Quality Manual: Approach to Managing Courses Governed by Professional, Statutory and Regulatory Bodies (PSRBs)

This document provides guidance for the management of courses governed by Professional, Statutory and Regulatory Bodies (PSRBs).

TABLE OF CONTENTS

1. INTRODUCTION

1.1. The University offers a number of courses which are accredited or recognised by Professional, Statutory and Regulatory Bodies (PSRBs), a diverse group of organisations covering a group of professions or having a statutory authority over a profession.

1.2. PSRB governance exits to ensure that national standards within the professions are met and maintained. PSRBs' responsibilities cover accreditation, approval and recognition of courses that lead to a professional or vocational qualification. PSRB accreditation/ recognition may also include recognition of professional membership or exemption from professional examinations.

1.3. The University recognises the importance of the role PSRBs play in adding value to the educational experience and employability of our students. In order for the value of the PSRBs to be fully realised, it is important that there is a transparent support and governance structure that works across the University for course with PSRB accreditation.

1.4. The following sets out the University expectations in relation to PSRB accredited courses with respect to annual monitoring, approval/reapproval, course change, accreditation/reaccreditation visits and reporting

2. PRINCIPLES

2.1. For PSRB approved/accredited courses which lead to University awards or are offered in the University's name, it is essential to have a shared understanding and a central point of monitoring of all the PSRB activities.

2.2. In supporting the PSRB activities, it is essential to balance the value added to students with the financial and strategic imperatives.

2.3. PSRB requirements often focus on the same areas as the OfS minimum standards, such as course coherence, course performance, attainment gaps, NSS, TEF, APP etc. However, the PSRB standards and expectations need to be viewed as being over and above the OfS minimum standards.

2.4. The expertise held by subject academics in relation to the requirements of particular PSRBs is recognised. The role of others in the University is as critical reviewers, providing guidance and governance oversight at appropriate levels. In particular, guidance and oversight beyond the School will be provided by

- The Quality Assurance and Enhancement team
- The Professional Statutory and Regulatory Body and Apprenticeship Committee (PSRBA) which reports to the Education Committee

2.5. Each PSRB which accredits University courses will have a designated academic (Course Director or School PSRB representative) responsible for all requirements. The academic will have expertise in the PSRB and hold current professional membership of the PSRB (where this is appropriate).

2.6. The designated academic, (Course Director/School PSRB representative) will ensure contact with the PSRB aligns with agreed University expectations, including those for sign-off of correspondence.

2.7. The designated academic, (Course Director, school/faculty PSRB representative) will have primary responsibility for the PSRB standards and all the quality assurance and enhancement activities. The designated academic will also be responsible for training of academic staff colleagues responsible the relevant PSRB course.

2.8. At School level, the quality monitoring for PSRB accredited courses will be the responsibility of the Deputy Dean working in collaboration with the respective Course Director and Head of Subject and liaising with the QAE lead, who will oversee the central University support.

3. CATEGORIES OF PSRBs

3.1. As PSRB activities are diverse, the levels of risk to the courses, school(s), students and the University also vary. Therefore, it is important to place the PSRBs into types to ensure an appropriate level of support and monitoring.

3.2. It should be noted that in some cases the professional organisation linked to a course is a Professional Body which does not hold Statutory or Regulatory authority but recognition by that Professional Body is still valued and/or essential. In some cases, a course may have separate PSRB and Professional Body associations. For the sake of simplicity all associations are referred to in this document as PSRBs.

3.3. In the categories below, where a course has both a PSRB and Professional Body the categorisation will be the same as the Statutory and Regulatory category. For example, allied health courses are regulated by the Health and Care Professions Council (HCPC) but also by individual professional bodies. Maintaining recognition by the Professional Body in these cases is normally equally important.

3.4. For both categories, it is the School's responsibility to inform QAE of the respective PSRB preference with respect to course approval/reapproval, accreditation/reaccreditation.

Type A PSRBs

3.5. The University classification of **Type A** is where the PSRB accreditation of the University course is vital for a student to graduate, qualify or have eligibility to apply to register as a qualified professional or enter vocational practice.

3.6. Examples of type A PSRBs include Health and Care Professions Council (HCPC), Nursing and Midwifery Council (NMC), General Medical Council (GMC), Ofsted, Engineering Councils, Social Work England etc.

3.7. Depending on the PSRB, the course might require regular monitoring, reporting and or reaccreditation at specified intervals.

3.8. Some of these PSRBs prefer to utilise the University course approval events as part of their accreditation/reaccreditation. Therefore, the PSRB requirements will need to be accommodated in the course approval process (see section 6 below).

3.9. Some of these PSRBs complete accreditation when the course is already being offered or a cohort of students has graduated, as detail in section 8 below.

