

SEN10D002

Title: Academic Strategy: Learning and Teaching Priorities 2010-11

Date: November 2010

Version: Final

Circulation: The Senate – 10 November 2010

Agenda: SEN10A001

Status: Open

4. ACADEMIC STRATEGY

Considered

an oral report from the Chair.

The priorities for the year would be

1. The New Academic Model

Colleagues were encouraged to think in terms of a New Academic Model rather than a revision to taught programmes regulations on the basis of the various strands to the project. It was planned that new taught programmes regulations would be in place for September 2013 (undergraduate, integrated Master's and taught postgraduate). The principles of the revised undergraduate regulations and other aspects of the New Academic Model would be considered by Executive Team on 8 November and also would be discussed at the Policy Half-Day on 17 November. Graham Gibbs, a leading researcher on assessment matters who had informed much of the thinking underpinning the new Model, would be giving a presentation at the Policy Half-Day. Members might recall that it was Graham Gibbs who had identified that only ten items of summative assessment were required in order to reliably classify a student's degree.

As well as the aim of reducing the burden of assessment on staff and resources, members might also recall that the University was currently behind sector thinking and particularly risked criticism for its statement via Diploma Supplements that students obtained credit at the level of the Stage rather than for successfully completing a module. This meant that graduates or those seeking credit transfers might find difficulties with mobility. The new Model also recognised that the University was recruiting students of an ever improving calibre, which had changed the academic landscape.

It was acknowledged that some colleagues were unaware of the detail or the far reaching implications of what was being proposed or required further persuasion of the efficacy of the changes. The Director of Taught Programmes was in the process of arranging three question and answer sessions for all academic staff to take place before Christmas and would then consult widely with Schools as appropriate.

Whilst Executive Team was again being asked to agree the direction of travel the detail of the regulations could only be worked out through detailed consultation with Schools. It was hoped that the new regulations would be approved by June 2011,

noting that there would need to be a major programme of work to reconfigure SITS to the new regulations.

2. Management Information

There was an ongoing project looking at a range of data that could be condensed into a single briefing note on each School of study in the autumn and provided to Council. At this stage it was envisaged that this key data set might include information on contact time, volume of assessment, and the date on which feedback on assessed work was first available to Year 1 students. Again, this information was being collated internally and reviewed prior to any external requirement for it to be made publicly available.

3. Supervision of Postgraduate Research Students

The Director of Postgraduate Research Programmes would be continuing to focus on supervision. Of particular concern was record keeping, noting that whilst the vast majority of colleagues kept appropriate records, the few who did not jeopardised the reputation of the University should concerns emerge. The Director also intended to focus on admissions issues.

4. Timetabling

Notwithstanding the considerable teething problems that had occurred at the start of the academic year with the implementation of the new timetabling system, the Chair had been pleased by positive feedback from students and heartened that students had accepted the difficulties in the spirit that such problems did occasionally arise with IT systems. The Chair fully acknowledged that it had been a very difficult time for Teaching Offices and academic staff.

It was hoped that these problems would be resolved well in advance of semester two, noting that a second poor experience of the new system might well have an impact on the completion of the NSS, due to take place early in the spring semester.

(In discussion it was noted that

- The difficulties had impacted particularly on part-time students, who in many cases needed to organise external commitments, such as employment or care responsibilities, around study and who had not been able to do so because of the delay in getting an accurate picture of their study commitments.
- The University acknowledged that part-time provision was not something that the University did particularly well. Part-time provision at UEA tended to offer a part-time route through full-time courses, rather than being tailored specifically to the needs of part-time learners. However, students reported that they valued this approach to part-time study in that it provided part-time students with the opportunity to study alongside full-time students and enriched the profile of students participating in all teaching by diversifying the range of students in classes.
- A decision had been taken last summer to commit to the new system rather than delay implementation. Resource issues had meant that it would not have been and would not be possible to run two systems in parallel and therefore there could be no contingency. Those responsible for the project were confident that they had identified the source of the problems in September and were working with colleagues in Teaching Offices to ensure that the second semester timetable would not encounter similar difficulties.
- The Director of Information Services would report on the outcomes of the pre-Christmas test of the second semester timetable.)

LTC10D018

Title: Partnerships Office Activity
Author: Hannah Coman, Senior Administrator, Partnerships Office
Circulation: Learning and Teaching Committee – 27 October 2010
Agenda: LTC10A001
Status: Open

1. Mountview Academy of Theatre Arts Proposed Course for 2011/12

Recommendation

That
the following course be approved in principle and allowed to proceed to validation:
MA in Theatre Directing (please see LTC10D017)

2. Easton College Institutional Review

The responses to the recommendations and conditions of the Easton College Institutional Review (attached as Appendix 1) have been approved by the Chair of the Review Panel.

Recommendation

The Institutional Review Panel recommends to the Learning and Teaching Committee that Easton College be re-approved as a partner institution of the University of East Anglia for a period of five years commencing 1st November 2010.

3. International Partnerships Handbook

The International Partnerships Handbook can be viewed at:

<https://www.uea.ac.uk/ltqo/partnershipsoffice/international/International+Partnerships+Handbook>

Recommendation

That
the International Partnerships Handbook be approved.

