

# QA2. Quality Assurance Framework (Education & Research): Procedures & Documents

## 1. Quality Assurance Strategy

The quality provision for Higher Education is assured at CITY ULE through various mechanisms, which have proven their effectiveness and efficiency. The aim of the Quality Assurance Strategy is to achieve high quality standards to all CITY ULE educational services and the continuous enhancement of teaching and research, according to:

- the standards of the University of York,
- the UK standards quality assurance (Office for Students - OfS, Quality Assurance Agency Benchmarks - QAA, British Accreditation Council - BAC etc.), and
- International standards for quality assurance (European Association for Quality Assurance in Higher Education - ENQA, Standards and guidelines for quality assurance in the European Higher Education Area - ESG, etc.).
- National standards for quality assurance set by the Hellenic Authority for Higher Education (HAHE),

## 2. Quality Assurance Policy

CITY ULE's policy for QA is to sustain a QA system that:

- It is committed to comply with the Institution's Regulatory Arrangements (Ordinances, Statutes, Regulations and Policies).
- It establishes, reviews, redesigns the QA objectives, which are fully harmonised with the Institution's Strategic Plan.

This policy reflects CITY ULE's dedication to fostering an inclusive, innovative, and forward-thinking environment. The QA Policy is implemented through the Internal Quality Assurance System (IQAS). With the implementation of CITY ULE's QA Policy, a continuous improvement is anticipated across all areas of the institution's activities, including educational and research work, the quality and efficiency of services and administrative procedures, and the operating conditions, and working environment and standards for staff and students.

The QA Policy of CITY ULE aims to develop and implement a quality system that promotes:

- The organisation and management of QA through the IQAS.
- The distribution of responsibilities by the CITY ULE's leadership, Schools, Departments, staff members and students, as well as their respective roles regarding quality assurance.
- Ensuring transparency in decision making processes and resource management.
- The protection of academic principles, freedom of speech, ethics, equality, diversity and inclusion.
- The quality assurance of programmes and their compliance with University of York's and Professional Statutory Regulatory Bodies' (PSRBs) standards.
- Strengthening student-centered learning and fostering active student participation in educational processes.
- Continuous revision and enhancement of programmes of study to meet societal needs and global developments.
- Ensuring high quality teaching and enriching educational experiences.
- Fostering a culture of ethical and impactful research.

- Promoting interdisciplinary research that addresses local and global challenges.
- Collaboration among all members of the academic community, including, teaching, research, administrative staff and students.
- Continuous training and development of human resources.
- The provision and effective management of necessary resources for the CITY ULE's operation.
- The efficient and effective organisation of services and the development and maintenance of infrastructure.
- Actively involving external stakeholders in quality evaluation and enhancement.
- Enhancing international collaborations with educational and research institutions.

### 3. QA for Education and Research

The Quality Assurance Framework (Education & Research) is supplementary to the Quality Assurance Policy and the Internal of Quality Assurance System (IQAS). The Quality Assurance framework (Education & Research) includes a set of policies, procedures and guidelines in accordance with the University of York procedures and practices which refer to academic services and academic staff and their teaching, research and administration duties. These procedures are interrelated so that they develop the overall outcomes of the CITY ULE educational and research operations. The outcomes are collected in the form of internal and publishable data. The data are evaluated through a set of Key Performance Indicators (KPIs) set from time to time by the institution senior management committees and its Schools/Departments and described in their yearly strategies/plan and their long term strategic plan.

In particular for Education and Research, the Quality Assurance Framework facilitates the:

- Development of strategies, policies, procedures and guidelines for the continuous enhancement of quality of education and research.
- Monitor of the implementation of policies and procedures for evaluating the quality and standards.
- Review of internal and external evaluation of quality and accreditation as well as reporting of their findings.
- Review and support for methods and tools for reporting information related to student performance, progression, awards and satisfaction.
- Monitor of the accuracy of information presented to students with regards to regulations, programmes of study and procedures of the CITY ULE.
- Support and monitor of the correct implementation of the processes related to programme design, module and programme amendments and approval.
- Review the functionality and effectiveness of the Student Information System.
- Oversight of academic staff induction and development.
- Investigation and dissemination of good practices exercised in other HEIs.

Quality assurance in CITY ULE includes accreditation of programmes by Professional Statutory Regulatory Bodies (PSRBs) which are external bodies which accredit, recognise or approve programmes many of which lead to a professional or vocational qualification or exemption from a professional examination. CITY ULE encourages its Departments to seek and maintain appropriate PSRB accreditation or similar recognition for its programmes of study.

### 4. Management of Quality Assurance

As defined in the governance structure, there exist a number of boards and committees which are responsible for quality assurance within CITY ULE. As part of the University of York, quality

assurance is administered by the Academic Quality Team which together with the CITY ULE Quality Assurance Committee exercise the primary management and resources for QA. .

## 4.1 Quality Assurance related Committees

The primary committee for QA is the Quality Assurance Committee. The Aim, Terms of Reference and Membership as described in the CITY ULE Ordinances and Regulations

The Quality Assurance and Enhancement Framework involves a number of CITY ULE and University of York Boards and Committees:

- Education Committee: Aim, Terms of Reference and Membership as described in the CITY ULE Ordinances and Regulations.
- Research & Innovation Committee: Aim, Terms of Reference and Membership as described in the CITY ULE Ordinances and Regulations.
- Joint Learning & Teaching Strategy Group: Aim, Terms of Reference and Membership as described in the CITY ULE Ordinances and Regulations.
- Joined Research Strategy Group: Aim, Terms of Reference and Membership as described in the CITY ULE Ordinances and Regulations.
- University of York [Validation Panels](#): The primary aim is to enable the University to ensure that validated external programmes of study are appropriate to the award of York qualifications in both standards and quality, while maintaining a continuing dialogue with Partner Organisations in respect of academic development and quality assurance.
- Academic Boards: Aim, Terms of Reference and Membership as described in the CITY ULE Ordinances and Regulations.
- International Advisory Boards: Aim, Terms of Reference and Membership as described in the CITY ULE Ordinances and Regulations.
- University of York [Teaching Committee](#): The Teaching Committee assures the standards of taught programmes of study. It monitors and promotes the enhancement of the quality of the academic experience of students on taught programmes.
- University of York [Standing Committee for Assessment](#): On behalf of University Teaching Committee and York Graduate Research School, to develop, consider, monitor and review policies and procedures relating to the assessments, marking, feedback and progression for all taught and research students. On behalf of the Senate, to approve, report and monitor the results of assessment for University awards, including those of higher doctorates, and appoint internal and external examiners.

## 4.2 Quality Assurance Team

As part of the University of York, CITY ULE is fully supported by the [Quality Assurance Team](#) of the University of York. The Academic Quality team provides advice and supports the development and enhancement of the quality and standards of teaching, learning and assessment. The team ensures a holistic and consistent approach to assuring academic standards whilst enabling appropriate innovation and diversity in local practice, through its oversight, leadership and coordination of:

- Programme approval, analysis and modification;
- Collaborative teaching and learning partnerships;
- Quality enhancement review, such as Annual Review, Periodic Review;
- External examining;
- External and internal regulatory frameworks and policies;
- Student surveys e.g. National Student Survey and Postgraduate Taught Experience Survey;
- Academic committee support and membership and;

- Assessment and academic integrity policies and procedures;
- Professional, statutory and regulatory body accreditation and liaison.

