

# Quality Handbook

2019-20 Edition

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## Links to key documents

The following Christie's Education documents can be found on Canvas, the Christie's Education VLE:

Assessment Regulations and Procedures

Governance Handbook

HE Regulation at Christie's Education Ltd. – An introduction for staff, student representatives, and Board members

Institutional Strategy – Towards 2025

Key Performance Indicators (KPIs)

Learning, Teaching and Research Strategy

Module and Programme Amendment Form – for minor and major amendments to modules/programmes

Responses to External Examiners' Reports

Risk Management Strategy

Student Engagement Policy

UK Quality Code Mapping Exercise 2019

### External documents:

#### Open University:

Annual Institutional Overview pro forma, for institutional-level reporting on annual monitoring  
<http://www.open.ac.uk/cicp/main/validation/resources-partners/annual-monitoring>

Annual Programme Evaluation pro forma, for programme-level reporting on annual monitoring  
<http://www.open.ac.uk/cicp/main/validation/resources-partners/annual-monitoring>

External Examiner Nomination Form  
<http://www.open.ac.uk/cicp/main/validation/resources-partners/external-examiners>

External Examiner Report Form  
<http://www.open.ac.uk/cicp/main/validation/resources-external-examiners>

Guide for External Examiners of OU Validated Awards  
<http://www.open.ac.uk/cicp/main/sites/www.open.ac.uk.cicp.main/files/files/ecms/web-content/032-ai-external-examiners-guide.pdf>

Handbook for Validated Awards  
<http://www.open.ac.uk/cicp/main/validation/about-ou-validation/handbook-validated-awards>

Regulations for Validated Awards  
<http://www.open.ac.uk/cicp/main/validation/about-ou-validation/regulations-validated-awards>

Programme Description pro forma for new programme proposals  
<http://www.open.ac.uk/cicp/main/validation/resources-partners/programme-approval-and-review>

Critical Appraisal pro forma for programme revalidations  
<http://www.open.ac.uk/cicp/main/validation/resources-partners/programme-approval-and-review>

**QAA:**

Frameworks for Higher Education Qualifications for UK Degree-Awarding Bodies (FHEQ) (2014)

<https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>

Higher Education Credit Framework for England (2008)

<https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks>

Master's Degree Characteristics (2010)

<https://www.qaa.ac.uk/quality-code/UK-Quality-Code-for-Higher-Education-2013-18>

Subject Benchmark Statements (various dates)

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

UK Quality Code (2018)

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

**UKVI:**

UK Visas and Immigration (UKVI)

<https://www.gov.uk/government/organisations/uk-visas-and-immigration>

## Glossary

The following glossary is also published in the Assessment Regulations and Procedures and Higher Education Regulation at Christie's Education Ltd. – An Introduction for Staff, Student Representatives, and Board Members. It is subject to annual review and updating each July.

Assessment component	An individual piece of work or a collection of pieces of work that forms a summative assessment.
Assessment element	An assessment element is a piece of work that contributes to an assessment component.
Award	Open University qualification conferred to a student following the successful completion of an approved programme of study.
Compensation	A means of allowing marginal failure in a limited number of modules on the basis of an overall performance which is sufficient to merit the award of the qualification concerned. Compensation can be applied to the results of a student who has failed to attain the required pass mark at undergraduate level.
Condition	A condition shall be set by a validation or revalidation panel when the panel has identified an issue or area of concern where the University's academic standards, and/or the quality of education provided to enable students to achieve those standards, may be at risk unless the condition is set and satisfied by the specified deadline. Conditions of validation and revalidation must be met before a programme can be formally approved by the University.
Co-requisite module	A co-requisite module must be studied simultaneously with, or before, another designated module within a programme of study.
Credit	A means of quantifying and recognising learning, expressed as 'numbers of credits' at a specific credit level.  Within this document it is assumed that one credit represents 10 notional hours of learning (including individual study).
Credit level	An indicator of the relative complexity, depth and autonomy of learning associated with a particular module (used in credit frameworks).  See also 'Qualification level'
Exit award	A lower award than one for which the student is registered. Such an award may be conferred if a student completes part of, but not all, of the requirements of the programme for which he or she is registered.
Institutional Approval	The process through which an institution is judged to be a satisfactory environment for the presentation of programmes leading to The Open University validated awards. Approval is conferred for a period of up to five years.
Institutional Review	The process through which an institution is critically reviewed for the purposes of confirming that it continues to meet The Open University's requirements. Approval is conferred for a further period of up to five years.
Learning outcome	What a learner is expected to know, understand and be able to demonstrate after completing a defined element of study. Learning outcomes features within the programme specification must align with module specifications.

Module	A self-contained, formally structured, credit-bearing unit of study with explicit learning outcomes. "Modules" may also be referred to as "courses"; for example, on Canvas (the Christie's Education virtual learning environment) and in higher education in the USA.
Module specification	A document that defines key characteristics of a module, and includes learning outcomes, models of teaching and learning, and assessment schemes.
Monitoring	Monitoring is the regular internal process by which an institution critically appraises the operation of each validated programme of study and ensures that appropriate standards are maintained. The University requires annual programme evaluation reports from partner institutions and a separate institutional annual report that evaluates the effectiveness of monitoring and other quality assurance arrangements.
Partner institution	An institution approved by The Open University for the delivery of validated programmes of study that lead to Open University awards. Christie's Education is a partner institution of The Open University.
Pre-requisite module	A pre-requisite module is one that must be successfully completed before progressing to another designated module or stage within a programme of study.
Prevent Duty	The Prevent Duty came into force for higher education providers in September 2015 as part of the Counter-Terrorism and Security Act 2015. It places legal requirements on providers to minimise the risk of individuals being drawn into terrorism and to ensure vulnerable individuals receive timely and appropriate support. In common with all registered HE providers, CE is required by law to comply with the Prevent Duty and is monitored in this regard by the Office for Students.
Programme	A schedule of academic study and assessment which leads to an Open University award
Programme specification	A document that defines key characteristics of an award, including learning outcomes, models of teaching and learning, assessment schemes, and how individual modules relate to qualification levels and contribute to the classification of awards.
Progression	The advancement (or progress) by a student from one stage of a programme to an adjacent higher stage. Such progression is the subject of regulations of the University and must be confirmed at a meeting of the Christie's Education Examinations Board.
Qualification level	One of a series of defined points in the QAA Framework for Higher Education Qualifications (FHEQ). They are numbered in ascending order. Qualifications at the same qualification level share characteristics and require similar achievement. Taught Master's programmes at Christie's Education (London) are at Level 7 of the FHEQ.  See also 'Credit level'
Quality Assurance Agency (QAA)	The UK government-appointed agency that safeguards the quality and standard of the higher education awards offered by UK universities. The Open University and Christie's Education comply with the codes of practice defined by the QAA and are subject to its scrutiny.
Recognition of Prior Learning (RPL)	Assessment of prior learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development. RPL includes Accreditation of Prior Certificated Learning (APCL),

	Accreditation of Prior Experiential Learning (APEL) and Accreditation of Prior Learning (APL).
Recommendation	A recommendation shall be set by a validation or revalidation panel when the panel believes that the quality of education provided to enable students to achieve the academic standards set for a pathway or course would be enhanced if the recommended action is taken. It is a requirement that all Recommendations are considered by Christie's Education and reported through the annual monitoring procedures.
Resit	To take again part or all failed assessment components in order to pass a module. Resit of the failed component does not require the student to participate in classes.
Retake	To take again all assessment components of a module, having failed a resit attempt. Retake of the failed components may require the student to participate in classes to prepare them for the second attempt.
Revalidation	See below - Validation
Stage	See also "Qualification level" above. In common with many UK higher education providers, the "intermediate" or "pre-Master's" stages of taught postgraduate programmes at Christie's Education (London) are: <ul style="list-style-type: none"> <li>• Postgraduate Certificate (PG Cert) – 60 Level 7 credits</li> <li>• Postgraduate Diploma (PG Dip) – 120 Level 7 credits, including those for the PG Cert stage.</li> </ul>
UKVI	UK Visas and Immigration (UKVI) is part of the Home Office. It runs the UK's visa service, managing around 3 million applications a year from overseas nationals who wish to come to the UK to visit, study or work.
Validation and Revalidation	The formal process whereby a new programme of study is critically appraised by The Open University, in order to establish that it meets the requirements for approval. Approval of a programme of study is for a period of up to five years before a further validation (re-validation) is required. Within this document references to the validation process also include the programme revalidation process. Programme revalidation is the process whereby a validated programme of study is critically appraised at intervals of not more than five years, and through which plans for change are considered.