Type B PSRBs

3.10. The University classification of **Type B** is where the PSRB endorses or approves a course/module enabling graduates from such courses to gain some recognition or exemption from external professional qualification examinations, leading to professional/ vocational certificates.

3.11. Examples of type B PSRBs include Association of Chartered Certified Accountants (ACCA), Chartered Management Institute (CMI), Chartered Institute of Management (CMI) etc.

3.12. PSRBs of this type often approve/reapprove/accredit courses or institutions as a learning partner.

3.13. In general, the approval process for these PSRBs takes place at a mutually agreed time after the University course approvals/reapprovals.

3.14. Accreditation for Type B PSRBs still carries with it responsibilities to applicants and students in relation to consumer law and ensuring that what has been advertised is delivered.

4. CURRICULUM DESIGN AND DEVELOPMENT

4.1. Curriculum design and development is the basis for the planning for quality and therefore must consider the PSRB requirements at the outset. This development should involve the whole course team and must be appropriately reflected in the course documentation.

4.2. As the PSRBs' standards are above the minimum standards expected for other courses offered at the University, the course design and development for a new course must include a focus on the relevant PSRB requirements and standards. For all courses governed by PSRBs a core part of the documentation will be a mapping to demonstrate how the requirements of the relevant PSRB standards are met.

4.3. For courses which might consider future application for PSRB accreditation/ approval, the course still needs to be developed according to the relevant PSRB standards from the outset.

4.4. Course teams should ensure that there is constructive alignment of the course philosophy, teaching delivery and assessment, support for students, and resources including staffing (student/staff ratio) and resources for placement practice.

5. PRACTICE LEARNING/WORK-BASED LEARNING

5.1. Work-based, Placement, and Practice Learning is an important component of some PSRB expectations and needs to be planned and managed in a deliberate and timely manner.

5.2. Work-based, Placement and Practice Learning requirements (referenced to both University requirements and PSRB standards) should be included in the course design and development including

5.2.1. At an early stage in the course design and development, evidence that resources, for placing and monitoring students, have been considered and agreed upon.

5.2.2. A plan for a clear working relationship and communication between Practice/ Placement Partners and University teams (course teams) to support students and enhance the student learning experience.

5.2.3. How collaboration with Practice/Placement Partners will be promoted and maintained on an ongoing basis, throughout the lifetime of the course.

5.2.4. Training of Practice/Placement Learning facilitator/educator on an ongoing basis to ensure the expected outcomes for students, and opportunities for sharing of learning experience between the practice mentors and the University staff.

5.2.5. Clarity of oversight and quality assurance of the Practice/Placement Learning provision, including early identification, appropriate reporting, and where required escalation of any issues.

5.2.6. Responsibilities for finding practice/placement opportunities for students, onboarding/ induction of students at Practice/Placement Learning sites and monitoring of students, as well as managing safeguarding, to ensure that the students are able to meet the requirements of their course as well as receiving positive learning experience.

5.2.7. Adequate numbers of suitably qualified staff to support, educate and assess students in Practice/Placement Learning.

5.2.8. Clear outcomes for Practice/Placement Learning opportunities and how these will be assessed, as per the respective PSRB requirements.

6. COURSE APPROVAL/RE-APPROVAL

6.1. Some Type A PSRBs utilise the University approval process to approve/accredit courses. In such cases, a University approval panel will convene to approve/accredit courses and the respective

PSRB will be part of the panel. Therefore, the PSRB requirements must be taken into consideration, especially during preparations for the approval events.

6.2. When scheduling course approval events that involve PSRBs, approvals should be completed well in advance of the due date of offering (in general not later than nine months prior to offering).

6.3. Selection of the approval panel membership, including the chair will need to take into consideration the PSRB context and the required expertise.

6.3.1. For Type A, the approval panel chair will normally be a Dean, the DVC or PVC, and

6.3.2. the panel will also include academic and administrative staff with the PSRB expertise to facilitate appropriate understanding of any PSRB expectations and requirements.

6.4. In preparation for the approval event, the School PSRB representative will need to liaise with QAE to draw up an agenda and coordinate a list of people to be invited to attend the various events required.

6.5. There will normally be scrutiny activity supported by QAE prior to submission to the PSRB to ensure appropriate submissions.

6.6. The PSRB-specific documents/standards/quality assurance approach will be provided to the approval panel. QAE in collaboration with the School PSRB representative will develop a briefing pack, to include key PSRB expectations.

6.7. Often Type B PSRBs (and some Type A PSRBs) do not attend approval events but complete accreditation soon after approval or after the first cohort of students graduate. In such cases, there will be ongoing support in preparation for accreditation/ reaccreditation as covered below (see section 8).

7. COURSE PERFORMANCE PLANS

7.1. For all the PSRBs, the annual course monitoring as part of the Course Performance Plans (CPP) will ensure appropriate consideration of PSRB-specific standards and requirements.

