## Standard Information Items for Programme Validation, Partner Approval and Periodic Programme and Partnership Review

The purpose of this electronic guide is to provide essential information to support programme validations, partner approval and periodic programme and partnership reviews and to provide links to the strategies, policies and procedures that govern academic quality and standards. It is designed to support Programme Directors in the writing of validation or review / revalidation documents, and to be used as a point of reference by External Assessors attending panel events.

The guide is divided into three parts:

* Part 1 provides an introduction to the University
* Part 2 contains definitions that will be relevant to the business of programme validation, partner approval and periodic programme and partnership review panels
* Part 3 provides links to strategies, policies and procedures related to quality and standards and to the provision of services to students.

The publication has been prepared by the Quality and Standards Office (QSO) and is available on the QSO website:

* [Programme Validation](https://cccu.canterbury.ac.uk/assessment-regulations-review/docs/bulletins/Academic-Journey-Bulletin-Issue-8-February-2018.pdf)
* [Periodic Programme Review](http://www.canterbury.ac.uk/quality-and-standards-office/periodic-programme-review/periodic-programme-review.aspx)

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## 1 An Introduction to the University

Canterbury Christ Church University was established as Christ Church College by the Church of England in 1962. In 2013-14 there were 17,426 students enrolled at the University, 11,849 of whom were full time and 5,576 of whom were part-time. A large proportion of these students are residents of Kent. In 1995 the University was granted powers by the Privy Council to award its own taught degrees and in 2005 it was granted University Title. In 2009 the Privy Council granted the University the power to award its own research degrees.

The University is based on four Campuses at Canterbury, Broadstairs, Chatham (Medway), and Tunbridge Wells (Salomons).

Teaching and research work is established in academic schools, centres and institutes, which are divided into four faculties as follows:

**Faculty of Arts and Humanities**

School of Humanities (includes the International Centre for Victorian Women Writers and the Centre for Research, Kent History and Archaeology)

School of Language Studies and Applied Linguistics

School of Music and Performing Arts

School of Media, Art and Design

Sidney de Haan Research Centre for Arts and Health

Centre for Practice-based Research in the Arts

**Faculty of Education**

School of Childhood and Education Sciences (includes the Centre for Career and Personal Development)

School of Teacher Education and Development (includes the National Institute for Christian Education Research)

Research Centre for Children, Families and Communities

**Faculty of Health and Wellbeing**

School of Nursing

School of Allied Health Professions

School of Public Health, Midwifery and Social Work

Centre for Work-based Learning and Continuing Development

England Centre for Practice Development

Institute of Medical Sciences

Sidney de Haan Research Centre for Arts and Health

Research Centre for Children, Families and Communities

Practice Learning Unit

**Faculty of Social and Applied Sciences**

School of Psychology, Politics and Sociology (includes the Salomons Centre for Applied Psychology)

The Business School (includes Salomons Consulting)

School of Law, Criminal Justice and Computing (includes the Mediation Clinic)

School of Human and Life Sciences (includes Sports Lab and the Centre for Sport, Physical Education and Activity Research)

The University offers:

* a General Modular Scheme which is available in a wide range of subjects and in a number of formats. Some subjects offer single honours degrees, all offer joint or combined (major/minor) degrees.
* other undergraduate degrees, some of which lead conjointly to professional recognition;
* higher degrees of MA, MSc, MMus, MCh and MBA;
* research degrees of MA / MSc by research, M Phil, PhD, EdD and DClinPsychol;
* an increasing number of Foundation Degrees;
* a range of full-time and part-time diplomas and certificates, including Diplomas and Certificates of Higher Education, HNCs and HNDs, Postgraduate Certificates and Postgraduate Diplomas. Many of these diplomas and certificates are effectively professional qualifications;
* a wide range of short courses and consultancies.

In addition, the University - through the International Office - recruits overseas students who give an international dimension to academic life.

The University also validates a significant number of higher education programmes in partnership with a range of organisations, including Colleges of Further Education, Local Authorities, charitable organisations, specialist private providers and National Health Service Trusts.

