University of Hertfordshire UH

Centre for Education and Student Success (CEdSS)

Key AQ-related Information for Associate Deans (Education and Student Success)

April 2025

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Introduction

A big welcome to you in your role as an Associate Dean (Education and Student Success), from the Centre for Education and Student Success (AQ team) and Academic Services.

This booklet is intended to give you some of the 'know how' that you'll need in the job. Its contents are informed by advice from your fellow Associate Deans (ESS), when asked what they would have liked when they first started. It provides an introduction to how the academic standards and quality of our taught programmes are assured and enhanced, the key resources and development activities available to you to undertake your job, and the important timescales that you need to be aware of. The calendar of key tasks and activities (page 19) should help you plan and prioritise your activities.

The booklet is by no means an exhaustive resource, and so you'll also need to make the most of your Associate Director of Academic Quality (ADAQ) who will be your mentor. How the mentoring relationship works will obviously depend on your needs, but you will probably want to set up regular meetings with your ADAQ in the first few months. Even once you feel more settled, your ADAQ will be your first 'port of call' for queries and support.

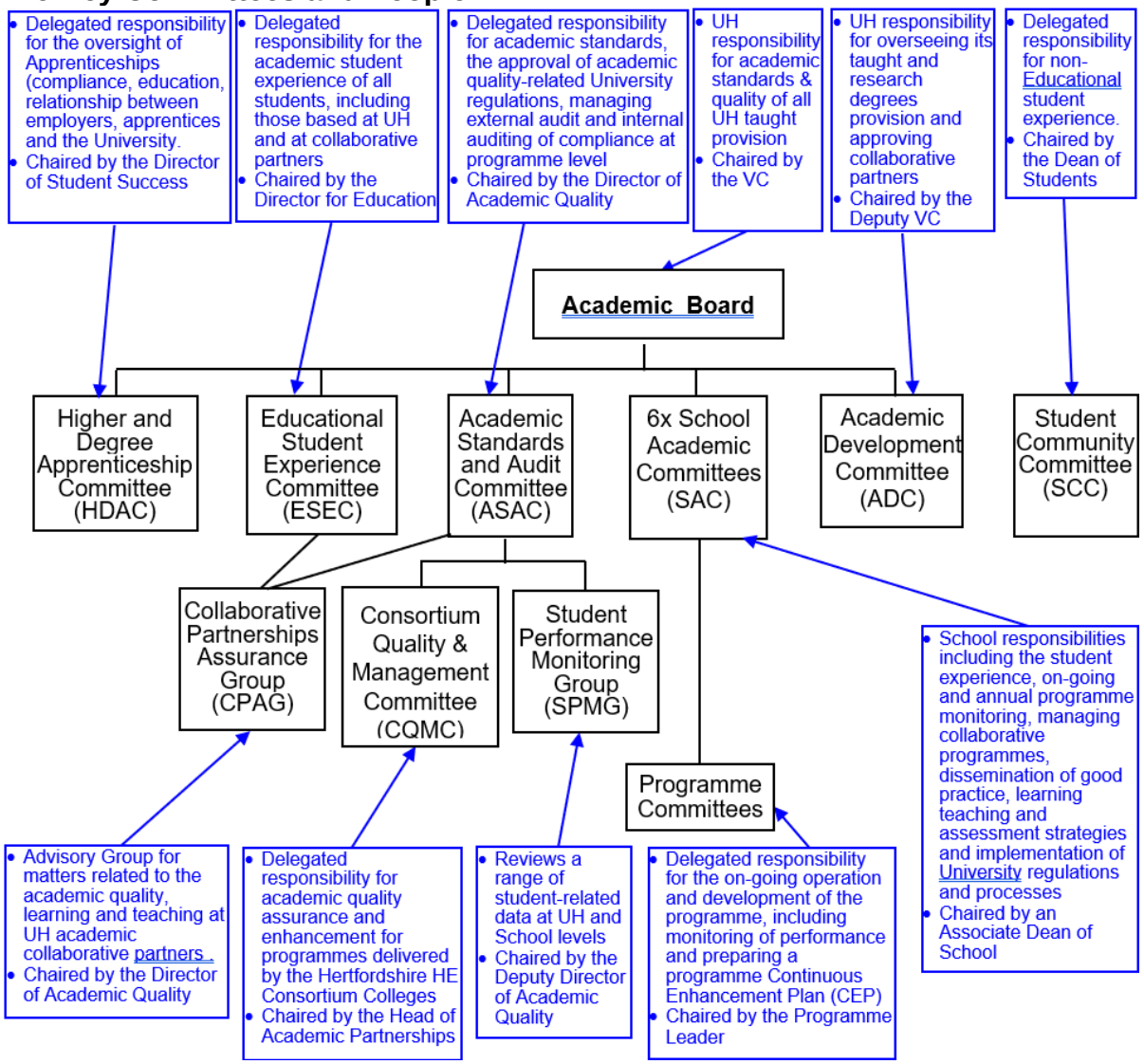
It is well worth coming over to MacLaurin to meet some of the key people in CEdSS and Academic Services, especially your Academic Services Officer. Frank Haddleton will also invite you for a coffee and a chat in the first few weeks as well.

Our support for Associate Deans (ESS) will be continually evolving, so if you can identify other training and development that would benefit you and others, talk to your ADAQ.

You may well find the job a demanding one, especially in these first few months, but you will also find it a rewarding one, and you will discover that as you settle into the job that you will be valued by colleagues both within your School and across the University. Good luck!

