

TRINITY LABAN

ACADEMIC QUALITY HANDBOOK

CHAPTER D – PROGRAMME MONITORING, REVALIDATION, AMENDMENT AND CLOSURE

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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

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 assess 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/End of Year surveys**. Programme and Module/Component Leaders are required to take steps to encourage students to complete these questionnaires (for example by making time available for completion in-class without teaching staff being present).
- 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) Module/Component Leaders summarise the key issues identified from free text comments and compile a response that they send to the Programme Leader. The Programme Leader reviews the responses and takes action as necessary as well as submitting the responses 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 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.
- b) The following sources are used as evidence for the APE :
- Student progression, achievement and graduate employment data
 - responses to the Module Surveys from module/component leaders
 - Programme Action Plans
 - Programme/End of year Surveys and external surveys (such as the NSS)
 - Timeliness of return of assessment feedback
 - Volume of additional considerations requests and Personal Study Plans on the programme
 - Data on programme team teaching qualifications
 - Any student complaints specifically relevant to the programme
 - Volume of academic appeals on the programme
- c) Registry prepares benchmarks based on the above data for approval by the Academic Standards and Quality Board (ASQB) and analyses the data for each metric for each programme. The Quality Committees and ASQB will receive the outcomes of the data analysis and Registry will prepare a bespoke APE template for each programme to include the areas have not met the benchmark following the data analysis.
- d) The Academic Standards and Quality Board will also agree a number of areas that each programme should evaluate every year that are not included in the metrics. There should not be more than five such areas, always including evaluation of placements and collaborative partnerships.
- e) Where a programme meets or exceeds a benchmark for any metric, no further evaluation of that area is required in the APE but focus should be on areas that require improvement.
- f) Additional support will be provided by the Deputy Director (Learning, Teaching and Student Experience) and the Senior Assistant Registrar (Quality & Governance), and/or other relevant members of staff, to programmes that do not meet the benchmark on several areas.
- g) After receiving the APE template, Programme Leaders with teaching teams will complete the evaluation and submit it to the following Quality Committee for approval together with the Programme Action Plan.

- h) In addition to the APE process, Programme Leaders also review and respond to External Examiner reports each year. Any actions identified through the External Examiner response are included in the Programme Action Plan.
- i) The relevant Quality Committee will approve the APE. 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.
- j) 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 APE reports to Quality Committees

- autumn term; outcomes of data analysis for programmes ending in June/July
 - spring term; submission of APE reports for programmes ending in June/July
 - spring term; outcomes of data analysis for programmes ending in September/October
 - summer term; submission of APE reports for programmes ending in September/October

