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ICMP

The Institute
of Contemporary
Music Performance

Quality and Governance Manual



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Quality and Governance Manual

Foreword

The Quality and Governance Manual brings together ICMP's Quality Assurance Framework and Governance Framework, our key frameworks for the ongoing management and monitoring of quality and standards at ICMP. It is informed by the UK Quality Code for Higher Education and draws upon the quality standards and processes of our main degree awarding body, University of East London (UEL).

It is made available to prospective students, staff, and external regulatory bodies. This enables ease of access to all stakeholders for reference and support with activities relating to quality and standards.

The Quality and Governance Manual contains the following chapters:

Part 1

Section 1	Quality Assurance Framework
Section 2	Regulatory Requirements
Section 3	Portfolio Development*
Section 4	Annual Monitoring*
Section 5	Periodic Review*
Section 6	Programme Documentation
Section 7	Recruitment, Selection and Admission
Section 8	Learning and Teaching
Section 9	Assessment
Section 10	External Examining*
Section 11	Student Engagement
Section 12	Public Information

Part 2

Section 1	Governance
Section 2	Terms of Reference

* The following chapters are currently being reviewed in preparation for ICMP gaining taught degree awarding powers. The current versions set out our existing internal processes that complement the processes of our current degree awarding bodies, who have oversight of these activities.

This Manual is annually reviewed by the Quality Team to ensure that the information contained is accurate and amended when required prior to approval at Academic Board.

Part 1: Quality Assurance Framework

Section 1: Quality Process

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V2.1	14/09/20 Academic Board	Annual review	Deputy Registrar	Annual and as required
V2.0	01/09/20 Academic Board	Annual review and update	Deputy Registrar	Annual and as required
V1.0	September 2019	Annual review	Deputy Registrar	Annually and as required
Related policies				
<ul style="list-style-type: none"> <i>Policy Development, Approval, Review, Publication and Communication Policy</i> 				
External Reference				
<p><u>UK Quality Code for Higher Education</u>: Expectations for Quality. ICMP has processes for ensuring that courses are well designed, provide a high-quality experience and enable achievement to be reliably assessed. This is monitored through our Academic Governance framework and detailed in this Quality and Governance Manual.</p>				

1. Quality Assurance Framework

1.1. The Quality Assurance Framework has been developed to guide staff in the procedures for the management of academic quality and standards at ICMP taking account of external reference points such as the Office for Students' (OfS) ongoing conditions of registration and the UK Quality Code for Higher Education. Underpinning this Framework is a set of principles that inform our approach. Clear understanding and acceptance of these principles by all staff will ensure that our Quality Process works effectively.

2. Principles

2.1. *Quality of the student experience*

2.1.1. The ICMP Quality Assurance Framework is designed to maintain the academic standards of our programmes while assuring and enhancing the quality of the student experience. We recognise that all areas of ICMP's academic provision and business process affect (directly or indirectly) the quality of that experience and may ultimately have an impact on student experience

2.2. *All staff are responsible for quality*

2.2.1. Quality assurance and enhancement is the responsibility of every member of staff. In order for this approach to be successful, ICMP recognises that there must be clear lines of responsibility and accountability, and that there must be adequate communication, training, support and guidance to achieve this.

2.3. *Continuous improvement culture*

2.3.1. Within the constraints of the resources available, we aim to provide the best possible student experience and to foster quality improvement at all levels. We will evaluate our actions regularly in an open and supportive environment.

2.4. *Collaborative approach*

2.4.1. ICMP recognises the valuable contribution that students, staff, academic partners and external stakeholders can make to the assurance and assessment of quality at ICMP. We are therefore committed to the involvement of all stakeholders in our approach to the management of quality and standards.

3. Values

3.1. ICMP's Quality Assurance Framework is underpinned by our institutional values:

- Empowering successful and creative futures
- Educating in harmony with industry
- Championing inclusivity and diversity
- Encouraging and recognising excellence
- Being socially responsible

4. Roles to support Quality and Standards

4.1. ICMP's Quality Assurance Framework incorporate clear lines of responsibly and accountably. This is divided between the collective responsibility of staff through the Governance Framework and the individual responsibly of all staff in the performance of their duties.

4.2. It is important to ensure that there are appropriate levels of consistency across all our provision. To assist with this, the Quality and Governance Manual has taken a role-based approach which seeks to provide clarity on responsibility and accountability.

4.3. These roles are:

- 4.3.1.** Registrar & Chief Operating Officer (COO)
- 4.3.2.** Deputy Registrar
- 4.3.3.** Quality Team
- 4.3.4.** Administration and Assessment Team
- 4.3.5.** Student Records, Data and Systems Team
- 4.3.6.** Dean of Academic Studies
- 4.3.7.** Senior Academic Management Team
- 4.3.8.** Programme Leaders
- 4.3.9.** Module Leaders
- 4.3.10.** Student Officers and Student Representatives
- 4.3.11.** External Examiners
- 4.3.12.** Committee Chairs, Servicing Officers and Members

4.4. The responsibilities of the above-mentioned roles are defined and documented throughout this Manual.

4.5. All staff, including the roles listed above will undergo initial training upon appointment and receive initial targeted support to undertake their role. For some roles there will be an additional cycle of support to ensure that their knowledge and skills are up to date and continues to provide the assurance of standards and quality required.

5. Scope

5.1. The Quality Assurance Framework applies to all programmes and modules delivered by ICMP.

ICMP Quality Process

The aim of the Quality Process is to ensure that we are monitoring quality and standards appropriately and giving the Corporate Board appropriate assurance so that it can in turn provide assurances to the OfS. In addition to the regulatory requirements, ICMP's Quality Process also supports the enhancement of the quality of the student experience for all ICMP students by identifying and supporting ICMP's development needs and measuring our progress against set goals and key academic quality indicators.

To this end, ICMP's Quality Process will:

- 1.1.1. Work to assure the maintenance of academic standards in line with sector-recognised standards on behalf of our Awarding Bodies
- 1.1.2. Ensure that ICMP has a fair, transparent, reliable, and inclusive admissions system and that information published by ICMP about student learning opportunities is reliable and accurate
- 1.1.3. Ensure that programmes are well-designed, provide a high-quality academic experience for all students and enable student's achievement to be reliably assessed
- 1.1.4. Ensure that ICMP has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience
- 1.1.5. Engage students, individually and collectively, in the development, assurance and enhancement of the quality of their educational experience
- 1.1.6. Ensure that students have access to fair and transparent procedures for handling complaints and appeals
- 1.1.7. Use reliable, valid and up-to-date evidence review practices to drive improvement and enhancement.

The two aspects of the ICMP Quality Process include the establishment and monitoring of quality standards, self-evaluation and improvement planning as described below.

1. Establishing and monitoring the Quality Process

1.1. The establishment of the Quality Process

- 1.1.1. This Quality and Governance Manual establishes ICMP's Quality Process taking in to account external reference points such as the UK Quality Code for Higher Education.
- 1.1.2. The schedule of quality assurance and enhancement related activities resulting from the implementation of the Quality Process held within this manual are planned and detailed within a 12-month period through the Quality Cycle, which

in turn aligns to ICMP's yearly academic planner, and the quality cycle of our awarding bodies, providing a week-by-week schedule of activities planned to assure and enhance the quality of the student experience. The Quality Cycle is produced by the Quality Team and approved by the Academic Board.

- 1.1.3. ICMP has established a quality assurance structure which ensures that the student body, both individually and collectively, are represented and participate in the decision-making process across ICMP.

1.2. The monitoring of the Quality Process

- 1.2.1. ICMP's Governance Framework acts as the primary mechanism for monitoring the Quality Process. The committees are arranged in such a way that minutes and decisions are cross reported at other committees to ensure consistency and transparency of approach.

- 1.2.2. ICMP makes use of a suite of data reports, referred to as Academic Quality Indicators (AQIs), to monitor the quality and standards of our provision. AQIs cover a range of data reports, some produced internally (module evaluations; module and programme level retention, achievement and success; student satisfaction) and others referring to externally collected and benchmarked data (NSS, Graduate Outcomes) which enable a committee, as part of its standing agenda, to monitor institutional activities.

- 1.2.3. The AQIs are reviewed annually by the Quality Team and are captured in each committee's Schedule of Business.

- 1.2.4. In order to support the *Quality Assurance Framework*, ICMP - through consulting the Quality Code - has developed a wide range of policies, procedures and operational manuals which guide the decision making of every aspect of ICMP's operations in relation to quality and standards. These policies, procedures and manuals are periodically reviewed in accordance with our *Policy Development, Approval, Review, Publication and Communication Policy*.

2. Self-evaluation and Quality Improvement Planning

- 2.1. ICMP is committed to the continuous improvement in all of its spheres of activity, and we strive to achieve the highest standards in all that we undertake. As such, we engage in transparent self-evaluation processes, at all levels and with the engagement of all stakeholders. We evaluate our actions regularly in an open and supportive environment to ensure that we persistently enhance our capacity to improve.
- 2.2. The monitoring of ICMP's activities via AQIs against quality standards leads to a process of self-evaluation and quality improvement planning. This process of self-evaluation draws upon quantitative datasets, e.g. programme monitoring data, student satisfaction, and cross references and analyses them against qualitative data such as student feedback and commentary from external sources which includes external examiners and our collaborative partners. The analysis of a wide range of data allows for issues to be triangulated and verified, and considered actions to be

developed to improve an identified issue. Student feedback and engagement is key to this process as it ensures analysis is aligned to the student experience.