The team maintains and reviews the quality processes and associated policies, guidance, forms, systems, trackers and stakeholder engagement. The team supports senior leadership, academic schools and departments, professional service teams and partners to enable the successful delivery and maintenance of programmes. It ensures an outstanding student experience, whilst mapping to internal and external benchmarks and expectations. Through its commitment to sharing effective practice, the team engages with external quality networks and offers expertise and support for institutional strategic initiatives and projects. The team also prepares responses to Office for Students and other sector organisation (e.g. Universities, UK, Russell Group) consultations and assesses the impact of updates to regulatory frameworks.

## 5. The Quality Assurance Cycle in Teaching and Learning

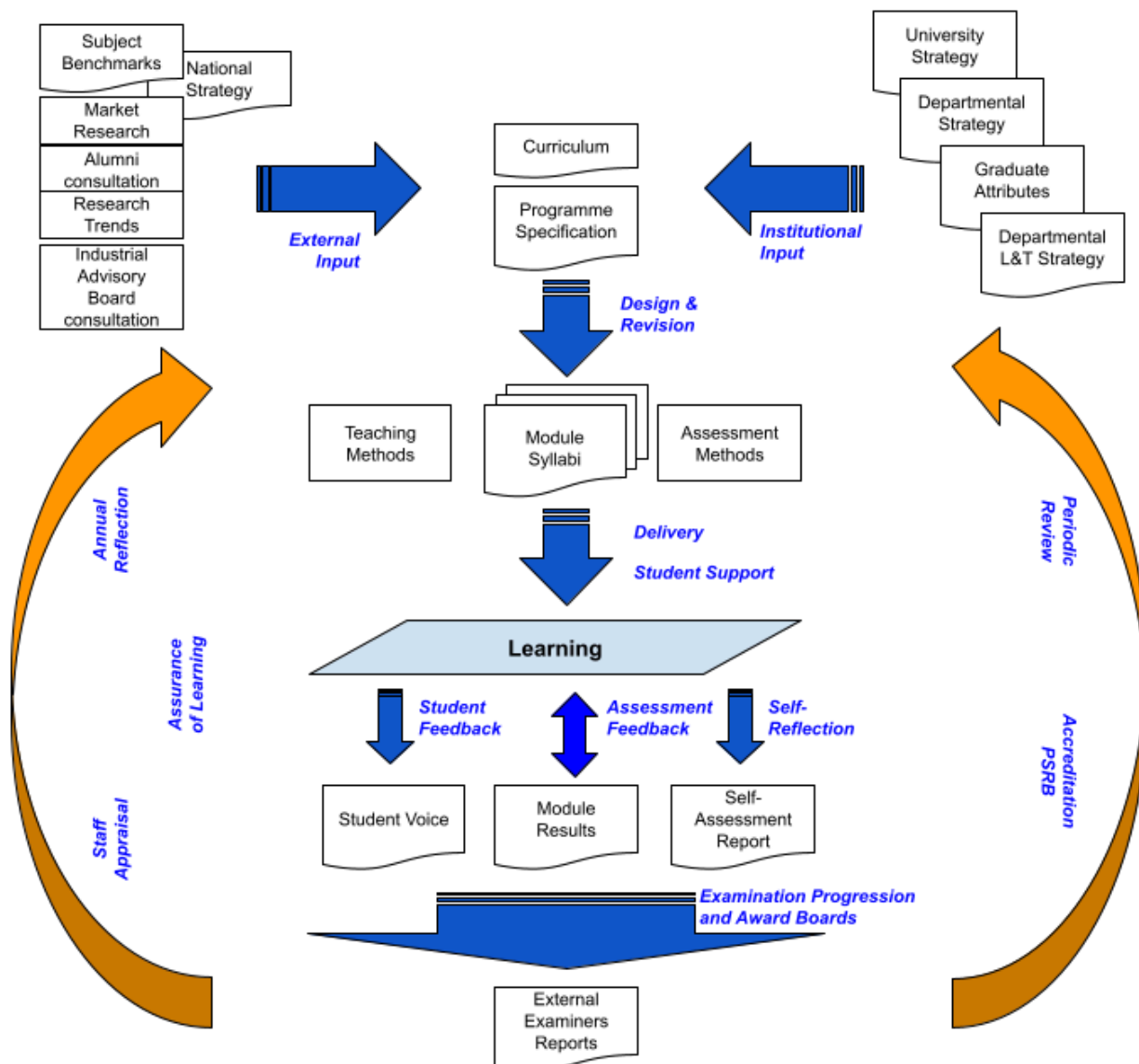
The CITY ULE Quality Assurance Cycle (see figure) illustrates the processes by which quality of education is assured and enhanced. The Quality Assurance Cycle has “learning” as the centre of student education. This is achieved through a series of documents and processes that are discussed later in this section.

Briefly, the quality assurance and enhancement is achieved through:

1. The design and revision of Curricula is mapped into Programme Specifications. Programme Specifications are fed by:
  - a. Subject Benchmarks: Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas. They show what graduates might reasonably be expected to know, do and understand at the end of their studies.
  - b. National Strategy for Higher Education: it states the mid-term goals, directions, plans and actions for the national higher education.
  - c. Market Research: collection of data that corresponds to the needs of potential students, graduates and employment.
  - d. Alumni consultation: Feedback provided by graduates on the quality of the programmes they study in relation to their professional career paths.
  - e. Research Trends: The general direction of research and how this is influenced by scientific, industrial and societal needs.
  - f. Industrial Advisory Boards consultation: Recommendations of Industrial Advisory Boards about the trends in profession and industry.
  - g. The CITY ULE Strategy: The agreed Strategic plan and objectives as set by the University and the CITY ULE on periodic basis (normally every five years)
  - h. The specific Departmental Strategy: The agreed long-term Strategic plan and objectives as set by the individual School/Department on periodic basis, abiding to the principles of the CITY ULE Strategic Plan.
  - i. The Graduate Attributes: The set of attributes (knowledge and skills) that a graduate of the CITY ULE should possess
  - j. The Departmental Learning, Teaching & Assessment Strategy: The agreed short-term actions as set by the individual School/Department on periodic basis (normally every year), abiding to the principles of the long-term Departmental Strategic Plan.
2. The design and revision of module syllabi is driven by the Programme Specifications, also taking into account:

- a. The agreed set of teaching methods, such as interactive lectures, flipped classroom, debates etc.
  - b. The agreed set of assessment methods, such as coursework, presentations, unseen examinations, self-reflections etc.
3. The delivery of modules and support for students lead to learning, i.e. meeting the learning outcomes of the programme specification and syllabi.
4. Assessment demonstrates the student learning while feedback is used by the students to improve their learning. Both lead to the final results (marking) for the modules.
5. Students provide their feedback about the modules, module leaders (teaching staff) and the programme overall through a number of processes and mechanisms, such as end-of-module surveys, student staff fora etc.
6. Module leaders self-reflect on module delivery, assessment and results and suggest potential improvements for the forthcoming academic year.
7. Through Examination (Progression and Awards) Boards, progress of students is agreed between the module leaders, the subject contacts of the University of York and the External Examiners. The External Examiners provide feedback and official reports to the University.
8. All these yearly outcomes provide an opportunity for the Department to:
  - a. Conduct an Annual Reflection which outlines the good practices and goals for the forthcoming academic year
  - b. Conduct an Assurance of Learning exercise which is directed by the Programme Level Approach (see below)
  - c. Conduct staff appraisals for each individual member of staff that participates in the programme.
9. Through Periodic Reviews (3-5 years) and PSRB Accreditation (3-5 years depending on the accreditation type), Departments have the opportunity to review its programmes and make any amendments or revisions based on the recommendations provided by external panels.

