Canterbury Christ Church University

Quality Manual: Approach To Quality Assurance

The University's approach to maintaining basedline quality and standards and enhancing the student experience are outlined in this document.

Contents

1. WHAT IS QUALITY AND STANDARDS?

1.1.   The terms 'quality and standards' covers two interrelated areas.

1.2.   **Standards** is ensuring that the University's academic provision meets the standards that are prescribed both by external frameworks and by the University's own commitments as an autonomous body with degree-awarding powers.

1.3.   The concept of threshold academic standards has been extended by the Office for Students [OfS] in recent years to include the academic standards of degree classifications. The objectives that relate to standards are as follows:

   1.3.1.   ensure that awareness and compliance with standards is embedded across the University;

   1.3.2.   ensure the University's portfolio of courses meets the requirements of the University's framework for the delivery of standards and enables standards to be met;

   1.3.3.   ensure that the University's academic regulations are clear, explicit, unambiguous and accessible, and support academic standards;

   1.3.4.   operate a robust external examiner system;

   1.3.5.   engage with external regulatory bodies, especially the OfS, as appropriate.

1.4.   **Quality** is ensuring that students receive an excellent student experience in general and one that enables a student to meet the academic standards of the University in particular. Quality is a shared activity delivered by the whole University. The partnership between Quality Assurance and Enhancement and Education and Student Success is fundamental to the delivery of high-quality academic education. Specific objectives related to quality are as follows:

   1.4.1.   work with colleagues across the University, including staff in Schools, Education and Student Success and the Student and Academic Services to create an effective quality community;

   1.4.2.   ensure that quality is not seen as a central activity emanating from the Quality Assurance and Enhancement Team (QAE) and that all colleagues understand the expectations and procedures of quality and standards and are empowered to contribute to the strategic delivery of quality;

   1.4.3.   make an appropriate contribution to the design, approval and review of the academic portfolio and its component courses, including that delivered through academic partnerships;

   1.4.4.   ensure that partnership work is undertaken with all due diligence.

1.5.   In pursuing the effective governance of quality and standards, QAE will:

   1.5.1.   maintain a strategic focus on outcomes, including their measurement and progress;

   1.5.2.   ensure that quality structures enable Education and Student Success to be the main driver of high-quality academic education;

1.5.3. seek to deliver the continuous improvement of student outcomes and the elimination of any critical awarding gaps;

1.5.4. enable staff to focus on outcomes when they design and review the academic portfolio;

1.5.5. ensure processes are fit-for-purpose and designed to enable staff to maximise the time they spend on student learning.

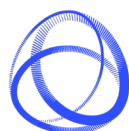## 2. AN OVERVIEW OF THE KEY GOVERNANCE FOR QUALITY AND STANDARDS

2.1. The University Academic Board has set out clear expectations and a structure for the development and approval of regulations, policy, procedures and quality assurance. Academic Board has established a committee structure to ensure oversight and scrutiny of all aspects of this and to carry out any functions delegated by Academic Board.

2.2. You can find out more about Academic Board and its committees, including those with specific responsibilitity for quality and standards, here.

2.3. There is a systematic structure of reporting, monitoring and review to ensure high-quality course delivery. This is regularly reviewed and updated to ensure effectiveness. This Includes mechanisms for both overall assurance, regular monitoring and escalation or intervention if this is needed.

2.4. These structures take account, where appropriate, of the key Professional Statutory and Regulatory Bodies (PSRB) requirements for the University's extensive range of PSRB accredited courses, ensuring a robust role for service users and practice partners at key points. The procedures allow for responsive action where required.

3. THE UNIVERSITY'S APPROACH TO QUALITY AND STANDARDS: CONTINUOUS IMPROVEMENT

3.1. The Academic Board, through its Education Committee, Partnership Oversight Sub-Committee, the Academic Portfiolio Committee, TEF & APP Strategic Group, and the School-based Boards of Studies, oversees the continuous improvement approach to quality and standards. This includes the monitoring and evaluation of key elements of quality management, including:

3.1.1. continuous monitoring of courses through Course Performance Plans (CPP);

3.1.2. an annual summary report on activity and risk related to PSRB provision;

3.1.3. an annual report on the External Examiner system and Awarding Boards.

3.2. The University's approach to the annual monitoring of courses is one of continuous improvement. This shifts the process of course development from one of static, once a year planning, to one which constantly evaluates, reflects and makes improvements in light of course performance and feedback from both students and staff throughout the academic year and the course approval cycle. Monitoring takes place through regular Board of Studies meetings.

Table 1: Key Structures for QA Oversight, Monitoring and Action for Course Performance

Group	Responsibility	Relationship with Other Committees Enabling Escalation
Education Committee	• Consider Key Performance Metrics	• Academic Board

	• Approve the Course Performance Plan (CPP) template • Set the institutional priorities & relevant institutional targets for the CPP • Capture and share success and best practice • Strategic prioritisation of underperforming courses • Review of CPPs for those courses, agreeing strategic interventions, monitoring of those courses • Oversight of CPP sign off process across the institution– selective audit of CPPs	• Supported by Sub-Committees as required (Boards of Studies, TEF and APP Strategic Group, PSRB and Apprenticeships, Boards of Studies, etc)
Partnership Oversight Sub-Committee	• Consider Key Performance Metrics for Partnership delivered courses • Strategic prioritisation of underperforming partnerships	• Education Committee
TEF and APP Strategic Group	• Oversee and monitor the institutional strategies, approaches and interventions put in place to deliver the University's TEF and APP, evaluating their effectiveness in driving forward institutional improvements	• Education Committee
Boards of Studies	• Sign-off and monitor progress of CPPs • Identify key shared themes and interventions in relation to course performance	

3.3. Evaluation of activities is integrated and reported to the Academic Board through a number of mechanisms. This includes an Annual Report to Academic Board and the Governing Body on the *Maintenance of Academic Standards and the Management and Enhancement of the Student Learning Experience.*
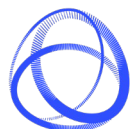
Document Information	Description of Document Information
Document Title	Quality Manual: Approach to Quality Assurance
Department Owner	Quality Assurance and Enhancement
Version / Date	3 / Sept 2025
History of revisions of the Document	Version 2, approved by Quality Monitoring and Review Sub Committee, 2023 Version 1, approved by Quality Monitoring and Review Sub Committee, 2021
Web Address	https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policies-and-procedures/quality-manual.aspx