Nottingham Trent University

Quality Handbook

Introduction and key academic quality values

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1. The purpose of the Quality Handbook

Nottingham Trent University is an independent and self-governing higher education provider, with degree awarding powers to offer academic awards at undergraduate, taught postgraduate and research and higher degree levels. The University takes responsibility for the academic standards and quality of its academic provision, and through the exercise of this responsibility ensures that the standards of its awards are comparable to those of other UK Universities.

1.1 The purpose of the Quality Handbook (QH) is to set out the policies, procedures, processes, regulations and guidance that define and assure the academic standards and quality of the University's academic portfolio.

1.2 The QH is fully updated for the start of each academic session. Substantive changes that have been made from the previous edition are shaded and remain shaded for the duration of the new edition.

1.3 The QH explains:

a. the formal governance structures and the University's approach to academic quality and enhancement (Part A),

- Section 1: Academic quality governance
- Section 2: Enabling student development and achievement

b. the award frameworks (Part B),

- Section 3: Undergraduate awards
- Section 4: Postgraduate taught and research awards

c. the procedures for assuring and enhancing academic quality and the student learning experience (Part C),

- Section 5: Course development and approval
- Section 6: Monitoring, review and reporting
- Section 7A: Periodic School Review
- Section 7B: Periodic Research Degrees Review
- Section 8: Student engagement
- Section 9: External examining
- Section 10: Working with others
- Section 10A: Partnerships
- Section 10B: School-based collaborative provision
- Section 10C: Validation Service collaborative provision
- Section 10D: Placement and work-based learning
- Section 10E: Online learning in partnership with Wiley
- Section 10F: Apprenticeships

■ Section 11: Research degrees

    d. the processes for the sound design, management and enhancement of the University's courses (Part D).

        ■ Section 12: Course design

        ■ Section 13: Admissions

        ■ Section 14: Learning and teaching

        ■ Section 15: Assessment

    e. the regulations that govern the operation of courses (Part E).

        ■ Section 11: Research Degrees

        ■ Section 16: Taught course awards and registration periods

        ■ Section 16A: Common Assessment Regulations for Bachelor's and Integrated Master's Degrees

        ■ Section 16B: Common Assessment Regulations for Foundation Degrees

        ■ Section 16C: Common Assessment Regulations for Taught Postgraduate Degrees

        ■ Section 16D: Principles for drafting non-degree course regulations

        ■ Section 16E: Common assessment regulations for online postgraduate degrees (Wiley)

        ■ Section 17A: Notification of Extenuating Circumstances (NEC) procedures

        ■ Section 17B: Academic Appeals procedures

        ■ Section 17C: Academic Irregularities

        ■ Section 17D: Procedure for investigating Alleged Research Misconduct

        ■ Section 17E: Complaints procedure for students

1.4   For the most part, each section of the QH contains formal policy statements, the requirements associated with the implementation of those policies and explanatory notes that provide staff and other users with practical and technical advice on the scope of implementation. Some sections do not follow this format because they deal solely with regulations or governance structures.

1.5   Some sections of the QH are supplemented by further information provided in Quality Handbook Supplements (QHS). The title of each supplement clearly indicates whether these are additional specific policy **requirements**, **guidance** to operation or **templates/forms**.

1.6   All sections of the QH have been drafted and are reviewed against equality and diversity considerations, and take into account the needs of diverse groups of students.

1.7   The QH relates to the learning and teaching activities of the University. Among areas it does not cover are staff research (beyond the provision of research degree programmes), student records and timetabling, Human Resources, Finance and Estates Management.

2. Key academic quality values

While each section of the QH has its own policy statements, the overarching Handbook is based on a number of key academic quality values, which underpin all the University's policies, processes and requirements.

2.1 The key values are:

a. Strategic oversight of academic standards and academic quality is undertaken at the highest levels of University academic governance.

b. The provisions set out in the QH are regularly and effectively monitored, reviewed and improved (see QHS 0A).

c. There is regular, sufficient and appropriate external involvement in the maintenance of the University's academic standards and the quality of its learning opportunities.

d. Students have the opportunity to contribute to the shaping of their learning experience, and are properly and actively informed at appropriate times of matters relevant to their course or research degree programme.

e. Equality and diversity considerations are embedded throughout to ensure that all students have an equal opportunity to succeed in their studies.

f. University staff are appropriately supported in implementing the QH, enabling them in turn to support the learning experiences of students.

g. All sections of the QH are written in a manner that is intended to be clear and transparent to all staff and students, and other stakeholders including external examiners.

3. Articulation with the revised UK Quality Code for Higher Education

In establishing the QH and the policies it contains, the University subscribes to the revised UK Quality Code for Higher Education and the Expectations and Core practices therein.

3.1 Each QH section contains relevant references to the Quality Code as appropriate; however, the following overarching principles have been established to inform all sections (including Section 10 which deals with collaborative provision):

a. Each of the University's academic awards is allocated to the appropriate level in the Framework for Higher Education Qualifications (FHEQ).

b. All University courses take account of relevant subject and qualification benchmark statements.

c. The University requires all course teams to present definitive information on the aims, intended learning outcomes and expected learner achievements of their courses by means of course specifications.

d. The University has in place effective processes to approve and periodically review the validity and relevance of its courses.

e. The University ensures independent and external participation in the approval and moderation of its courses and research degree programmes.

f. The University ensures that the assessment of students is robust, valid and reliable and that the award of qualifications and credit are based on the achievement of the intended learning outcomes.

3.2 The University has also ensured that its QH stipulations align with the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

4. Contacts

4.1 The QH is maintained by the Centre for Academic Development and Quality (CADQ), with primary support from the Academic Registry, the University Doctoral School, the Equality and Diversity Team, Student Support Services and the Admissions Office.

Policy owner
CADQ

Change history			
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Equality Analysis		
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