1. The Herts Quality Assurance System for its taught provision

The Key Committees and People

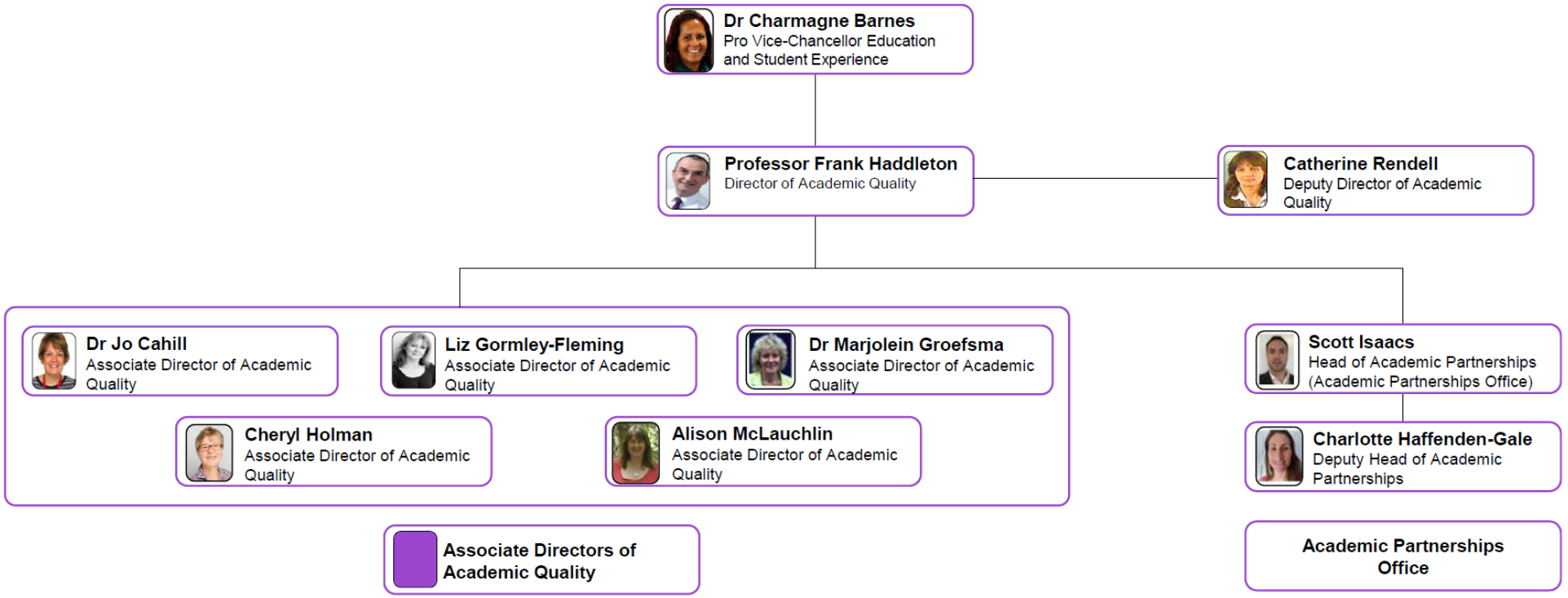


The PVC (Education and Student Experience), Dr Charmagne Barnes, has senior responsibility on behalf of the VC for all matters related to education and the student experience, including academic quality matters. The Director of Academic Quality (DAQ), Prof Frank Haddleton reports to the PVC (Education and Student Experience), along with the Director for Education, Prof Helen Barefoot, and the Director of Student Success, Prof Kate Asante. Collectively their teams form the Centre for Education and Student Success (CEdSS).

The DAQ chairs ASAC and is also Head of the AQ team within CEdSS, which consists of the DAQ, the Deputy Director of Academic Quality (DDAQ) and five Associate Directors of Academic Quality (ADAQs). Each ADAQ takes responsibility for a School, with responsibilities including to:

- advice and support Schools in discharging their responsibilities for the maintenance of academic standards and the assurance & enhancement of the student educational experience;
- promote a culture of enhancement and the dissemination of good practice across Schools;
- support the School in the validation and periodic review of its home & collaborative provision;
- take an active role in the programme Continuous Enhancement Planning (CEP) process;
- support the School in its compliance with UPRs & procedures;
- take an active role in the academic oversight of the University's collaborative provision;
- develop and facilitate QA-related staff development activities.

Centre for Education and Student Success (Academic Quality team)



The Academic Quality team within CEdSS also encompasses the Academic Partnerships Office (APO), managed by the Head of Academic Partnerships (Scott Isaacs).

The Director for Education heads up the Education team within CEdSS (formerly within CLASS), which consists of the Deputy Director for Education (Prof Sarah Flynn), several Associate Directors for Learning & Teaching, the Associate Director (Academic Skills) and the Associate Director (Technology Enhanced Learning). The Director for Education also chairs ESEC.

The Director of Student Success, Prof Kate Asante, heads up the Student Success team within CEdSS. This consists of Associate Directors for Career Development, Widening Access & Student Success and Apprenticeships. The Director of Student Success also chairs the Higher and Degree Apprenticeship Committee

The Director of Academic Services, Mrs Lisa Uttley, has responsibility for the Academic Services unit which supports the University on a range of academic quality-related matters (overseeing academic quality systems and procedures, guidance to Schools, administering validation & major review events, managing external examiner appointments and reporting, supporting preparation for external audit and administration of the University student survey process, the National Student Survey and the Postgraduate Taught Experience Survey).

Within Schools, Deans are ultimately responsible for quality and standards. They are assisted by Associate Deans of School (Education and Student Success) (ADoS(ESS)s) who have a range of responsibilities. They work closely with CEdSS staff (and in particular, the Associate Directors for Academic Quality and Learning & Teaching with responsibility for their School) to ensure a shared understanding of quality assurance and enhancement across the University. Programme Leaders are appointed to lead and take ownership of the quality and standards of the learning, teaching and assessment and the overall academic experience of students on a named programme.

Programme Approval, Monitoring, and Review

The University's processes for programme approval, monitoring and review are described in the University Policies and Regulations (UPRs): UPR AS17 Academic Quality.

Approval and Review of Programmes

The programme development process is initiated with a proposal to the University's Academic Development Committee (ADC), which looks at new proposals in the context of the University's Strategic Plan, the market, resource implications and the impact on other programmes. Following ADC initial approval, a Planning Meeting is convened to agree the development and validation process. A Programme Development Committee is then established.

Validation events are chaired by a senior academic from a School not associated with the programme, and panel membership includes a member of the CEdSS(AQ) team and one or more independent external members with appropriate subject expertise. Both home-based and collaborative provision validation events are administered by the Academic Services unit. The validation panel makes a recommendation to Academic Board concerning programme approval, which is subject to standard requirements and sometimes additional conditions which must be met within a specified timeframe. If conditions are satisfied, recommendations on programme approval are then signed-off by the DAQ (on behalf of the Academic Standards and Audit Committee (ASAC)).

Amendments to University-delivered provision are approved through Schools undertaking a minor amendment process or a significant change process. Occasionally, a major review of a programme can be triggered by the University (e.g. Portfolio Review-initiated), by the School (where a fundamental restructuring is proposed) or by a Professional, Statutory or Regulatory Body (PSRB).

The University requires that all partner-delivered taught provision is subject to revalidation at least every six years. Revalidation mirrors the validation process. However, the panel is also informed by an initial analysis of the past performance of the programme and a review document that is based

on operational experience over the previous six years, and takes account of issues raised in 'Continuous Enhancement Plan (CEP) process (see below).

School and Programme Monitoring

On an ongoing basis the programme committee maintains a 'Continuous Enhancement Plan (CEP) to assure the quality of the University's taught provision and enhance the student learning experience through incremental and focussed improvement at all levels (this replaces the Annual Monitoring and Evaluation Report (AMER), which is still used for some partner-delivered programmes). Programme leaders are responsible for maintaining the CEP, with ADoS(ESS)s, Heads of Curriculum and ADAQs overseeing the actions.

Schools are required to submit a continuous action plan along with good practice items for dissemination and University-wide issues for consideration by ASAC and ESEC, summarising matters relating to the academic standards and student experience in the School. After consideration by ASAC and ESEC, a summary of all School reports is prepared highlighting the good practice and University-wide issues brought to the attention of the University.

