TRINITY LABAN

ACADEMIC QUALITY HANDBOOK

CHAPTER D – PROGRAMME MONITORING, REVALIDATION, AMENDMENT AND CLOSURE

Contents

D.1. Monitoring and Review

1.1 Introduction

1.1.1 Monitoring is the process of checking and reflecting on the operation of academic provision in relation to its aims and objectives, using qualitative and quantitative evidence. It is an on-going activity which requires the participation of academic staff and support services and the engagement of external expertise.

1.1.2 Effective monitoring should enable the continued maintenance of the quality and standards of academic provision; and the identification of improvements and enhancements and the dissemination of good practice.

1.1.3 The monitoring process is part of the wider systems for quality assurance and enhancement. The process specified here applies to all HE programmes, however there may be some modifications made for blended and distance learning programmes. Monitoring is a continuous process of candid reflection and action, involving teachers, students and support services, together with academic managers. The processes may highlight issues for action but programme/module/component teams should act on issues promptly, without waiting for the annual reporting mechanism be completed. The Quality Committees have responsibility for overseeing action through the year, while the annual monitoring process will seek to confirm that action is taken promptly to address issues.

1.1.4 The quality monitoring and review framework consists of the following elements:

    i.   Annual Programme Evaluation (including Module and Programme Surveys)

    ii.   Module and Programme Amendments

    iii.   Periodic Revalidation

    iv.   External Examining (see Chapter F)

1.2 Annual Programme Evaluation

Task	Responsibility	Aug	Autumn Term			Spring Term			Summer Term		
			Sep	Oct	Nov/Dec	Jan	Feb	Mar/Apr	May	Jun	Jul
Student surveys carried out (paper module and online programme questionnaires)	Registry (plus others to promote)										→
Summaries of evaluation data prepared and responses drafted	Registry and Module/ Component Leaders										→
Statistical summaries of key information sets (programme statistics) prepared	Registry		○			○			○		
Grid of issues raised in evaluations prepared	Programme Leader/ Year Co-ordinator		○								
External Examiners' reports received • issues for response, strengths and good practice identified • response drafted	Registry Programme Leader		Programmes ending in Jul		Programmes ending in Sep/ Oct			Programmes ending in Dec/ Jan			
Completion of Annual Programme Evaluation reports (APEs)	Programme Leaders		Programmes ending in Jul		Programmes ending in Sep/ Oct			Programmes ending in Jan			
UG/PG Quality Committee meeting • receives evaluation summaries, grid of issues and External Examiner reports and responses • approves APEs and action plan grid	UG/PG Quality Committee			Programmes ending in Jul		Programmes ending in Sep/ Oct			Programmes ending in Jan		
ASQB receives a preliminary report from the Quality & Governance team	Quality & Governance				○						
Learning & Teaching Board appointed panel audits a sample of APEs	Registry and panel members						○				
ASQB receives summary report and agree recommendations for the Academic Board	Quality & Governance/ ASQB						○				

Activity	Owner												
Report submitted to Academic Board to confirm satisfaction with monitoring process and agree actions at Institutional level	Quality & Governance								○			
Quality Committees monitor actions	UG/PG Quality Committee			○			○			○		
ASQB(summer term) receives a follow-up report confirming the progress of actions	Quality & Governance										○	
Follow-up report sent to the Academic Board	Quality & Governance										○	

1.2.1 Introduction

a) Annual Programme Evaluation (APE) is the annual critical appraisal of the quality and delivery of a programme, modules, and components by those most directly involved in curriculum delivery and supporting learning and teaching.

b) The aims of the annual monitoring process are:

- to help develop clear, attainable outcomes, objectives, targets and goals and to asses and demonstrate effectiveness in achieving them
- to inform institutional planning, performance, enhancement and decision making
- to promote ownership and engagement at appropriate levels of the Institution and to empower staff and students
- to identify problems at Institution, subject area and programme level and ensure that action is taken to rectify these in a timely manner
- to help assess levels of student satisfaction and engagement
- to help collate and disseminate good practice across the Institution
- to help identify internal or external factors that may be facilitating or constraining the successful operation of programmes

1.2.2 Module and Programme Surveys

a) Students are given the opportunity to evaluate their experiences during the academic year by completing anonymous **Module/Component surveys** and **Programme/Year surveys**. Teachers are required to take steps to encourage students to complete these questionnaires (for example for making time available for completion in-class). Arrangements are in place to assure respondents of the anonymity of the process, including collection of paper forms by a student or third party for return to the Registry.

b) The Academic Standards and Quality Board will oversee arrangements for the systematic gathering of student feedback. Quality Committees will determine which modules and components will be actively monitored through evaluation surveys each year. Where it is not possible to monitor all modules/components each year, a rolling schedule should be implemented to ensure that all aspects of the programme are evaluated on a regular basis.

c) Module/Component Leaders are required to comment on the students' responses before they are seen by the Programme Leader, and where relevant, to discuss issues with:
- the staff team responsible for delivery of the Module/Component, on matters relating to content and academic delivery
- the heads of support services on non-academic issues

d) The anonymised module evaluations remain confidential with the Module/Component Leader and the Registry until this stage is completed. Evaluation responses will disposed of in line with the Registry's records retention policy.

e) Statistical summaries of all student module/component and programme evaluations are prepared by the Registry. Module/Component Leaders summarise the key issues identified from free text comments and compile a response. Both documents are presented to the relevant Quality Committee for discussion. Significant issues will be tracked through the Annual Programme Evaluation process. Where any issue of a confidential nature needs to be addressed, it is the responsibility of the Programme Leader/Year Co-ordinator to meet with the member of staff concerned.