7.2. The Course Board must include the designated academic with PSRB expertise.

7.3. Course Boards will monitor course performance against both University and PSRB expectations. This should include

7.3.1. Monitoring risks

7.3.2. Annual progress (including core PSRB requirements such as SSR) and any annual reporting

7.3.3. Changes to PSRB standards.

7.3.4. Preparation for accreditations (for PSRBs where accreditation takes place after course approval) or reapproval (where relevant).

7.4. The course team to reflect on all the relevant data and requirements in construction of the core actions capture in the CPP. As far as possible the discussions should include:

7.4.1. Views of Practice Learning mentors and students.

7.4.2. Resources (staffing and practice mentors), Practice Learning places, training, and communication with mentors.

7.4.3. Identification of any risks and how these will be addressed, especially for type A PSRBs preparing for accreditation.

8. ACCREDITATIONS / REACCREDITATIONS / INSPECTION / REPORTING

8.1. This section covers the following:

8.1.1. Type A PSRBs which do not participate in University Course approval events and conduct accreditation/reaccreditation processes after course approval events or after a cohort of students graduate.

8.1.2. Type B PSRBs will also accredit courses or approve a school/department to offer courses for exemption towards its qualifications.

8.1.3. Annual quality checks.

8.2. Before seeking PSRB accreditation, the responsible course team will need approval from the School and the Academic Portfolio Committee.

8.3. In relation to PSRB Accreditation events, the school PSRB representative will work with QAE. QAE will support the School in planning the accreditation/reaccreditation events.

8.4. When dates for the accreditation events are provided by the PSRB, the School and QAE will develop and agree a project plan. The project plan will need to be developed well in advance (normally 9-12 months) to ensure effective preparation.

8.5. There should normally be an oversight group monitoring preparation and progress towards any accreditation, approvals or inspections. The membership of that group should include QAE members and appropriate University staff.

8.6. In preparation for PSRB accreditation or application for course approval, the course team is expected to engage in evidence-based self-assessment which will inform reports and documentation.

8.7. The self-reflection exercise will, as far as possible, include all staff involved in the course – teaching staff and professional staff involved in supporting any aspect of the course or student support, and Practice Learning mentors. (This is also the start of preparation for interview by the PSRB panel).

8.8. Prior to submission to the PSRB of any reports or documentation, these must be signed off at school and University level. QAE will agree the sign-off procedures. The project plan needs to account for the time required for review and sign-off.

8.9. QAE will coordinate with the School to prepare the schedule for a PSRB accreditation visit and identify all the appropriate people to be invited and interviewed in the visit.

8.10. Prior to any accreditation/reaccreditation visit event, all participants will need to be briefed (and after the event de-briefed) by the team coordinating the accreditation event.

8.11. Some type B PSRBs conduct annual quality checks (not accreditation visits). For these PSRBs, the school PSRB representative will conduct these activities and liaise with the Deputy Dean and QAE to ensure appropriate sign-off before submission.

9. GOVERNANCE AND RISK MANAGEMENT

9.1. Management of courses with PSRB accreditation must adhere to the University expectations including documenting and monitoring risk and reporting to the relevant committees under the oversight of Academic Board.

9.2. The School where the primary PSRB course is housed will have key responsibility and will report to University committees.

9.3. School monitoring of PSRB activities will be overseen by the Board of Studies and the Deputy Dean.

9.4. QAE will maintain a register of PSRB accredited courses in coordination with the School. The register will consider high-level risks associated with PSRB accredited courses. The School risk register will reflect any specific risks and the actions being taken to mitigate these.

9.5. The School is expected to engage in a timely way with any reporting requirements for the University.

9.6. Annually, the Deputy Dean will report to the PSRBA Committee on the School PSRB activities

10. CANCELLATION AND WITHDRAWAL OF ACCREDITATION

10.1. In the unlikely event that an accreditation is cancelled or withdrawn, the situation will need immediate attention and management. The School representative must report this immediately to the relevant Deputy Dean, QAE and SMT member. The School, in liaison with the SMT lead and relevant departments, will then put in place a process for teaching out the course, completing withdrawal forms and actioning information flow to students.

Document Information	Description of Document Information
Document Title	Quality Assurance Approach for Managing Courses Governed by Professional, Statutory And Regulatory Bodies (PSRBs)
Department Owner	Quality Assurance and Enhancement
Date of Commencement	Sept 2025
Version	3
History of revisions of the Document	Version 1, approved by Quality Monitoring and Review Sub Committee, October 2022 Version 2, approved by Quality Monitoring and Review Sub-Committee, 8 March 2023 - minor amendments to improve readability and clarity of arrangements Version 3, Updated to reflect university restructure
Web Address	https://www.canterbury.ac.uk/quality-and-standards-office/regulations-policiesand-procedures/quality-manual.aspx