

University Centre Colchester Quality Assurance Policy 2021-2022

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Section One: Quality Assurance Policy

The University Centre Colchester (UCC) Quality Assurance Policy supports UCC's vision to become more widely recognised for its exceptional provision in vocational education and training and as an exciting place to study and work.

Its aims are to continue to improve:

- the quality of teaching and learning for all students
- the standards achieved by all students, irrespective of background
- the efficient and effective use of resources
- the ability of UCC and its partners to self-assess and enhance their provision

University Centre Colchester supports this policy by:

- designating all members of the College Executive and the College Leadership and Management Group, with responsibility for the overall development and implementation of the college's quality enhancement system;
- assigning particular responsibilities to the Vice Principal of Curriculum, Planning and Quality, Assistant Principal: Quality, Teaching and Learning Improvement, the Dean of Higher Education and UCC's Directors of Teaching & Learning and Widening Participation for ensuring that these processes are effectively applied;
- assigning all managers specific responsibility for the implementation of the quality enhancement system and driving continuous improvement through self-assessment and action-planning within their own areas;
- monitoring, reviewing and evaluating the performance and action to secure improvements;
- supporting individual members of staff in continuous quality improvement.

The system for enhancing quality within UCC is underpinned by:

- Quality Assurance Policy (this document);
- Ongoing quality monitoring at Course and Curriculum level, feeding into regular Learning & Teaching Forums (at School level), Academic Board meetings (at UCC level) and the Governing Body;
- Annual Programme Monitoring Reports (APMRs), Annual Review of Courses (ARCs) and associated action plans;
- Quality Files with evidence to substantiate self-assessment and ongoing management and improvement at operational level;
- The Single Equality scheme;
- Human Resources policies;
- Observation of Teaching and Learning;
- Regular learner feedback;
- Performance management incorporating annual Performance Development Reviews (for appraisal of staff performance and target-setting);
- Induction and mentoring for all new staff;
- Staff training including professional and management development;
- Annual monitoring and evaluation of recruitment, success rates and learners' first destinations cross-college; course approval and monitoring of external verifier/examiner reports and responses through UCC Academic Services;
- Internal audit;
- Adherence to external quality measures, including sector benchmarked and institutional specific data.

Section Two: Vision and Mission Statements and Institutional Values

University Centre Colchester Vision Statement

'By 2024 UCC will have further enhanced its reputation as an established provider of higher education in the Eastern region by having repositioned its curriculum offer in line with the needs of the community it serves.' (source: UCC Strategic Plan 2021-2024)

University Centre Colchester Mission Statement

University Centre Colchester (UCC) aims to provide a high quality learning environment in which students are fully engaged and are enabled to achieve their personal best. UCC courses have an up-to-date, flexible and responsive curriculum that is research informed and shaped by a combination of employability criteria and academic credibility.

'By 2024 UCC will have further enhanced its reputation as an established provider of higher education in the Eastern region by having repositioned its curriculum offer in line with the needs of the community it serves.' (source: UCC Strategic Plan 2017-2020)

Institutional Values:

It is important to us that we are

- People-focused – with students and staff at the centre of our priorities and decisions;
- Inclusive and fair - to students and staff of all backgrounds, origins, abilities, beliefs and orientations;
- Ambitious – in our expectations of individuals and the wider UCC community;
- Collaborative – in the way we work with each other;
- Open and honest – acting with responsibility, transparency and integrity;
- Respected – as an employer that values, supports and develops staff.

Section Three: Annual Monitoring Process

Annual Reports are produced to bring together in one place a concise summary of all developmental activity planned and undertaken in the previous academic year.

1 Annual Programme Reviews (Programme Level)

An Annual Programme Review (APR) is required to be produced for each degree programme. The APR enables the programme team to:

- Review and evaluate the course to inform quality assurance and enhancement
- Develop action plans that ensure the enhancement of the courses under review
- Ensure excellence in the quality of education
- Identify and share good practice

These reports are intended to be a useful resource for departmental staff, external examiners and external auditors.

In order to be effective, APR reports need to act as a focus for reflective evaluation of curriculum, delivery, student experience and the achievement of students. They also need to look forward to the next delivery of the curriculum, building on the experience and evidence of the previous year, and thereby facilitate the active enhancement of quality and standards.

