Heythrop College

The Specialist Philosophy and Theology College
of the University of London

QUALITY ASSURANCE AND ENHANCEMENT HANDBOOK

Edition 7
January 2017

Key:

People:

VPA   Vice Principal Academic – Vacancy

DLT   Director of Learning and Teaching, Dr Jon Loose
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DAPSE   Director of Academic Policy and Student Experience,
Ms Kathryn Powell
k.powell@heythrop.ac.uk

HSS   Head of Student Services, Dr Susan Lewis
s.lewis@heythrop.ac.uk

GQEO   Governance and Quality Enhancement Officer
Ms Laura Watson
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Committees:

AB   Academic Board

LTAC   Learning, Teaching and Assessment Committee

DB   Departmental Boards

UGSSLC   Undergraduate Student Staff Liaison Committee

College groups:

SLT   Senior Leadership Team

ALT   Academic Leadership Team

SSC   Student Services Centre

HSU   Heythrop College Students' Union

Other:

HELIOS   College Virtual Learning Environment

SITS   Student record system

APR   Annual programme review

LTAS   Learning, Teaching and Assessment Strategy

CAF   Heythrop's Credit and Assessment Framework

NSS   National Student Survey

External Organisations:

HEA   Higher Education Academy at www.heacademy.ac.uk

HEFCE   Higher Education Funding Council for England at
                             www.hefce.ac.uk

QAA   Quality Assurance Agency for Higher Education at www.qaa.ac.uk

NUS   National Union of Students (information and guidance for
                             students on engagement etc.) www.nus.org.uk

College context January 2017

At the meeting of the Governing Body on 25 June 2015, after considerable consideration of issues and with regret, a decision was taken that the College would cease to exist in its present form as a constituent College of the University of London, at the end of 2018. While as much as possible the College will continue with its normal range of quality assurance and enhancement processes, some of the more developmental activities will cease during the Teach Out Period. These include, new programme approval, periodic programme review and re-approval, Departmental reviews and processes for the approval and monitoring of collaborative programmes and relationships. It is unlikely that new modules will be approved. This Handbook has been amended to remove these processes.

During the Teach Out processes will continue as usual to maintain the standard of awards and to enhance the quality and range of student learning opportunities. Regular assurance reports on quality and standards will be made to the Learning, Teaching and Assessment Committee, the Academic Board, the Governing Body and to the University of London, and made available to HEFCE on request. Additionally, the assurance reports will be subject to external monitoring and evaluation by an external higher education quality assurance consultant.
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Section 1.   INTRODUCTION AND CONTEXT

1.1   This Handbook is a guide for all staff, students and interested external parties to the quality assurance and enhancement processes and requirements of the College. The Handbook will give you information on each process and may direct you to other guidance as required.

1.2   This seventh edition of the Quality Assurance and Enhancement Handbook has been revised based on experience of operating systems, on strategic developments within the College, and the outcome of an external review of processes against the Quality Assurance Agency's (QAA) Quality Code, replacing the Academic Infrastructure [please see http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code for more information].

1.3   All quality assurance and enhancement activities are in support of the College's Mission, which remains throughout the Teach Out as:

- To serve society through Philosophy and Theology
- To offer its students an education marked by intelligence, scholarship and generosity of spirit
- To foster interfaith dialogue
- To be a resource for the Christian faith community
- To provide leadership in Catholic thought

1.4   The College works within the QAA's definition of academic standards, quality and enhancement.

1.5   This Handbook:

1.5.1   The Handbook is available to staff and students on the College web pages (http://www.heythrop.ac.uk/governance-policies/policies) and on the HELIOS Learning and Teaching pages and is included on the External examiners' resources pages. It is made available to external advisers involved in the College's quality assurance and enhancement processes. Any queries or suggestions for amendment should be directed to the DAPSE, in the first instance.

1.5.2   Related information can be found in the following publications:
Academic Regulations
External Examiner's Handbook
Student handbooks
Programme specifications
Module outlines

All of the above can be found at
http://www.heythrop.ac.uk/governance-policies/programme-documentation

1.5.3   The Quick Guide section at the front of the Handbook provides a brief overview and guides you to the relevant section of the Handbook to deal with your query.