Assessment and Awards

The University's assessment regulations are described in the University Policies and Regulations (UPRs): UPR AS14 Structure and Assessment Regulations and UPR AS12 Assessments, Examinations and Conferments (or UPR AS13 Assessments, Examinations and Conferments for partner-delivered provision).

Assessment Policies and Regulations

The University uses a numeric (0-100) grading system to report students' performance on modules and to calculate classification of awards. The University Assessment Principles require that (i) all assessments are internally reviewed and also externally reviewed if at academic levels 5, 6 or 7, and (ii) marked student work is internally moderated (on a sampling basis) and also externally moderated (on a sampling basis) if at academic levels 5, 6 or 7.

Boards of Examiners

The University operates a two-tier system of Module Boards and Programme Boards of Examiners. Module Boards are specifically responsible for reporting the awards of grades for candidates and making decisions about referral/deferral options. They consider formal requests for serious adverse circumstances that may have affected individual performance, and decide on any changes to be made to grades in the light of evidence provided. The Module Board also decides on penalties to be imposed for proven cases of cheating, plagiarism, collusion or other academic misconduct. Module Boards monitor the performance of cohorts of students from different programmes attending a particular module, and report substantial differences in performance to Programme Boards.

Programme Boards of Examiners receive confirmed grades as awarded by Module Boards. They consider the achievement of students completing programmes, recommending the conferment of awards. At earlier stages of a programme they make decisions on the continuation or withdrawal of students on programmes.

External Examiners

The University's processes for external examining are described in the University Policies and Regulations (UPRs): UPR AS17 Academic Quality.

In line with the Boards of Examiners system, the University employs both Module and Programme external examiners to support the maintenance of both quality and standards. External Examiners' annual reports are received by Academic Services, and initially read by one of two people (the Director of Academic Quality or the Deputy Director of Academic Quality, on behalf of the VC) to identify University-wide issues. The reports are then sent to the appropriate School for consideration and response.

University Policies and Regulations (UPRs)

The University policies and regulations (UPRs) are the principle means by which the University publishes its institutional policies, procedures and regulations. The key academic quality-related UPRs (available from Academic Assessment and Awards | About us | Uni of Herts) are:

- UPR AS11 (Schedule of Awards)
- UPR AS12 (Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (University and UK Partner Organisations))
- UPR AS13 (Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (Non-UK Partner Organisations))
- UPR AS14 (Structure and Assessment Regulations - Undergraduate and Taught Postgraduate Programmes)
- UPR AS17 (Academic Quality)
- UPR AS21 (withdrawal of an Award of the University of Hertfordshire)
- UPR TL03 (Learning and Teaching Policy and Graduate Attributes)
- UPR TL05 (Inclusive Assessment Design)

Collaborative Provision

The University's collaborative provision is fairly complex, consisting of around 400 students on validated programmes at its four Hertfordshire HE Consortium Colleges, almost 5000 students on franchised and validated programmes overseas and smaller numbers at other UK partners, including employer-based provision.

The University's quality management of this collaborative provision is essentially the same as that for University-based provision. However, some additional quality assurance procedures for their approval, support and monitoring have been developed:

- Approval and re-approval of collaborative partners is considered by the Academic Development Committee (ADC), and the partnership is formalised through the signing of a written agreement;
- A collaborative partnership leader (CPL) is appointed for each collaborative programme by the School. They support the partner, monitor the health of the programme and report to the University on any additional support required;
- Quality Liaison Managers, or their equivalent, are appointed for partner organisations with large and cross-disciplinary provision, and support the University and Partner Organisation in ensuring consistency of approach across different programmes delivered;
- The Collaborative Partnership Assurance Group (CPAG) overseas the quality and standards of all partner-delivered provision on behalf of ASAC and ESEC;
- There is an additional committee structure for the Hertfordshire HE Consortium provision. The Consortium Quality & Management Committee (CQMC) reports to ASAC and considers all academic quality and enhancement matters related to programmes delivered in Consortium Colleges.

External monitoring and review of the University

External monitoring of the University is undertaken by the Office for Students (OfS), which measures our compliance with the following 'Quality and Standards' conditions of OfS registration:

B1: **Academic Experience**: *The provider must ensure that the students registered on each higher education course receive a high-quality academic experience:*

a. each higher education course is up to date;
b. each higher education course provides educational challenge;
c. each higher education course is coherent;
d. each higher education course is effectively delivered; and
e. each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills;

B2: **Resources, support and student engagement**: *The provider must take all reasonable steps to ensure:*
   a. each cohort of students registered on each higher education course receives resources and support which are sufficient for the purpose of ensuring: (i) a high-quality academic experience for those students; and (ii) those students succeed in and beyond higher education; and
   b. *effective engagement with each cohort of students which is sufficient for the purpose of ensuring: (i) a high-quality academic experience for those students; and (ii) those students succeed in and beyond higher education*;

B3: **Student Outcomes**: *The provider must deliver positive outcomes for students on its higher education courses. Delivering positive outcomes means that in the OfS's judgement, the outcome data for each of the indicators and split indicators are at or above the relevant numerical thresholds*;

B4: **Assessment and Awards**: *The provider must ensure that:*
   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 the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course; and*
   e. *relevant awards granted to students are credible at the point of being granted and when compared to those granted previously*;

B5: **Sector-recognised standards**: *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):*
   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*;

B6: **Teaching Excellence Framework**: *The provider must participate in the Teaching Excellence Framework (TEF).*

OfS uses a risk-based approach to ongoing monitoring of these conditions, using (i) 'Reportable events' of potential concern that the University itself reports to OfS, (ii) notifications of potential concerns from third parties (students, staff, etc.), (iii) monitoring of 'indicators' (a range of data including student outcomes (condition B3)), and (iv) targeted 'Quality Assessments' of registered Higher Education Providers to assess compliance with the above Conditions of Registration. If this monitoring raises any concerns with the University's maintenance of academic standards or academic quality, then OfS would undertake an external review of the University (i.e. Enhanced Monitoring).

In addition to OfS regulation:

- The University has accreditation, approval and/or exemption from a range of Professional and Statutory Regulatory Bodies (PSRBs) for a number of courses. A schedule of PSRB approvals is maintained by ASAC;
- The Office for Standards in Education (Ofsted) quality assures standards of teaching for the University's Higher and Degree Apprenticeships.

Previous Quality Assurance Agency for Higher Education (QAA) review

A team of QAA reviewers visited the University of Hertfordshire in December 2015 and judged that our academic standards, the quality and enhancement of our students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. A copy of QAA's review report is available on the QAA website, at https://www.qaa.ac.uk/docs/qaa/reports/university-of-hertfordshire-her-15.pdf?sfvrsn=8741f581_4. The review identified the following areas of good practice:

- The University takes an inclusive, developmental and enhancement-oriented approach to its engagement with its extensive and complex range of collaborative partner institutions;
- The University promotes a strong cohort identity among its research degree students, within a stimulating and supportive learning environment.

