

UCL Academic Manual

Chapter 9 is UCL's regulatory framework for monitoring standards, the student experience and strategic quality enhancement activities across UCL. It includes the regulations for Annual Student Experience Reviews (ASER), Internal Quality Review (IQR) and External Examining as well as Peer Observation of Teaching, Staff-Student Consultative Committees, Student Representation on UCL Academic Standing Committees and Sub-Committees and Academic Committee Review Panels.

6.9	Interdepartmental Degree Programmes	31
7	STUDENT REPRESENTATION ON UCL ACADEMIC STANDING COMMITTEES AND SUB-COMMITTEES	33
7.1	Representation at Departmental and Faculty Level.....	33
7.2	Student Academic Representatives	34
7.3	34
7.4	Student Representation on UCL Academic Standing and Sub-Committees	34
7.5	Student Representation on UCL Non-Academic and Statutory Committees	35
8	ACADEMIC COMMITTEE REVIEW PANEL	36
8.1	Policy.....	36
8.2	Procedure.....	36
9	CORE PROGRAMME INFORMATION	38

1 Introduction

1. A risk-based, proportionate, outcome-

Staff are supported to deliver high quality student experiences.
Innovation and creativity in the design and delivery of the curriculum is actively supported.

Principles Underpinning the Framework

The following principles underpin the entire Quality Review Framework:

Processes for monitoring quality ought to be proportionate to the risk to the student experience and academic standards.

The framework must ensure that the student interest is being served.

The framework should respect the academic expertise and administrative professionalism of staff in Departments and faculties.

Students should be engaged in all elements of the framework.

Processes must be conducted in a consistent and systematic fashion and be



2 Annual Student Experience Review (ASER)

2.1 Purpose of ASER

1. Annual Student Experi

and Enhancement Plans will form the basis of discussion at the Quality Review Sub-Panel meeting. FTC minutes must clearly record discussion of the ASERs and any outcomes or actions resulting from this.

2.5 ASER and Dissemination of Good Practice

1. An important aim of ASER should be to promote enhancement and to disseminate good practice, not only within the Faculty, but also across UCL. It is therefore important that goo

3 Internal Quality Review (IQR)

3.1 Introduction

1. central academic quality management and enhancement process. IQR is a rolling programme of peer review, in which all academic units of UCL¹ (as well as a small number of interdepartmental degree programmes) are reviewed on a six-yearly cycle.

2. An impor

procedures are operating as intended to safeguard academic standards and to provide a high-quality learning experience for students. A data-informed approach to agenda preparation for the visit day also ensures that review teams focus on priority strategic areas for each department, as well as on quality and standards. In advance of each review an institutional IQR Panel will advise on the agenda and themes for exploration.

3. programmes, including the continuing currency and validity of programmes in light of developments in research, professional and industry practice and pedagogy (including the use of technology in learning and teaching), changes in the external environment such as the requirements of professional, statutory and regulatory bodies (PSRBs) and continued alignment with
4. IQR also aspires to be a genuinely developmental process which provides an opportunity for Departments to review and, in partnership with the review team, identify ways of enhancing their existing QME structures and systems.

3.2 Summary of IQR

Each IQR comprises seven main stages:

1. The IQR Panel, chaired by the Vice-Provost (Education and Student Affairs), -Vice-Provost sets Review Teams specific issues and themes for follow-up, based on:
 - Annual Student Experience Review (ASER) plans.
 - reports of outcomes from the series of ASER follow-up meetings being held by the Office of the Vice-Provost Education and Student Affairs with all academic departments.
 - Teaching Excellence Framework (TEF) metrics.
 - data on student achievement and employability.
 - National Student Survey (NSS).
 - Postgraduate Taught Experience Survey (PTES).
 - Postgraduate Research Experience Survey (PRES).
 - New to UCL Survey.
 - Student Experience Surveys.
 - An annual report from UCL Estates concerning what it is doing to improve the teaching estate overall and in particular in respect of each of the departments scheduled for review.
2. Submission by the Department to the review team of a self-evaluative statement, with a list of supporting documentary evidence (which should, in order to minimise any website or Moodle).

