**QUALITY**

**Quality and Standards Update**

**Consolidated Version 2022-23**

This document shows all changes to the University’s Quality and Standards Framework during academic year 2022-23.

**Table of Contents**

[APPROVED AMENDMENTS TO THE QUALITY AND STANDARDS FRAMEWORK](#Approved)

[ASSESSMENT 3](#_Toc141866233)

[COLLABORATIVE PROVISION 4](#_Toc141866234)

[EXTERNAL EXAMINING 5](#_Toc141866235)

[MONITORING AND ENHANCEMENT 7](#_Toc141866236)

[PROGRAMME REGULATIONS 8](#_Toc141866237)

[PROGRAMME DEVELOPMENT AND MANAGEMENT 10](#_Toc141866238)

[STUDENT INFORMATION 11](#_Toc141866239)

**APPROVED AMENDMENTS TO THE QUALITY AND STANDARDS FRAMEWORK**

## ASSESSMENT

| **Quality Handbook** | **Details** | **Implementation** |
| --- | --- | --- |
| **Inclusive Assessment, Marking and Feedback Policy** | The University revised its Inclusive Assessment, Marking and Feedback Policy to better indicate where technical proficiency in written English should be assessed.Education Committee,Dec 2022 | Implementation: immediate for Sept 2023Application to collaborative provision: mandatory |
| **Instructional Design Framework** | The Teaching Excellence Academy (TEA) introduced an [Instructional Design Framework](https://hullacuk.sharepoint.com/Services/TEA/SitePages/Instructional-Design-Framework.aspx) which promotes predictable and intuitive experiences for all users within Canvas. This replaces the existing ‘Expected use of Canvas’ framework.The Instructional Design Framework addresses common accessibility issues and guides course creators through assessing their current approach and supporting their progression toward exemplary practice. The framework can adapt and respond to policy and technology changes, while providing clear benchmarks for course creators to follow.The framework is a live document located on SharePoint.It is recommended that by academic year 2023/2024 all Canvas courses will meet the essential criteria and should be working towards best practice and exemplary use (with support from the TEA).Education Committee,Dec 2022 | Implementation: Sept 2023Application to collaborative provision: information |

##

## COLLABORATIVE PROVISION

| **Quality Handbook** | **Details** | **Implementation** |
| --- | --- | --- |
| **Academic Partnerships** | As part of the University’s five-year rolling review of its Quality and Standards Framework, the Codes of Practice governing Academic Partnerships and their Activities were reviewed. A definitions document was also introduced: 1. Approval of New Academic Partnerships.
2. Review, Renewal and Termination of Academic Partnerships.
3. Definitions and Approval Routes of Partnership Activity.

The Codes identify levels of Partnership (1 to 4), according to the nature of ‘risk’ identified with their intended activity, the higher the risk of a partnership or activity, the greater the due diligence.Education Committee,Dec 2022 | Implementation: immediateApplication to collaborative provision: not applicable |
| **University Code of Practice:**  **Approval of Collaborative Provision Publicity and Marketing Information** | Following the work of a University Working Group the Code was revised. Amendments included:* Removal of the requirement to seek approval prior to publication of all social media referencing the university.
* New text to make clear which entities have responsibility for monitoring and approving marketing and publicity materials at partnership level, programme level and for international partnerships.
* Reference to guidance provided by the Council of Validating Universities.

Education Committee, May 2023 | Implementation: Sept 2023Application to collaborative provision: mandatory |
| **University Code of Practice:**  **Annual Monitoring, Review and Enhancement of Programmes (AMREP) Collaborative Provision** | Following the work of a University Working Group the Code was revised. Amendments included:* Alignment to the QAA UK Quality Code for Higher Education Advice and Guidance: Monitoring and Evaluation.
* Articulates the 3-step annual monitoring process more clearly, promoting the use of current and historical data to inform analysis and identifying areas for review and enhancement.
* Clarifies requirements around module reporting process.
* Confirms arrangements for the Institutional level report process and resulting summary report.

