2020

Continuous Improvement and Student Engagement, in Quality (HE03)

TEC Partnership
Training • Education • Careers

Document Reference: Continuous Improvement and Student Engagement, in Quality (HE03)

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Description:
The code of practice reflects the TEC Partnership's commitment to ensuring governance over academic standards and that effective discharge of Quality processes are carried out with rigour, fairness and probity. Whilst considering the regulations of partner Universities, this code of practice makes clear the processes that must be adopted in relation to the our HE Committees, Student engagement (inc Student Senate), Periodic Review and Quality Enhancement Reports.

If you need any further advice on how the regulations work, you should contact the HE Quality Office.

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This document is available in alternative form

Reference	Change
1.0	**New**
1.1	Update of quality code quotes HE Oversight committee added to correct HE Advisory Board Academic Authority and Standards Senior Committee (AASSC) replaces HE Progression and Standards Higher Education Quality Assurance Committee (HEQAC) replaces HE Strategic Enhancement Group, HE Coordinators Enhancement Groups have been pluralised to include multiple sites. The number of Student senate Vice Presidents for each school has been increased

1.0 Introduction

1.1 This code of practice provides a consistently structured framework making clear the TEC Partnership's commitment to Continuous Improvement of academic standards and quality, in terms of governance, staff processes and student engagement.

1.2 Within these regulations *'academic standards'* the academic standards of courses and whether they "meet the requirements of the relevant national qualification frameworks" and that "the value of qualifications awarded to students at the point of qualification and over time is in line with sector recognised standards" (QAA, 2018).

1.3 *'Academic quality'* refers to whether "Courses are well-designed, provide high quality academic experiences and enable a student's achievement to be readily assessed" and that "From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education" (QAA, 2018).

1.4 This code of practice sets out the deliberative structures which drive improvement in both quality and standards.

2.0 Strategic Measures of Progress

2.1 The management of academic standards and quality for higher education at the TEC Partnership is underpinned by 'The Four Big Things':

   i.   Outstanding Learner Success is our number one priority;
   ii.   To develop a high performing organisational culture which embraces accountability and ownership;
   iii. To ensure the TEC Partnership is financially strong and able to invest in enhancing the infrastructure and student resources;
   iv.   To ensure the offer meets the needs of the local and regional economy.

2.2 The Corporation through the HE Oversight Committee set measures in the Strategic Plan which are monitored regularly. These are altered yearly based on institutional priority and the periodic review process.

3.0 Roles and Responsibilities for Quality and Standards

Academic Staff

3.1 Academic staff (meaning staff who are involved in assessment, teaching and learning on higher education programmes) must commit themselves to rigorous, systematic quality assurance processes that work towards safeguarding and improving academic standards.

3.2 In recognising the significance of academic quality, academic staff should ensure that standards are being achieved and a good quality education is being offered to students in order to ensure provision that is fit for purpose. Whilst not definitive, this will include:

   i.   the development and delivery of programmes and modules in accordance with approved documentation;
   ii.   the planning and processing of student assessment;
   iii. programme monitoring and review;
   iv.   involvement in relevant committees, joint boards, module, programme and staff student committee;
   v.   issues relating to judgements of standards;

vi.   compliance to TEC Partnership and partner University policies, regulations and codes of practice;

vii.   where appropriate, the synthesis of provision to the Academic Infrastructure:

- *the Framework for Higher Education Qualifications (FHEQ)*;
- *the Foundation Degree Characteristics statements;*
- *subject benchmark statements;*
- *guidance for programme specifications;*
- *the UK Quality Code.*

Administrative Staff

3.3 Across the Institute administrative staff play a pivotal role in matters relating to academic standards and quality. Administrative functions are performed across schools and play a key role in ensuring that HE processes operate effectively through appropriate handling of information and adherence to policies, regulations, codes of practice and other defined systems.

3.4 Administrative staff have particular responsibilities relating to the timely and accurate presentation, documentation and dissemination of information relating to quality and standards. This may for example include the production and handling of student transcripts, examination grids, agendas and minutes.