4. City College Norwich Professional Misconduct/Unsuitability Committee Procedure

Recommendation

That
the revised City College Norwich Professional Misconduct/Unsuitability Committee Procedure (attached as Appendix 2) be approved.

5. City College Norwich Proposed Course for FdA Retailing

Recommendation

That
the following course be approved in principle and allowed to proceed to validation:
FdA in Retailing (please see LTC10D016)

EASTON COLLEGE FINAL REPORT
of the
CONDITIONS and RECOMMENDATIONS
from the
UNIVERSITY OF EAST ANGLIA INSTITUTIONAL REVIEW
6th November 2009

1. Conditions:

- a. *The HE management structures should be reviewed and revised as appropriate (paying particular attention to the long lines of communication between senior management at the College and those staff responsible for delivering HE, development of an HE ethos and the role and function of HE committees and quality management systems within the structure).*

A major review of the College staffing structure resulted in alterations, amendments and allocations to specific roles, responsibilities and duties within the College which included the provision of Higher Education. A Head of Faculty post has been created – to which the HE Co-ordinator will report – and the appointment to this post will be through joint agreement with the College and UEA (M1; M2). The Head of Faculty will liaise with appropriate Schools within UEA and the Partnership Office. The line management for the Head of Faculty will be with the Vice Principal (Curriculum) and working with the Assistant Principal (HE). This has strengthened the line of communication between senior management via Head of Faculty, HE Co-ordinator and the tutors delivering the HE Programmes.

EVIDENCE:

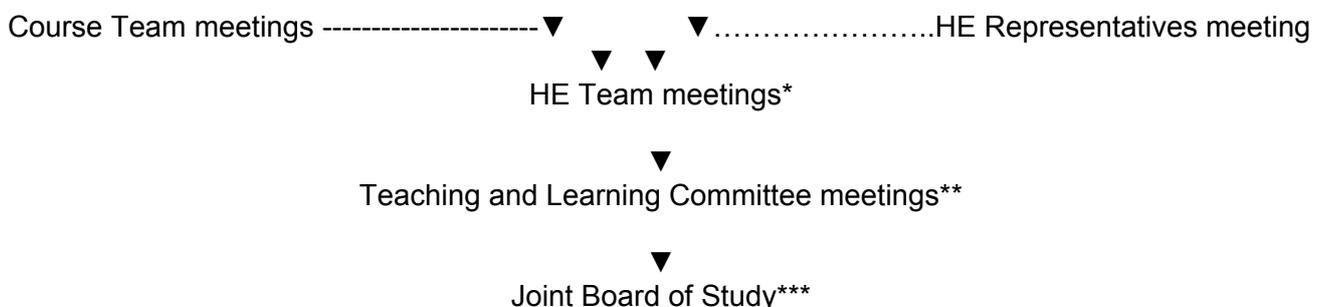
Revised structure of College academic and administration responsibilities and roles (Appendix 2)

Following the IQER Developmental Engagement in March 2010 the QAA report produced identified there were robust quality policies, procedures and processes in place and the Institutional Review Quality Improvement Plan (IRQIP [Appendix 1]) had been incorporated in the College-wide Quality Improvement Plan (QIP). The whole College QIP (and IRQIP) is reviewed at AMT every two weeks. This QIP has identified targets, dates and outcomes to be met and reported and these in turn were evidenced as completions through to the Senior Management Team (SMT) meetings (M2).

EVIDENCE:

College QIP, IRQIP, AMT and SMT minutes and actions reported and completed

The College HE meeting and reporting structure (M4) is:



*Minutes and issues reported to AMT

**Minutes and issues reported to AMT (SMT where applicable)

***Minutes and outcomes reported to SMT

- b. *An HE Strategy must be submitted to HEFCE by 11th January 2010 and this should be produced in consultation with the Partnerships Office.*

The College Higher Education Strategy had been completed, reviewed and commented on by the College SMT and UEA Partnership Office prior to despatch to HEFCE on 7th January 2010 (M5) (Appendix 3)

The College will review the HE Strategy through the Senior Management Team on an annual basis in the Autumn Term of each Academic Year (commencing 2010) to ensure appropriateness and responsiveness to internal, partnership office, UEA and external developments/impacts.

- c. *The portfolio of services managed by the Head of Student Services which includes activities as diverse as marketing, admissions and student support should be reviewed.*

During the College staffing review and adjustments to responsibilities recently undertaken to ensure key roles were focused – which included the portfolio and responsibilities of the Head of Student Services – which were reviewed with respect to the HE Registry and Admissions function and roles. The College has established:

- Marketing and Recruitment Centre which enables the College to manage the consistency and accuracy of information, public information and recruitment procedures
- Student Services Centre (Registry) with a dedicate Client Liaison Officer for HE
- Central Administration Centre to support the above areas working with HE Programmes and students – new and enrolled

The recruitment and admissions procedures, allocation of resources and support for HE students forms a major element of defining the student experience throughout their contact with the College and on-course activities. Designated Client Liaison Officer in Student Services receives, monitors and manages UCAS applications, interviews and offers for students on all programmes. A named link with UCAS receives up-dates, manages procedures and undertakes up-date training by UCAS in June 2010 (M6).

