



2024

**Deliberative Committee
Structure and Continuous
Improvement of Quality
(HE03)**

Policy Name and Reference	HE03 Deliberative Committee Structure and Continuous Improvement of Quality (HE03)
Version	2.0
Name of Responsible Committee	HECQS
Job Title of Responsible Author	Group Academic Registrar
Date First Issued	April 2021
Date Current Version Issued	April 2024
Date of next Planned Review	April 2027

Revision History

Version Number	Date	Type of Amendment	Amendment Details
1.0	April 2021	New Policy	New Was previously different CoP incorporating other student engagement which is now a code in its own right.
1.1	July 2022	Minor Review	Updated to reflect new conditions of registration from Office for Students Amendment to committee structure to create Group HECQS and reflect changes in wider group structures.
1.1.1	Sept 2023	Minor amendment	Factual update to reflect introduction of Ambition 2030 (Sept 2023)
2.0	April 2024	Major Review	Updated to reflect: Changes to the UK Quality Code/Sector Recognised Standards Changes to the Curriculum and Quality Oversight Committee Introduce Joint Academic Board for management of community of practice of joint programmes within the group.

If you need any further advice on how the regulations work, you should contact the HE Quality Office.

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1.0 Introduction

1.1 The policy reflects TEC Partnership's commitment to ensuring governance over academic standards and that effective discharge of Quality processes are carried out with rigour, fairness and probity. Whilst considering the OfS conditions of registration, Sector Recognised Standards, TEC Partnership Academic Regulations and the regulations of partner Universities, this policy makes clear the processes that must be adopted in relation to our HE Committees and Quality Enhancement Reports. This policy provides a consistently structured framework making clear TEC Partnership's commitment to Continuous Improvement of academic standards and quality, in terms of governance, staff processes and student engagement.

1.2 Within these regulations '*academic standards*' the academic standards of courses and whether "relevant awards granted to students are credible at the point of being granted and when compared to those granted previously" (OfS, B4, 2024) and that "the provider must deliver positive outcomes for students on its higher education courses" that are above 'relevant numerical thresholds and provider benchmarks" (OfS, B3, 2024).

1.3 '*Academic quality*' refers to whether "students on each higher education course receive a high quality academic experience", where courses are up-to-date, provided educational challenge, are effectively delivered and develop relevant skills (OfS, B1, 2024); and "each cohort of students registered on each higher education course receives resources and support which are sufficient for the purpose" (OfS, B2, 2024).

1.4 This policy sets out the deliberative structures which drive improvement in both quality and standards.

2.0 Strategic Measures of Progress

2.1 The management of academic standards and quality for higher education at TEC Partnership is underpinned by Ambition 2030:

- i. Empower students to succeed by delivering an inclusive curriculum that enable students to take the next step on their career path.
- ii. Improve operational performance by maximising sustainable processes, systems, resource management and employee support.
- iii. Contribute to Economic Development by developing programmes, projects and partnerships that meet regional skills needs.
- iv. Achieve Organisational Growth by working in partnership to identify and deliver on opportunities for growth.

2.2 The Corporation, through the Curriculum and Quality Oversight Committee set objectives in the aligned to the strategic plan, which are monitored regularly. These are altered on a periodic basis on institutional priority and the periodic review process.

3.0 Roles and Responsibilities for Quality and Standards

Academic Staff

3.1 Academic staff (meaning staff who are involved in assessment, teaching and learning on higher education programmes) must commit themselves to rigorous, systematic quality assurance processes that work towards safeguarding and improving academic standards.

3.2 In recognising the significance of academic quality, academic staff should ensure that standards are being achieved and a good quality education is being offered to students in order to ensure provision that is fit for purpose. Whilst not definitive, this will include:

- i. the development and delivery of programmes and modules in accordance with approved documentation.
- ii. the planning and processing of student assessment.
- iii. programme monitoring and review.
- iv. involvement in relevant committees, joint boards, module, programme and staff student committee.
- v. issues relating to judgements of standards.
- vi. compliance to TEC Partnership and partner University policies, regulations and codes of practice.
- vii. where appropriate, the synthesis of provision to the relevant benchmarking documents:
 - [the Framework for Higher Education Qualifications \(FHEQ\)](#);
 - [the Foundation Degree Characteristics statements](#);
 - [subject benchmark statements](#);
 - [guidance for programme specifications](#);
 - [the UK Quality Code](#);
 - [the Higher Education Credit Framework for England](#);
 - [The Office for Students Conditions of Registration](#);
 - [The Sector Recognised Standards](#).

Administrative Staff

3.3 Across TEC Partnership administrative staff play a pivotal role in matters relating to academic standards and quality. Administrative functions are performed across schools and play a key role in ensuring that HE processes operate effectively through appropriate handling of information and adherence to policies, regulations and other defined systems.

3.4 Administrative staff have particular responsibilities relating to the timely and accurate presentation, documentation and dissemination of information relating to quality and standards. This may for example include the production and handling of student transcripts, examination grids,

agendas and minutes.

Support Staff

3.5 Support staff are those staff that have responsibility for matters such as timetabling, examinations, admissions, communications, work-based learning coordination, information, library staff, Innovate, learner support teams and advice and guidance. Staff are required to ensure rigorous adherence to systematic processes and to ensure processes are transparent, inclusive and take into accuracy of information provided to staff and students.

Quality and Standards Staff

3.6 The HE Quality Office support all quality and standards assurance and improvement boards, committees and processes. The HE Quality Office must support and challenge all aspects of the higher education student experience. The HE Quality Office take responsibility for the dissemination, implementation, review and enhancement of quality assurance and enhancement procedures to promote consistency and to encourage the identification and dissemination of good practice. They take responsibility for providing guidance and support for schools and colleges within TEC Partnership and provide a link between all TEC Partnership's schools and departments.