Support Staff

3.5 Support staff are those staff that have responsibility for matters such as timetabling, examinations, admissions, communications, work-based learning coordination, information, advice and guidance. Staff are required to ensure rigorous adherence to systematic processes and to ensure processes are transparent, inclusive and take into accuracy of information provided to staff and students.

Quality and Standards Staff

3.6 The HE Quality Office support all quality assurance boards, committees and processes.

3.7 Staff working within the HE Quality Office take responsibility for the dissemination, implementation, review and enhancement of quality assurance procedures to promote consistency and to encourage the identification and dissemination of good practice.

3.8 HE Quality must take responsibility for providing guidance and support for schools within the Institute and will provide a direct link too, from and between all the TEC Partnership's schools and departments.

3.9 HE Quality must also take responsibility for communication and oversight of quality assurance processes to and from partner Universities and schools within the TEC Partnership, which will involve a range of collaborative boards and partnership committees.

Leadership and Management

3.10 Senior management and Faculty management may be involved in a range of activities including responsibilities for management of higher education teams and administrative staff, teaching and learning, the chairing of boards and relevant committees. It is expected that such persons will execute their responsibilities and in relation to academic standards and quality and that they will ensure the effective operation of processes at all levels, as detailed herein.

3.11 The Vice Principal Higher Education has responsibility for oversight of the TEC Partnership's Quality and Standards in relation to the HE Quality Office.

4.0 Regulatory and Academic Framework

4.1 There are five key features to the TEC Partnership's regulatory and academic framework:

   i.   The Tec Partnership's Board and Committee Structure;
   ii. The Quality and Standards Codes of Practice for Higher Education;
   iii. Collaborative Boards and Committees with partner Universities;
   iv. University regulations applicable to each qualification awarded by a partner University;
   v.   Stakeholder feedback and representation.

4.2 The TEC Partnership is committed to rigorous approaches that underpin the development, implementation and review of its regulatory and academic framework. The following processes are key to the way quality is assured:

   i.   Use of the UK Quality Code and the Group's Quality Codes of Practice;
   ii. Enhancement led activities for continuous improvement;
   iii. Audit principles;
   iv. Annual monitoring and periodic review;
   v.   Analysis of recruitment, retention, progression and achievement;
   vi. Effective collection and use of stakeholder feedback;
   vii. Evaluation, reporting procedures and action planning.

4.3 The TEC Partnership maintains its academic standards through systematic and rigorous processes. These involve rigorous:

   i.   Use of the UK Quality Code and the TEC Partnership's Quality Codes of Practice;
   ii. Programme approval and amendment;
   iii. Assessment processes and moderation;
   iv. External examiner moderation and reporting;
   v.   Operation of boards of examiners;
   vi. Moderation of transcripts;
   vii. Approaches to unfair means prevention, detection and penalty application.

5.0 Governance

5.1 Within the TEC Partnership the Chief Executive, Principals, executive management team, senior management team and governing body are responsible for finance, property, investments, general business and the strategic direction of the Institute.

5.2 The TEC Partnership's deliberative HE committee structures are contained in HE03A.

6.0 The TEC Partnership's Higher Education Strategy

6.1 The TEC Partnership's HE Strategy (UCG 20/20) sets the direction and focus for the TEC Partnership, builds on the work of the TEC Partnership's earlier development plan and reflects an Institutional response to sector changes and priorities.

7.0 Deliberative Meeting Structure

7.1 The following section sets out the deliberative structure for governance of higher education.

7.2 The map of the structure is available in HE03A along with examples of the how papers journey through the structure.

7.3 Oversight of the governance of academic quality and standards is owned by the Board of Governors, which delegates matters to the HE Oversight Committee.

7.4 *Higher Education Oversight Committee (HEOC)*

The *Higher Education Oversight Committee (HEOC)* is a subcommittee of the Corporation. All Higher Education Committees report into HEOC and it advises the Board of Governors on HE specific agenda items at Corporation level.