Section 2: QUICK GUIDE TO QUALITY ASSURANCE AND ENHANCEMENT

We can all get confused with "quality speak" and the whole national and international quality assurance and enhancement infrastructure. It is important to remember that requirements are based on everyday activities and a wish to improve the experience of students in higher education.

The College maps all its procedures against the national and international quality assurance and enhancement requirements so you can be confident that if you follow our guidelines you will meet external expectations. The important things to remember are:

1. quality assurance and enhancement is not just the responsibility of a specific committee or group of staff but of all staff whatever their role
2. Students are a very important element of the quality assurance and enhancement processes and work as partners with staff in assurance and enhancement activities.
3. quality assurance and enhancement are only other phrases for what staff do naturally i.e. good teaching and improvements to help students
4. quality assurance and enhancement helps the College know what is happening and where it needs to provide support to help staff make improvements or introduce innovations.
5. quality assurance and enhancement helps the College show others externally that what we do meets national and international expectations
6. During the Teach Out period quality assurance and enhancement remains a high priority for the College to ensure the student experience and maintain academic standards.

If you have any queries please contact the DAPSE k.powell@heythrop.ac.uk

If you are interested in understanding the wider quality assurance and enhancement picture please talk to either the DLT or to the DAPSE, or have a look at the Quality Assurance Agency website www.qaa.ac.uk

This section is designed to help members of staff who have a specific query, so should be read as a quick "How to" guide, with reference to each more detailed section of the Handbook

So, how do we……….?

Make changes to an existing module or close a module?

During the Teach Out changes to existing modules or closure of modules will only be allowed in exceptional circumstances, and should be discussed prior to making amendments with the Director of Learning and Teaching.

Prepare an annual programme review?
An annual programme review has to be completed early in each Michaelmas term and considered by departmental boards and the LTAC. APRs are shared with students and external examiners.

The programme convenor must complete the APR1 form, and evaluate the previous years' experience of the programme, using data supplied by the Head of Student Services. This includes student evaluations, external examiners' comments and student achievement and progression data.

Peer review teaching?
Periodically, each member of staff will review the teaching of a colleague and be reviewed themselves. The purpose is developmental and the process is confidential to the members of staff concerned and your Head of Department. Your Head of Department will organise the process and queries should be directed to the Head of Department in the first instance.

Conduct student module evaluations?

Students are asked to complete module evaluations by the module teacher, using the form M2

The module teacher undertakes an evaluation of the outcomes and returns the form M6 to the GQEO. Actions should be taken to address any issues and a response made to students by the module tutor.

Module evaluations will be part of the evidence base for annual programme reviews.

Work with student programme representatives if I am a programme convenor?

Student representatives are an important element of the student enrichment approach taken by the College and of quality assurance and enhancement requirements.

You should set time aside when your programme representative/s can see you to discuss any specific issues about the programme.

If issues cannot be resolved informally you may wish to refer students to other colleagues as appropriate for the issue raised.

Work with the external examiner?
You should make sure that your external examiner understands the nature of your programme or subject area, consult your external examiner on draft examination papers, and make sure that they can see an adequate sample of student assessed work to undertake their duties.

Detailed guidance and deadlines will be provided by the Head of Student Services during the academic year.

You should consider the issues raised by the external examiner during the year and in their annual report, and respond to any significant academic issues.

See the [External Examiners' Handbook](#) for more information.

SECTION 3.

THE PURPOSES AND PRINCIPLES OF THE COLLEGE'S QUALITY ASSURANCE AND ENHANCEMENT PROCESSES

3.1   The purposes of the quality assurance and enhancement arrangements are:

- To support the College to address its Mission and meet its Strategic Aims by assuring and enhancing student learning opportunities, supporting staff and maintaining and safeguarding academic standards during the teach out period.

- To provide evidence to internal and external stakeholders that standards of academic awards are being maintained and that the quality of student learning opportunities and experience is protected during the Teach Out

- To incorporate sector-wide good practice in College procedures through an understanding of external practice, including engagement with and reference to the Quality Assurance Agency's (QAA) Quality Code and other external reference points.