Leadership and Management

3.7 Senior Leadership Teams at each college take responsibility for the quality assurance and quality improvement of all HE in their area. They are involved in a range of activities including responsibilities for management of higher education teams and administrative staff, teaching and learning, the chairing of boards and relevant committees. It is expected that such persons will execute their responsibilities and in relation to academic standards and quality and that they will ensure the effective operation of processes at all levels, as detailed herein.

4.0 Regulatory and Academic Framework

4.1 There are four key features to TEC Partnership's regulatory and academic framework:

- i. TEC Partnership's Board and Committee Structure.
- ii. The Quality and Standards Policies and Procedures for Higher Education.
- iii. Collaborative Boards and Committees with partner universities.
- iv. University regulations applicable to each qualification awarded by a partner University.

4.2 TEC Partnership is committed to rigorous approaches that underpin the development, implementation and review of its regulatory and academic framework. The following processes are key to the way quality is assured:

- i. Use of the Conditions of Registration, Degree Awarding Body Criterion and the Group's Quality Policies and Procedures.
- ii. Enhancement led activities for continuous improvement.
- iii. Audit principles.
- iv. Annual monitoring and review.
- v. Analysis of recruitment, retention, progression and achievement.
- vi. Effective collection and use of stakeholder feedback.
- vii. Evaluation, reporting procedures and action planning.

4.3 TEC Partnership maintains its academic standards through systematic and rigorous processes. These involve rigorous:

- i. Use of the Conditions of Registration, Degree Awarding Body Criterion and TEC Partnership's Quality Policies and Procedures.
- ii. Programme approval and amendment.
- iii. Assessment processes and moderation.
- iv. External examiner moderation and reporting.
- v. Operation of boards of examiners.
- vi. Moderation of transcripts.
- vii. Approaches to unfair means prevention, detection and penalty application.

5.0 Governance

5.1 Within TEC Partnership the Chief Executive, Principals, Executive Leadership Team, Senior Leadership Teams and governing body are responsible for finance, property, investments, general business and the strategic direction of TEC Partnership.

6.0 TEC Partnership's Higher Education Strategy

6.1 TEC Partnership's Ambition 2030 sets the direction and focus for TEC Partnership. It is a long-term strategic plan. In addition, annually Strategic Measures of Success are published and are used to report progress towards the strategy.

7.0 Deliberative Meeting Structure

7.1 The following section sets out the deliberative structure for governance of higher education. A map of the structure is available in Appendix A.

7.2 *Curriculum and Quality Oversight Committee (CQOC)*

7.2.1 The Curriculum and Quality Oversight Committee (CQOC) is a subcommittee of the Corporation. The Corporation has delegated powers to the Curriculum and Quality Oversight Committee to assure that Condition of Registration E2 is achieved. They are responsible for assuring that:

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

7.2.2 The provider must have in place adequate and effective management and governance arrangements to:

- i. Operate in accordance with its governing documents.
- ii. Deliver, in practice, the public interest governance principles that are applicable to it.
- iii. Provide and fully deliver the higher education courses advertised.
- iv. Continue to comply with all conditions of its registration conditions of Registration with the Office for Students are being observed.
- v. Is operating effectively to achieve its long-term strategy and the annual Strategic Measures of Success.

7.3 The Curriculum and Quality Oversight Committee delegates strategic responsibility to the Executive Leadership Team to ensure all conditions of registration are met by TEC Partnership. The Executive Leadership Team (ELT), along with the individual Senior Leadership Teams (SLTs) have strategic responsibility for ensuring all elements of higher education are delivered.

7.3.1 ELT is responsible for the following conditions of registration:

Give Assurance to satisfy the following statement. “The provider must: i. Be financially viable. ii. Be financially sustainable. iii. Have the necessary financial resources to provide and fully deliver the higher education courses as it has advertised and as it has contracted to deliver them. iv. Have the necessary financial resources to continue to comply with all conditions of its registration.	Condition D
The provider's governing documents must uphold the public interest governance principles that are applicable to the provider.	Condition E1
Give assurance to meet the following condition: “The provider must have in place adequate and effective management and governance arrangements to: i. Operate in accordance with its governing documents. ii. Deliver, in practice, the public interest governance principles that are applicable to it. iii. Provide and fully deliver the higher education courses advertised. iv. Continue to comply with all conditions of its registration.	Condition E2
The governing body of a provider must: i. Accept responsibility for the interactions between the provider and the OfS and its designated bodies. ii. Ensure the provider’s compliance with all of its conditions of registration and with the OfS’s accounts direction. iii. Nominate to the OfS a senior officer as the ‘accountable officer’ who has the responsibilities set out by the OfS for an accountable officer from time to time.	Condition E3

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

The governing body of the provider must notify the OfS of any change of which it becomes aware which affects the accuracy of the information contained in the provider's entry in the Register.	Condition E4
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7.4 Each Senior Leadership Team (SLT) has responsibility for ensuring that their college contributes to the meeting of the Conditions of Registration and is operating effectively to achieve its long-term strategy and the annual Strategic Measures of Success.

7.4.1 Each Senior Leadership Team is specifically responsible for ensuring the following:

The provider must take all reasonable steps to ensure: <ol style="list-style-type: none"> 1. Students registered on a higher education course receive resources and support to ensure: <ol style="list-style-type: none"> i. a high-quality academic experience for those students; and ii. those students succeeding in and beyond higher education; and 2. effective engagement with students to ensure: <ol style="list-style-type: none"> i. a high-quality academic experience for those students; and i. those students succeed in and beyond higher education 	Condition B2
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7.5 The Policies and Procedures for all Higher Education within TEC Partnership are published on TEC Partnership website. They describe the processes followed by all staff at TEC Partnership and alongside the academic regulations are designed to ensure that the conditions of registration with the Office for Students are met. Appendix B shows a map of all Conditions of Registration with the Office for Students mapped to the QAA Quality Code and to the deliberative committee structure and the relevant code of practice.