¹ Except where otherwise indicated, 'Department', in the context of these guidelines, means 'the unit of activity being reviewed'; this will in most cases mean an academic department of UCL or an interdepartmental degree guidelines also subsumes relevant academic units which are not formally academic Departments established by Council.

3. Scrutiny of the SES and supporting evidence by the review team.
4. A visit by the review team to the Department, normally lasting 1.5 working days when interviews with relevant staff and students of the Department take place. **See Annex 9.3.2 IQR Sample Timetable.**
5. Production of an IQR Report.
6. Preparation by the Department of a preliminary plan of action to be taken in response to the recommendations contained in the IQR Report.

body. S/he should not have had any formal links with the Department under review within the previous 5 years. S/he will produce a structured report of maximum 1.5 sides of A4. It will set out any lines of enquiry required by the External Subject Expert.

Both External Reviewers play a vital role in assisting the Team to identify key issues to be explored during the visit to the department and play a full part in the Team s mee

Ensure that for authorised users this electronic departmental information is saved and electronically archived so that handbooks and other items from previous years are still accessible for the IQR team. The websites for each Department must be archived or a Sharepoint site used to store all documentation reviewed for the purposes of maintaining an audit trail.

Discuss and confirm during the departmental briefing, the most efficient means of providing the SES and supporting material with the Department concerned.

Discuss and confirm with the Department in advance how access to any departmental intranet sites for (i) UCL staff and (ii) external reviewers will be obtained.

Commission t

- concerned; the Faculty Graduate Tutor concerned, inviting them, if they wish, to send comments on the SES to the IQR team, via the administrative secretary.
5. The review team will read the SES and all supporting documentation in conjunction with the External Subject Expert -based report.
 6. The SES will be seen by UCL colleagues other than members of the review team and will form part of a documentary record which may also be seen by external reviewers in the context of Higher Education Review or other external review such as accreditations by PSRBs. Departments who, with this in mind, feel they need advice on the inclusion in the SES of potentially sensitive material are encouraged to contact the Quality Assurance Manager.
 7. The SES will consist of two sections (in addition to supporting statistical data and other briefing material). These two sections are expected to comprise a total of around 5 pages. **[See Annex 9.3.5]**
 8. **Student Data**
Departments will be supplied with the ASER data for the previous session through Tableau. A list of this data is at Annex 9.3.6 IQR Data Set. **See Annex 9.3.6 IQR Data Set.**
 9. **Programme Handbooks and Programme Summaries**
The External Subject Expert on the IQR review team will need to consider special documentation in addition to the Self-evaluative statement (SES). This will normally be the programme handbooks and Programme Summaries. Programmes will be asked to provide External Subject Experts, via the Administrative Secretary to IQR with the same programme-related documentation they give their External Examiners. Programme Summaries will be downloaded and given to Externals via the Secretary.
 10. **Sampling of Programmes**
For large/complex provision there will be sampling of programmes. The amount will be the subject of negotiation between the review team and the Department. These should be chosen by the Department. A statement will be required in the SES about why these programmes have been chosen. Any academic partnership should automatically be included in any sample of programmes.
 11. The other supporting material made available to the review team by the Department through its web pages or via the other methods listed [see above] should consist of documentation which the Department believes provides relevant evidence of its QME processes and its programmes. A list of the core documentation which IQR teams normally expect Departments to submit, together with the SES, in ad0 0 16-pe iv-4(t)-4(

Students (including both undergraduate and taught graduate students, wherever the Department teaches at both levels, as well as graduate research students).

The Head of Department.

A range of academic staff including senior education leads and professional services staff.

Key Education Staff including programme leads.

