

Regent European University

Quality Assurance and Enhancement Policy

A summary of the principles and main elements of the operation of quality assurance and quality enhancement at Regent European University

Table of Contents

Introduction	4
Principles of Quality Assurance and Enhancement	5
1. Robustness	5
2. Reliability	5
3. Integrity	5
4. Continuous Improvement (Quality Enhancement)	5
5. Creating a Quality Culture	5
6. Commitment to the European Higher Education Area (EHEA)	6
7. Quality Enhancement	7
8. Informing Practices and ways of working	8
9. Responsibility for the Quality and Enhancement Policy	9
Regent European University Academic Senate Structure	9
Part 1: The student journey	10

1.1	Introduction	10
1.2	Recruitment, Selection and Admissions	11
1.2.1	Admissions processes must protect the interests of applicants.....	11
1.2.2	Admissions processes must be transparent	12
1.2.3	Admission processes use reliable, valid and explainable assessment methods	12
1.2.4	Admission processes seek to minimise barriers for applicants and address	12
	inequalities.....	12
1.3	Stages in the Student Journey.....	13
1.3.1	Enrolment and initial Registration	13
1.3.2	Induction	13
1.3.3	Progression and re-registration	14
1.4	Graduation, Certification and the Diploma Supplement	15
1.5	Alumni Network, post-graduation support and services.....	16
Part 2: Programme approval, monitoring and review		16
2.1	Introduction	16
2.2	Programme and Module Specifications.....	16
2.3	MBA - Programme design and credit structures	17
	Table 1: Master's degree programmes (180 ECTS / 90 UK Credits).....	18
2.5	Development and Approval of New Programmes	21
2.5.1	Introduction	21
2.5.2	Stage 1: outline approval	21
2.5.3	Stage 2: Development.....	22
2.5.4	Stage 3: Detailed Approval.....	22
2.5.5	Stage 4: endorsement by Senate and submission for Accreditation.....	24
2.5.6	Stage 5: Preparation for Delivery.....	24
2.6	Programme and Module monitoring	25
2.6.1	Introduction	25
2.6.2	Aims of programme and module monitoring	25
2.6.3	Programme and module process in summary	26

2.7	Periodic Programme Review	28
2.7.1	Introduction	28
2.7.2	Periodic Programme Review Process.....	29
2.7.3	Reflective self-assessment	29
2.7.4	Revised programme documentation	30
2.7.5	Committee approval	30
2.7.6	Endorsement by Senate and submission for Re-accreditation	32
2.8	Module evaluation questionnaire.....	33
2.9	Programme and Module changes: minor and major modifications.....	33
2.9.1	Technological change	34
2.10	Cyclical Review (Periodic Evaluation and Periodic Accreditation)	35
Part 3:	Academic staff	35
3.1	Recruitment and Appointment	35
3.2	Induction and Professional Development.....	36
3.3	Commitment to Scholarship and Community Engagement	36
Part 4:	Concerns, and other matters.....	37
4.1	Concerns about quality or standards.....	37
4.2	Student Complaints	37
Part 5:	Revision and Review of Academic Regulations, Policies and Procedures.....	38
5.1	Routine review and revision	39
5.2	Formal periodic review	39
5.3	Changes and exceptional circumstances	39
5.4	Interpretation and additional matters	40
15.	POLICY INFORMATION	40

Regent European University

Quality Assurance and Enhancement Policy

Regent European University (REU) is dedicated to establishing a robust culture of quality, which is deeply embedded in our founding documents, our commitment to providing innovative and transformative learning experiences, and our adherence to principles of integrity and professionalism. This dedication aligns with the standards and expectations of the European Higher Education Area (EHEA).

Introduction

The policies and procedures of REU support the institution in ensuring that it consistently delivers learning opportunities, teaching and means of assessment that enable students to demonstrate that they meet the expected requirements of their study programme and to grow and develop as individuals.

This document outlines our approach at a high level. Full policies and procedures with the connected proformas and guidelines may be found in the Policies area of the website.

The Internal Quality Assurance and Enhancement Framework of REU has five broad categories of policy and procedure, with a sixth group picking up other items:

1. The student journey (from recruitment to graduation and beyond)
2. Programme approval, monitoring and review
3. Academic Regulations (assessment and examination)
4. Student-centred learning and assessment, resources for learning, student support and guidance
5. Academic Staff
6. Concerns and other matters

Principles of Quality Assurance and Enhancement

REU's approach to quality assurance and enhancement is underpinned by four core principles:

1. Robustness

Ensuring the rigor and reliability of our academic processes and methodologies to uphold high standards of education and assessment.

2. Reliability

Maintaining consistency and dependability in academic outcomes and the processes that support them, thereby fostering confidence in our educational provisions.

3. Integrity

Upholding the highest standards of professional conduct among our staff, ensuring accountability and responsibility for quality and academic integrity across all levels.

4. Continuous Improvement (Quality Enhancement)

Engaging in ongoing reflection and evaluation of our practices, actively seeking and incorporating feedback, and adapting to changes to continually enhance the quality of our educational offerings.

