- Student rep. consultation
- Team meeting
- Critical friend consultation (internal/external)
- Workshop exercise

- Metric indicator(s) below target
- Planned / initiated response(s)
- Sector and Institutional quality instruments (e.g. Subject Benchmark Statements, University strategy / Programme operational plan…)

4.7   Course approval and course review schedule

4.7.1   The University plans and organises an annual schedule of course approval and review. This is coordinated by the QME Office.

4.7.2   The QME Office provides each course which is undergoing development and approval or review with a timeline including deadlines for stakeholder engagement, the preparation of documentation and for responses to Conditions and Recommendations. This timeline details the actions required from those involved at each stage of the approval or review process.

4.8   Terms of Reference

4.8.1   All panels undertaking Approval or Review of courses are required to satisfy themselves that the institutional and course documentation are effective in assuring the academic standards and quality of the award(s) to be conferred. In particular, the panel will ensure that the course design / review team and all relevant stakeholder inputs have ensured that:

i.   The course(s) meets the requirements for the relevant award(s) and the proposed academic standards are appropriate, taking account of the UK Quality Code and other relevant external reference points

ii.   The course(s) offers a coherent educational experience with relevant subject-specific and generic knowledge and skills

iii.   The teaching and learning methods described in the course documentation will enable students to achieve the learning outcomes

iv.   The course admission requirements and entry qualifications are appropriate and equivalent to those of similar University courses.

v.   The course promotes development of employability and transferable skills in relation to relevant industries and / or communities.

4.9   Conditions and Recommendations

4.9.1   Conditions and recommendations are defined in the guidance and procedures available from QME.

4.9.2   A panel shall not normally set more than three conditions. If more than three conditions are set, the panel shall formally consider whether the proposal can be approved. In such cases where approval is withheld, the Chair of the panel shall suspend the Panel

and alert the Deputy Vice-Chancellor and the Pro Vice-Chancellor (Student Experience) & Academic Registrar to the panel's recommendations.

4.9.3   It is a requirement that all Conditions are met prior to the commencement or (in the case of a course review) continuation of the course.

4.9.4   It is a requirement that all Recommendations for the overall enhancement of the course and student experience are considered by the Course Design / Review Team (CDT / CRT) or the University and a response provided to the Chair of the panel. However, it is also recognised that work in response to certain types of Recommendation may be ongoing. Ongoing actions are reported on through Annual Course Review. The LTSC will monitor work undertaken in response to such Recommendations for one academic year following the approval / review event.

4.9.5   Commendations: A panel may choose to highlight particular areas of good practice or excellence in the form of commendations.

4.10   **Nomination and appointment of external panel members for a full panel approval / review event**

4.10.1   The QME Office will notify the relevant Director of Programme of the need for nominations of external panel members. Nominations will be approved by the Chair of the Learning, Teaching and Standards Committee. In nominating external panel members, Directors of Programme will take note of the following criteria:

i.   External academic panel members should not have been involved with the course development or have been employed as an External Examiner at the University within the previous three years.

ii.   External panel members will have experience relevant to the course in question. Academic panel members will have relevant subject specialism and experience of teaching and course development at the level of the course under approval or review. Industry specialists will be practitioners in a field relevant to the course being considered.

iii.   External academic panel members shall not have had any formal links with staff, students or courses at the University (e.g. through employment) within the last three years.

iv.   Nominees who have retired will not normally be considered unless it can be demonstrated that they have retained their expertise or familiarity with current practice in the relevant subject area.

v.   Nominees will not be considered if they have been appointed to an approval or review panel by the University within the last three years.

4.10.2   The University draws a clear distinction between the employment of its external examiners and other external academics in course development, approval and review. External examiners may be consulted as peers about the development of new courses

and amendments to existing courses but are not normally included in full panels for approval or review events.

4.11   Course Withdrawal

4.11.1   The Senior Management Team is responsible for decisions on the withdrawal of courses based on course quality, recruitment or other strategic oversight. Once a decision has been taken to withdraw a course, the Senior Management Team will ensure that appropriate action is taken to ensure that staff and students are informed of the decision and that appropriate strategies are in place to ensure that current students are able to continue their studies to completion. Action taken will ensure the University meets the requirements of its Student Protection Plan as approved by the Office for Students (OfS).