APR reports allows University Centre Colchester to have oversight of themes that are emerging across programmes and schools that need to be acted upon, and to share good practice across the institution.

2 Annual Review of Courses (School Level)

Heads of Schools are required to produce an Annual Review of Courses (ARC) document which is shared with the validating universities. The ARC incorporates the APR reports and provides an oversight across programmes at School level.

The ARC document allows University Centre Colchester and the validating university to have oversight of themes emerging at School level that need to be acted upon, and to share good practice across the institution.

The School ARC should not simply be a pasting together of the separate programme ARCs. Rather, common themes should be identified and a general School action plan should be developed.

3 Institutional Annual Review of Courses (UCC Level)

University Centre Colchester is required to produce an Institutional ARC which is shared with the validating universities. The Institutional level ARC is designed to bring together the emerging trends and good practice which has been identified in both APR and School ARCs.

The Institutional ARC is also used to provide an update of the organisation strategic positions and responses to changes in national policy developments.

4 Drafting Annual Programme Review Reports

The APR has to be written on the official template for the academic year. This pro-forma is available on the CI Portal. It is the responsibility of the Programme Leaders to write the draft of the Programme ARC, and submit it to UCC Academic Services for scrutiny and feedback, where applicable.

5 Information Collection

In order to write the Annual Programme Review (APR) it is essential that worthwhile information is collected. The information required will refer to the previous academic year, but it is not wise to leave the gathering of this information under the beginning of the following year. It is a good strategy to have the need for this information in mind throughout the current academic year. The kind of information required includes:

- the previous year's APR and action plan;
- where appropriate, the report from a validation event or a periodic review;
- student feedback, from such sources as: module evaluations, National Student Survey (NSS);

- the External Examiner's report and the team's response to it;
- recruitment, retention and achievement statistics (as presented to the Learning & Teaching Committee); and
- feedback from employers and/or company representatives.

6 Mid-cycle Updates

Programme Teams are required to provide 'mid-cycle' updates of progress achieved on each point listed in their action plan. This should be presented and discussed at Learning & Teaching Forums. Subsequently, a progress report should be presented to the Learning & Teaching Committee, where it will be noted and 'approved', as applicable.

7 Review and Evaluation of Action Plans

At the end of academic year, the programme team should meet to discuss and measure the progress made on the subsequent year's action plan. Notes should be made ready for inclusion in the following year's APR. Where action points have not been met fully, the programme team should consider what further actions are required to meet the stated objectives. Again, these should be carried through to the following year's APR.