5. Creating a Quality Culture

The development of an effective learning and quality culture at REU is a collaborative endeavour. Each member of the university community—students and staff—is entrusted with the responsibility for assuring quality, striving for continuous improvement, and pursuing academic excellence. This collective effort ensures that our commitment to quality is reflected in every facet of our academic environment.

6. Commitment to the European Higher Education Area (EHEA)

By adhering to these principles, REU not only meets but aims to exceed the quality standards set by the EHEA. Our commitment to quality assurance and enhancement ensures that our students receive a superior education that is both innovative and transformative. This alignment with EHEA standards highlights our dedication to providing a high-quality, internationally recognised education.

Our approach is informed by the contexts in which REU operates: • Its location in San Marino: the Laws, Decrees and conventions that define how higher education functions, is authorised and accredited

- The shared commitments¹, as part of European Higher Education Area (EHEA) to:
 - being inclusive, innovative and interconnected
 - support learners to become active, critical and responsible citizens, ○ academic and scientific integrity and academic freedom ○ contribute to meeting the UN's SDGs
 - help develop solutions for social, economic and technological challenges ○ create transformative and innovative flexible, studentcentred ways of learning, to achieving qualifications and developing the skills and competencies needed in the 21st century ○ support mobility and intercultural understanding
 - the Standards and Guidelines for Quality Assurance in the EHEA (known as the ESG)

¹ [Rome Communiqué](#) 2020. This may be updated to reflect the Fundamental Values likely to be detailed in the Tirana Communiqué, 2024.

7. Quality Enhancement

Quality enhancement embraces both everyday small changes designed to improve something, which may be at the level of the individual but may also be about a process or a unit, and larger, planned changes that tend to be wider, potentially whole institution. Quality Enhancement is also about focusing on what works, building on what has been done well, looking at what can be done better; it is about finding solutions and new ways of doing.

Regent European University develops and approves high-quality study programmes and modules, quality enhancement at the level of students and their learning, is about providing academic feedback that enables a student to build on what they have done well and know how to address what they need to improve.

In standard processes, such as annual monitoring, it means taking action to build on the strongest aspects of performance (such as through dissemination to colleagues) and seeking to learn from other programmes as well, of course, as addressing any shortcomings and areas needing improvement.

At REU, quality enhancement involves actively seeking and listening to feedback from stakeholders, critically reflecting on their input, and utilising available data to analyse effectiveness and identify optimal solutions.

By focusing on these elements, REU ensures that students receive the support they need to continuously improve and excel in their academic endeavours.

In summary, quality enhancement at REU is about fostering a culture of continuous improvement, both in everyday activities and through strategic initiatives. It emphasises the importance of understanding and applying feedback to ensure that students and the institution as a whole are constantly evolving towards greater excellence.

REU focuses on fostering a culture of quality enhancement that embraces innovation and thoughtful risk-taking. This approach acknowledges the inherent risks of change and recognises that not all intended outcomes will unfold as planned. By involving stakeholders as co-creators in the process of innovation and change, REU enables its staff and students to

progress collaboratively, taking calculated risks while remaining flexible and creative in finding new approaches.

In the context of 21st-century higher education, REU emphasises the importance of being dynamic, adaptable, and responsive. This focus is essential not only for continuing to serve society effectively but also for equipping students to navigate the accelerating pace of technological, economic, and societal change. By fostering such a culture, REU ensures that it remains prepared to address the uncertainties and challenges of the future.

8. Informing Practices and ways of working

1. REU processes are designed to assure provision against internal and external expectations and requirements
2. The purpose of academic policies is to assure standards and quality and generate beneficial action to drive continual improvement (to address any shortcomings or to spread and encourage good practice)
3. The institution endeavours to operate in the students' best interests.
4. REU's policies, processes, and procedures are developed in conjunction with users and stakeholders – thus academic and support staff and current students inform the ongoing development of policies and procedures, and external stakeholders are consulted where appropriate (e.g. employers in programme development and review)
5. Transparency, openness, accessibility, and clarity are integral to the ethos of REU. Accordingly, all policies and procedures are accessible through the REU website and internally via student and staff portals. Any identified barriers to inclusivity are promptly addressed to ensure their removal or reduction.
6. REU seeks to work in ways that are fair
7. REU works to a 'done with' not 'done to' approach – REU works to a 'done with' not 'done to' approach – REU works closely with its students, uses co-creation; employs self-assessment; shares information, seeks to communicate clearly and in advance, and avoids surprises; holds sessions with stakeholders as part of reviews and makes use of consultative dialogue
8. Decisions are based on evidence and are clearly explained
9. Outcomes of processes are shared, and processes are followed up
10. REU seeks to balance competing drivers (e.g. rigour and consistency versus simplicity and flexibility) in the best interests of quality, standards, and our students.
11. At REU, listening and taking action are core principles. Openness and care guide the response to

any concerns or complaints, with a commitment to continual reflection to enhance operations.