- To provide assurance for internal and external stakeholders, including staff, students and governors, the University of London, HEFCE and the QAA that the College is able to provide a high-quality learning environment where students can achieve their potential.

The QAA Quality Code can be accessed at

http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code

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3.2   Key principles are:

- Heythrop processes are based on sector wide good practice and expectations and mapped against external reference points such as the QAA Quality Code

- Activities are designed to be in proportion to need. The College aims to use systems which are fit for purpose, rigorous but which do not place undue strain on the resources of the institution and the workload of staff and students.

- Students and staff share responsibility for quality assurance and enhancement and are key partners in assurance and enhancement activities

- External advice and guidance is sought as a valuable contribution and to help the College meet sector expectations

Key internal elements are:

- The [Learning, Teaching and Assessment Strategy](#) and Student Engagement and Enrichment Strategy
- The involvement of students and staff in processes
- External input into processes
- The [Credit and Assessment Framework (CAF)](#) to set academic standards and to support academic progression
- Mapping of processes to the [QAA Quality Code](#)
- Planning approval for new developments at departmental and College level, which considers the adequacy of resources to support student learning
- Design, approval, monitoring and review of taught academic programmes
- Use of standardised documentation such as the programme specifications and module descriptions to help students, staff and other stakeholders understand requirements and provision
- Regulations to govern programmes and protect the integrity of awards
- Assessment processes which measure student achievement equitably and which include external examiners to comment on standards, student achievement and college processes
- Analysis of data on student progression and achievement to inform deliberations about enhancement activities
- Consideration of equality and diversity issues in all processes and curriculum design and review
- Consideration of any Prevent duty matters

3.3   Interaction with the QAA Quality Code

- The College periodically reviews its processes against the elements of the QAA Quality Code for assurance and enhancement purposes. LTAC monitors this activity.

3.4   Student involvement:

The College endorses the Expectation of the [QAA's Quality Code Chapter B5 *Student Engagement*](#):

> *"Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience"*

Building on the existing excellent relationship between the College and its students, the College seeks to increase the involvement of students in quality assurance and enhancement processes. Approaches to this include:

- The creation of a Student Engagement and Enrichment Strategy
- The Teaching Out and Protecting the Student Experience Group's work during the Teach Out

- Student representatives for programmes
- A close and positive working relationship between the College and the Students' Union
- Student membership of committees and working groups
- Student consultation, including on student experience, regulation change, and programme development;
- Undergraduate Student Staff Liaison Committee (UGSSLC)
- Regular opportunities for MA and research students to evaluate their experiences and discuss them with staff
- Use of internal and external student surveys including the National Student Survey (NSS) and the Heythrop Student Survey (HSS)
- Occasional focus groups
- Clear and timely communication to students of issues for consultation, responses to student feedback, and decisions made.

3.5   Staff involvement:
Opportunities for staff to reflect on their learning, teaching and assessment activities and to inform reflection on processes are important. These include, module evaluation, annual programme monitoring, student evaluations, external examiners' reports and peer review of teaching. Staff reflect formally on their academic and research activities through the staff development review process and the peer review of teaching process.

3.6   Externality:
The College endorses the Expectation in Chapter A5 of the QAA Quality Code *Externality:*

"Higher Education providers ensure independent and external participation in the management of threshold academic standards"

In addition, the College actively and deliberately seeks external participation and contributions in a range of quality assurance and enhancement activities. Wherever possible, the College seeks to incorporate an external perspective in its key processes for quality assurance and enhancement. Externality is a means to provide independent critical engagement with curriculum, standards and the integrity of processes, and allows the College to benefit from the experience of other institutions and sometimes of other academic disciplines.
     It requires:
- Externality in processes, including consideration of external reference points, the contribution of external examiners,

- External evaluation of the Teach Out Assurance reports and underpinning processes
- Opportunities for external evaluation, for example by the QAA, are viewed as positive opportunities for dialogue and interaction. The reports on the College by the QAA are available at: http://www.qaa.ac.uk/reviews-and-reports

SECTION 4.