- 2.3. At programme-level, the programme leaders produce an annual monitoring review report (AMR) that draws together the required strands of data and feedback to objectively evaluate the previous academic year of operation, whilst identifying areas for development and improvement over the coming year. The programme leaders also make reference to the Module Leader Reports. The AMR is discussed and endorsed by the relevant programme committee and the action plan monitored at subsequent meetings.
- 2.4. AMRs are received by the Academic Standards and Quality Committee (ASQC) for approval and to provide a check against the data and relevant awarding body requirements. Once approved, an overview report is submitted to the Academic Board and all completed AMRs are passed to the relevant awarding body.
- 2.5. Following the approval of the programme AMR, emergent themes are identified and discussed. These themes and discussions are captured within ICMP's annual Self-Evaluation Document (SED), which will provide the impetus for a Quality Improvement Plan (QIP) arising from the review process. The QIP will be monitored by the Academic Standards and Quality Committee throughout the academic year to ensure that the necessary actions are being undertaken by the relevant committee, panel or department. Once produced the SED and QIP are passed to the Academic Board for approval and then on to the Executive Committee and Corporate Board for endorsement; once approved and endorsed the annual Operational Plan and the five-year strategy is updated (as required) to take account of the SED and QIP. As part of the cycle of continuous review and improvement, the impact of each year's annual QIP is formally evaluated and detailed within the following year's SED, with any items still outstanding being rolled into that year's QIP.

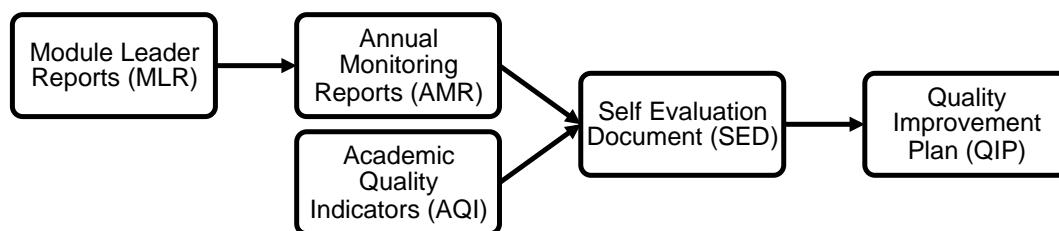


Figure 1: Flow of reports underpinning the *Quality Cycle*

Part 1: Quality Assurance Framework

Section 2: Regulatory Requirements

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V1.0	01/09/20 Academic Board	Date of creation	Deputy Registrar	Annually and as required
Related policies				
External Reference				
<ul style="list-style-type: none"> • <u>Office for Students Regulatory Framework</u> • <u>UK Quality Code for Higher Education</u> 				

6. Introduction

6.1. In order to meet its responsibilities, ICMP's Quality Framework must comply with the Office for Students (OfS) Conditions B of registration and the UK Quality Code for Higher Education.

7. OfS Conditions of Registration

7.1. Condition B1

The provider must deliver well designed courses that provide a high quality academic experience for all students and enable a student's achievement to be reliably assessed.

7.2. Condition B2

The provider must support all students, from admission through to completion, with the support that they need to succeed in and benefit from higher education.

7.3. Condition B3

The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers, and/or enable further study.

7.4. Condition B4

The provider must ensure that qualifications awarded to students hold their value at the point of qualification and over time, in line with sector recognised standards.

7.5. Condition B5

The provider must deliver courses that meet the academic standards as they are described in the Framework for Higher Education Qualifications at Level 4 or higher.

7.6. Condition B6

The provider must participate in the Teaching Excellence and Student Outcomes Framework.

8. UK Quality Code for Higher Education

8.1. Standards

- i. The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualification's frameworks.
- ii. The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- iii. Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- iv. The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

8.2. Quality

- i. The provider has a reliable, fair and inclusive admissions system.
- ii. The provider designs and/or delivers high-quality courses.

- iii. The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- iv. The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- v. The provider actively engages students, individually and collectively, in the quality of their educational experience.
- vi. The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
- vii. Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.
- viii. Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high quality irrespective of where or how courses are delivered and who delivers them.
- ix. The provider supports all students to achieve successful academic and professional outcomes.

Part 1: Quality Assurance Framework

Section 3: Programme Design and Development

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V2.1	14/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V2.0	01/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.0	03/09/19 Academic Board	Annual review	Deputy Registrar	Annually and as required
Related policies				
<ul style="list-style-type: none"> • Section 5, Periodic Review. • Section 6, Programme Documentation. 				
External Reference				
<p><u>UK Quality Code for Higher Education</u>, Advice and Guidance: Course Design and Development. Programmes are designed in line with sector-recognised standards and meet the requirements of the relevant national qualifications framework. Regular monitoring and evaluation are used to drive improvement and enhancement of these processes.</p> <p><u>UK Quality Code for Higher Education</u>, Advice and Guidance: Partnerships. Processes are in place for the management and oversight of all aspects of the student academic experience by ICMP and its Awarding Bodies.</p>				

UK Quality Code for Higher Education – Course Design and Development – Core Practices

<p>Standards</p> <ul style="list-style-type: none"> • The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualification frameworks • Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them. • The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent. 	<p>Quality</p> <ul style="list-style-type: none"> • The provider designs and/or delivers high-quality courses. • The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience. • The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. • Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
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UK Quality Code for Higher Education – Course Design and Development – Common Practices

<p>Standards</p> <ul style="list-style-type: none"> • The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement. 	<p>Quality</p> <ul style="list-style-type: none"> • The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement. • The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.
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UK Quality Code for Higher Education – Course Design and Development – Guiding Principles

1. Strategic oversight ensures that course design, development and approval processes and outcomes remain consistent and transparent.
2. Accessible and flexible processes for course design, development and approval facilitate continuous improvement of provision and are proportionate to risk.
3. Internal guidance and external reference points are used in course design, development, and approval.
4. Feedback from internal and external stakeholders is used to inform course content.
5. Development of staff, students and other participants enables effective engagement with the course design, development and approval processes.
6. Course design, development and approval processes result in definitive course documents.
7. Design, development and approval processes are reviewed and enhanced.

Programme approval process

1. Introduction

- 1.1. The design of a new programme takes a significant amount of research and development. The proposals are developed in consultation with staff, students, employers, and external industry and academic expertise.
- 1.2. All proposals for new programmes require Gate 1 and Gate 2 initial approval before progressing to the internal approval event.
- 1.3. The final decision for approval rests with the relevant awarding body.

2. Timescales

- 2.1. The typical timeframe for the programme approval processes is 18 months from initial programme development to delivery. This includes the schedules of ICMP's various awarding bodies.

Note: New programme proposals must be planned in sufficient time, to take account for marketing and recruitment cycles, alongside the programme development and approval timeline.

3. Responsibilities

3.1. Planning and Quality

- 3.1.1. The Quality Team shall be responsible for:
 - i. Routine update and review of the portfolio development process
 - ii. Developing and making available guidance to the programme development team
 - iii. Establishing the timeline for decisions and submission of documentation for all stages
 - iv. Scheduling the internal approval event and post approval event
 - v. Liaising with the relevant awarding body and submitting required documentation within the agreed timeframes
 - vi. The final documentation record

3.2. Senior Academic Team

- 3.2.1. The Senior Academic Teams shall be responsible for:
 - i. Submitting the initial proposal
 - ii. Establishing the programme development team
 - iii. Ensuring that the programme documentation meets the set criteria
 - iv. Providing training and development to support the Programme Development Team

3.3. Programme Development Team

- 3.3.1. The Programme Development Team shall be responsible for:
 - i. Producing the required programme approval documentation
 - ii. Meeting the required timeline for decisions and submission of documentation for all stages of the process

- iii. Ensuring the relevant stakeholders are consulted as part of the development of the programme proposal

3.4. Internal Approval Panel

3.4.1. The Internal Approval Panel shall be responsible for:

- i. Providing assurance to the senior academic authority that the documentation meets the core practices of the UK Quality Code.
- ii. Provide assurance to the senior academic authority that the documentation is of an adequate standard prior to submitting to the relevant awarding body.
- iii. Provide recommendation to the Programme Development Team prior to the documentation being submitted to the relevant awarding body.

4. New programme approval process overview

4.1. The approval process is divided in to two main stages:

- Approval of the new programme proposal (Gate 1 and Gate 2)
- Approval of the new programme (Awarding Body)

4.2. The approval of the new programme consists of the following stages:

- Initial Programme Approval: The Senior Academic Team will oversee the preparation of the initial proposal, establishing a programme development team to carry out the work.
- Programme development: The programme development team develop and produce the required documentation, with reference to approval criteria, relevant external reference points and benchmarks, and in consultation with staff, students and external expertise.
- Internal approval event: An internal event is held ahead of the formal awarding-body events to assure that all submitted documentation is of an adequate standard and provide the programme team with recommendations and the opportunity to enhance the submission prior to the approval event.
- Formal approval event: The formal approval event is to formally approve the new programme proposal and to assure that the new programme meets the awarding bodies quality standards for delivery.
- Formal approval: The relevant awarding-body approves the new course and ICMP receives formal notification of approval.
- Post approval: Approved programme documentation is provided to ICMP's Registry, Admissions and Marketing teams and an External Examiner is nominated.

5. Approval of the new programme proposal - Gate 1

- 5.1. The programme proposer should complete a New Programme Proposal Form, available from the Quality Team.
- 5.2. The New Programme Proposal Form is considered by the Executive Committee in the first instance. The Executive Committee will either approve the proposal or reject the proposal with feedback.
- 5.3. Proposed programmes are presented to the Executive Committee to consider the rationale for the new programme, financial implications, projected student numbers, demand, resourcing requirements and alignment to the ICMP operational and strategic plans.
- 5.4. Where a proposal is approved with conditions, it is the responsibility of the Executive Committee to confirm if these conditions have been appropriately met.
- 5.5. Following approval by the Executive Committee, the proposal is submitted to the Academic Board.