7.6 *Higher Education Curriculum, Quality and Standards (HECQS) Committee* has the remit for driving quality and improvement in higher education; and the responsibility for the regulations and standards assurance frameworks which for all higher education programmes leading to qualifications using the Degree Awarding Powers of TEC Partnership. For quality improvement, regulations and standards the committee reports to ELT.

7.6.1 The principle responsibility of HECQS is to contribute to / ensure the following conditions of registration:

An Approved (fee cap) provider intending to charge fees above the basic amount to qualifying persons on qualifying courses must: i. Have in force an access and participation plan approved by the OfS in accordance with the Higher Education and Research Act 2017 (HERA). ii. Take all reasonable steps to comply with the provisions of the plan.	Condition A1
The provider must ensure that the students registered on each higher education course receive a high-quality academic experience.	Condition B1

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

<p>For the purposes of this condition, a high-quality academic experience includes but is not limited to ensuring all of the following:</p> <ol style="list-style-type: none"> 1. each higher education course is up to date. 2. each higher education courses provides educational challenge. 3. each higher education course is coherent. 4. each higher education course is effectively delivered; and 5. each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills. 	
<p>The provider must take all reasonable steps to ensure:</p> <ol style="list-style-type: none"> 3. Students registered on a higher education course receive resources and support to ensure: <ol style="list-style-type: none"> iii. a high-quality academic experience for those students; and iv. those students succeeding in and beyond higher education; and 4. effective engagement with students to ensure: <ol style="list-style-type: none"> ii. a high-quality academic experience for those students; and those students succeed in and beyond higher education 	Condition B2
<p>The provider must deliver positive outcomes for all of its students on its higher education courses.</p> <p>For the purposes of this condition, delivering positive outcomes means that either:</p> <ol style="list-style-type: none"> a. in the OfS’s judgement, the outcome data for each of the indicators and split indicators are at or above the relevant numerical thresholds; or b. to the extant that the provider does not have outcome data for each indicators and split indicators that are at or above the relevant numerical thresholds, the OfS otherwise judges that: <ol style="list-style-type: none"> i. the providers context justifies the outcome data; and/or ii. this is because the OfS does not hold any data showing the provider’s numerical performance against the indicator or split indicator; and/or <p>this is because the OfS does hold this data but the data refers to fewer than the minimum number of students.</p>	Condition B3
<p>The provider must ensure that:</p> <ol style="list-style-type: none"> 1. students are assessed effectively; 2. each assessment is valid and reliable; 3. academic regulations are designed to ensure that relevant awards are credible; 4. academic regulations are designed to ensure effective assessment of technical proficiency in the English language in a manner that appropriately reflects the level and content of the course; and 	Condition B4

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

5. relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.	
<p>The provider must ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body):</p> <ol style="list-style-type: none"> 1. any standards set appropriately reflect any applicable sector-recognised standards; and 2. awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards. 	Condition B5
The provider must participate in the Teaching Excellence and Student Outcomes Framework.	Condition B6
The provider must demonstrate that in developing and implementing its policies, procedures and terms and conditions, it has given due regard to relevant guidance about how to comply with consumer protection law.	Condition C1
<p>The provider must:</p> <ol style="list-style-type: none"> i. Co-operate with the requirements of the student complaints scheme run by the Office of the Independent Adjudicator for Higher Education, including the subscription requirements. ii. Make students aware of their ability to use the scheme. 	Condition C2
<p>The provider must:</p> <ol style="list-style-type: none"> i. Have in force and publish a student protection plan which has been approved by the OfS as appropriate for its assessment of the regulatory risk presented by the provider and for the risk to continuation of study of all of its students. ii. Take all reasonable steps to implement the provisions of the plan if the events set out in the plan take place. iii. Inform the OfS of events, except for the closure of an individual course, that require the implementation of the provisions of the plan. 	Condition C3
The provider must comply with guidance published by the OfS to facilitate, in co-operation with electoral registration officers, the electoral registration of students.	Condition E5
The provider must provide to the OfS, and publish, in the manner and form specified by the OfS, the transparency information set out in section 9 of HERA.	Condition F1
The provider must provide to the OfS, and publish, information about its arrangements for a student to transfer.	Condition F2
A provider in the Approved (fee cap) category must charge qualifying persons on qualifying courses fees that do not exceed the relevant fee limit determined by the provider's quality rating and its access and participation plan.	Condition G1

7.6.2 HECQS has the following responsibilities and powers delegated to it:

Leads and monitors on the following via subcommittee reports, reporting forward as required:

- Additional Consideration Committee
- Short Extension Panel
- Admissions Appeals
- Fitness to Study Panels
- Fitness to Practice Panels
- Access and Participation Committee
- Validation panels – Stages 2, 3a and 3b.
- Minor amendments
- Ethical approval of student and staff projects
- Recognition of Prior Learning
- Academic Misconduct and Academic Integrity issues.
- Student Case Requests
- Academic Appeals
- Recognised Teacher Status
- Suspension of studies

Has responsibility for and seeks assurance through reporting around:

- Published information.
- Curriculum maintenance and currency
- Internal Moderation Reviews
- Exam Board System
- External examining system
- Assessment and Feedback Report
- Transparency Return

Has responsibility for driving improvements in the following areas:

- Fair and Inclusive Admissions
- Effective Student Engagement
- TEF Submission
- Scholarship and Research
- Report on Complaints and lessons learned from complaints and OIA Compliance
- Student Support Arrangements
- Achievement of the Strategic Measures of Success
- Ensuring TEC Partnership has sufficient physical and staffing resources to deliver the programmes as validated.
- Electoral Registration Compliance
- Periodic Review