The QAA team made no recommendations on matters for further improvement. This is a remarkable achievement, as only one other UK University received no recommendations following a HE Review.

Teaching Excellence Framework (TEF)

The TEF is a national exercise, introduced by the government to assess excellence in teaching at universities and colleges, and how well they ensure excellent outcomes for their students in terms of graduate-level employment or further study. The University of Hertfordshire was awarded Silver in the 2023 Teaching Excellence Framework (TEF) ranking and has been commended for providing a high level of support and consistently outstanding outcomes for students from all backgrounds. The Panel considered the University submission in relation to the TEF criteria and in making the award the assessment panel recognised:

- Research, innovation, scholarship, professional practice and/or employer engagement
- Staff professional development and academic practice
- Student engagement in improvement
- Intended educational gains
- Approaches to supporting educational gains
- Evaluation and demonstration of educational gains

This award is valid for four years.

2. Key resources and documentation

There are a range of resources available to support you in your role. The most important sources are as follows:

University Policies and Regulations (UPRs)

(see: University Policies and Regulations (UPRs) | About us | Uni of Herts

The UPRs are the principle means by which the University publishes its institutional policies, procedures and regulations. The key UPRs for taught provision are:

AS11 Schedule of Awards
AS14 Structure and Assessment Regulations – Undergraduate and Taught Postgraduate Programmes
Appendix I Chairmen of Boards of Examiners - Role and Terms of Reference
Appendix II Clerks to Boards of Examiners - Role and Responsibilities
Appendix III Assessment Offences
Appendix IV Apprenticeship End Point Assessment
Appendix V Apprenticeship Fair Access to End Point Assessment
AS17 Academic Quality
Appendix 1 Apprenticeship policy
AS12 Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (University-Delivered Provision)
Appendix I Assessments and Examinations - Regulations for Candidates (Including Requests for the Review of Examination Decisions (Appeals Procedure) (University-Delivered Provision)
Appendix II Assessments and Examinations - Candidates with Disabilities or other Additional Needs (University-Delivered Provision)
Appendix III Invigilators - Role and Responsibilities (University-Delivered Provision)
Appendix IV Prizes (University-Delivered Provision)
AS13 Assessments and Examinations (Undergraduate and Taught Postgraduate) and Conferments (Partner Organisation-Delivered Provision)
Appendix I Assessments and Examinations - Regulations for Candidates (Including Requests for the Review of Examination Decisions (Appeals Procedure)) (Partner Organisation-Delivered Provision)
Appendix II Assessments and Examinations - Candidates with Disabilities or other Additional Needs (Partner Organisation-Delivered Provision)
Appendix III Invigilators – Role and Responsibilities (Partner Organisation-Delivered Provision)
Appendix IV Prizes (Partner Organisation-Delivered Provision)
SA01 Student Code of Conduct
Appendix I Statement of Responsibilities and Commitments
SA03 Admissions - Undergraduate and Taught Postgraduate Students
SA06 Student Attendance Regulations
SA07 Regulations and Advice for Students' Particular Attention - Index
SA12 Learning Resources
SA13 Student Discipline
SA14 Student Withdrawal Regulations
SA15 Student Fitness to Practise
SA16 Student and Applicant Complaints
HR11 Peer Review of Teaching
RE01 Studies Involving the Use of Human Participants
TL03 Learning and Teaching Policy and Graduate Attributes
TL05 Inclusive Assessment Design

The UH Academic Regulations Handbook, containing all of the key UPRs for taught programmes, can be found on the Governance website, at:

University Policies and Regulations (UPRs) | About us | Uni of Herts

Academic Quality External Website

The Academic Quality external site provides information on university regulations and processes as well as support for people in specific roles such as programme leaders and external examiners. It can be found here:
Academic Quality at Herts

Academic Quality SharePoint site

A range of quality-related guidance, forms and templates are available on the AQ SharePoint site:
Academic Quality – Internal guidance, forms and templates

Quick Links

Meet the CAQA Team | Annual Reports/AMER | Annual School Reports to ASAC and ESEC | Collaborative Arrangements | Boards of Examiners | Course Fact Sheets | Credit Accumulation and Transfers (CATS) | Credit-bearing Short Courses | Curriculum System | Dates to Remember | Degree Apprenticeships | External Accreditation | External Examiners | HECOS and UCAS Codes | Non Credit-bearing Short Courses | Programme Specifications & Definitive Module Documents (DMD) | Recognition of Prior Learning (RPL) | Recorded Sessions | Review/Validation | Suspension or Withdrawal of a Programme of Study Pathway

Academic Quality at Herts (External Page)

Along with the UPRs, the resources available on the AQ Herts Hub site is where the most useful of the resources available to ADoS(ESS)s are located.
Please search in the following sections for guidance and templates:

- Annual reports/AMER
- Annual School reports to ASAC and ESEC
- Boards of Examiners
- Collaborative arrangements
- Course Fact Sheets
- Credit Accumulation and Transfers (CATS)
- Credit bearing short courses
- Curriculum System.
- Dates to remember
- Degree Apprenticeships
- External Accreditation
- External Examiners
- HECOS and UCAS codes
- Non-credit-bearing short courses
- Programme Specifications and Definitive Module Documents
- Recognition of Prior Learning
- Review and Validation
- Suspension or Withdrawal of a programme of study/pathway.

Education resources

A range of excellent support resources to support excellence in learning, teaching and assessment, are provided on:

- The learning and teaching external website: Learning and Teaching at Herts
- The CEdSS(Education) Hertshub site: Education teams within the Centre for Education and Student Success (CEdSS)

These sites provide further advice and guidance on:

- Learning and Teaching excellence;
- Assessment and feedback good practice;
- Training and development opportunities, including the Continuing Professional Development (Learning and Teaching awards, CPD framework, National teaching Fellowship scheme, Fellowship of Advance HE, etc.)
- Herts Academic Skills

- Technology Enhanced Learning
- Digital capabilities and skills for learning and teaching
- Outcomes for all (Widening Access and Student Success)
- Employability and Enterprise (Workplace learning, degree apprenticeships, employability)

Other resources

The following sources may also be of use:

(i) The Strategic Plan 2025-2030

See: https://herts365.sharepoint.com/sites/strategy-policy-and-planning/SitePages/Strategy-2025-2030.aspx?web=1.

This will link to the University Strategic Plan, including the Education and Student Success strand.

(ii) Tableau data

This can be accessed via https://herts365.sharepoint.com/sites/Facts-and-figures.

It includes student monitoring and performance data for CEPs (Student entry, progression, and achievement reports continuation reports awards data, Module Grade Profile data, student feedback data and survey data (NSS/PTES)) and University- and School-level data reviewed by the University's Student Performance Monitoring Group (SPMG).