## 2 Definitions relevant to programme validation, partner approval and periodic programme and partnership review

The terminology used in validation and review documents should follow the definitions set out below. These are drawn from the [University Quality Manual](http://www.canterbury.ac.uk/quality-and-standards-office/quality-manual.aspx)

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| Accreditation | The process by which the University allows greater autonomy in areas of quality assurance to partners which are working with the University to confer a University award, and which over a period of time have demonstrated their ability to have management of quality and enhancement delegated to them. The University does not at the present have such arrangements. Offering validated programmes does not in itself evidence the capacity to so act. |
| Recognition of prior learning (APL) | A process that recognises learning undertaken outside the programme of study being taken. This can be through either* the Recognition of prior certificated learning (RPCL), where no credit is awarded by the University
* the Recognition of prior experiential learning (RPEL), where credit is awarded by the University.
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| Advanced Standing | The use of RPL to gain entry to a programme at a stage of a programme later than the normal admission stage. This is normally through RPCL, but can be through RPEL. Advanced Standing does not result in the award of credits by the University.  |
| Articulation agreement | An articulation agreement is a formal agreement that allows specific credit that has been gained from one higher education institution to be transferred to another institution as advanced standing. The right to such advanced standing applies to all students covered by the agreement, who have gained that specific credit, without a further consideration of that credit, subject to any limitations set out in the agreement. An articulation agreement is therefore covered by Chapter B10 of the *UK Quality Code for Higher Education*, as the University in receipt of the credits will need to assure itself of the quality and standards of the learning that is undertaken at its partner and cannot do this though an assessment of the achievement of the individual student. It contrasts therefore with APL (qv) where there is no prior commitment to offer a student advanced standing and where entry is dependent on an assessment of the achievement of a student, and with a Progression Accord (qv), where no credit is being imported and where there may be additional hurdles, such as an interview. |
| Blended learning | A programme delivered using a combination of traditional classroom-based learning and distance learning, normally using such information technologies as video-conferencing, audio-conferencing, Internet, CD-ROM, and other media, and underpinned by effective learner support systems.  |
| Collaborative provision | Collaborative Provision is an arrangement in which a higher education institution enters into partnership with another organisation to offer academic programmes together. Collaborative programmes are primarily those where students are registered as students of the University but study in whole or in part at another organisation. Students are registered as students of the University and receive an award from the University, the standard of which is guaranteed by the University as equivalent of the awards it delivers entirely itself. |
| Credit | Credit is an educational currency that provides a means of quantifying learning achieved at a given level of study. It is awarded to students who have demonstrated that they have attained the specified intended learning outcomes of a module/programme. The amount of credit attributed or awarded is based upon an estimate of the notional average time which it would take the student to acquire the specified learning at a given level. Credit is awarded for achievement at or above a threshold or pass level. One credit is attributed to 10 hours of notional learning time at a specified level.120 credits are attributed to the learning acquired at a particular level in a full-time academic year of approximately 30 weeks. One full-time academic year involves 1200 hours of notional learning time; one full time week involves 40 hours of notional learning time. |
| Credit Framework | The University currently manages the majority of its taught awards through the *Regulation and Credit Framework for the Conferment of Awards*. This sets out the architecture of taught undergraduate and taught postgraduate awards. |
| Distance learning | Distance learning is a mode of study in which students undertake programmes of study outside and institutional environment and usually without face-to-face tuition. Distance Learning programme documentation requires specific information detailing how the distance learning programme will operate and be managed and how quality and standards are to be assured. Academic standards for distance learning and the quality of provision should be equivalent to those offered at the University. Distance-learning materials required for the operation of the programme must be prepared in advance of the validation process and must be presented with the proposal at these events.  |
| Framework for Higher Education Qualifications | The main purposes of *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ), as summarised form page 6 of the second edition of the framework (August 2008) are:* To provide reference points to set and assess standards
* Assist in indicating progression routes
* Promote a shared understanding of expectations associated with typical qualifications.