7.5 Academic Authority and Standards Senior Committee (AASSC)

The Academic Authority and Standards Senior Committee (AASSC) has the responsibility for the regulations and standards assurance frameworks which for all higher education programmes leading to qualifications using the Foundation Degree Awarding Powers of the Grimsby Institute of Further and Higher Education. The Committee reports to the EMT and then the HE Oversight Committee, membership of the board and its terms of reference are detailed in HE03A.

7.6 *Higher Education Quality Assurance Committee (HEQAC)*

The *Higher Education Quality Assurance Committee (HEQAC)* has the remit for driving quality and performance in Higher Education across TEC Partnership. The Committee reports to the SMT Grimsby and SMT Scarborough and then EMT before The HE Oversight Committee, membership of the board and its terms of reference are detailed in GIG03A.

7.7 HE Coordinators Enhancement Groups

The HE Coordinators Enhancement Group has the responsibility for operationalising quality and standards at each delivery site within TEC Partnership. There is a HE Coordinators Enhancement Group at each locale. Membership of the groups is broadly outlined and its terms of reference are detailed in GIG03A.

8.0 Student Engagement and the Student Senate

8.1 It is expected by the Office for Students and set out within the UK Quality Code that the views of students, individually and collectively, should inform quality systems with the purpose of improving the student educational experience both for current and future cohorts. Student involvement in quality can have a positive influence on the delivery and development of any aspect of the student educational experience, whether implemented by the higher education provider, a faculty, a department, or an individual member of staff.

8.2 Students need to be active partners in their learning and therefore have a significant role to play in defining the academic and strategic direction of the TEC Partnership. By generating closer relationships and active participation within the TEC Partnership, students may engage more with their academic studies. All staff and students at the TEC Partnership have a responsibility to drive this commitment forward.

8.3 All students will have the opportunity to make their views on their educational

experience known to the TEC Partnership, through representation on appropriate committees and other appropriate mechanisms (both formal and informal), and the TEC Partnership will ensure that these opportunities are made known to students.

8.4 This Code of Practice refers to the Student Engagement structure used at the University Centre Grimsby as an example. It is expected that similar structures will be adopted at other TEC Partnership campuses to suitably engage Higher Education students in their provision.

The HE Student Senate

8.5 This section describes the key roles in ensuring student engagement in higher education. Through election to the body 'HE Student Senate' students will be engaged in all activities connected with Higher Education.

8.6 A 'Group Representative' is a student who has been elected by others on their course and whose role it is to represent the collective voice of students to TEC Partnership staff and tutors. The overall purpose of the role is to voice students' compliments, comments and concerns to TEC Partnership staff and whilst it is a varied role, it can be mainly split into two main areas; representation and liaison.

8.7 HE Vice Presidents for each academic level and area are elected by the group representatives from their area. A ballot of members is conducted by the Curriculum Manager in the area from the nominated applicants. The roles are to represent the area at HE meetings and on validation panels as required. They will also attend a monthly meeting of HE Student Senate.

8.8 HE Student Senate President. Elected by the student senate, by secret ballot, the HE Student Senate President represents student voice at all high level HE committee meetings. The student president works closely with the HE Quality Office to ensure a culture of engagement is embedded amongst the student body.

8.9 Support for the officers of the Student Senate team will be provided by the HE Quality Office and the Learner Services department. They will ensure that logistical support is provided to the officers so that the Student Senate can deliver the outcomes listed below.

8.10 The following Outcomes are expected of the HE Student Senate.

- Student engagement in all HE committee meetings
- Social/events in each academic year
- Open access academic talks in each academic year
- Student voice represented at every HE Committee meeting
- Students engaged in all validation events
- Students engaged in all periodic review

9.0 Removal of student representatives

9.1 Under normal circumstances no party has powers to remove a student representative from any position. However, the following may result in a concern being raised and a request to remove a student being conducted:

- Regular non-attendance at events or committees (3 consecutive meetings);
- Behaviour deemed inappropriate for a student at the TEC Partnership for instance bullying or harassment of colleagues;
- Any activities likely to bring the TEC Partnership into disrepute;
- If through activities connected with their role their studies are likely to be affected.