(iii) Supporting Teaching: Guided Learner Journey

Information on supporting teaching and the Guided Learner Journey may be found here: https://herts.instructure.com/courses/15480.

(iv) Academic Registry Procedures Unit guidance

(see: https://herts365.sharepoint.com/sites/Student-records-procedures-and-training/)

A range of Student Record System-related guidance, on: admissions, registration (on modules and courses), course structures, managing the Student Record System, assessment, examination boards, student progression, awards, reporting tools, Checking Student Attendance, and Tier 4 compliance.

3. Essential guide to AQ Forms and their purpose

All these forms (and many more) can be found on the Academic Quality pages of Herts Hub at: https://herts365.sharepoint.com/sites/Organisation-structure-and-departments/SitePages/Centre-for-Academic-Quality-Assurance-(CAQA).aspx

The forms listed below are the ones you are most likely to deal with regularly and/or would have responsibility for completing.

Guidance on completion of all forms may be sought from your ADAQ or Academic Services Officer (ASO).

Submissions to the University's Academic Development Committee (ADC)

Forms **ADC1-ADC2d** are located in the Governance and Internal audit SharePoint site https://herts365.sharepoint.com/sites/Governance-and-Internal-Audit/SitePages/Academic-Development-Committee-(ADC)-forms-and-deadlines.aspx

ADC1 Proposal to ADC for a New or Substantial Change to an Existing University-Based Programme.
All new programmes, new awards or substantial changes to a programme will require approval by the University Academic Development Committee (ADC). The School will need to complete and submit an ADC1 form to the ADC clerk by the ADC deadlines. The School will need to liaise directly with their marketing executive and finance advisor to complete all supporting documents for submission. A copy of all submitted papers must be sent to the relevant ADAQ and ASO (AQA) officer linked to the School.

The **Marketing insight briefing form** - electronic form can be found via this link https://app.geckoform.com/public/#/modern/FOEU031b1Q4dEPWB

ADC2a: Proposal to the VC and ADC for Initial Approval of a New Collaborative Partner.

ADC2A (SA): Proposal to the PVC (International) for Initial Approval of a New Study Abroad Partner

ADC2b: Proposal to ADC for a New Collaborative Programme.
For new partnerships, the ADC2a and ADC2b forms are submitted to ADC together (i.e. partner and programme together) and also include a risk template. For a new programme proposal at an existing partnership, only form ADC2b is required. Details of how to set up a collaborative partnership and the approvals required are available at: https://herts365.sharepoint.com/sites/Organisation-structure-and-departments/SitePages/Centre-for-Academic-Quality-Assurance-(CAQA).aspx.

ADC2c: Proposal to the VC and ADC for Termination of a Collaborative Arrangement
Should a collaborative partnership be terminated form **ADC2c** is used.

ADC2d: Proposal to the ADC for re-approval of a Collaborative partner.
ADC approval and periodic reapproval (in advance of renewal of the legal agreement) is required where the type of relationship with the prospective partner is a franchise, University validation, external validation, Dual or Joint Award, Academic Support Agreement or External Accreditation Partnership Agreement.

ADC5: Proposal for the Withdrawal of a Programme of Study or an Element of a Programme

ADC7: Proposal for the Temporary Suspension of a Programme of Study
For programme withdrawal (or constituent course instances) form **ADC5** is used and for programme suspension form **ADC7.** Both these forms are completed by the School and sent to your Academic Services Officer to be processed. All withdrawal and suspension requests must comply with UH deadlines to meet with the Competition and Markets Authority (CMA) regulations. If forms are received after the identified date they may not be processed as there can be considerable impact on UCAS applicants, as detailed in the CMA guidance document. Further details on programme withdrawal are available at: https://herts365.sharepoint.com/sites/Organisation-structure-and-departments/SitePages/Centre-for-Academic-Quality-Assurance-(CAQA).aspx

Submissions to Academic Board for ratification of awards

AQ3: Application for the ratification by the Academic Board of a Programme of Study

AQ4: Application for the ratification by the Academic Board of a programme of study with a partner organisation

Once a programme has been approved at validation, periodic review or re-validation, then forms **AQ3** (home programmes) or **AQ4** (collaborative programmes) are completed and submitted to the Academic Board (via Academic Services) for ratification. These forms are completed by the School as part of the post event work and signed by AD(ESS), the ADAQ and the chair of the event before being submitted to the DAQ (as chair of ASAC) for final sign-off.

Form **AQ3a** is used to ratify an additional delivery **location** of a UH programme and form **AQ4a** for additional delivery **location** of a collaborative programme. These are completed by the School once the appropriate approvals process is complete.

Forms relating to External Examiners

There are a number of forms relating to External Examiners, all available at https://herts365.sharepoint.com/sites/Organisation-structure-and-departments/SitePages/Centre-for-Academic-Quality-Assurance-(CAQA).aspx#external-examiners:

AQ11: Authorisation Form for the Approval of an External Examiner
Application for the approval of an External Examiner

AQ11a: Authorisation form for the approval of an External Examiner/Assessor for Integrated End Point Assessments (EPA) Apprenticeship Programmes.
Application for the approval of an EE/EA for EPAs

AQ12: Application for the approval of an extension to the term of office of an existing External Examiner
Application for the approval of an extension to the term of an External Examiner. From May 2017 the AQ12 extension to contract form is now only available from the Academic Services department.

AQ13: Authorisation Form for the Reallocation or Addition to Duties of an External Examiner
Application for the approval of a reallocation or addition to duties of an existing External Examiner.

AQ14: Notification of Changes in Module Codes and Titles Allocated to an Existing External Examiner

AQ16: Notification of Changes in External Examiner's personal details

Academic Services are always happy to help with any queries on EE forms and processes.

External Examiner Inductions take place in November and May each year, and you will need to ensure that a School rep (Programme Leader) is available to meet with them after the UH induction. Again, Academic Services will be happy to liaise with you on this.

4. Training and development opportunities

As you will clearly be discussing your development in your appraisal with your Dean of School, this action plan is intended to help you identify training opportunities and activities that may be useful to you in your early days as AD(ESS).Your ADAQ will be able to discuss these opportunities with you.

Meetings with key people to establish ways of working:

You should aim to meet with the following people at the earliest opportunity:

Your Associate Director of Academic Quality;
The previous AD(ESS) (or AD(L&T) or AD(AQA)) (if available);
Your Academic Services Officer (ASO);
The School Heads of Curriculum.

Training sessions

CEdSS(AQ) offers a range of workshops (some in conjunction with the CEdSS(Education) team):

Academic Quality Workshops

You might also want to look courses offered by Learning and Development at:
https://herts365.sharepoint.com/sites/training-and-development-opportunities.