1.2.3   Construction of the APE report

a) The evaluation process is led by the Programme Leader, who constructs the APE in liaison with colleagues for consideration, feedback and approval by the relevant Quality Committee. The APE summarises the outcomes of the evaluation process, identifying strengths (with evidence to support evaluation) and areas for development.

b) The following sources are used as evidence for the APE :

- External Examiners' reports
- Student admissions, progression and achievement data
- responses from students in Module Surveys
- responses to the Module Surveys from module/component leaders
- Programme Forum action grids
- Programme Surveys and external surveys (such as the NSS)

c) The APE is presented on the standard template as required (appendix D.5). The report will include:

- A review of how action from the previous year's evaluation report has been addressed;
- evaluation of the continuing effectiveness of the programme:
  - effectiveness of curricula design and assessment in relation to learning outcomes
  - currency and validity of the learning outcomes
  - effectiveness of learning resources
  - effectiveness of student support
- evaluation of student admissions profile, progression and achievement data
- evaluation of student engagement:

- mechanisms for facilitating student engagement
- strengths of the programme identified through student feedback not covered elsewhere in the APE
- any areas for development identified by students that are not covered elsewhere in the APE

- summary and forecast of future developments:
  - proposed innovations in curricula design and development, learning and teaching practice
  - good practice
  - action plan arising from the APE

d) The relevant Quality Committee will approve the APE together with the Programme Leader's response to the report from the External Examiner(s). The Quality Committee will also confirm its contentment that the APE and the accompanying action plan are appropriate given the issues raised through the sources of evidence.

e) The Quality Committee will be responsible for ensuring the timely implementation of the action plans arising from the monitoring process, and will review progress at each of the scheduled meetings during the academic year.

1.2.4   Schedule for submission of APEs to Quality Committees

- autumn term; programmes ending in June/July
- spring term; programmes ending in September/October
- summer term; programmes ending January/February

1.2.5   Approval and monitoring of APE

a) The relevant Quality Committee will approve the APE for submission to ASQB, with the Learning & Teaching Board overseeing a preliminary analysis of the reports: the Learning & Teaching Board will appoint a Panel to conduct an audit of the quality of the APE reports (i.e. the depth of evaluation and self-critical reflection in the reports and the soundness of their connection to the evidence base).

b) ASQB will approve a sample of APE reports for audit, using – at its discretion – a combination of random sampling techniques and the selection of reports for programmes where there may be particular areas of concern or good practice, or issues of discipline or Institution-wide relevance. ASQB will ensure that the sample covers a range of levels of study and all subject areas.

c) The Music and Dance academic staff on the Learning & Teaching Board will act as critical readers for reports in each other's areas. The critical readers will, for each selected APE:

- Read the APE report critically, commenting on quality and the extent of the evaluation in the document;
- Sample the evidence base, noting whether the APE report is soundly based on the evidence and whether it has identified issues as appropriate;
- Review evidence from the institutional analysis of the National Student Survey and the annual report on student complaints and appeals. .

- The critical readers will work to a template prepared by Registry.

d) The Learning & Teaching Board will refer to ASQB any significant issues for action that the original APE reports have not identified. The Panel – through the Registry – may ask Quality Committees or Programme Teams to address any such issues, reporting on progress directly to ASQB.

e) The Registry will prepare an overview report for ASQB on all the APE reports, including:

- confirmation of the receipt of all APE reports on schedule
- main issues and findings from the APE reports, including any items of institutional significance
- a summary of good practice identified in the APE reports
- a commentary on the extent to which actions from the previous year have been met
- a commentary from the audit panel on the soundness of the monitoring process, with the results of the auditing process
- any significant issues for action identified via the auditing process that the original APEs reports have not identified.

f) ASQB will, at a specified meeting in the spring term, receive the overview report from the Registry (with the timescale allowing issues from undergraduate and postgraduate programmes to be considered together). ASQB will also receive a preliminary report from the Registry in the autumn with information on any urgent issues raised through the undergraduate reports, together with confirmation that action identified for the reports is satisfactorily underway. In addition to the APE overview report, ASQB will also have electronic access to all individual APE reports. Based on the APE overview report, ASQB will:

- agree assurance for the Academic Board on the soundness, effectiveness and timeliness of the APE process
- agree recommendations for the Academic Board for action to be taken at institutional level
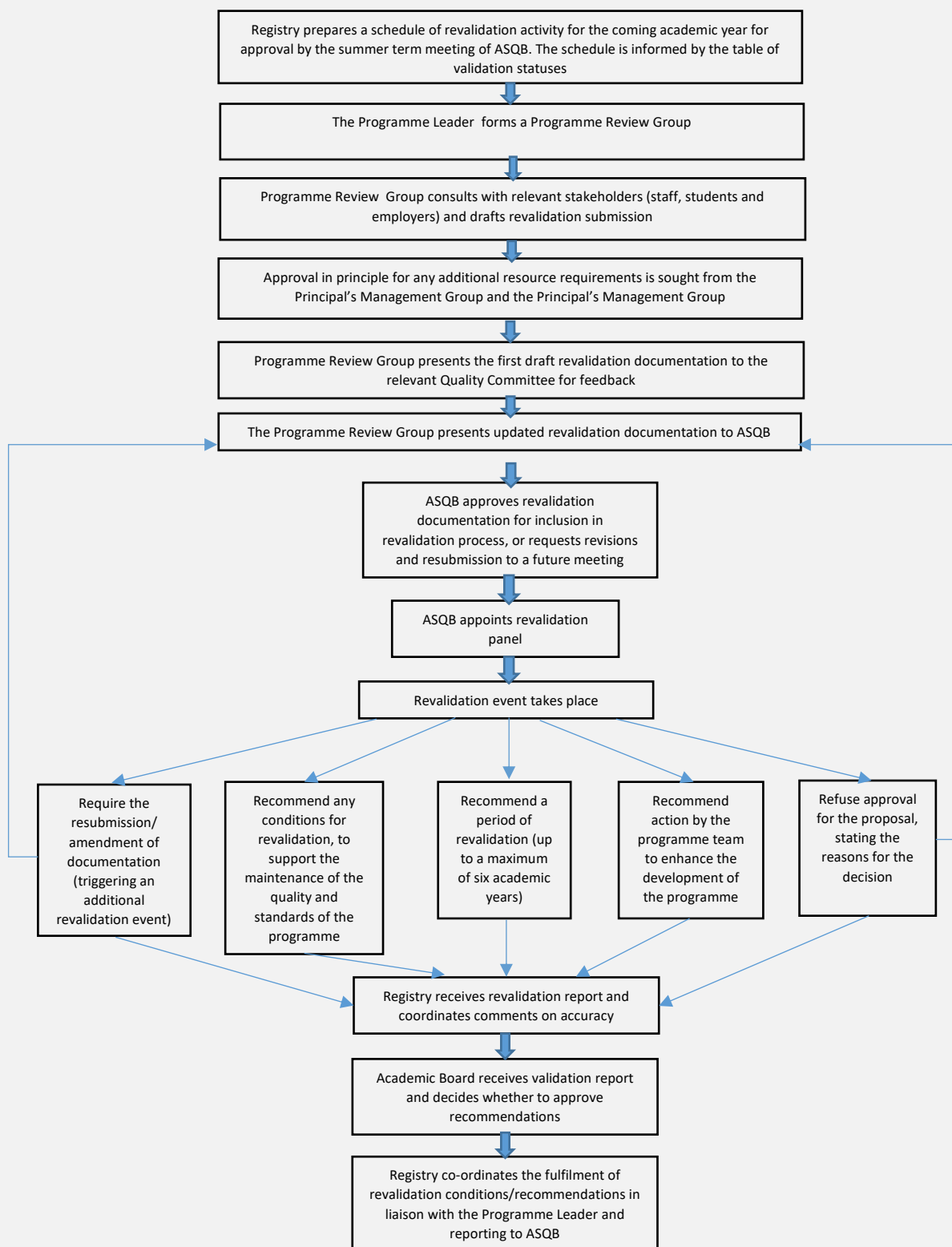
- note for the Academic Board any concerns about the timeliness and appropriateness of action taken in response to the previous year's APE action plans or any issues identified by the auditors that were not addressed appropriately in the APE reports
- agree any recommendations to the Academic Board to note instances of good practice
- note, for the attention of the Academic Board, any recommendations relating to actions the relevant Quality Committee included in the APE reports that appear not to be achievable

g) The Academic Board will be invited to confirm satisfaction with the soundness of the APE process and to agree any action at institutional level.

1.2.6 Follow up of the APE process

a) The Registry will prepare for the summer term meeting of ASQB, a follow-up report confirming the progress of actions identified through the a) APE for individual programmes and the APE overview report for the Institution .

b) ASQB will agree for presentation to the Academic Board a follow-up report confirming that action has been taken as appropriate to address issues at programme institutional level, and invite the Academic Board to discuss any remaining issues at institutional level. The Academic Board will receive the follow-up report for approval at its meeting in the summer term.