The framework provides level descriptors at levels 4-8. The design of University programmes embeds the FHEQ. Level descriptors must be utilised in programme design.This will be subsumed within Section A of the *UK Quality Code for Higher Education* (qv).See also Higher education credit framework for England. |
| Franchise | A collaborative provision arrangement where a partner works with the University to confer a University award or credit that has been developed within the University. |
| Higher education credit framework for England | The *Higher education credit framework for England: guidance on academic credit arrangements in higher education in England* (August 2008) offers guidance for programme credit arrangements. Please note that the University does not offer all these awards. |
| Intended learning outcome | Intended Learning Outcomes identify what a successful student is expected to achieve on the completion of an award. They embody the educational purposes and values of the overall learning experience within a programme of study and provide the strategic framework for the process of learning. |
| Level | The University recognises the following higher education levels of achievement: Level 0: University learning, such as a Foundation Year of a degree, that does not result in the award of HE credit but may comprise the first year of a four-year programme of study.Level 4: Certificates of Higher EducationLevel 5: Foundation degrees, Diplomas of Higher EducationLevel 6: Ordinary (Bachelors) degrees, Bachelor’s degrees with Honours, Graduate Certificates and Graduate Diplomas, Professional Graduate Certificates in EducationLevel 7: Masters degrees, Postgraduate Certificates, Postgraduate Diplomas, Post-graduate Certificates in EducationLevel 8: Doctorates |
| Module | A module is a component of study within a programme. Each module has its own aims and intended learning outcomes which are assessed during that module. A University module normally represents a notional 200 hours of study and carries 20 credits. |
| Non-credit bearing programmes and courses | Programmes and courses that do not carry credit at levels 4-8 but offer an award of the University are subject to the same regulation and procedures as credit bearing programmes. |
| Pathway | A pathway is normally used to denote a route through a programme that carries a discrete award of the University. |
| Programme | A programme is an approved curriculum which provides a coherent academic experience, expressed in its generic aims and objectives, followed by a registered student and leading to a named award. A programme is also a term used for the work in one subject within a combined honours degree. It may also refer to the main pathways through a modular scheme, which may itself include several subjects. A programme normally comprises a minimum of 60 credits and normally corresponds to qualification in the FHEQ. |
| Progression accord | A formal agreement that allows a student who completes one qualification entry to another, subject to any limitations imposed by the accord. Where limitations exist, they may include specific levels of achievement on the award that has been completed, or additional hurdles such as an interview. Unlike an Articulation Agreement (qv), the institution receiving the student does not take any responsibility for the standards of the award to be achieved for entry. |
| Quality Strategy Group | A Group, comprising key members of the QSO and the Faculty Directors of Quality, which meets monthly to consider key strategic and operational issues relating to academic quality. It is not a decision-making body and it is not a substitute for University-wide consultation or for the deliberative function of University committees and sub-committees. |
| Regulations | A set of rules and requirements passed by Academic Board that must be followed. These may relate to the whole of the academic portfolio or be specific to a programme. Regulations cannot be set aside or qualified by a subsidiary process. The University’s regulations are set out in the *Regulation and Credit Framework for the Conferment of Awards*.  |
| Special Regulations | This denotes a regulation that is approved to extend or vary the University regulations for a programme or group of programmes. |
| Scheme | A Scheme is the set of rules particular to a given set of A Scheme is an arrangement to manage programmes with a particular philosophy and academic structure. All Schemes fall within the regulatory requirements of the *Regulation and Credit Framework for the Conferment of Awards*. The Academic Board, acting on the recommendation of the appropriate committee, has the authority to establish a Scheme. Protocols refers to a procedure relating to the management and operation of a Scheme, have no regulatory force. A scheme Protocol cannot over-ride a regulation. |
| Short Course | A short course is a course of study of no greater than 400 hours learning time, usually but not always credited, and which normally leads to a University Certificate. |
| Stage | The differentiation of achievement within a level. A stage of a programme is something that should normally be completed before a student can undertake the next stage. A stage will often be completed in an academic year. However, the term “stage” is more appropriate than “year”, as many programmes are validated as mode-free and part-time students may take more than a year to complete a 120-credit stage. |
| Suite | The term used for a cluster of programmes within a scheme, which have core modules in common. |
| Subject benchmarks | 'Subject benchmarks provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject. They also represent general expectations about the standards for the award of qualifications at a given level and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate.' (The Quality Assurance Agency for Higher Education).Subject benchmark statements now exist for undergraduate and foundation degrees. Where they exist, subject benchmarks should be consulted in the designing of programmes and, where appropriate, reflected in the aims and intended learning outcomes for those programmes. Unquestioning adherence, however, is not required. Programme designers are encouraged to use them selectively - to adopt those which apply to the design of their particularprogramme and where necessary to give reasons why others are not applicable or relevant. It is important that programme documentation is clear and explicit about how the relevant benchmark statements have been used. |
| *UK Quality Code for Higher Education* | The *UK Quality Code for Higher Education* sets out the formal expectations that all UK higher education providers reviewed by QAA [The Quality Assurance Agency] are required to meet. It is the nationally agreed, definitive point of reference for all those involved in delivering higher education programmes that lead to an award from, or are validated by, a UK higher education awarding body (a provider entitled to award degrees). All higher education providers reviewed by QAA must commit to meeting the expectations that it sets out. **[Part A: Setting and maintaining threshold academic standards](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a)**Qualifications FrameworksCharacteristics StatementsCredit FrameworksSubject Benchmark Statements[**Part B: Assuring and enhancing academic quality**](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b)[B1: Programme design and approval](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B1.aspx)[B2: Recruitment,](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B2.aspx) Selection and Admission to Higher Education[B3: Learning and teaching](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B3.aspx)[B4:](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B4.aspx) Enabling Student Development and Achievement[B5: Student engagement](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B5.aspx) [B6: Assessment of students and the](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B6.aspx) recognition of prior learning[B7: External examining](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B7.aspx) [B8: Programme monitoring and review](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B8.aspx)[B9: Academic appeals and student complaints](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B9.aspx)[B10: Managing Higher Education Provision with others](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B10.aspx) [B11: Research degrees](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B11.aspx)[**Part C: Information about higher education provision**](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-c) |
| Validation | Mechanism for the approval of an academic programme of study. |