5.   ANNUAL MONITORING

5.1   The annual monitoring process, together with course approval and review (section 4 of this Handbook), are central to the assurance, enhancement and ongoing security of quality and standards at Norwich University of the Arts.
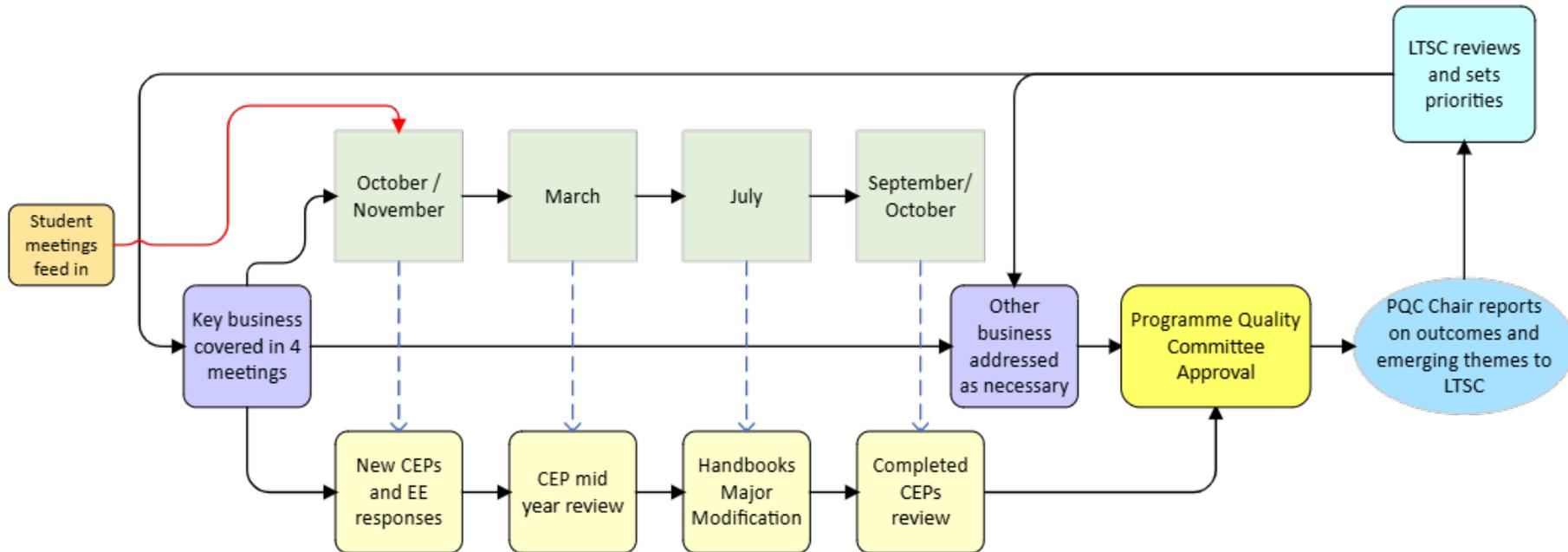
The University annual enhancement exercise is informed by the BaseLine review under the direction of the Dean for Creative Education. Annual themes are reviewed within in Programmes, with student year groups, and including Student Forum contributions. The Course Enhancement Plan template for the annual monitoring procedures are available from QME**.**

Courses validated by Norwich with collaborative provision partners are subject to annual monitoring as specified in the partnership agreement.

5.2   Student involvement

5.2.1   Year 3 students co-create Course Enhancement Plans through timetabled enhancement sessions with their Course Leader at the start of each academic year. The Course Enhancement Plans are approved through the Programme Quality Committee (PQC). Student feedback, including that received through the National Student Survey, is considered as part of the process. The Students' Union Presidents are members of the Learning, Teaching and Standards Committee and the Academic Board, and are thus involved in annual monitoring through reports on the Annual Monitoring process from the PQC.