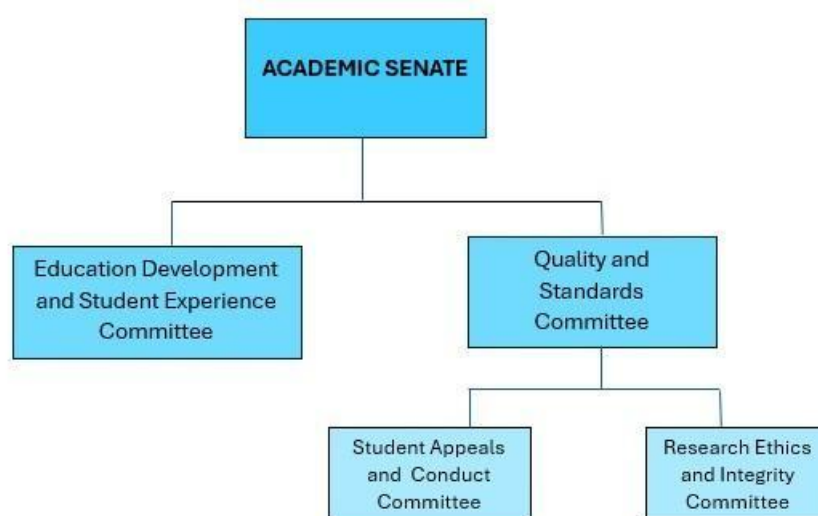
12. At REU, listening and taking action are core principles. Openness and care guide the response to any concerns or complaints, with a commitment to continual reflection to enhance operations.

9. Responsibility for the Quality and Enhancement Policy

Final responsibility lies with Senate, the formal owner of all of the University's academic regulations, its policies and procedures.

Upon formal approval by Senate, oversight is devolved to Senate's subcommittees as set out in the Scheme of Delegation.

Regent European University Academic Senate Structure



The Senatus Academicus (Senate) is the University's supreme governing body.

The core function of the Senate is the overall planning, development and co-ordination of the academic activity of the University. Its role is to regulate and superintend the research, pedagogy, teaching and academic conduct of the University; it is responsible for the academic standards and quality of awards and the programmes of study leading to them.

Two Standing Committees assist the Senate in carrying out its daily functions:

- Education Development and Student Experience Committee (EDSEC)
- Quality and Standards Committees (QSC) ◦ Research Ethics and Integrity Committee (REIC) ◦ Student Appeals and Conduct Committee (SACC)

The terms of reference and constitution of the Senate and all the Committees are available on the Governance section of our website.

Part 1: The student journey

1.1 Introduction

This policy establishes the overarching quality framework and outlines principles and high-level information. All formal stages in the student journey are covered by published

regulations, policies, and procedures. Detailed Recruitment and Admissions Procedures, together with linked forms and guidance, are available in the Policies area of our website.

This section outlines the student journey from recruitment and selection through to the alumni network. REU maintains secure and robust systems to record, track, and monitor student progression, ensuring comprehensive support and timely corrective actions where needed. These systems also enable the identification and analysis of differential progression among various student groups, allowing for proactive interventions to support student success.

1.2 Recruitment, Selection and Admissions

REU's approach is based on its commitment to fair, inclusive, and transparent admissions practices, embracing how REU promotes and markets its programmes, application, and selection processes. It is based on the [Fair Admissions Code of Practice](#), work undertaken by university representative bodies in the United Kingdom, adapted to apply to non-UK applications systems and the nature of REU. The Code of Practice emphasises the importance of admissions processes working in the interests of applicants. We acknowledge the Code as the basis for the principles and much of the detail summarised here.

The fair admissions code sets out an overarching guiding principle and a series of additional principles. REU is committed to working to these principles.

1.2.1 Admissions processes must protect the interests of applicants

- At all stages – from enquiry through to admission – REU is committed to act in the best interests of the applicant/potential applicant
- Ensuring that we provide the information applicants need to make an informed decision
- Setting entry requirements to help ensure that anyone admitted is likely to be able to succeed
- Any advice we provide is designed to help applicants select what study route and options are right for them
- Ensuring that any admissions interview, audition or portfolio review supports fair and transparent decision-making

- We consider contextual information in making an admissions decision where it supports the inclusion and helps to widen access and opportunity.

1.2.2. Admissions processes must be transparent

- Information enables applicants to make informed decisions and choices
- Clear information is available on all stages – the admission process, entry requirements, selection criteria – with all deadlines set out
- Guidance is provided on the relative weight of different elements or how holistic assessments are made where there are a number of entry requirements or selection criteria (e.g., qualifications compared to a personal statement or interview).
- What additional information may be considered and how it is considered, including matters such as prior experience or prior learning and contextual information
 - Clarity on the distinction between minimum entry requirements and the levels of achievement usually required for entry
 - Clear information on supporting evidence or documentation
 - Clear information on how a conditional offer (e.g. one dependent on the outcome of exams) is changed to an unconditional offer or to a rejection •
Clear information on expected response times

1.2.3 Admission processes use reliable, valid and explainable assessment methods

- Clear information on the methods used, when and how they are used
- Continuing to monitor the relationship between admissions decisions and subsequent progress and achievement

1.2.4 Admission processes seek to minimise barriers for applicants and address

inequalities

- Ensuring that information (about programmes, study, admissions etc.) is accessible, clear and inclusive

- Keeping the implications of assessment methods for applicants under review to ensure that there are no unnecessary barriers to entry • Revising application processes to limit disadvantage and/or better enable access for groups under-represented in higher education
- Continuing to evaluate the effectiveness of different approaches in serving the interests of applicants from all backgrounds

1.3 Stages in the Student Journey

1.3.1 Enrolment and initial Registration

The enrolment process is set out in a flow chart for staff and information on the process forms part of the information (induction) pack sent to students once they have accepted their offer of a place.