STRATEGIC ROLES AND RESPONSIBILITIES IN QUALITY ASSURANCE AND ENHANCEMENT

4.1   Governing Body:
        The Governing Body has overall responsibility for many aspects of the College, and delegates some of these to the Senior Leadership Team (SLT) and the Academic Board and its committees

4.2   Committees:
4.2.1   The Academic Board has responsibility for the nature of the College's academic portfolio, the quality of the student learning experience and the standard of academic awards

        It delegates operational responsibility to:

Learning, Teaching and Assessment Committee	Implementation and monitoring of the Learning, Teaching and Assessment Strategy, responsibility for the student experience, including of research students, and the quality of programmes during the Teach Out
Departmental Boards	Fora for departmental discussions on curriculum, learning, teaching, assessment, research and outreach activities.

4.3   People

4.3.1   All academic and professional and support staff have a role in supporting, and a responsibility for, the College's aim of providing good learning opportunities for all students. Individual members of staff or Committees have roles. Initial points of contact should be:

        Vice Principal Academic - position currently vacant

        Director of Learning and Teaching and Chair of the Learning, Teaching and Assessment Committee: Dr Jon Loose (j.loose@heythrop.ac.uk)

        Director of Academic Policy and Student Experience (DAPSE): Ms Kathryn Powell (k.powell@heythrop.ac.uk)

4.4   The role of academic departments

4.4.1 The three academic departments Pastoral and Social Studies, Philosophy and Theology, have responsibility for programmes and their modules, as well as other academic matters. This enables issues regarding the quality of provision and the standard of student achievement to be addressed more effectively through the academic line management system and links teaching activities more closely with the workload planning role of the Heads of Departments. It enables departments to plan their academic portfolio more effectively.

The three Heads of Department are:

Pastoral and Social Studies: Dr Anna Abram
a.abram@heythrop.ac.uk

Philosophy: Dr Peter Gallagher p.gallagher@heythrop.ac.uk

Theology: Dr Martin Poulsom m.poulsom@heythrop.ac.uk

4.5 <u>Relationship with the University of London</u>

4.5.1 The College has been a full member of the University of London since 1970. The University's Federal structure is unique in UK higher education. All of its Colleges and Institutes, and the University's International Academy for distance learning provision, are separate legal entities, responsible for their own academic standards, and subject to their own QAA audits.

4.5.2 The University's statutes were revised in 2008 to make explicit the fact that the objects of the University are 'carried out through the Colleges primarily, and through the Central Academic Bodies and Central activities' and that 'the University will serve and support the interests of the Colleges'.

4.5.3 In 2014 the QAA confirmed that it does not consider the relationship between the central University of London and its colleges offering University of London degrees to be collaborative for institutional review purposes.

4.5.4 The College will leave the University of London at the end of 2018

4.5.5 Regular assurance updates will be made to the University via the Chair and Secretary of the University's Academic Quality and Advisory Committee during the Teach Out.

SECTION 5 **ANNUAL PROGRAMME REVIEW**.

5.1   Annual Programme Monitoring

5.1.1   Annual programme monitoring is intended:
- to enable programme teams systematically to draw together and consider evidence relevant to assuring standards, good practice worthy of wider attention, and opportunities for improvement;
- to enable the Academic Board to fulfil its responsibilities in relation to the academic and professional quality of programmes and the standard of awards conferred in the name of the University of London;
- to contribute information to the Teach Out Assurance reports
- to identify matters of common interest, some of which may best be carried forward collectively for enhancement purposes
- To review the appropriateness and effectiveness of the learning outcomes, teaching methods and assessment strategies of a programme;
- To monitor how far issues raised in feedback from students and external examiners have been considered and verify that appropriate action has been taken to safeguard standards and the quality of the student learning experience;

5.1.2   Annual programme monitoring is the opportunity for staff teaching on a programme, student representative(s) and for the institution, to take a holistic overview of each programme within a subject area and identify issues at programme level and generic issues for the institution. The process is intended to provide an assurance that programmes are operating effectively within College procedures.