5.2.2 Programme Quality Committee cycle

5.3   Data for annual monitoring

5.3.1   BaseLine enhancement themes consider a range of indicator data in the annual monitoring procedures, including student retention, achievement and destinations. The cycle of annual monitoring encompasses the following, which feed into the course, Programme and professional services processes at the appropriate points, and which are considered by the University's management groups:

5.3.2   Course metrics considered are:

i.   Admissions

ii.   Retention

iii.   Unit results (pass at 1st attempt)

iv.   Attainment

v.   Progression

vi.   National Student Survey (NSS) / Postgraduate Taught Experience Survey (PTES)

vii.   Internal Student Survey (ISS)

viii.   Student profile

ix.   Graduate Outcomes

x.   Profile data

xi.   Belonging data

5.3.3   Courses validated by Norwich and delivered by a collaborative provision partner are subject to annual monitoring. The data reviewed may vary as appropriate to the partner organisation.

5.4   Identification and dissemination of good practice

5.4.1   The University has a well-established system for identifying and disseminating good practice, raising the profile of good practice and innovation in both academic areas and professional services.
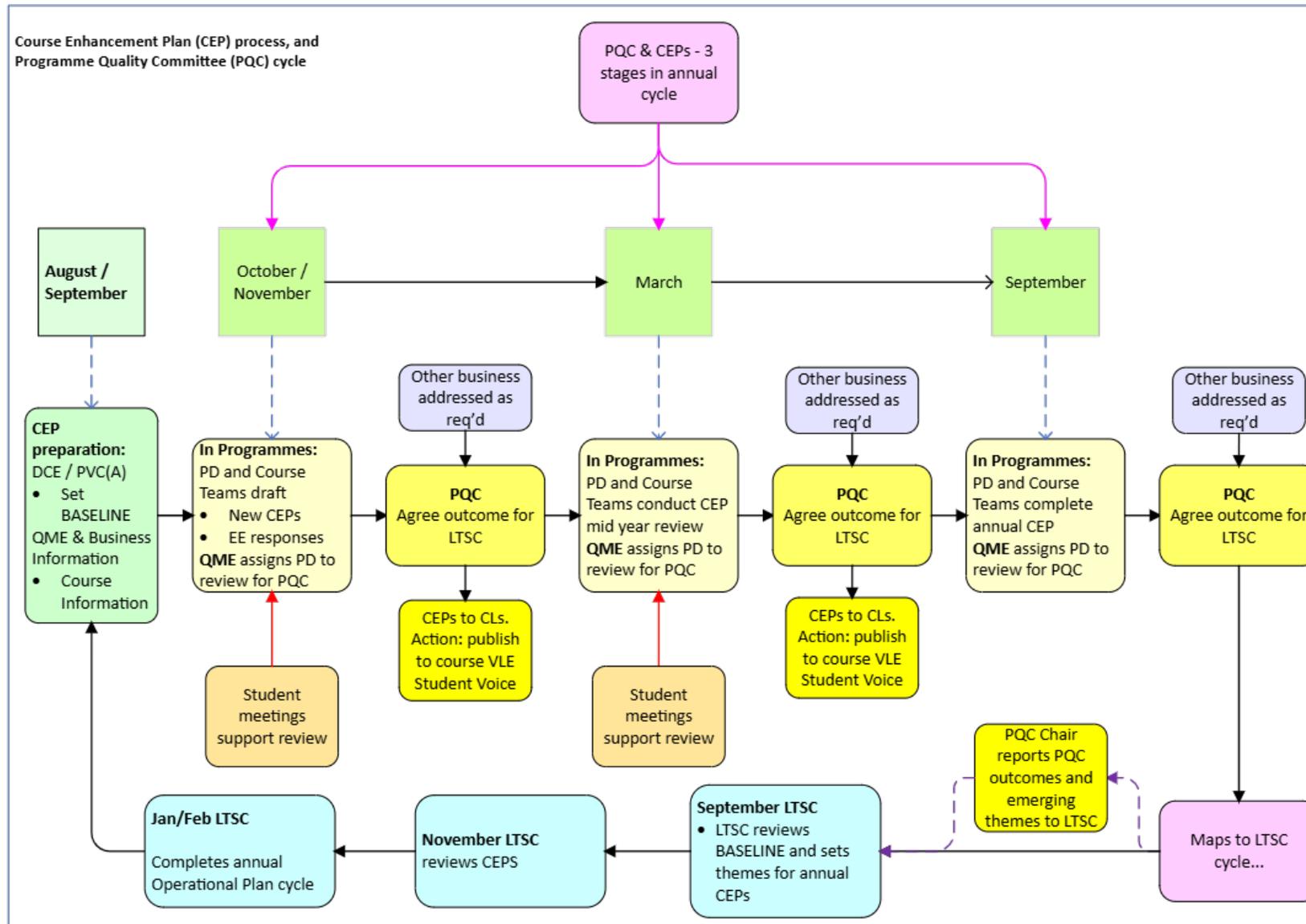
- External Examiners are provided with the opportunity to identify examples of good practice through Annual Reports which are incorporated into the Annual Monitoring process and the drafting of Course Enhancement Plans.
- Course Teams consider good practice through annual monitoring which includes mid-year progress reviews. Examples of good practice are collated following the Programme Quality Committee into a single report for discussion at the Learning, Teaching and Standards Committee and the Academic Board.
- Course Approval and Course Review processes identify good practice; these are included in published reports.
- The University's programme of Development Days incorporate staff presentations and workshops on good practice identified in the most recent annual monitoring cycle and through AdvanceHE Accredited provision.

