



BIRMINGHAM NEWMAN UNIVERSITY

ANNUAL QUALITY REPORT – ACADEMIC YEAR 2023/4

BIRMINGHAM NEWMAN UNIVERSITY

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Report Title

Annual Quality Review Report

Background of Report

To provide a report for Senate and Council to assist Council in their annual sign off of quality standards for the University. The report provides a single document detailing the systems and processes that the University operate on an ongoing basis to assure the quality and standards of its educational provision. The document brings together many aspects of information that are provided to the Council throughout the year in one consolidated form.

Whilst the report is no longer a requirement for the Office for Students, it is provided to ensure that Council have the most up to date information on the University processes with regard to Quality Assurance, the report includes a summary of the work undertaken by Senate to help assure the Council that the Senate, Committees and Task Groups are fulfilling the requirements and obligations expected of them by Council.

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Introduction

The University operates an integrated system of degree standards assurance with continuous improvement of the student academic experience and of student outcomes. It maintains the standards of the University awards in alignment with the Academic Infrastructure, in particular the Framework for Higher Education Qualifications (FHEQ) and the Quality Assurance Agency (QAA) UK Quality Code and maintains internal quality assurance, aligning with the QAA UK Quality Code and the requirements of the Office for Students, and relevant requirements of professional and statutory bodies' standards and operational requirements in a manner which is mutually reinforcing for standards and quality. The external environment is also closely monitored and new advice and guidelines from the statutory bodies, Department for Education (DfE) and the Office for Students acted on as appropriate.

The QAA Quality Code for Higher Education was updated and re-published in June 2024. It is expected that, once the underpinning Advice and Guidance is made available, the University will carry out an alignment exercise against the new code to determine any areas for enhancement and to provide assurance that the quality management framework aligns with Sector-Agreed Principles and key international reference points including the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The University has a robust system for ensuring academic standards and continually monitors adherence to approved processes and evaluates and improves them. The modest size of the University enables it to manage standards centrally and to have considerable assurance of consistency. However, it is mindful of the pitfalls of micro-management and excessive bureaucracy and seeks to embed good practice through genuine engagement of all staff in the understanding and safeguarding of quality and standards.

This report is a high-level, concise analysis and account of activities, highlighting the key messages, institutional actions and the impacts of these, sufficient to provide assurance on behalf of the Learning, Teaching and Academic Quality Committee and Senate to the University Council that the University is effectively managing and delivering on quality assurance and enhancement. It is not a comprehensive, detailed statement of the University's activities.

The University's principal quality assurance and enhancement activities are:

- Programme approval (validation) / re-approval;
- Minor change (to approved programmes of study);
- Annual monitoring of all programmes;
- Periodic review of all programmes;
- External examining system;
- Collaborative partnerships;
- Academic Committees and Task Groups;
- Academic Regulations.

The operation of the principal quality assurance and enhancement activities are managed by the Quality Office, led by the Academic Registrar and supported by the Assistant Registrar and Head of Quality. The quality assurance and enhancement activities operate based on internal and external academic peer review. Externality is built into each of the key quality assurance processes to ensure that programme development and enhancement is calibrated with legislative requirements and statutory, regulatory and professional body requirements. Students' Union sabbatical officers and student representatives play an important and active role in supporting these processes and ensuring that enhancement of the student experience is at the heart of these processes and to support the University meeting its obligations under Condition B2 of registration.

The University's Academic Regulations are applied consistently and equitably across all cohorts of students, with all students enrolled at the University being considered for academic progression or final award by the University's Programme Assessment Boards (PABs), chaired by senior academic staff. This not only allows the University to meet its obligations under Condition C4 of Registration (Assessment and Awards) but means that all students enrolled at the University are covered by the same regulations, irrespective of their study location, and benefit from the same regulatory provisions, and the University retains oversight of assessment standards.