## Part A. Academic Standards and Quality at Christie's Education Ltd.

### 1. Christie's Education in the UK - Track Record in External Quality Assessment

- 1.1 Christie's Education Ltd. (hereafter CE) has a track record of success in external assessments of the quality of its provision. It has undergone two successful external reviews by the Quality Assurance Agency (QAA); a Review for Specific Course Designation in December 2013 followed by Higher Education Review (Alternative Providers) in November 2015. It received a commendable outcome from a monitoring visit by the QAA in October 2016. In 2017 and 2018 CE submitted annual returns to QAA that demonstrated that it was continuing to maintain academic standards and to enhance the quality of student learning opportunities and information about learning opportunities.
- 1.2 Between 1996 and 2018, Christie's Education had a validation partnership with the University of Glasgow. Since September 2017, it has been in a validation partnership with The Open University (hereafter 'the University'), whose track record of supporting partners towards application and scrutiny for taught degree awarding powers is seen by CE and The Christie's Group as important stage for the strategic development of Christie's Education.

### 2. What Does Christie's Education Ltd. mean by 'academic standards', 'quality' and 'enhancement'?

- 2.1 CE uses as reference points the following QAA definitions of 'academic standards', 'quality' and 'enhancement'.
- 2.2 Academic standards *'are the standards that individual degree-awarding bodies set and maintain for the award of their academic credit or qualifications. These may exceed the threshold academic standards. Threshold academic standards define the minimum standards which degree-awarding bodies or awarding organisations must use to make the award of qualifications at a particular level of the relevant framework for higher education qualifications (for instance, a foundation degree, or a doctoral degree).'*

Higher Education Review (Alternative Providers): A handbook for alternative providers undergoing review from 1 September 2017; QAA, June 2017, p21

- 2.3 Academic quality *'is concerned with how well the learning opportunities made available to students enable them to achieve their award. It is about making sure that appropriate & effective teaching, support, assessment & learning resources are provided for them. In order to achieve a higher education award, students participate in the learning opportunities made available to them by their provider. A provider should be capable of guaranteeing the quality of the opportunities it provides, but it cannot guarantee how any particular student will experience those opportunities. By ensuring that its policies, structures and processes for the management of learning opportunities are implemented effectively, a provider also ensures the effectiveness of its outcomes.'*

Higher Education Review (Alternative Providers): A handbook for alternative providers undergoing review from 1 September 2017; QAA, June 2017, p23

- 2.4 Enhancement means *'taking deliberate steps at provider level to improve the quality of learning opportunities. (...) It is about a provider being aware that it has a responsibility to improve the quality of learning opportunities, and to have policies, structures and processes in place to make sure it can do so. It means that the willingness to consider enhancement stems from a high-level awareness of the need for improvement and is embedded throughout the provider.'*

Higher Education Review (Alternative Providers): A handbook for alternative providers undergoing review from 1 September 2017; QAA, June 2017, p23

### 3. How does Christie's Education Ltd:

- **Set, maintain and manage academic standards;**
- **Assure quality; and**
- **Facilitate continuous enhancement**

#### 3.1 CE operates a number of processes which are designed to:

- Secure academic standards
- Ensure that quality assurance and the enhancement of students' learning opportunities are focused on the organisation's future development rather than merely review of past actions and events, and
- Promote actions which address internal and external factors that might place quality and standards at risk.

#### 3.2 Some of these processes (notably those which contribute to annual monitoring) work to an annual cycle. Others, such as programme development, validation and revalidation, operate over longer timescales. They include the following:

- Opportunities for student participation and feedback;
- Advice from External Examiners via oral feedback and annual reports, and feedback from peer review of teaching and learning, employers, the professions;
- A governance and committee structure which ensures a wide range of opportunities for staff and student involvement in CE's deliberative processes;
- The use of external and internal data in strategic and operational management;
- Alignment of CE's policies and procedures with the expectations of the UK Quality Code for Higher Education (the 'UK Quality Code')<sup>1</sup>
- The use of annual enhancement plans to build on good practice and address matters identified through operational management and annual monitoring, and to promote the enhancement agenda;
- The dissemination of good practice identified by staff, students, and External Examiners;
- Pedagogic developments set out in the Learning, Teaching and Research Strategy;
- The ongoing refinement of information for students about learning, teaching and assessment, and support services;
- Policies and procedures for the recruitment, development and reward of staff.

*Table 1 at the end of this sub-section demonstrates some of the relationships between strategic planning, quality assurance, and enhancement at Christie's Education.*

#### 3.3 CE's processes for setting and maintaining academic standards, and the assurance and enhancement of quality, apply primarily to its validated degree programmes. CE also delivers a growing number of non-accredited continuing education and online courses in the UK and globally, and further developments in these areas feature strongly in the CE Institutional Strategy. CE has been considering the quality assurance of non-accredited provision. From September 2019, CE's new student management systems (Quercus in the UK, for CE Ltd.; Power Campus for CE New York) will enable the centralisation of data and records for continuing education and online courses, and provide a platform for a more consistent approach to the quality assurance of these areas of provision. Quercus will be used by continuing education, while online courses will use Power Campus due to student fee payments being made in US dollars. The Programme Directors for continuing

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<sup>1</sup> CE is updating the mapping of its policies, procedures and regulations to the new UK Quality Code (May 2018) during 2019.

education and online courses have also developed mechanisms for student feedback on their provision. These and other quality assurance processes for non-accredited courses will be developed further during 2019-20.

## 4. Setting, maintaining and managing academic standards

### 4.1 Setting academic standards

Programme aims, content and learning outcomes are defined through the procedures set out in Part B of the Quality Handbook, with input from external advisors (Part D of the Handbook). They are described in CE's programme and module specifications.

Academic standards are set with reference to key external reference points:

- The relevant regulations and codes of practice of CE's validating university;
- The UK Quality Code (QAA 2018), the Frameworks for HE Qualifications for UK Degree-Awarding Bodies (FHEQ) (QAA 2014) and Master's Degree Characteristics (QAA 2010).

### 4.2 Confirming and assuring academic standards

Academic standards are confirmed and assured by the following:

1. The design of assessments, to enable students to demonstrate their achievement of learning outcomes;
2. The assessment process itself, including internal moderation and the use of standardised mark/grade schemes, matrices etc. which indicate expected levels (i.e. standards) of performance;
3. The role of External Examiners in *verifying* standards;
4. Formal meetings of Examination Boards, which *confirm* standards.

### 4.3 Reviewing and maintaining academic standards

Academic standards are monitored, reviewed and maintained through the following:

1. The input of External Examiners, including their annual reports;
2. CE's annual monitoring procedures;
3. Periodic revalidation of programmes, with input from external advisers;
4. Enhancements arising from the above.

## 5. Assuring and enhancing quality

### 5.1 Four key principles underpin CE's approach to quality assurance and enhancement, typifying the approach which is found in many small specialist institutions:

1. Enhancement forms part of a continuous cycle of quality assurance, monitoring and review;
2. All academic and support services staff have a role to play in the enhancement of the student's experience;
3. Close engagement with students, staff and their views is essential for effective quality assurance and enhancement; and
4. The goal of CE's quality assurance systems and processes is the continual enhancement of the quality of the student and staff experience.

### 5.2 CE's academic and support services staff work collaboratively in order to maximise the quality of the student experience. A holistic approach to the student experience is adopted which:

- Involves all staff – academic and support services;
- Addresses the full breadth of the student experience;
- Seeks to enhance the quality of both academic and support provision, including the accuracy and currency of information for students and other audiences.

**5.3** CE seeks to enhance its provision **strategically**, by ensuring that enhancement is driven by the priorities identified in its Institutional Strategy and sub-strategies, e.g. the Learning, Teaching and Research Strategy. It also seeks to ensure that enhancement is a **routine** activity which is carried out in response to suggestions made by students, staff and other stakeholders on a day-to-day, week-to-week basis. By promoting enhancement as *both* strategic and routine, CE is committed to embedding an enhancement mindset throughout the organisation. There are thus two levels of enhancement activity at CE:

1. The **strategic** level. This encompasses key developments emanating from the Christie's Education Ltd. Institutional Strategy, the Learning, Teaching and Research Strategy, and other sub-strategies.
2. **Routine** or **responsive** enhancement. This encompasses enhancements emanating from day-to-day operations, or from processes such as annual monitoring, and may respond to feedback from, for example, students, employers, External Examiners etc.

**5.4** It should also be noted that these two levels are not mutually exclusive. Examples of good practice might be routinely identified and shared, but can also lead to the development of strategic enhancements. Staff will routinely reflect upon and respond to feedback from students and External Examiners, articulating this in annual monitoring reports. But again, such routine activity can also lead to the development of strategic enhancements.

## **6. Key roles in quality assurance and enhancement**

**6.1** The Board of CE Ltd. and delegation to the International Managing Director and the Academic Board

Overall responsibility for quality and standards rests with the Board of CE Ltd. as the senior authority of CE Ltd. The Board delegates executive decision-making to the International Managing Director and identifies the Academic Board as the institution's senior academic committee. Through a number of agreed protocols, the International Managing Director and the Academic Board are required to report to the CE Board and assure it of the standards and quality of CE Ltd.'s provision, and the adequacy and effectiveness of academic governance. Please refer to Part 1 of the CE Ltd. Governance Handbook for more information. The role of the CE Board in monitoring and evaluation is described in Part C of the Handbook.