## 3 Links to University strategies, policies and procedures

Please note: documents marked with an asterisk (\*) apply in full to any programme of the relevant higher education level, unless specific variations are explicitly proposed, or have been agreed, either for the individual programme, or as part of a suite of programmes or a scheme.

Documents marked with a dagger (†) apply to specific programmes or groups of programmes only. These contain approved variations to the general regulatory documents marked with an (\*).

Presenting teams should note that, in order to avoid the inadvertent introduction of errors, documents marked with an asterisk (\*) or a dagger (†) should not be quoted or paraphrased in the programme specification. In most cases, a simple cross reference to the document in question will suffice. Further guidance on when this will be appropriate is provided in the programme specification template.

[The University's Strategic Framework 2015-20](https://cccu.canterbury.ac.uk/strategic-framework/strategic-framework.aspx)

**University policies and procedures related to quality and standards**

[Note: These links will be updated when revised versions of the documents below are published]

\* [The University Quality Manual](http://www.canterbury.ac.uk/quality-and-standards-office/quality-manual.aspx)

\* [External Examiners’ Handbook](http://www.canterbury.ac.uk/quality-and-standards-office/external-examiners/external-examiners.aspx)

\* Handbook for Chairs and Members of Validation and Partner Approval Panels **coming soon**

\* Handbook for Chairs and Members of Periodic Programme and Partnership Review Panels **coming soon**

**The University’s academic frameworks and relevant schemes**

\* [The Regulation and Credit Framework for the Conferment of Awards](http://www.canterbury.ac.uk/quality-and-standards-office/regulation-and-policy-zone/regulation-and-credit-framework.aspx)

\* [The Postgraduate Initial Teacher Education Framework](http://www.canterbury.ac.uk/quality-and-standards-office/academic-frameworks/academic-frameworks.aspx)

\* [The Research Degrees Academic Framework](http://www.canterbury.ac.uk/quality-and-standards-office/regulation-and-policy-zone/regulation-and-credit-framework.aspx)