1.3   Periodic Revalidation

Registry prepares a schedule of revalidation activity for the coming academic year for approval by the summer term meeting of ASQB. The schedule is informed by the table of validation statuses

The Programme Leader forms a Programme Review Group

Programme Review Group consults with relevant stakeholders (staff, students and employers) and drafts revalidation submission

Approval in principle for any additional resource requirements is sought from the Principal's Management Group and the Principal's Management Group

Programme Review Group presents the first draft revalidation documentation to the relevant Quality Committee for feedback

The Programme Review Group presents updated revalidation documentation to ASQB

ASQB approves revalidation documentation for inclusion in revalidation process, or requests revisions and resubmission to a future meeting

ASQB appoints revalidation panel

Revalidation event takes place

Require the resubmission/ amendment of documentation (triggering an additional revalidation event)

Recommend any conditions for revalidation, to support the maintenance of the quality and standards of the programme

Recommend a period of revalidation (up to a maximum of six academic years)

Recommend action by the programme team to enhance the development of the programme

Refuse approval for the proposal, stating the reasons for the decision

Registry receives revalidation report and coordinates comments on accuracy

Academic Board receives validation report and decides whether to approve recommendations

Registry co-ordinates the fulfilment of revalidation conditions/recommendations in liaison with the Programme Leader and reporting to ASQB

1.3.1 Introduction and purpose

a) A process of periodic review for each programme will normally take place every five to six years (depending on the length of the programme). The process allows an opportunity for the Institution to conduct a full internal review of provision and to consider whether to make any significant changes to the content or direction of the programme or partnerships with external institutions and organisations

b) The Academic Board may hold a periodic review of a programme or programmes at other times, for example, in response to serious concerns raised through ASQB with regard to academic quality or student satisfaction or in recognition of significant changes in the external environment. Such a specially convened programme review will not replace the requirement for programme to be considered again at the next scheduled review.

c) ASQB will oversee the institutional conduct of the processes of periodic review and revalidation. The Registry will make operational arrangements for the process in liaison with the Programme Development Group; the setting of dates for the submission of documentation; the revalidation event and the preparation of reports. Preparations for the process will take place in the year before the validation is due for renewal.

d) The process includes the presentation of the main revalidation submission; the submission of a self-evaluation document and the revalidation event. The scope of the revalidation exercise is outlined at appendix D.1.

e) City University, London is responsible for the (re)validation of research degree programmes and the process is outlined in their Validation and Institutional Partnerships Handbook.

1.3.2 Timeline for revalidation activities

Deadline	Activity
End of spring term (academic year before revalidation due)	Faculties submit a list of programmes for (re)validation in the coming academic year to the Registry
June (AY before revalidation) or November (AY of revalidation)	Draft revalidation submissions to ASQB
End of February	Latest date for (re)validation event
March	Academic Board approves opening of programme
End of May	Deadline for fulfilment of conditions

September (AY year following revalidation event or the year after depending on revisions)	Programme commences

a) Draft revalidation documents must be submitted to either:

- The summer term meeting of ASQB for (re)validation events in the autumn term

- The autumn term meeting of ASQB for (re)validation events in the spring term

An extraordinary meeting may be called where the volume of (re)validation work in a given term is high.

b) Revalidation events for programmes commencing the following September must be completed by the end of February, with Academic Board approval sought in March. (Re)validation events will not normally be scheduled in the summer term (except where there is a January start).

c) For programmes commencing in September of the next academic year, including revised versions of existing programmes, conditions set by the (re)validation panel must be met by the end of May. This will ensure that final versions of programme documentation can be made available to students before enrolment if amendments are required and that any changes to scheduling requirements can be implemented ahead of the new academic year.

d) Where a programme undergoes major revisions through the revalidation process and offers have already been made for the next academic year on the basis of the existing programme structure, the new structure will be implemented in the following year. Some changes may be phased in where there is a clear advantage to students.

1.3.3 Preparatory actions

a) The Registry will liaise with the Programme Team to agree the timeline for the re-validation/review exercise.

b) The Programme Leader will form a Programme Review Group which, in consultation with the relevant Quality Committee, will be responsible for:

i. Managing the review process and procedures in accordance with the following framework:

- meeting the required timeline for decisions and submission of documentation for all stages of the review
- setting up internal and external consultation groups, to include internal peers (e.g. module/component groups); student groups;

external examiners; external subject specialists from academia and the music/dance-related professions and industries

- preparing summary documentation on: issues arising since the previous validation/revalidation or accreditation/re-accreditation; issues identified within the APEs; external examiners' reports; student feedback reports; Quality Committees; changes to professional standards or expectations

ii. Overseeing the evaluation of the programme in relation to its context and regulatory environment, including alignment with the institutional quality assurance processes and policies and academic regulations, the UK Quality Code, Framework for Higher Education Qualifications (FHEQ) and the OfS Sector-Recognised Standards, as well as the following aspects:

- distinctive features in relation to other provision in the Institution and the sector
- exceptional funding criteria
- alignment with the institutional strategy and the equality and diversity policy
- the institutional academic portfolio
- academic rationale for the programme
- market for the programme
- resources to support the programme

iii. Overseeing the evaluation of the learning and teaching experience of students, including the match with subject benchmark statements (where applicable) and developments within the profession/industry.