**6.2** Staff

The Academic Director and the Director of Registry and Student Services jointly maintain oversight of the quality and standards of CE's academic provision. The co-ordination of CE's quality assurance and enhancement processes falls within the remit of the Director of Registry and Student Services, supported by the Student Services and Quality Assurance Officer. As noted in 5.1 above, all staff contribute to delivery of a high quality student experience.

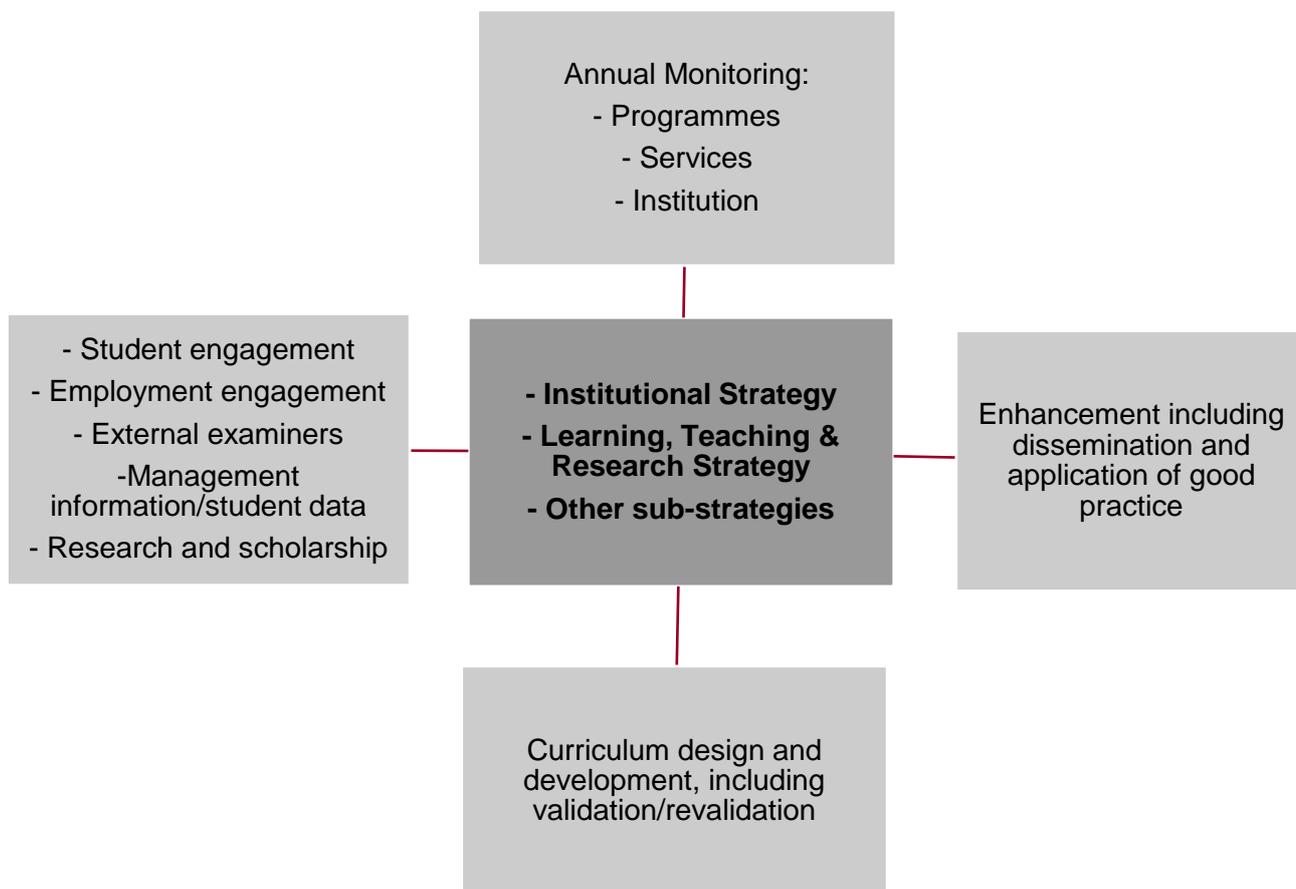
**6.3** Student engagement in quality assurance and enhancement

Students fulfil an important role in quality assurance and enhancement. CE has a Student Engagement Policy which is made available via Canvas (Christie's Education's virtual learning environment). This sets out a range of mechanisms and opportunities for student feedback and engagement. There is a dedicated section of Canvas for student representatives and information about student engagement.

## 7. The governance and committee structure

- 7.1** Full details of CE's governance and committee structure are in the Governance Handbook. The boards and committees are key fora for the academic discussions through which standards are defined and maintained, and quality is assured and enhanced. Committees with particular responsibilities for quality assurance and enhancement are:
- 7.2** The **Academic Board** is established as the senior academic committee of Christie's Education Ltd. and is charged, subject to the powers of the CE Board, with acting as the overarching authority and decision-making body for all matters concerning: academic standards; academic policy; curriculum design and development; the organisation of teaching, assessment and research; and the overall quality of learning opportunities. The Academic Board reports to the Christie's Education Board on all such matters and, in so doing, is required to assure the CE Board of the standards and quality of CE's provision, and the adequacy and effectiveness of academic governance. It advises the CE Board on the development and delivery of CE Ltd.'s academic strategy, and the Senior Management Team and CE Board on the appropriate academic structures and policies which are required to enable CE to implement its Institutional Strategy and sub-strategies. It ensures that CE's systems and procedures for quality assurance and enhancement meet the requirements of the Office for Students (OfS), QAA and The Open University.
- 7.3** The **Examinations Board**: The assessment of students is a fundamental means of monitoring and maintaining standards and a key aspect of quality assurance and enhancement. Through their consideration of students' performance in relation to programme and module learning outcomes and assessment criteria, academic staff and the Examinations Board measure, confirm and assure academic standards and quality. Assessment regulations are described in the Assessment Regulations and Procedures. Student progression and completion rates are monitored by academic staff, and institutionally by CE, through the annual monitoring process – see Part C of the Quality Handbook.
- 7.4** **Programme Committees** have key operational responsibilities for quality and standards.
- 7.5** The **Student Staff Forum** is a key forum for dialogue between student representatives and staff concerning the quality of the student experience.
- 7.6** The **Senior Management Team**, chaired by the International Managing Director, is CE's key management committee. It provides a forum for discussion and decision-making about the operational management of CE Ltd., also bringing forward strategic initiatives for consideration by the Academic Board and/or the CE Board.

**Table 1: Strategic planning, quality assurance, and enhancement at Christie's Education Ltd.**



## Part B. Programme Design, Development, Validation and Revalidation

### 8. Guiding principles for validation and revalidation

**8.1** Part B of the Quality Handbook sets out Christie's Education Ltd.'s (CE's) approach to the design, development, validation and revalidation of academic programmes. It does not apply to non-accredited courses, for which other processes are under discussion during 2019-20 (see also sub-section 21 below).

**8.2** Part B reflects the requirements of The Open University (the University) as set out in its Handbook for Validated Awards. The University's guidance states:

"All programme proposals must meet the principles below in order to be validated and revalidated. Validation and revalidation panel members will refer to the principles from the early stages of the process until the final approval event. The principles inform the agenda for events as well as the structure of (re)validation reports.

"The principles relate to:

- i. the rationale, aims and intended learning outcomes of the programme of study
- ii. the curriculum and structure of the programme of study
- iii. teaching and learning
- iv. admissions and transfer
- v. assessment regulations
- vi. staffing, staff development and research
- vii. teaching and learning resources
- viii. other resources for students
- ix. information publicly available to students, their advisors, employers and other stakeholders
- x. equality and diversity"

(Open University Handbook for Validated Awards, Section D)

**8.3** Part B also meets the requirements and expectations of the following external reference points:

- a. The UK Quality Code (QAA 2018)
- b. The Frameworks for HE Qualifications for UK Degree-Awarding Bodies (FHEQ) (QAA 2014) which specify the level and volume of study required for specific types of awards
- c. The Higher Education Credit Framework for England (QAA 2008)
- d. Master's Degree Characteristics (QAA 2010)
- e. Subject Benchmark Statements.

**8.4** Sub-sections 9 to 15 below outline CE's internal processes for validation of new programmes. Sub-section 16 describes CE's approach to revalidation and review of existing programmes.

### 9. CE principles for validation and revalidation of programmes

**9.1** In preparation for validation or revalidation by the awarding body, CE ensures that any proposal is ready for external scrutiny. Proposals go through the processes outlined below.

**9.2** CE's approach to programme design and development ensures that consideration is given, as well as to University requirements and external reference points, to key institutional

factors which determine whether a proposed new programme should be offered. In particular, all proposals must align with CE's Institutional Strategy and supporting strategies, and the overall academic portfolio.

**9.3** Proposed new programmes are considered for CE approval against both academic, and business criteria. Planning and resource approval is the responsibility of Senior Management Team (SMT). The Academic Board has responsibility for CE's academic approval of new programme proposals.