The regulations of TEC Partnership mean that HECQS has the following powers:

- Arbitrate about TEC Partnership regulations where disagreement is found.
- Appoint external examiners.
- Remove external examiners.
- Make a decision outside of regulations.
- Grant a posthumous award
- Grant an Aegrotat Award
- Allow changes to published programmes in exceptional circumstances where to not do so would disadvantage students.
- Deliberate on retrospective suspension of students.
- Rule that information provided by a student in an appeal can be kept private and limited to the panel.
- Permit the delivery of full cost provision up to 40 credits on any programme.
- Permit a student to study more than 120 credits in a given session.
- Confirm Exam Board Results and recommend approval by ELT.
- Confirm validation Full Approval Panel Report and recommend approval by ELT.
- Deliberate on Stage 1 validations.
- Deliberate on Admissions Appeals

7.8 HE Coordinators Enhancement Groups

The HE Coordinators Enhancement Group has the responsibility for operationalising quality and standards at each delivery site within TEC Partnership. There is a HE Coordinators Enhancement Group for South bank colleges (combined) and North bank colleges (combined). The minimum membership for each Group should include all managers of curriculum and support areas that are involved with the delivery of HE at that site. HE Coordinators Enhancement Group should run at a minimum of monthly meetings.

8.0 Periodic Review

8.1 TEC Partnership recognises the importance of assessing and evaluating the effectiveness, relevance and validity of its programmes alongside the quality of the student experience.

8.2 Within the context of this code the term 'periodic review' is used to describe the principles and processes through which TEC Partnership will monitor and take a broader review of its programmes in an annual cycle.

8.3 TEC Partnership's approach to periodic review is considered developmental and is based on dialogue between peers, self-evaluation and strategies for quality enhancement.

8.4 Using enhancement led activities; the process of periodic review aids TEC Partnership in assessing

and planning for how staff development strategies and other activities may include the dissemination of good practice.

8.5 Periodic review avails TEC Partnership in being able to assure itself:

- i. That programmes remain current and valid in light of developing knowledge of the discipline and practice in their application.
- ii. Of departmental/programme responses to external or internal changes impacting the provision, including those which are cumulative and those made over time, and which may affect the design and operation of programmes.
- iii. Of departmental/programme responsiveness to changes to external points of reference, such as subject benchmark statements, relevant PSRB, relevant national legislation/commitments to European and international processes.
- iv. Of the existence of effective departmental/programme strategies for actual or potential changes in student demand, employer expectation and employment opportunities.
- v. Of departmental/programme understanding, evaluation and action planning for enhanced data relating to student progression and achievement.
- vi. Of effective departmental systems for the collection, review and action planning using student feedback, including any National Student Survey results.
- vii. Of current research/ scholarship/ scholarly activity and its application to the relevant discipline(s) and developments in teaching and learning.
- viii. Of the accuracy and completeness of published information.

9.0 Quality Improvement Plans

9.1 Quality Improvement Plans are used by TEC Partnership to guide and track changes undertaken to enhance the Quality of our programmes. A completed Quality Improvement Plan allows TEC Partnership to demonstrate that deliberate steps have been taken to safeguard and enhance the Quality and Academic standards of our HE courses.

9.2 Quality Improvement Plans should be critically reflective, open, honest, concise, constructive and forward looking. Targets set as part of a Quality Improvement Plan should be SMART with emphasis on have stage gates and measurable impact for improvements identified.

9.3 All Quality Improvement Plans will be created on templates approved by the HE Quality Team.

9.4 The overarching TEC Partnership HE Quality Improvement Plan, will be produced annually and maintained by all relevant HE Managers throughout the Academic year and monitored monthly. This document will be reviewed by HECQS and presented to CQOC.

9.5 Each Faculty or College dependant on size should maintain a Quality Improvement Plan which is monitored by the college management.

9.6 Each Programme should maintain a Quality Improvement Plan which should be completed by the programme leader and monitored by the manager of that curriculum.

9.7 The Senior Leadership Team for each college should audit quality improvement plans to ensure their currency and effectiveness.

10.0 Annual Monitoring Report (AMR)

10.1 Each Programme Leader must complete an AMR on the template provided by their validating body.

10.2 An ideal AMR is critically reflective, open, honest, concise, constructive and forward looking.

10.3 The AMR should draw on all data sources to produce a trustworthy account of the programme, document enhancements made, with impact, during the year of review and suggest areas for future improvement.

10.4 A first draft AMR should be produced in July. This submission should be monitored by Heads of Area / Heads of Faculty (or equivalent).

10.5a For courses validated by partner institutions the final Draft of the AMR should be sent to hega@tecpartnership.ac.uk who will check the submissions before sending to the validating body.

10.5b For courses validated by TEC Partnership a final draft of the AMR should be sent electronically to hega@tecpartnership.ac.uk. The submission dates for these will be set by the HE Quality Office and will normally occur each September.

10.6 A review of these AMR submissions will be completed by the HE Quality Office. Those who are judged to not meet minimum standards will be offered one opportunity to rewrite the submission. Should there be further issues they will be invited into an AMR review meeting.

10.7 The AMR review meeting panel may consist of:

- i. Group Academic Registrar
- ii. Where practicable, a student representative.
- iii. Members of HECQS from the relevant college

11.0 Self-Evaluation and Enhancement Document (SEED)

11.1 Annually each department with 100 FTEs must produce a Self-Evaluation and Enhancement Document (SEED). Where departments have fewer than 100 FTEs they may combine to produce a group SEED with agreement from the college management. Where a college has fewer than 250 FTEs a single SEED can be produced.

11.2 The SEED must be written in accordance with TEC Partnership's template and guidance notes, an ideal SEED is critically reflective, open, honest, concise, constructive and forward looking. Alternative approaches to the written document are permitted but these must cover all areas in the template and must leave an artefact which can be stored and reviewed in the future.