6. Approval of the new programme proposal - Gate 2

- 6.1. The programme proposal will be submitted to the Academic Board to ensure that the programme aligns to ICMP's Portfolio Development Plan and considers relevant external inputs, including subject benchmark statements and the UK Quality Code for Higher Education.
- 6.2. The Academic board will either approve the proposal or reject the proposal with feedback. Where a proposal is approved with conditions, it is the responsibility of the Academic Board to confirm if these conditions have been appropriately met.

7. Programme development

- 7.1. In developing the programme proposal, the programme development team will take account of the academic framework of ICMP's proposed awarding body. The programme development team will also be making use of industry and Higher Education sector experts, the RQF and FHEQ, the Subject Benchmarks, UK Quality Code for Higher Education and ICMP Tutors in order to develop the programme and any necessary approval documentation, programme specifications and programme handbooks in good time for any approval event.

8. Required programme approval documentation

- 8.1. The responsibility for the accuracy and completeness of the documentation rests with the programme development team overseen by the Senior Academic Team. Procedural guidance is available from the Quality Team.
 - i. Approval Overview Document (relevant awarding body template)
 - ii. Draft Programme Specification (including draft course structure)
 - iii. Draft Programme Handbook
 - iv. Draft Module Specifications
 - v. External Adviser nomination

9. Internal approval event (ICMP)

9.1. The internal approval event will be held to assure that submitted documentation is of an adequate standard and provide the programme development team with recommendations and the opportunity to enhance the submission prior to the formal approval event.

9.2. The panel membership will include:

- Chair of the Academic Standards and Quality Committee, Chair
- Representative of the Senior Academic Management Team
- Programme Leader from a different programme
- Student Representative

9.3. The servicing officer will be a nominated member from the Quality Team.

10. Formal approval event (Awarding Body)

10.1. A number of meetings will take place with the relevant awarding body as part of the approval process. The awarding body will be responsible for convening the meetings and will liaise with the ICMP Quality Team.

10.2. At the end of the approval event, the Panel will reach a decision on whether to approve or reject the programme. The approval may include a number of conditions or recommendations. The programme may not run until all conditions are met and approval has been formally confirmed. This will be confirmed by the relevant awarding body.

11. Post Approval

11.1. Following an approval event, approved programme documentation is provided to ICMP's Registry, Admissions and Marketing teams and an External Examiner is nominated.

11.2. The programme development team is required to meet with the Registrar to discuss ICMP's programme approval procedures. This debrief meeting is used to encourage each team to critically reflect on their recent experience and provide recommendations to improve processes, or entries into ICMP's lessons learned log.

Criteria for the approval of new programmes

The new programme approval processes (Gate 1, Gate 2 and Internal Approval Event) require consideration of the following criteria when reviewing and approving a new course proposal. These criteria should also inform the development of the programme and its documentation throughout the design and approval of a new programme.

- a) Academic Rationale
 - i. The proposed programme promotes ICMP's mission and values, providing a relevant learning experience that effectively prepares potential students for industry.
 - ii. The proposed programme provides sufficient scope for potential students to be challenged at the appropriate academic level.
 - iii. The proposed programme is aligned with ICMP's graduate attributes.
- b) Strategic Rationale
 - i. The programme supports ICMPs mission and strategic direction.
 - ii. The proposal includes market research to support the demand of the proposed provision.
- c) Quality Learning, Teaching and Assessment
 - i. The programme incorporates a systematic, relevant and stimulating assessment strategy, which enables course and module learning outcomes to be met.
 - ii. The programme proposal considers inclusive teaching and assessment practices.
- d) Quality and Standards
 - i. The programme has been appropriately aligned with the UK Quality Code for Higher Education and the Framework for Higher Education Qualifications (FHEQ).
 - ii. The programme refers to external reference points, including QAA subject benchmark statements.
- e) Programme Structure
 - i. The programme structure meets the requirements of the awarding body.
 - ii. The programme structure takes account of the relevant pedagogical demands of the discipline and field.
- f) Resource
 - i. There will be sufficient human and physical resources available to deliver a high-quality academic experience.
 - ii. There will be adequate library and learning resources to deliver a high-quality academic experience.
 - iii. There will be appropriately qualified and skilled staff to deliver a high-quality academic experience.
- g) Stakeholder Consultation
 - i. The proposal considered feedback from students in the design and development of the programme.
 - ii. The programme has considered guidance from ICMPs Disability and Wellbeing Team.
 - iii. The proposal considered feedback from external stakeholders in the design and development of the programme.

Programme development and re-approval process

1. Introduction

- 1.1. Programmes are typically re-approved through each relevant Awarding Body's periodic review process. However, it is recognised that modifications may be made following approval to enhance provision.
- 1.2. Opportunities to enhance provision may be identified through routine monitoring of programmes and modules, ICMP's internal Periodic Programme Review (Part 1, Section 5) and other routine monitoring activity conducted by ICMP or our awarding bodies.
- 1.3. Similarly to new programme proposals, modifications to programmes and modules require re-approval from the relevant awarding body. The formal process ensures the integrity of our modules and programmes.
- 1.4. Programme development **must** be supported by student consultation and external expertise.
- 1.5. **Modifications cannot be applied retrospectively and can only be implemented at the start of term of an academic session following awarding body approval.**

2. Programme development (modification) overview

- 2.1. Programme modifications can be categorised in three way:
 - i. Changes that constitute a significant change to the programme
 - ii. Changes that constitute a minor change to the programme
 - iii. Normal and regular updating of core and option modules
- 2.2. Changes that constitute a significant change to the programme require full re-approval of the programme.
- 2.3. All proposals are considered by the Academic Standards and Quality Committee on behalf of the Academic Board before being submitted to the relevant awarding-body for approval.

3. Timescales

- 3.1. Modifications cannot be applied retrospectively and can only be implemented at the start of term of an academic session following awarding body approval.
- 3.2. Modifications require awarding-body approval.

Note: Modifications to programmes and modules must be planned in sufficient time.

4. Modifications

- 4.1. These modifications include:
 - i. Replacement of a core module

- ii. Additional, removal or reallocation of a core module
- iii. Change in credit weighting of a core module
- iv. Change to the learning outcomes of a core module
- v. Change to the curriculum content of a core module
- vi. Change in the mode of delivery of a core module
- vii. Change to an optional module
- viii. Changes to core modules that do not involve changes to curriculum content or learning outcomes (e.g. length or nature of assessment, main aims or main topics of study, module title changes)

4.2. A significant number of proposed minor modifications in combination may need to be considered under the re-approval process. In such instances advice should be sought from the Quality Team at an early stage.

5. Normal and regular updates

5.1. Normal and regular updates include:

- Updating of reading lists
- Corrections to typographical errors

5.2. These changes are normally completed prior to the start of an academic year. Updates should be made available to Quality with the modifications clearly identified.

5.3. These changes do not normally require stakeholder consultation.

6. Required documentation for programme modification

6.1. The responsibility for the accuracy and completeness of the documentation rests with the Programme Team overseen by the Programme Leader. Procedural guidance is available from the Quality Team.

- i. Amendment proposal form
- ii. Updated programme specification, if applicable
- iii. Updated module specification
- iv. Stakeholder consultation

7. Academic Standards and Quality Committee Approval

7.1. All proposals are considered by the Academic Standards and Quality Committee on behalf of the Academic Board before being submitted to the relevant awarding-body for approval.

7.2. The committee will ensure that submitted documentation is of an adequate standard and compliant with awarding body requirements.

8. Formal approval (awarding body)

8.1. The Quality Team will submit the proposal to the relevant awarding-body.

8.2. The awarding-body will reach a decision on whether to approve or reject the proposal and will communicate the outcome via the Quality Team.

9. Post approval

9.1. Following approval, approved programme documentation is provided to ICMP's Registry, Admissions and Marketing teams.

10. Programme re-approval process overview

10.1. Any programme requiring re-approval will be subject to the same procedure as the New Programme Approval Process as noted above.

Programme Closure

1. Recommendations for the planned closure of a programme will be considered by the Academic Standards and Quality Committee on behalf of the Academic Board.
2. A notification of the intention to close a programme should be approved by the Dean of Academic Studies by submission of the *Course Closure Form* to the Chair of the Academic Standards and Quality Committee.
3. The form should include:
 - a) The basis on which the decision has been reached;
 - b) The risk assessment of the impact of any closure, including consultation with relevant departments including Marketing and Finance;
 - c) The proposed arrangements for the current students on the programme;
 - d) The proposed programme closure action plan.
4. The Academic Standards and Quality Committee will make a recommendation to the Academic Board and Executive Committee for decision.
5. Following Academic Board and Executive Committee decision the Quality Team, on behalf of ICMP, will notify the relevant awarding-body.

Following notification, ICMP's Quality Team will then follow the relevant awarding body process to create and monitor the programme closure plan.

Part 1: Quality Assurance Framework

Section 4: Annual Monitoring

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V2.1	14/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V2.0	01/09/20 Academic Board	Annual review	Quality Manager	Annually and as required
V1.0	03/09/19 Academic Board	Annual review	Deputy Registrar	Annually and as required
Related policies				
<ul style="list-style-type: none"> • Section 5, Periodic Review. • Section 6, Programme Documentation. 				
External Reference				
<p>UK Quality Code for Higher Education, Advice and Guidance: Course Design and Development. Regular monitoring and evaluation are used to drive improvement and enhancement of these processes.</p>				

1. Introduction

- 1.1. ICMP is committed to the continuous enhancement of the quality of its programmes and student experience provided for all students
- 1.2. Annual monitoring forms part of the process by which programmes are monitored and reviewed thereby ensuring that quality and standards are being met. It also supports the enhancement of learning, student experience and learning opportunities.
- 1.3. Additionally, annual monitoring forms an integral element of the evidence base for periodic review that all programmes are required to undergo at least once within a six year cycle.
- 1.4. Annual monitoring applies to all undergraduate and postgraduate programmes at ICMP.
- 1.5. Monitoring activity is overseen by the Academic Standards and Quality Committee on behalf of the Academic Board and is undertaken by Programme Leaders with input from staff and students.