**9.4** CE's programme approval process aims to ensure that the following criteria are met:

1. All programmes should align with CE's internal regulations and policies and in particular, CE's Assessment Regulations and Procedures.
2. The content of the programme should be appropriate to the proposed award title.
3. The programme should be cognisant of current practice and development in the discipline.
4. The programme should be compatible with other programmes and CE's Institutional Strategy.
5. There should be a demonstrable market for the programme.
6. The necessary learning resources should be available.
7. The provision should prepare students for employment in the professional art world.

## **10. CE approval in-principle of proposals**

**10.1** Proposals for the development of new provision should initially be discussed with the International Managing Director who must agree proposals for submission to SMT.

**10.2** The draft proposal must be submitted on the University's pro forma for Programme Descriptions which, in due course, will be used at the University's validation planning meeting. The form requires essential information on:

- a. The title and outline programme structure;
- b. Market rationale to include evidence of demand, market positioning, employment market, marketing strategy and competition;
- c. Proposed start date (and proposers should be aware of the University's lead in times for new programmes);
- d. A description of the level and content of the programme, and any professional body/employer involvement;
- e. Financial viability;
- f. Resource availability and implications;
- g. The effect on other programmes;
- h. The relevance of the proposal to CE's development and relationship to the Institutional Strategy;
- i. Consultations held, for example, with academic staff, external academics, students, employers.

**10.3** The Programme Description must be agreed by the International Managing Director, then forwarded to the SMT for consideration of the business case. The decision on whether to give approval in principle and to progress to the next stage rests with SMT.

**10.4** Approval of business case

**10.4.1** SMT may permit a proposal to proceed to the next step, refer a proposal back for further development, or turn it down if it has concerns about the strategic fit or the

viability in market or resource terms. SMT will be guided by the extent to which the proposal fits with CE's Institutional Strategy and is financially viable.

## **10.5 Academic confirmation**

**10.5.1** Once SMT has approved a proposal, the Academic Board will receive the Programme Description Form, consider the extent to which the proposal meets CE academic requirements and external reference points, and agree any conditions and/or recommendations that the Programme Development Team must address before the proposal can be forwarded to the University.

**10.5.2** For a proposal to be considered by SMT and Academic Board, relevant paperwork must be submitted to the Director of Registry and Student Services at least two weeks before the date of the relevant meeting. The member of staff proposing the new programme may be required to attend the meeting to speak in support of the proposal and answer any queries raised.

## **10.6 Marketing**

**10.6.1** Design of, and consultation about, new prospectus entries should begin before publication dates to ensure the effectiveness of publicity material. Once the proposal for a new programme has been approved by the SMT, the new programme may be marketed and promoted 'subject to validation'.

**10.6.2** Once approved by SMT and Academic Board, the completed Programme Description can be forwarded to the University for consideration at a validation planning meeting.

## **11. Programme development**

**11.1** Outcomes of the validation planning meeting are described in D 2.1 of the University Handbook for Validated Awards. The University's planning meeting sets out next steps and agrees responsibilities for progressing towards the preliminary validation meeting.

**11.2** This sub-section sets out how CE develops the programme in preparation for the preliminary validation meeting.

**11.3** A Programme Development Team (PDT) should be constituted. The PDT will normally be chaired by the Academic Director and will comprise staff contributing to the programme's development. The PDT should maintain a record of progress meetings.

**11.4** The PDT is responsible for compiling the necessary documentation (on University templates) for the preliminary validation meeting. The documentation includes:

- Draft background document in the University's format, with required appendices;
- A programme specification in the University's format;
- Module specifications in the University's format;
- Other programme-specific content to meet the University's guidance on the content of student handbooks (University Handbook for Validated Awards, Appendix 5) and to be published to students via Canvas (Christie's Education's virtual learning environment). (Guidance on this will be provided by the Student Services and Quality Assurance Officer);
- CE regulatory framework including:
  - Admissions policy and regulations for the programme
  - Staff development policy
  - Placement learning policies and regulations including (where relevant) study abroad regulations

- Equality and diversity policies (covering both staff and students).

**11.5** In the course of its work, the PDT should consult with relevant parties on the proposal. These consultations are likely to include:

- a. appropriate external academics;
- b. appropriate external professionals;
- c. employers;
- d. students (where possible);
- e. graduates and alumni.

The PDT will provide evidence of this consultation in programme approval documentation.

**11.6** During this development stage, the Student Services and Quality Assurance Officer is responsible for arranging the preliminary validation meeting, notifying relevant parties and liaising with the University.

## **12. Preliminary validation meeting**

**12.1** In line with University requirements (see D 2.2 of the University Handbook for Validated Awards), CE is responsible for organising a preliminary validation meeting. This is organised by the Student Services and Quality Assurance Officer.

**12.2** The preliminary validation meeting will be held four to six weeks prior to submission of the final documentation to the University, at which a panel comprising internal and external members will review the progress of the development with the PDT. The preliminary validation meeting enables CE to assess the suitability of the programme documentation and to agree revisions to be made prior to the final validation meeting.

**12.3** The panel for the preliminary validation meeting will be composed of:

- Academic Director or a suitably qualified and experienced external person (Chair);
- Two members of academic staff;
- Institutional process panel member (external member nominated by CE);
- Process panel member (external member nominated by the University);
- Student member;
- Secretary.

Regarding the appointment of external members of the panel, see sub-section 18 below.

**12.4** Following the preliminary validation meeting, and in accordance with University requirements, CE will produce a summary report of the outcomes of the meeting, including any conditions and recommendations agreed by the panel. The report will be included in the documentation for the final validation meeting, together with a report from the PDT on their responses to the conditions and recommendations.

**12.5** The preliminary validation meeting will do one of the following:

- confirm that the proposal should proceed to a final validation meeting, subject to any conditions and/or recommendations agreed by the panel;
- recommend that the proposal requires further work before it can proceed.

In the latter case, the Director of Registry and Student Services shall communicate CE's decision to the University.

**12.6** Prior to the submission of the revised documentation to the University for the final validation meeting, the Academic Board will receive and consider the report on the outcomes of the preliminary validation meeting and the PDT's report on their responses to the conditions and recommendations. The preparations for the final validation meeting, including the revised documentation for submission to the University, are contingent upon Academic Board's approval of these reports.

### **13. Final validation meeting**

**13.1** In preparation for the final validation meeting, which is convened by the University, the PDT should compile documentation in accordance with University requirements as laid out at section D2.3 of the University Handbook for Validated Awards. Documentation will include the programme specification, module specifications, background documents, staff curricula vitae, and any other documents agreed at the preliminary validation meeting.

**13.2** The Student Services and Quality Assurance Officer is responsible for sending documentation to the University. It must be sent to the University at least three weeks in advance of the final revalidation meeting.

**13.3** The agenda and panel composition for the final validation meeting are determined by the University in accordance with section D2.4 of the University Handbook for Validated Awards. The agenda includes a meeting between the panel and the PDT.

### **14. Outcomes of validation**

**14.1** This sub-section outlines possible approval decisions which can be made by the University's Curriculum Partnerships Committee and CE's role and responsibilities in each case.

**14.2 Full-term approval** – a programme may be approved for a specified period of not more than five years, subject to revalidation before the end of the (re)approval period. It should be noted that where no students register on a programme for two consecutive academic years its validation will expire and the programme must be freshly validated before it can be offered again. The Director of Registry and Student Services is responsible for liaising with the University where students have not registered.

**14.3 Approval for a shorter period** – Approval may be granted for a shorter period. In such cases revalidation of the programme will be necessary before the end of the specified period.

**14.4 Approval with conditions** – Approval may be made conditional upon the fulfilment of certain requirements, by a specified date(s).

**14.4.1** The Academic Director is responsible for ensuring that conditions are met in accordance with the terms of the requirements set out in the validation report, and for completing a report on the relevant CE pro forma which will specify the PDT's response to conditions, the member of staff responsible for the action, and timelines. Prior to submission to the University, the report on responses to conditions will be considered by Academic Board, which reserves the right to require the PDT to undertake further work in response to conditions and recommendations.

**14.4.2** CE staff should be aware that students may not be enrolled until the panel has recommended to the University that a formal approval letter may be issued. OU partner institutions are allowed up to two attempts at fulfilling the conditions of validation (an initial response to the conditions, plus a resubmission if the University panel requests further work to be undertaken).

**14.5 Approval with recommendations** – The panel may make recommendations for ongoing follow-up by CE.

**14.5.1** As with conditions, it will be the responsibility of the Academic Director and PDT to ensure that recommendations are addressed via CE's annual programme monitoring. A response should also be provided to the University through the Annual Monitoring Report.

**14.6 Non-approval** – The panel may decide not to recommend approval of the programme. Where a programme is not approved, the CE Academic Board will consider whether or not the programme should be further developed and re-submitted to the University for approval.