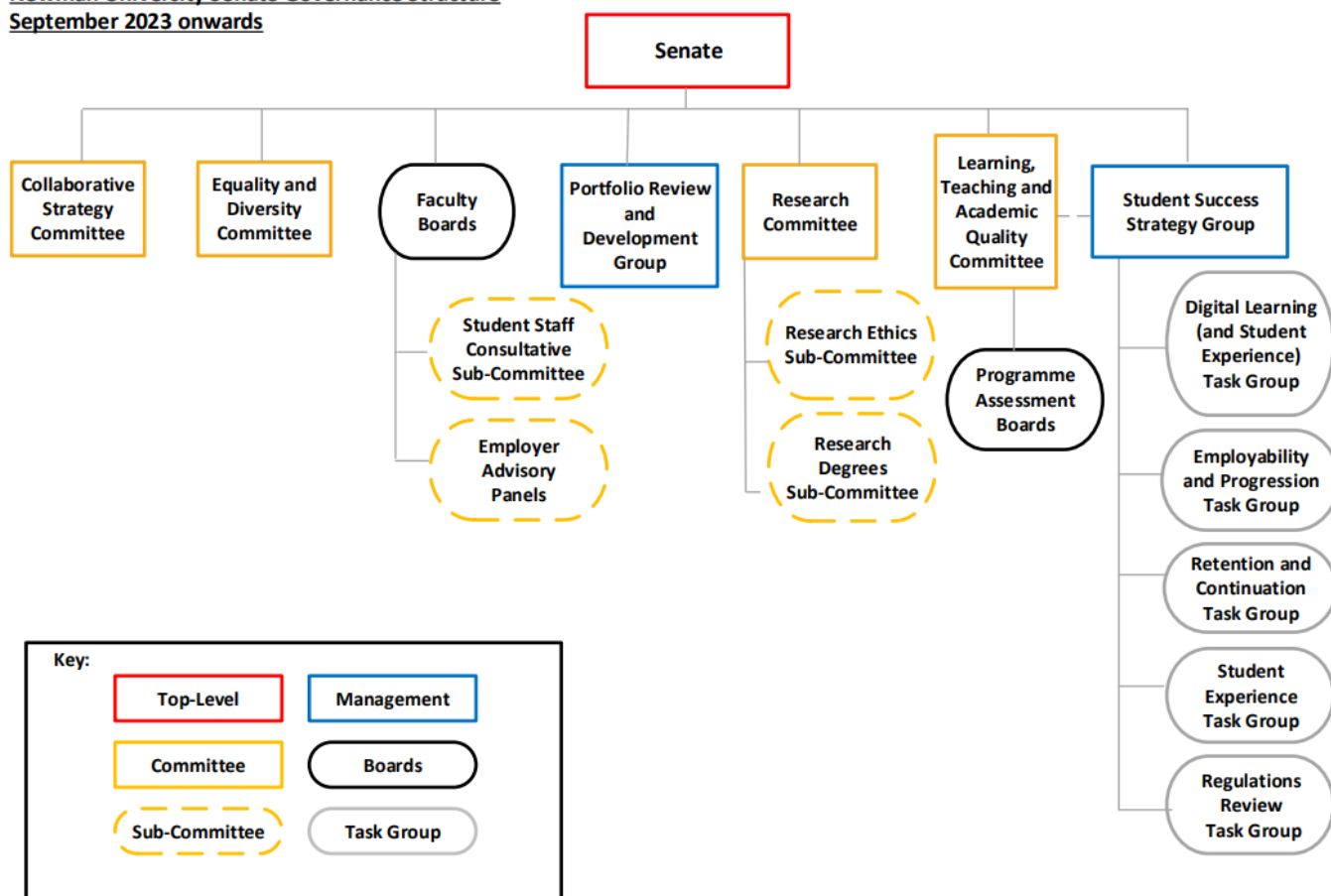
During 2024-25, the University will be undertaking a review of its Academic Regulations as part of the continual enhancement of the quality management framework and to ensure that a cyclical review of the regulations takes place.Senate

As part of the assurance process throughout the year, Council receives the minutes of Senate, the most senior academic committee reporting to Council. Senate, chaired by the Vice Chancellor, has overall responsibility for the development, oversight and management of all the academic work of the University, with the role of Council to be assured that the management is undertaken satisfactorily. There is also an annual joint meeting between Senate and Council which facilitates the alignment of academic and administrative goals, ensuring that both bodies are working towards common institutional objectives.