5.5   Annual Monitoring

5.5.1   Annual Monitoring is concerned with the capacity of courses to deliver the stated aims and learning outcomes and a high-quality student experience. The outputs of annual monitoring lead to quality enhancement through, for example, amendments to curriculum content and/or delivery, and resource developments. Course teams discuss and evaluate their course throughout the year, and review progress with their Course Enhancement Plan, receiving student feedback on the plans through year group meetings and Student Forums. Course Enhancement Plans are reviewed at Programme Quality Committee meetings as follows:

   i.   New annual Course Enhancement Plans are approved at the Autumn PQC reporting to the next LTSC

   ii. Mid year updates to Course Enhancement Plans are reviewed at the Spring PQC reporting to the next LTSC

   iii. Completed Course Enhancement Plans are approved at the Summer PQC reporting to the next LTSC including the identification of examples of good practice.

5.5.2 Overview of Course Enhancement Plan cycle and actions

Course Enhancement Plan (CEP) process, and
Programme Quality Committee (PQC) cycle

PQC & CEPs - 3 stages in annual cycle

August / September

October / November → **March** → **September**

Other business addressed as req'd

Other business addressed as req'd

Other business addressed as req'd

CEP preparation:
DCE / PVC(A)
- Set BASELINE QME & Business Information
- Course Information

In Programmes:
PD and Course Teams draft
- New CEPs
- EE responses
QME assigns PD to review for PQC

PQC
Agree outcome for LTSC

In Programmes:
PD and Course Teams conduct CEP mid year review
QME assigns PD to review for PQC

PQC
Agree outcome for LTSC

In Programmes:
PD and Course Teams complete annual CEP
QME assigns PD to review for PQC

PQC
Agree outcome for LTSC

CEPs to CLs.
Action: publish to course VLE Student Voice

CEPs to CLs.
Action: publish to course VLE Student Voice

Student meetings support review

Student meetings support review

PQC Chair reports PQC outcomes and emerging themes to LTSC

Jan/Feb LTSC
Completes annual Operational Plan cycle

November LTSC
reviews CEPS

September LTSC
- LTSC reviews BASELINE and sets themes for annual CEPs

Maps to LTSC cycle...

5.5.3 Annual monitoring also requires course teams to identify potential risks to the quality of their provision, and mechanisms to mitigate these. Identified risks are considered at each stage of the University's annual monitoring procedure, including Programme Quality Committees, Learning, Teaching and Standards Committee and the Academic Board, and where appropriate they are forwarded to the relevant Risk Management Groups for consideration.