11.3 Whilst description context may be necessary, the SEED is not a descriptive document, rather its emphasis must be evaluative and based on rigorous analysis of evidence to support judgements made.

11.4 The SEED should build on existing processes of evaluation within the school, especially student feedback, annual monitoring of programmes, consideration of external examiner reports, and any previous periodic or other review. It should not be a mere repeat of what was said in any previous SEED.

11.5 The length of the SEED will vary according to the complexity of provision however the narrative within the SEED should be concise and critically reflective.

11.6 The first draft of each SEED must be submitted to the manager associated with the area. By November 1st the SEED should then be submitted for evaluation.

11.7 Each SEED will undergo a process of evaluation. The faculty/curriculum/college will defend their SEED at a meeting.

11.8 Moderation of SEEDs may be carried out by:

- i. Group Vice-Principal Curriculum, Quality and Standards
- ii. Group Academic Registrar
- iii. Relevant Senior Managers from other departments
- iv. Where practicable, Student Senate President or Vice President

11.9 Following evaluation, revised SEEDs must be submitted electronically to heqa@tecpartnership.ac.uk within 14 days of the evaluation meeting.

12.0 Quality and Standards Audits

12.1 A series of audits will occur throughout the academic year conducted by the quality teams. The audits for the academic year will be published in September each year in the minutes of HECQS.

12.2 The audits will be led by the Quality Team and include wider managers from TEC Partnership the report and resulting actions will be reported into the minutes of HECQS.

12.3 Suggested audits will include: Marking Audit, QIP Audit, Student Engagement Audit, IAG Audit, Induction Plan Audit, AMR Audit, Module Handbook Audit and Programme Handbook Audit.

13.0 Quality Enhancement Report (QER)

13.1 TEC Partnership is required to report annually on the steps taken to safeguard academic standards and academic quality, in line with the requirements placed on the TEC.

13.2 The template for the QER will be provided by the HE Quality Office and agreed by the chair of HECQS.

13.3 The QER should be reflective, open, honest, concise, constructive and forward looking. The report will identify changes that have been undertaken in the year under review, highlight good practices, areas for improvement, and action being taken to address any concerns. The QER will also report on relevant data sets related to TEC Partnership awards, for example, attendance, retention, exam boards, and ensure standards in other areas such as admission appeals, complaints and published information.

13.4 The QER is produced each year under the direction of the HE Quality Office, who will co-ordinate contributions from relevant members of staff.

13.5 Following approval of SLTs and ELT, the QER will be submitted for review to a governance panel. This panel should consist of members the Curriculum and Quality Oversight Committee, a student representative, the Chief Executive and a Higher Education professional from another organisation.

14.0 Collaborative Partner Quality Review

14.1 The purpose of this section is to outline TEC Partnership's responsibilities towards our partner validating bodies in terms of annual review of validated programmes. Further information on all of these processes can be found at the relevant organisational website below:

- **University of Hull** <https://universityofhull.app.box.com/s/2yjq7t44nysqpia4szqsidxa2ocz7g4>
- **Pearson** <https://qualifications.pearson.com/content/dam/pdf/downloads/apmr-guidance-final.pdf>
- **Huddersfield** [Quality assurance procedures - University of Huddersfield](#)

15.0 Course Enhancement Meetings

15.1a Programmes validated by a partner university should follow the processes required for their quality and standards frameworks or by those set by the college management.

15.1b For TEC Partnership awards there must be two Course Enhancement Meetings conducted in each academic year. The first should be conducted in October or November and the second in March or April. The meetings must be minuted and actions tracked between meetings. Appendix C contains

an example agenda for the meeting.

15.2 For TEC Partnership awards it is the responsibility of the managers within the curriculum to manage the invites for the meetings and to organize the minuting of the meetings. Where programmes of study are similar it is possible to link 3 programmes together and conduct an individual meeting on for the programmes.

15.3 For TEC Partnership awards attending the meeting there should be a member of HEQA for TEC Partnership, the manager of the curriculum in the area, the programme leader, modules tutor and the student's representatives for each cohort. The external examiner should be invited and receive the minutes.

15.4 For TEC Partnership awards the meeting should follow the student focus group meetings conducted during tutorials.

16.0 Joint Academic Boards

16.1 TEC Partnership validated provision that is operated across multiple colleges within the group must hold a twice yearly Joint Academic Board (JAB). The purpose of the JAB is to ensure the secure and effective operation of the award across the group, including comparability of student experience and ensuring there is a high-quality academic experience. The JAB formalizes the community of practice between academic staff that deliver the same TEC Partnership qualification.