5.1.3   Each module is allocated to a programme and each programme to a department.

5.1.4   The monitoring process consists of an evaluative report on the teaching and operation of the programme or a group of cognate programmes in the previous academic year. Programme Convenors will be responsible for producing the annual report using the proforma. These will be considered by a sub group of LTAC and an overview report with action plan will be presented to the Academic Board, and included in the Teach Out Assurance report.

5.1.5   The annual monitoring report should be produced by the Programme Convenor, using the template provided (form AR1), which includes a brief overview and commentary on:
- Module leader's evaluations
- Student module evaluation summaries

- Student feedback data from the Undergraduate Student/Staff Liaison Committee, any internal surveys and the National Student Survey provided by the GQEO for undergraduate programmes and any equivalent data for taught postgraduate programmes
- External examiner's report(s) relating to the modules and programme
- Data on student progression and completion (provided by the Head of Student Services)
- Learning and teaching developments/enhancements introduced within the programme or core modules
- Any new features of the programme, teaching and assessment methods or plans for their introduction
- Activities to develop students' skills

5.1.6   Annual Programme Monitoring reports are submitted to the GQEO. Any issues requiring urgent executive action will be identified at this stage and addressed.

5.1.7   Overview reports and draft action plans will be produced for undergraduate provision and taught postgraduate provision for consideration by the LTAC, Academic Board and the Governing body vis the Assurance Report.

5.1.8   Discussion of the reports will be recorded and these minutes will be made available to students on HELIOS and discussed at the next UGSSLC. Postgraduate taught students will be invited to send any comments to the Director of Learning and Teaching.

5.1.9   The summary report, amended in the light of staff and student comments, is then submitted to the LTAC. A report will also be submitted to the Academic Board and included in the Teach Out Assurance report.

5.1.10   The Annual Programme Monitoring report is due for submission to the GQEO by the deadline set each year.

6**.**   **STUDENT INVOLVEMENT IN QUALITY ASSURANCE AND ENHANCEMENT**

For reference to national quality assurance and enhancement practice on student engagement please see

http://www.qaa.ac.uk/publications/information-and-guidance

The rights and responsibilities of students, including in relation to quality assurance and enhancement activities, is set out in the Heythrop College Student Charter

The guidance on student engagement produced jointly by the HSU and the College is available on the College student VLE, HELIOS

6.1   Principles:

6.1.1   The College regards students as partners and active participants in the learning process. Students have the right to have their views and opinions considered, but also the responsibility to take opportunities to engage when requested.

6.2   Student programme representatives:

6.2.1   Students are asked to provide at least one representative per programme. This may increase depending on the size of the cohort.

6.2.2   Student representatives are briefed by the College and trained by the HSU

6.2.3   The role of a student representative will include:
- Canvassing students studying on the programme and raise any issues or concerns with the programme convenor on at least a termly basis
- Reporting back on discussions with the programme convenor to the student group
- Attending the termly Undergraduate Student Staff Liaison Committee (UGSSLC) meeting, jointly chaired by the Dean of Undergraduate Studies and the HSU President or nominee
- MA students and research students will have the opportunity termly to meet with staff in a focus group, usually at a combined consultation and social event
- Participating in the annual programme monitoring process

6.3   Committee membership:

6.3.1   Students are represented on College Committees dealing with College-wide matters as set out in Table 1. The student will be a full member of the Committee. Only students registered at Heythrop College can be members of College Committees.

6.3.2   The student member may be a designated post holder in the HSU, as set out in the Committee membership. Where membership of the Committee is open to any student, a student may nominate themselves or agree to be nominated, and should consult the Secretary of the Committee and the President of the HSU. In the event of more than one nomination the HSU President will arrange representation.

6.3.3   The HSU is represented on the Governing Body and the Academic Board by the President and Vice President Academic.

6.3.4   Where students fail to nominate a member the Chair of the Committee can make a nomination to fill each vacancy

6.3.5   All committees may include items of reserved business on the agenda, typically in relation to confidential staffing or student matters, for which the student member will not receive papers and for which he or she will withdraw from the meeting. In the interest of transparency, the College minimises its use of reserved business.