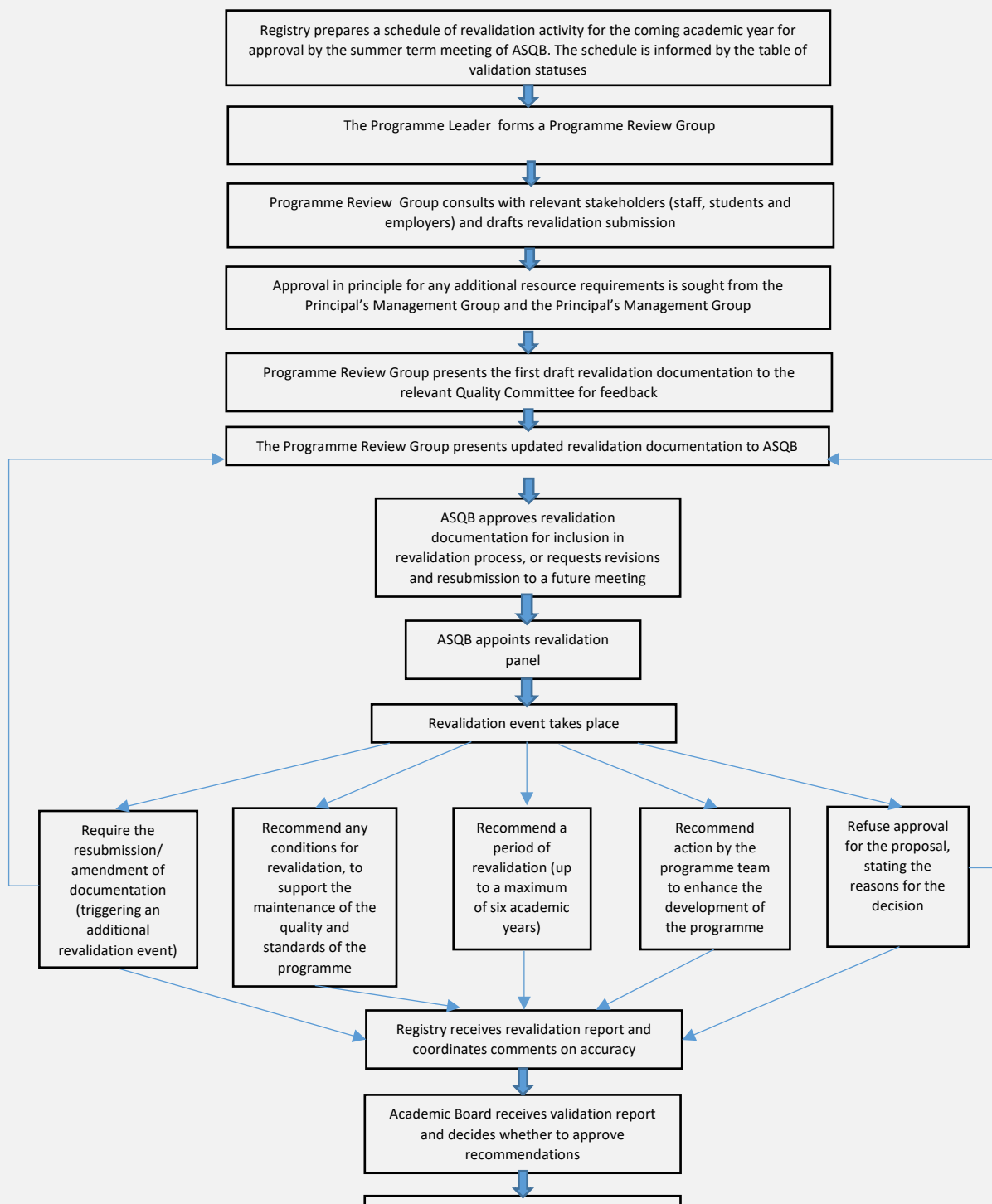
1.2.5 Institutional monitoring of APE

- a) The Registry will prepare an overview report for ASQB based on all the APE reports. ASQB will, at a specified meeting in the spring term, receive an annual monitoring overview report from the Registry. ASQB will also receive a report from the Registry in the autumn on the outcomes of the data analysis. In addition to the annual monitoring overview report, ASQB will also have electronic access to all individual APE reports. Based on the annual monitoring 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 (the annual monitoring action plan).
 - note for the Academic Board any concerns about the timeliness and appropriateness of action taken in response to the previous year's Programme Action Plans
- b) 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) ASQB will monitor progress with the institutional annual monitoring action plan through each of its meetings, reporting to Academic Board in June each year.

1.3 Periodic Revalidation



1.3.1 Introduction and purpose

- a) A process of periodic review for each programme will normally take place every five years. 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
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
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.

- 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.
- 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.

1.3.3 Preparatory actions

- The Registry will liaise with the Programme Team to agree the timeline for the re-validation/review exercise.
- The Programme Leader will form a Programme Review Group which, in consultation with the relevant Quality Committee, will be responsible for:
 - 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 Programme Action Plans; external examiners' reports; student feedback reports; Quality Committees; changes to professional standards or expectations
 - 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 Artistic Director/Deputy Director (Learning, Teaching and Student Experience)/Head of Postgraduate or Undergraduate Programmes/Associate Director (Dance) or (Music) or another senior member of staff nominated by ASQB (in the chair) (the chair will come from a discipline other than that under review and/or cannot be the Chair of the Quality Committee the programme belongs to)
 - 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)
 - 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, 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
 - 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 updating the relevant programme and/or module specifications. 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)
 - 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.

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 mode of delivery, duration or credit total of a programme
 - changes in FHEQ level, mode of delivery or credit total of a module
 - changes to programme aims and objectives
 - changes to the learning outcomes of a module and/or programme
 - changes to the assessment details set out in the Module Specification (number of assessment components, weightings, word counts/scope, grading, formative assessment details) 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
 - reduction of the number of contact hours
- c) ASQB will inform the Academic Board of any action it takes on the basis of delegated authority.
- d) Students must be consulted about major changes to programmes, modules and components. Advice and templates for student communication are available from the Registry.
- e) 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.

- f) 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.
- g) The deadlines for approval of minor and major amendments for the following academic year is the end of February. This includes meeting any conditions set by the Quality Committees for the approval of major amendments or by the Quality Committee Chair for minor amendments. Major or minor amendments should not be made in the year immediately following or preceding revalidation.

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 for individual students in line with the Personal Study Plan Procedure that forms an Appendix of Chapter E: Assessment.

D.4 Process for the Closure of Programmes, Academic Departments or Subject Areas

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

4.2.1 Suspension of recruitment and programme closure

- 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, or to permanently close a programme, in consultation with the Artistic 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 until they have completed the programme..
- 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 Board, outlining the arrangements in place to teach out students.
- a) The Academic Board may also decide to suspend or close a programme on the recommendation of the Academic Standards and Quality Board (ASQB) if a programme has not passed revalidation or other significant issues with the quality of a programme have been identified. 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 by PMG or the Academic Board following ASQB recommendation for a maximum of three academic years, after which the Academic Board will either approve the resumption of the programme or its permanent closure, based on a recommendation from PMG or ASQB.
- 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.

4.2.2 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 permanently or for a determined period, in liaison with the Artistic Management Group, as appropriate. The decision should be presented for ratification to the Academic Board and Board of Governors.
- b) Criteria for suspending or closing 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
 - changes in the strategic direction of the Institution

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 interrupted 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 Brand and Communications department, ensuring that publications and web-based information are amended as necessary.

- d) Where necessary, students will be informed of their options to complete their studies, including support for 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 Brand 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.