5.5.4 The QME Office sends each external examiner the final version of the Course Enhancement Plan no later than the beginning of January.

5.6 Programme Quality Committee (PQC)

5.6.1 Course Enhancement Plans as part of Annual Monitoring, respond to BaseLine themes and course specific metric data in the process outlined at 5.5.1, and are submitted to PQC.

5.6.2 The Programme Quality Committee is responsible for considering, monitoring and approving Course Enhancement Plans. The Programme Quality Committee will also engage as student partners in tasks and projects that have been identified as priorities in the University's Strategic Plan which is approved by the Academic Board and through the quality monitoring of its course or support services.

5.6.3 The Course Enhancement Plan report of the Programme Quality Committee, including External Examiner responses are considered by the next Learning, Teaching and Standards Committee (LTSC), feeding into LTSC's subsequent report to the Academic Board.

5.7 Postgraduate Research Degree Programmes

5.7.1 The Postgraduate Research Degree Programmes Annual Monitoring Report is completed to a format agreed between the University and the University of the Arts London. It is a requirement of the validation partnership between the two institutions and is considered at the annual monitoring meeting of the Academic Board.

5.8 Oversight of Annual Monitoring

5.8.1 The Programme Quality Committee reports on completed review of Course Enhancement Plans and External Examiner responses to the Learning, Teaching and Standards Committee which is responsible for monitoring and developing quality and standards across the University's academic provision.

5.8.2 Subsequent to LTSC meetings, the Chair reports formally to the Academic Board.

5.9 Outcomes from annual monitoring

Once approved by the relevant board or delegated body, final versions of institutional annual monitoring papers are disseminated by QME via intranet and / or VLE and to external examiners as appropriate:
  i. Updated Course Enhancement Plans and responses to External Examiners
  ii. Good Practice

6.   QUALITY ENHANCEMENT AND CONTINUING PROFESSIONAL DEVELOPMENT OF STAFF

6.1   Introduction

6.1.1   The University's Strategic Plan 2022-27 confirms its commitment to strengthening the academic community through the continuing professional development of its staff and creating opportunities for engagement in research and professional practice. The Strategic Plan recognises the importance of the currency and expertise of academic and professional services staff on the quality of the student experience.

6.1.2   The quality of staff is assured through the University's policies and procedures in the following areas:

(i)   The Recruitment and Selection of Staff
(ii)   The Guide to Induction for Line Managers
(iii)   Appraisal and Development Review (ADR)
(iv)   The Staff Development Policy*
(v)   The Peer Observation of Professional Practice Scheme
(vi)   The QME Handbook
(vii)   The Student Regulations and Procedures
(viii) Creative Learning Strategy
(ix)   Guidelines for Mentoring of New Staff
        * Updated policy 2024-25, contact Human Resources

6.1.3   The Academic Board has overall responsibility for approving the policies and procedures associated with the quality enhancement and continuing professional development of staff.

6.1.4   Learning, Teaching and Standards Committee has delegated responsibility for the monitoring and review of the following policies and procedures:

i.   The Peer Observation of Professional Practice Scheme
ii.   The QME Handbook
iii.   The Student Regulations and Procedures
iv.   Creative Learning Strategy
v.   Code Of Ethics For Undergraduate And Taught Postgraduate Students
vi.   Assessment and Feedback: a Guide for Staff
vii.   Accreditation of Prior Learning Policy
viii.   Collaborative Provision Policy
ix.   User Services Policy
x.   Library Collection Development Policy
xi.   Work Placements - Guidance for staff, students and employers

6.2   The recruitment and selection of staff

6.2.1   Staff are recruited in strict accordance with the University's *Recruitment and Selection of Staff – Policy and Procedure*, which ensures that the need for a post is established,

the appropriate job description and person specification are agreed, and that the selection process is consistent and equitable. Recruitment and selection processes are overseen by the Director of Human Resources.