6.3.6   The Chair and Secretary of each Committee will brief new student members before their first meeting on the role of the Committee and on their involvement, and will be available before each meeting to clarify any items on the agenda

6.3.7   Subject to their agreement, the names and contact details of any student committee members will be published within the College, in hard copy, on notice boards and on the student intranet.

TABLE 1 Student membership of Committees:

Committee	Representation
Governing Body	2 student members, elected by students, one of whom will normally be the HSU President Students are members of some Governing Body Committees: see the Committee Handbook for information
Academic Board	HSU President and Vice President Academic
Learning, Teaching and Assessment Committee	HSU President or nominee
Library Committee	3 student members: 1 undergraduate

	(normally the HSU President or nominee), 1 taught postgraduate and 1 research student, normally nominated by the Director of Learning and Teaching

6.4   Undergraduate Student Staff Liaison Committee:

6.4.1   The Undergraduate Student Staff Liaison Committee (UGSSLC) provides a forum for the identification and discussion of issues relevant to undergraduate students.

6.4.2   At least one UGSSLC will be held in the Michaelmas and Lent terms. A Summer Term meeting can be held by request and may be by correspondence

6.4.3   The Joint Chairs of the UGSSLC will be the Dean of Undergraduate Studies and the HSU President or nominee

6.4.4   The Principal, the Vice Principal Academic, the Director of Learning and Teaching, the President of the HSU or nominee, the Head of Student Services and the DAPSE are ex officio members of the UGSSLC

6.4.5   Student members should canvass the students on their programme for issues prior to each meeting and should feedback on discussion to each student group, using electronic and hard copy information

6.4.6   The UGSSLC Minutes are received by the LTAC.

6.5   Liaison opportunities for taught postgraduate students and research students

6.5.1   Research student consultation events will be held termly and will be coordinated by the Dean of Research Students.

6.5.2   Taught postgraduate students have opportunities to participate in consultations electronically and in writing and face to face with academic staff. There is a termly consultation and social event where their views can be shared.

6.6   Student Focus Groups:

6.6.1   Student focus groups may be convened by the College and/or by the HSU to contribute to proposed new developments, reviews of existing procedures or provision, and enhancement activities

6.6.2   Focus groups will normally be chaired by a member of academic or professional and support staff or by a member of the HSU Executive

6.6.3   Notes will be kept of discussions and will be used to inform subsequent developments

6.6.4   Students will be informed of the outcome of consultations.

6.7   External examiners

6.7.1   External Examiners' reports

6.7.1.1   All students have access to external examiners' reports on HELIOS programme pages

6.7.1.2   Student representatives are given access to the annual reports from external examiners during the Annual Programme Review process, and to overview reports of the views of external examiners through the UGSSLC and on HELIOS.

6.7.2   Possible meeting with external examiner:
6.7.2.1   As part of their duties, an external examiner or group of external examiners may wish to meet with students to discuss aspects of their learning experience, although this is not a requirement

6.7.2.2   Any views expressed will not be attributed to any individual in the subsequent notes or report and involvement in such meetings will have no bearing on any assessment outcomes.

6.8   Evaluation questionnaires:

6.8.1   A range of evaluation activities will be undertaken during a student's career at the College, and may include, but not be limited to, the list below. Evaluation exercises may be internal or externally organised. The following principles apply to all stages. Student evaluation should:
   - Elicit constructive criticism and suggestions as well as indicate areas of satisfaction
   - Cover a range of learning and support issues
   - Avoid questionnaire fatigue
   - Enable decisions made by the College to be informed by student views

6.8.2   Module evaluation: students are normally asked to provide feedback on each module using a questionnaire, form M1, [link] issued by the module teacher towards the end of teaching each term.

- The questions are intended to assist the module teacher to identify levels of student satisfaction. The questionnaire is submitted anonymously

- The questionnaire has a standard format, with opportunities for the module tutor to add questions of specific relevance to an individual module. Some standardisation allows for comparisons across modules

- The module tutor will analyse the responses received using form M2 [link].