9.2 The process for this will be:

1. Communication about any concern should in the first instance be made to the HE Quality Office who will mediate and liaise with all parties and if appropriate gather evidence.
2. In all instances an early resolution system will be tried by encouraging dialogue between parties.
3. The HE Quality Office will compile a report into the allegation/problem and make recommendations.
4. The Academic Registrar, HE Vice Principal, Group Director of Learner Services and the HE Student President (if appropriate) will meet to discuss the issue and a decision about the student representative.   This meeting solely considers the continuation in position of responsibility connected with the Student Senate and not disciplinary measures connected with being a student with the TEC Partnership. Three outcomes are available:

- No action
- A warning about behaviours or actions
- Removal from the post

9.3 Student Representatives - Key dates and Committees

Name	Role	Date	Responsibility Chair and Minutes
Group Representative Elections	Elect group representative for each timetabled group	September	Overseen by PLs / CM
Group Representative Training	Training for all Group Representatives	October	Learner Services
Staff Student Meetings	Semester course level meeting with all students from programme invited	November and March	PL / Group Representatives
School Group Representative Meeting	Election of HE Vice President [Area] (Oct) School Vice President to forward key issues and praise to Student Senate	October, December, Feb May	HE Vice President [Area] and CM minutes with actions
Vice-President Training	Training for all senior representatives	November	HE Quality Office
HE Student Senate	HE Student President elected from Vice Presidents (Nov) Meetings run by President and HE Quality Officer Student Engagement	Monthly from October	HE Student Senate President HE Quality Office Minutes + Actions
Meet SMT and Senior Managers	All group reps invited to meet with SMT.	Minimum of two in each Semester	Minutes by HE Quality Office +

	Senate to organise.		Actions
HE Student Panel Members	- Higher Education Quality Assurance Committee (HE Student Senate President or nominee) - Academic Authority and Standards Senior Committee - Coordinators Enhancement Group - Validations Panels - SEED Panel - AMR Panel - Academic Appeals Committee		

10.0 Student Surveys

10.1 The TEC Partnership recognises and values the feedback provided by students at all stages of their courses. To ensure that the TEC Partnership meets its requirements under the QAA UK Quality Code, a number of student surveys are conducted throughout the academic year, gathering student feedback so that the TEC Partnership can continually improve the quality of its Higher Education provision.

10.2 In addition to internal surveys, the TEC Partnership also facilitates the annual National Student Survey, which forms an important part of the data metrics used for the Teaching Excellence Framework.

Module Evaluation

10.3 The Module Evaluation is a mandatory student feedback process that is conducted within every HE module delivered across the TEC Partnership. It is the minimum amount of student engagement expected within the TEC Partnership's Higher Education courses.

10.4 The Module Evaluation process is hosted on the Virtual Learning Environment

10.7 The Module Evaluation questions are constructed around topics that are similar to those asked in the National Student Survey. The questions are reviewed annually as directed by the HE Quality Office.

10.8 It is expected that Programme teams will use feedback to inform their Quality Improvement Plans, and also respond to student feedback in the next module handbook.

Internal Satisfaction Survey

10.9 Internal surveys are a measure used by the TEC Partnership to continually monitor the satisfaction of students studying on TEC Partnership programmes.

10.10 In Higher Education, the responsibility for these surveys is jointly held by the Learner Services Department and Quality and Innovation Department. The surveys are implemented by the HE Quality Office.

10.12 The internal surveys will be framed around the metrics measured by the National Student Survey, this normally allows the HE Quality Office to track TEC Partnership performance against Teaching Excellence Framework benchmarks over the academic year.

10.12 Additionally, the surveys will also ask questions framed around employability and progression, and other topics as required by Learner Services or the HE Quality Office.

10.13 Survey results will be published in HE Strategic Enhancement Group and be disseminated to curriculum areas and programme teams to inform the production of Quality Improvement Plans.

National Student Survey

10.15 The National Student Survey (NSS) is an annual, national survey undertaken by Ipsos-Mori on behalf of the Office for Students and facilitated by the TEC Partnership to our student body.