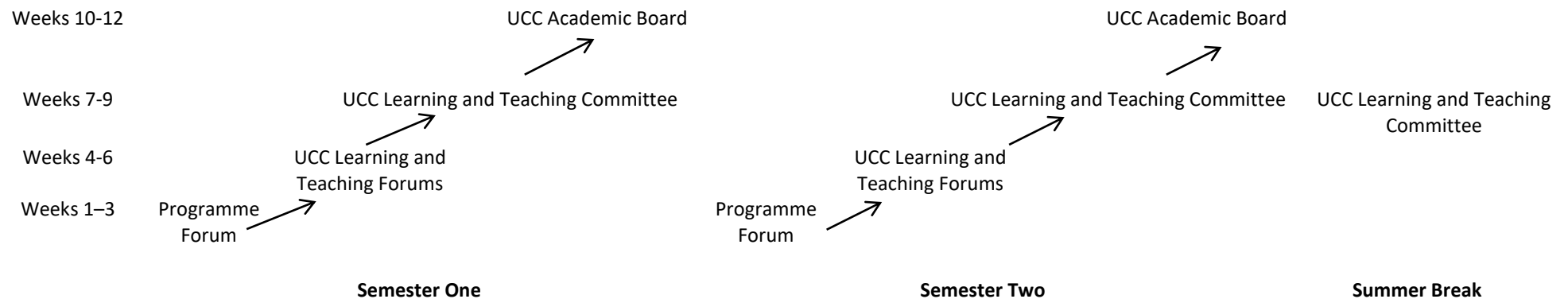
Section Four: Annual Monitoring Cycle

Validating university's comments and updates to previous year's ARC and action plan	➤	<p>August/September External Examiner Report and Response from Programme Team which informs actions arising in ARCs.</p> <p>APRs to be prepared by course teams.</p>	◀	Student feedback from NSS Surveys and module evaluations
		<p>September/October Discussion and preparation of course APRs</p> <p>APRs submitted to Heads of Schools and UCC Academic Services for approval. APRs feed into School ARC.</p>		
		▼		
		<p>November/December UCCC Summary of External Examiner Feedback presented at Academic Board</p>		
		▼		
		<p>November/December School ARCs approved and submitted to validating university and feed into institutional ARC, or equivalent.</p>		
		▼		
		<p>January Institutional ARCs, or equivalent, completed and submitted to the validating university's partnerships office for comment via UCC Academic Services</p>		
		▼		
		<p>December/January Feedback received from validating university for School ARCSs discussed</p>		
		▼		
		<p>January Onwards Updates to UCC Action Plans provided at Learning & Teaching Committee meetings, as appropriate</p>		

Section Five: University Centre Colchester Meeting Structure

University Centre Colchester operates a four level quality management structure, which allows representation from staff and students in all sectors of its provision. The four meeting structure is designed to allow a free flow of information up and down the organisation and is composed of:

- University Centre Colchester Academic Board
- University Centre Colchester Learning & Teaching Committee
- University Centre Colchester Learning & Teaching Forums
- University Centre Colchester Programme Forums



Sitting outside this structure are the following groups, which report directly to the Academic Board:

- UCC Proposals and Variations Committee (UCCPAV)
- UCC Accreditation of Prior Learning Panel (UCCAPL)
- UCC Resources Committee

Section Six: University Centre Colchester Meetings

1 UCC Academic Board (UCC-level)

Purpose:

To scrutinise and approve information produced by the Learning & Teaching Committee on all aspects of the UCC's provision.

To make strategic decisions about programme development, Learning & Teaching, timetabling, and operational matters relating to UCC and its Schools.

To note, contribute and monitor the outcomes of Colchester Institute-wide decisions on resourcing and staffing.

To note the implications of decisions taken by the Governing Body, and to inform Governing Body decision making, as appropriate.

To note wider educational, social and political developments in the UK and beyond, relevant to the UCC's educational mission.

To consider regulatory requirements and ensure the institution's compliance.

Terms of Reference:

1. To determine the UCC's policies, including the Learning & Teaching strategy, and note the development of associated implementation plans.
2. To monitor the effectiveness of arrangements for managing academic standards and assuring the quality of students' learning opportunities.
3. To determine the implementation of effective institutional approaches to enhancing the quality of provision.
4. To approve module and programme development proposals received from the Learning & Teaching Committee.
5. To design and monitor effective arrangements for identifying, supporting, disseminating and rewarding effective practice and innovation in learning, teaching and assessment.
6. To determine and/or approve regulations relating to the conduct of undergraduate and postgraduate taught programmes.
7. To monitor the operation of the UCC's modular, credit-based curriculum framework, the semesterised academic year, and the associated assessment processes.
8. To establish and monitor arrangements for assuring the quality and standards of collaborative and/or validated provision.
9. To receive reports and recommendations from the Learning & Teaching Committee, and any groups which the Learning & Teaching Committee may establish from time to time to address specific issues.
10. To receive reports and updates on matters relevant to the Academic Board, including annual and periodic programme reviews, partnership policy updates and Higher Education policy development.
11. To determine the setting of policy in relation to the academic aspects of admission to, and graduation from, taught programmes.

12. To consider such other issues related to learning and teaching as may be referred to it by the Executive of Colchester Institute and/or the Governing Body, and to report to the Executive after each meeting.
13. To select and approve knowledge exchange and research activities.
14. To monitor UCC's performance against Office for Students approved institutional self-assessment documentation.
15. To receive all relevant information applicable to the institution's conditions of registration with the OfS, and determine the appropriate institutional actions arising from the terms of registration.
16. To identify and monitor risks to UCC's academic provision and financial position.

Membership:

1. Principal and Chief Executive or nominee
2. Executive Vice-Principal: Curriculum, Planning and Quality or nominee
3. UCC Dean of Higher Education (chair)
4. UCC Director of Teaching & Learning
5. UCC Director of Widening Participation (from Feb. 2022 onwards)
6. UCC Head of Academic Services
7. One UCC Head or Assistant of School (rotating every meeting)
8. UCC Senior Academic Services Officer (minutes)
9. Two student representatives (open sessions only)
10. Governing Body HE link governor
11. UCC Student Governor
12. UCC Student Union President
13. Any co-opted members, as appropriate and appointed by the chair

Frequency and Format of Meetings:

Twice per academic year, or more frequently as determined by the Dean of Higher Education.