Information Advice and Guidance (IAG) accredited through recent Matrix re-Accreditation in May 2010, illustrates levels of commitment to all student admissions and supporting HE application, admissions and procedures (M6). Student Services staff are qualified at appropriate advice and guidance levels. Inclusion of new 19+ careers details and progression support information in Student Services centre – now included with College CEG Policy. Also available for support and guidance is a Level 4 Careers Adviser available within the Student Services (M7). Examinations Officer is dedicated to HE student Profiling grades (developed in collaboration with member of UEA Partnership Office) as well as administering examinations.

Responsible for Public Information, internal documentation and student related support/assessment now undertaken by HE Co-ordinator as the master controller of SharePoint information system to oversee all of the College documents for publication and ensure clarity and consistency and review and refocus of initial recruitment and admissions process in conjunction with the student support role.

EVIDENCE:

New College Structure following adjustments across the College faculties, centres and departments identifies the new responsibilities and lines of management

- d. *A staff development policy should be produced that includes opportunities for teaching staff at the College for continuing professional development that will contribute to the HE ethos at the College and scholarly activity. Consideration should be given to working with UEA, secondments, sabbaticals, research, attendance at events/courses, research informed teaching and UEA students undertaking dissertation research at the College.*

The College Staff Development Policy is reviewed annually as part of the Human Resources Strategy (Appendix 5). Budget allocated to support development priorities such as teacher training, scholarly activity, training to comply with changing regulations and CPD. Staff development is available to all grades of staff and it is accessed either through personal request via line managers or encouraged via the annual staff Appraisal Scheme. to support directed and academic staff development and the College Staff Development Policy acknowledges and encourages tutors on HE Programmes to pursue continuing professional development and scholarly activity with specific allocation of funding dedicated to HE CPD that will contribute to and enhance the HE ethos at the College (TL1; TL2). Included in the policy and funding is the opportunity for scholarly activity and working with UEA, identifying appropriate scholarly activity at UEA, and looking to other HEIs that will reflect on the student experience on their programmes and modules (TL3). CPD and scholarly activity is discussed at Programme meetings and HE Team meetings. College staff have been involved in scholarly activity and teaching at UEA during this Academic Year and students have experienced sessions at UEA as part of their assessment. As a result of UEA Academic Links and the Teaching and Learning Committee meetings individual areas of support through secondment of UEA post-graduate students were suggested as collaboration and working to develop the College provision. Awaiting Academic Link to return from sabbatical to take forward and support.

EVIDENCE:

HR Department and CPD/Staff development Policy and Procedure

- e. *A tracking process of College alumni should be introduced, to permit a greater understanding of the impact of HE provision on students' lives and careers.*

The College is investigating placing a section for higher Education in the College alumni section on the website (new website development part of new Marketing and Admissions area and functions). This will identify achievements, progression, career and personal developments of all HE Foundation Degree students and having interactive sections for student discussions and information swaps. The College encourages all students to advise the College and their tutor of their career developments and what change has taken place since their graduation (LV2). The new website will enable greater development of the College alumni section and a section on the College SharePoint will be available for adding details of destinations and progression by all tutors for all Programmes (Appendix 4 – new Destination Questionnaire).

EVIDENCE:

Review of current College alumni on website and review of UEA Alumni to establish consistency with appropriate procedures and outcomes. Determine evidence gathering and collation of student destinations and progression

- f. *Prospective students require greater clarity both about opportunities for progression into foundation degrees and subsequent progression to honours degrees. Therefore all published information should be reviewed to ensure that it correctly represents progression opportunities.*

All published information – Programme/Module documentation, assessment, support, handbook, prospectus, external agents – will be reviewed as each item is up-dated for 2010/2011 academic year (M9). These are being monitored through a “version control” system as they are placed onto the College SharePoint database by a designated individual – HE Co-ordinator – through approval process and Quality Assurance. All published information is to be re-issued for the next Academic Year using the above control procedures to avoid duplication or mis-information. A cross-College review will be undertaken of publicity materials, course documents and prospectus (new version to be prepared for 2011 entry [M9]), with clarity of opportunity for students' progression to Foundation Degrees and Honours Degrees and alternative progression routes as well as career-specific needs for future qualifications at all levels (M10). Final versions will be completed by August 2010 for new

Academic Year and new recruitment. Information visits have been undertaken to all Year 1 Level 3 students (pre-planning for UCAS and HE choices) and Year 2 Level 3 courses (supporting application to UCAS and offering progression information) in the Winter and Spring Terms, plus, planning for visits to HEIs and UEA. Foundation Degree students visit to Level 3 groups to advise on progression and choices.

EVIDENCE:

SharePoint version control, inputting control and decision-making on information in SharePoint plus new HE Prospectus for 2010 (2011 entry) outlined in “Conditions and Recommendations” of the Institutional Review.

In addition SSS question is:

“My course materials and assignments were available on the VLE” – so this could provide the information/evidence of achieving the goal

Module Evaluation Forms are included to identify good practice and use of VLE – through MEF

questions are: *“Lecture/seminar/additional module notes could be found on the VLE”* and

“The module assessment could be found on the Virtual Learning Environment (VLE)” – results from this identifies ‘appropriate good practice’ reflected by student feedback

SSS question should identify increased student satisfaction with VLE in the Academic Year (results not yet available) and

Regarding the VLE, there are now agreed SharePoint versions for items such as MDFs, Course Handbooks and Public Information and control through: “Information to be applied to the VLE will be monitored and only documentation, data identified and published details from agreed SharePoint versions are to be posted by Programme Leaders and Module Tutors.”