Enrolment involves many important steps – it formally allocates the student their university email and ID number, adds students onto our systems and activates their access to their programme, its modules, support services and so forth as well as triggering links to registry, finance etc. Enrolment processes include any necessary document checks, for instance, those on students' qualifications.

Registration status can be checked at any time through the student portal, where students can also check their personal details, access their assessment records and so forth.

1.3.2 Induction

The induction at REU is self-paced and fully online. It has two elements – the information that it useful for students to be know or to be aware of as they join the course and a series of push notifications that provide more detail on relevant elements as students progress (e.g.: on assessment when the first assessment task is introduced). Induction will:

1. Welcome students with messages from Rector and Programme Leader
2. Outline the programme, its structure and content

3. Provide an introduction to learning online and participating in an online learning community
4. Walk students through the online platform, where and how to find information, including term dates, submission dates etc.
5. Introduce online learning resources and how to get help in accessing material or searching online catalogues
6. Introduce the teaching staff
7. Enable students to introduce themselves and begin to get to know each other
8. Look at creating and managing their course profile and personal learning space
9. Outline the learning log
10. Ensure students understand professional communication and the rules around online course discussion and peer feedback (students are required to sign a commitment to this)
11. Outline the support and guidance available
12. Introduce the Thinking into Character suite of resources

1.3.3 Progression and re-registration

Normally, students progress from one academic year to the next having successfully passed all the modules. Students are notified through the student portal of the results of assessment and right to progress.

At the start of each academic session students re-register and pay fees etc.

1.3.4 Change of status

REU enables students to transfer between programmes. Students may need, on occasion, to suspend their studies or withdraw from their programme.

The detailed policies and procedures for these circumstances are set out in the policies part of the website. The principle underlying our approach is the student interest and support for the student as an individual.

There are also circumstances in which students may be suspended or withdrawn by the university. The detailed policies and procedures for these circumstances are, similarly, set out in the policies part of the website. The principles underlying our approach are transparency and clarity in communication, as well as support for the student as an individual. Should the university need to suspend or withdraw a student, the decision and the reason for it will be clearly set out, along with the timescales, any action needed by the

student to enable the university to amend its decision and any right to appeal or challenge the decision. Information about sources of support and advice will be included in our communications on suspension and withdrawal.

1.3.5 Recognition of prior learning and the recognition of qualifications to enable and to support student mobility

San Marino is a signatory to the Lisbon Recognition Convention (LRC). Its national information centre is the Centro Informazioni Nazionale per l'Educazione e per il Riconoscimento dei Titoli Accademici (CINERTA). REU will work with CINERTA to ensure coherent and consistent recognition and, as it grows, will seek to establish a full set of recognition procedures in line with the LRC.

1.4 Graduation, Certification and the Diploma Supplement

Upon successful completion of their studies, all students automatically receive:

- their degree certificate
- a Diploma Supplement (providing standardized information about their qualification in accordance with European standards and UK quality frameworks)
- an invitation to the graduation ceremony

The Diploma Supplement ensures international recognition of REU qualifications by providing detailed, standardized information about the degree program, learning outcomes, and institutional context. This supports graduate mobility and employment across both European and UK markets.

To deliver these services accurately and securely, we maintain robust systems for data collection, processing, and monitoring, and encourage students to keep their contact details current.

1.5 Alumni Network, post-graduation support and services

REU alumni remain part of the Regent family. To support the continuing development of our graduates a range of resources and services will remain open to our alumni. These will include:

- The option to opt into the alumni network and to take advantage of the continued contacts, opportunities and experience that graduates can offer each other •
Linked access to alumni events, workshops and industry-based expert speakers
- Continuing availability of the Thinking into Character suite of resources and developmental materials
- Career development advice and guidance.

Part 2: Programme approval, monitoring and review

2.1 Introduction

Study programmes are the heart of our teaching mission. Programmes are structured to enable students to develop, and to demonstrate that they meet, the expectations for a subject at a given level in terms of knowledge, skills, aptitudes and understanding; these expectations are expressed in the learning outcomes set for a programme. The level of study is aligned with the San Marino Qualifications Framework (QSQ) which itself reflects the Framework for Qualifications of the EHEA (EFQ).

2.2 Programme and Module Specifications

A programme is a defined, structured set of modules which together provide a set of learning outcomes leading to an award at a given level, in a given subject or discipline.