Each committee meeting comprises of two sessions. The first is an open session, which includes student membership. The second session is a closed session without student membership.

UCC Board Delegated Powers:

- | | | |
|-------------------------------|---|--|
| ○ Curriculum Design | - | UCCPAV Meetings |
| ○ Recognising of Prior Credit | - | UCCAPL Meetings |
| ○ School ARCs | - | Dean of Higher Education Sign Off |
| ○ Institutional ARC | - | Principal and Chief Executive Sign Off |
| ○ HEFCE Assurance Statement | - | Governing Body |
| ○ OFFA Access Agreement | - | Vice Principal |
| ○ TEF Submission | - | Vice Principal |
| ○ Discontinuation of courses | - | Dean of Higher Education |

For a UCC Academic Board meeting to be quorate the following are required to be in attendance:

- The Dean of Higher Education or Head of Academic Services or UCC DTL

- A member of the Senior Leadership Team (normally one of Principal and Chief Executive, Vice Principal: Curriculum, Planning and Quality, Assistant Principal: Quality, Teaching and Learner Improvement, Assistant Principal: Student Services and Support)
- UCC Director of Teaching & Learning or UCC Director of Widening Participation
- One UCC Head of School
- UCC Academic Services Admin (minutes)

1 UCC Academic Board Standing Agenda

The following Standing Agenda provides a summary of all items that should be considered at Academic Boards during the Academic year. The agenda is designed to ensure that each meeting of the Academic Board pays due regard to its terms of reference in a timely fashion, but should not restrict or dictate practice.

The meeting is conducted in two parts, an open and a closed session. Membership of each meeting is the same with the exception of Student Representatives whom are not members of the closed session.

Open Session

- 1 **Welcome**
- 2 **Apologies for Absence**
- 3 **Minutes of last Meeting**
- 4 **Student representative agenda items**
- 5 **Learning and Teaching**
 - Report from Learning and Teaching Committee and Matters Arising (All Meetings)
 - Receipt of Learning and Teaching Reports
 - Update on Institutional ARC Action Plan (All Meetings)
 - Update on School ARC Action Plans (All meetings)
 - Receive a Report on Current Retention of Students (All Meetings)
 - Receive a Report on Peer Review Activity in PY (Semester 2)
 - Receive a Report on Attendance of Student in PY (Semester 1)
 - Receive a Report on Student Achievement in PY (Semester 1)
 - Receive School ARCs (For Information) (Semester 2)
 - Receive Institutional ARC (For Information) (Semester 2)
- 6 **Quality Assurance**
 - Receive a Report on External Examiners in Previous Year (PY) (Semester 1)
 - Receive a Report on NSS Completion and Response in PY (Semester 2)
 - Receive a Report on LEO data in PY (Semester 1)
 - Receive a report with regard to UCC's terms of registration by the OfS (Semester 1)
- 7 **Policy Updates**
 - Receive Policy Updates for Approval (All Meetings)
- 8 **Strategic considerations/evaluation of risk**
 - Consideration of strategic planning documents applicable to CI and UCC (All Meetings)
- 9 **Information from delegated authority group**
 - Receive information regarding delegated authorities (As Required)
 - Update on New or Updated Provision
 - Update on discontinued or suspended provision
 - Update on OFS Access and Participation Plan
 - Update on TEF Submission

- Update from Consumer Protection Law working party

10 Any Other Business (AOB)

Closed Session

1 Apologies for Absence

2 Minutes of last Meeting

3 Learning and Teaching

Matters Arising from Closed Session of Learning and Teaching Committee (All Meetings)
Receive a Report on Appeals for PY (Semester 1)
Receive a Report on Complaints for PY (Semester 1)
Receive a report on student access, progression and participation (All Meetings)

4 Recruitment and Promotion

(As Required)

4.1 Applications
4.2 Promotional activities
4.3 Events update

5 Finance and Delivery

(As Required)

5.1 Curriculum Planning
5.2 Rooming
5.3 Staffing
5.4 Capital bids

6 Any Other Business

2 UCC Learning and Teaching Committee (UCC-level)

Purpose:

To enable staff and students to note programme attainment and effective practice throughout the UCC.