2. Purpose

2.1. The purpose of Annual Monitoring is to maintain and enhance the quality of ICMP's programmes, specifically:

- To provide a focus for quality enhancement;
- To confirm that the quality and academic standards of the provision have been maintained in accordance with all external and internal benchmarks and requirements;
- To reflect and analyse the data;
- To reflect on student feedback;
- To consider any external comments e.g. External Examiner Reports;
- To agree an action plan for the following academic year;
- To identify areas of innovative and good practice;
- To identify areas for improvements and ensure that concerns are recorded in the action plan;
- To report to awarding body or organisation on the health of the programme and meet the requirement of the UK Quality Code for Higher Education.

3. Ongoing and Annual Monitoring Process

3.1. A range of monitoring activity is undertaken both on an ongoing basis and at specific points in the quality cycle to ensure that programmes and modules remain current and effective.

3.2. Ongoing Monitoring

3.2.1. Ongoing monitoring activities include:

- Semesterly module evaluations that is reviewed at programme and institutional level;
- Semesterly Programme Committees that monitor the ongoing action plan and the student experience throughout the year.
- Semesterly Module Leader Reports that reviews module data

3.3. Annual Monitoring and reporting

3.3.1. Annual monitoring and reporting activities include:

- The production of ~~module~~ and programme annual reports
- The annual review of programme documentation and information (e.g. programme and module specifications)
- The production of external examiner reports
- Annual student satisfaction survey

4. Annual Programme Monitoring Review

4.1. The Annual Programme Monitoring Review (APMR) report provides a focus for improvement at module, programme and institutional level.

4.2. All module leaders are required to produce a Module Leader report upon completion of a module. The report will provide an overview of the module, review progress against any module improvement plans and consider student module feedback. The Programme Leader is then required to reflect on the module, which will form part of the evidence base for the APMR.

4.3. All programme teams are required to produce an APMR report and objectives on an annual basis. In producing the report, programme teams will consider a range of evidence about the quality of their provision but will also be proactive in moving their programme forward and keeping them current via innovation and change in content, delivery and assessment.

5. Evidence Base

5.1. The Programme Annual Monitoring Review report will consider the following:

- 5.1.1. Module leader reports;
- 5.1.2. External examiner reports;
- 5.1.3. Review and analysis of programme datasets against benchmarks and trends:
 - Recruitment and enrolment
 - Attendance
 - Completion
 - National Student Survey
 - Graduate Outcomes
- 5.1.4. Student feedback
- 5.1.5. Strengths and areas for improvement
- 5.1.6. Progress against the previous action plan

6. Student Engagement in annual monitoring activities

6.1. Student Feedback is incorporated into the Annual Monitoring process through:

- Consideration of the National Student Survey results
- Consideration of ICMP Student Satisfaction results
- Consideration of student feedback from Programme Committees
- Consideration of student Module Evaluations Survey results

7. Responsibilities

7.1. Module Leader

7.1.1. The module leader will produce the module leader report.

7.2. Programme Leader

7.2.1. The Programme Leader will reflect on all module leader reports

7.2.2. Each programme leader is responsible for producing a Programme Annual Monitoring Review report that considers module leader reports, external examiner reports, programme data, and student feedback.

7.2.3. Programme Annual Monitoring Review reports are principally authored by the Programme Leader, although where appropriate, the Programme Leader should include commentary and input from the wider Programme Team.

7.3. Registry

7.3.1. Working with the Student Records, Data and Systems Team, the Quality Team will provide pre-populated report templates and generate programme data reports, which form the evidence base of annual monitoring

7.4. Programme Committee

7.4.1. The programme committee is responsible for the overall quality of the programme.

7.4.2. The programme committee will monitor and review programme and module action plans on a regular basis.

7.4.3. The programme committee will consider and approve the Programme Annual Monitoring Review report.

7.5. ASQC

7.5.1. The Academic Standards and Quality Committee is responsible for ensuring that the process is followed, and all programme reports are received in a timely manner.

7.5.2. The Academic Standards and Quality Committee will coordinate a review of all programme reports and provide an overview, highlighting issues and good practice of institutional significance, to the Academic Board.

7.5.3. The Academic Standards and Quality Committee will monitor and review institutional, programme and module action plans on a regular basis.

7.6. Academic Board

7.6.1. The Academic Board holds overall responsibility for the development, management, oversight, monitoring and quality of all programmes across ICMP.

8. Timescales

	Activity
August	- Completion of annual monitoring executive summary
October	- Annual Monitoring Event (ASQC) -
November	- Programme Committee 1 – UG and PG - Production of Self-Evaluation Document
December	- Annual Monitoring outcomes (AcBo) - Module Evaluations (Sem 1)
January	- Module Leader Reports (Sem 1) - Completion of Self-Evaluation Document and Quality Improvement Plan
February	- Programme Committee 2 – UG and PG - Mid-year AMR update
March	- Module Evaluations (Sem 2)
April	- Programme Committee (UG programmes)
May	-
June	- Programme Committee Meeting (PG only) - Module Leader Reports (Sem 2)
July	- Module Evaluations (Sem 3)
August	- Module Leader Reports (Sem 3)

Part 1: Quality Assurance Framework

Section 5: Periodic Programme Review

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V2.1	14/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V2.0	01/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.0	03/09/19 – Academic Board	Annual review	Deputy Registrar	Annually and as required
Related policies				
<ul style="list-style-type: none"> • Section 1, Programme Design and Development • Section 6, Programme Documentation. 				
External Reference				
<p><u>UK Quality Code for Higher Education</u>, Advice and Guidance: Course Design and Development. Regular monitoring and evaluation are used to drive improvement and enhancement of these processes.</p>				

1. Introduction

- 1.1. ICMP is committed to the continuous enhancement of the quality of programmes and student experience provided for all students.
- 1.2. Periodic programme review is an opportunity to undertake a self-critical evaluation of the performance of a programme over a period of time.
- 1.3. In addition to annual monitoring activities, a periodic programme review can be recommended by the Executive Committee or Academic Board for additional risk-based scrutiny of a programme.

2. Purpose

2.1. The purpose of a periodic programme review is:

- to evaluate the quality of the student learning experience over a five academic year period and consider how it can be maintained and improved;
- to relate the student learning experience to the expectations set out in the ICMP's Learning, Teaching and Assessment Strategy;
- to ensure that a high standard of teaching and learning is maintained;
- to consider the continued appropriateness of module outcomes and content against student expectations and industry needs;
- to encourage the Programme Team to reflect upon their strengths and challenges, highlighting where support might be needed.
- to ensure the programme continues to meet the expectations of the UK Quality Code for Higher Education.

3. Key principles of Periodic Programme Review

- 3.1. The review is intended to be a supportive and useful process, in which conversations take place in meetings between ICMP staff and an independent panel of 'critical friends' in a visit usually over a period of one day.
- 3.2. The Panel is expected to conduct the review according to the following principles:
- 3.3. the programme team will be encouraged to raise issues and highlight examples of good practice prior to and during the visit;
- 3.4. the Panel will establish a clear understanding of the overarching nature of the programme's ethos and purpose within ICMP's portfolio and work with an appreciation of its broad aims;
- 3.5. the Panel will acknowledge the standards and quality of provision as evidenced through reports relating to previous review activities;
- 3.6. information used by the Panel will be made available to the programme team; the Panel will take account of factors outside the immediate control of the programme team which challenge its ability to sustain or enhance the quality of its provision. Where appropriate, the Panel will highlight these factors in its findings.

4. Preparing for a Review

- 4.1. The Senior Academic Team will establish a series of regular meetings with relevant staff from the programme and the Quality Team.
- 4.2. The first meeting will determine the approximate timing of the review and discuss the requirements for external representation on the review panel.
- 4.3. The Quality Team will provide advice and guidance throughout the process.
- 4.4. The Academic Standards and Quality Committee (ASQC) will be kept informed of ongoing periodic programme review activity.

5. Documentation

- 5.1. Central to the Review process is the Programme Evaluation Document (PED) The document fulfils two functions:

- 5.1.1. To provide an open and honest narrative of the Programme under review by evaluating performance and changes since the last review, the quality of the learning opportunities offered to students and the standards achieved by students;

- 5.1.2. To identify perceived strengths and areas for development by referring to appropriate evidence, to indicate actions being undertaken to address such areas for development and to comment on the success, to date, of such actions.

- 5.2. The PED is structured as follows:

- 5.2.1. Purpose of the programme under review;

- 5.2.2. Programme Leader Reflection

- 5.2.3. Programme Data [Student Numbers (Applications, Offers and Accepts), NSS, Mock NSS (L4, 5 and 7), Progression from L4-5, Pass First Time Rate, Degree Classification Outcome]

- 5.2.4. Summary of Strengths, Areas of Concerns and Stakeholder Feedback

- 5.2.5. Competitor Benchmarking

- 5.2.6. Key Recommendations

- 5.3. The Programme Evaluation Document should be submitted on the correct template and supplemented with the following:

- 5.3.1. Programme and Module Specifications

- 5.3.2. External Examiner reports (since the last review)

- 5.3.3. Annual Monitoring Review reports (since the last review)

- 5.3.4. Examples of student feedback (e.g. Programme Committee minutes)

5.4. Further guidance on writing the Programme Evaluation Document is available from the Quality Team.

6. Panel Membership and Selection

6.1. The periodic programme review meeting shall be Chaired by a senior academic member of staff independent of the provision in question. Panel membership will also include the Registrar (or nominee), a student representative, an external panel members, and a servicing officer.