Programmes are made up of modules, each of which is assigned a credit value. Overall credits for a level of study and/or programme match ECTS i.e. 60 credits per standard year of full-time study. REU has standard credit structures for its programmes made up primarily of 10 credit modules. Modules of this size enable depth of study and a good synthesis of material. The case for other modular structures may be made as part of the approval process.

Each programme of study has a Programme Specification which must be approved. The information in a programme specification details the qualification, learning outcomes at the programme level, the core and optional modules that make up the programme and provides general information on the resources, support and guidance available to students. The Programme Specification provides high level information that confirms the academic standards and the quality of the programme.

Outline programme specifications (or the information they contain) are available on our website. The template for Programme Specifications, with guidance, is available in the policy area of the website.

Each module must have a Module Specification which must be approved. This provides an outline of the module, its core and subsidiary aims, the intended learning outcomes and an indication of the assessment tasks that are used to test students' achievement of those outcomes. It outlines the approaches to learning and teaching, outlines the content and lists essential reading, texts and other sources of reference. A module may form an approved part of more than one programme or may be core on one programme and an option in another.

Core information for each module is published on our website. In addition to this, students are provided with the delivery plan and detailed assessment tasks no later than the start of the semester.

2.3 MBA - Programme design and credit structures

REU's MBA programme operates under a dual recognition framework, ensuring compliance with both UK and European higher education standards.

- UK Framework: The programme is structured as a Master's degree (180 ECTS / 90 UK Credits) meeting UK higher education requirements and quality standards.

- European Framework: The programme is designed for recognition as a Laurea Magistrale in Business Administration (LM77) under the Bologna Process, meeting European Higher Education Area (EHEA) standards for second-cycle degrees.

This dual alignment has several impacts on the design and development of the programme:

- Programme design ensures compliance with both UK Quality Assurance Agency (QAA) standards and European Standards and Guidelines (ESG);
- Learning Outcomes for the programme and each module, are mapped to both frameworks to ensure academic standards equivalence;
- Assessment strategies meet the requirements of both recognition systems; • External quality assurance processes address both regulatory frameworks.

This dual framework approach requires enhanced quality monitoring to ensure continued compliance with both systems' academic standards and regulatory requirements.

The standard credit structures for the MBA programme is set out in Table 1.

Table 1: Master's degree programmes (180 ECTS / 90 UK Credits)

Term 1	
Core	3 x 10 ECTS (20 credits) modules
Term 2	
Core / Optional	2 x 10 ECTS (20 credits) modules
Term 3	
Core / Optional	2 x 10 ECTS (20 credits) modules
Term 4	
Capstone Business Research Project 2	1 x 20 ECTS (40 credits) module

The University offer the following progression routes further to MBA, in accordance with European and British frameworks:

- Laurea Magistrale di Secondo Livello (Extended MBA): 120 ECTS (240 UK Credits)

2.3.1 Programme and module design

The credit structures in table 1 form the basis of programme design. **Core modules** are essential to the achievement of programme learning outcomes and the award of the programme qualification. The order of modules is designed to provide a structured path through the subject and programme. Thus, core concepts and theories are typically covered early in a programme and will be built on or explored in greater depth during later stages.

The dissertation, extended **capstone research project** work at the final year, will enable students to demonstrate independent learning, and will be preceded by a module in Research Methods that prepares the students to design and carry out a research project independently. The Research Project is 20 ECTS

Subject options provide choice within a programme, enabling students to tailor their core studies around their own particular interests. Subject options listed in a programme specification are indicative, the availability of an option is not guaranteed. Additional options may be made available. Subject options may be developed to reflect emerging concerns in a discipline or be based on staff research.

Co-curricular options provide choice beyond the subject (although they may include subject linked choices). The co-curriculum allows students to study developmental topics or language options. The availability of a co-curricular option is not guaranteed. Co-curricular modules provide credit towards an award but will not be mapped against programme learning outcomes.

Options are not included in the first semester of programmes.

2.3.2 Exit Awards and Alternative Qualifications

REU recognises that students may need to exit their programme before completion or may wish to achieve intermediate qualifications.

Exit Award Criteria Exit awards maintain the same academic standards as the full MBA programme. Students receiving exit awards will have demonstrated achievement of relevant learning outcomes and met all assessment requirements for the completed modules.

The following Exit Awards are available upon meeting certain conditions:

- a) Postgraduate Certificate:

Credit Requirement: 60 UK Credits (30 ECTS)

Eligibility: Successful completion of first three core modules

Recognition: Standalone professional qualification suitable for continuing professional development

b) Postgraduate Diploma:

Credit Requirement: 120 UK Credits (60 ECTS)

Eligibility: Successful completion of taught component (Terms 1-3) - Recognition: Advanced professional qualification, may provide pathway to alternative Master's programmes

Exit awards are conferred following the same quality assurance processes as the full Master's degree. Detailed procedures for exit award determination are set out in the Assessment Regulations.

2.3.3 Strategic Programme Development

The University is committed to expanding its portfolio of advanced business qualifications to provide comprehensive progression pathways for students.