10.16 The NSS is open to all HE students who are in the final year of their programme and are on a Foundation Degree, Honours Degree, Integrated Masters or two year Higher National Programme.

10.17 The HE Quality Office will, in coordination with the MIS Department, provide a sample of all HE students who are eligible to be included in that years NSS and submit the sample via the NSS Extranet during November.

10.18 The Vice-Principal HE and HE Quality Office will develop an implementation plan that involves;

- Senior Management Team
- Faculty and Curriculum Areas
- HE Quality Office
- Learner Services
- Marketing

10.19 The NSS fieldwork period opens at the start of Semester Two annually and runs to 30 April.

10.20 The TEC Partnership receives notification of response rates on a weekly basis and these notification reports will be circulated by the HE Quality Office as they become available.

10.21 The HE Quality Office will normally receive notification of results at the end of July in every academic year. Those courses who fall below our TEF benchmarks for NSS results will be expected to address any issues highlighted in the following years Quality Improvement Plan.

11.0 Periodic Review

11.1 The TEC Partnership recognises the importance of assessing and evaluating the effectiveness, relevance and validity of its programmes alongside the quality of the student experience.

11.2 Within the context of this code the term 'periodic review' is used to describe the principles and processes through which the TEC Partnership will monitor and take a broader review of its programmes in an annual cycle. Included in this section are the respective roles and responsibilities of different boards/ committees involved in the periodic review process.

11.3 The TEC Partnership's approach to periodic review is considered developmental and is based on dialogue between peers, self-evaluation and strategies for quality enhancement.

11.4 Using enhancement led activities; the process of periodic review aids the TEC Partnership in assessing and planning for how staff development strategies and other activities may include the dissemination of good practice.

11.5 Periodic review avails the TEC Partnership in being able to assure itself:

i.   That programmes remain current and valid in light of developing knowledge of the discipline and practice in their application.
ii.   Of departmental/programme responses to external or internal changes impacting the provision, including those which are cumulative and those made over time and which may affect the design and operation of programmes.
iii. Of departmental/programme responsiveness to changes to external points of reference, such as subject benchmark statements, relevant PSRB, relevant national legislation/ commitments to European and international processes.
iv.   Of the existence of effective departmental/programme strategies for actual or potential changes in student demand, employer expectation and employment opportunities.
v.   Of departmental/programme understanding, evaluation and action planning for enhanced data relating to student progression and achievement.
vi.   Of effective departmental systems for the collection, review and action planning using student feedback, including any National Student Survey results.
vii. Of current research/ scholarship/ scholarly activity and its application to the relevant discipline(s) and developments in teaching and learning.
viii. Of the accuracy and completeness of published information.

Annual Monitoring Report (AMR)

11.6 Each Programme must complete an AMR on the template provided by their validating body.

11.7 An ideal AMR is reflective, open, honest, concise, constructive and forward looking.

11.8 The AMR should draw on all data sources to produce a trustworthy account of the programme, document enhancements made during the year of review and suggest areas for future improvement.

11.9 A first draft AMR should be produced in July. This submission should be monitored by Curriculum Managers and Quality Managers.

11.10 A final draft of the AMR should be sent electronically to the HE Quality Office. The submission dates for these will be set by the HE Quality Office and will normally occur each September.

11.11 A review of these AMR submissions will be completed by the HE Quality Office. Those who are judged to not meet minimum standards will be invited in to an AMR review meeting.

11.12 The AMR review meeting panel will consist of:
  i. Vice Principal - HE
  ii. Academic Registrar
  iii. Group Director of Quality
  iv. Student Senate President or Vice-President

Quality Improvement Plans

11.13 Quality Improvement Plans are used by the TEC Partnership to guide and track changes undertaken to enhance the Quality of our programmes. A completed Quality Improvement Plan allows the TEC Partnership to demonstrate that deliberate steps have been taken to safeguard and enhance the Quality and Academic standards of our HE courses.