The Programme Level Approach (PLA) is about approaching academic programmes from the student perspective. It means viewing the content, structure and assessment that make up a programme more holistically so that students get the most out of their learning. It is a holistic approach to programme design and delivery. In doing so, the CITY ULE ensures excellence across its programmes and gives students more opportunities to develop the deep knowledge, broad skills, and range of attributes they need to become assured and confident graduates. PLA aims at better and broader assessment and provides a chance to rationalise CITY ULE's approach to assessment, ensuring it is relevant, efficient and aligns with the programme learning outcomes and the Graduate Attributes.



## 5.1 Graduate Attributes











Learning outcomes describe how a student will change as a result of learning experience. Learning outcomes are knowledge, skills, thoughts and attributes that students take with them when some organised type of learning (programme, module, lesson) is over. The CITY ULE uses the Bloom Taxonomy of learning outcomes for all its programmes and modules.

The constructive alignment principle is utilised throughout CITY ULE programmes. Constructive alignment is an outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place. Teaching and assessment methods are then designed to best achieve those outcomes and to assess the standard at which they have been achieved.

The CITY ULE has defined a set of attributes (knowledge and skills) that a graduate of any programme of the CITY ULE should possess. Graduate attributes are mapped to badges which decorate all curricula and extra-curricular activities of a student.

Badge	Description
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	<p>Students will become knowledgeable in their discipline by:</p> <ul style="list-style-type: none"> <li>● acquiring essential knowledge and skills in various subjects within their discipline</li> <li>● being fully informed of the most salient theories, practices and research in their field</li> <li>● engaging critically with source material</li> </ul>
	<p>Students will be able to work outside and across disciplines by:</p> <ul style="list-style-type: none"> <li>● applying their knowledge and skills to other disciplines</li> <li>● understanding the interdisciplinary nature of certain topics</li> <li>● respecting theories and ideas supported by other disciplines</li> <li>● learning to collaborate with people from different disciplines</li> </ul>
	<p>Students will be able to confidently tackle authentic challenges by:</p> <ul style="list-style-type: none"> <li>● engaging in activities that reflect current real-world practices</li> <li>● linking discipline-based knowledge to local, national and cross-national contexts</li> <li>● becoming resilient and adaptable as they are confronted with real-world challenges</li> </ul>
	<p>Students will become ethical beings by:</p> <ul style="list-style-type: none"> <li>● managing academic and other commitments responsibly</li> <li>● exercising academic integrity</li> <li>● engaging in ethically sound practices and research</li> <li>● acting with honesty and consistency based on a sense of core human values</li> </ul>
	<p>Students will become culturally agile by:</p> <ul style="list-style-type: none"> <li>● adapting to, and respecting the values and cultures of others</li> <li>● learning to accept change and identify the benefits of multicultural contexts</li> <li>● working productively, and with consideration, within multicultural partnerships</li> </ul>
	<p>Students will become active members of society by:</p> <ul style="list-style-type: none"> <li>● developing an understanding of their local and larger community</li> <li>● using acquired knowledge to promote diversity, inclusion and respect in their community</li> <li>● identifying the needs of minority groups within their community and working on solutions to potential issues</li> </ul>
	<p>Students will become experienced collaborators by:</p> <ul style="list-style-type: none"> <li>● cooperating effectively with others on shared tasks</li> <li>● respecting the ideas and know-how of others</li> <li>● motivating their fellow collaborators to achieve a common goal</li> <li>● exhibiting leadership, followership and delegation skills</li> </ul>
	<p>Students will become adaptable problem solvers by:</p> <ul style="list-style-type: none"> <li>● identifying problems and challenges to issues they are faced with</li> <li>● considering and evaluating diverse solutions and approaches to problems</li> <li>● applying their knowledge and skills critically and flexibly towards a solution</li> </ul>
	<p>Students will become experienced in research by:</p> <ul style="list-style-type: none"> <li>● conducting ethical and original research</li> <li>● applying reliable and appropriate research methodologies</li> <li>● interpreting results meaningfully, critically and ethically</li> <li>● recognising the implications and limitations of their research study</li> </ul>
	<p>Students will become critical thinkers by:</p> <ul style="list-style-type: none"> <li>● critically analysing and interpreting information from various sources</li> <li>● recognising potential problems and limitations</li> <li>● drawing conclusions based on knowledge and data</li> <li>● evaluating claims and assessing the reliability of source material</li> <li>● having an inquiring attitude and using logical reasoning</li> </ul>

	<p>Students will become creative and innovative by:</p> <ul style="list-style-type: none"> <li>● applying their knowledge creatively and generating new ideas</li> <li>● observing and evaluating trends</li> <li>● being open to new approaches and experiences</li> <li>● assessing and managing risk</li> </ul>
	<p>Students will become information and digitally literate by:</p> <ul style="list-style-type: none"> <li>● learning to use different digital tools for both academic and professional purposes</li> <li>● utilising ICT to find, evaluate and communicate information</li> <li>● using ICT confidently, effectively and ethically</li> </ul>
	<p>Students will become lifelong learners by:</p> <ul style="list-style-type: none"> <li>● recognising the importance of continuous personal and professional development</li> <li>● viewing education as a continuous process</li> <li>● being open-minded and demonstrating a willingness to expand their intellectual horizons</li> </ul>
	<p>Students will become team players and time managers by:</p> <ul style="list-style-type: none"> <li>● learning to collaborate with others from different backgrounds</li> <li>● becoming sensitive to, and respectful of diverse ways of thinking</li> <li>● resolving conflict and working productively on joint projects with others</li> <li>● managing their time effectively</li> </ul>
	<p>Students will become skilled communicators by:</p> <ul style="list-style-type: none"> <li>● conveying information effectively in a structured manner using sound arguments</li> <li>● becoming acquainted with different presentation manners and styles</li> <li>● adapting to the needs of diverse audiences</li> <li>● using the appropriate language register</li> </ul>
	<p>Students will become reflective and self-aware by:</p> <ul style="list-style-type: none"> <li>● acknowledging their strengths and weaknesses</li> <li>● identifying areas for improvement</li> <li>● taking personal responsibility for their learning</li> </ul>
	<p>Students will become professional and adaptable by:</p> <ul style="list-style-type: none"> <li>● acting in an organised, reliable and responsible manner</li> <li>● adjusting easily and effectively to new environments</li> <li>● showing flexibility and resilience</li> </ul>
	<p>Students will become self-managers, influencers and leaders by:</p> <ul style="list-style-type: none"> <li>● being creative and innovative</li> <li>● being self-aware and value-driven</li> <li>● motivating, inspiring and building strong interpersonal relationships</li> <li>● being willing to accept criticism, change and new ideas</li> </ul>
	<p>Students will become discipline specialists by:</p> <ul style="list-style-type: none"> <li>● acquiring in-depth knowledge, skills and experiences in core sub-fields within their discipline</li> <li>● identifying, posing and pursuing key questions based on critical and evidence-based argumentation</li> <li>● carrying out inquiry-based learning</li> <li>● developing continuously and being fully aware of recent trends</li> </ul>
	<p>Students will be able to understand the wider context in which their discipline is situated and apply their specialist knowledge by:</p> <ul style="list-style-type: none"> <li>● recognising the importance of their subject specialisation within the discipline</li> <li>● realising the extent to which their subject knowledge can be applied to different fields</li> <li>● considering their potential contribution to organisations and society as a whole</li> </ul>