Education Committee, May 2023 | Implementation: Sept 2023Application to collaborative provision: mandatory |

## EXTERNAL EXAMINING

| **Quality Handbook** | **Details** | **Implementation** |
| --- | --- | --- |
| **University Code of Practice: External Examining** | Following the work of a University Working Group the Code of Practice was revised. Amendments included:* Removal of two types of external examiner. There is no longer a distinction between EE’s. External examiners will be advised on appointment, which programme(s), modules, or other elements they will be responsible for overseeing.
* Section 7 clarifies it is appropriate for an EE to look at a representative sample of student output from the full range of marks awarded – and includes a representative sample of FAILS.
* 8.3 – attendance is not a requirement for EE’s to participate in Boards of Examiners at which credit is awarded, progression issues are determined, and degrees are awarded.
* Removes reference to EE’s confirming decisions made at exam boards where credit is awarded, progression issues are determined, and degrees are awarded.

Based on the above changes, there have also been revisions to the EE annual report and EE nomination form. In addition, the following documents have also been revised:* University Code of Practice: Boards of Examiners
* Key Concepts UG
* Key Concepts PGT

Education Committee, July 2023 | Implementation: Sept 2023Application to collaborative provision: mandatory |
| **External Examining – revision of fees** | Following the work of a University Working Group the University revised its fee payment to external examiners. The Working Group reviewed the fee models used across a wide range of institutions. The most common model seemed to use module numbers at UG vs. PGT level, as a key factor to determine External Examiners’ fees.External Examiners will now be paid on the following basis:**UG**1 module - £2002-4 modules - £4005-8 modules - £5009+ module - £65015+ modules - £750**PGT**1 module - £2002-10 modules - £45010+ modules - £650These fee changes will apply from September 2023. Newly appointed external examiners will receive the new fees whilst existing external examiners will receive either their current payment or the new payment depending on which is the higher of the two.Education Committee, July 2023 | Implementation: Sept 2023Application to collaborative provision: mandatory |

## MONITORING AND ENHANCEMENT

| **Quality Handbook** | **Details** | **Implementation** |
| --- | --- | --- |
| **Continual Monitoring, Evaluation and Enhancement**  | HOUSEKEEPINGThe CMEE Faculty Level and Programme Level Guidance documents were aligned to the University Code of Practice for Personal Supervision. Programme and Faculty Level Journals are to provide oversight of the implementation and operation of Personal Supervision. HOUSEKEEPINGWording in relation to surveys at programme level was revised. The data calendar was also updated. (May 22) | Implementation: immediateApplication to collaborative provision: for information |
| **University Code of Practice: Peer Support for the Enhancement of Learning and Teaching – NEW GUIDANCE DOCUMENTATION** | The University introduced a NEW enhanced guidance documentation to support the University Code of Practice: Peer Support for the Enhancement of Learning and Teaching.Education Committee,Dec 2022 | Implementation: immediateApplication to collaborative provision: for information |

**PROGRAMME REGULATIONS**

| **Quality Handbook** | **Details** | **Implementation** |
| --- | --- | --- |
| **University PGT Regulations** | The University made two revisions to its postgraduate taught regulations.1. The additional requirement that a Masters level dissertation is ‘passed subject to minor corrections’ was removed.
2. Made clear that a 10-day extension is permissable for Masters level dissertations.

Senate, Dec 2022Education Committee, Dec 2022 | Implementation: Sept 2023Application to collaborative provision: mandatory |
| **University Programme Regulations: Foundation Degrees** | The University made a minor revision to the University Programme Regulations: Foundation Degrees.Section 32 (32.2 and 32.4) of the Foundation Degree Regulations makes clear that the borderline rule does apply to top up programmes.Education Committee, Feb 2023Senate, March 2023 | Implementation: Sept 2023Application to collaborative provision: mandatory |
| **PGT Programme Regulations** | The University re-introduced the requirement for a Programme Board of Examiners at the end of the taught stage of Taught Masters degrees. This ensures that students do not reach the end of the Masters stage, having submitted a dissertation, being unable to achieve a Masters, or in some cases any exit award. The regulations now make clear that:* a student who has not achieved 60 credits or more of the taught credits will not be allowed to submit to the standard dissertation submission point but will be automatically moved to the next submission point (para 22.3)
* a student who has not completed the taught stage will not be considered for award of Masters until the taught credits have been completed (para 22.4)
* a student who is awarded a pass mark in all modules in the taught stage shall progress to the Masters stage (para 30.1).