- educational aims and learning outcomes;
- curriculum and assessment: programme content, coherence and relevance; appropriateness of the assessment in relation to the achievement of learning outcomes and the level of the award;
- effectiveness of learning, teaching and assessment strategies;
- quality of the learning experience (including admissions procedures)
- innovation and good practice
- accessibility of the curriculum and potential barriers to student achievement
- management of quality and standards; mechanisms for the management and enhancement of quality and standards (including the role of academic support staff; arrangements for staff induction and development; programme publicity and documentation)

iv. Developing proposals for scrutiny and debate by the relevant Quality Committee.

v. Compiling additional resource requirements required to make any amendments to the programme content or delivery resulting from the review process. Approval in principle for any additional resources should be sought from the Principal's Management Group using the relevant form (appendix D.2).

vi. Setting up a revalidation pre-meeting with relevant teams in Registry (Systems, Academic Administration and Scheduling) to seek advice on whether any proposed amendments to the programme are possible to support operationally. The meeting should take place before the revalidation submission is submitted to the relevant Quality Committee or at the latest before it is submitted to ASQB.

c) The Programme Leader will lead the preparation of the documentation.

1.3.4 Preparation of revalidation documentation

a) The relevant Quality Committee will approve the presentation of the review and revalidation documentation to ASQB. ASQB will consider the documentation, taking account of the academic rationale, issues relating to academic standards and quality, and assurance of the availability of resources to support the programme provided by PMG. ASQB will approve the draft documentation for presentation to the revalidation panel at the revalidation event.

b) The revalidation submission should be compiled using the template in appendix D.3 and consist of a critical evaluation of the programme, the programme and module specification and supporting documents (such as assessment maps, handbooks, programme/department-specific policies etc.). The documents may be revised after presentation to the relevant committees, taking account of members' feedback, prior to submission to the panel.

1.3.5 Nomination of the revalidation panel

a) ASQB will appoint a revalidation panel under delegated authority from Academic Board. The panel will consider the proposal and report to the Academic Board. Members of the Panel should not otherwise have been directly involved in the drafting of the proposal. The membership will normally include:

- the Director of Music/Dance or another senior member of staff nominated by ASQB (in the chair) (the chair will come from the discipline other than that under review)
- the Registrar or nominee (Secretary)
- two senior members of teaching staff, from outside the subject area under revalidation
- an external adviser

- at least one but no more than two student representatives, nominated by the President of the Students' Union

b) The membership may be varied with the approval of ASQB, for example where a programme spans different subject areas and additional external expertise is required.

1.3.6 Revalidation Event
   a) The revalidation event will be conducted as outlined in appendix D.1
   b) Following the revalidation event, the Panel will give the proposers of the validation verbal feedback on the likely overall recommendations.
   c) The panel may:

- recommend a further period of validation (up to a maximum of five academic years, or six academic years for programmes with a minimum duration of over 2 years)
- recommend any conditions for validation, to support the maintenance of the quality and standards of the programme
- recommend action by the programme team to enhance the development of the programme
- require the resubmission of documentation with substantial amendments – this will trigger resubmission of the documentation to ASQB and a further revalidation event
- refuse a further period of validation (in such cases arrangements will be made to teach out current students or transfer them to an alternative programme of study)

   d) Following the provision of verbal feedback, the Panel Secretary will be responsible for producing a written report on the validation event. The Panel Chair will approve the report and the Panel Secretary will then co-ordinate any comments on factual accuracy.
   e) The Panel Secretary will submit the final version of the revalidation report to the Academic Board. The Academic Board will receive the recommendations of the revalidation panel, noting any issues or revalidation conditions arising, and confirming that the programme may continue. The Registry will co-ordinate the preparation and implementation of an action plan in liaison with the Programme Team, with a timescale, to meet any conditions set through the revalidation process, reporting through ASQB to the Academic Board.

1.3.7 Follow-up actions

a) The Chair of the revalidation panel will be asked to confirm that conditions have been met prior to commencement of the programme. A written response to the revalidation report from the Programme Review Group, including details of the action taken to meet any conditions, will be presented to the next meeting of ASQB.

b) Where changes to the programme have been made through the revalidation process, the Registry will be responsible for updating the central repository of programme and module specifications with the new definitive versions, and for publishing the new programme specification on the Trinity Laban website at the appropriate time. The Programme Leader will be responsible for liaising with relevant departments such as Student Recruitment and International Relations and Marketing and Communication to ensure that any other publicity materials for the programme are updated as required.

c) The Registry will coordinate communications to continuing students in conjunction with the Programme Leader. Where there have been significant changes to a programme and the Programme Team wishes to transfer continuing students to the new curriculum, subject to approval by the Revalidation Panel, students must be consulted on the changes. This is a standard condition of revalidation.

d) The Artistic Director will be responsible for ensuring that any additional resource requirements identified during the review process and approved by PMG are incorporated into relevant budgets.