5. Where the subject of a review is an interdepartmental degree programme, those interviewed should normally include the Programme Co-ordinator and the Chair of the relevant Board of Examiners.
6. Attendance at each interview session should normally be restricted to those being interviewed within that particular session. Departments should bear in mind the need to provide, as far as possible, a fully representative and balanced sample of staff and students for interview.

3.8 The IQR Report

1. The administrative secretary will normally have main responsibility for drafting the Report in consultation with the Review Manager, Chair and other members of the team as appropriate.
2. The IQR Report should normally include (in the following order):

each recommendation in order to ensure a direct link between the recommendation and the action proposed and to promote accountability to ensure that it is performed. Recommendations should therefore not be made

Manager will write to the other Head(s) of Department(s) concerned, asking them to submit, by a s

3.11 Dissemination of Findings of IQR Report

1. approval of responses to all the IQR Reports the Quality Assurance Manager will prepare an annual report on that year's IQR programme for submission to and formal approval by Quality Review Sub-Committee.
2. The Quality Assurance Manager will prepare a Summary of Good Practice arising from IQR in the previous session. The IQR Panel will, in the course of its annual discussion of this Summary, refer these to the Arena Centre for wider dissemination and implementation. The Quality Assurance Manager will also circulate the Summary to Vice-Deans Education, Faculty Tutors, Faculty Graduate Tutors with the suggested that they

4 External Examining

1. External examining provides one of the principal means of maintaining UK academic standards within autonomous higher education providers. External Examining is therefore an important part of the Quality Review Framework (QRF). The following regulations are applicable only to taught programmes of study, including Undergraduate, Initial Teacher Education and Postgraduate.

4.1

15. Exceptions to the foregoing stipulations may o

Annex 4.3.7 Procedure When an External Examiner is Unable to Attend
Annex 4.3.8

12. External Examiners should also receive the assessments of borderline students where the External Examiner is examining a whole programme (not just a component).
13. An External Examiner may recommend to the Board of Examiners changes to the marks already arrived at by the Internal Examiners if these appear to them to be inappropriate. Where significant changes are recommended by the External Examiner it is essential for them to see all the assessments for that component of the assessment.
- 14.
15. At least one External Examiner present at the final Board of Examiners is required to sign a statement that the examination has been conducted according to the general UCL regulations and the specific programme regulations to the best of their knowledge, and that they have agreed to the results.

4.4 Nomination and Appointment

4.4.1 Process of Nomination

- 1.

Further Guidance

1. When prompted by the Student & Registry Services, Chairs or their nominated administrators should confirm that a taught programme External Examiner is continuing for another academic session.
- 2.
3. When confirmed, the External Examiner will receive an email, issued by the Student & Registry Services, appointing them for another year.
4. If External Examiners have not been confirmed by a cut-off date (to be decided by Student and Registry Services and communicated to Chairs and administrators) they will automatically be confirmed. By the end of September each year all External Examiners will be confirmed unless Student and Registry Services has been informed to the contrary.

4.4.4 Termination of Appointment

1. UCL reserves the right not to continue the appointment at any time during the period that the External Examiner is eligible to serve. External Examiners will be formally notified by the Chair of the Board as outlined in Section 4.4.2 Period of Appointment.
2. If the External Examiner wishes to terminate their appointment, this should normally be arranged to take effect at the end of an academic year, but in any case is subject to

4.5 Student Contact with External Examiners

1. UCL is required to provide details of its External Examiners, for information only, to students, including the name and institution of the External Examiner. For a list of current External Examiners, see [Annex 9.4.3](#) for UG programmes and [Annex 9.4.4](#) for PGT programmes.
2. Students must not make direct contact with External Examiners regarding their individual performance in assessments. Appropriate mechanisms are available to raise these concerns through the procedures set out in [Chapter 6, Section 10: Student Complaints Procedure](#). External Examiners should inform examiners@ucl.ac.uk should a student contact them.
3. External Examiners may be given an opportunity to meet students to ascertain their thoughts about the strengths and weaknesses of their educational experience at UCL. This is not something that is routinely offered to External Examiners but can be arranged by the programme / board administrators should the External Examiner wish to meet students.