- g. There should be a review of the induction strategy and the delivery of HE study skills for first year students.*

Induction Strategy, Study Skills support and delivery and activities for September 2009 students was further reviewed at the HE Team meetings and recommendations taken forward for 2010 entry together with new approach to Study Skills reflecting the needs of First Year students in September 2010 (TL4; TL5):

- New Study Skills module introduced for Year 1 students – “long/thin”, delivered in 1 hour per week over two semesters – this will ensure the Study Skills module supports students to work alongside assessments and support data/outcomes required in all modules
- Study Skills within Induction for both Year 1 and Year 2 students (offering guidance and refresher aspects to Year 2 respectively for assessment completion)
- Combination of Year 1 and Year 2 students for some sessions during Study Skills week will help individuals to share of experiences, learning, assessment and peer support
- Part-time students will receive the same information, experience and Study Skills guidance for their induction (the same as the full-time students details) on their attendance day
- Induction for first week of Year 1 and Year 2 revised and further development of planned activities to review assessments in both style, completion and content

New Study Skills module has been developed in collaboration with, and support from, UEA (Adam Longcroft) with materials and advice Appendix 10).

The outcomes of student surveys were to be an indication of student satisfaction and responses to issues/areas raised in surveys have been reviewed and improvements noted – some details have been completed by the report time (M3):

- Student Perception of College/Course (SPOC) survey outcomes:

- 9% less of the students scored the Programmes below the minimum level set for “satisfactory” over the previous year – 39% compared to 48% - 61% satisfied or better instead of 52%
- 9% more of the students scores were above the minimum satisfactory level than last year – 58% compare to 49%
- The same result for the top score of ‘5’ was recorded by 3% of students

The survey asks for scores for questions from 1 (lowest – strongly disagree) to 5 (highest – strongly agree) with below the minimum satisfaction level set at 3.74 and below and 3.75 to 4.99 above the satisfaction level and 5 as highest agreement/satisfaction.

- Student Satisfaction Survey (SSS) is being completed during late May and early June 2010
- National Student Survey (NSS) has been completed and the participation rates at the final point of collation were identified – outcomes and results as yet to be released in summer.

EVIDENCE:

Details of SPOC results for questions mentioning Induction of Foundation Degree student responses as well as SSS outcomes (to be collated) (LV1).

2. Recommendations:

- a. *The College should consider reviewing its Admissions Strategy to ensure that prospective students are adequately prepared for HE programmes. In particular it should consider setting a minimum entry requirement for GCSE mathematics and English, which could impact positively on the College’s ability to retain FD students and their ability to progress to honours degree programmes at UEA and elsewhere.*

A review of HE admissions procedures resulted in agreement to amend information available to students to include minimum entry qualification criteria regarding GCSEs and progression opportunities – for entry to College Programmes in September 2011. Information to ensure that students are aware of minimum entry GCSE qualifications that have implications for progression to UEA and other HEIs in relation to Honours Degree Programmes and other qualifications and career choices (M9). Details of GCSEs, and grades achieved will be included that are appropriate to specific career needs (M8).

The College offers GCSE English and has identified that GCSE Mathematics could have a positive impact on retention and achievement and has set out a plan to offer students one of the GCSEs in either their first or second year

EVIDENCE:

All HE students are offered free Literacy and Numeracy Level 2 qualifications on a voluntary basis to support their up-grade to a current qualification where appropriate and English GCSE was available (at set timetable time). For forthcoming academic year to offer GCSEs outside of normal HE timetable

- b. *Consideration should be given to providing HE students with a designated space for study, to contribute towards the HE ethos.*

Together with increased HE student participation in more Student Representatives meetings there has been the opening of the HE Study Centre for use by HE students located within the Learning Resources Centre and with 17 dedicated PCs and SPSS software available. All Programmes have at least two student representatives nominated to attend all Programme Team meetings during the semesters and contribute to issues relating to the modules, teaching and resources (LV4). During the week between Semesters (in January 2010) the HE Team from all Programmes offered extra-curricula events in what was classified as “Activities Week” – external visits and events to enhance all the individual programmes and provide students with vocational and curriculum relevant

opportunities. The report back from these days and events was very positive with students enjoying HE focused activity (M3; Appendix 6 and 9).

EVIDENCE:

HE Study Centre, HE Team and HE Representative meetings minutes and report on the Programmes events undertaken in Activities Week.

The meetings and responses to student issues has further developed the HE ethos and “value” attributed to Higher education within the College given to Foundation Degree Programmes. The Student Reps views are reported to the HE Team meetings, Academic Management Team (AMT) meetings (where appropriate) and to the Teaching and Learning Committee (also where appropriate). All Programme meetings have at least one (and in many cases, two) student reps identified to represent the first and second year cohorts who are invited and attend these regular meetings – outcomes of which are relayed to the HE Team meetings (M3 and Appendix 8).