Meetings/events to observe

You would find it valuable to participate in, or observe, the following meetings and events at your earliest opportunity:

- If the School has collaborative partnerships, a Stage 1 initial programme visit and a Stage 2 (re-) validation event (contact your ASO to arrange);
- An Academic Development Committee (ADC) meeting (contact Linda Goodwin in Governance Services to arrange);
- An Academic Board meeting (contact Linda Goodwin in Governance Services to arrange);
- A Student Academic Misconduct Panel (SAMP) (contact studentprocedures@herts.ac.uk to arrange);
- School Academic Committees and Examination Boards in another School to share good practice.

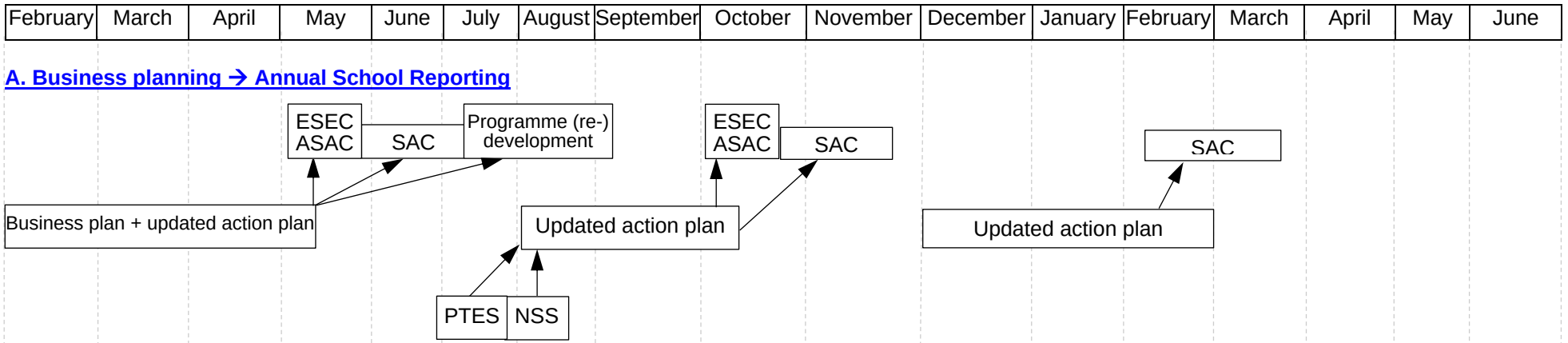
Peer support

The Education and Student Success (ESS) team meet on a regular basis, chaired by the PVC(ESE), and you will be invited to these. There is also an AD(ESS) AQ forum which meets several times a year, and the dates for 2023-24 are on the ‘Key dates’ list (see section 6).

You may also wish to ‘buddy’ with an experienced AD(ESS) or even another new starter. Your ADAQ can advise. Your predecessor may also still be able to advise you, of course.

Most of all, remember what we tell students: the only stupid question is the one you do not ask! We are all here to help you in CEdSS(AQ) and Academic Services.

5. UH validation, review and annual reporting cycles



CEP PROCESS - DATA MONITORING TIMELINE – ACTION PLAN REVIEW POINTS

DATA		ACTION FOR PROGRAMME LEADERS	ACTION FOR SCHOOL REVIEWERS	ACTION FOR CAQA REVIEWER
Data set 1 • NSS /PTES • SVQ (Semester AB and B)	August			
	September	**By 30 September**: Complete adding action points in response to data and update existing actions where appropriate		
Data set 2 • External Examiner Reports • SVQ (Semester C) • MGPs (pre and post referral) • Non-Continuation • Withdrawal data (complete previous academic year) • Awards * **UG only** • Graduate Outcomes	October		**By 15 October**: School Review of updated Action Plan in relation to data set 1	**By 31 October**: CAQA Review of updated Action Plan in relation to data set 1
	November	**By 15 November**: Complete adding action points in response to data and update existing actions where appropriate	**By 30 November**: School Review of updated Action Plan in relation to data set 2	
	December			**By 15 December**: CAQA Review of updated Action Plan in relation to data set 2
	January			
	February			
	March	**By 31 March**:		

<table>
<tr><td rowspan="2"><u>Data set 3</u>

• Admissions (from Sep)
• MGPs (Semester A (pre-referral only)
• SVQ (Semester A)
• Withdrawals (Sept - end of Feb)
• Value Added * UG only
• Awards * PGT only
• Outstanding External Examiner Reports * PGT only</td><td></td><td>Complete adding action points in response to data and update existing actions where appropriate</td><td></td><td></td></tr>
<tr><td>April</td><td rowspan="2"></td><td>By 15 April:
School Review of updated Action Plan in relation to data set 3</td><td>By 30 April:
CAQA Review of updated Action in relation to data set 3</td></tr>
<tr><td rowspan="3"></td><td>May</td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>June</td><td>By 30 June
Provide completion comments and mark as complete any outstanding actions where appropriate</td></tr>
<tr><td>July</td><td></td><td>By 30 July:
School reviewer signs off all completed actions in readiness for archiving on the 31st</td><td></td></tr>
</table>

6. Key dates and tasks for AD(ESS)s

This table uses the University calendar (https://www.herts.ac.uk/about-us/our-leadership-strategy-and-plans/our-governance-and-leadership/university-calendar) as its basis, with added key dates of interest to AD(ESS)s in red text. You should look at these dates in conjunction with the UH validation, major review and annual reporting cycle flowchart (see above), and the calendar of University Committee meetings including SACs (http://sitem.herts.ac.uk/secreg/CalofMtgs.htm).

This calendar is intended to ensure nothing gets missed off your 'to do 'list, but some Schools may vary the exact timings of some elements. Other key dates such as Exam Board meetings Your ADAQ and relevant SAS can advise on these.

Where dates are given as deadlines, they are the dates on which documentation has to be received by Academic Services, so you may wish to set 'internal' School deadlines earlier.

As AD(ESS) you will be a member of ASAC and ESEC. Papers for centrally managed meetings such as ASAC, ESEC and ADC are usually due 2 weeks before the meeting, with notification of any agenda items 3 weeks before the meeting.

N.B. This document has been compiled from multiple sources and will be reviewed annually so some dates may be changed by the University in the interim.