6.2.2   All new staff recruited are required to undertake a period of probation to enable the new staff members and line managers to assess objectively whether or not the employee is suitable to the role, and to help new employees perform effectively in their new employment. The requirements for probation is set out in the University's *Probation Policy and Procedure*.

6.3   **Staff Appraisal and Development Review (ADR)**

6.3.1   The University recognises its employees as its greatest asset. Appraisal and Development Review (ADR) is one of the ways in which the overall strategy of the University - the Strategic Plan - is linked to the operational targets of individuals and the area in which they work. ADR is the method chosen by the University to review and appraise the performance of its staff and to ensure that the performance of individuals contributes to the achievement of strategic goals. A key focus of the ADR process is on acknowledging good performance, raising poor performance, the opportunity to undertake new projects, support for research, and support for professional development.

6.3.2   The ADR process is supported by *ADR Guidance Notes for Appraisees and Appraisers* and the *Performance Policy and Procedure* are published on the HR section of the intranet and are overseen by the Director of Human Resources.

6.4   **Peer Observation of Professional Practice**

6.4.1   Peer Observation of Professional Practice is considered an important development tool providing opportunities for academic staff to reflect on their practice in teaching and the promotion of learning, and provide opportunities to share good practice. The emphasis of the scheme is on excellence in teaching and is an important part of our continuing strategy of enhancement. All academic and student-facing professionals and technical staff are expected to participate in the Scheme. The outcome of Peer Observation may be used by individuals as evidence towards recognition under the University's accredited Professional Recognition Scheme (see section 6.6). The Peer Observation scheme is monitored and reviewed by the Learning, Teaching and Standards Committee

6.5   **Continuing Professional Development**

6.5.1   The overall aim of the University's staff development programme is to be both *responsive to* and a *driver of* change. The University's staff development priorities are informed by the Strategic Plan. Staff are made aware of staff development and training opportunities via: information circulated from the Director of Human Resources; the system for Appraisal Development Review (ADR); and informal discussions with line managers.

6.5.2   Staff are also able to apply for funding and other support for individually identified activities, e.g. attendance at conferences and short courses.

6.5.3   The University delivers a programme of professional development events through a cycle of University Development Days, Research and Knowledge Exchange Days, and Research Seminars. University Development Days are preceded by an all staff meeting with the Vice-Chancellor. These provide opportunities to brief staff about institutional, national and sector issues, and for staff to debate these and provide feedback to the University's management, and to facilitate the dissemination of good practice.

6.5.3.1   The purpose of University Development Days are:

1. to support and enhance the total student experience
2. to promote teaching excellence
3. to promote excellence in professional services to students
4. to support innovative practice in teaching, learning and assessment
5. to celebrate and disseminate good practice both from within the University and in relation to external sources
6. to engage with practical workshops, demonstrations or case studies as a means of scrutinizing institutional or sector practice
7. to promote internal face-to-face networking and collaboration between staff
8. to identify key areas for continuing professional development
9. to log knowledge exchange activity that is underway or has recently been completed by the academic team

6.5.3.2   The purpose of University Research Seminars are:

1. to provide a forum for University-based and external colleagues to present on-going, significant research relevant to the University Research Themes and research in the creative disciplines
2. to alert colleagues, PGRs and (where relevant PGTs and undergraduates) to innovative research of national and international calibre that helps them to critically position their own work

The University' Staff Development Policy is available from Human Resources and published on the Learning and Teaching pages of the University intranet.

6.6   Staff involvement in research, consultancy and professional practice is important in terms of informing curriculum developments; income generation; raising the profile of academic provision; developing regional, national and international links; and promoting the University to the wider community. It contributes to quality enhancement through ensuring that the University has a body of staff who are professionally active and engaged with current developments in the subject area. It enhances the quality of

the student experience through ensuring that staff maintain, develop, and pass on to students their understanding of creative and professional practice.

6.7   AdvanceHE Accredited Provision

6.7.1   AdvanceHE accredit Continuous Professional Development (CPD) programmes which are delivered by higher education providers and provides external confirmation that accredited provision is aligned with the UK Professional Standards Framework (UKPSF 23); a comprehensive set of professional standards and guidelines for teaching and learning support roles within Higher Education.

