

Academic Regulations - Quality Assurance, Monitoring and Enhancement

Approved by: *Academic Committee*
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Quality Assurance and Monitoring Standards

1. Principles

- 1.1 Regent's University London aims to design and deliver courses and qualifications that provide a high-quality academic experience to students. The University also aims to give students the best chance of achieving their objectives and academic endeavours and meet the academic standards. In order to support and achieve these aims we engage in a number of quality assurance and enhancement processes which include:
- a. Course Design and Development
 - b. Course Evaluation and Review
 - c. External Examiners (Taught Courses)

The below provides an overview of the main course evaluation and review systems that are utilised by the University.

2. Annual Monitoring Report

- 2.1 The purpose of annual monitoring is to ensure that courses are being delivered in such a way as to meet the academic and professional aims and objectives in order that students have opportunity to develop to the best of their ability. It also provides the University an opportunity to examine how well courses are operating in this context and to review them in light of the University's Hallmark Pedagogy.
- 2.2 The Director (Content), or nominated representative, will complete the Annual Monitoring Report (AMR), the report will provide an action list for the forthcoming academic year and a report on actions taken in the previous academic year.
- 2.3 The AMR will use statistics relating to the course, for example (this is not an exhaustive list):
- a. Applications
 - b. Student Progression
 - c. Student outcomes and results
 - d. Appeals and complaints
- 2.4 In the production of the AMR, the Director (Content), or nominated representative, will use the information from the External Examiner annual report and student feedback.
- 2.5 The AMRs are completed and submitted for the previous academic year; the deadlines will be confirmed by the Registry team. The completed reports, from all Content Areas, will be submitted to the Quality team who will work with the Associate Provosts and other academic colleagues to review, provide feedback and approve the AMRs.
- 2.6 Once the AMRs have been approved, they will be published. Following the approval, an overview report will be prepared for presentation to the Learning, Teaching and Student Experience Committee. This report will highlight any trends, areas requiring attention and areas of best practice. The report will also be submitted to the Quality Committee to confirm that the annual monitoring process has been completed in line with the University's processes, are of publishable standard and in line with the QAA Quality Code and regulatory framework.

3. Teaching Practice Development

- 3.1 Academics engage in observation of teaching practices as a facilitator of quality enhancement rather than quality management. The processes of induction, training and probation of new teaching staff, as well as those relating to performance development review, are detailed in the relevant HR documents.
- 3.2 Peer observation is to provide feedback to the staff observed, opportunities for staff to learn from each other, and to assist with staff development. The guiding principle of observation is that it is developmental and designed to create a culture of open dialogue around the improvement of learning and teaching, making observation and reflection a routine element of practice. Peer observation enables the dissemination of existing good practice identified across the University, thus enhancing the student learning experience.
- 3.3 Annual peer observation is compulsory for all teaching staff. The peer observation process and areas of practice are outlined in the guidance for Teaching Practice Development.

4. Student Feedback Systems

- 4.1 Students play a key role in the University's processes for enhancing the quality of both its educational provision and the broader student experience. This role is based on students providing feedback on their experience at the module level together with the active role of student representatives at the Course Panel at an institutional level.
- 4.2 Students' views are seen as being important for informing judgements on the quality of the education experience, they obtain through studying at Regent's University London. At the module level, it is considered equally important to obtain information on the quality of students' learning. The University believes that students should be supported in expressing views and raising issues at the wider subject area and course level, as well as, on aspects of institutional provision.

Scope

- 4.3 The effective involvement of students in quality systems depends upon processes which:
 - a. Facilitate students' confidence in providing open and frank feedback;
 - b. Ensure that the feedback is listened to and, where appropriate, acted upon;
 - c. Ensure that information is provided for students on how their views have been considered; action taken and, where appropriate, reasons why action is not taken.
- 4.4 The process is two-way, and students have a responsibility to:
 - a. Act responsibly and constructively in providing views;
 - b. Recognise that student views are one part of a wider integrated quality enhancement systems;
 - c. Participate in the formal structures provided to elicit student comment;
 - d. Disseminate information to each other, initially, through the vehicle of student representatives.
- 4.5 There are a number of processes designed to provide students with an opportunity to contribute to the enhancement of quality:
 - a. Student feedback on learning at module level (Module Evaluation Questionnaire);

- b. Student feedback on facilities/resources supporting a learning environment;
- c. Student consultation as part of proposals submitted to the Course Amendment Panel;
- d. Student representatives on the Course Panel;
- e. Student representatives on the (Re)Validation Panel;
- f. Student Voice Meetings;
- g. Feedback received as part of the NSS;
- h. Student representatives on other University Committees.

Module Level Feedback

- 4.6 All students are invited to provide feedback on each module that they take through a module evaluation questionnaire (MEQ).
- 4.7 The questionnaire reports are sent to the Module Leaders, Director (Content), Director of Learning and Teaching and Associate Provosts to be reviewed as part of the annual monitoring report. Any module specific issues will be dealt with by the Module Leader in collaboration with Directors (Content) and Associate Provosts.
- 4.8 The Module Leader should discuss the findings of the module survey with the students and provide a formal response to student feedback by the end of each term, this will be published on the VLE (Virtual Learning Environment).
- 4.9 The student feedback responses will enable the Associate Provosts to make informed judgements about academic staff development. Matters or areas will be referred to the relevant staff members.
- 4.10 The student feedback reports and forms are passed to the Associate Provosts for generic scrutiny, to identify outstanding indicators of either a positive or negative fashion. Student feedback trends and information is addressed at the Learning, Teaching and Student Experience Committee. This information also is used as part of the Annual Monitoring report.
- 4.11 Informal feedback can be sought at different times within a module and it is assumed that module leaders undertake this more frequently.
- 4.12 Students will only recognise the value of providing feedback if they receive some response on how the feedback has been received and considered and whether any changes have been made as a result. The Course Panel and Director(s) (Content), or their equivalent, are an important part of the process and will be responsible for providing information to students on issues raised through the channel of:
 - a. Student representatives;
 - b. Student feedback systems.

Student feedback at an Institutional Level

- 14.3 The University invites students to complete the National Student Survey. The survey is aimed at final year undergraduates with the purpose of gathering feedback from all eligible students at the end of their studies.
- 14.4 The NSS is conducted for 3 main reasons:

- a. To inform student choice- It provides the opportunity for current students to tell future students what they think about the quality of their course.
- b. To provide information to enhance the student learning experience- institutions use the results to help develop their courses and facilities for future students.
- c. To provide public assurance- the survey is also a mechanism for the general public to be provided with information about the quality of UK higher education.

14.5 All eligible students will be contacted by IPSOS MORI, by email, telephone or post.

14.6 The NSS results will be made available to prospective students through the Unistats website, which is designed to help students when they are making decisions about higher education. The results of the NSS will also be analysed by the University at the relevant committee to identify what is going well and also where improvements can be made to the overall student learning experience