Some programmes have † [Special Regulations](http://www.canterbury.ac.uk/quality-and-standards-office/regulation-and-policy-zone/special-regulations.aspx)

**University Assessment Procedures**

[Assessment Procedures](http://www.canterbury.ac.uk/quality-and-standards-office/assessment-procedures.aspx)

**Other University policies, strategies and resources related to learning, teaching, assessment and the student experience**

[The University Learning and Teaching Strategy](http://www.canterbury.ac.uk/learning-and-teaching-enhancement/what-we-do/policies-and-resources/learning-teaching-and-assessment-strategy.aspx)

[Technology Enhanced Learning and Teaching Strategy](http://www.canterbury.ac.uk/learning-and-teaching-enhancement/what-we-do/policies-and-resources/technology-enhanced-learning-strategy.aspx)

[Timely Feedback Policy](http://www.canterbury.ac.uk/learning-and-teaching-enhancement/what-we-do/policies-and-resources/timely-feedback.aspx)

[Plagiarism Policy](http://www.canterbury.ac.uk/learning-and-teaching-enhancement/what-we-do/policies-and-resources/plagiarism.aspx)

Graduate Skills

\*[Level 4 Generic Assessment Criteria for Undergraduate Programmes](http://www.canterbury.ac.uk/quality-and-standards-office/docs/Assessment-grading-criteria--Level-4-final-04-10-10.pdf)

\*[Level 5 Generic Assessment Criteria for Undergraduate Programmes](http://www.canterbury.ac.uk/quality-and-standards-office/docs/Assessment-grading-criteria---Level-5-final-04-10-10.pdf)

\*[Level 6 Generic Assessment Criteria for Undergraduate Programmes](http://www.canterbury.ac.uk/quality-and-standards-office/docs/Assessment-grading-criteria---Level-6---Final-04-10-10.pdf)

[Placement Policy and Guidance](http://www.canterbury.ac.uk/quality-and-standards-office/docs/placement-policy-and-guidance-2013-14.docx)

[Library website](http://www.canterbury.ac.uk/library)

**Policies and resources related to staff development**

[Peer Observation and Review](http://www.canterbury.ac.uk/learning-and-teaching-enhancement/academic-professional-development/peer-observation-and-review.aspx)

[Academic Professional Development](http://www.canterbury.ac.uk/learning-and-teaching-enhancement/academic-professional-development/academic-professional-development.aspx)

**Policies and resources related to equality and diversity, careers and student support**

[Equality and Diversity Policy](http://www.canterbury.ac.uk/equality-and-diversity/policies-procedures-and-guidelines.aspx)

[Equality and Diversity Information](http://www.canterbury.ac.uk/equality-and-diversity/equality-and-diversity.aspx)

[University webpages on Personal Academic Tutoring](http://www.canterbury.ac.uk/learning-and-teaching-enhancement/what-we-do/policies-and-resources/personal-academic-tutoring.aspx)

[University webpages on Student Support, Health and Wellbeing](http://www.canterbury.ac.uk/student-support-health-and-wellbeing/student-support-health-and-wellbeing.aspx)

[University webpages on Careers Development](https://www.canterbury.ac.uk/career-development/enterprise-and-employability.aspx)

[Student Handbook Template](http://www.canterbury.ac.uk/quality-and-standards-office/student-handbook.aspx)

**Policies related to environmental sustainability**

[Sustainability Policy](https://cccu.canterbury.ac.uk/sustainability/policies-and-downloads.aspx)

**Policies related to student-staff liaison**

[Student-Staff Liaison Meetings Policy](http://www.canterbury.ac.uk/quality-and-standards-office/docs/student-staff-liaison-meetings.pdf)

**Policies related to student recruitment and admissions**

\*[Undergraduate Entry Requirements](http://www.canterbury.ac.uk/study-here/undergraduate/entry-requirements.aspx)

**\***[Postgraduate entry requirements](http://www.canterbury.ac.uk/study-here/postgraduate-taught/postgraduate-taught-courses.aspx) are specified as part of information provided for individual programmes