To develop areas for programme development, and resourcing (as appropriate), and to formulate recommendations for approval by the Academic Board.

To ensure that all aspects of quality assurance pertinent to the UCC's programmes are acted upon, and that information capturing the student experience is produced for the attention of the Academic Board.

Terms of Reference:

1. To advise Academic Board on the Learning & Teaching strategy and policy setting, and oversee the formulating of associated implementation plans.
2. To ensure the effectiveness of arrangements for managing academic standards and assuring the quality of students' learning opportunities.
3. To ensure that effective institutional approaches are developed and implemented to enhance the quality of provision.
4. To receive and monitor module and programme development proposals from a Learning & Teaching Forum.
5. To ensure that effective arrangements are in place to identify, support, disseminate and reward effective practice and innovation in learning, teaching and assessment.
6. To monitor regulations relating to the conduct of undergraduate and postgraduate taught programmes.
7. To keep under review the operation of the UCC's modular, credit-based curriculum framework, the semesterised academic year, and the associated assessment processes.
8. To oversee arrangements for assuring the quality and standards of collaborative and/or validated provision.
9. To receive reports and recommendations from the Learning & Teaching Forum of each School, and any groups which the Learning & Teaching Committee may establish from time to time to address specific issues.
10. To receive reports on matters relevant to the Committee, including annual and periodic programme reviews, and briefings from Heads of Schools on matters concerning partnership organisations.
11. To oversee the setting of policy in relation to the academic aspects of admission to taught programmes.
12. To consider such other issues related to learning and teaching as may be referred to it by Academic Board, and to report to Academic Board after each meeting.
13. To receive, select and recommend knowledge exchange and research activities to Academic Board for approval.
14. To document Schools' or Subject groups' performance against the OfS' condition of registration, and take the appropriate actions, as required.

Membership:

- Assistant Principal: Quality, Teaching and Learning
- Dean of Higher Education

- UCC Head of Academic Services (chair)
- UCC Senior Academic Services Officer
- Heads and Assistant Heads of Schools of;
 - Applied Technologies
 - Social Sciences; UCC Director of Teaching and Learning
 - Visual and Performing Arts
- Programme leaders (as determined by the chair)
- Two student representatives (open sessions only)
- Co-opted members, as appropriate
- UCU Learning and Teaching Representative
- UCC Academic Services Officer (minutes)
- Director of IT or nominee (closed session only)
- Representative from Apprenticeships (closed session only)

Frequency and Format of Meetings:

Twice per academic year, or more frequently as determined by the Dean of Higher Education. Each committee meeting comprises of two sessions. The first is an open session, which includes student membership. The second session is a closed session without student membership.

Quorum

For a UCC Learning & Teaching Committee meeting to be quorate the following are required to be in attendance:

- The Dean of Higher Education, or Head of Academic Services, or UCC Director of Teaching and Learning
- Two Heads of School
- Representative from UCC Academic Services
- UCC Academic Services Admin (minutes)

2b UCC Learning and Teaching Committee Standing Agenda

The following Standing Agenda provides a summary of all items that should be considered at Learning and Teaching Committees during the Academic year. The agenda is designed to ensure that each meeting of the Learning and Teaching Committee pays due regard to its terms of reference in a timely fashion, but should not restrict or dictate practice.

The meeting is conducted in two parts, an open and a closed session. Membership of each meeting is the same with the exception of Student Representatives whom are not members of the closed session.

Open Session

- 1 Welcome**
- 2 Apologies for Absence**
- 3 Minutes of last Meeting**
- 4 Student representative agenda item**
- 5 Health and Safety agenda item** (All meetings)
- 6 Learning and Teaching** (All meetings)
 - 6.1 Key Themes from Learning and Teaching Forums: actions and outcomes
 - 6.2 Agenda items generated by Learning and Teaching Forums and Academic Board
 - 6.3 Update from the Director of Teaching & Learning
 - 6.4 Update from the Director of Widening Participation
 - 6.5 Update from the Assistant Principal: Quality, Teaching and Learning
- 7 Updates from UCC Academic Services** (not previously covered) (All Meetings)
- 8 Strategic matters** (All meetings)
 - 8.1 Activities relating to student access, progression and achievement
 - 8.2 Policy development
- 9 Any Other Business**

