



POLICY 2 ACADEMIC MANAGEMENT

Policy and procedures issued: April 2014

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Relevant external references:

UK Quality Code

Part A

Chapter B1 Indicators 1-3

Chapter B3 Indicator 1-5 and 7- 8

Chapter B5 Indicator 1-2 and 7

Chapter B6 Indicators 1-2

Chapter B7 Indicator 15

Chapter B8 Indicators 1-8

Chapter B9 Indicators 1-7

Part C Indicators 2-7

OIA guidance materials

Good Practice Framework: Disciplinary Procedures

BAC procedures

BAC Student Complaints Procedure

Introduction

This policy clarifies the Academy's approach to academic management and its smooth and efficient operation, which is regarded as vital to the success both of the Academy and its students.

Terminology

'*Academic management*' covers the definition of the Academy's expectation of academic conduct and arrangements to deal with any departure from these standards of conduct. It also covers the measures taken to safeguard academic standards.

'*Academic standards*' are defined as the levels of achievement that students have to reach in order to achieve an award. Academic standards are determined against nationally agreed reference points for the academic standards of higher education qualifications as set out in the *Framework for Higher Education Qualifications* and Subject Benchmark Statements. Academic standards are concerned with the appropriateness of learning outcomes (aims, content and



level) and curriculum, and the effectiveness of assessment (in relation to attainment of learning outcomes).

'*Quality of the learning experience*' refers to the ways in which the Academy provides students with the best possible opportunity to meet the stated outcomes of their course and the academic standards of their intended award, through engaging in the activities provided.

'*Programme review*' means a regular process by which all programmes are reviewed and evaluated. '*Annual review*' indicates a reflective, holistic, cross-institution review process which considers historic and current data and also looks forward to the coming year.

Principles

The Academy's quality assurance and enhancement procedures operate within a framework of policies and course management procedures, as well as the regulation of awarding bodies and institutions. Guidance documents, including the Quality Handbook, Student Handbook and Course Handbooks make clear responsibility for academic quality and standards. The requirements set out in these documents are regularly reviewed in consultation with staff and students. The Academy aims to ensure its processes operate efficiently and wherever possible avoid duplication and align with other quality assurance processes (including those of partner institutions) and the requirements set out in the *UK Quality Code*.

Scope

This policy covers rules and regulations for normal academic conduct, including plagiarism, its arrangements for appeals, student complaints, associated expectations and programme and annual monitoring. This policy should be read in conjunction with Policy 1 *Governance* and Policy 3 *Teaching Learning and Assessment*

Aims

The overall aim of the policy is to ensure that the Academy takes appropriate measures to define and publish clear expectations for academic conduct and also the consequences of infringing these measures. The policy also sets out the ways in which students can appeal or complain in those cases when they feel that they have a legitimate concern and indicates the arrangements for providing records of academic achievement.

The policy also sets out the Academy's approach to programme approval, programme monitoring and annual review.

Objectives

The objectives of the Academic Management Policy and its related procedures are:

Academic management:

- to ensure that each programme delivered by the Academy has a current programme specification which is revised on a regular basis and published appropriately (see *UK Quality Code* Part A and Part C)
- to specify and publish detailed regulations which describe the Academy's expectations of academic conduct
- to take steps to ensure that students are informed about academic regulations and that they understand the penalties for infringing them
- to clarify expectations about the prevention of plagiarism and to provide appropriate mechanisms to identify instances of plagiarism (see *UK Quality Code* Chapter B6)
- to publish clear procedures for handling student complaints and academic appeals (see *UK Quality Code* Chapter B9 and OIA guidance)
- to ensure that complaints and appeals procedures are conducted in a fair, reasonable and timely manner and that appropriate action is taken following a complaint or appeal (see *UK Quality Code* Chapter B9 and OIA *Disciplinary Procedures*)
- to ensure that appropriate guidance and support is available for students who make a complaint or appeal and also for staff who may be involved
- to monitor the operation and effectiveness of the complaints and appeals procedures, reflect on the outcomes and consider broad implications for the Academy (see *UK Quality Code* Chapter B9 and OIA *Disciplinary Procedures*)
- to provide appropriate records of academic achievement for students who complete their programmes of study

Academic standards

- to ensure that each course/module is subject to rigorous validation, monitoring and review to ensure appropriate standards and enhance the quality of the learning experience
- to ensure that each course/module is delivered at the appropriate level (see *UK Quality Code* Part A)
- to ensure that each course/module has a programme specification and unit/module information with clearly stated learning outcomes and assessment
- to ensure that each course/module operates in accordance with stated academic regulations, term periods and assessment requirements

- to take ultimate responsibility for safeguarding of the academic standards of awards and enhancement of the quality of the student learning experience (see *UK Quality Code* Part A; Chapter B1 and Chapter B8)
- to maintain institutional oversight of quality assurance and enhancement processes so as to ensure that local responsibilities are met and to identify generic issues and opportunities that may arise (see *UK Quality Code* Chapter B1 and Chapter B3)
- to make appropriate use of input and judgements from those external to the Academy within quality assurance and enhancement processes
- to take account of relevant external quality assurance and enhancement expectations, benchmarks, reference points and requirements, particularly those articulated in the *UK Quality Code*
- to ensure that relevant stakeholders are consulted about their views on the quality of provision and to take account of these views in the quality assurance and enhancement processes. (See *UK Quality Code* Part A, Chapter B1, Chapter B5, Chapter B7 and Chapter B8)
- to ensure that the Academy operates appropriate and effective processes for module and programme review (see *UK Quality Code* Part A and Chapter B8)
- to ensure that regular reviews of modules and complete programmes are carried out in order to assure currency of content, attainment of learning outcomes and effectiveness of assessment
- to ensure that, in the event of withdrawal of a programme, appropriate steps are taken to ensure that students are not disadvantaged (see *UK Quality Code* Chapter B8)
- to produce an annual review report, drawing upon programme review and other sources of quantitative and qualitative data
- to take steps to evaluate and report upon the overall quality of student learning across the College and to present findings as part of the annual reporting exercise
- to reflect on the Academy's activities in order to improve both the quality of the student learning experience and the processes for quality assurance and enhancement through a process combining systematic reflection and active planning. (See *UK Quality Code* Part A, Chapter B3, Chapter B5, Chapter B6, Chapter B8)

Related procedures

2.1 Academic misconduct

2.2 Academic regulations

2.3 Academic calendar

2.4 Appeals procedure

2.5 Complaints procedure

2.6 Programme and annual monitoring procedures



2.7 Procedures for design and approval of programmes

2.8 Plagiarism procedures

2.9 Academic references for students

2.10 Special circumstances

2.11 Learner registration (Pearson)

2.12 Contingency and adverse effects