## 5.2 Programmes and Modules Policies and Procedures

The [set of processes and documents](#) related to programmes and modules Quality Assurance is determined by the University of York and it is followed by the CITY ULE.

### Programme Design

The Schools/Departments identify the need for the introduction of a new programme of study. This is normally done one year before the beginning of the academic session scheduled for this programme to admit the first cohort of students. The Departmental Academic Board provides explicit and reasoned clarity between:

- aims and intended learning outcomes of the programme;
- modes and criteria of assessment;
- resources for learning;
- rules and regulations of degree award; and
- detailed syllabuses (module specifications) of the proposed modules.

All the above along with a proposed programme specification are submitted in a specific pro-formas provided by the University of York.

Programme specifications are a concise description of the intended aims and learning outcomes of a programme, and the means by which the outcomes are achieved and assessed. Programme specifications are published annually and therefore represent the updated course structure for each specific academic year. They are intended for:

- undergraduate and postgraduate students on the programme
- staff teaching and/or administering the programme
- former students who may need to provide details of what their programme covered to supplement their transcript
- prospective students who want to understand a programme in more detail

### Module Design

CITY ULE follows a standard procedure for preparing the syllabuses (module specifications) for each programme. The academic staff sets the syllabuses of each module before the beginning of each semester. The syllabus (module specification) includes:

- the aims;
- a brief description of the module;
- the learning outcomes;
- the rationale behind the inclusion of the module in the curriculum;
- suggested textbooks and important references;
- teaching methods;
- assessment methods;
- contribution of assignments and final exam marks to the total mark; and
- an analytical list of contents and the corresponding schedule limited to 12 teaching weeks (10 formal lecturing weeks, 1 consolidation week in the middle of the semester and 1 revision week at the end of the semester).
- a mapping to graduate attributes using badges.

Each module lecturer prepares a syllabus based on constructive alignment. The uniform syllabus template is used in order to facilitate constructive alignment of aims, learning outcomes, teaching and assessment methods.

### Assessment Design

Assessment is set alongside the syllabus of each module. Assessment is described in a hand-out, which includes:

- title;
- mode of assessment (open or closed/unseen);
- type of assessment (see below);
- aims and learning outcomes;
- analytical description of the task/questions;
- individual or groupwork;
- deliverables;
- assessment (marking) criteria;
- submission date;
- feedback date;
- specific instructions about the use of sources and Generative Artificial Intelligence tools.

Several types of assessment exist, including:

Assessment method	Subtype	Informal Definition	Deliverable(s)
Portfolio	Bounded Electronic	A collection of independent documents (usually unstructured) that fulfil the requirements of a certain topic or assigned tasks.	Collection of documents
Essay/Report	Case Study Literature review Proposal	A piece of writing on a particular topic/subject	An electronic document
Project	Industrial Practicum Lesson Plan Independent Study Lab Report	A piece of, individual or group, planned work or activity that is finished over a period of time with the aim to achieve a particular purpose.	Report A visual of a presentation
Self-reflection		A piece of writing that provides students' insight in their experiences with a project/activity and presents how the student has changed, developed or grown from these experiences. Self reflection is frequently used as part of the assessment of practical projects.	Report A visual of a presentation
Presentation	Poster In class presentation Screencast Online presentation Software demonstration	A demonstration/show/ exhibition/ talk related to an individual or group project, to an audience comprising peers, staff members or externals.	A visual of the presentation which may include a poster, handout, or an electronic document such as slides, etc.

Test/Quiz	Midterm In class assessment MCQ Exercise	An examination during or at the end of the semester, usually examines a small percentage of the LOs, with a duration of about or less than an hour	Exam Script
Assessed Lab	Open Access Closed Access	An examination that takes place in labs	Exam Script
Final Exam		Examination at the end of the semester, usually examines a large percentage of the LO and lasts min 2 hours	Exam Script
Demo Teaching		A teaching activity which takes place in real classroom settings and lasts long enough to demonstrate the candidate's teaching skills on preparation and delivery of a lesson.	Document/Report
Debate		A public formal discussion on a particular topic in which opposing arguments are put forward to argue for opposing viewpoints.	Document A visual of a presentation
Oral Examination	Viva Defend submitted work	An examination conducted by spoken communication, in which an examiner poses a set of questions evaluating skills or knowledge.	Document A visual of a presentation

The assessment for each of the modules in the curricula is well designed to accommodate all aims for knowledge and skills acquisition. Particular care is taken to devise a combination of assessment types for all modules in the semester so that students will have the opportunity to enhance all skills required for Higher Education as well as balance the workload equally within the semester.

As stated in the student handbooks, each assessment component promotes opportunities for students to use those skills which have been developed at earlier stages and assists with the acquisition of new ones. The graduate attributes describe in detail those skills.

#### Internal Moderation of Modules and Assessment

Each Department moderates the syllabuses, so that the contents comply with the overall aims and learning outcomes of each individual degree at each individual level of study. Course reports, which were submitted by the lecturers in the previous semester, are taken into account in order to address any problems encountered during the previous years as well as to implement the suggested improvements by a former lecturer or the external examiner. Attention is paid to what depth and/or breadth the topics are covered, whether what is actually delivered is at an appropriate level and to what extent the time table is realistic. There is special concern regarding modules that are prerequisites to others ensuring that the material covered fits within the needs of the more advanced modules.

Similarly to the syllabuses, the Department moderates the assessment in order to comply with the aims and learning outcomes of each module. A comparison is made with the previous semester

assignments in order to justify the differences, if any. An analytical study is made in order to determine whether the content is appropriately set to guide the candidates towards the assessment. An overall adjustment is finally made to hand-out and hand-in dates in order to equally distribute the load of practical work throughout the semester. The "assessment workload map" is then distributed to the students in order for them to arrange their schedule and workload accordingly and to show the type of assessment as well as the percentage of contribution to the final mark.

### Programme Approval

After the Programme Specification and Module Specifications are prepared, they are submitted for approval to the CITY ULE Education Committee. There is an external reviewer involved. The proposals made are open to scrutiny by the members of the CITY ULE Education Committee as well as the relevant validation panel of the University of York. Modifications might be requested. Once these modifications are performed, the documentation is re-submitted and the new programmes are approved by the University of York.