- c. *Further consideration should be given to develop the use of the Virtual Learning Environment to the benefit of staff and students, for example, by monitoring the level of use by different programme areas and the amount of published information available.*

As an outcome of the IQER DE in March 2010 the QAA report included two areas of Good Practice that related to the College VLE:

- the induction and study skills programmes and in particular the support they provide for early use of the virtual learning environment
- the monitoring of the development and use of the virtual learning environment and the availability and quality of the assessment information it provides for students

As part of the IQER Action Plan the actions/outcomes for the VLE is to utilise the College Grading system for VLE content and achieve (TL5):

- by the start of the Autumn Term – all of the Programmes details on the VLE to be at least to Level 3 (per College VLE criteria)
- by start of Semester 1 two Programmes to have achieved at least Level 4:
 - Equine Management
 - Another Programme

To date all Programmes are inputting details to achieve Level 1 by July 2010. SSS to identify increased student satisfaction with VLE in Academic Year (results not yet available) and Module Evaluation Forms to identify good practice and use of VLE.

Information to be applied to the VLE will be monitored and only documentation, data identified and published details from agreed SharePoint versions are to be posted by Programme Leaders and Module Tutors. Monitoring of VLE through College Quality manager and Quality procedures for VLE use.

EVIDENCE:

IQER report for the developmental Engagement, and subsequently the VLE data, its current input by Programmes and planned Level 3 requirements for Programmes (as detailed above) to be completed for next academic year.

- d. *The College should consider distinguishing between course specific academic work, pastoral support and the role of the personal tutor.*

All Programmes have a dedicated Programme Leader who has assigned resources, role and duties for Tutorial support (to cover academic, assessment and personal elements of studying on their Programme with Module Tutors supporting vocational and cross-College modules – dealing with the assessment and module review during the academic year. The Programme Leader will undertake pastoral support through the College Tutorial process on an individual one-to-one and with group activities relating to specific needs. This support is available for pastoral and academic needs for all students, and in addition the Module Tutors will support through academic aspects, assessment and learning outcomes of the module as well as individual needs during the semester (TL6). Included in the tutorial process is the awareness and monitoring of safeguarding as well as the issues related to Equality and Diversity in the modules, delivery, resources, opportunities for personal development and within the Programme (S1 and Appendix 7)

At Induction students are advised of the support, the times of one-to-one and specific support will be timetabled and notified. Other support is offered through the HE Co-ordinator, Programme Teams and Programme Area Managers. The details of specific and generic support are available in College Handbooks, Course Handbooks and Student Handbooks – which is HE Programme specific.

EVIDENCE:

Tutorial plans, agendas and reports of individual student tutorial sessions and group sessions where undertaken.

Following the IQER DE the College has reviewed, revised and developed the Work-based Learning and Project modules for the forthcoming year and potential re-validation events. Through HE Team meetings consolidation of modules, learning outcomes and employment facing placements in both years were developed. Working with employers to support students in placements and with range of assessment needs. Employers' Pack has been drafted to offer guidance and include Equality and Diversity elements as well as safeguarding aspects to support successful outcomes (S2). All employers offered full support, health and safety checks, regular visits and participation in student evaluation of performance to contribute to tutor academic assessment outcomes (S3). Each of the placements will have an annual review with the employer and tutor as part of the Pack/placement to include Equality and Diversity elements (ED1) to aid student awareness and development of their rights and responsibilities in the placement, the vocational modules and their careers (ED3).

Review of employer's role in multi-cultural and disabilities issues in their sector, vocational area and specific placement to develop wider recruitment of students onto Programmes through modules and employer support (ED2; ED4).

3 The Panel commended the College on the following:

- i) The progress and development of courses in response to feedback from staff, students and external examiners.
- ii) Development of physical resources at the College including the Equine Centre, sports facilities and teaching and residential accommodation.
- iii) The enthusiasm of the staff and the pride they have for the College.

4 The Panel also noted the following action for UEA:

- i) Consideration for further facilitating progression from the College to UEA degree programmes.
- ii) Continuing to work with the Union of UEA students with regard to club and society membership by Easton students.
- iii) Keeping development opportunities under review.

APPENDICES

Appendix 1

Institutional Review Quality Improvement Plan

Appendix 2

College Structure (following staffing and role amendments)

Appendix 3

Easton College Higher Education Strategy

Appendix 4

Final Destination Questionnaire

Appendix 5

Human Resources Strategy – CPD for HE Tutors

Appendix 6

HE Meetings' Structure

Appendix 7

VLE:

- VLE Grading and Achievements Required for defined Levels
- Transactions by Vocational Course area for HE Students
- Module evaluation Form

Appendix 8

HE Student representatives Meeting:

- Agenda for meetings
- HE Student meeting
- Teaching and Learning Committee meeting
- HE Team meeting
- HE Student Reps meeting
- HE Team meeting

Appendix 9

HE Activities Week Report

Appendix 10

Study Skills Module definition Form

Section 6: Professional Misconduct or Professional Unsuitability

This Regulation shall apply to all courses or programmes of study where a practical professional placement is required

- 6.1 A student on a programme of study where a practical professional placement is a required part of the programme shall not act or behave in a manner which:
- (a) jeopardises the welfare of the subject (whether patient, pupil/student, customer or client) (i.e. professional misconduct) and/or
 - (b) contravenes the relevant professional code of conduct (i.e. professional misconduct) and/or
 - (c) is incompatible with behaviour required by the profession (i.e. professional unsuitability)

and if in breach of any of the above may at any time be suspended or precluded from further study by the College in accordance with the College Procedure:

PROCEDURE FOR DEALING WITH ALLEGATIONS AGAINST A STUDENT OF PROFESSIONAL MISCONDUCT OR PROFESSIONAL UNSUITABILITY

This Procedure is available on Blackboard in HE@CCN/Regulations and Procedures



COLLEGE PROCEDURE

DATE OF ISSUE: **September 2010**

TITLE: PROCEDURE FOR IMPLEMENTATION OF THE PROFESSIONAL MISCONDUCT OR UNSUITABILITY REGULATIONS (NRF SECTION 6)

VERSION NO: **2**

DATE DUE FOR REVISION: **September 2011**

READERSHIP: **staff/students/Freedom of Information Act Publication Scheme (see <http://www.ccn.ac.uk/site/foia.htm>).**

SUMMARY:
**Procedure for students on Higher Education Programmes.
Section 6 of NRF version 3.1 refers**

SUBJECT:

- Curriculum**
- Equal Opportunities/Disability**
- Finance**
- Governance**
- Information Technology**
- Staff**
- Strategic Issues**
- Student Matters**
- Other (please specify) _____**

ORIGINATOR: **Name:** Clive Turner
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CITY COLLEGE NORWICH

PROCEDURE FOR DEALING WITH ALLEGATIONS AGAINST A STUDENT OF PROFESSIONAL MISCONDUCT OR PROFESSIONAL UNSUITABILITY

VERSION 2.0

1	PURPOSE AND APPLICATION
1.1	<p>Purpose The purpose of this Procedure sets out the procedures to be followed in the discharge of Regulations contained in Section 6 of the Norfolk Regulatory Framework,</p>
1.2	<p>Application of Policy This Policy applies to all Higher Education courses operated by City College Norwich (CCN) including those leading to an award of the University of East Anglia or that are franchised by CCN to other institutions, which include a compulsory element of professional practice.</p>
2	THE PROCEDURE
2.1	It must be borne in mind that an allegation of professional misconduct or professional unsuitability is both serious and potentially defamatory. Consequently it is essential that the proceedings should be conducted on a basis of strict confidentiality.
2.2	<p>On receipt of a written allegation, the Head of the School, in consultation with the relevant Programme Manager shall:</p> <ul style="list-style-type: none"> (a) inform the HE Office that an allegation has been made; (b) take such immediate action as is deemed appropriate in the circumstances to safeguard all relevant parties, but without prejudice to the outcome of the enquiry; (c) where possible, interview the student and inform the student in writing of the nature of the allegation made; (d) inform the student in writing of the nature of the action taken under 2.2(a) above; (e) provide written information on the procedures for dealing with the allegation; (f) appoint, after consultation with the HE Office, a senior member of academic staff, normally from the relevant subject discipline within the School, to act as Investigating Officer. The Investigating Officer shall assemble impartially the evidence relevant to the allegation from a full range of parties with the appropriate level of subject knowledge, and including the appellant, and shall prepare a written report for the Head of the School which shall not pass judgement for or against the accused nor recommend a particular course of action.
2.3	If the Head of School deems that no <i>prima facie</i> case has been made against the student the Head of School shall inform the student in writing.
2.4	<p>If the Head of School deems that a <i>prima facie</i> case has been made against the student: the Head of School shall refer the case as quickly as possible to a Professional Misconduct/Unsuitability Committee which shall be appointed by the Chair of the validations Awards and Regulations Committee (VARC) acting on behalf of the CCN Senate and which shall comprise (subject to 2.6 below):</p> <p>From the College:</p> <ul style="list-style-type: none"> a) a Chair who shall be a Head of another School or other appropriate senior academic from another School, and;

	<p>b) an appropriately qualified academic member of staff from the relevant subject discipline within the School.</p> <p>From the University of East Anglia (UEA): an appropriately qualified academic member of staff from the relevant subject discipline, nominated by the UEA Director of Partnerships.</p>
2.5	The student's tutor/adviser/supervisor, the Investigating Officer or the UEA Academic Link, shall not be members of the Committee. The UEA Academic Link may give advice on the procedure to be followed at the PMUC and who appropriate members of the Committee might be, but must not give a professional opinion on the case.
2.6	The Secretary of the Professional Misconduct or Unsuitability Committee shall be an appropriate member of administrative staff, appointed through the HE Office.
2.7	The Head of the School shall submit to the Secretary of the Professional Misconduct/Unsuitability Committee such evidence, including the report of the Investigating Officer, as the Head of the School shall deem fitting. The Secretary shall send copies of the evidence to the members of the Committee and at the same time to the student concerned and shall convene a meeting of the Committee as soon as possible.
2.8	The Committee shall proceed in judicial fashion and, in particular, shall allow the student against whom allegations have been made to present his/her case in person and, if the student wishes, to bring to the Committee a person to represent him or her.
2.9	The Committee shall consider the written evidence submitted by the Head of the School and any statement or evidence provided by the student. It shall have the power to seek such other evidence as it deems necessary.
2.10	The Committee shall have the power to suspend or preclude from further study in the College any student it finds guilty of professional misconduct or of professional unsuitability. The Committee may impose such other penalty as it considers appropriate, provided that no such penalty requires or implies a concession or exemption under the Regulations governing the award of degrees.
2.11	When the Committee has reached its decision based on the evidence before it provided by all relevant parties, the Secretary shall inform the student and the Head of the School concerned in writing. The student shall be informed of the right to appeal against the decision in accordance with section 3 of this procedure.
2.12	The Head of HE shall consider whether the outcome of the decision should be reported to the Vice Principal, Curriculum, Quality and Student Services and where appropriate the relevant professional or statutory body.
3	PROCEDURE FOR APPEALS AGAINST DECISIONS OF THE PROFESSIONAL MISCONDUCT/UNSUITABILITY COMMITTEE
3.1	Written notice of appeal by the student must be lodged with the Vice Principal, Curriculum, Quality and Student Services, within three working days of the student having been informed of the decision of the Professional Misconduct or Unsuitability Committee. Appeals submitted after this deadline with good reason for the delay may still be considered.
3.2	The Vice Principal, Curriculum, Quality and Student Services shall appoint the Chair* of the