Committee Structure

Whilst the Senate is typically responsible for Academic Policies and Standards, Curriculum and Program Oversight, Degree Conferral, Academic Integrity and Assessment the operational delivery of objectives is achieved through delegation of responsibility to Senate's sub-committees. In relation to the achievement of objectives related to academic quality the Learning, Teaching and Academic Quality Committee (LTAQC) is accountable for ensuring the high quality of education by promoting effective teaching practices, supporting faculty development, enhancing student success, integrating technology, developing policies, encouraging interdisciplinary initiatives, incorporating student feedback and managing accreditation processes.

The Senate sub-committees are essential for ensuring that academic quality is maintained and continuously improved throughout the student journey. By specializing in different areas of academic life, these committees provide focused expertise, oversight, and support, contributing to a robust and dynamic academic environment. Please see below a diagram depicting the Senate Governance Structure.



Main Quality Assurance Processes

A. Validation Processes

Prior to a programme being put through the University validation processes, any proposal or revalidation must be considered by the faculty using the deanery meetings. If approved at this stage, the proposed programme or revalidation is considered by the Programme Review and Development Group (PRaDG) and discussions held with the Programme Leader or Proposer. Only once these stages are complete may the programme proceed to validation or revalidation. At this point, programmes may be advertised as subject to validation/revalidation which enables the University to meet its obligations under Condition C1 of Registration.

The standard approval process then consists of two parts. A first validation panel (Faculty panel) is held which includes peers from both the home Faculty of the programme and an academic peer not involved in the programme, together with the Academic Registrar (or nominee). The second stage of the approval process involves further institutional level scrutiny by a final validation panel, including at least one external panel member (with subject expertise that align with the proposed programme) and a student panel member. Suitable externality of panellists is ensured by providing strict criteria for their selection, based on the criteria used for the selection of external examiners (from the QAA UK Quality Code). External panellists are approved by the Deputy Vice-Chancellor.

The key documents scrutinised by validation panels are the Programme Specification and the Module Data Sets (module descriptors). The Programme Specification includes curriculum and assessment maps to provide an overview of the means and range of methods by which programme learning outcomes will be met. It also includes discussion of learning, teaching and assessment strategies across the programme, as

well as addressing the issues of inclusivity and decolonising the curriculum. Programme Teams are also required to provide details of support for students and their processes to ensure engagement, continuation and success for students.

The Programme Specification indicates the relation of a programme to all relevant external reference points, including QAA subject benchmark or characteristic benchmarks, professional body requirements and any appropriate national occupational standards. Standard templates for both the Programme Specification and Module Data Sets ensure that consistent information is provided. Any required external accreditation events are facilitated alongside the academic validation process wherever possible. The programme team are also required to confirm that the proposed award aligns with the Framework for Higher Education Qualifications and alignment of this is confirmed through scrutiny of the learning outcomes and through critical discussion with programme team.

The Module Data Sets provide details of the modules which will be studied by students follow and include intended outcomes, specific assessment methods and reading strategies.

Following the final stage panel, programme teams are required to complete all conditions and respond to all recommendations within an agreed time frame (at most six-weeks). A final post validation meeting is then held (normally via correspondence) with the Chair of the final validation panel and the Academic Registrar or Assistant Registrar to confirm approval or otherwise of the programme, with the final sign off being undertaken by the Chair on behalf of the panel. There is also an opportunity built into the process for programme teams to review their new or revalidated programmes at the end of the first year of operation and make any necessary changes.