### Programme and Module modification

A modification is a change to an existing programme of study, categorised as 'minor' or 'major'. Primary responsibility for considering and approving minor modifications rests with the Departmental Academic Board. Modifications classed as 'major' also require the approval of the CITY ULE Learning & Teaching Committee as well as the [University's relevant committees](#).

In cooperation with the External Examiners of a programme of study, the Departmental Academic Board monitors and reviews the programme on each convenient occasion, e.g. at the end of each academic year. However, special attention is paid to reviewing the programmes as a whole, e.g. when there is a complete picture of a cohort, from admission to graduation, so that major modifications are made with care and sound reasoning. If necessary, modifications are incorporated in the curriculum and/or modules of the programme. Amendments to Programme Specifications, Module Specifications are carried out accordingly. Following the recommendation of the CITY ULE Education Committee and the [approval of the University of York](#), the modified documents are published. Records of all modifications should be kept by the Department.

### Withdrawal of Programmes and modules

Departments may decide to withdraw a programme from its portfolio. The following may be regarded as sufficient cause to consider the withdrawal or suspension of a programme:

- a sustained decline in student numbers;
- staff involved in the delivery of the programme are unavailable and it is unduly difficult or impossible to replace them;
- the programme is being replaced;
- a misalignment to the CITY ULE Strategy;
- a termination of a memorandum of agreement through a partnership provision arrangement;
- external bodies (such as professional, statutory and regulatory bodies) make changes that lead to a recommendation to close or suspend the programme.
- withdrawal of external funding
- cost-efficiency and/or staff resource reallocation

Heads of Departments will manage the process for compiling the proposal, undertaking necessary communication and consultation and notifying stakeholders once approval has been confirmed. For some programmes, such as those delivered in partnership, additional stakeholders may need

to be consulted. The University of York [Policy for Programme Suspension and Withdrawal](#) should be followed.

In any case, the existing students in the programme should be taught out.

### 5.3 Student Voice

Student voice is integral to the quality assurance and enhancement of learning and teaching at all levels within CITY ULE which is committed to student participation in the oversight, regulation and improvement of learning and teaching.

#### Student Tutoring (advising)

Every student is allocated a personal tutor (academic mentor). Students with their tutors formally at least twice per semester. In addition, they can meet tutors anytime during regular office hours.

The tutoring programme aims to:

- allow for the effective supervision of the student;
- promptly recognise potential educational needs, personal and career problems;
- increase self-motivation and self-esteem;
- identify problems in any kind of operations; and
- effectively guide or provide students towards or with a satisfactory solution.

The tutors are provided with up to date records of their tutees progress, and therefore students receive helpful feedback about their overall performance and progress in order to effectively direct their subsequent learning activities. In some Departments, academic coaching was introduced.

#### Student Academic Representatives

Students at each programme, stage of study and class elect their own academic representatives at the beginning of the academic year. Student representatives participate in Departmental Boards and Committees with Student Staff Forum being the most important among them.

#### Student Union

The students are represented through the Student Union (CSU), by a number of representatives. Among the aims of the CSU is the passing on of requests, problems and views that have to do with individual academic departments at CITY ULE, to the corresponding Boards and Committees. The CSU has its own procedures for electing their representatives. The CSU officers are the President, the Vice-President & Finance Officer, the Publicity & Public Relations Officer, the Welfare & Educational Officer and the Events & Sports Officer. CSU Officers are in constant contact with CITY ULE Officers and their membership is granted in CITY ULE Boards and Committees as well as external audits, annual monitoring and reflection meetings and accreditation visits.

#### Student Staff Forum

The Student Staff Forum (SSF) is part of a larger students' representation system within the academic Departments and the CITY ULE overall and it provides a formal channel of communication between students and staff. The prime aim of the Forum is to enhance the learning experience of students in the Department. The SSF reports to the Departmental Academic Board. The SSF meets once per semester.

The SSF:

- provides students the opportunity, on behalf of their peer group, to voice opinions about their programme of study;
- receives feedback from students on the positive aspects of students' learning experience;

- enables students to raise issues related to any aspect of learning and teaching (delivery of programme and modules, assessment and feedback, academic support, organisation, resources, personal and professional development, employability profile development, students services in CITY ULE, etc);
- gets feedback from students on current developments in learning and teaching;
- gets feedback from students on the quality of teaching;
- enables students to provide suggestions with respect to the provision of education;
- informs students about new departmental or institutional developments;
- provides students with quality assurance related documentation, such as SEQ and NSS results, external examiners reports, etc;
- informs students about the actions that the Department took in order to address the issues raised

The membership of SSF is:

- Head and/or Academic Director (Chair)
- all student academic representatives for each one the student groups
- an officer of the Student Union
- Academic staff of the Department
- Administration staff of the Department (Secretary)
- Head Librarian
- Director of Student Services
- Director of Career, Employability & Enterprise Centre
- IT System Administrator, Computing Support Services

Within a fortnight, Departments are obliged to publish a document "You said - We did" which addresses all issues raised in the SSF and actions taken or will be taken in the immediate future.

### Student Evaluation Questionnaires

Student evaluation questionnaires (SEQ) are filled in twice a year, at the end of each semester during specific hours arranged by each Department. The SEQ is uniform for all Departments and it covers a number of issues concerning the module material, the coursework, the module delivery by the instructor as well as institutional level issues about the services provided by student support and services. SEQs are anonymised,

Lecturer Questionnaire:

- q1.Lecturer was enthusiastic about teaching the module
- q2.Lecturer appeared well prepared for classes
- q3.Lecturer's style of presentation held my interest during the class
- q4.Lecturer's explanations helped my understanding of the module content
- q5.Lecturer encouraged the students to participate in class discussions
- q6.Lecturer was approachable when I contacted them outside the classroom
- q7.Teaching methods were interesting and supported my learning.

Modules Questionnaire

- q1.I have found the module intellectually stimulating
- q2.I have acquired knowledge that I consider valuable
- q3.I have acquired skills that I consider valuable
- q4.I understood how this module fitted within my programme as a whole
- q5.I have found the assessment of this module interesting
- q6.Assessment arrangements and marking criteria were explained in advance
- q7.Marking and assessment were fair

- q8. Feedback was given on time, as stated in the assessment handouts
- q9. I have received helpful comments on my work
- q10. Lecturer's notes were useful for supporting my learning
- q11. I found other module resources (e.g. handouts, textbook, readings, G-Classroom, etc) useful for supporting my learning
- q12. I found the lab sessions of this module useful (if applicable)
- q13. I am satisfied with the quality of the module overall

#### Free Text Questions

- Highlight any positive aspects and experiences
- Give details of aspects that you believe can be further improved
- Other General Comments and/or Suggestions

The data from the questionnaires are processed and the corresponding statistical indicators are disseminated to individual members of the staff and are confidential. The indicators are also discussed and evaluated for their significance in the Departmental Academic Boards as well as in other relevant Boards and Committees.

#### National Student Survey

The UK National Student Survey (NSS) gathers students' opinions on the quality of their courses which helps to:

- inform prospective students' choices
- provide data that supports universities and colleges to improve the student experience
- support public accountability.

Every university in the UK takes part in the NSS. The NSS in the UK is managed by the OfS.