- The module tutor will summarise the main points from the student evaluation . He or she should forward the questionnaires and the overview to the GQEO within three weeks of the end of the module.

- Module evaluation questionnaires comprise part of the evidence base for annual programme reviews . Additionally, the GQEO will make an analysis of completed returns and will prepare a report to the LTAC on generic issues. Normally these would be addressed for enhancement purposes but the timescales at this stage of the Teach Out means that few modules will be offered in 2017-18.

6.9   Student satisfaction questionnaires:

6.9.1   All students, except those who withdraw during their first year of study will be asked on at least one occasion to complete a satisfaction survey spanning their learning experiences at the College

6.9.2   The questionnaire will address the following issues, but will not necessarily be limited to them:
- programme content
- academic coherence
- organisation and skills development
- information for students
- whether the programme and other learning experience matched expectations
- accessibility and suitability of resources, including library and IT
- tutorial and academic support.

6.9.3   The questionnaire responses will be analysed centrally and a report made to the LTAC. Students will be informed of the outcomes.

6.9.4   The Heythrop Postgraduate Student Survey
In 2016-17 taught postgraduate students will be invited to complete a questionnaire based on their experience. Outcomes will be evaluated and an overview report produced.

6.9.5   The overview report will be considered by LTAC and included in the Teach Out Assurance report to Academic Board and Governing Body.

6.10   The National Student Survey (NSS):

6.10.1   Final year undergraduate students are invited by IPSOS MORI to complete the NSS survey each year. A report on outcomes is made to the LTAC and to the Academic Board and considered by the UGSSLC.

6.10.2   A response to the issues is posted on the College website for the attention of current students and made available to alumni.

6.11   Non finalist students studying for the BD/visiting students enrolled elsewhere for the STB award

6.11.1   These students will be asked to complete a programme review form to reflect on their experience. This will be analysed by the GQEO and considered by LTAC and reported in the Teach Out Assurance report.

6.12   Electronic "suggestion box":

6.12.1   Students are invited to submit comments to the GQEO electronically for consideration by the relevant Committee l.watson@heythrop.ac.uk

         or to the HSU President: HSUPresident@heythrop.ac.uk

6.13   Informal discussions with staff:

6.13.1   Discussions with the personal tutor or programme coordinator, or any other members of staff may include informal feedback on issues of importance to the student. The Personal Tutor may, with the student's permission, raise any issue with relevant staff, or forward points made to the DAPSE for attention.

6.13.2   Discussions between the research supervisor and a research student may include informal feedback on issues of importance to the student. The supervisor may, with the student's permission, raise any issue with relevant staff, or forward points made to the DAPSE for attention.

6.14   Use of information from students:

6.14.1   Information gained through interactions with students will be used for monitoring and enhancement purposes through agreed quality

assurance and enhancement processes and in line with legal requirements.

6.14.2   No individual student will be identified in any subsequent reports.

6.14.3   Students involved in consultations will receive feedback on actions taken to address issues, including any reasons for not taking action on any issue raised by students.

SECTION 7:

OUTLINE PROCEDURES FOR EXTERNAL AND INTERCOLLEGIATE EXAMINERS

For reference to national quality assurance and enhancement practice please see Chapter B7 *External Examining* of the QAA Quality Code, at http://www.qaa.ac.uk/publications/information-and-guidance

7.1   The College endorses the Expectation in Chapter B7:

"*Higher Education providers make scrupulous use of external examiners*"

7.2   External Examiners are a crucial part of the quality assurance and enhancement process, bringing an external dimension to the assessment process. External examiners have a focus on standards but also on the quality of learning opportunities, and on enhancement activities.

7.3   External examiners are usually appointed to be responsible for a programme at MA Level. At BA level external examiners may be responsible for programmes or groups of cognate modules.

7.4   External examiners are appointed for four years, with a possible extension for a fifth and final year, subject to approval by the Chair of the LTAC. During the Teach Out appointments have been extended wherever possible to provide continuity.