Development priorities include advanced postgraduate programmes aligned with both European and UK frameworks.

The following programmes are under development:

- **Master Universitario di Secondo Livello** (120 ECTS / 240 UK Credits) - an advanced postgraduate programme in line with the frameworks of European Higher Education Area [EHEA]

The programme would provide structured progression routes from the MBA and align with both European Higher Education Area standards and UK qualification frameworks.

All programme development will follow the established approval processes set out in section 2.5, ensuring appropriate academic standards, resource allocation, and regulatory compliance before implementation.

2.5 Development and Approval of New Programmes

2.5.1 Introduction

The purposes of the process for the design and approval of programmes are to ensure that the university can be fully confident in the quality and standards of the proposed programme and the award it leads to and that there is good evidence of demand both from potential applicants and for graduates.

As an online university the principles of good pedagogic practice for inclusive and accessible online learning, the design and efficiency of the delivery platform and the range of digital learning tools and resources have been addressed, with expert external advice, at the level of the institution structurally and strategically.

The proformas for approval, for programme and module specifications, definitions and fuller guidance on the process and its outcomes will be available in the Policy area of the University website.

2.5.2 Stage 1: outline approval

Outline approval is given by the Quality and Standards Committee (QSC). In giving outline approval REU is seeking to ensure that it can be confident that:

1. There is a demonstrable, evidenced demand and need for the programme such that it will generate applications from appropriate numbers of suitably qualified and committed students
2. There is reasonable evidence of a need for graduates with the award gained and the knowledge and skills it provides;
3. The outline of indicative content has been carefully considered in light of societal, economic and business needs
4. Relevant subject benchmarks and/or information from relevant professional, statutory and regulatory bodies and/or other recognised external reference points have been identified and consulted
5. The programme development plan involves appropriate consultation with external experts and stakeholders and has set a realistic timetable for the development of all the content and learning materials
6. Indicative human, physical, learning and technical resource requirements have been realistically assessed and can be met.

The Committee will confirm whether a sample of learning materials will be required, alongside module specifications, for detailed approval or accreditation. Programmes in new subject areas, or at a new level in an established subject area, are likely to require a sample of learning materials to be prepared for detailed approval.

A programme may be included on the website as 'subject to approval' after outline approval but students may not be admitted to a programme before it has received full approval.

2.5.3 Stage 2: Development

Following stage one approval the programme team will consult external experts and reference points to develop the full programme and its modules ready to submit for approval. The development process will enable the programme team to assure itself that the case put forward for outline approval is robust and it should not submit the documentation for approval until it is confident of this. Programme documentation is considered by the relevant academic department and signed off by the Dean as ready for consideration for detailed approval.

2.5.4 Stage 3: Detailed Approval

Documentation for detail approval comprises:

- The Programme Specification
- All Module Specifications (identifying any already approved and operating within an existing programme).
- A report from external experts (at least one academic subject specialist together with an expert from industry and/or a profession when relevant).
- The preparation for delivery plan.

In considering the documentation QSC will consider the quality of the programme and module documentation and the supporting information in order to confirm that it meets the standard to be submitted for accreditation. A sample of learning materials may required.

Specifically, it will satisfy itself that the programme documentation:

1. Meets San Marino's qualification framework

2. Meets any subject or other external reference points or requirement
3. Has been designed with appropriate input from external academic experts and other relevant stakeholders that may include employers or professional bodies, students and graduates
4. Has clear learning outcomes and is designed to ensure that all students successfully completing the programme will have demonstrated, through assessment, that they meet the requirements of the award both in terms of the subject and level of qualification
5. Presents subject material in a logical way that will enable students to build their learning and develop over the course of each year of study and the programme overall
6. Shows the relationship between learning outcomes at module and at a programme level
7. Has a coherent approach to learning, teaching and assessment, that this is evident in the sequence and content of proposed modules, the range of assessment tasks and reflects the pedagogical principles underlining effective learning online
8. Enables students to develop wider skills and graduate attributes alongside subject knowledge, skills and understanding – and articulates how this happens across the programme
9. That all necessary human, physical, learning and technical resource are in place to support effective learning.

In considering the module documentation, the committee will seek to satisfy that each module is well designed in itself and has:

- a. Clear learning outcomes
 - b. Assessment tasks that enable students to demonstrate their achievement of the learning outcomes
 - c. Subject content and approaches to teaching and learning activities that will effectively support students to gain the expected knowledge, understanding and skills specified
 - d. Makes effective use of the potential of online learning and is learner-centred
 - e. Adopts approaches that actively engage students in their learning and with their peers.
11. The modules collectively form a coherent, well sequenced programme that has considered how the learning will be experienced by students as they progress through it.

In considering the preparation for delivery plan the committee will seek to ensure that all resource needs have been identified, can be funded and be in place prior to planned delivery. The plan must confirm that the support services are aware of the development and

have confirmed that they can accommodate it in their plans and identify any areas of uncertainty (e.g. new copyright clearance for a specific book chapter for use as a core text).