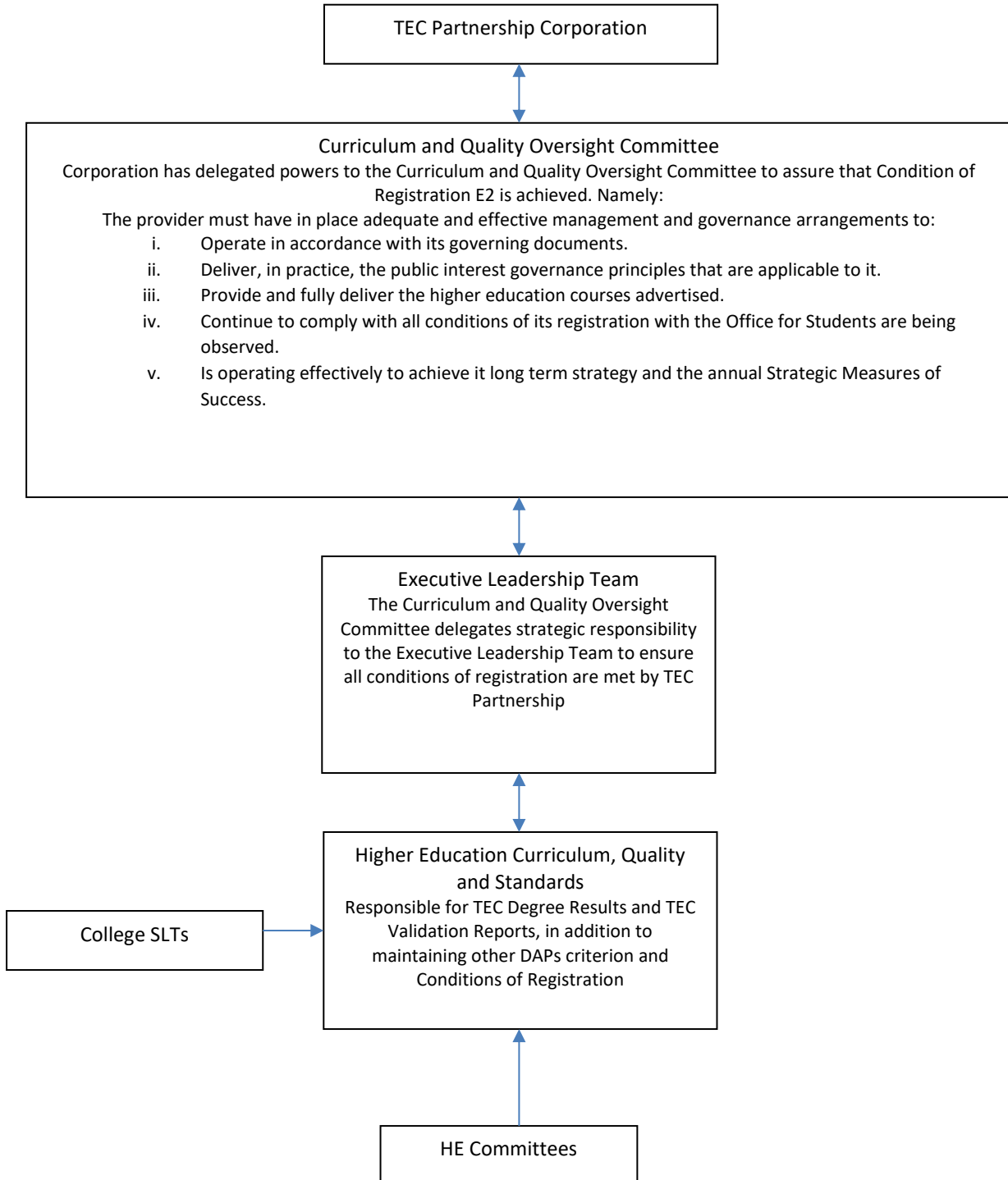
16.2 The first meeting should be conducted in October or November, and the second meeting in February or March.

16.3 It is the responsibility of the managers within the curriculum to manage the invites for the meetings and to organize the minuting of the meetings. Attending the meeting there should be a member of HEQA for TEC Partnership, the manager of the curriculum areas, the programme leaders, modules tutors and the student's representatives for each cohort. The external examiner should be invited and receive the minutes. Each Joint Academic Board should elect a chair from its membership.

16.4 Mandatory agenda items at a Joint Academic Board include: admissions and enrolments, at-risk students, assessments and moderation, AMRs and QIPs, programme amendments and student engagement. This is available in HE03D TEC Partnership Joint Academic Board.

16.5 The outcomes of Joint Academic Boards will be reported into HECQS on an annual basis. Heads of Area / Faculty must also consider the meeting outcomes when producing the SEEDs for their areas.

Appendix A – Deliberative Committee Structure



Appendix B Mapping of Conditions of Registration

Condition	Description	QAA Quality Code Reference / Compliance indicator where different	Main Committee Responsibility / Code of Practice
Condition A1	<p>An Approved (fee cap) provider intending to charge fees above the basic amount to qualifying persons on qualifying courses must: i. Have in force an access and participation plan approved by the OfS in accordance with the Higher Education and Research Act 2017 (HERA). ii. Take all reasonable steps to comply with the provisions of the plan.</p>		<p>HECQS HE19 Access and Participation</p>
Condition B1	<p>The provider must ensure that the students registered on each higher education course receive a high-quality academic experience.</p> <p>For the purposes of this condition, a high-quality academic experience includes but is not limited to ensuring all of the following:</p> <ul style="list-style-type: none"> a. each higher education course is up-to-date. b. each higher education courses provides educational challenge. c. each higher education course is coherent. d. each higher education course is effectively delivered; and 	<p>Q2 The provider designs and/or delivers high-quality courses.</p> <p>Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</p> <p>Q4 The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p> <p>Q8 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is</p>	<p>Design – HECQS HE01 Academic Regulations HE05 Validation and Amendments of Programmes HE09 Assessment of Students HE23 Recognised Teacher Status</p> <p>Deliver - Staffing / Facilities - HECQS / SLTs</p>

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

Condition	Description	QAA Quality Code Reference / Compliance indicator where different	Main Committee Responsibility / Code of Practice
	<ul style="list-style-type: none"> e. each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills. 	<p>high-quality irrespective of where or how courses are delivered and who delivers them.</p>	
Condition B2	<p>The provider must take all reasonable steps to ensure:</p> <ul style="list-style-type: none"> 5. Students registered on a higher education course receive resources and support to ensure: <ul style="list-style-type: none"> v. a high-quality academic experience for those students; and vi. those students succeeding in and beyond higher education; and 6. effective engagement with students to ensure: <ul style="list-style-type: none"> iii. a high-quality academic experience for those students; and iv. those students succeed in and beyond higher education 	<p>Q1 The provider has a reliable, fair and inclusive admissions system.</p> <p>(Behaviour) The data for the provider published under the transparency condition suggest that there is fair access to the provider’s courses for students from all backgrounds.</p> <p>Q5 The provider actively engages students, individually and collectively, in the quality of their educational experience.</p> <p>Q6 The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</p>	<p>HECQS / SLT</p> <p>HE03 Deliberative Committee Structure and Continuous Improvement of Quality</p> <p>HE04 Teaching, Research and Scholarship</p> <p>HE08 Retention and Engagement of Students in Study</p> <p>HE10 Additional Consideration and Short Extensions</p> <p>HE12 Fitness to Study</p> <p>HE13 Fitness to Practise</p> <p>HE19 Access and Participation Plan</p> <p>HE20 Complaints and Concerns</p> <p>HE17 Management of Placement Learning in Higher Education</p>