## **15. Following successful validation**

**15.1** Following validation and before the start of the programme, the Director of Registry and Student Services will lodge the definitive programme and module specifications with the University.

**15.2** All students on validated programmes are provided with a Student Handbook which reflects the University's guidance on the content of such handbooks (University Handbook for Validated Awards, Appendix 5). Core information is also published on Canvas. The programme specification is also published on the CE website.

**15.3** Whenever approved changes are made to the programme, the Student Services and Quality Assurance Officer is responsible for ensuring that programme information is updated on Canvas, that students are notified, and that the updated information is provided to the University.

## **16. Revalidation**

**16.1** Programmes are subject to revalidation by the University normally in the fifth year of delivery. The University's principles and CE's criteria for the revalidation of programmes are the same as for validation (see para 8.2 and sub-section 9 above). Similarly, processes for revalidation follow those for validation with a revalidation planning meeting, a preliminary revalidation meeting and a final revalidation meeting.

**16.2** The documentation required for the preliminary revalidation meetings is listed in 11.4. For the revalidation process, the background document template incorporates a critical appraisal reviewing the achievements of the programme and its development since the initial validation or last revalidation. The critical appraisal will:

- draw on existing evidence to demonstrate the effectiveness of mechanisms for managing and enhancing the programme;
- be informed by feedback from students, External Examiners, employers and other relevant external input during the approval period;
- include a rationale for any proposed modifications to the programme, such as the addition or replacement of new modules or pathways. This will take account of developments in the subject area that have taken place since the last (re)validation.

For further information, see 2.3 of the University Handbook for Validated Awards (Requirements for programme documentation).

**16.3** The Academic Director will be responsible for compiling the relevant documentation including the critical appraisal with the required appendices (see the University's pro forma for Critical Appraisal), and will liaise with the Programme Director and team in this regard.

**16.4** As preparation for the final revalidation meeting with the University, CE will hold a preliminary revalidation meeting. Using the University's principles for validation and revalidation, the panel for the preliminary revalidation meeting will consider the

documentation and make recommendations for improvement in readiness for the University events.

## **16.5** The preliminary revalidation meeting panel

**16.5.1** In line with University requirements (see D 2.2 of the University Handbook for Validated Awards), CE is responsible for organising a preliminary revalidation meeting. This is organised by the Student Services and Quality Assurance Officer.

**16.5.2** A preliminary revalidation meeting will be held four to six weeks prior to submission of the final documentation to the University, at which a panel comprising internal and external members will review the progress of the development with the Academic Director and PDT. The preliminary revalidation meeting enables CE to assess the suitability of the programme documentation and to agree revisions to be made prior to the final revalidation meeting.

**16.5.3** Membership of the internal revalidation panels shall be:

- Academic Director or a suitably qualified and experienced external person (Chair);
- Two members of academic staff from other programmes;
- Institutional process panel member or IPPM (external member nominated by CE and approved by the University);
- Process panel member or PPM (external member appointed by the University);
- Student representative from the programme under consideration;
- Secretary.

Regarding the appointment of external members of the panel, see sub-section 18 below.

**16.5.4** Following the preliminary revalidation meeting, and in accordance with University requirements, CE will produce a summary report of the outcomes of the meeting, including any conditions and recommendations agreed by the panel. The report will be included in the documentation for the final revalidation meeting, together with a report from the Academic Director and PDT on their responses to the conditions and recommendations.

**16.5.5** The outcome of the preliminary revalidation meeting will be one of the following:

- Confirmation that the proposal should proceed to a final revalidation meeting, subject to any conditions and/or recommendations agreed by the panel;
- Recommendation that the proposal requires further work before it can proceed.

In the latter case, the Director of Registry and Student Services shall communicate CE's decision to the University.

**16.5.6** Prior to the submission of the revised documentation to the University for the final revalidation meeting, the Academic Board will receive and consider the report on the outcomes of the preliminary revalidation meeting and the PDT's report on their responses to the conditions and recommendations. The preparations for the final revalidation meeting, including the revised documentation for submission to the University, are contingent upon Academic Board's approval of these reports.

## **17. Final revalidation meeting**

**17.1** In preparation for the final revalidation meeting, which is convened by the University, the leader of the PDT should compile documentation in accordance with University

requirements as laid out at section D2.3 of the University Handbook for Validated Awards. Documentation will include the programme specification, module specifications, background documents, staff curricula vitae, and any other documents agreed at the preliminary validation meeting.

- 17.2** The Student Services and Quality Assurance Officer is responsible for sending documentation to the University. It must be sent to the University at least three weeks in advance of the final revalidation meeting.
- 17.3** The agenda and panel composition for the final revalidation meeting are determined by the University in accordance with section D2.4 of the University Handbook for Validated Awards. The agenda includes a meeting between the panel and the PDT.
- 17.4** The potential outcomes of final revalidation meetings are the same as for final validation meetings – please refer to sub-section 14 above.

## **18. Approval of external panel members**

- 18.1** In its procedures for making effective use of external peers in its programme approval procedures, CE has considered the UK Quality Code.
- 18.2** Institutional process panel members (IPPMs) of panels for preliminary validation and revalidation meetings are nominated by CE, approved by the University, and remunerated by CE. They are appointed and remunerated by the University for final validation/revalidation meetings. Process panel members (PPMs) of panels are appointed and remunerated by the University for both the preliminary and final stages of validation and revalidation.
- 18.3** The Director of Registry and Student Services and Academic Director will liaise in identifying potential external members. The Director of Registry and Student Services will co-ordinate the process of appointment in liaison with the University. To ensure that external participants can bring an independent perspective to the CE's work, the following principles will be applied in consideration of a nominee.
- 18.4** Nominees will not:
  - a. have served as an external examiner at CE for a period of at least five years;
  - b. be currently sitting on the governing body or any of its sub committees, or acting as a consultant to CE;
  - c. have been a student at CE for a period of at least five years;
  - d. have been in paid employment with CE for a period of at least five years;
  - e. have been personally or corporately associated with the sponsorship of students;
  - f. be known to relevant employees of CE in a personal capacity;
  - g. be known to relevant employees of CE in a professional capacity to an extent which might prejudice their independence (for example, via involvement in recent or current collaborative research activities with a member of staff involved in delivery and/or assessment of a programme).
- 18.5** Nominees will have:
  - a. sufficient experience in programme design and review to enable them to discharge their role effectively; and/or
  - b. current or recent experience of developing, delivering and assessing programmes in UK higher education providers to a level equivalent to the provision under approval or review; and/or
  - c. appropriate professional expertise and experience in relation to the relevant academic area.

## 19. Major and minor amendments to programmes

**19.1** This sub-section defines the scope of major and minor amendments to a programme and/or modules between revalidations, and the processes to enable amendment. It has been developed in the light of Section D5 of the University Handbook for Validated Awards on Changes to programmes of study. All proposals for major or minor amendments should first be discussed with the University via the Senior Quality and Partnerships Manager.

**19.2** CE is committed to reviewing and adapting programmes in response to the outcomes of monitoring and evaluation, and in accordance with an institutional commitment to enhancement of learning opportunities.

**19.3** Major and minor amendments to programmes and modules cannot be approved and/or implemented 'in year'. Once approved, amendments are implemented in the next academic year.

### 19.4 Minor amendments

Minor amendments to programmes are those which do not change either singly or incrementally the basis on which the programme was validated. They will not involve any change to the programme specification. They may include the following:

1. A change of module title;
2. Replacement of a module in a programme with another University-approved module where this does not change the overall learning outcomes for the programme;
3. Minor changes to teaching or delivery methods.

### 19.5 CE approval of minor amendments

**19.5.1** Minor amendments to programmes are discussed and approved by Academic Board.

**19.5.2** The Programme Director should discuss proposals for minor amendments with the Academic Director and complete a Module and Programme Amendment Form for the consideration of the Board. The form should include the following information:

- a. The rationale for proposed changes;
- b. A summary of all amendments since original validation or revalidation; this information allows Academic Board to understand cumulative changes to the programme and to confirm that learning outcomes are still current;
- c. The minutes of the meeting(s) of the Programme Committee at which the proposals were agreed. The form must be accompanied by any revised module specifications.

**19.5.3** When the Programme Committee has discussed and agreed the proposed minor amendments, the form (amended as necessary) should be passed to the Director of Registry and Student Services, who will arrange for its consideration by Academic Board. Once Academic Board approval has been granted, new versions of module specifications and the programme specification, as necessary, should be published.

**19.5.4** The University should be provided with a brief account of any minor amendments and the process for change, via the subsequent annual monitoring report (see Part C of this Handbook).

### 19.6 Major amendments

Major amendments to programmes are those which change the essential character of the programme or module such as significant changes to learning outcomes or assessment. They will require a change to the programme specification. They may include the

following:

1. Introduction of new modules or pathways within a programme;
2. Changes of syllabus content in a module, to the extent that this which significantly affects learning outcomes and it becomes a new module or pathway;
3. A change of programme title
4. A change of pathway title
5. A change to or addition of mode of study
6. Significant changes to assessment or other programme regulations
7. Adaptations to make the programme available to new student or client groups
8. Significant changes to work-based or work-related learning components
9. New arrangements for collaborative provision
10. A change of level of a module.