2.5.5 Stage 4: endorsement by Senate and submission for Accreditation

QSC produces a report with its recommendation to Senate. If endorsed by Senate a submission for accreditation is made. Programmes may be marketed (subject to accreditation) once endorsed by Senate.

Once the accreditation decision is received, any necessary actions are taken, and the programme moves to stage 5.

2.5.6 Stage 5: Preparation for Delivery

This covers the plans and timescales for:

- Marketing and recruitment
- The development of any specific induction or guidance material
- The development of the teaching and learning materials for online delivery
- Design and operation of the detailed assessments for online delivery
- Any new learning resources required
- Any new academic staff
- Any new technical or administrative staff in support services

There are established communication triggers to alert support services to endorsement by Senate and the outcome of accreditation to enable them to deliver their part (e.g. for Registry to set up the programme on the system).

Definitive Programme Documents are held by the Academic Quality Unit.

2.6 Programme and Module monitoring

2.6.1 Introduction

All programmes and modules are monitored annually (with monitoring after each delivery contributing to annual monitoring where modules are offered more than once in an academic year).

The purpose of annual monitoring is to ensure that all programmes and modules continue to meet academic standards and provide a high quality, effective learning environment and experience for students. REU seeks to ensure that all modules and programmes are not only fit for purpose but use evidence and critical reflection to ensure their continued relevance and to enhance the quality of the student learning experience. Drawing on a range of sources of information, including academic performance data, the process uses the principle of exception reporting to focus on the main matters for consideration. Exceptions in this context covers both evidence or indicators of especially strong performance or of effective practice on the positive side and evidence or indicators of weak or unsatisfactory performance or an area of concern at the other end of the scale. In summary, monitoring entails enhancing and building on good practice and proactively addressing any issues or potential issues.

Supported by staff recruitment and development processes, all staff working at REU, or on its behalf, are assumed to have pride in, and responsibility for, the quality of the academic experience provided, to be motivated by supporting their students to learn effectively and to demonstrate what they have achieved. Responsibility for the assurance and enhancement of quality for the module, therefore, lies primarily with the module leader and module team; they are expected to implement the actions identified through the process and proactively report progress, delays or issues to the Programme Leader (as part of routine programme management meetings).

Consult the Policy area of the website for the proformas for annual monitoring and fuller guidance on the process and its outcomes.

2.6.2 Aims of programme and module monitoring

There are three aims:

- to identify strengths, positive features and what worked well and to use these not only to enhance delivery of the module but to share with colleagues to support enhancement across a programme
- to identify areas needing development or improvement and specify the actions needed to address them
- to ensure any more major shortcomings are identified and are addressed without delay

Annual monitoring therefore involves the gathering of evidence from multiple sources to inform a critical, reflective assessment of quality and to identify any changes needed to enhance future delivery. The sources of evidence will include:

1. Academic performance data and comparative metrics on assessment outcomes and progression
2. The views of students and feedback from students
3. The views of all staff involved in contributing to a module, both in delivery and in moderating assessment
4. Any external views that may be available.

2.6.3 Programme and module process in summary

2.6.3.1 Module level

The process starts at the module level. The module leader gathers all the available evidence (module performance data, student feedback, etc.) and discusses it with other staff who have contributed to teaching or assessment, recording the outcome on a Module Report Form (MRF). The Module Report identifies:

- a) the main areas of strength that emerged from the delivery and any actions that should be taken to build on or to disseminate the strength/s
- b) areas that are fully effective and require no action prior to subsequent delivery/ies
- c) areas where the academic team wishes to make changes or improvements (e.g. change a case study) and identifies what level of approval the change needs
- d) areas where evidence suggests the need for remedial changes, detailing the action to be taken, including the timescales (an example of this sort of evidence would be where overall student assessment outcomes are notably different for one of two pieces of assessed work)

- e) any areas where evidence suggests that quality or standards were not met or were at clear risk of not being met (e.g.: a high number of fails in assessment or strongly negative student feedback) – and the urgent action, with the timescale Finally, the report evaluates the effectiveness of actions taken in response to (a) to (e) from the previous delivery/ies, ensuring that matters raised in student feedback have been duly considered, addressed and both the action and communication loops closed.

Alongside using information from student feedback (e.g. in module evaluations), wherever possible the module leader and team will discuss the outcomes and proposed actions with students. Students provide excellent insights into what helps them learn well. It is valuable to discuss innovations and changes with students and gain their views of the likely effectiveness of changes. Involving students helps improve how learning is supported and also helps them to understand their own learning process and responsibilities within it.

2.6.3.2 Monitoring at Programme Level

The programme leader considers all module reports and any additional evidence (e.g. comparative assessment outcomes or employment outcomes) and produces a Programme Monitoring Report (PMR), summarising the monitoring reports from the modules and providing a short reflective commentary. The commentary should cover the effectiveness of previous agreed actions as well as a view on the delivery under report.