The maximum period for validation is five years before programmes are required to undergo revalidation but shorter periods may be recommended or required due to a range of factors, including required external body changes.

B. Programme Revalidation

As part of the five-yearly cycle of approval, in addition to following the process of validation, the revalidation process includes a review of the provision over the preceding validation period and includes reflection on the relevant external examiner reports and annual enhancement reports as part of the standard documentation required. New Programme Specifications and Module Data Sets are also produced for revalidation. A final stage revalidation normally includes meetings with students.

Following the final stage panel, programme teams are required to complete all conditions and respond to all recommendations within an agreed time frame (at most six weeks). A final post validation meeting is then held (normally via correspondence) with the Chair of the final validation panel and the Academic Registrar or Assistant Registrar to confirm approval or otherwise of the programme, with the final sign off being undertaken by the Chair on behalf of the panel.

If an extension to the five years is required before revalidation, it can only be agreed in exceptional circumstances by the Deputy Vice-Chancellor.

The Portfolio Review and Development Group receives a regular update on programmes scheduled for approval and/or re-approval to ensure that a holistic approach is taken to the ongoing enhancement of the portfolio and quality management activity can be managed in a strategic way that aligns with internal and external requirements.

C. Programmes Validated/Revalidated in 2023/24

Home

- MA Education (on-campus)
- MBA
- MSc International Business Management
- MSc Integrative Counselling and Psychotherapy

- PG Cert Leading in Safeguarding in Education
- BSc Occupational Therapy
- BSc Paramedic Science
- BSc Psychology
- BSc Psychology and Counselling Studies
- BSc Computer Science (including additional optional pathways)
- BSc Business Management (including additional optional pathways)
- FD Education

Franchise

Fairfield School of Business

- BA Accounting and Finance
- BSc Business Management
- BA Counselling Mental Health and Wellbeing
- BA Criminology
- BA Early Childhood Education and Care
- BSc Working with Children Young People and families

EDA College

- BSc Business Management

Validation

Missio Dei

- BA Theology and Christian Leadership
- Cert HE Theology and Christian Leadership
- MA Biblical Studies
- MA Practical Theolog

Markfield Institute

- BA Islamic Studies (including additional optional pathways)
- MA Islamic Studies
- MA Islam and Pastoral Care
- MA Islam and Education

D. Programme Review

Individual reviews of subjects or programmes may also be undertaken in response to other triggers, including low recruitment numbers over a given period of time, changes to the external body requirements for an accredited programme or concerns raised by an external examiner.

The University or Faculty may, due to adverse circumstances beyond their control, have to close and remove a programme of study from its portfolio. Closure of a programme, whether at undergraduate or postgraduate level, means that the University will cease to recognise the programme as one for which a student may be registered.

Suspension of a programme of study is defined by a fixed timeframe in which the Programme will not be delivered.

A Faculty may not close or suspend a programme without the approval of the Programme Review and Development Group (PRaDG) due to the implications for the contractual relationship between current and prospective students and the University. In making any decision to close a programme, the University will ensure that the students' interests are protected and that all students have the opportunity to complete their intended award and access all academic and pastoral resources and support services.

Under the University's Student Protection Policy to teach out any closing programme, the necessary resources to continue to teach out a programme must also be taken into consideration.

E. Minor Amendments Process

Once a programme has been approved, any subsequent changes must be taken through a formal Minor Amendments Process (MAP). Documentation to support any change must include a duly amended programme specification and the support of the appropriate external examiner. The University operates a ceiling to the volume of minor changes that may be made to a programme before a full revalidation is required (33%). This is to allow the portfolio to remain current and reflect changes to the discipline or occupational/professional standards, whilst ensuring that the fundamental architecture of the programme and its aims remain in place.

Due to the importance of the Competition and Marketing Authority (CMA) (as part of the OfS conditions of registration) and their requirements of universities, the MAP requires documentation to demonstrate engagement with students as well as a template letter to be sent to all students seeking their agreement to any changes proposed that will affect their programme.