Upon successful completion of an AdvanceHE accredited CPD programme, individuals will have demonstrated they meet the appropriate standards in teaching and supporting learning in higher education and are eligible for the award of AdvanceHE Fellowship; global recognition of the professional practice carried out by individuals who teach and/or support learning in higher education. The UKPSF 23 is at the core of the University's accredited provision and develops the concept of professional recognition for the institution. Further information can be found in the Guide to Making Fellowship Judgements and supporting documentation.

6.7.2   The University is accredited to award professional recognition through the following CPD Programmes:

(i)   Professional Recognition Scheme; Creative Education (PRS: CE) (Experiential Route)

(ii)   Postgraduate Certificate in Higher Education: Creative Education (PGCHE:CE) (Taught Route)

6.7.3   The PGCHE: CE will be subject to the guidelines published in the Guide to Making Fellowship Judgements and quality management and enhancement (QME) arrangements applicable to all taught courses and outlined in Sections 3, 4 and 5 of this Handbook:

6.7.4   The PRS: CE is subject to the guidelines published in the Guide to Making Fellowship Judgements. The PRS: CE Award Board makes recognition decisions under the PRS: CE and the Quality & Regulations Committee is responsible for approving the composition of the panel through its approval of The Schedule of University Academic Committees.

7.   USE OF INFORMATION BY THE UNIVERSITY

7.1   The [Data Protection Policy](#) is available on the use of information by the University

7.2   University information in the public domain - the new Public Information Requirements

7.2.1   Public information is made available through the Discover Uni https://discoveruni.gov.uk/ (previously Unistats) and the wider information set published by the University.

7.2.2   HE providers are regulated by the Competition and Markets Authority and CMA Consumer protection law will generally apply to the relationship between HE providers and prospective and current undergraduate students.). It sets out minimum standards that apply to various aspects of an HE provider's dealings with students, for example in relation to information provision and complaint handling, and the requirement of fairness for terms and conditions. It sits alongside sector-specific regulatory obligations that are relevant to many HE providers. The University have mapped its practice against these requirements and is fully compliant.

7.2.3   The Key Information Sets (KIS) KIS presents comparable information about university courses across the UK. KIS data is made up of results from the National Student Survey (NSS), Graduate Outcomes and information provided by each university. Discover Uni https://discoveruni.gov.uk/ publishes statistical information for each course including information contained within the Key Information Sets as follows:

- Student satisfaction from the National Student Survey
- UCAS tariff points and entry information for current students (derived from HESA data)
- Graduate destinations and salary from the Graduate Outcomes survey and Longitudinal Education Outcomes dataset (LEO)
- The percentage of students continuing on the course after a year
- The tariff points held by students who have entered the course previously
- Accreditation or professional recognition of the course
- Links to university website pages for information on course content, how the course is structured, taught and assessed and course costs.

7.2.4   The wider information set is published via the University internet, or intranet (for internally available information) and covers:
- Information on the institutional context including the Mission, Strategic Plan and the QME Handbook,
- Information about aspects of courses and awards including course information and Course Specifications,
- Information on the quality and standards of courses (internal information but made available externally on request) including, course approval; monitoring and review; External Examiners; student representation; procedures for appeals and complaints.

7.2.5   The above information is available for scrutiny by external audiences, including prospective students and their parents/advisers; other HEIs; feeder institutions; employers and industry organisations; local and national government.

7.2.6   **Complying with Data Protection Legislation**

The University takes individuals' privacy very seriously and is committed to compliance with its obligations under data protection law. The University's Data Protection policy sets out its obligations under the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA 2018), the actions it will take to fulfil those obligations and the responsibilities of staff, students and third party agents in relation to personal data. The link to the policy is https://norwichuni.ac.uk/about-us/data-protection/

Advice and guidance on aspects of data protection is available from our Data Protection Officer at dataprotection@norwichuni.ac.uk and online at https://norwichuni.ac.uk/about-us/data-protection/.