Closed Session

- 1 Apologies for Absence**
- 2 Minutes of last Meeting**
- 3 GB/CE/CMG Update** (All Meetings)

Key points relevant to Learning & Teaching
- 4 Apprenticeship update** (All Meetings)
- 5 Learning and Teaching**

Matters Arising from closed sessions of Learning & Teaching Forums (All Meetings)

6 Recruitment and Promotion (As Required)

- 6.1 Applications
- 6.2 Promotional activities
- 6.3 Events update

7 Finance and Delivery (As Required)

- 7.1 Curriculum Planning
- 7.2 Rooming
- 7.3 Staffing
- 7.4 Capital bids

8 Any Other Business

3 UCC Learning and Teaching Forum (School-level)

Purpose:

To provide a platform for staff and students to monitor School-level student and staff attainment throughout the School, and to discuss effective practice within the School.

To debate areas for potential programme development, and resourcing (as appropriate)
To note industry links, student successes.

To make recommendations and provide information to the Learning & Teaching Committee on all relevant aspects of the provision.

Terms of Reference:

1. To advise the Learning & Teaching Committee on the effectiveness of Learning & Teaching within a School, and to monitor all aspects of Learning & Teaching at module and programme levels.
2. To keep under review the effectiveness of the delivery of academic standards and assuring the quality of students' learning opportunities.
3. To ensure that effective practices are proposed to the Learning & Teaching Committee, to enhance the quality of provision.
4. To discuss and draft module and programme development proposals for the attention of the Learning & Teaching Committee.
5. To identify, support, and disseminate effective practice and innovation in learning, teaching and assessment.
6. To note and implement regulations relating to the conduct of undergraduate and postgraduate taught programmes.
7. To ensure delivery of the UCC's modular, credit-based curriculum framework, the semesterised academic year, and the associated assessment processes.
8. To implement arrangements for assuring the quality and standards of collaborative and/or validated provision.
9. To receive reports and recommendations from the module and programme leaders, and make recommendations to the Learning & Teaching Committee.
10. To process reports on matters relevant to module and programme level quality assurance.
11. To implement any policy in relation to the academic aspects of admission to taught programmes.
12. To consider such other issues related to learning and teaching as may be referred to it by the Learning & Teaching Committee, and to report to it after each meeting.
13. To identify, support and recommend at School-level knowledge exchange and research activities to the Learning & Teaching Committee.

14. To identify and document School performance with regard to student access, progression and attainment.

Membership:

1. Head of School
2. UCC Senior Academic Services Officer (chair)
3. Programme leaders
4. Module tutors
5. Any teaching staff as determined by the Head of School
6. Two student representatives (open sessions only)
7. Co-opted members, as appropriate
8. UCC Academic Services Administrator (minutes)

Frequency and Format of Meetings:

Twice per academic year, or more frequently as determined by the Dean of Higher Education.

Each Learning & Teaching Forum comprises of two sessions. The first is an open session, which includes student membership. The second session is a closed session without student membership.

Quorum

For a UCC Learning & Teaching Forum meeting to be quorate the following are required to be in attendance:

- Head of School
- UCC Senior Academic Services Officer, or Head of UCC Academic Services or Dean of Higher Education
- One Programme leader and/or Module tutor
- UCC Academic Services Administrator (minutes)

3b UCC Learning and Teaching Forum Standing Agenda

The following standing agenda provides a summary of all items that should be considered at Learning and Teaching Forums during the Academic year. The agenda is designed to ensure that each meeting of the Learning and Teaching Forum pays due regard to its terms of reference in a timely fashion, but should not restrict or dictate practice.

The meeting is conducted in two parts, an open and a closed session. Membership of each meeting is the same with the exception of Student Representatives whom are not members of the closed session.