6.2. Early in the process, the Dean of Academic Studies (or designated co-ordinator) nominates appropriate external subject advisers to take part in the review. The suitability of the external nominees is determined by the chair of the ASQC.

6.3. The following criteria are considered when determining the suitability of the external nominee:

- the depth of subject knowledge;
- knowledge and experience of comparable programmes at other institutions;
- prior experience of teaching on programmes at the same level or above;
- professional expertise;
- prior experience as a QAA reviewer and/or External Examiner/Reviewer

6.4. It is unlikely that any single nominee will meet all the requirements. In making judgments about the suitability of the proposed external subject advisers the chair of the ASQC takes into account the overall balance of expertise presented by the external advisers.

7. Periodic Programme Review Meeting

7.1. On the day of the review the panel will meet to decide what lines of questioning will be pursued. These will be based on the outcomes of the analysis of the PED.

7.2. The programme team will attend a meeting with the panel where a dialogue over the delivery and continued suitability of the qualifications in question will take place.

7.3. Post meeting the Panel will provide a set of commendations and recommendations designed to improve delivery of the programmes in question and will highlight any good practice identified through the process.

7.4. Once the recommendations have been received the programme team will draft an action plan designed to take account of the recommendations, while also detailing how good practice highlighted will be further consolidated and built upon.

8. Report of the Periodic Programme Review

8.1. A summary of any recommendations will be made available to the Panel and Programme Team within 5 working days. An outcome report will be circulated within 15 working days. The report will be submitted to the Academic Board for information.

Part 1: Quality Assurance Framework

Section 6: Programme Documentation

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V1.2	14/09/20 Academic Board	Annual review	Quality Manager	Annually and as required
V1.1	01/09/20 Academic Board	Annual review	Quality Manager	Annually and as required
V1.0	03/09/19 Academic Board	Annual review	Deputy Registrar	Annually and as required
Related policies				
<ul style="list-style-type: none"> • Section 3, Programme Design and Development • Section 4, Annual Monitoring • Section 5, Periodic Review 				
External Reference				
<p><u>UK Quality Code for Higher Education</u>, Advice and Guidance: Course Design and Development. Programme design and development result in high-quality definitive course documentation.</p>				

1. Introduction

1.1. The programme documentation provides applicants and students with an accurate reflection of the programme and are key to validation, re-validation and modification processes. These documents are considered for approval by our Awarding Bodies.

2. Programme Specification

2.1. The Programme Specification provides a concise description of the programme and it's intended learning outcomes, and the means by which the outcomes are achieved and demonstrated.

2.2. Programme Specifications must be published in the agreed template and made available to students. Any proposed changes to the Programme Specification must be submitted to the Quality Team and agreed with the relevant Awarding Body.

3. Module Specification

3.1. Module specifications provide details of the aims and learning outcomes, learning and teaching methods and the means of assessment of individual modules.

3.2. Module Specifications must be published in the agreed template and made available to students via the Programme Handbook.

3.3. Any proposed changes to the Module Specifications must be submitted to the Quality Team and agreed with the relevant Awarding Body.

4. Programme Handbook

4.1. The Programme Handbook is the main reference point for students navigating the overview of their programme of study and overall ICMP experience.

4.2. It is expected that this document is reviewed annually to ensure the information remains accurate and up to date.

4.3. Programme Handbooks must be published on the agreed collaborative template.

5. Programme Evaluation Document (PED) – Periodic Review

5.1. The PED provides a critical appraisal of the Programme under review by evaluating performance and changes since the last review, the quality of the learning opportunities offered to students and the standards achieved by students.

5.2. The document should reflect the overall operations of the programme, relevant action plans, programme and module design, and external and student feedback.

5.3. The PED should be supplemented with the following items of evidence:

- Programme and Module Specification
- External Examiner reports (since the last revalidation)
- Annual Monitoring reports (since the last revalidation)
- Examples of student feedback at course level (where relevant)

Part 1: Quality Assurance Framework

Section 7: Recruitment, selection and admission

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V2.1	14/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V2.0	01/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.0	03/09/19 Academic Board	Annual review	Deputy Registrar	Annually and as required
Related policies				
<ul style="list-style-type: none"> • ICMP Admissions Policy • Equality and Diversity Policy 				
External Reference				
<p><i>UK Quality Code for Higher Education Advice and Guidance: Admissions, Recruitment and Widening Access. ICMP has clear policies and procedures for the selection and admission of students.</i></p>				

1. Introduction

- 1.1. ICMP is committed to admitting students through an accessible, clear, transparent, and fair process regardless of age, disability, race, nationality, gender, religion, sexual orientation, marital status or parental status.
- 1.2. ICMP will communicate clearly with potential applicants, and provide clear, accurate and inclusive information concerning the programme of studies, the fees, the terms and conditions and the procedures for admission.

2. Admission Policy and Procedures

- 2.1. ICMP's Admissions Policy is consistent with good admissions practice in higher education as defined by the UK Quality Code for Higher Education. It is made available to potential applicants and students via our website.
- 2.2. ICMP's Academic Board has oversight of the admissions of students to ICMP and the monitoring and review of the Admissions Policy is overseen by the Admissions Committee. Responsibility for ensuring ICMP's compliance with the Admissions Policy rests with the Registrar.

3. Admissions Criteria

- 3.1. ICMP publishes the admissions criteria in the prospectus and on the course's pages of the website.
- 3.2. In addition to the set admission criteria, all applicants are offered an audition and/or interview to check the suitability of their chosen programme and further assess their potential for success on the programme.

3.3. Recognition of Prior Learning (RPL)

- 3.3.1. ICMP welcomes applications from prospective students who wish to enter at a later stage or gain exemption from specific modules on the basis of prior learning.
- 3.3.2. RPL for entry or exemption of modules within programmes are referred to the Programme Leader who makes a recommendation for consideration by the Academic Standards and Quality Committee before being sent to the relevant Awarding Body for final approval.

4. The Application Process

- 4.1. Undergraduate applications are either made directly to ICMP (via the website) or through UCAS.
- 4.2. Postgraduate applications are made directly to ICMP (via the website).

5. The Selection Process

- 5.1. All applications are received by the Admissions Team and are considered on an individual basis. The Admissions Team review the application against the admissions criteria before making a decision whether to invite applicants for audition and/or interview, to reject the application or seek further information.

- 5.2. Following a successful initial assessment, applicants are invited to attend an audition and/or interview. The audition/interview process ensures that applicants are clear about what their chosen programme of study will provide them with; they have an opportunity to better prepare prior to starting their programme; and they can talk with a tutor in a relaxed and supportive setting about what choices and possible career outcomes that lie ahead of them. The audition packs are designed in such a way that, to gain entry on to an ICMP programme, the applicant has to display competent knowledge and understanding of that subject. Following the audition, all applicants are provided with feedback.
- 5.3. In the first instance, the decision to offer a place resulting from successful audition/will be taken by the auditioning tutor. If necessary, this decision can be supported by the Programme Leader, Deputy Programme Leader or the Dean of Academic Studies.
- 5.4. The decision will then be communicated to the applicant by the Admissions Team.

6. Disability and Learning Support

- 6.1. Applicants are encouraged to disclose a disability or identified learning support needs at the earliest opportunity, in order to meet their individual study and personal safety requirements.
- 6.2. Where an applicant declares a disability or identified learning support need through the application process, the applicant is referred to the Disability and Wellbeing Team, who will work with the applicant and the Faculty to determine the appropriate level of support to be provided.

7. Data Reporting

- 7.1. ICMP's Data Team produce annual intake profiles, analysing entry qualifications and standards, as well as Equality and Diversity information for each programme, with a view to assisting ICMP in determining the effectiveness of its Equality and Diversity policy.

Part 1: Quality Assurance Framework

Section 8: Teaching and Learning

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V1.2	14/09/20 Academic Board	Annual review and update	Deputy Registrar	Annually and as required
V1.1	01/09/20 Academic Board	Annual review and update	Deputy Registrar	Annually and as required
V1.0	24/03/2020 AcBo	Document creation	Quality Manager	Annually and as required
Related policies				
<ul style="list-style-type: none"> • Section 9: Assessment • Teaching, Learning and Assessment Strategy • Research, Scholarly and Professional Practice Strategy 				
External Reference				
<p><i>UK Quality Code for Higher Education Advice and Guidance: Teaching and Learning.</i> <i>ICMP has clear Teaching, Learning and Assessment Policy in place to drive teaching and learning for programme management and enhancement</i></p>				

1. Introduction

7.2. ICMP places considerable emphasis on the quality of Teaching and Learning.

7.3. ICMP's mission is to "inspire, encourage and equip our students to succeed by delivering a relevant and innovative educational experience of the highest quality" and the Learning, Teaching and Assessment (LTA) Strategy and the parallel Research Scholarly and Professional Practice (RSPP) Strategy are central to the academic function of ICMP to achieve this goal.

2. Learning, Teaching and Assessment (LTA) Strategy

2.1. ICMP's Learning, Teaching and Assessment (LTA) Strategy 2019-22 was approved by the Academic Board in September 2019 but will be implemented and monitored by the LTA Committee.