As part of CMA requirements, students receive information, both in the Key Facts Sheet and the University Terms and Conditions, which confirms how the University may make changes to their programmes and modules and that any major changes deemed to affect the students' studies will be subject to notification to and consultation with the students.

F. External Examining

The University considers its external examiner system central to its maintenance of degree standards and to its quality assurance processes. The University makes extensive use of the good practice detailed in the sections of the QAA UK Quality Code relating to external examiners.

Great care is taken to ensure that the independence of Examiners is not compromised by any existing or previous attachment to the University or its staff or a reciprocal arrangement with the examiner's own institution. External Examiners usually serve for four years and are drawn from a wide range of types of HEI and related institutions, in order to ensure that the standards of the University's awards are demonstrably national.

All external examiner nominees must be approved by the Learning, Teaching and Academic Quality Committee. Systems are in place to ensure that there are no more than two external examiners from the same institution are appointed and that no reciprocal arrangements exist.

The University requires as a minimum an external examiner for each subject. Where a subject has a large number of modules, more than one external examiner will be appointed. In addition to subject external examiners, chief examiners are also appointed for clusters of cognate programmes.

All external examiner reports are received centrally by the Quality Office and are distributed to the relevant subject or programme leader, Executive Deans and the Associate Deans as well as the Deputy-Vice-Chancellor. The University provides a comprehensive induction to all new External Examiners which is supported by an External Examiner Handbook, which is updated on an annual basis.

External Examiners sample student work, engage in dialogue on programme delivery with programme teams, attend Assessment Boards, and where possible meet students. Their role is that of moderator of standards (rather than that of a 'third marker' for student work). The External Examiners are encouraged to adopt the role of 'critical friend' to the programme team, advising on minor curriculum changes that might be needed to meet the expectations of the sector in their particular discipline.

External Examiners are required to submit an annual report to the University, providing analytical comment on a range of designated topics relevant to the operation of the programmes for which they are responsible. The Examiners are required to confirm (or not) the following that:

- ‘...standards of student performance are comparable with similar programmes or subjects in other UK institutions with which I am familiar’;
- ‘The processes for assessment, examination and the determination of awards are sound and fairly conducted’;
- ‘...standards set for the awards for which I am responsible at the University are appropriate for qualifications at this level and in this subject’

The report proforma requires external examiners to comment on the appropriateness of academic standards, identify areas of good practice and issues which need further consideration. An annual summary report is presented to Learning, Teaching and Academic Quality Committee (LTAQ) for consideration and dissemination of good practice. All programmes and subject areas, on receiving their external examiners reports, are required to complete the section on their response to the report, which is then shared with the external examiner to close the quality loop.

With the increasing attention of the Government in relation to grade inflation and the original work undertaken by the Burgess Review, Advance HE, together with Universities UK (UUK) have developed an external examiner training programme to be provided across the sector. The University has staff members who have undertaken the training programme who have completed the second further programme (Developing the developer) which has enabled the University to commence training both its own academic colleagues and also any external examiners appointed.

An annual summary of all external examiners reports is considered by the Learning, Teaching and Academic Quality Committee.

H. Assessment Policies and Regulations

The University ensures that assessment meets with the requirements of the Quality Assurance Agency (QAA) UK Quality Code and the OfS. At validation, teams have to demonstrate that the assessment design of the programme as a whole ensures that students taking any permitted combination of modules meet the programme outcomes in full. They also have to demonstrate that students are not over-assessed.

All assessments are required to be effective in measuring student attainment of the intended learning outcomes and are required to be valid, equitable and reliable, and in line with the University Principles of Assessment.

The assessment of student learning is an essential part of higher education. Assessment has a significant impact on staff time, student behaviour, the University’s reputation and students’ future lives. Assessment for learning serves important purposes in terms of directing student effort, focusing particular attention on key aspects of the curriculum and providing opportunities for feedback on learning. Assessment enables the University to quality assure and set out academic standards.