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

Condition	Description	QAA Quality Code Reference / Compliance indicator where different	Main Committee Responsibility / Code of Practice
		<p>Q9 The provider supports all students to achieve successful academic and professional outcomes.</p> <p>(Behaviour) Student continuation and qualification data suggests that the provider has a reliable and fair admission system that results in students from all backgrounds being matched to appropriate courses and provided with the support necessary for a high quality academic experience and successful completion.</p>	
<p>Condition B3</p>	<p>The provider must deliver positive outcomes for all of its students on its higher education courses.</p> <p>For the purposes of this condition, delivering positive outcomes means that either:</p> <ul style="list-style-type: none"> c. in the OfS’s judgement, the outcome data for each of the indicators and split indicators are at or above the relevant numerical thresholds; or d. to the extent that the provider does not have outcome data for each indicators and split indicators that are at or above the relevant 	<p>(Behaviour) The outcomes achieved by the provider’s students meet a minimum acceptable baseline set by the OfS.</p> <p>(Behaviour) The outcomes achieved by the provider’s students suggest that students from all backgrounds are able to succeed.</p>	<p>HECQS</p> <p>Strategic Measures of Success</p> <p>HE03 Deliberative Committee Structure and Continuous Improvement of Quality</p>

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

Condition	Description	QAA Quality Code Reference / Compliance indicator where different	Main Committee Responsibility / Code of Practice
	<p>numerical thresholds, the OfS otherwise judges that:</p> <ul style="list-style-type: none"> iii. the providers context justifies the outcome data; and/or iv. this is because the OfS does not hold any data showing the provider’s numerical performance against the indicator or split indicator; and/or v. this is because the OfS does hold this data but the data refers to fewer than the minimum number of students. 		
Condition B4	<p>The provider must ensure that:</p> <ul style="list-style-type: none"> a. students are assessed effectively; b. each assessment is valid and reliable; c. academic regulations are designed to ensure that relevant awards are credible; d. academic regulations are designed to ensure effective assessment of technical proficiency in the English language in a manner that appropriately reflects the level and content of the course; and e. relevant awards granted to students are credible at the point of being granted and when compared to those granted previously. 	<p>S2 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.</p> <p>S3 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p>	<p>HECQS</p> <p>HE01 Academic Regulations</p> <p>HE05 Validation and Amendment of Programmes</p> <p>HE09 Assessment of Students</p>

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

Condition	Description	QAA Quality Code Reference / Compliance indicator where different	Main Committee Responsibility / Code of Practice
		S4 The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	
Condition B5	<p>The provider must ensure that, in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, the provider (whether or not the provider is the awarding body):</p> <ul style="list-style-type: none"> a. any standards set appropriately reflect any applicable sector-recognised standards; and b. awards are only granted to students whose knowledge and skills appropriately reflect any applicable sector-recognised standards. 	S1 The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.	<p>HECQS</p> <p>HE01 Academic Regulations</p> <p>HE05 Validation and Amendment of Programmes</p>
Condition B6	The provider must participate in the Teaching Excellence and Student Outcomes Framework.	n/a	HECQS
Condition C1	The provider must demonstrate that in developing and implementing its policies, procedures and terms and conditions, it has given due regard to relevant guidance about how to comply with consumer protection law.	n/a	<p>HECQS</p> <p>HE02 CoP Published Information and Consumer Protection</p>
Condition C2	<p>The provider must:</p> <ul style="list-style-type: none"> 1. Co-operate with the requirements of the student complaints scheme run by the Office of the Independent Adjudicator for Higher Education, including the subscription requirements. 	n/a	<p>HECQS</p> <p>HE20 Stakeholder Feedback, Resolution of Complaints and Stakeholder Feedback</p>

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

Condition	Description	QAA Quality Code Reference / Compliance indicator where different	Main Committee Responsibility / Code of Practice
	<ol style="list-style-type: none"> 2. Make students aware of their ability to use the scheme. 		
Condition C3	<p>The provider must:</p> <ol style="list-style-type: none"> 1. Have in force and publish a student protection plan which has been approved by the OfS as appropriate for its assessment of the regulatory risk presented by the provider and for the risk to continuation of study of all of its students. 2. Take all reasonable steps to implement the provisions of the plan if the events set out in the plan take place. 3. Inform the OfS of events, except for the closure of an individual course, that require the implementation of the provisions of the plan. 	n/a	<p>HECQS</p> <p>HE18 Student Protection Plan</p>
Condition D	<p>The provider must:</p> <ol style="list-style-type: none"> 1. Be financially viable. 2. Be financially sustainable. 3. Have the necessary financial resources to provide and fully deliver the higher education courses as it has advertised and as it has contracted to deliver them. 4. Have the necessary financial resources to continue to comply with all conditions of its registration. 	n/a	ELT - CQOC