Open Session

- 1 Welcome**
- 2 Apologies for Absence**
- 3 Minutes of last Meeting**
- 4 Student representative agenda item**
- 5 Learning and Teaching**
 - 5.1 Key themes from UCC Programme Forums (All Meetings)
 - 5.2 Updates from Programme leaders
- 6 Course Approvals, Reviews and Validations** (All Meetings)
Programme Leaders/Developers to present
- 7 Staff research, outreach & knowledge transfer** (All Meetings)
- 8 School action plans** (programme leaders to present) (All Meetings)
- 9 Any Other Business (AOB)**

Closed Session

- 1 Apologies for Absence**
- 2 Minutes of last Meeting**
- 3 Confidential matters arising from programme forums** (As required)
- 4 Recruitment and Promotion** (As Required)
 - 4.1 Applications
 - 4.2 Promotional activities
 - 4.3 Events update
- 5 Finance and Delivery** (As Required)
 - 5.1 Curriculum Planning
 - 5.2 Rooming
 - 5.3 Staffing
 - 5.4 Capital bids
- 6 Staff CPD** (As Required)
- 7 Any Other Business (AOB)**

4 UCC Programme Forum (Programme-level)

Purpose:

To provide a platform for staff and students to monitor programme attainment, and to discuss effective practice within programme teams.

To debate all aspects of programme enhancement, and resourcing (as appropriate).

To note industry links, student successes.

Terms of Reference:

1. To advise the Learning & Teaching Forum on the effectiveness of learning & teaching within a programme, and to evaluate all aspects of learning & teaching at module and programme levels.
2. To analyse the effectiveness of the delivery of academic standards and assuring the quality of students' learning opportunities.
3. To identify and recommend programme-level attainment to the Learning & Teaching Forum, to enhance the quality of provision.
4. To identify draft module and programme development proposals for the attention of the Learning & Teaching Forum.
5. To recommend effective practice and innovation in learning, teaching and assessment to the Learning & Teaching Forum.
6. To apply regulations relating to the conduct of undergraduate and postgraduate taught programmes.
7. To feed back to the Teaching & Learning Forum on the delivery of the UCC's modular, credit-based curriculum framework, the semesterised academic year, and the associated assessment processes.
8. To identify examples of quality and standards in collaborative and/or validated provision.
9. To table reports and recommendations from the module and programme leaders, and bring these to the attention of the Learning & Teaching Forum.
10. To identify information pertinent to reporting on matters relevant to module and programme level quality assurance.
11. To evidence any policy in relation to the academic aspects of admission to taught programmes.
12. To highlight any issues related to learning and teaching as may be referred to it by the Learning & Teaching Forum, and to report to it after each meeting.
13. To serve as a collegiate platform for knowledge exchange and research ideas, which may be communicated to the Learning & Teaching Forum, as applicable.
14. To provide the Learning & Teaching Committee with information relevant to student access, progression and achievement.

Membership:

- Programme leader (chair)
- UCC Academic Services Officer (minutes)
- Module tutors
- Any teaching staff as determined by the Programme leader
- Up to two student representatives (open sessions only)
- Co-opted members, as appropriate

Frequency and Format of Meetings:

Twice per academic year, or more frequently as determined by the Head of School in collaboration with the Dean of Higher Education.

Each Programme Forum comprises of two sessions, if required. The first is an open session, which includes student membership. The second session is a closed session without student membership.

Quorum

For a UCC Programme Forum meeting to be quorate the following are required to be in attendance:

- Programme leader
- UCC Academic Services Officer
- One Module tutor

4b UCC Programme Forum Standing Agenda

The following Standing Agenda provides a summary of all items that should be considered at Programme Forums during the Academic year. The agenda is designed to ensure that each meeting of a Programme Forum pays due regard to its terms of reference in a timely fashion, but should not restrict or dictate practice.

The meeting is conducted in two parts, an open and a closed session. Membership of each meeting is the same with the exception of Student Representatives whom are not members of the closed session.

Open Session

- 1 **Welcome**
- 2 **Apologies for Absence**
- 3 **Minutes of last Meeting**
- 4 **Student representative feedback**
- 5 **Learning and Teaching**
 - Review of External Examiner Feedback (As Required)
 - Review of Student access, progression and achievement (All Meetings)
 - Review of Module Results (As Required)
 - Review of Module Evaluations Results (All meetings)
 - Evaluation of Semester One (Semester 2)
 - Evaluation of Semester Two (Semester 1)
- 6 **Planning for Academic Year**
 - Submission of Assessment Instrument Tracking Sheets (September Meeting)
 - Submission of Module Guides (September Meeting)
 - Planning of enrichment activities (As Required)
- 7 **Programme Innovations** (As Required)
 - Programme leaders/proposers to present
- 8 **Annual Programme Review** (As Required)
 - Development of and updating of action plans
- 9 **Any Other Business (AOB)**