1.4 Research Degrees

a) The quality monitoring mechanisms that apply to research degrees are the Annual Programme Evaluation and the periodic revalidation. However, these processes are slightly different to the equivalent for taught programmes set out above.

1.4.1 Research Degree Annual Programme Evaluation

a) The purpose of the annual monitoring exercise of the research degrees is to regularly evaluate and enhance the quality of the research environment and research student experience, the support and training of supervisors, the quality of the learning resources available to research students, the effectiveness of programme management, the recruitment, marketing and admissions processes, student outcomes and the examination process.

b) The Programme Leader will complete the Research Degree Annual Programme Evaluation template using evidence as indicated on the template. The APE document will be reviewed and approved by the Research Degree Programme

Committee in Term 1 each year and submitted forward to Academic Standards & Quality Board in Term 1 for final approval. The Research Degree APE will also be included in the annual report on overall quality assurance to the Academic Board in Term 2.

c) The Programme Leader will monitor and update the APE action plan and report on progress on actions to Research Degree Programme Committee in Terms 2 and 3.

1.4.2   Research Degree Periodic Revalidation *[this section will apply when Trinity Laban has its own degree awarding powers]*

a) The procedures for revalidation set out in Section 1.3 of this Chapter apply to research degree programme revalidation where relevant, with the addition of the below amendments and characteristics that apply specifically to research degree revalidation.

b) Registry will liaise with the Head of Research in the first instance to agree a timeline for the revalidation. The Research Board is asked to form a Programme Review Group to be responsible for the review and evaluation of the programme and student experience and the preparation of the revalidation paperwork for approval by the Research Degree Programme Committee and subsequently ASQB. The Revalidation Submission for research degrees will be prepared on a template specifically related to research degrees, available as an Annex to this Chapter.

c) ASQB will nominate the Revalidation Panel as usual, taking into account the following considerations specific to research degrees:

- The two internal Panel members should have recent experience (within the past 5 years) of published research activity. The internal Panel members should be appointed from two different subject areas if possible.
- The Chair can be appointed from any subject area.
- The External Adviser should have relevant and recent (in the past 5 years) experience of managing a research degree programme in a higher education institution in the UK.

a) The main aims of the research degree revalidation process are to:
- Review the relevance of the rationale and the appropriateness of the management structures for the programme
- Evaluate the effectiveness of recruitment, marketing and admissions processes
- Evaluate the quality and appropriateness of the supervision arrangements
- Evaluate the continued appropriateness of the examination processes

- Evaluate the effectiveness of the induction and research skills training provision
- Evaluate the appropriateness and effectiveness of the progress monitoring and review processes
- Review the quality of the student research environment, experience and resources available
- Evaluate the effectiveness of research student support
- Review the effectiveness of the mechanisms in place to listen to the student voice on the research degree programme

D.3 Changes to Programmes and Modules

3.1. Roles and Responsibilities

a) Teachers and module leaders are expected to contribute to the development of their modules/ components. This takes two forms:

- **the regular** (annual or more frequent) **updating of module/component content and indicative reading and resource lists** within standard time frames, ensuring the currency of the module/component within the particular subject. This includes liaison with the library and other resource managers to update information in the indicative reading and resource lists and the availability of resources to support learning and teaching in the modules/components.

- **the formulation of proposals for module/component development and amendment,** in response to the observations of teachers and formal or informal feedback from students or external factors, such as developments in the profession. Such proposals will be submitted to the Programme Leader for consideration, prior to discussion at the relevant Quality Committee. Subject to approval by the Quality Committee, the Programme Leader will arrange an application to the senior Institutional committees for approval to make the amendment to the module/component, through the procedures defined in section D.3 of the Academic Quality Handbook.

3.2. Approval Process

a) The relevant Quality Committee must approve any proposals for significant changes to the programme specification, revisions to existing modules/components or the introduction of a new module/component. Minor amendments (as defined in 3.2 below) may be approved by the Chair of the relevant Quality Committee and sent to the Registry, which will update the Institutional records.

b) For major changes (as defined in 3.3 below), the Quality Committee must ensure consultation with student representatives before referring the proposal onwards to ASQB. Programme and Module Specifications form part of the Institution's contract with students, therefore amendments to programmes and modules for implementation within the current academic year will only be made with the approval of the Academic Board.

c) For all amendments, the Programme Leader will prepare the proposal on the standard form (appendix D.4)

d) Proposals for amendments to programmes/modules/components will include details of:

- the relevant parts of the existing programme or module and the proposed changes;
- a summary of the rationale for the proposed changes;
- confirmation of the approval of the relevant Quality Committee and (for major changes) the process of consultation with students;
- the programme or module specification showing the proposed modifications to the programme/module/component;
- a review by the External Examiner for major changes (unless otherwise advised by the Registry in liaison with the Chair of ASQB)
- A statement on resources, if applicable.

e) Proposals for new modules/components will include:

- a module specification in the standard format
- a rationale for the introduction of the module, including a statement on its strategic relevance and its contribution to the aims and learning outcomes of the programme
- proposed module/component leaders and teaching staff (including CVs for any current staff + any new staff, as available)
- confirmation of the approval of the relevant Quality Committee and the process of consultation with students;
- a review by the External Examiner;
- a statement on resources

3.3 Authority to approve changes to Programmes/Modules/Components

3.3.1 Minor changes

a) Minor changes to programmes and modules may be approved by the Chair of the relevant Quality Committee and notified to the Registry. The Registry will

maintain a record of all minor changes and will include these in the annual report to the Academic Board as well as circulating the Programme and Module Amendment Form and updated Programme and Module Specifications to relevant members of staff and teams once the amendment has been approved. Minor changes may include:

- editorial changes (e.g. changes to wording in order to clarify existing arrangements for delivery and/or assessment)
- small changes to the mode of delivery, such as the replacement of lectures with seminars, which do not involve a reduction in the overall number of contact hours for the programme or module (transfer of in-person to online delivery constitutes a major amendment)
- updating reading lists
- changes to module or component titles
- any other changes to the Programme Specification and/or Module Specification that do not constitute a major amendment

b) 'Factual changes', such as changes to the names of departments, or 'Institutional changes', such as changes to general entry criteria, may be made by the registry without further approval. The Academic Board may request further information where the number of minor changes is high and may result in major, cumulative change to the programme.

c) 'Editorial changes' made 'in bulk' as part of the annual review of programme handbooks do not require the Programme and Module Amendment Form to be completed. The Registry will log all such changes and send for bulk approval to the Chair of the relevant Quality Committee.

3.2.2   Major changes

a) ASQB has delegated authority from the Academic Board to approve major changes proposed in advance (before the start of the academic year in which they will be implemented). Major changes will include:

- changes in level/mode/duration or credit total of a programme and/or module
- changes to programme aims and objectives
- changes to the learning outcomes of a module and/or programme
- changes to the weighting of assessments on modules
- changes to the assessment for a module and/or component
- transfer of in-person to blended or online delivery (see policy in appendix D.6)
- changes to the pre-requisites for modules or components
- changes to the entry criteria for the programme
- withdrawal of modules or components
- approval of new modules or components

- changes to programme or award titles

d) ASQB will inform the Academic Board of any action it takes on the basis of delegated authority.
e) Students must be consulted about major changes to programmes, modules and components. Advice and templates for student communication are available from the Registry..
f) Where the number of new modules or amended existing modules constitute 1/4 or more of the total credits on the programme, a full revalidation of the programme may be required as advised by the Registry in liaison with the Chair of ASQB.
g) Depending on the nature and combination of the proposed amendments, additional checks and approvals may be required for the amendments as advised by the Registry in liaison with the Chair of ASQB

3.2.3 Implementation of changes

a) Approved changes will normally be implemented in the academic year following approval. The Academic Board must approve any proposals for changes to programmes or modules within the current academic year. Such proposals must demonstrate that the current cohort of students has been fully consulted about the change and will not be disadvantaged by its implementation.
b) The Programme Leader is responsible for ensuring that all approved amendments are implemented, liaising with the Registry and reporting to the Deputy Director (Learning & Teaching):

- for new student cohorts, in the academic year following approval
- for current/continuing students; Giving information to students and teachers about amendments in good time
- informing the external examiner

3.2.4 Tracking of changes

a) The Registry will maintain a record of the accumulation of minor and major changes to programmes/modules/components, presenting an annual report to ASQB. The Registry will also check proposals for minor changes in advance of approval to ensure that they do not trigger major changes without a full approval process.

3.3. Personal Study Plans

a) An alternative programme of study may be proposed through the Personal Study Plan procedure to accommodate occasional students, or to meet the

needs of students for whom the approved programme of study is inappropriate because of exceptional personal or medical circumstances.

b) Personal Study Plans are subject to approval by the Chair of the relevant Assessment Board and the Registrar. Approval should also be sought from the External Examiner for the programme where the PSP includes the provision of alternative assessments. Any proposal must show evidence of consideration of the particular needs of the individual student and what steps will be taken to ensure comparability of treatment with other students. The procedure for the approval of Personal Study Plans is outlined in Chapter E, Appendix E.7.

D.4 Process for the Closure of Academic Provision

4.1. Introduction

a) Conditions of registration with the Office for Students (the regulator) require higher education providers to publish a Student Protection Plan, which addresses the risks to continuation of study for students in the event of closure of a programme, an area of provision, or the Institution as a whole. Trinity Laban's Student Protection Plan provides a commitment to preserve continuation of study wherever possible.

b) This procedure seeks to protect the interests of students and applicants, ensuring that any decision to suspend or close a programme or an academic department or subject area is taken with regard to the contractual liabilities of the Institution. The procedure should also be used in the case of the closure or suspension of a subject area, in order to safeguard the interests of students.

c) The Registry will issue student terms and conditions in line with the good practice guidance in the Quality Code and in compliance with consumer protection legislation.