2.2. ICMP's approach to Teaching and Learning is best exemplified through the 8 strategic themes of the LTA Strategy:

- a) *Industry connectivity* - This informs ICMP's whole approach to higher education from curriculum and programme design to faculty constitution.
- b) *Employability and enterprise* - As an ICMP student progresses through their programme, they should increasingly engage in both curricular and extra-curricular activities that will help them to transition into the working environment with transferable skills, knowledge and attributes to gain employment in their chosen field.
- c) *Partnership learning culture* - This collaborative ethos sets the context for bespoke, personalised learning, which requires our students to develop a sense of personal initiative and independence – key graduate attributes.
- d) *Enabling students* – We aim support students throughout their period of study, introducing transition interventions that enable students to monitor their progress and further their academic development.
- e) *Pedagogical effectiveness* - By aligning the LTA Strategy with ICMP's RSPP Strategy 2019-22, ICMP's innovations in learning, teaching and assessment will continue to be informed by research and best practice.
- f) *Real-world assessment* - Emphasis will be placed on innovative and creative assessment design which inspires challenges and motivates the learner to fully engage with the learning opportunities presented through assessment.
- g) *Digital learning* – We recognise the need to enhance our student experience through greater use of integrated innovative learning and digital technologies for learning, teaching and assessment.
- h) *Professional Development* - We will engender a learning and teaching professional development culture where all staff and tutors are committed to the enhancement and development of their learning and teaching practice and their own on-going professional development.

2.3. As articulated in the LTA Strategy, these themes inform the design, content and delivery of our programmes with a range of specific activity that ensures that each theme is brought to life through our daily practice in the classroom.

3. Effective Teaching and Learning

3.1. ICMP's LTA Strategy aims to articulate and implement a strategic approach to effective teaching and learning by:

3.1.1. *Delivering an education experience of the highest value*

3.1.1.1. ICMP ensures students receive the highest value of student experience by inviting them to provide feedback in the forms of module evaluations, annual student satisfaction surveys and feedback forums.

3.1.1.2. The satisfaction scores and feedback received are used to develop action plans to enhance student experience at ICMP.

3.1.2. *Valuing students as active partners in learning*

3.1.2.1. At ICMP we recognise the value of a strong student representative system and as such we take appropriate steps to engage students in the governance and management of ICMP.

3.1.2.2. The student voice is captured through a combination of formal committees and regular informal meetings between student representatives and staff.

3.1.2.3. Our quality assurance structure and quality processes have been designed to engage the student voice and support their involvement as partners across the organisation in the development, management, governance and enhancement of ICMP and its programmes.

3.1.3. *Supporting student success and developing academic excellence in teaching and learning*

3.1.3.1. Our holistic understanding of the student journey underpins the enhancement of our provision.

3.1.3.2. ICMP ensures that from the first point of contact, through to graduation and beyond, that success, progression and supports central to how we work with our students.

3.1.3.3. ICMP supports its student community in developing their academic, personal and professional potential by:

- a) Identifying students at risk of non-completion and offer support in achieving success;
- b) Delivering an integrated Personal and Professional Development curriculum alongside semesterly one-to-one academic progress/transition meetings;
- c) Developing the ICMP Writing Centre to ensure that students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice;

- d) Increasing participation in our academic mentoring scheme;
- e) Drawing on our alumni network to support our current students in achieving their full potential;
- f) Refining the programme design process to establish mechanisms for maintaining close links to the Disability and Wellbeing team during programme development.

3.1.3.4. The effectiveness of support services and the development of academic excellence in teaching and learning is routinely monitored by AcBo and ExCo, so that additional resources can be provided where required.

4. Staff Development

- 4.1. ICMP is committed to the provision and facilitation of faculty training and development. This is achieved through a combination of specific time-limited activity and ongoing support mechanisms and processes that aid continuing professional development.
- 4.2. Regular non-accredited Tutor Development Programmes have been established, which explore the purpose and aims of higher education, and some of the essentials of teaching, learning, assessment and classroom practice.
- 4.3. ICMP Guide to Observation of Teaching and Learning (OTL) has been produced to support colleagues in the implementation of the OTL system.
- 4.4. ICMP's OTL process is the central mechanism through which we monitor the quality of teaching and learning, support tutors in their continuing professional development and assess the strengths and areas of development for our faculty.
- 4.5. The introduction of *Attributes of the ICMP Teacher* allows ICMP to establish a shared understanding of our expectations for teachers, informing our recruitment and selection processes, providing the basis of our classroom observation, and helping us to identify our professional development needs to ensure teaching and learning at ICMP is of the highest quality.

Part 1: Quality Assurance Framework

Section 9: Assessment

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V1.2	14/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.1	01/09/20 Academic Board	Annual review and update	Deputy Registrar	Annually and as required
V1.0	24.03.2020 AcBo	Document creation	Quality Manager	Annually and as required
Related policies				
<ul style="list-style-type: none"> • Section 8: Teaching and Learning • Assessment and Feedback Policy • Teaching, Learning and Assessment Strategy • Research, Scholarly and Professional Practice Strategy 				
External Reference				
<p><i><u>UK Quality Code for Higher Education</u> Advice and Guidance: Assessment. ICMP has clear Teaching, Learning and Assessment Policy in place to drive teaching and learning for programme management and enhancement</i></p> <p><u>Framework for Higher Education Qualifications (FHEQ)</u></p>				

1. Introduction

- 1.1. Assessment and feedback are an integral part of the cycle of teaching and learning, and critical to student engagement, learning and progress.
- 1.2. ICMP's mission is to "inspire, encourage and equip our students to succeed by delivering a relevant and innovative educational experience of the highest quality" and the Learning, Teaching and Assessment (LTA) Strategy and the parallel Research Scholarly and Professional Practice (RSPP) Strategy are central to the academic function of ICMP to achieve this goal.
- 1.3. The Academic Board has an overall responsibility for the setting and maintaining of academic standards and the integrity of assessment and feedback processes on behalf of our Awarding Bodies.

2. Learning, Teaching and Assessment (LTA) Strategy

- 2.1. ICMP's Learning, Teaching and Assessment (LTA) Strategy 2019-22 was approved by the Academic Board in September 2019 but will be implemented and monitored by the LTA Committee.
- 2.2. ICMP's approach to Teaching and Learning is best exemplified through the 8 strategic themes of the LTA Strategy (Section 4: Part B: Teaching and Learning).
- 2.3. As articulated in the LTA strategy, ICMP's focus is on 'real-world assessment'. Hence, all assessments will be designed to require students to apply relevant skills, learning and prior knowledge to tackle real-world, industry challenges.

3. Assessment, Feedback and Moderation

- 3.1. All assessment, feedback and moderation activity at ICMP is carried out according to our Assessment and Feedback Policy and the supporting Assessment Pack.
- 3.2. The Assessment and Feedback Policy seeks to ensure that assessments are valid, reliable and fair by providing clear, accurate, accessible information and guidelines to all staff and students.
- 3.3. ICMP have identified eight (8) key principles that serve to underpin all assessment and feedback activity:
 - 3.3.1. *Relevance* – All assessments will be clearly aligned to the module learning outcomes and aims of the programme, and clearly engage the student in applying their learning in appropriate contexts.
 - 3.3.2. *Authenticity* – All assessments will be clearly aligned with the typical working practices of the subject discipline, simulating, wherever appropriate, real-life tasks.
 - 3.3.3. *Inclusivity* – Assessment tasks and methods will aim to enable inclusivity for all students and should be designed to allow measurement of performance against the learning outcomes for the broadest possible range of students.

- 3.3.4. Transparency – Assessment task and grading criteria will be commutated clearly.
 - 3.3.5. Variety – Assessments are designed to ensure they are varied, interesting, challenging and relevant, so that they build work-based and academic skills.
 - 3.3.6. Integrity – Assessment will be designed to minimise opportunities for academic malpractice, and assessment process will be carried out with due diligence and integrity.
 - 3.3.7. Timeliness – Assessment will be appropriately scheduled to allow students and markers sufficient opportunity to plan their workload and meet all deadlines. Feedback will be delivered to students in a timely manner to allow students to act on guidance and continually improve their performance.
 - 3.3.8. Helpfulness – Feedback will be helpful for the student, clearly justifying the grade awarded, and giving explicit guidance on how further progress can be made.
- 3.4. ICMP's Assessment Pack is designed to support Programme and Module Leaders in:
- 3.4.1. ensuring consistency of practice between programmes and modules
 - 3.4.2. improving the transparency and clarity of assessment processes to tutors and students
 - 3.4.3. improving the pre-assessment information made available to tutors and students
 - 3.4.4. supporting assessing tutors in providing useful and pertinent feedback that aids student progress
 - 3.4.5. securely tracking the assessment outcome reporting to students and to UEL
 - 3.4.6. ensuring that moderation processes effectively monitor both the accuracy of marking/grades and the quality of feedback to students
- 3.5. External Examiners play a role in our moderation processes, scrutinising the accuracy and fairness of grades awarded, the quality of the feedback to students, and the efficiency of the internal moderation processes.
- 3.6. ICMP uses each Awarding Body's Academic Misconduct Policy to investigate and combat misconduct when identified. ICMP also uses each Awarding Body's Extenuation Policy to consider claims for extenuating circumstances from students. Procedures are detailed in the Programme Handbook.

Part 1: Quality Assurance Framework

Section 10: External Examining

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V1.2	14/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.1	01/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.0	03/09/19 Academic Board	Annual review	Deputy Registrar	Annually and as required
Related policies / documents				
<ul style="list-style-type: none"> • UEL Quality Manual, Part 9 The External Examiner System • USW Quality Manual, Section B Course Monitoring • Centre Handbook for Pearson Qualifications • External Examiner Nominations Panel Terms of Reference 				
External Reference				
<p><i>UK Quality Code for Higher Education Advice and Guidance: external expertise. ICMP makes use of external examiners for independent confirmation that processes are reliable, fair, transparent and comparable of quality and standards at other UK providers.</i></p>				

1. Introduction

- 1.1. The external examiner system is the process by which we assure ourselves that the academic standards of our programmes are comparable with similar programmes offered elsewhere and that the assessment process has been conducted fairly, in accordance with the approved structure, content and regulations and without prejudice.
- 1.2. ICMP's awarding bodies retain responsibility for the management of the external examiner system.