CITY ULE, as the campus of the University of York, participates in the survey which is managed by the University of York.

The survey includes:

- A set of core questions and additional questions grouped together in themes, such as: Teaching on my course, Learning opportunities, Assessment and feedback, Academic support, Organisation and management, Learning resources and Student voice.
- Open Text questions for participants to highlight positive or negative aspects of their learning experience.

Questions may change from year to year.

The data from NSS are processed and the corresponding statistical indicators are disseminated to the Departments. The indicators are also discussed and evaluated in the Departmental Academic Boards as well as in other relevant CITY ULE and University of York Boards and Committees. The data from NSS is publicly available in an annual report.

## 5.4 Quality Monitoring and Review

### Annual Reflection and Monitoring for Teaching and Learning

The University of York and CITY ULE developed a process for Annual Reflection and Monitoring Teaching & Learning (ARM-TL) of all validated programmes that run in the CITY ULE. ARM-TL for an academic year takes place at the beginning of the academic year and is conducted through meetings per Department and based on documentation submitted in advance. The outcomes of the meetings inform the relevant committees of the CITY ULE and the University of York and in turn allow for feedback from the committees to inform practice at CITY ULE.

CITY ULE Departments share the following documentation at least a week in advance of the date of the meeting:

- List of programmes and student numbers (headcount and FTE)
- Progression data (including Degree Classifications)
- Complaints and appeals data and summaries of outcomes
- External Examiners Reports & Responses to issues raised
- Subject contact Reports on Examination Boards
- Student Feedback: Overall Module and Lecturer Evaluations (including NSS), Staff Forum outcomes (You Said - We did reports)
- Accreditation Reports (where applicable)
- Validation Reports (where applicable)
- Report on collaborative provision with partner institutions/ Dual Degree Management Committee notes
- Departmental plan for the year in review (including self-reflection and good practices worth disseminating)
- Previous ARM-TL report and actions taken as a result from previous year's ARM-TL
- Departmental plan for the next year and actions (including plans for programme revisions and development)

The meetings take place in the last week of October or in early November. There will be one meeting per CITY ULE Department. Meetings are scheduled to have a duration of maximum 60 to 90 minutes.

The following people participate in the ARM-TL meetings:

- Pro-Vice-Chancellor for Teaching, Learning and Students or Associate PVC TLS, York (Chair)
- Subject Contact of the cognate Departments, York
- Policy Manager, Academic Quality, York
- Vice-Provost (Education) or Deputy Vice-Provost (Education & Student Experience), CITY ULE
- Head of Department, CITY ULE
- Academic Directors, CITY ULE
- Student Representative, CITY ULE

The meeting agenda lists the following items for discussion:

- Any matters arising from documentation submitted (i.e. student progress, graduation, student feedback, external examiners reports, subject contact reports, accreditation reports, collaboration with partner institutions etc.).
- Degree of accomplishment of goals set during the year in review.
- The CITY ULE department is invited to highlight any particular areas of good practice worth sharing with other CITY ULE Departments and the University and how these are impacting on staff and students as well as particular innovations or changes they are putting in place.
- Presentation of CITY ULE Departmental plan of actions for current academic year.

The outcome of the ARM-TL meeting would be:

- Brief minutes of the meeting
- Links to the submitted documents
- A summary of agreed actions for the current year (other than those stated in the Departmental Plan) which will highlight the Teaching & Learning priorities for the Department and will feed the next ARM-TL meeting next year.

## Periodic Review

The University of York may instigate a Periodic Review in any of the CITY ULE Departments. The Academic Quality Team will provide CITY ULE Departments involved in a Periodic Review with all necessary information, advice and guidance at an early stage to support effective planning and delivery of the Review. The visit focuses on:

- the student experience
- quality assurance
- teaching and learning issues

## External audits and Accreditation PSRB

The CITY ULE is periodically audited by external National and International bodies. CITY ULE Departments are also encouraged to apply and get accredited for their programmes by Professional, Statutory and Regulatory Bodies.

The University of York Academic Support Office can provide support and advice for departments in relation to PSRB recognition (for example, providing comments on draft submissions to PSRBs and attending accreditation visits to demonstrate University support). Copies of audits and PSRB visit reports are kept by the Academic Support Office so that they can be considered by the relevant University Boards and Committees. The recommendations made by the National and International audits and PSRB visits will be subject to scrutiny in Annual Monitoring and Reflection for Teaching & Learning as well as Periodic Reviews.

## 5.5 Examining, Progression and Awards

### Assessment Component Setting and Moderation

The CITY ULE utilises a variety of assessment methods and practices in order to ensure high standards, quality and fairness to all students. The Departmental Teaching, Learning and Assessment strategies are developed so that a mixture of assessment methods and criteria are used throughout an academic session and for all levels of study. Particular focus is given to the match of teaching and learning with the assessment, so that the learning outcomes of a programme as well as the modules it includes are met. The CITY ULE applies various Quality Assurance exercises which are associated with the strategy for Programme-Level View.

Assessments are set by the module leader, moderated by another member of staff and the external examiner before they are made available to students. The assessment components for each module are set by the lecturers at the first half of each semester. The lecturers produce the assessment component in accordance with the content of the syllabus and the learning outcomes, taking into account the constructive alignment concept. An accompanying document (assessment solution form) with the expected answers or key assessment criteria for each submission is produced, which clearly indicates the correlation of the questions/task to the learning outcomes of the module.

At the beginning of each semester, the programme director organises the members of the academic staff into different groups according to their speciality. These groups act as “critical friends” to individual lecturers to set as well as to moderate the examination papers. The moderation is based on:

- whether the level of difficulty is appropriate,
- whether there is a good balance of analytical, discursive and book work, and
- whether the questions set offer a fair reflection of the syllabus and its stated learning outcomes.

The internal moderators also check wording, spelling and uniformity of paper as well as the model answers provided with the assessment scheme and criteria. A moderation panel consisting of all programme directors and the Head of the Department, collects and moderates the overall portfolio of papers for each specific year of the course in order to establish that the balance and standards are appropriate.

The CITY ULE aims to ensure that all holders of a Bachelors or Masters award are critically reflective learners, equipped with the skills and capabilities essential to scholarship, employability and life-long learning as well as the whole set of the Graduate Attributes. While the individual demands and complexities of different subjects and disciplines will necessarily result in some variations in assessment criteria and methods at departmental level, there are certain standards and competencies that all holders of a Higher Education award are expected to achieve, such as information literacy, communication skills and the ability to work both independently and collaboratively. The institutional assessment criteria are intended to reflect these generic skills and to give external stakeholders an indication of the qualities that a holder of a Higher Education award will possess.

### Assessment Principles

The Assessment principles are the fundamental principles underpinning assessment practice at the University of York. They have been informed by staff and students at the University of York, practice at other HE institutions, published literature on inclusive practice relating to assessment, and the Guiding Principles outlined in the UK Quality Code for Higher Education Advice and Guidance: Assessment.