### **19.7 CE and OU approval of major amendments**

**19.7.1** Major amendments to programmes are discussed and approved internally by Academic Board prior to consideration by the University.

**19.7.2** The Programme Director should discuss proposals for major amendments with the Academic Director and complete a Module and Programme Amendment Form, which should be discussed and agreed by the relevant Programme Committee where student views on the amendment should be sought and considered.

**19.7.3** The form should include the following information:

1. A rationale for any changes, including any implications for the programme's academic coherence (e.g., learning outcomes, and teaching, learning and assessment strategy, as described in the Programme Specification);
2. A summary of all amendments since original approval or revalidation; this information enables Academic Board to understand cumulative changes to the programme and to confirm that learning outcomes are still current;
3. Evidence of consultation with External Examiner(s);
4. The minutes of the meeting(s) of the Programme Committee where the proposals were agreed (to include evidence that student representatives have been consulted);

The form must be accompanied by any revised module specifications and programme specifications.

**19.7.4** Following the Programme Committee meeting, Module and Programme Amendment Forms should be returned to the Director of Registry and Student Services, who will arrange for its consideration by relevant committees. Additional resources required for the module(s)/programme must be approved by the Senior Management Team. Final approval of the proposed amendment(s) is the responsibility of Academic Board, which will make one of the following recommendations:

1. That the amendment(s) is approved for submission to the University.
2. That the proposal(s) is rejected or referred back to the programme team for further work.
3. That where there are proposals for more significant changes, a programme should undergo a full revalidation to re-establish its currency. This will require negotiation with the University.

- 19.7.5** In the following two circumstances of major amendments, Academic Board will exercise particular scrutiny of the scope of the change which could trigger a revalidation.
1. Changes to modules comprising a total of 90 credits or more of a postgraduate programme;
  2. An accumulation of multiple minor changes over a three-year period.
- 19.7.6** After proposals for major amendment have been approved internally by Academic Board, they need to be formally approved by the University as part of the Annual Workload Request. This may be undertaken either via correspondence or via face-to-face meeting.
- 19.7.7** When the amendment is approved by the University, new versions of module specifications and the programme specification, as necessary, should be published. These changes will also be incorporated into the relevant programme section of Canvas and notified to the University before the start of the academic session to which they will apply.
- 19.7.8** The University can provide advice on definitions of amendments for specific modules.
- 19.7.9** The Director of Registry and Student Services maintains a tracking record of approved minor and major amendments to modules and programmes.

## **20. Programme Closure**

- 20.1** The decision to close validated programmes is the responsibility of CE Board, acting in accordance with the Institutional Strategy. The decision to close a programme may follow from a variety of factors that include poor recruitment, changes to the funding environment, developments within the subject discipline or professions, issues with quality and standards of provision, or lack of strategic alignment with the institutional mission.
- 20.2** The office of the International Managing Director of CE is responsible for: consulting with staff and students and other relevant offices about the proposed closure; and, communicating decisions to students, staff, the University, employers and other stakeholders. The relevant Programme Director will advise existing students on the programme. The closure is reported to the next meeting of the Academic Board.
- 20.3** Teaching-out arrangements
- 20.3.1** Teaching out arrangements are required to safeguard the quality of the student experience, and to ensure that quality and academic standards are maintained, on closing programmes.
- 20.3.2** The relevant Programme Director will be responsible for drawing up an action plan indicating how students' learning opportunities – for example, with respect to teaching and support staff, learning resources, and assessment – will be assured. The action plan must be approved by the SMT and Academic Board which, via the Annual Conference, will also monitor the progress of the plan.

## **21. Approval of partnerships for the delivery of non-accredited provision**

From time to time, CE is invited to enter into partnerships for the delivery of non-accredited provision. The business case for these is considered and approved by the Senior Management Team, while the academic case is considered and approved by the Academic Board. The Open University will be engaged in such developments if they involve delivery of OU-validated module(s). CE's procedures for such partnerships will be developed further during 2019-20.

## Part C. Monitoring and Evaluation of Quality and Standards

### Introduction

Part C of the Quality Handbook sets out Christie's Education Ltd.'s (CE's) approach to the monitoring and evaluation of its academic programmes and support services. It has been developed with reference to the UK Quality Code. It also meets the requirements of The Open University (the University) as set out in its Handbook for Validated Awards. In particular, it meets the expectations for annual monitoring and the submission of an annual monitoring report to the University at the end of the academic cycle. Senior operational responsibility for monitoring and evaluation rests with the Director of Registry and Student Services, who provides advice and guidance to staff and ensures that relevant templates, including those of the University, are made available.

## 22. The responsibilities of the CE Board and the Academic Board

See also:

- Quality Handbook, Part A, Academic Standards and Quality at CE Ltd., para. 6.1
- Governance Handbook, Part 1, para. 4.4, and Part 3 (CE Ltd. Governance Structure)

### 22.1 The CE Board

**22.1.1** As the senior authority of Christie's Education Ltd., the CE Board has wide-ranging responsibilities for monitoring, evaluation and oversight of the institution. It fulfils these corporate governance responsibilities through regular review of the following:

- Financial performance
- CE's key performance indicators (KPIs)
- The CE risk management strategy
- Progress with delivery of the Institutional Strategy
- The quality and standards of academic provision and support services.

**22.1.2** While overall responsibility for quality and standards rests with the Board of CE Ltd., the Board delegates executive decision-making to the International Managing Director and identifies the Academic Board as the institution's senior academic committee. The CE Board fulfils its role in monitoring, evaluation and oversight of quality and standards through a number of agreed protocols which are listed in the Governance Handbook and in para. 22.2.2 below. These include the summative annual monitoring report from the Academic Board and the associated Institutional Enhancement Plan.

### 22.2 The Academic Board

**22.2.1** The terms of reference of both the CE Board and the Academic Board are explicit that the Academic Board reports to the CE Board on academic matters and, in so doing, is required to assure the Board of the quality and standards of CE's provision, and the adequacy and effectiveness of academic governance.

**22.2.2** Through a number of agreed protocols, the Academic Board is required to report to the CE Board, and to assure it of the quality and standards of CE's provision, and the adequacy and effectiveness of academic governance. These protocols are set out in the Terms of Reference of the Academic Board (Governance Handbook, Part 3, sub-section 25), as follows:

- "a. Act on behalf of the CE Board as the overarching authority and decision-making body for all matters concerning: academic standards; academic policy; curriculum design and development; the organisation of teaching,*

*assessment and research; and the overall quality of learning opportunities.*

- b. Advise the CE Board on the development and delivery of CE Ltd.'s academic strategy.*
- c. Assure and maintain the academic standards of CE Ltd.*
- d. Assure and enhance the quality of learning opportunities at CE Ltd.*
- e. Monitor and advise the CE Board about academic risks which are either identified on the CE Ltd. risk register which are either identified on the CE Ltd. risk register or which are emergent.*
- f. Provide reports on 25.2.a.-25.2.e. above to the CE Board, through a standing item(s) on the agenda of CE Board meetings, to assure the CE Board of the standards and quality of CE Ltd.'s provision and the adequacy and effectiveness of academic governance.*
- g. Produce a summative annual monitoring report on the quality and standards of CE Ltd.'s provision for the consideration of the CE Board and the validating university."*

**22.2.3** The summative annual monitoring report referred to in *g.* above is the Annual Institutional Overview which is required by The Open University and which is also submitted to the CE Board. Throughout the academic cycle, the Academic Board submits other reports to the CE Board (as indicated in *b.* to *f.* above), enabling it to assure the Board about the security of quality and standards.

## **23. The aims of monitoring and evaluation**

CE's approach to monitoring and evaluation aims to:

- Ensure that the academic standards of the programme are being achieved and maintained;
- Ensure that the quality of learning opportunities offered by programmes is being regularly evaluated and developed to enhance quality;
- Provide opportunities for staff to review developments, identify actions to be taken to maintain and improve the academic health of the programme, and highlight any major or minor programme amendments which require approval (see Part B of this Handbook);
- Ensure that programme and associated module specifications are kept up to date;
- Ensure that the student voice is both heard and responded to demonstrably;
- Identify good practice relating to learning, teaching and assessment, and to quality assurance and enhancement, for dissemination across CE;
- Develop and agree a plan for the enhancement of programmes over the following academic year.

## **24. Annual monitoring and evaluation**

**24.1** CE operates a number of processes and structures that combine to ensure the effective and systematic monitoring and evaluation of programmes. These include:

- Annual Programme Evaluations for programmes validated by the Open University (APEs – previously known as Annual Monitoring Reports or AMRs)
- Module Evaluations and other student questionnaires, including the Postgraduate Taught Experience Survey (PTES) (for programmes validated by the Open University)

- Other forms of student feedback, e.g. minutes from meetings of Programme Committees and the Student Staff Forum
- External Examiners' Reports (programmes validated by the Open University)
- Feedback from the Art World Professional Advisory Group
- Annual Monitoring Reports (AMRs) on non-accredited provision (continuing education and online courses) – from 2019-20
- Support Services Annual Monitoring Report (see also sub-section 27 below)
- Student data.