2. External Examiner Nominations Panel

- 2.1. The External Examiners Nominations Panel has a duty delegated by the Academic Board to assess proposals for External Examiner nominations and make recommendations to the relevant awarding body.

3. External Examiner appointment

- 3.1. External examiners are appointed by the relevant awarding body. The awarding body is responsible for training the external examiner. While ICMP, in certain cases may suggest nominations, it is the awarding body who has the ultimate decision on appointment of external examiners.
- 3.2. Proposed nominations for external examiners are received by the Academic Standards and Quality committee prior to approval by the Academic Board and decision by the relevant awarding body.
- 3.3. Formal induction for External Examiners is delivered by the relevant awarding body. To complete this, External Examiners are invited to participate in an annual event at ICMP whereby visits are coordinated to allow collaboration with other examiners and programme teams.
- 3.4. The Quality Team hold a record of external examiner programme and module allocation.

4. Annual report

- 4.1. The reports provided by external examiners are an integral part of ICMP's quality assurance and enhancement processes. They form part of the documentation required for both annual monitoring and periodic review.
- 4.2. The external examiner report is received by the Quality Team from the relevant awarding body and submitted to the Academic Standards and Quality Committee and Programme Leader.
- 4.3. It is ICMP practice to provide a response to any issues raised by the external examiner. The Academic Standards and Quality Committee is responsible for managing ICMP's internal procedures for ensuring timely and adequate written responses to external examiner reports and to ensure that any resulting action is executed. All responses to external examiners are logged with the Quality Team.
- 4.4. As part of the ongoing monitoring of the quality of ICMP programmes, External Examiner reports, including the Programme Leader's response, are received by the

relevant Programme Committee and made available to students via the intranet, My ICMP.

- 4.5. An annual overview report of issues arising in external examiner reports is prepared by the Academic Standards and Quality Committee for consideration by the Academic Board.

Part 1: Quality Assurance Framework

Section 11: Student Engagement

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V1.1	14/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.0	01/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.0	03/09/19 – Academic Board	Annual review	Deputy Registrar	Annually and as required
Related policies				
<ul style="list-style-type: none"> • Student Charter 				
External Reference				
<p><i>UK Quality Code for Higher Education ICMP engages students, individually and collectively, in the quality and enhancement of their educational experience.</i></p>				

1. Introduction

- 1.1. At ICMP, learning is a partnership and our commitment to working in partnership with our students is set out in the ICMP Student Charter.
- 1.2. Students individually and collectively are encouraged to play a full part in the decision-making processes at ICMP and are provided with a number of formal opportunities to shape the future of ICMP and to develop and enhance the quality of their educational experience at ICMP.
- 1.3. ICMP's established system of student representation is led by the elected Student Officers and Student Representatives.

2. Your Voice Your ICMP

- 2.1. Your Voice, Your ICMP is the key messaging used to articulate the many ways that students can engage in the decision-making processes at ICMP and inform the student body how their voice is collected, considered, and used to drive improvement.

3. Student Engagement in Practice

3.1. *Student representation on academic committees*

3.1.1. As part of ICMP's formal governance structure, student representatives hold membership on:

- Academic Board
- Learning, Teaching and Assessment Committee
- Research, Scholarly and Professional Practice Committee
- Health, Safety and Security Committee
- Programme Committees

3.1.2. Student Representatives will receive a comprehensive induction before taking on the role.

3.2. *Programme Committee*

3.2.1. Students on ICMP programmes are represented by Student Representatives in formal meetings known as the Programme Committee. The Programme Committee is responsible for the overall quality of the programme and meets at least once each semester.

3.2.2. Student Representatives should be elected (or selected by the student body where no election is held) by no later than week two of the first semester. Good practice guidance recommends a minimum of two representative per programme per level.

3.2.3. Training will be provided for all Student Representatives. Training dates will be confirmed at the start of each academic year and will normally take place between teaching weeks 2-4.

3.2.4. A formal record of the Programme Committee Meeting will be made available to the Learning, Teaching and Quality Committee for committee effectiveness and annual monitoring purposes.

3.2.5. The remit of the Programme Committee Meeting is outlined in the Terms of Reference.

3.2.6. Aspects not covered by the Programme Committee Meeting include:

- Personal problems or academic difficulties of individual students
- Complaints against members of staff or individual

Note: The formal committees are not appropriate places for dealing with potential student complaints. If a problem is highlighted in the meeting, this should be addressed informally with the student outside of the meeting. It may be appropriate to refer the student to the Student Complaints Procedure.

3.3. Informal Townhall meetings

3.3.1. From time to time the student community may be invited to attend an informal townhall meeting to discuss a particular topic or bring together a particular group of students (e.g. students on a particular programme).

3.3.2. Informal townhall meetings provide an opportunity to discuss and respond to a particular topic as well as providing a more direct and immediate line of communication to the organisation and management of ICMP. A record of these meetings are taken to ensure that any actions are captured and actioned appropriately.

3.4. Student surveys

3.4.1. All students are invited to complete module evaluations and the annual student satisfaction survey.

3.4.2. Satisfaction scores and comments are made available to the Programme Leader and shared with the teaching team. Programme and Module Leaders will reflect on the outcomes of the surveys as part of annual monitoring activities and identify any necessary modifications or enhancement to the programme.

3.4.3. Additionally, satisfaction scores are made available to the Academic Board, and its sub-committees. The committees develop an action plan and take action based on feedback from students.

3.4.4. The annual National Student Survey is a census of all UK students in their final year of an undergraduate course. The results are published on the Office for Students website.

3.5. ICMP Student Union

3.5.1. The Student President is the elected figurehead of the student body and ensures that views are represented throughout ICMPs academic governance structure.

3.5.2. The Student President is supported by the Student Vice-President, and by voluntary Student Officers, who take on specialised representation roles (diversity, co-curricular, environment etc).

3.6. The Student Senate

3.6.1. The Student Senate acts as a general sounding board for student opinion. Operating cross programme, the Student Senate is chaired by the Student President and provides a forum within which students can present views on any non-programme-specific matters affecting them.

3.6.2. Issues raised, and actions arising from said issues, are raised via the appropriate Committees by the Student President (or Vice-President) for discussion and action.

3.6.3. The Student Senate is a valuable source of feedback on ICMP wide issues and a key opportunity to discuss and refine ICMP's Annual Quality Improvement Plan with Student Body representation.

3.6.4. Specifically, the Student Senate:

- receives reports from student representatives on good practice and areas for improvement at institutional-level;
- updates the student cohort on progress made against 'Your Voice, Your ICMP';
- receives reports from student representatives on any matters affecting them relating to Facilities, Student Services or other ICMP functions;
- communicates key updates to the student body.

3.7. Informal Student Officer Meetings

3.7.1. In addition to their formal membership of ICMP committees, the Student Officers hold a regular informal meeting with ICMP's Senior Management Team providing a more direct and therefore immediate line of communication to the organisation and management of ICMP. These meetings are minuted to ensure that any actions are captured and actioned appropriately.

4. Monitoring and Review

4.1. Student engagement activities are overseen by the Quality Team and are regularly reviewed using feedback from students and staff.

4.2. Any proposed changes are presented to the Academic Board for approval.

4.3. Student Voice Register

4.3.1. The Student Voice Register is a key mechanism to monitor student feedback through the various formal and informal activities as well as providing a comprehensive list of matters that can be reported back to students.

Part 1: Quality Assurance Framework

Section 12: Public Information

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V1.2	14/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.1	01/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.0	03/09/19 Academic Board	Annual review	Deputy Registrar	Annually and as required
Related policies				
<ul style="list-style-type: none"> • Public Information Policy • Data Protection Manual 				
External Reference				
GDPR and the UK Data Protection Act 2018				

1. Introduction

- 1.1. ICMP's Public Information Policy governs the process for authoring, approving and publishing content to each of ICMP's designated public information outlets (including, but not limited to, the Website, VLE, Student Gateway, Prospectus and Programme Handbooks).
- 1.2. ICMP's information governance documents outline the policies and procedures for compliance with the Data Protection Act 2018 and includes guidance on the publication of information which may be classified as being in the public interest, sensitive or protected.