Closed Session

- 1 **Apologies for Absence**
- 2 **Minutes of last Meeting**
- 3 **Learning and Teaching**
 - Student Support Register (All Meetings)
 - Safeguarding including Health and Safety (As Required)
 - Equality and Diversity Concerns (As Required)
- 4 **Planning for Academic Year**
 - Agreement of Planning for Semester One (including staffing) (September Meeting)
 - Agreement of Planning for Semester Two (including staffing) (January Meeting)

- | | | |
|----------|----------------------------------|---------------|
| 5 | Recruitment and Promotion | (As Required) |
| | 5.1 Applications | |
| | 5.2 Promotional activities | |
| | 5.3 Events update | |
| 6 | Finance and Delivery | (As Required) |
| | 6.1 Curriculum Planning | |
| | 6.2 Rooming | |
| | 6.3 Staffing | |
| | 6.4 Capital bids | |
| 7 | Any Other Business (AOB) | |

5 UCC Proposals and Variations Committee (UCCPAV)

Purpose:

The UCCPAV meeting specifically addresses course proposals or scheme variations, as conversations surrounding these require due consideration and scrutiny.

Terms of Reference:

- For discussion of the completion of validating universities' forms relating to curriculum development.
- To recommend that forms agreed are sent to the validating university for review by the Partnerships team.
- To recommend improvements to existing documentation to enhance quality and consistency in presentation.
- To recommend which proposals can be approved by Chair's Action after the recommended revisions have taken place, and which proposals will need to be brought back to the next UCCPAV meeting.
- To determine whether any proposals and variations require further discussion at the relevant UCC Learning and Teaching committee or forum.
- To report the proposals and variations to UCC's Academic Board for final approval, in order that other institutional departments or divisions are aware of these changes, such as Marketing and Admissions.
- Minor amendments (for example typographical errors, clarification of wording on module description) can be approved by Chair's Action by the Dean of Higher Education.
- To approve proposals falling outside the usual round of UCCPAV meetings, (for example over the Summer) by virtual UCCPAV meeting with the Dean of Higher Education to act as chair and agree, with the agreement of at least 2 Heads of Schools, that proposals can be sent to the validating university for consideration. A meeting request will be sent to relevant parties asking them to diarise a slot in their calendar to review the proposal(s) and a follow up e-mail requesting their feedback. UCC Academic Services to send the proposals to the validating university once any revisions have been carried out (if necessary) and following approval from the UCC chair.

Membership of UCCPAV:

- Dean of Higher Education (chair) and/or Head of UCC Academic Services
- Representative from School presenting proposed variation / course approval **and** associated gatekeeper
- UCC Academic Services representative (secretary)

Dates and Timing of UCCPAV

Meetings will be convened upon request. Papers will be circulated to panel members at least one week in advance for review and consideration prior to the meeting. For a UCCPAV meeting to be quorate the following are required to be in attendance:

- Dean of Higher Education (chair) and/or Head of UCC Academic Services
- Representative from Centre presenting proposed variation / course approval **and** associated gatekeeper
- UCC Academic Services representative (secretary)

Appendix A: UCC Resources Committee

Purpose

The purpose of the committee is to take an institution-wide overview of UCC resources, and to recommend an approach to investing in and improving resources that benefits students and staff.

Terms of Reference

The committee is required:

- To monitor and document the current provision of UCC resources in terms of IT, HR, and physical campus facilities;
- To identify any gaps or risks in the current provision, and to document the work required in a time scale to be agreed with those heading the relevant divisions/departments;
- To anticipate any need in longer-term resourcing, and to compile realistic capital bids which benefit multiple courses/student cohorts;
- To comment on the suitability and effectiveness of HR processes;
- To ensure that investments in resources are linked to UCC's and CI's wider planning documents.

Membership

- Dean of Higher Education (chair)
- Head of Academic Services, UCC
- Heads of Schools, UCC
- Representatives from Facilities, IT, HR, Library & TLR

Dates and Timings

The committee meets once per Semester, usually in weeks 2 or 3.