	Professional Misconduct/Unsuitability Appeals Committee.
3.3	The Vice Principal, Curriculum, Quality and Student Services and the Chair* of the Professional Misconduct/Unsuitability Appeals Committee shall decide whether the grounds for the appeal are covered by the provisions of paragraph 3.6 below and warrant further consideration by a Professional Misconduct/Unsuitability Appeals Committee (the Appeals Committee). If they agree that there are no grounds for further consideration of the appeal the Deputy Principal Academic Affairs shall inform the student in writing giving the reasons for that decision.
3.4	If the Vice Principal, Curriculum, Quality and Student Services and the Chair of the Professional Misconduct/Unsuitability Appeals Committee decide that the appeal does warrant further consideration the Secretary shall refer the case to a Professional Misconduct/Unsuitability Appeals Committee which shall be appointed by the Head of HE acting on behalf of the CCN Senate and which shall comprise: <ul style="list-style-type: none"> a) *a Chair who shall be a Head of School or member of the Principalship not previously involved in any part of the Misconduct or Unsuitability proceedings; b) one member of the School from the relevant subject discipline within the School concerned who shall not be the Head of the School or the investigating officer or a member of the Professional Misconduct or Unsuitability Committee; c) one senior practising member of the relevant profession who is from outside the College and University and who has not been associated with the teaching of the appellant.
3.5	The Secretary of the Appeals Committee shall be the Secretary of the original hearing or an appropriate substitute.
3.6	The grounds for the appeal shall be one or more of the following: <ul style="list-style-type: none"> (a) that the Professional Misconduct/Unsuitability Committee did not make reasonable efforts to acquire all relevant information; (b) that new evidence had become available that could materially affect the decision of the Professional Misconduct/Unsuitability Committee; (c) that there was evidence of procedural irregularity or prejudice or bias in the conduct of the hearing by the Professional Misconduct/Unsuitability Committee.
3.7	The Appeals Committee shall have before it all documents relating to the original hearing, together with a written statement submitted by the student setting out the grounds for the appeal. The Appeals Committee shall not proceed by way of a re-hearing, but shall have power to require the presentation of such further evidence as it deems necessary.
3.8	The Appeals Committee shall have the same powers as the Professional Misconduct/Unsuitability Committee and may confirm the decision of the Professional Misconduct/Unsuitability Committee or substitute such other decision as it considers appropriate.
3.9	When the Appeals Committee has reached its decision the Secretary shall inform the student and the Head of the School concerned in writing.
3.10	If any action had been taken under paragraph 6.2.13 above to inform the relevant professional or statutory bodies the Head of the School and the Vice Principal, Curriculum, Quality and Student Services shall decide whether any further report should be made to the

	professional or statutory bodies concerned in the light of the decision of the Committee.
3.11	The decision of the Appeals Committee shall be final and shall not be subject to further appeal.
4	PROFESSIONAL MISCONDUCT/UNSUITABILITY: ROLES AND RESPONSIBILITIES
4.1	<p>The Head of HE shall:</p> <ul style="list-style-type: none"> • be informed that an allegation has been made • ensure that the PMUC and Appeals Committee procedures are fully and properly followed • be a source of independent advice to all parties to the PMUC and Appeals Committee • assist the Head of School in the appointment of the Investigating Officer • appoint the panel members of the PMUC and the Appeals Committee in accordance with the Procedure, ensuring that there are no conflicts of interest and no relationships that might lead a student to believe there are any conflicts of interest • if the student is found guilty of professional misconduct/unsuitability, consider whether the outcome of the decision should be reported to the Vice Principal, Curriculum, Quality and Student Services, and where appropriate the relevant professional or statutory body • report any outcomes of any professional misconduct/unsuitability to the Validation, Awards and Regulations Committee
4.2	<p>The Head of School (where an allegation is made against a student within their School, and in consultation with appropriate colleagues) shall:</p> <ul style="list-style-type: none"> • take immediate action to safeguard all relevant parties • inform the student of the allegation and where possible interview the student • provide written information to the student on the PMU procedures • appoint a senior member of academic staff within their school to act as Investigating Officer • receive a written report from the Investigating Officer in order to recommend the next course of action and inform the student of their decision in writing • submit to the PMUC the report of the Investigating Officer and any such evidence as is deemed necessary • attend the PMUC and Appeals Committee as a witness if required
4.3	<p>The Vice Principal, Curriculum, Quality and Student Services shall:</p> <ul style="list-style-type: none"> • receive and consider (with the Chair of the Appeals Committee) appeals against decisions of the PMUC • if it is decided that an appeal does not warrant consideration by an Appeals Committee, inform the appellant in writing giving the reasons
4.4	<p>The Investigating Officer shall:</p> <ul style="list-style-type: none"> • assemble impartially the evidence relevant to the allegation from a full range of parties including the student • consult academic members of staff at the College and University with the