Part 2: Governance Framework

Section 1: Governance Framework

Version number	Date approved	Reason for production/revision	Author	Proposed next review date
V2.1	14/09/21 Academic Board	Annual review	Deputy Registrar	Annually and as required
V2.0	01/09/20 Academic Board	Annual review	Deputy Registrar	Annually and as required
V1.1	November 2020	Inclusion of definition for working groups and panels	Deputy Registrar	Annually and as required
V1.0	September 2019 Academic Board / Executive Committee	Annual review	Deputy Registrar	Annually and as required
Related policies				
<ul style="list-style-type: none"> • ICMP Code of governance • Governance Strategy 2020-2025 • Committee Handbook 				
External Reference				
<p><i>UK Quality Code for Higher Education: Expectations for Standards. Through the academic governance framework and quality assurance processes, ICMP ensures that the academic standards of courses meet the requirements of the national qualifications framework.</i></p> <p><i>Expectations for Quality. Through the academic and corporate governance frameworks and quality assurance processes, ICMP ensures that courses provide a high-quality academic experience and throughout their ICMP journey students are provided with the support that they need to succeed in and benefit from higher education.</i></p>				

1. Governance Framework

- 1.1. ICMP's approach to governance is designed to integrate the statutory requirements placed on Boards of limited companies with the regulatory requirements established by the OfS and other relevant agencies. To achieve this, ICMP has adopted a Governance Framework and the *Code of Governance*.
- 1.2. ICMP's Governance Framework has been developed and refined over many years to ensure the highest standards of academic and corporate governance are applied to safeguard and enhance the student interest. The Governance Framework is best represented as a series of committees, each with clearly defined and regularly reviewed terms of reference.
- 1.3. ICMP's comprehensive *Code of Governance* guides the behaviours and activities of the senior governance team. The Code is reviewed annually internally, and periodically externally to ensure it is both up to date with best practice and being appropriately observed.
- 1.4. ICMP has a set of approved standards for the operation of its committees including the setting of the agenda and the recording and monitoring of actions. ICMP makes use of standard templates for agendas, minutes and cover papers, and all committee chairs and servicing officers are given the opportunity to attend a training briefing at the start of each academic year in order to support the consistency of approach to committee servicing

2. Bringing together the Quality Assurance and Governance Frameworks

- 2.1. ICMP's Governance Framework is made up of two strands, Corporate Governance which is overseen by the Corporate Board and Executive Committee and Academic Governance which is overseen by Academic Board.
- 2.2. Quality assurance activity is predominantly located in the Academic Governance strand, though quality assurance processes do often include reference to Corporate Governance where strategic decisions are required.
- 2.3. The Corporate Board receive regular updates on quality and standards from Academic Board via its minutes and regular reports from the Dean of Academic Studies on quality assurance and enhancement activity. In addition, assurances are provided to the Corporate Board by means of internal and national data reports.
- 2.4. The governance of quality and standards is managed through the following committees
 - a. Academic Board*
 - b. Academic Standards and Quality Committee
 - c. Learning, Teaching and Assessment Committee*
 - d. Research, Scholarship and Professional Practice Committee*
 - e. Programme Committee Meetings*
 - f. Admissions Committee

* include student representation

3. Corporate Governance

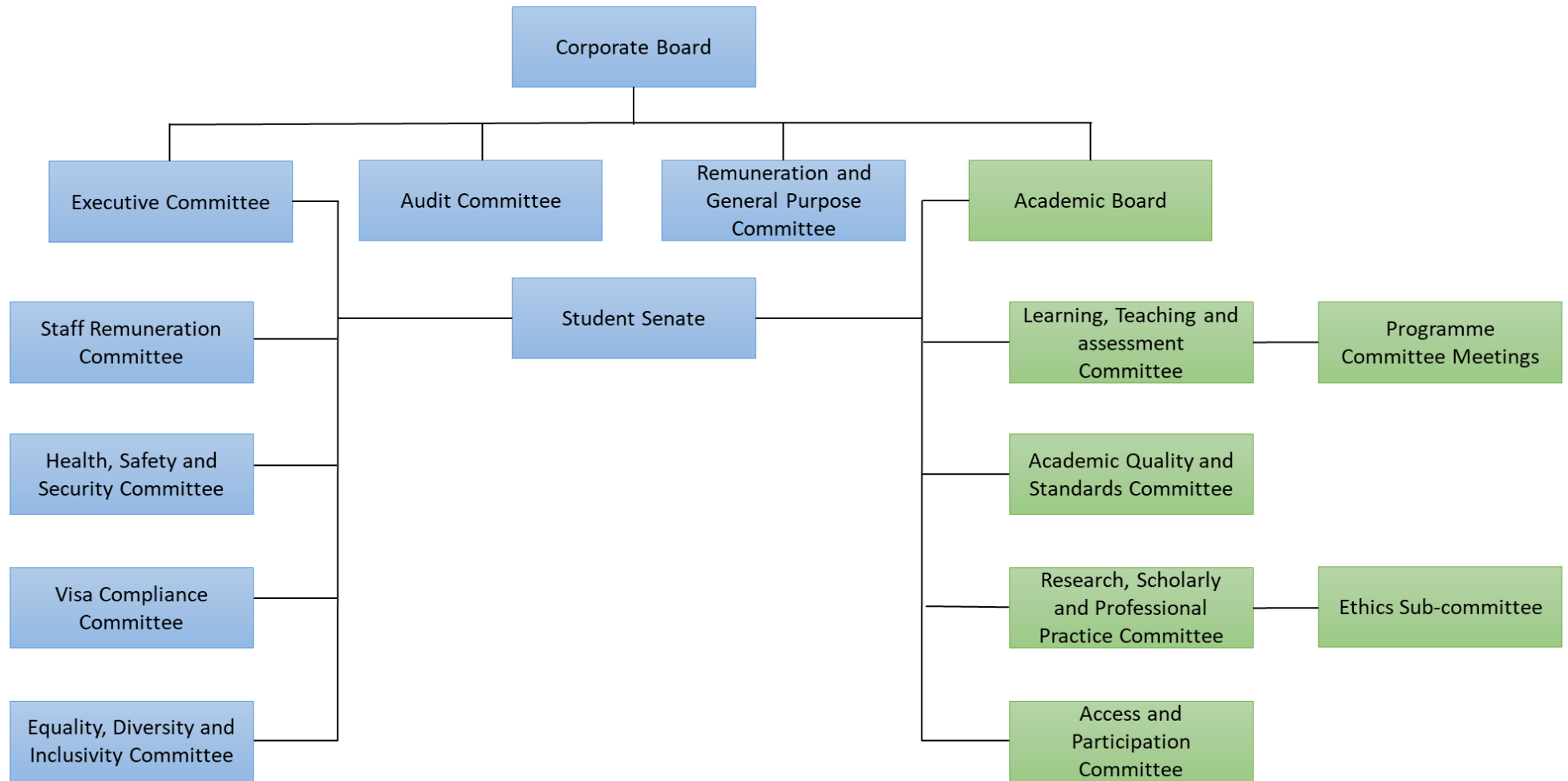
- 3.1. Corporate Governance is overseen by two principal committees, the Corporate Board and the Executive Committee. The Corporate Board, the primary governing body of ICMP, is collectively accountable for all institutional activities and decisions, and provides overall leadership of the institution.
- 3.2. The Executive Committee is ICMP's senior management committee responsible for supporting and enhancing the planning and operation of ICMP. On behalf of the Corporate Board, the Executive Committee oversees the development, management and performance of the strategic and operational plans.
- 3.3. Each of these committees have well-developed terms of reference and are guided by the *Code of Governance*. The composition and terms of reference of these two committees are periodically reviewed by the Remuneration and General Purposes Committee and any changes are approved by the relevant committee.
- 3.4. Supporting these two committees is an organisational structure that is led by the Chief Executive and managed by Heads of Department.

4. Academic Governance

- 4.1. The Academic Board is the senior academic committee of ICMP. The Academic Board, on behalf of the Corporate Board, is responsible for the development, management, oversight, monitoring and quality of all education programmes across ICMP and approves both the annual Self Evaluation Document (SED) and the Quality Improvement Plan (QIP).
- 4.2. The Academic Board has a substructure of committees, with defined responsibilities to help discharge its duties. These comprise of: Academic Standards and Quality Committee (ASQC); Learning, Teaching and Assessment Committee (LTA); Admissions Committee; Access and Participation Committee (AP); Research, Scholarly and Professional Practice Committee (RSPP).
- 4.3. The sub-committees of the Academic Board are chaired by members of the Senior Management Team and Senior Academic Team to ensure strength of academic leadership across the academic governance structure. Additionally, the chairs of the sub-committees are members of the Academic Board, ensuring a direct channel of communication through the governance structure.

5. Combining the frameworks

The two strands of the framework, corporate (blue) and academic (green), may be visualised together as follows:



6. Panels and Groups

- 6.1. Outside the formal governance structure, groups or teams of staff will meet regularly in order to discuss relevant business. These meetings serve as key forums for communication about institutional issues and developments. Recommendations from these groups are communicated through the relevant board or committee for decision and action.
- 6.2. Boards and committees may appoint 'task and finish groups' for specific tasks, and planning or working groups for ongoing areas of work. Examples include the ICT Steering Group, Budget Review Group, Timetable and Resource Planning Group. Agreement must be sought from the chair of the relevant 'parent' board/committee.
- 6.3. A 'task and finish group' is defined as a group that specifically looks are one area of work and once the work has been completed, the group disbands, and the findings are reported to the relevant board/committee. For example, the Teaching, Learning and Assessment committee may task a small group to undertake work on specific actions in the Learning, Teaching and Assessment Strategy.
- 6.4. A planning or working group will comprise of staff who are relevant to the activity or area of work under discussion. For example, the Timetable and Resource Planning Group comprises staff involved in the management of the timetable and facilities and the academic team, enabling ongoing monitoring of activities across a number of departments. As above, any recommendations are communicated to the relevant board or committee for decision and action.
- 6.5. In addition to the boards and committees described above, the following groups will also meet as and when required:
 - Professorship appointments Panel (reporting to Academic Board)
 - External Examiner nominations Panel (as above)
 - Music Industry Advisory Panel (as above)
 - Extenuating Circumstances Board (as above)
 - Student Disciplinary Panel (as above)
 - Academic Malpractice Panel (as above)
 - Fitness to Study Panel (reporting to Executive Committee)

7. Committee Effectiveness

- 7.1. ICMP completes an annual internal report on the effectiveness of its committees and periodic external evaluation of the Corporate Board and its sub-committees. This activity is overseen by the Remuneration and General Purposes Committee.



The Institute
of Contemporary
Music Performance

Part 2: Governance Framework

Section 2: Terms of Reference



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