- Purposeful and developmental: Assessments are purposeful and developmental, they promote and facilitate students' learning, engagement and understanding, ensuring that students are able to benchmark their current level of knowledge and skills.
- Valid: Assessments are aligned to learning outcomes for the module/programme and allow students to demonstrate their knowledge, skills and level of achievement against these learning outcomes by the end of the module/programme.
- Clear, reliable, and consistent: Assessments and associated criteria are designed so that they can be clearly understood and so that student work can be reliably and consistently assessed.
- Inclusive: Inclusive assessment practices benefit all students by taking into account the diversity of students' experiences, circumstances, strengths, skills and knowledge, aiming to ensure that the ways in which we assess do not exclude or unfairly disadvantage some students.
- Equitable: Equitable approaches to assessment fairly evaluate students' performance and provide every student with an equal opportunity to demonstrate their achievement.
- Compassionate: A compassionate approach to assessment involves designing assessment tasks that are sensitive to lived experiences and positionality, and are mindful of well-being considerations.

### Marking and Moderation

Every Department develops a Marking Policy which contains a table stating the different processes and policies for each type of assessment. The following types of marking are available:

- Single Marking: Mark is allocated by a single marker. No moderation or 2nd marking needed.

- Electronic marking: Automated process; absolute right/wrong item tests (true/false; matching; multiple choice), delivered and marked on an electronic platform (e.g. g-forms etc). No moderation or 2nd marking needed.
- Moderated Marking: Initial marking completed by experienced single markers, followed by check by appointed moderator.
- Second Marking: 1st markers mark and comment followed by 2nd markers who see the original marks and comments and confirm or challenge
- Blind Second Marking: 1st markers mark and comment followed by marking by 2nd markers without access to each other's marks or comments.
- Anonymous Marking: The name and identity of the student is hidden until the final mark is agreed.
- Open Marking: The name and identity of the student is known while marking.
- Peer Marking: Students use criteria to judge the formative work of other students (on the same module or at the same level).
- Contribution: The % that the work submitted for marking contributes to the final mark of the module. Anything below this % is single marked.
- Sample Selection: A rule that defines the number or % and the mark bands of the work marked which must be moderated or 2nd marked.

The decisions taken by the Departments and documented in the Marking Policy are in line with custom and practice for the specific field or discipline.

### Guidelines for Assessment, Progression and Awards

The assessment scheme, progression, classification and graduation regulations of all degree programmes are stated in the University of York [Guide for Assessment](#) which is public and accessible to students, staff and external examiners. Students receive a Student Handbook that explains the regulations for assessment during their Induction week. Modifications to these Regulations are communicated via student handbooks, on the notice boards and in distributed memoranda at the beginning of each academic session.

### External Examiners

External examiners are appointed to provide the University with impartial and independent advice through oversight of the assessment process, informative comment on the University's standards, and on student achievement in relation to those standards. All taught provision that leads to the award of credit or a qualification of the University (including collaborative provision) must have one or more external examiners appointed.

The core tasks to be undertaken by an External Examiner are to:

- review (and comment on) draft assessment tasks (e.g. draft examination questions);
- assist in the ongoing calibration of standards through a review of a sample of completed assessments (e.g. examination scripts, essays, practice-based assessments);
- be a member of the Board of Examiners and attend Board meetings;
- submit a report to the Vice-Chancellor annually within six weeks after the final Programme Examination Board;
- comment on proposed modifications to programmes.

External Examiners use templates to provide their Annual Report to the University of York.

Academic departments are responsible for presenting candidates for nomination and ensuring that external examiners are provided with all necessary information and support for the effective fulfilment of their role.

Nominations should be submitted to the University of York at least four months before the current external examiner's appointment expires. This will allow sufficient time for a nomination to be reviewed by the Academic Support Office, considered for approval by the Standing Committee on Assessment, and processed through HR compliance.

The University of York is required to operate within the UK government's rules on working in the UK. Thus, all nominees who will examine any undergraduate modules or programmes must prove their right to work in the UK before they can do any work. Nominees should be made aware that the University will not register or pay workers who have not provided suitable documentation.

The duration of an external examiner's appointment will normally be for four years, achieving a balance between the need to bring a fresh perspective with the need to benefit from the external examiner's knowledge and insight gathered over a period of time. In exceptional circumstances and in order to ensure continuity (for example where a programme has been withdrawn and is being 'taught out') the Standing Committee on Assessment will consider a request for a one-year extension to an appointment.

All newly-appointed external examiners are invited to attend a University induction (these are delivered twice a year, usually in March and in September). The induction is delivered online by the Deputy Chair of the Standing Committee on Assessment and the Academic Quality Team. The focus of the session is on the role of the external examiner and on University-level processes and regulations for progression and award.

Departments would also separately contact external examiners, to provide:

- an overview of the programmes/modules curricula the External is overseeing
- an overview of Departmental assessment and feedback policies/procedures, mark schemes and moderation processes
- a timeline of the key contact points in order to support the external examiner to manage the work (including timeframes for commenting on draft assessments and review of samples of work, and Boards of Examiners meeting dates).

## Subject Contacts

Each linked School/Department at the University of York appoints a Subject Contact for each programme and/or cluster of CITY ULE programmes. The Subject Contact role is vital in the achievement of a successful, reciprocal partnership. The role facilitates effective two-way communication between programme teams at CITY ULE, the University of York School/Department and wider University, to support the maintenance and enhancement of standards and quality of teaching, learning and assessment. The role also extends to other activities to identify and support staff development opportunities - such as the exchange of knowledge, joint research, projects, staff and student mobility and exchange.

Analytically, the role of the Subject contact is:

- to be familiar with the syllabus and assessment framework of the programme;
- to keep an overview of the organisation, resourcing and presentation of the programme, in order to be satisfied that it meets quality and standards acceptable to the University and is delivered in an appropriate institutional and educational environment;
- to advise the CITY ULE's staff on modifications to the programme and on proposals for the development of new programmes;
- to advise the University on the appointment of External Examiners for the CITY ULE programmes;

- to participate in the examination process, liaising as necessary with the External Examiner and acting as a member of the Board of Examiners to ensure that the procedures and the overall level of marking are in accordance with University standards;
- to consider, on an individual basis, the acceptability of non-standard admissions (including credit transfer and the recognition of prior (experiential/ certificated) learning, advising the CITY ULE's staff as appropriate.

Progression and Award Boards.

See [Examination, Progression and Awards Board](#)

The Examination, Progression and Award Board includes the Departmental staff, the University of York subject contacts and the External Examiner. The Board makes the final decisions, taking into consideration the academic regulations, the recommendations of the individual examiners as well as any other certified extenuating circumstances (e.g. medical or social problems etc.), which may have affected the candidates performance. Examination, Progression and Award Boards meet in February, July and September. The committee reports to the Departmental Academic Board.

### Progression/Retention Rate

An annual report is developed that shows the number of students with the status they acquire at the end of the academic year (e.g. progress to next year, progress to the dissertation, resit module before progression, repeat year, withdrawal, suspended etc). These metrics identify trends of particular cohorts (gender, nationality, disabilities included) and contribute as a quality measure to the overall review of programmes.

### Module Outcomes - Grade Distribution

The module outcomes are depicted in the module gradebooks which list the marks of individual students per assessment component as well as the final mark and status of the students in this module. Particular attention is paid to the overall average of the components and final mark, the percentage of students pass/fail as well as the distribution of marks in different classes. These metrics are used to compare performance of a particular cohort to previous cohorts and correlate the outcomes with modifications made in that module over the years.