7.5   More detailed information is provided in the External and Intercollegiate Examiner's Handbook.

SECTION 8.   STAFF DEVELOPMENT

8.1   The College endorses Indictors 3 and 4 of Chapter B3 Learning and Teaching in the QAA Quality Codes which state:

3: "*Learning and Teaching practices are informed by reflection, evaluation of professional practice and subject specific and educational scholarship"*
4: *Higher education providers assure themselves that everyone involved in teaching and supporting student learning is appropriately qualified, supported and developed"*

The College expects that all staff will participate in a range of internal and external staff development opportunities as agreed with their line manager which include:

8.1.1   Induction and mentoring for new staff or those undertaking new roles

8.1.2   Staff development review: each member of staff has an annual review with their line manager, which includes a development element. Activities are agreed to enhance performance and further develop skills. While confidential, generic outcomes are reported to the LTAC.

8.1.3   Support for pedagogy related development: LTAC has a development budget which can support staff to undertake activities to develop their pedagogical approaches. This can include conference attendance and support to make bids to external projects. Details are available from the Director of Learning and Teaching or the Secretary of the LTAC. Approval is given after consultation with ALT.

8.1.4   Support for research related development: the Research Committee has a development budget which can support staff to attend conferences or undertake other activities to develop their research specialisms. This can include conference attendance and support to make bids to external projects. Details are available from the Director of Research. Approval is given after consultation with ALT.

8.1.5   Pedagogy lunches or other communal staff discussions and consultations for staff to join together and discuss teaching and learning issues. Some are facilitated by external speakers; others are led by College staff. Details are available from the Director of Learning and Teaching and the DAPSE.

8.1.6   Generic College staff development: sessions are arranged by the Human Resources Manager on issues of relevance to all staff. The programme is published and further details can be obtained from the Human Resources Manager.

8.1.7 Specific training or development as agreed with the line manager

8.2 <u>Peer review of teaching</u>
Peer review of teaching is an important enhancement activity. Heads of Departments are responsible for implementing the scheme. While detailed feedback remains confidential to the reviewer and reviewee, generic outcomes are referred to departmental boards and the LTAC.

8.2.1 Heads of Departments, as line managers of academic staff, are responsible for a peer review schedule for the staff in their department. All staff should be peer reviewed, including TAs and VLs.

8.2.2 Each member of staff will be reviewed once in an academic year. There will be no reciprocal reviewing allowed. The activity to be reviewed will be agreed between the reviewer and the reviewee. It can cover all forms of teaching, including lectures, small group work and e-learning activities

8.2.3 The detail of the review will be confidential to the reviewer and reviewee, but the report template will include one anonymised page of generic issues which will be sent to the Head of Department and which will be used to inform staff development planning at departmental and college level.

APPENDIX 1: USEFUL EXTERNAL SOURCES OF ADVICE

University of London:
University of London Ordinances and Regulations
http://www.london.ac.uk/977.html

University of London International Academy web pages
www.londoninternational.ac.uk

Quality Assurance Agency:
QAA Quality Code http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code

QAA Enhancement pages
www.qaa.ac.uk/enhancement/default

QAA Higher Education Review
http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education

Higher Education Academy:
HEA general pages
www.hea.ac.uk/

Subject centres (closed)
Philosophy and Religious Studies (PRS)
www.prs.heacademy.ac.uk/index/html

Higher Education Funding Council for England (HEFCE)

Learning and Teaching:
www.hefce.ac.uk/whatwedo/lt

APPENDIX 2: LINKS TO USEFUL FORMS

The following forms can be downloaded at

http://helios.heythrop.ac.uk/mod/folder/view.php?id=59298

Form AP1: Proposal to develop a new programme

Form APR1: Annual Review Report

Form APR2: Annual Review Overview

Form M2: Module Evaluation

Form M6: Module Evaluation Analysis

Form MCM1: Minor Change to Module

Form MCM2: Minor Change to Programme

The following template documents can be downloaded at

http://helios.heythrop.ac.uk/mod/folder/view.php?id=59299

Level 4 Module Outline 15 credits

Level 4 Module Outline 30 credits

Level 5 & 6 Module Outline 15 credits

Level 5 & 6 Module Outline 30 credits

Level 7 Module Outline 30 credits

Programme Specification Template