4.6 Entitlements of External Examiners

1. External Examiners are entitled to withhold their approval by signature to decisions of the Board of Examiners under the following circumstances:
 - i) They are in a dispute with those decisions which cannot be resolved at Board of Examiner level.
 - ii) They are not satisfied that the examination procedures have been properly carried out.
 - iii) They perceive serious deficiencies in the examination procedures. In all such exceptional circumstances the matter in question will be referred directly to the UCL Quality Review Sub-Committee.
 - iv) External Examiners have the right to raise matters of serious concern at the highest level of UCL, either with the Chair of Quality Review Sub-Committee or Vice-Provost (Education & Student Affairs). When all institutional avenues have been exhausted, External Examiners may contact QAA through its Concerns scheme route.

4.7 External Examiner Reports

4.7.1 Distribution of Reports and Response to Reports

1. Annex 9.4.1 Main Steps: Response to External Examiners' Reports).
2. student records system, Portico, and should also be discussed at Departmental Staff-Student Consultative Committees.
3. A flow chart for the External Examiner Reporting process is available at Annex 9.4.5.

4.7.2 Annual Student Experience Review (ASER)

1. The Annual Student Experience Review process (see Section 2) is intended to provide an increased level of central data analysis which will flag up statistically significant issues and highlight particularly strong or weak data from a variety of sources. Each Department will respond directly to the issues identified by its own data which will allow for the collation and comparison of meaningful data and reflects a genuinely risk-based approach. The central analysis will also help to identify cross-institutional trends and variances.
2. additional sources, such as external survey results, feedback from internal surveys and employability statistics, to compile the central datasets that will be considered by Quality Review Sub-Committee. Please refer to Section 2: Annual Student Experience Review for further information.

4.7.3 Monitoring of Reports and Responses

1. Academic Services will monitor responses to all reports. A step by step process for

5 Peer Dialogue Scheme

Enhancing research-based education at UCL

5.1 What is the Peer Dialogue Scheme?

1.

learning, by working closely with colleagues. It enables you to focus on developing a range of dimensions of your practice, such as classroom teaching, feedback on assessment or development of resources. You are invited to engage in a constructive discussion about enhancing student learning and/or the wider student experience in your subject.

2. Peer Dialogue is not a judgmental process, but an opportunity for creative thinking

5.4 Option B: Pair-based Teaching Observation

1. Identify with a colleague one or more aspects of your face-to-face teaching which you would like feedback on. You are encouraged to select a new partner for the Peer Dialogue each academic year, so that you can draw on and contribute to the expertise of diverse colleagues.
- 2.
3. Spend time on preparation before the session. It will be very helpful if you understand session.
4. When observing, make notes on what you will feed back to your colleague and on what you can apply to your own teaching/course design.
5. Engage in a constructive follow-up discussion, exploring how your practice can be mutually enhanced.
6. Write a brief joint report (50-150 words) summarising any changes you plan following the Peer Dialogue, focusing particularly on suggestions of benefit to others in the department.

5.5 Option C: Reflection and dialogue with Student Reviewers

Staff

Share with your Departmental T

6 Student Academic Representation

6.1 Introduction

- 1.

representative per year group. Departments with a small number of programmes should consider appointing representatives for different pathways or specialisms within that programme.

3. All representatives should be members of an SSCC; the role should not be split between multiple students, nor should different representatives be invited to attend different meetings of the same SSCC.
4. All representatives should normally be appointed by process of election, except where this is not possible or there is insufficient interest in the role. Elections should include a
-
representatives to the students they represent.
5. The appointment of representatives should be completed by the close of the October appointment schedule which is agreed and circulated by the Student Academic Representation Steering Group in advance of each academic session. The details of representat

6. The agenda shall be circulated to all SSCC members normally at least one week before the date of a meeting of a Committee. The agenda should also be made available to all students via a Department webpage, Moodle or any other appropriate method.
7. Where the Co-Chairs agree, the agenda points in 6.5 can be adapted to suit any SSCCs that have more specific needs, particularly postgraduate SSCCs.
8. The unconfirmed minutes of an SSCC meeting, as approved by the Co-Chairs, should be displayed to all students via a Department webpage, Moodle or any other appropriate method within ten working days of the meeting. These minutes should also be emailed to sscc@ucl.ac.uk within this timeframe.