	<p>appropriate level of knowledge, so that due regard is paid to relevant professional standards.</p> <ul style="list-style-type: none"> • prepare a written report for the Head of School which shall not pass judgement for or against the accused nor recommend a particular course of action
4.5	<p>The UEA Academic Link shall;</p> <ul style="list-style-type: none"> • be a source of advice on the PMU procedure and the relevant professional standards • not provide an opinion on the allegation or sit as a panel member on the PMUC or Appeals Committee
4.6	<p>The Chair of the Professional Misconduct/Unsuitability Committee (PMUC) shall:</p> <ul style="list-style-type: none"> • ensure that the Committee proceeds in judicial fashion and allows all relevant parties including the student the opportunity to present their case • ensure that all relevant evidence is considered and ensure that the Committee has all of the information it needs in order to reach a decision • call witnesses to the Committee and request further information/evidence required for the Committee to reach a decision • ensure that the Committee reaches its own decisions based on the evidence before it from all relevant parties and is not overly reliant on the judgement of third parties (for example placement providers).
4.7	<p>The Chair of the PMU Appeals Committee shall:</p> <ul style="list-style-type: none"> • ensure that the Appeals Committee does not proceed as a re-hearing
4.8	<p>The Secretary to the Professional Misconduct/Unsuitability Committee (PMUC) shall:</p> <ul style="list-style-type: none"> • ensure that the PMUC procedures are fully and properly followed • be a source of independent advice to all parties to the PMUC • convene a meeting of the PMUC as soon as possible • receive and send copies of all written evidence to all relevant parties • be present for the proceedings of the PMUC to advise parties on procedure, take notes of the hearing and record the Committee's decision and reasons for the decision • inform the student and Head of School of the PMUC's decision in writing inform the student of their right to appeal against the decision of the PMUC
4.9	<p>The Secretary to the PMUC Appeals Committee shall:</p> <ul style="list-style-type: none"> • act as secretary as set out in 4.8 • inform the student that there is no further right to appeal
5	<p>PROCEDURE AT MEETINGS</p> <p>1. At the start of the hearing, the Secretary shall invite into the room:</p> <ul style="list-style-type: none"> • the student alleged to have breached Section 6.1 of the Norfolk Regulatory Framework • and any accompanying representative as permitted by the Professional

Misconduct and Unsuitability Procedure.

2. If the student fails to appear, the Committee will consider whether or not to proceed with the case immediately and may do so provided it is satisfied that the student has been properly informed of the date and place of the meeting.
3. Any witnesses whom the Committee has invited to attend shall remain outside the room in which the Committee is sitting until called to give evidence.
4. The Secretary shall state briefly why the Committee is sitting.
5. The proceedings at the hearing will be informal, but will usually follow the pattern described below:
 - (a) all written evidence will be taken as read;
 - (b) the student or his/her representative will present his/her case;
 - (c) the Committee may ask the student or his/her representative questions upon his/her statements or evidence, both written and oral;
 - (d) the Committee may require the presentation of evidence any witness it wishes;
 - (e) any witness called by the Committee will be questioned first by members of the Committee, followed by the student or his/her representative;
 - (f) following the withdrawal of any witnesses who have been called by the Committee and the completion by the Committee of any further questioning of the student or his/her representative, the latter will be given the opportunity to make a closing statement;
 - (g) the room will then be cleared except for the Committee and the Secretary.
6. The ruling of the Chair on any point of procedure shall be final.
7. The Committee may at any time either before or during a hearing decide to adjourn the hearing for a period not exceeding seven working days.
8. The decision of the Committee shall be sent in writing to the student and to the Head of the student's School by the Secretary as soon as practicable.

Professional Misconduct or Professional Unsuitability

Procedure at Meetings

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 - the student alleged to have breached Section 6.1 of the Norfolk Regulatory Framework
 - and any accompanying representativeas permitted by the Professional Misconduct and Unsuitability Procedure.
2. If the student fails to appear, the Committee will consider whether or not to proceed with the case immediately and may do so provided it is satisfied that the student has been properly informed of the date and place of the meeting.
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4. The Secretary shall state briefly why the Committee is sitting.
5. The proceedings at the hearing will be informal, but will usually follow the pattern described below:
 - (h) all written evidence will be taken as read;
 - (i) the student or his/her representative will present his/her case;
 - (j) the Committee may ask the student or his/her representative questions upon his/her statements or evidence, both written and oral;
 - (k) the Committee may require the presentation of evidence any witness it wishes;
 - (l) any witness called by the Committee will be questioned first by members of the Committee, followed by the student or his/her representative;
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