11.14 Quality Improvement Plans should be reflective, open, honest, concise, constructive and forward looking. Targets set as part of a Quality Improvement Plan should be SMART with emphasis on have stage gates and measurable impact for improvements identified.

11.15 All Quality Improvement Plans will be created on the template produced by the HE Quality Office.

11.16 The Vice Principal HE and Academic Registrar will write the TEC Partnership HE Quality Improvement Plan, which will be produced annually and maintained by all relevant HE Managers throughout the Academic year. This document will be reviewed by the Curriculum and Quality Group/SMT.

11.17 HE Faculty/HE Curriculum Area Quality Improvement Plans will be maintained by Curriculum Managers and monitored by Associate Principals during staff 1-1s.

11.18 Programme Quality Improvement Plans will be maintained by Programme Leaders and monitored by Curriculum Managers in staff 1-1s.

11.19 The HE Quality Office will audit Quality Improvement Plans throughout the Academic year.

Notice to Improve

11.20 If a programme is still underperforming against threshold benchmark standards after the annual review process, it will be placed in Notice to Improve, in line with the *Quality Improvement & Assurance Policy*.

Self-Evaluation and Enhancement Document (SEED)

11.21 Annually each faculty must produce a Self-Evaluation and Enhancement Document (SEED) regardless of subsequent review activities.

11.22 The SEED must be written in accordance with the TEC Partnership's template and guidance notes, an ideal SEED is reflective, open, honest, concise, constructive and forward looking.

11.23 Whilst description of a school's context may be necessary, the SEED is not a descriptive document, rather its emphasis must be evaluative and based on rigorous analysis of evidence to support judgements made.

11.24 The SEED should build on existing processes of evaluation within the school, especially student feedback, annual monitoring of programmes, consideration of external examiner reports, and any previous periodic or other review. It should not be a mere repeat of what was said in any previous SEED.

11.25 The length of the SEED will vary according to the complexity of provision however the narrative within the SEED should be concise and critically effective.

11.26 The first draft of each school SEED must be submitted to the HE Quality Office electronically. The submission date will be set annually by the Executive Director of Quality Improvement and Innovation.

11.27 Each SEED will undergo a process of moderation. The Faculty/curriculum area will defend their SEED at a meeting. Following which written formative feedback will be provided to the Faculty/Curriculum area using form HE03B.

11.28 Moderation of school SEEDs will be carried out by:

  v.   The Vice Principal - Higher Education
  vi.   Academic Registrar
  vii. Group Director of Quality
  viii. Where practicable, a suitably experienced external advisor
  ix.   Student Senate President or Vice President

11.29 Following moderation, revised SEEDs must be submitted electronically to the HE Quality Office by the stated submission date.

Support to Improve

11.30 Following the Self-evaluation process, any school or department which continues to not perform to threshold benchmark standards will be referred to the Support to Improve process, as set out in the *Quality Improvement & Assurance Policy*.

Quality and Standards Audits

11.29 A series of audits will occur throughout the academic year conducted by the quality team. The audits for the academic year will be published in September each year in the minutes of the HE meetings Academic Authority and Standards Senior Committee and HE Coordinators Enhancement Group

11.30 The audits will be conducted by the HE Quality Office and the report and resulting actions will be reported into the minutes of AASSC and HEQAC.

11.31 Suggested audits will include: Marking Audit, QIP Audit, Student Engagement Audit, IAG Audit, Induction Plan Audit, AMR Audit, Module Handbook Audit and Programme Handbook Audit.

12.0 Quality Enhancement Report

12.1 The TEC Partnership is required to report annually on the steps taken to safeguard academic standards and academic quality, in line with the requirements placed on the TEC Partnership as the

Grimsby Institute of Further and Higher Education is a holder of Foundation Degree Awarding Powers. The production and scrutiny of a Quality Enhancement Report (QER) allows the TEC Partnership at a Governance level to ensure these standards are maintained.