Purple-University committee structure and centrally organised meetings
Blue-School activities
Green-Forums
Red- Key dates for DMDs and programme sign off.
Black-general information as per university calendar

Semester A 2024-2025

Week	Month	Monday	Activity	Notes
9	Sept 2024	23	IND	Overseas orientation and Induction activities Chase CODPs from Collaborative Partnership Leaders or AAAs as applicable. School Educations and Student Experience Action plans to ASAC
10		30	T-1	Teaching (and induction activities)
11	Oct 2024	7	T-2	Teaching (and induction activities) Continuous Action Plan is noted at SAC **1 Oct:** Educational Student Experience Committee (ESEC) 0930- **2 Oct**: Hertfordshire Higher Education Consortium Quality and Management Committee **8 Oct:** Academic Standards and Audit Committee (ASAC) 0930-1230 **9 Oct:** Academic Development Committee **13 Oct** External Examiner Induction **2-16 Oct**: School Academic Committees (SACs] CTA, HBS **4 Oct:** Joint AD's L&T and ADoS AQA forum 1400-1600
12		14	T-3	Teaching (and induction activities) **12 Oct:** Associate Deans AQA forum 1400-1600 MS Teams
13		21	T-4	Teaching (and induction activities) **Students to notify changes in their optional module choices, or to withdraw from modules they are enrolled on that start in Semester A, no later than:** Friday 25 October 2024

14		28	T-5	Teaching **29 Oct :** Associate Deans AQA forum. 1400-1600. MS Teams
15	Nov 24	04	T-6	Teaching
16		11	T-7	Teaching **5-20 Nov:** School Academic Committees (SACs) SPECS, SLE & LMS Continuous Action Plan is noted at SAC **12 Nov:** Educational Student Experience Committee (ESEC) Continuous Action Plan is noted at ESEC **13 Nov**: Academic Board 13 Nov 1430 hrs SAIO forum 1-30 Nov: Programme committees (consider CEPs)
17		18	T-8	Teaching **19 Nov:** Higher and Degree Apprenticeship Committee (HDAC) CCR 1400
18		25	T-9	Teaching **27 Nov:** Hertfordshire Higher Education Consortium Quality and Management Committee
19	Dec 24	02	T-10	Teaching **3 Dec:** Academic Standards and Audit Committee (ASAC) 0930-1230 Continuous Action Plan is noted at ASAC **5 Dec:** Academic Development Committee **9 Dec:** SAC HSK
20		09	T-11	Teaching **Publication of final Semester A examination timetable:** Monday 09 December 2024
21		16	V	Vacation **Last date for awards to be locked on the student record system for February graduation ceremonies:** Thursday 19 December 2024
22		23	V	Vacation **24 December 2024** for new courses advertised and applied for through UCAS (i.e. most Bachelor's Degrees and Foundation Degrees and UK Collaborative Partnerships) *N.B. If the School wish the course to be advertised in time for the full UCAS cycle (i.e. for autumn open days and allowing applicants to apply through UCAS by the normal deadline in mid-January) then this deadline is brought forward to 30 June;* **BANK HOLIDAY**: Wednesday 25 December 2024 **BANK HOLIDAY**: Thursday 26 December 2024
23		30	V	Vacation
24	Jan 25	06	T-12	Teaching
25		13	EX	Examinations **Semester A Examinations** (where permitted) Monday 13 January 2025 – Saturday 18 January 2025 Formal, centrally-run examinations are held during Week 25 only. **End of Semester A:** Friday 17 January 2025 **14 Jan**: Educational Student Experience Committee (ESEC) CCR 0930-1230

17 weeks total: 1 week induction, 12 weeks teaching, 1 week examinations, 3 weeks' vacation.

Semester B 2024-2025

Week	Month	Monday	Activity	Notes
26		20	T-1	Teaching **21 Jan:** Academic Standards and Audit Committee (ASAC) CCR 0930hrs **22 Jan:** Hertfordshire Higher Education Consortium Quality and Management Committee 1100hrs MS Teams
27	Jan 25	27	T-2	Teaching **29 Jan:** Academic Development Committee **28 Jan:** School Academic Committees HBS Continuous Action Plan is noted at SAC **31 January 2025:** AS need to be in receipt of the final approved DMDs for UH and UK Collaborative provision. Late submissions may have an impact on timetabling for those certain modules.
28		03	T-3	Teaching **Module Examination Boards for Semester A modules** 1-28 Feb: February Programme Committee (Considers CEP action plans) **6 Feb:** Higher and Degree Apprenticeship Committee (HDAC) Governor Suite 1400 **7 Feb:** School Academic Committees HSK Continuous Action Plan is noted at SAC
29	Feb 25	10	T-4	Teaching **Module Examination Boards for Semester A modules** **Students to withdraw from modules they are enrolled on that start in Semester B, no later than:** Friday 14 February 2025 **7 Feb:** School Academic Committees CTA Continuous Action Plan is noted at SAC
30		17	T-5	Teaching **Module Examination Boards for Semester A modules** **Semester A assessment activity completed, and results issued to students via their personal student record by:** Thursday 20 February 2025 **Graduation ceremonies (St Albans) for awards conferred at Examination Boards between & including Thursday 01 August 2024 – Thursday 19 December 2024:** Monday 17 February 2025 – Saturday 22 February 2025
31		24	T-6	Teaching **26 Feb:** Hertfordshire Higher Education Consortium Quality and Management Committee. 1100hrs. MS Teams **25-26 Feb:** School Academic Committees LMS and SLE Continuous Action Plan is noted at SAC

32		03	T-7	Teaching Business Planning Round meetings launched. **4 March**: Educational Student Experience Committee (ESEC) CCR: 0930hrs
33		10	T-8	Teaching **11 March**: Academic Standards and Audit Committee (ASAC) CCR: 0930-1230 **12 March**: Academic Board
34		17	T-9	Teaching **Publication of final Semester B examination timetable:** Friday 21 March 2025 **19 March:** Academic Development Committee **19 March:** School Academic Committee (SPECS) Continuous Action Plan is noted at SAC
35		24	T-10	Teaching 28TH March deadline for EE nominations made for the following year via Academic Services SAIO forum TBC
36	Mar 25	31	T-11	Teaching **DMDs** **31 March 2025** AS need to be in receipt of the final approved DMDs linked to NEW non-UCAS courses (Master's courses, level 6 top-up courses) **Programme Specs:** **31 March 2025** for annual updates to all programmes delivered at UH or UK collaborative (except for those programmes that have been through validation or review). **Course Fact Sheets:** **31 March 2025** for annual updates to all course fact sheets (CFS) (except those that have been through validation or review which should have been updated) **31 March 2025 (or 31 July for a Semester B entry point 2025**) for Non-UCAS new or reviewed University-delivered and UK collaborative partner-delivered courses which are advertised and marketed through alternative means (e.g. Master's courses, level 6 top-up courses); ADC proposal should be submitted by October. **2 April:** Higher and Degree Apprenticeship Committee (HDAC) Governor Suite 0930
37		07	T-12	Teaching ADAQA CEP report to SACs
38		14	V	VACATION **BANK HOLIDAY:** Friday 18 April 2025
39	Apr 25	21	V	VACATION **BANK HOLIDAY:** Monday 21 April 2025 **24 April** Academic Development Committee Programme Committees (consider CEP action plans)