All assessment must be internally moderated following procedures approved by Learning, Teaching and Academic Quality Committee (LTAQ). Internal moderation sheets are provided on the Moodle Module Page and assessed work is also provided on the Moodle Module pages with external examiners able to access their own choice of samples to consider. Major assessment tasks, such as projects and dissertations, must be either second marked or independently double marked. This also applies to “live” assessments such as presentations for which there is no “permanent” record that can subsequently be scrutinised.

Student progress and award eligibility is assessed twice a year by the Programme/Progress Assessment Boards. Students are normally allowed two opportunities to resit failed modules. Any module component failed at the first attempt and passed at a second or subsequent attempt will normally carry a maximum mark of 40% for undergraduate students and 50% for postgraduate.

I. Annual Enhancement (Annual Monitoring Process)

The Annual Enhancement Round (AER) is a key mechanism in the University reflecting on its activities, reviewing relevant data and other inputs and developing action plans to improve the student academic experience. It is undertaken at a subject level and involves the production of an annual report reviewing the previous academic year. The evidence base includes module evaluations, external and internal reviews and/or external accreditation inspections/visits, external examiner reports, the outcomes of subject and programme assessment boards and the student staff consultative committee meetings. With the development of greater data resources, more critical analysis has been identified and is expected in the annual reports.

J. Continuous Monitoring

The University has developed a new Continuous Monitoring process, which will replace the Annual Enhancement Round (AER). As with the AER process, the Continuous Monitoring process will be a key mechanism by which the University will reflect on its activities, review relevant data and other inputs and develop action plans to improve the student academic experience.

Continuous monitoring offers numerous advantages over annual monitoring, including timeliness of feedback, flexibility, increased precision, consistent engagement and reduced lag time. By embedding monitoring practices into day-to-day operations, continuous monitoring will enable the institution to maintain high standards of academic quality, operational effectiveness, and strategic alignment in a dynamic and rapidly evolving environment.

K. Student Feedback

The University is committed to hearing the 'student voice' and this commitment builds on a long tradition of joint ownership of decision-making over both the process and outcomes where the reflective practice of both students and staff inform the development and enhancement of all aspects of its educational provision. The University utilises a number of mechanisms to engage students, as detailed below.

At the level of the module itself, module evaluation and feedback occurs (end point module evaluation), whereby students on a module have a formal opportunity to feedback to module leaders on their experiences so that they can evaluate the modules students undertake. This will normally be done via module electronic evaluation questionnaires or equivalent. Module leaders feedback to students any changes which have been made as a result of their comments.

As well as formal module evaluation, informal mid-point module evaluation also takes place through informal discussions with students. Mid-module review gives the opportunity for staff to give instant feedback and make adjustments to the module for the current cohort of students: for this reason, it is often preferred by students.

Each subject and programme has its own Student Staff Consultative Committee (SSCC) with standard terms of reference and agendas. The outcomes of the SSCCs are received at Faculty meetings and expected to feed into the subject and programme meetings and annual enhancement reports. The University expects SSCCs to discuss both the relevant external examiner(s) reports and the National Student Survey outcomes.

The terms of reference for SSCCs include the opportunity for the Chair to be either an academic or student representative and to invite relevant members of service areas, such as the Library or IT Services to attend specific meetings.

Also through the centralised processes for annual enhancement, module evaluation, and Staff Student Consultative Committees (SSCCs), the University is able to ensure oversight of student feedback on provision, with relevant summaries or issues raised reported to the relevant committees. In particular, the development of the Student Experience Task Group ensures University wide consideration of feedback and surveys.

A summary of SSCC meetings with points raised is provided each semester to the Learning, Teaching and Academic Quality Committee.