6.5 SSCC Terms of Reference

1. To act as a focal point of student engagement and partnership in the Department, bringing staff and students together to celebrate successes, to reflect on challenges, and to jointly identify priorities for change in the future.
2. To report on priorities and agreed actions to the Department Teaching Committee (and/or doctoral-education equivalent), and to make recommendations where appropriate.
3. To ensure joint student and staff discussion at least once during every Academic

3. The Lead Department Representative(s) should be invited to join their Departmental Teaching Committee (and/or doctoral-education equivalent). Other student representatives may also be invited where appropriate.
4. Where appropriate, the Lead Department Representative can be called upon to attend action to approve changes to policies and documents that require action before an SSCC can be convened. Where such action is taken, the Lead Department Representative must be allowed time to consult with the SSCC to gain wider student

7.1.6 Further Information

Education Committee

Education Officer (ex officio)
Welfare & International Officer (ex officio)
Postgraduate Students' Officer (ex officio)
One taught graduate student, nominated by the
One undergraduate student, nominated by the

Library Committee

Education Officer on (ex officio)
Postgraduate Students' Officer (ex officio)

Research Degrees Committee

Postgraduate Students' Officer (ex officio)
One research student, nominated by the

Student Experience Committee

8 Academic Committee Review Panel

8.1 Policy

1. All UCL academic units are required to operate within, and to deliver their procedural frameworks. UCL has in place a number of quality assurance

9 Core Programme Information

For Current UCL Undergraduate and Taught Postgraduate Students, including MRes programmes

- 1) The following information should be included in a single location, available to current students, via handbooks, Moodle pages or online websites/intranets.
- 2) Where a section title or other text is marked **(Centrally Provided)** this text is available in [Annex 9.9.1 Standard UCL Text for Core Programme Information](#). It should be copied and pasted without any amendments. However departments might like to add additional, local information as appropriate.
- 3) Where a section title is unmarked the department/faculty/school is invited to include the relevant information in a manner of their choosing.
- 4) Information can be provided in any order but the policy below is numbered for ease of reference.

9.1.1 Welcome to UCL

To include:

- 1)

9.1.2 Introduction to the Department and Parent Faculty

To include:

- 1) Introduction to the department and its history
- 2) Explanation of the relationship between department and faculty
- 3) Key staff members within the department and faculty

9.1.3 Departmental Staff Related to the Programme

To include:

- 1) Explanation to students of the roles of the module and programme leaders and other key staff involved in programme delivery

9.1.4 Key Dates

To include:

- 1) Term dates, exam/assessment periods, core activities **(Centrally Provided)**

9.1.6 Our Expectations of Students

To include:

Explanation of the expectations (**Centrally Provided**) and links to policies.

9.1.7 Programme Structure

To include:

- 1) The structure of the programme, duration, credits, qualifications award(s)
- 2) Projects, placements and study abroad (if applicable)
- 3) Professional accreditation (if applicable)
- 4) Academic partnerships (if applicable)

9.1.8 Tutorials and supervision

To include:

- 1) What students can expect in terms of academic and personal tutoring (Central and Local)
- 2) Transition Mentors (**Centrally Provided**)

Advice on Choosing Module Options and Electives

To include:

- 1) Choosing modules (**Centrally Provided**)
- 2) Contact details for staff who can give advice

9.1.10 Changes to Registration Status

To include:

- 1) Information on how to change, interrupt or withdraw from a programme (**Centrally Provided**)
- 2) Key contacts in the department and faculty for assistance with any of the above

9.1.11 Progression, Award and Classification

To include:

- 1) Information on how a student progresses through the programme what does a student need to complete and pass to be awarded a degree; what are the criteria for condonement (if applicable), what are the consequences of unsatisfactory progress
- 2) Information on Condonement (**Centrally Provided**)
- 3) Modern Foreign Language requirement (**Centrally Provided**)
- 4) How will marks be combined to reach a classification? (**Centrally Provided**)

9.1.12 Information on Assessment

To include:

- 1) How will students be assessed?
- 2) What are the marking criteria and learning outcomes?
- 3) What marking scale is in use on the programme?

- 4) What is feedback, and how will students recognise it (questions in lectures, emails etc.)? How and when will students receive feedback on their work and what will it look like?
- 5) UCL Standard turnaround time for feedback **(Centrally Provided)**
- 6) For written examinations, a link to the UCL Examination Guide for Candidates on the Examinations and Awards website **(Centrally Provided)**
- 7) For coursework submissions clear information about where and how to submit work, including details of any electronic submission methods and the technical support available
- 8) Information about penalties for late submissions **(Centrally Provided)**
- 9) Information about absence from assessment **(Centrally Provided)**
- 10) Information about word counts and penalties **(Centrally Provided)**
- 11) Information about the consequences of failure **(Centrally Provided)**
- 12) Absence from assessment **(Centrally Provided)**
- 13) Information about accepted referencing methods on the programme
- 14) Information about academic integrity (plagiarism) in the discipline
- 15) Information about **(Centrally Provided)**
- 16) Information about research ethics, approvals process, code of conduct, etc. on the programme (where applicable)
- 17) Information about Marking, Second-Marking and Moderation (Central and Local)
- 18) Information about the External Examiner process and how to access reports via Portico **(Centrally Provided)**

9.1.13 Extenuating Circumstances and Reasonable Adjustments

To include:

- 1) Information about Reasonable Adjustments **(Centrally Provided)**
- 2) Information about Special Examination Arrangements **(Centrally Provided)**
- 3) Information about when, where and how to submit a claim for Extenuating Circumstances **(Centrally Provided)**
- 4) Information on fitness to study **(Centrally Provided)**
- 5) Information on local fitness to study or practise policies (if applicable)
- 6) Key contacts in the department for assistance with any of the above

9.1.14 Learning Resources and Key Facilities

To include:

- 1) Information on university-wide learning resources and key contacts for support **(Centrally Provided)**
- 2) Information on department/faculty library spaces/resources, IT provision/support, social spaces etc.
- 3) How to access Moodle and support contacts **(Centrally Provided)**
- 4) Portico what it is, why it is important and who to contact for support **(Centrally Provided)**
- 5) Research Student Log (Centrally Provided) *(MRes only)*

9.1.15 Student Support and Wellbeing

- 3) Information on how students can access support/information related to Equality and Diversity **(Centrally Provided)**
- 4) **(Centrally Provided)**

9.1.16 Employability and Careers

To include:

- 1) Opportunities available, where and how to get advice, career planning tips
- 2) Information on UCL Careers **(Centrally Provided)**
- 3)

9.1.21 Data Protection

To include:

- 1) How UCL uses student information, for what purposes, and the steps taken to safeguard this information; Where to find information security, intellectual property and email policies; Information on how to enquire or make a related complaint **(Centrally Provided)**

9.1.22 Health, Safety and Security

To include:

- 1) UCL Health, Safety and Security information **(Centrally Provided)**
- 2) Health and Safety information concerning the department

9.1.23 After Study

- 1) Information on transcripts and how to access replacements **(Centrally Provided)**
- 2) Graduation Ceremonies **(Centrally Provided)**
- 3) Information about the HEAR **(Centrally Provided)**
- 4) Information on UCL Alumni activities and key contacts (Central and Local)