4.2 Authority to Suspend or Close a Programme or an Academic Department or Subject Area

4.2.1 Suspension of recruitment of new students

a) The Principal's Management Group (PMG) may decide to suspend the recruitment of new students to a programme or to an academic department or subject area, in consultation with the Music/Dance Management Group (as appropriate). PMG may take such a decision on the basis of poor student recruitment or the economic viability of the programme, department or subject area. The programme will continue to operate for existing students in this case;

b) PMG will bear in mind the implications for applicants and students of the closure of recruitment and try to make decisions as far in advance of registration as possible.

c) PMG will report decisions to:

- The Academic Standards and Quality Board (ASQB);
- The Academic Board

4.2.2 Suspension or closure of a programme for new and continuing students

a) The Academic Board may decide to suspend or close a programme on the recommendation of the Academic Standards and Quality Board (ASQB). The Academic Board will receive a report from ASQB outlining arrangements to safeguard the interests of students on the programme.

b) A programme may be suspended for a maximum of three academic years, after which the Registry will arrange for ASQB to recommend to the Academic Board either the resumption of the programme or its permanent closure.

c) A suspended programme will usually remain subject to the period of approval previously determined through the validation/revalidation process, unless the validating authority specifically determines otherwise, for stated reasons. In case the period of suspension exceeded the period of approval, a re-validation exercise would be required to allow the resumption of the programme. A revalidation/approval or review exercise would be required to allow the programme previously suspended on the grounds of concerns about quality or standards. ASQB may specify a form of programme review to confirm the currency of the programme on the basis of the length of the period of suspension.

d) Following permanent closure, any proposal to reintroduce the same or a similar programme will be subject to the full standard validation process for approving new programmes.

4.2.3 Suspension or closure of an academic department or subject area

a) The Principal's Management Group may decide to close or to suspend an academic department or a subject area for a determined period, in liaison with the Music/Dance Management Group, as appropriate. The decision should be presented for ratification through ASQB to the Academic Board.

b) Criteria for suspending or closing a programme or an academic department or subject area could, for example, include one or more of the following:

- economic /marketing viability of the programme/strategic issues
- poor student recruitment
- inadequate resources
- lack of financial viability
- changing market

- changing requirements within the subject discipline
- the introduction of a replacement programme
- changes in the strategic direction of the Institution

c) Quality and standards

The decision to suspend or close a programme may be taken on the basis of serious concerns about quality assurance. Evidence could come, for example, from:

- an external examiner
- QAA or OfS
- through the annual monitoring process
- feedback from students

Action may be taken where there are serious concerns about the capacity or commitment of a partner Institution to deliver a programme in line with the Institution's responsibility to safeguard academic quality and standards and the interests of students. The Chair of ASQB - supported by the Registrar - will co-ordinate advice for ASQB and the Academic Board.

4.3 Safeguarding the interests of students and applicants

4.3.1 Current students

a) The Institution will take steps to safeguard the interests of current students, including those who have suspended their studies but not yet completed the programme. Current students will normally be allowed to complete the designated period of registration. ASQB, reporting to the Academic Board, will oversee the maintenance of the academic standards and the quality of the provision to current students throughout the period of registration, ensuring that students can still meet the previously articulated learning outcomes of the programme.

b) Formal agreements with collaborative partners will include provisions for committing the partner institution and Trinity Laban to meet their respective obligations towards students in the event of the closure of a programme or a decision by either party to disengage from the Institutional partnership. The parties will conclude a termination agreement, setting out the rights and responsibilities of both parties and a transitional plan as a basis for the management of the change.

c) Arrangements for communications with students will be outlined in the formal termination agreement, including an agreed statement for use by all parties on the reasons for the closure. The Registry will co-ordinate communications with

students in liaison with the programme team. The Registry will liaise with the Marketing and Communications department, ensuring that publications and web-based information are amended as necessary.

d) Students will be informed of their options to complete their studies, including any opportunities to transfer to another programme or to another institution.

4.3.2 Applicants and prospective students

a) The Registrar must approve all communications with applicants/prospective students to ensure compliance with standard procedures and the provision of consistent and accurate information. The Registry will liaise with the Marketing and Communications department, ensuring that publications and web-based information are amended as necessary.

b) The Registry will contact applicants who have accepted offers following approval of the suspension or closure of the programme. The Registry will inform applicants of their options to transfer their applications to other programmes within the Institution or to other Institutions.

c) The Registry will contact applicants who have not yet accepted offers to state that the programme will be suspended /closed and that the offers have accordingly been suspended or withdrawn. The Registry will also inform UCAS Conservatoires where necessary.

3.4   Significant changes to programmes/modules/components

a) Changes to the character and provision of programmes and modules/components – including for example, the decision to discontinue modules or components – are subject to the approval process outlined in D.3. The Registry will co-ordinate the dissemination of information about any changes for students, collaborative partners and other interested parties, with support from Marketing and Communications.