The National Student Survey (NSS) is considered one of the key indicators for consideration both across the institution and by individual subjects and programmes and both the individual comments and the scores for each question are considered by relevant academic committees and by Senate. The NSS is one of the sources of information subject teams are asked to consider at SSCCs and in annual enhancement reports. Members of the Directorate of Learning, Teaching and Scholarship meet with individual subjects following publication of the NSS to discuss actions and developments each year.

L. Role of Students in Quality Assurance

Student representation is provided as part of the ex-officio membership of the committees, task groups and boards. Students' views are actively sought and encouraged within the meetings and the inclusion of a student representative, normally the President or Vice President of Newman Students' Union, ensures continuity for items discussed by different committees.

Validation and re-validation panels also have student members who are full members of the panel and are remunerated for their time. Briefing sessions, both group and individual, are provided to student panel members prior to validation and revalidation events, which include question and answer sessions and consideration of the aims of validation and the importance of the role of all panel members in quality assurance.

The annual Student Voice Report outlines student feedback from the course of the academic year and makes recommendations on how the issues raised can be addressed. The report has been compiled by Newman Students' Union staff and the Executive Committee. The report is supported by a range of quantitative and qualitative research aimed at understanding and ultimately improving the student experience.

Collaborative Arrangements

In terms of validation and revalidation, the University arrangements for collaborative provision are substantially the same as for any other programmes, with slight variations at the planning and first validation stages to ensure strategic oversight from an early point by senior and experienced staff in addition to peer review. (The Collaborative Strategy Committee makes the initial decision on whether to pursue a proposed partnership).

The Collaborative Strategy Committee, as designated by Senate, has oversight of procedures for partner approval, withdrawal or termination to ensure adequate student protection measures are in place and are monitored. During 2023/24, the University had active academic partnerships with over 20 partners. These varied and wide-ranging partnerships included further education colleges, UK-based independent providers and international partners in Germany, Japan and the USA.

The University is committed to the continual enhancement of its partnership operations, which are primarily supported by the Collaborative Provision Unit (CPU) within Registry. The University has an agreed strategy for collaborative provision which also includes the setting of clear student number controls. Collaborative partners are required to engage in the University's usual quality management processes, thus ensuring that the University has continual oversight of the quality of the student experience at partner institutions and the standards of awards issued in the University's name. The University has commissioned HEdSpace Consulting to support the ongoing development and enhancement of the University's franchise academic quality and compliance framework and Rapid Improvement Events (RIEs) have taken place to enhance aspects of the partnership student journey.

The Franchise Operations and Compliance Group (FOCG), chaired by the University Secretary, has been established to ensure that franchise provision continues to be delivered in accordance with the University's

requirements; continues to meet internal and external requirements; collaborative partners act in accordance with the contractual arrangements which underpin the partnership; and ensuring that the University identifies, assesses and responds to operational and compliance risks in good time.

A. Current Partnerships

Northern Guild

MSc Psychotherapy

Birmingham Christian College

BA Theology (Biblical and Pastoral)

BA Theology (Theology and Missional Leadership)

Dip HE Biblical and Pastoral Theology

Dip HE Theology and Missional Leadership

Cert HE Biblical and Pastoral Theology

Cert HE Theology and Missional Leadership

MA Pastoral Theology and Leadership

MA Strategic Leadership in Christian Ministry

MA Pentecostal/Charismatic Missions

Solihull College

FdA SENDIP

BA (Joint Honours) Criminology and Psychology

South and City College

FdSc Sports Coaching Science and Performance

BA Business & Management (Top-Up)

