

# Requirements for a Centre Document for Validation Service collaborative provision

## 1. Introduction

- 1.1 Detailed below is the information that should be included in the Centre Document, which is aligned to the criteria for institutional approval. Centres are welcome to add any additional information in support of the proposed collaboration.
- 1.2 The Centre Document should also be supported by relevant appendices.

## 2. Content of a Centre Document

- 2.1 The Centre Document includes contextual information about the institution as follows:
  - a. Brief description of the Centre and its role in the community, including evidence of a shared educational philosophy with NTU.
  - b. The context that the Centre is working in, for example any local legal requirements or government educational requirements.
  - c. Nature of the student body and range of courses currently offered (if any).
  - a. Strategy for the delivery of higher education courses.

### Section 1: An appropriate educational infrastructure

- 2.2 Criteria 1: The Centre has an appropriate forum for planning, target setting and devising implementation strategies to enhance the quality of the learning environment and for providing adequate learning resources for the delivery of courses.
  - Details of how the Centre satisfies itself that it is providing an appropriate learning environment (normally through an Academic Board or equivalent).
  - Details of mechanisms in place to support decision making in relation to the learning environment and learning resources.
  - Details of mechanisms for quality enhancement.

- 2.3 Criteria 2: The Centre has an appropriate resource base to support effective delivery of the course(s).
  - a. Revenue and capital support for resources, and how this is determined.
  - b. Details of the physical accommodation for teaching and learning, break out and recreational space.
  - c. Details of the library provision, including electronic resources.
  - d. Details of the computing facilities, including equipment, software and Wi-Fi.
  - e. Availability of subject specific resource requirements.
- 2.4 Criteria 3: The Centre has appropriately qualified and experienced staff.
  - a. Staff details, including CVs, to include management and support staff and teaching staff.
- 2.5 Criteria 4: The Centre has an appropriate staff development and research policy.
  - a. Staff development policy and practice within the Centre (subject specific and pedagogic).
  - b. Policy for scholarly activity, professional practice and research.
  - c. Peer observation policy.
- 2.6 Criteria 5: The Centre has appropriate support arrangements for students.
  - a. Academic support arrangements.
  - b. Pastoral care arrangements.
- 2.7 Criteria 6: The Centre has policies for handling extenuating circumstances, academic irregularities, complaints and appeals.
  - a. Policy for academic irregularities/misconduct.
  - b. Academic appeals policy.
  - c. Student complaint policy.
  - d. Policy for managing extenuating circumstances which impact upon student progression and achievement.

## Section 2: An effective organisational structure

- 2.8 Criteria 1: The Centre has an organisational structure which is widely and clearly understood within the institution and assigns clear executive, administrative and academic responsibilities to individuals and groups for the delivery of its NTU validated awards.
  - a. Description of the Centre's organisational structures, including an organisational diagram.
  - b. Description of the administrative and academic departments which support the NTU validated course(s).
- 2.9 Criteria 2: The organisational structure is designed to support the quality management and enhancement of its provision.

- a. Quality management governance structure.
  - b. Quality management and enhancement framework, policy and procedures.
  - c. How the centre ensures business continuity to support the quality of the provision.
- 2.10 Criteria 3: The Centre locates the responsibility for course design and delivery, student admission and assessment as closely as possible to the teaching team.
- a. Higher education learning and teaching strategy.
  - b. Processes for course design.
  - c. How courses are managed and developed.
  - d. Arrangements for student admissions.
  - e. Arrangements for the accreditation of prior learning (APL/APEL).
  - f. Assessment regulations.

### **Section 3: System to assure the academic standards and quality of its provision**

- 2.11 Criteria 1: A system for the regular monitoring and evaluation of institutional and course performance.
- a. How overall performance is monitored, evaluated and externally benchmarked.
  - b. How course quality is monitored and evaluated.
  - c. Arrangements for obtaining student feedback and how this is used to inform course development.
- 2.12 Criteria 2: A system for problem resolution.
- a. Mechanisms for addressing issues identified at Centre and course level.

### **Section 4: Incorporation of an external critical perspective**

- 2.13 Criteria 1: The Centre is aware of and is responsive to national and international standards in the subjects it offers and in the practice and delivery of higher education.
- a. Mechanisms for ensuring Centre-wide understanding of UK higher education standards.
  - b. Mechanisms for ensuring that course design is aligned to the requirements of UK Higher Education subject standards.
  - c. Mechanisms for ensuring a shared understanding and implementation of NTU's broad learning teaching and assessment principles, policy and practices.
- 2.14 Criteria 2: The Centre utilises external inputs into its organisation and seeks wider educational and professional reference points.
- a. How the external perspective is incorporated into the Centre's policies, practices, evaluation and action plans.

- b. How the Centre engages with external examiners and University academic liaison tutors.
- c. How the Centre engages with professional, statutory and regulatory bodies, including government agencies.
- d. How the Centre engages with industry and professional practice.

## Appendices

2.15 The following are indicative appendices which might be included in this document:

- a. learning and teaching strategy;
- b. peer observation policy;
- c. staff development policy;
- d. academic misconduct policy;
- e. assessment regulations;
- f. assessment principles and policy;
- g. admissions policy;
- h. quality management and enhancement framework.

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| <b>Policy owner</b> |
| CADQ                |

| <b>Change history</b> |                       |                             |  |
|-----------------------|-----------------------|-----------------------------|--|
| <i>Version:</i>       | <i>Approval date:</i> | <i>Implementation date:</i> | <i>Nature of significant revisions:</i>  |
| Sept 2016             | 30.09.16              | 01.10.16                    | Change from VS3 to VS2<br>Wording of criteria changed to align more closely with criteria for institutional approval |
| Sept 2017             | 12.09.17              | 01.10.17                    | None.  |
| Sept 2018             | 12.09.18              | 01.10.18                    | None   |
| Sept 2019             | 12.09.19              | 01.10.19                    | None   |
| Sept 2020             | 16.09.20              | 01.10.20                    | None   |
| Sept 2021             | 07.09.21              | 01.10.21                    | None   |

| <b>Equality Analysis</b> |                 |                      |
|--------------------------|-----------------|----------------------|
| <i>Version:</i>          | <i>EA date:</i> | <i>Completed by:</i> |
| Sept 2016                | 04.09.16        | CADQ                 |
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