**24.2** The core purpose of all monitoring and evaluation of programmes is the enhancement of learning opportunities for students.

## **25. Annual Programme Evaluations (APEs)**

**25.1** Following completion of an academic cycle, and in accordance with published deadlines (which align with University deadlines), each programme team is required to complete an Annual Programme Evaluation (APE). It is the responsibility of the Programme Director to submit the APE and programme enhancement plan (see below) by the designated deadline. APEs are submitted on the University's Annual Programme Evaluation template and consider the following information in evaluating the health of the programme, including:

- Analysis of statistical management information for the programme and modules, including recruitment, progression, completion, classification and destinations data;
- Outcomes of student feedback acquired via module evaluation (see below) and any other formal and informal student channels, and national surveys such as the PTES;
- Outcomes from peer review of teaching;
- Reports from External Examiners and programme team responses to these.

**25.2** The APE concludes with an Enhancement Plan (or "Action Plan") for the programme. The Enhancement Plan includes the following:

- Examples of good practice for wider dissemination;
- Issues that need to be addressed and actions to resolve them;
- Where the actions arose;
- Success criteria;
- Progress to date;
- Identification of role-holders responsible for actions;
- Target date for completion;
- Completion date.

**25.3** AMRs and the accompanying Enhancement Plans are considered and approved by the Academic Board, and feed into reports to the CE Board and the Annual Institutional Overview submitted to the University (see sub-section 28 below). During the subsequent year, they are considered under a standing item at each Programme Committee, thereby helping to promote continuous improvement.

## **26. Module evaluations and other student questionnaires**

**26.1** A schedule of questionnaires and module evaluations is maintained by the Student Services and Quality Assurance Officer and disseminated to staff and students via Canvas

(Christie's Education's virtual learning environment). It includes closing dates for questionnaires and evaluations, and the dates of Academic Board meetings at which results will be considered.

**26.2** Module evaluation provides a formal opportunity for staff to reflect on the most recent delivery of the module and consider how the module can be improved in future delivery. Module evaluation forms are completed by students and the results are reviewed by module tutors. Results from module evaluations, end-of-programme questionnaires, and the PTES, are reviewed by Programme Committees and the Academic Board. They feed into APEs and may result in actions that are included in programme and institutional Enhancement Plans.

## **27. Monitoring and evaluation of support services**

**27.1** In addition to its procedures for assuring and enhancing the quality of academic programmes, CE systematically monitors and evaluates its support services.

**27.2** The Director of Registry and Student Services is responsible for collating an annual monitoring report on support services, which includes an Enhancement Plan for the following academic year.

**27.3** The completed report and Enhancement Plan is considered by the Academic Board. It feeds into reports to the CE Board and the Annual Institutional Overview submitted to the University (see below).

## **28. The Annual Institutional Overview for The Open University**

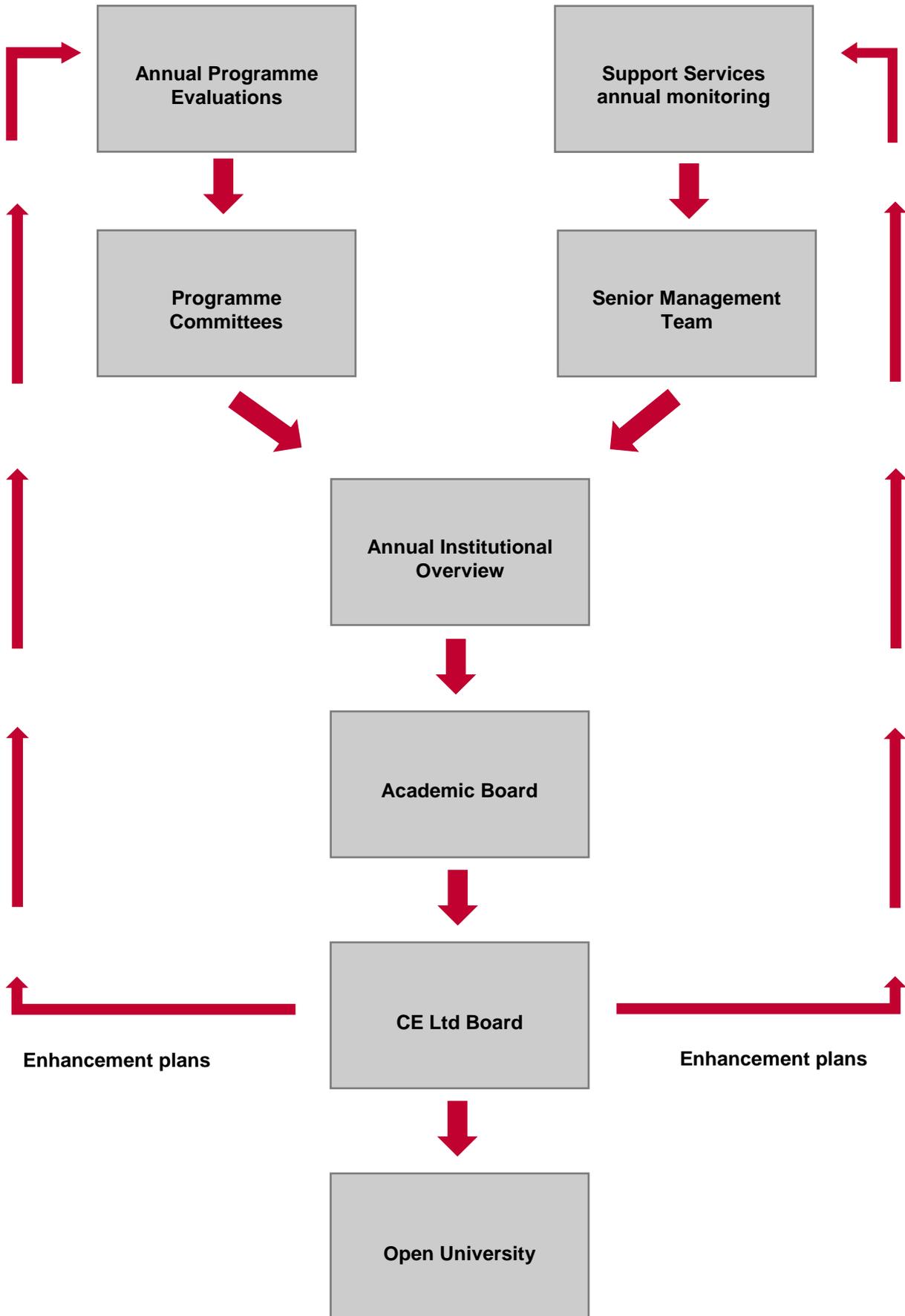
**28.1** The University requires an Annual Institutional Overview which is submitted on its approved template. The Academic Director is responsible for co-ordinating the preparation of the Annual Institutional Overview report, with input from the Director of Registry and Student Services. The Annual Institutional Overview concludes with an Institutional Enhancement Action Plan. It also requires confirmation of the status of CE Ltd.'s administrative systems and procedures, and a signed Statement of Compliance.

**28.2** The Annual Institutional Overview is submitted to the Academic Board for approval and signed off by the International Managing Director prior to submission to the University. It is also considered by the CE Board. Progress on the Institutional Enhancement Plan is monitored throughout the year by the Academic Board and reported to the CE Board.

**28.3** As well as meeting the requirements of The Open University, the compilation of the report contributes to CE's overall approach to annual monitoring and evaluation by:

- a. Providing an opportunity to reflect and act upon any matters arising from Annual Programme Evaluations and the Support Services Annual Monitoring Report;
- b. Identifying and addressing any issues which require an institutional response;
- c. Evaluating CE's overall arrangements for quality assurance and enhancement, and the assurance and maintenance of academic standards.

**Table 2: Summary of annual monitoring process**



## Part D. Externality

### 29. External Examiners

- 29.1** In monitoring and assuring the quality of its programmes and maintaining the academic standards of its awards, Christie's Education Ltd. (CE) makes extensive use of external peers and particularly External Examiners.
- 29.2** CE's policy and procedures on External Examiners are designed to comply with the requirements of CE's awarding body, The Open University (the University), as set out in the section of its Handbook for Validated Awards, section F on Assessment and External Examiners. As the University notes (section F2.2):
- "External Examiners are appointed by, and report to, The Open University. The terms under which they engage with the partner institution and the programmes to which they are appointed are those determined by The Open University."
- Accordingly, this section focuses on CE's responsibilities for External Examiners in the context of the University's requirements.
- 29.3** Christie's Education policy and procedures on External Examiners have been aligned with the UK Quality Code. In so doing, CE is reflecting the University's alignment with the code.
- 29.4** Normally External Examiners are appointed to programmes. However, a single external may be appointed to cover a group of cognate programmes, or to cover a set of modules which are delivered across more than one programme. In considering proposals for such appointments, CE will take into account the total volume of work required and the expertise of the particular examiner involved.