BA Working with Children and Families Top-Up

BA Working with Children and Families Top-Up

Markfield Institute

BA Islamic Studies with Arabic

BA Islamic Studies with Pastoral Care

BA Islamic Studies with Education

BA Islamic Finance and Accounting

MA Islamic Studies

MA Islam, Pastoral Care and Counselling

MA Islam and Pastoral Care

MEd Islamic Education: New Perspectives

MA Islamic Education

MA Islam and Sustainable Development

MSc Islamic Economics, Finance and Management

The Queen's Foundation

BA Theology

BA Theology Top-Up

PG Diploma Theology and Transformative Practice

PG Diploma Theology and Transformative Practice

PG Cert in Theology and Transformative Practice

Graduate Diploma in Theology

MA Theology and Transformative Practice

Evolve

Level 4 Short Course for Health Mentors

MA in Work-Based Learning

MSc in Work-Based Learning

Citizens UK

Certificate in Community Leadership

For Mission

FdA Theology, Mission and Ministry
BA (Hons) Theology, Mission and Ministry
BA (Hons) Theology, Mission and Ministry with Foundation Year
BA (Hons) Theology, Mission and Ministry with Foundation Year
BA (Hons) Theology, Mission and Ministry and Youth Work
BA (Hons) Theology, Mission and Ministry and Missional Leadership
BA (Hons) Theology, Mission and Ministry and Entrepreneurship and Community Work
BA (Hons) Theology, Mission and Ministry with specialism in European Missional Leadership
BA (Hons) Theology, Mission and Ministry (Top Up)
Graduate Diploma Theology and Mission
MA Missional Leadership
MA Missional Leadership and Church Planting
MA Missional Leadership and European Studies
MA Missional Leadership and Social Entrepreneurship
MA Missional Leadership and Spirituality
MA Missional Leadership, Discipleship and Movements
Graduate Diploma Theology and Mission

Christ the Redeemer

BA (Hons) Theology and Ministerial Leadership
BA (Hons) Theology and Ministry with Counselling
BA (Hons) Theology and Ministry with Entrepreneurship
BA (Hons) Theology and Ministry with Media Culture
BA (Hons) Theology and Ministry with Youth Work and Music
BA (Hons) Theology and Ministry
BA SH Business and Management
BA SH Business Entrepreneurship
BA SH Business, Accounting and Finance
BA SH Business and Management with Foundation Year
BA SH Business Entrepreneurship with Foundation Year
BA SH Business, Accounting and Finance with Foundation Year
BA SH Business
BA SH Business and Management Top-Up
BA SH Business and Entrepreneurship Top-Up
BA SH Business, Accounting and Finance Top-Up
BA SH Business Top-Up
MBA International Business Management
MBA Entrepreneurship and Social Innovation
MA Theology, Leadership and Ministry

WTC

CertHE Kingdom Theology
BA Kingdom Theology
Graduate Diploma in Kingdom Theology
Graduate Diploma in Kingdom Theology with specialism in Church Planting and Leadership
Graduate Diploma Kingdom in Theology with specialism in Student Ministry
MA Kingdom Theology

Missio Dei

- BA Theology and Christian Leadership
- Cert HE Theology and Christian Leadership

- MA Biblical Studies
- MA Practical Theolog

B. Approving Partnerships

The University understands its responsibilities to have rigorous stewardship of its degree awarding powers. A process of due diligence is carried out prior to the Collaborative Strategy Committee (CSC) making a decision to proceed with a partnership. The University has tended, primarily, to proceed with partners who already have existing relationships with HEIs and requires references from these. It has not proceeded to formal partnership with a number of mission-congruent organisations unable to provide the requisite level of reassurance on their quality record, financial standing or business plans.

The University is clear that it retains ultimate responsibility for the quality and standards of all awards given in its name, no matter where the student may be studying and all transcripts and certificates are prepared and issued by the University. All assessment for collaborative programmes are in English and moderation reports are required by the Quality Office. External examiners for partners are appointed by the University.

The University undertakes regular reviews of partners and can recommend the closure of a partnership following a review, including those reviews required due to concerns raised.

Updated documentation is required annually for all partners and includes their policies on data protection, student protection plans, and safeguarding incorporating the prevent duty.

Academic Link Tutors (based within faculties) are in place to support the ongoing assurance and compliance of UK franchise provision and the FOCG has received the Job Description for Link Tutors and monitors in-person visits made to partner locations.