### Degree Outcomes Statements - Classification Distribution

Degree outcomes statements are metrics which show how many students graduated with what classification of degree. Additional statistics are presented concerning gender and nationality in order to identify any trends that appear in a sequence of cohorts. Degree outcomes statements form a quality measure KPI for the various Boards and Committees related to Teaching & Learning.

## 5.6 Feedback

Departments use a common policy on timing of feedback and a variety of feedback methods, including audio and video feedback, but all have adopted a standard feedback template that explicitly lists "what students have done well" "what students have not done so well" as well as "what the student can do in order to improve in future assignments" (feedforward). The template exists in many variations and each lecturer adapts it according to the unit needs. Feedback on unseen examinations is also given to individual students.

## Feedback Principles

The Feedback principles are the fundamental principles underpinning feedback practice at the University of York. They have been informed by staff and students at the University of York, practice at other HE institutions, published literature on inclusive practice relating to feedback, and the Guiding Principles outlined in the UK Quality Code for Higher Education Advice and Guidance: Assessment.

- Meaningful: Feedback relates to the stated learning outcomes and assessment criteria. It should be used as an opportunity to promote further learning and facilitate the ongoing development and improvement of the students' work.
- Dialogic: Dialogic feedback involves conversation and discussion with students during their programme of study about the feedback they have received and how they might use it in order to actively engage in their learning.
- Timely: Timely feedback occurs when it is likely to have the most impact on students' learning and performance in subsequent assessment tasks. Expectations in relation to feedback turnaround time should be consistent and clearly articulated.
- Clear and consistent: Clear and consistent feedback enables students to understand and interpret the feedback they have been given.
- Constructive and supportive: Constructive and supportive feedback enables and motivates students to understand and focus on what they need to do to improve and develop their learning.

## The Feedback Handbook

The CITY ULE developed a Feedback Handbook which contains useful tips on the following:

- What are the benefits of feedback?
- In what formats might feedback appear?
- How might feedback be presented?
- Who provides feedback?
- When is feedback provided?
- Should all feedback be treated the same?
- Why is peer review feedback useful?
- How should I interpret feedback?
- Making the most of feedback
- When can I use feedback?
- How can students prepare for feedback?
- How can you give effective feedback?
- What is ineffective feedback?

The feedback handbook was distributed to all students in all locations in both printed and electronic form.

## 5.7 Induction and Mentoring

### Introduction to Academic Practices

The CITY ULE formalised the process of induction by establishing a blended (face-to-face and online) module entitled "Introduction to Academic Practices". All newly appointed members of staff should attend the module, submit any required assessment component and participate in a self-reflection meeting at the end of the first semester of their service. The module content includes:

- Programme and module design
- Assessment and Feedback

- Peer lecture observations
- Introduction to digital learning
- Regulations and Policies for students
- Regulations and Policies for Staff
- Student evaluation and self-reflection.

On completion of the module, staff receive a Certificate of completion by CITY ULE.

### Mentoring of new Staff

Every new member of staff is appointed a mentor (an experienced member of staff) for the first two years of their service. The newly appointed academic staff will be informed of all the procedures and will be able to cope with any difficulties that have to do with academic and administration matters, such as advising, setting exam papers, marking, teaching and learning methods etc. This process will also be able to identify weaknesses and take corrective measures towards the full integration of new staff.

### Peer Class Observation

Peer class observation takes place during the semester. Often, colleagues attend classes of other lecturers and provide individual feedback, especially those that are either part-time or newly appointed staff. The Heads of Departments and Academic Programme Directors also perform class observation, using a specific pro-forma in order to provide feedback to the members of staff. The findings are discussed individually with each member of staff and ways of improving the quality of teaching are suggested.

### Staff Support, Appraisal and Development

CITY ULE recognises its responsibility to encourage the personal development of its academic staff and supports every reasonable proposal by an individual member for training and development (see Policy for Academic Staff Development, Procedures for Academic Staff Appraisal and Development).

## 6. Quality Assurance Framework for Research

Quality of research is assured at CITY ULE through a series of mechanisms and procedures that are in line with standard international practices. The aim of the “Quality Assurance in Research Framework” is to facilitate high quality research and ensure adherence to ethical standards and research integrity principles.

The essential elements of Quality Assurance in Research are:

- Quality Assurance of Research Proposals, Projects and Outputs. At all levels of the research activity (from the proposal, to research design, execution, analysis and final outputs), CITY ULE employs a rigorous quality assurance procedure that combines peer-review with the requirements of the specific research activity (i.e. externally funded research projects or submissions to peer-reviewed journals, each have their own QA provisions and requirements)
- Infusing Research into Teaching and Learning. All research performed at CITY ULE is informing teaching and learning at all levels, through a constant revision and updating of the teaching content and a series of dedicated seminars and research targeting specifically students.
- Ethical and Responsible Research. In performing research, the staff and PhD students are required to adhere to the general principles and requirements of the [“The European](#)

[Charter for Researchers](#)” CITY ULE also emphasises research integrity and adheres to the following [Research Integrity principles](#):

- Reliability in ensuring the quality of research, reflected in the design, the methodology, the analysis and the use of resources.
  - Honesty in developing, undertaking, reviewing, reporting and communicating research in a transparent, fair, full and unbiased way.
  - Respect for colleagues, research participants, society, ecosystems, cultural heritage and the environment.
  - Accountability for the research from idea to publication, for its management and organisation, for training, supervision and mentoring, and for its wider impacts.
- Staff recruitment, Career Paths, Professional and Personal Development. CITY ULE uses rigorous staff recruitment and development procedures that ensure the personal development of each staff member, in particular related to their research development through a combination of training, mentoring and research support mechanisms.

## 7. The Quality Assurance Cycle in Research

The Quality Assurance in Research Cycle consists of 4 Phases that are being repeated in each research activity, aiming at ensuring quality and continuously improving the planning, execution and exploitation of research:

1. Planning: CITY ULE supports the development of Research Strategies at the level of School/ Department, Research Group and Research Centre through a Research Support mechanism (including a mechanism to support external funding applications), provision of up to date Research infrastructure and supporting communication of research results to the academic, policy maker and general publics.
2. Implementation: During implementation Data collection, storage and usage are ensured by a rigorous Data Management Policy that adheres to the values, principles and culture of open research and complies with the relevant EU and national regulations. A QA procedure that employs peer-review at the School/Departmental, as well as the CITY ULE level and combines it with specific QA requirements of the specific research activity, ensures that Research activities and outputs are performed as planned.
3. Follow-up: Following the performance of the research activities, each research unit or team undertakes a Reflection about the implementation in order to identify what worked, what were the expected and unexpected results, how their impact can be enhanced and how the research can be improved in the future. The reflection takes into account Quality criteria, including York guidelines accreditation bodies, funding bodies, national guidelines etc
4. Feed forward: The research units or teams propose measures to be taken based on the follow up activity with the aim to improve and provide new directions for research and new procedures to support mechanisms. The new research cycle repeats the four Phases, rewards excellence and proceeds to new research activities based on new enhanced research planning.