40		28	EX	**Semester B Examinations** Monday 28 April 2025 – Friday 09 May 2025 (including Saturday 03 May 2025) **30 April:** Schools Academic Committee HBS, HSK Continuous Action Plan is noted at SAC **01 May:** Educational Student Experience Committee (ESEC) CCR: 0930hrs Continuous Action Plan is noted at ESEC TBC Associate Dean of School (AQA) forum
41	May 25	05	EX	**BANK HOLIDAY:** Monday 05 May 2025 **Semester B Examinations** Monday 28 April 2025 – Friday 09 May 2025 (including Saturday 03 May 2025) **6 May:** Academic Standards and Audit Committee (ASAC) CCR 0930 hrs. Continuous Action Plan is noted at ASAC **7 -21 May:** School Academic Committees {CTA (7th), SPECS (21st) , LMS (13)} Continuous Action Plan is noted at SAC **1-31 May:** CEP Enhancement events **End of Semester B:** Friday 9 May 2025

Semester C 2024 - 2025

Vacation period for programmes delivered over Semesters A & B

Week	Month	Monday	Activity	Notes
42	May 25	12		
43		19		**24 May:** Academic Development Committee
44		26		**BANK HOLIDAY:** Monday 26 May 2025 Module Examination Boards for Semester B modules: Tuesday 27 May 2025 – Monday 02 June 2025 **31 May 2025 (or 4 months in advance of the start of the course),** Higher Apprenticeships, Degree Apprenticeships (new and reviewed); ADC proposal should be submitted by October.
45	Jun 25	02		**Module Examination Boards for Semester B modules:** Tuesday 27 May 2025 – Monday 02 June 2025 Revision week for students taking referred/deferred examinations in weeks 47 and 48. **Students to withdraw from modules they are enrolled on that start in Semester C, no later than**: Friday 06 June 2025 **Second sittings for ref/def examinations created on the student record by**: Tuesday 03 June 2025 by 5.00pm **All other** **Semester B assessment activity completed and results issued to students via their personal student record by:** Thursday 05 June 2025 **3 June** Academic Development Committee **1-30 June:** CEP Enhancement events

46		09		Revision week for students taking referred/deferred examinations. **Publication of resit examination timetable:** Tuesday 10 June 2025 TBC Associate Dean of School (AQA) forum
47		16	RefEX	**Referred/deferred examinations for Semesters A and B 2024-2025** Thursday 19 June – Friday 27 June 2025 **18 June:** Academic Board **18 June:** Hertfordshire Higher Education Consortium Quality and Management Committee. 1100 MS Teams **18 June:** SAC SLE **19 June:** Higher and Degree Apprenticeship Committee (HDAC) CCR 10930
48		23	RefEX	**Referred/deferred examinations for Semesters A and B 2024-2025:** Thursday 19 June – Friday 27 June 2025 **24 June:** Educational Student Experience Committee CCR 09.30hrs
49		30		**1 July**: Academic Standards and Audit Committee (ASAC) CCR 0930 hrs. School Educations and Student Experience Action plans to ASAC **DMDs** **30 June 2025 AS need to be in receipt of the final approved DMDs linked to overseas collaborative programmes.** **Programme Specs** **30 June 2025 Annual updates to all collaborative programmes delivered overseas (except those that have been through validation or review).** **30 June 2025** for courses delivered by overseas collaborative partners. ADC proposal should be submitted by January.
50	Jul 25	07		**Module and Programme Examination Boards held: Monday 07 July 2025 - Friday 18 July 2025** **9 July:** Academic Development Committee **1-14 July:** CEP Enhancement events **1-31 July**: Agree with EEs on the dates for Examination Boards in the following year. **1-31 July**: Remind Programme Leaders of arrangements for Induction week
51		14		**Module and Programme Examination Boards held: Monday 07 July 2025 - Friday 18 July 2025**
52		21		**Referred/deferred module results issued to students via their personal student record by:** Monday 21 July 2025 **Last date for award results (including interim) to be locked on the system and issued via their personal student record for September graduation ceremonies**: Thursday 31 July 2025 TBC Associate Dean of School (AQA) forum.
1		28		External Examiner annual reports submitted CAQA and Academic Services publish templates for the coming year
2	Aug 25	04		**Progression deadline**: Friday 08 August 2025
3		11		
4		18		
5		25		**BANK HOLIDAY**: Monday 25 August 2025 **UNIVERSITY HOLIDAY**: Tuesday 26 August 2025

6		01	EX	Examinations for Semester C Assessment and approved non-standard programmes only: Monday 01 September 2025 – Friday 05 September 2025 Graduation ceremonies (St Albans) for awards conferred at Examination Boards between & including Thursday 02 January 2025 – Thursday 31 July 2025: Monday 01 September 2025 – Thursday 11 September 2025 (including Saturday 06 September 2025) End of Semester C: Friday 05 September 2025
7		08		Graduation ceremonies (St Albans) for awards conferred at Examination Boards between & including Thursday 02 January 2025 – Thursday 31 July 2025: Monday 01 September 2025 – Thursday 11 September 2025 (including Saturday 06 September 2025)

7. Other external resources

SEEC credit level descriptors
SEEC-Credit-Level-Descriptors-2021.pdf

QAA Code Advice and Guidance 2018
https://www.qaa.ac.uk/news-events/news/quality-code-advice-and-guidance-creative-freedom-without-compromising-quality

QAA Subject benchmarks
https://www.qaa.ac.uk/quality-code/subject-benchmark-statements

QAA Framework for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ)
https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11

Standards and Guidelines for Quality Assurance in the European HE Area (ESG)
https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Office for Students (OfS)
https://www.officeforstudents.org.uk/

OfS Ongoing Conditions of Registration on Quality and Standards
https://www.officeforstudents.org.uk/for-providers/quality-and-standards/how-we-regulate-quality-and-standards/

CMA guidance on applying Consumer Protection Law for HE Providers
https://assets.publishing.service.gov.uk/media/64771faeb32b9e0012a95f30/Consumer_law_advice_for_higher_education_providers_.pdf

Office of the Independent Adjudicator for Higher Education
https://www.oiahe.org.uk/

8. List of Acronyms and abbreviations

A list can be found on HertsHub: Acronyms and abbreviations (sharepoint.com)

9. Key contacts

Contact	E mail	Role
CEdSS (AQ team)		
Frank Haddleton	f.Haddleton@herts.ac.uk	Director of Academic Quality
Catherine Rendell	c.rendell@herts.ac.uk	Deputy Director of Academic Quality (and link for HLS)
Jo Cahill	j.cahill@herts.ac.uk	Associate Director of AQ for HMLS
Liz Gormley-Fleming	e.gormley-fleming@herts.ac.uk	Associate Director of AQ for HBS and Degree Apprenticeships
Marjolein Groefsema	m.groefsema@herts.ac.uk	Associate Director of AQ for SPECS
Cheryl Holman	c.holman@herts.ac.uk	Associate Director of AQ for HMLS
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Nicola Grace	n.j.grace@herts.ac.uk	Director of Student Admin (Student Operations)
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Daniel Fraser	d.w.fraser3@herts.ac.uk	Head of Student Administration (deHav)
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Amanda Yip	p.y.a.yip@herts.ac.uk	L and T Specialist for SPECS
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