12.2 The template for the QER will be provided by the HE Quality Office.

12.3 The QER should be reflective, open, honest, concise, constructive and forward looking. The report will identify changes that have been undertaken in the year under review, highlight good practices, areas for improvement, and action being taken to address any concerns. The QER will also report on relevant data sets related to the Grimsby Institute of Further and Higher Education Foundation Degree provision, for example, attendance, retention, exam boards, and ensure standards in other areas such as admission appeals, complaints and published information.

12.4 The QER is produced each year under the direction of the HE Quality Office, who will co-ordinate contributions from relevant members of staff.

12.5 The QER will be submitted for review to the Vice-Principal HE in the February of each Academic year, who will lead on the QERs submission to the Senior Management Team (SMT) for review.

12.6 Following review by SMT, the QER should be submitted to EMT, and following review, the HE Oversight Committee for final approval and sign off.

13.0 Collaborative Partner Quality Review

13.1 The purpose of this section is to outline the TEC Partnership's responsibilities towards our partner validating bodies in terms of annual review of validated programmes. Further information on all of these processes can be found at the relevant organisational website below:
- **University of Hull** https://universityofhull.app.box.com/s/2yjq7t44nysqpia4szqsidxa2ocz7g4
- **Pearson** https://qualifications.pearson.com/content/dam/pdf/downloads/apmr-guidance-final.pdf

13.2 For all reviews carried out with HE Partner organisations; the HE Quality Office will lead on coordination of the production of reports and liaising with partner organisations.

University of Hull PQER

13.3 The University of Hull requires partner institutions to complete an annual Partner Quality Enhancement Report (PQER) in line with the University Code of Practice on PQER. There is an expectation from the University of Hull that this report is produced independently of individual programme managers, and therefore the HE Quality Office will lead on the production of the PQER.

13.4 The format of the PQER will follow the template that is provided by the University of Hull.

13.5 The purpose of the report is to identify changes and areas of good practice that have taken place in a partner institution for the academic year under review. The report also ensures that any area for development are identified and action has required are also identified. In addition, every academic year has a thematic review which is used as focus within the PQER.

13.6 The PQER must be submitted to the University of Hull's Learning and Teaching Enhancement department by February 1 of each year. This will be co-ordinated by the HE Quality Office.

13.7 The University of Hull will then convene a review panel, which normally takes place at the Grimsby Institute. As a minimum this panel will normally consist of a member of the University staff, a member from another University partner institution, and a member of staff from Learning and Teaching Enhancement. The HE Quality Office will co-ordinate relevant staff to defend the PQER.

13.8 The report produced by Learning and Teaching Enhancement will be used to inform the Groups own

HE Quality Improvement Plan and will also feed forward into the following PQER to confirm that follow up action has been taken by the TEC Partnership.