Education Committee, May 2023Senate, June 2023 | Implementation: Sept 2023Application to collaborative provision: mandatory |
| **Programme Regulations: Honours Degree** | An amendment was made to the University Regulations: Honours Degrees in relation to *Transfer to Ordinary Degree*. Under current Honours Degree regulations, it is possible to transfer to the Ordinary degree at the end of Level 4 with outstanding CORE modules.Evidence suggests that this has an adverse impact on subsequent performance where a Level 4 CORE module is a pre-requisite to a Level 5 module.Therefore, the amendment prevents students with outstanding CORE modules from transferring to the Ordinary degree. The regulations (33.2(a)) now make clear that:* with at least 80 credits gained at the certificate level, **including all modules deemed to be core,** will be transferred to the Ordinary degree (at the Diploma level),

Education Committee, July 2023Senate, Aug 2023 | Implementation: Sept 2023Application to collaborative provision: mandatory |

**PROGRAMME DEVELOPMENT AND MANAGEMENT**

| **Quality Handbook** | **Details** | **Implementation** |
| --- | --- | --- |
| **HOUSEKEEPING** | Sept 2022:Minor updates are noted in the following curriculum approval and management documents:1. [Major Modification and Modification pre-Approval](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fprogramme-development-and-management%2Fmajor-modification-and-modifcation-pre-approval-form-sept-2022.docx&wdOrigin=BROWSELINK).
2. [Suspension and Withdrawal.](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fprogramme-development-and-management%2Fsuspension-withdrawal-form-sept-2022.docx&wdOrigin=BROWSELINK)
3. [Exemption to the Academic Framework](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.hull.ac.uk%2Fchoose-hull%2Funiversity-and-region%2Fkey-documents%2Fdocs%2Fquality%2Fprogramme-development-and-management%2Fexemption-from-the-academic-framework-sept-2022.docx&wdOrigin=BROWSELINK).
4. Short Courses and Short Course Guidance.
5. On Campus Development Consent and Programme Specification.

Please access the latest versions of the forms, available on Quality and Standards webpage (Item 1-3), or via QSS SharePoint (Items 1 – 5). | Implementation: immediateApplication to collaborative provision: mandatory |
| **University Code of Practice: Curriculum Review** **and Development**  | The University developed a *NEW* Code of Practice: Curriculum Review and Development.This Code of Practice introduces a process of internal ‘deep dives’ into UoH established apprenticeship provision.Education Committee,Feb 2023 | Implementation: Sept 2023Application to collaborative provision: NA |

## STUDENT INFORMATION

| **Quality Handbook** | **Details** | **Implementation** |
| --- | --- | --- |
| **University Code of Practice: Requests for Extensions and Additional Consideration** | The University amended its Code of Practice: Requests for Extensions and Additional Consideration.1. Additional revisions were made in relation to reasonable adjustments and for those students that might have a disability. (Education Committee, Dec 2022).
2. Para 5.4 was amended to make clear that students must include all assessments in any request for additional consideration in which they believe their ability to complete any type of assessment(s) might be, or has been, adversely affected. Assessments not listed will not be considered. (Education Committee, July 2023).
 | Implementation: immediateApplication to collaborative provision: mandatory |
| **University Code of Practice: Suspension of Study**  | Amendments were made to the Code to make clear:* Section 2 applies to students who request a period of suspension that is planned or in response to personal problems that are affecting their ability to study effectively.
* Section 3 applies to students who require a period of suspension to complete outstanding assessments.
* Sections 4, 5 and 6 apply to all students who request a period of suspension.
* The suspension of study process differs for apprenticeship provision (1.2). An additional paragraph has been added for apprenticeship programmes (2.3).

Education Committee, May 2023 | Implementation: Sept 2023Application to collaborative provision: mandatory |
| **University Code of Practice: Academic Appeals** | Following the work of a University Working Group the Code was amended to include:* A new introductory section to outline the purpose and principles.
* Expansion and revision of definitions..
* An outline of the academic bodies of which decisions can be appealed, to introduce consistency in terminology.
* Further specifics on declarations of interest.
* Further information on academic judgement.
* Clarification of the role of SCC, and the broad tracking of issues to aid ongoing enhancement in this area.
* Some adjustments have been made to timeframes to support a timely and consistent process.

Education Committee, May 2023 | Implementation: Sept 2023Application to collaborative provision: mandatory |

**UNIVERSITY OF HULL QUALITY AND STANDARDS FRAMEWORK**

**This document is available in alternative formats from the
Quality Support Service****quality@hull.ac.uk**