### 30. Appointment of External Examiners

- 30.1** The Academic Director and the relevant Programme Director liaise in identifying potential External Examiners. Nominations for new External Examiners are completed on the University template. The Academic Board is responsible for approving draft nominations prior to dispatch to the University.
- 30.2** Nominations should adhere to University expectations on criteria for appointment as set out in Assessment and External Examiners sections F2.5 and F2.6, and the avoidance of conflicts of interest as set out in section F2.7 of the University's Handbook for Validated Awards.
- 30.3** Where a nominee is without previous external examining experience, a mentor, selected from existing appointments, should be identified and recorded in the nomination.
- 30.4** Nominations should be internally approved in good time to meet the requirement that they are forwarded to the University 6 months prior to the commencement of an external's term of office.
- 30.5** In line with University requirements, the duration of an External Examiner's appointment will normally be for four years.

### 31. Induction for External Examiners

- 31.1** In addition to briefing and induction provided by the University, CE will provide newly appointed External Examiners with both an induction meeting and a set of briefing documents.
- 31.2** The QA Officer will contact newly appointed External Examiners to arrange a briefing as soon as possible after being notified that the nomination has been approved by the University. The detailed briefing should cover:
- The dates of, and arrangements for attendance at, meetings of Examinations Boards for the first year of appointment;

- General information on the role of the examiner and any particular arrangements regarding modules for which the examiner will have responsibility;
- The objectives of the programme, its syllabuses and learning and teaching methods;
- The assessment methods and marking schemes of the programme;
- Scrutiny of assessment-setting, and arrangements for the sampling of assessments;
- Provision and explanation of the outgoing External Examiner's last report and the response;
- Arrangements for liaison with a mentor, where relevant;
- CE's Academic Regulations and Procedures.

**31.3** As part of their CE induction, External Examiners will also be provided with the opportunity to meet a sample of students from the programme.

**31.4** External Examiners will be provided with relevant documentation to include:

- The programme and module specifications, assessment procedures, marking schemes and assessment criteria, and other programme-specific information published to students via Canvas (Christie's Education's virtual learning environment);
- CE's Assessment Regulations and Procedures, including procedures for marking and moderation, determination of module and award outcomes, provision for resits and compensation, and procedures for cases of suspected academic misconduct including plagiarism;
- CE procedures for Academic Appeals;
- A list of administrative and academic contacts.

## **32. Rights and responsibilities of External Examiners**

**32.1** The role of External Examiners is to ensure that justice is done to the individual student and that the standard of awards is maintained on behalf of the University (see section F2.3 of Assessment and External Examiners). External Examiners are expected to play a full role in a student's programme through the scrutiny of assessment requirements, coursework assignments and examination papers, and by membership of Examinations Boards which agree marks.

**32.2** To carry out these responsibilities, CE expects External Examiners to:

- Monitor and approve the form and content of coursework assignments and examination papers in respect of those programmes/modules under their responsibility – these will be submitted by the Director of Registry and Student Services at the beginning of each academic session;
- Consider alternative assessments and adjustments made for students with declared disability or additional needs, to ensure that all students will be assessed fairly in relation to the programme syllabus and regulations;
- Scrutinise students' work arising from those assignments and examinations to ensure that all students are assessed fairly in relation to programme and module learning outcomes, that marking standards are consistent and appropriate, and that students have achieved the required standard for the programme/module;
- Have access to all assessed work, including resits, and review samples of the work of students proposed for each category of award and for failure, to ensure that assessment criteria have been interpreted appropriately and that there is parity

of assessment across the cohort;

- Consider the reliability of the mode of monitoring the marks of module assessments and the final end-of-module component (e.g. examination), and report to the Examinations Boards on such revisions as the examiner considers necessary;
- Have the right to moderate the marks awarded by internal examiners where this is within the CE assessment regulations and does not bias the overall assessment or cause unfairness to individual candidates;
- Ensure that the assessments are conducted in accordance with the approved CE and programme regulations;
- Have the right to meet students;
- Attend meetings of Examinations Boards at which decisions on recommendations for award are made and ensure that those recommendations have been reached in accordance with the University's requirements and standard practice in UK higher education;
- Report to CE and the University on student performance and academic standards, as well as on the effectiveness of the assessments and any lessons to be drawn from them;
- Where necessary report in confidence to the University's Vice-Chancellor on any matters of serious concern arising from the assessments that put the standards of the University's validated awards at risk;
- Be available for consultation about and agree to any proposed changes to programme-specific assessment regulations or assessment strategy that will directly affect students currently on a programme.

**32.3** External Examiners are expected to attend Examinations Boards at CE. As University guidance notes, "recommendations to the University for the conferment of an award will not be valid without the written endorsement of the External Examiners" (section F2.4 of Assessment and External Examiners). Where unforeseen circumstances prevent attendance and the programme/module has only one External Examiner, CE and the University will consult over whether the meeting of the board should be postponed. Where it is agreed that such a meeting should proceed, the External Examiner should record non-attendance in their report.

#### **32.4** Sampling, moderation and adjustment of cohort marks by External Examiners

The following is described in para 4.5.6 of the CE Assessment Regulations and Procedures:

- a. External Examiners' sampling of assessments may be undertaken remotely or on-site. External Examiners are required to attend Christie's Education at agreed times, normally twice per year, to discuss the outcomes of sampling with the Academic Director, Programme Director and staff, meet with a selection of students, and participate in meetings of the Examinations Board (including pre-Board meetings). For more information on the role of External Examiners, please refer to the Quality Handbook, Part D, Externality.
- b. External Examiners sample assessments from all modules to verify that assessment procedures have been followed and that standards are secure. If the marks of a sample cannot initially be verified, External Examiners may choose or may be asked by the Academic Director to consider the work of a wider sample.
- c. As part of the moderation process, External Examiners may propose the adjustment of cohort marks where they consider the marks to be too high, too low, or where they consider the range of marks to not be appropriate. Adjustment of cohort marks must be proposed and ratified at a meeting of the Examinations

Board, and only when the initial sample of marks has been extended to cover those of the whole cohort.

**32.5** Further guidance on the roles and responsibilities of External Examiners is available in the Guide for External Examiners of OU Validated Awards.

### **33. External Examiner Reports**

**33.1** External Examiners are required to complete an annual report to CE's Academic Board and to the University on the conduct of the assessments just concluded and on the standards being set and achieved. The report should use the standard University template. Section F2.18 of Assessment and External Examiners provides further information on what the report should cover.

**33.2** The report should be submitted both to the University and to Christie's Education within four weeks of the relevant Examinations Board.

**33.3** Where the University requires an immediate account of the measures being put in place to address issues which concern the quality of a programme or the standard of an award, the Programme Director may be asked to draft a response for the consideration of the Academic Director, who will forward the final version to the University.

**33.4** On receipt at Christie's Education, all External Examiners' reports are logged by the Student Services and Quality Assurance Officer and forwarded to the Academic Director, who identifies any institutional recommendations and transfers these to the pro forma for Responses to External Examiners' Reports. Any issues which require action outside the normal review cycle are addressed at this point. Such issues, and the action required, are detailed on the responses pro forma which is attached to the examiner's report. The Academic Director then circulates the report and the responses pro forma to the relevant Programme Director, the Director of Registry and Student Services, and the International Managing Director.

**33.5** The Programme Director is responsible for responding to programme-related matters in External Examiner reports. The Academic Director will respond to any matters which relate to CE more broadly. The responses pro forma should also itemise how the programme and, where relevant, CE will further develop good practice identified by the External Examiner.

**33.6** The External Examiner's report and the response pro forma should be considered in the development of each programme's Annual Programme Evaluation (APE) and Enhancement Plan. Further information on CE's annual monitoring procedures can be found in Part C of this Handbook. Each External Examiner should be sent a copy of the full response to their report and the final version of the Annual Programme Evaluation and Enhancement Plan.

**33.7** External Examiner reports and CE's responses are made available to students via Canvas. Student representatives have the opportunity to comment on External Examiner reports and contribute to CE's responses at meetings of Programme Committees.

### **34. External advisers**

**34.1** Christie's Education regularly seeks external advice about academic and support service development. This is undertaken by the Art World Professional Advisory Group, the members of which are engaged to review CE provision and advising about curriculum content, design and development.

**34.2** External academics and other professionals are also included on programme development, validation and revalidation panels. Criteria for the appointment of external panel members are set out in Section C of these Regulations and Procedures, Programme Design, Development, Validation and Revalidation.

- 34.3** Academic Board may appoint up to two external members. Further information on this is available in the CE Governance Handbook.
- 34.4** Where appropriate, external consultants and advisers may be appointed for specific tasks, for example, involvement in selection procedures for the appointment of staff.