13.9 In addition to the PQER produced for the TEC Partnership, the Academic Registrar also acts as the TEC Partnership's representative on other Partner Quality Enhancement Report panels, as agreed with the Learning and Teaching Enhancement team at the University of Hull.
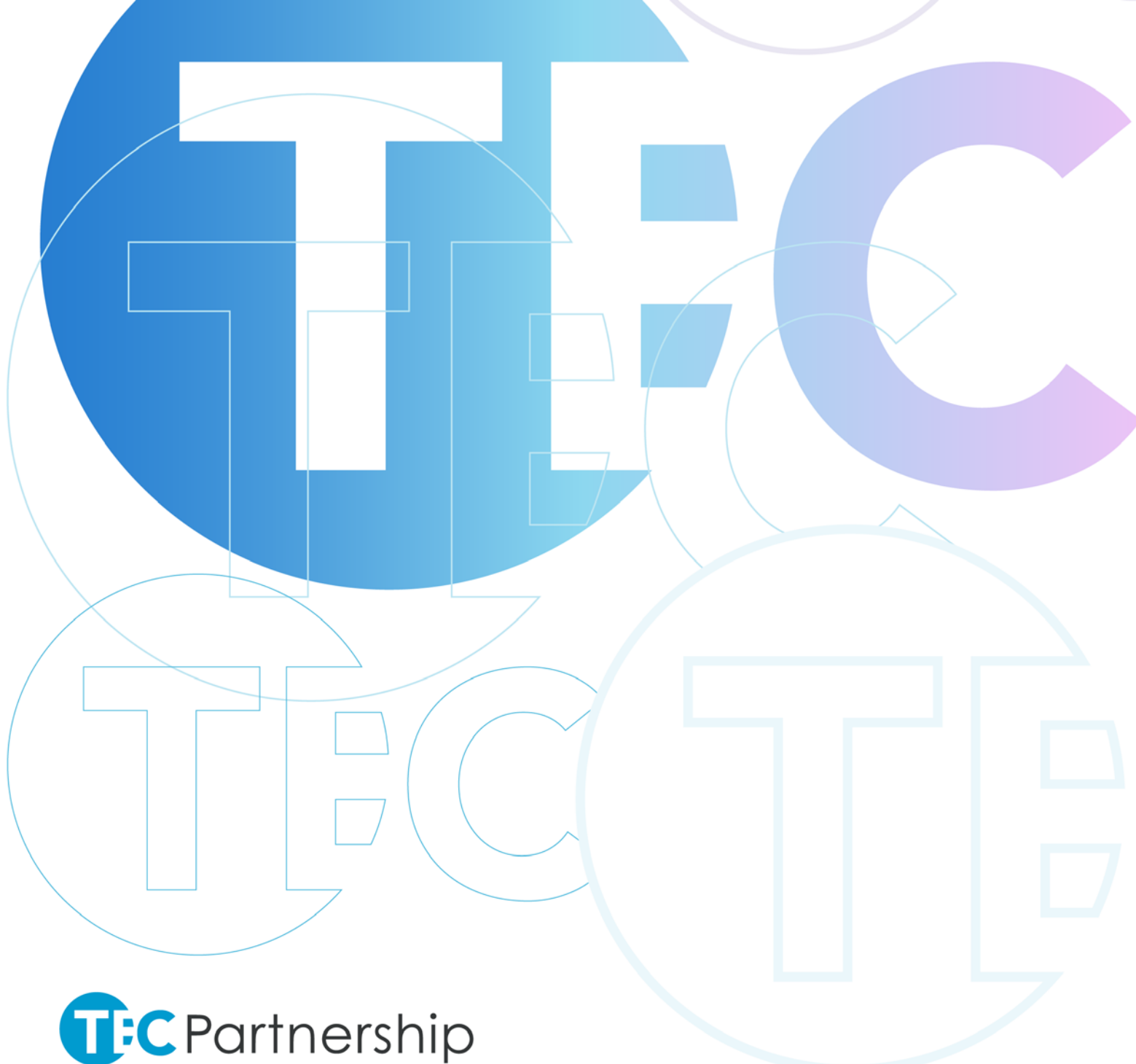
Pearson APMR

13.15 Pearson validate the TEC Partnership's BTEC Higher National Provision and require all centres who undertake Higher Nationals to complete an online Annual Programme Monitoring Report (APMR).

13.16 Pearson provide a template for the online APMR and require submission by 30th November in each academic year.

13.17 Responsibility for completion is with curriculum areas running Higher Nationals and their faculty Quality Managers.

13.18 The report informs the following areas:
- Resources available to support students and staff.
- Support for tutors in terms of training provided by Pearson.
- Ensuring the Quality and Academic Standards of Higher National provision.

TEC Partnership
Training • Education • Careers

Grimsby Institute

University Centre Grimsby

Skegness TEC
Training Education Careers

The Academy Grimsby
YOUR FUTURE, FOCUSED

6

gi International

net National Employer Training

workforce SKILLS

LITTLE STARS Day Nursery

Doncaster LEARNING CENTRE

distance LEARNING

Skegness Learning Centre

Grimsby Learning Centre

Immingham Learning Centre

Louth Learning Centre

Scarborough TEC
Training Education Careers

MODAL TRAINING

ecosh EAST COAST OCCUPATIONAL SAFETY & HEALTH

Transafe TRAINING

FRPERC
Food Refrigeration and Process Engineering Research Centre