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

Condition	Description	QAA Quality Code Reference / Compliance indicator where different	Main Committee Responsibility / Code of Practice
Condition E1	The provider's governing documents must uphold the public interest governance principles that are applicable to the provider.	n/a	ELT - CQOC
Condition E2	<p>The provider must have in place adequate and effective management and governance arrangements to:</p> <ol style="list-style-type: none"> 1. Operate in accordance with its governing documents. 2. Deliver, in practice, the public interest governance principles that are applicable to it. 3. Provide and fully deliver the higher education courses advertised. 4. Continue to comply with all conditions of its registration. 	n/a	<p>HECQS/SLTs - ELT – CQOC</p> <p>HE03 Deliberative Committee Structure and Continuous Improvement of Quality</p>
Condition E3	<p>The governing body of a provider must:</p> <ol style="list-style-type: none"> 1. Accept responsibility for the interactions between the provider and the OfS and its designated bodies. 2. Ensure the provider's compliance with all of its conditions of registration and with the OfS's accounts direction. 3. Nominate to the OfS a senior officer as the 'accountable officer' who has the responsibilities set out by the OfS for an accountable officer from time to time. 	n/a	ELT – CQOC

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

Condition	Description	QAA Quality Code Reference / Compliance indicator where different	Main Committee Responsibility / Code of Practice
Condition E4	The governing body of the provider must notify the OfS of any change of which it becomes aware which affects the accuracy of the information contained in the provider's entry in the Register.	n/a	ELT – CQOC
Condition E5	The provider must comply with guidance published by the OfS to facilitate, in co-operation with electoral registration officers, the electoral registration of students.	n/a	HECQS
Condition F1	The provider must provide to the OfS, and publish, in the manner and form specified by the OfS, the transparency information set out in section 9 of HERA.	n/a	HECQS
Condition F2	The provider must provide to the OfS, and publish, information about its arrangements for a student to transfer.	n/a	HEQCS HE21 Student Transfers and Recognition of Prior Learning
Condition F3	For the purpose of assisting the OfS in performing any function, or exercising any power, conferred on the OfS under any legislation, the governing body of a provider must: <ol style="list-style-type: none"> 1. Provide the OfS, or a person nominated by the OfS, with such information as the OfS specifies at the time and in the manner and form specified. 2. Permit the OfS to verify or arrange for the independent verification by a person nominated by the OfS of such information as the OfS specifies at the time and in the manner specified and must notify the OfS of the outcome of any independent 	n/a	ELT – CQOC

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

Condition	Description	QAA Quality Code Reference / Compliance indicator where different	Main Committee Responsibility / Code of Practice
	<p>verification at the time and in the manner and form specified.</p> <p>3. Take such steps as the OfS reasonably requests to co-operate with any monitoring or investigation by the OfS, in particular, but not limited to, providing explanations or making available documents to the OfS or a person nominated by it or making available members of staff to meet with the OfS or a person nominated by it.</p>		
Condition F4	For the purposes of the designated data body (DDB)'s duties under sections 64(1) and 65(1) of HERA, the provider must provide the DDB with such information as the DDB specifies at the time and in the manner and form specified by the DDB.	n/a	ELT – CQOC
Condition G1	A provider in the Approved (fee cap) category must charge qualifying persons on qualifying courses fees that do not exceed the relevant fee limit determined by the provider's quality rating and its access and participation plan.	n/a	HECQS / SLT – ELT - CQOC
Condition G2	The provider must comply with any terms and conditions attached to financial support received from the OfS and UK Research and Innovation (UKRI) under sections 41(1) and/or 94(2) of HERA. A breach of such terms and conditions will be a breach of this condition of registration.	n/a	ELT – CQOC

HE03 Deliberative Committee Structure and Continuous Improvement of Quality v2

Condition	Description	QAA Quality Code Reference / Compliance indicator where different	Main Committee Responsibility / Code of Practice
Condition G3	The provider must pay: <ol style="list-style-type: none"> 1. Its annual registration fee and other OfS fees in accordance with regulations made by the Secretary of State. 2. The fees charged by the designated bodies 	n/a	ELT – CQOC

Appendix C – Course Enhancement Meeting Agenda

<<Programme Title(s)>>

STAFF/STUDENT COURSE ENHANCEMENT MEETING

<<date>>

<<room>>

UNRESERVED BUSINESS

(Student reps not to be given reserved minutes of previous meetings)

1. **Minutes of the last meeting** <<date>>
2. **Matters arising from the minutes.**
3. **Programme data: achievement, recruitment, retention and trends.**
Latest dataset should be discussed – HE ON A PAGE and the data repository should be used.
4. **Student Feedback**
 - i. Feedback and actions from the Student Engagement Focus Groups (Minutes of this meeting should include the minutes from the Focus Groups)
 - ii. Student rep report on the quality of learning experiences and wider issues
 - iii. Any matters students wish to raise.
5. **Matters relating to academic standards.**
 - i. External Examiner report and response
 - ii. Confirmation of exam board dates
 - iii. Mitigating circumstances board dates
 - iv. Moderation and provision of assessment tasks/ briefs
6. **Matters relating to quality.**
 - i. Review of induction: student feedback
 - ii. Review of resources for teaching programme
 - iii. Managing student workloads: timetable of summative deadlines
 - iv. Review of Practice Placement
 - v. Appointment, role and impact of student representatives
 - vi. Accuracy and appropriateness of published information (including programme and module handbooks to minimum standards, approved and published on VLE, prospectus and programme leaflets)
 - vii. National Student Survey feedback
 - viii. MEQ response rate and feedback
 - ix. Equality and diversity issues
 - x. Student support availability and feedback
 - xi. Timeliness of assessment feedback on modules

7. External/PSRB factors impacting on delivery of programme.

8. Matters relating to enhancement.

- i. Institute/School/University partner priorities and news.
- ii. Curriculum/Proposed major/minor amendments.

9. Presentation of QIP and progress on actions

10. Any other business

11. Complete the following.

Action	Person Responsible	Timeframe	Notes on completion

You said we did.
You said we listened but can't do yet.
You said we listened but cannot do and why.