Specifically, the programme leader:

- a) Confirms the actions to be taken across the programme in response to areas of strength identified in modules to maximise the impact of effective practice
- b) Ensures that minor proposed changes to modules collectively enhance the programme and do not result in cumulative or unintended consequences for student learning (for example, a number of modules proposing to introduce group assessments creating an in-balance in assessment tasks)
- c) Agrees the proposed action on remedial changes
- d) Notes, monitors and, as necessary, reports matters where quality or standards were in question
- e) Identifies any actions needed in respect of employment outcomes
- f) Identifies staff development needs
- g) Summarises the resource implications and identifies if a request for additional resources is required.

2.6.3.3 Monitoring by the Dean of School

The Dean of School considers all Programme reports and signs off the contents and proposed actions. In doing so the Dean maintains oversight of the academic standards, quality of the student learning experience and the quality culture within the School; the Dean is also taking responsibility for managing the resource implications within resource planning and allocation and assessing if a request for additional resources is required.

2.6.3.4 Monitoring at Committee level

The PMR for all new programmes are submitted to the Quality and Standards committee (QSC) each year for four years for Bachelor's programmes and three years for Master's programmes (i.e. one full graduating cohort plus one).

In the early years of operation all Programme Monitoring Reports (PMRs) will be submitted to the QSC for consideration. As the number of programmes grows, the committee will determine when this is replaced by a summary report from the Dean covering established programmes.

The Chair of the QSC makes an annual report to Senate on the quality and standards of programmes and the effectiveness of annual monitoring in assuring quality and standards.

2.7 Periodic Programme Review

2.7.1 Introduction

Alongside regular annual monitoring Periodic Programme Review (PPR) enables a programme team to take a step back and review a whole programme, including each of its modules, at least every five years. PPR may be initiated ahead of schedule in response to substantial external shifts in the subject domain, the affiliated professional sphere, the regulatory context or broader societal or technological developments.

The purpose of periodic review is to consider how a programme should be updated or modified or can be enhanced to ensure it continues to meet societal and industry needs.

Cumulative minor changes ensure that taught material remains fully up-to-date and annual monitoring ensures that academic standards are maintained and academic quality enhanced. However, the process also formally considers and confirms the academic standards of the programme, that its delivery remains up-to-date and optimum in supporting the learning needs of its students.

The policy area on our website contains the PPR proformas and comprehensive guidance on the process and its outcomes.

2.7.2 Periodic Programme Review Process

In essence PPR follows a similar process to initial approval. It confirms continuing demand and market need; revises the detailed programme documentation in consultation with one or more external experts; it is considered through REU's committees prior to being submitted for reaccreditation.

2.7.3 Reflective self-assessment

The production of the reflective self-assessment is led by the Programme Leader. It must include:

- An assessment of academic performance since approval or the previous periodic review
- The consideration of changes in the discipline or society/industry/technology – including demand for graduates and from applicants
- Consultation with one or more external experts to support the updating and reshaping of the programme – drawing on experts in online learning as well as from the discipline and from industry
- A reflection on the effectiveness of the academic team in supporting students' learning, in managing the programme, in working together and in advancing the discipline
- Consultation with students
- Consultation with wider stakeholders

PPR is the opportunity for the academic team to ask the bigger questions: How are learners and learner needs changing? How have industry needs changed? How has technology

changed, is artificial intelligence (for instance) impacting on practice – and what do we need to change more radically and significantly as a result? Do we need to change the way sustainability and other global issues are addressed across the programme? We have seen how flexibility, openness to change and resilience have become more important in recognition of the Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) of the contemporary world – are other skills or forces coming to the fore and does the programme develop students appropriately? Have global or geo-political events impacted on how we need to think about the subject?

The PPR will involve engagement with at least one external academic expert to provide critical challenge and a different perspective; where there are distinct sub-disciplines more than one external academic will need to be involved. PPR will also take the opportunity to involve stakeholders in the critical review – current students, graduates, employers. It will look at academic performance information over time, identifying trends, seeking out external sources of comparative information.

2.7.4 Revised programme documentation

The review process enables the programme team to revise the programme documentation (the programme specification and all the module specifications). Once it has done so, the revised programme documentation is considered by the School and signed off by the Dean as ready for consideration for re-approval. That sign-off confirms that any resource requirements have been identified and actioned (e.g. that to ensure that revised recommended texts will be available or that revised delivery content will be developed).

2.7.5 Committee approval

The PPR submission to QSC for programme re-approval comprises:

- A summary of the outcome of the self-reflection, including on expert and stakeholder feedback
- An outline of and rationale for any proposed changes to the programme, to include a statement that it has been mapped against and continues to meet all external requirements

(San Marino's qualification framework, any subject reference points etc.)

- A revised Programme Specification
- All Module Specifications, clearly identifying those that are new, those that have been revised and any that are unchanged.

In considering the documentation the Committee will evaluate the quality of the programme and module documentation and the supporting information. This evaluation will especially focus on the insights drawn from the process of selfreflection, confirming that the documentation meets both accreditation requirements and expected documentation standards. Should any issues have arisen over the review period, the committee will look to see that the programme team acts on evidence and makes changes – or, to put it simply, that the team takes responsibility for maintaining standards and ensuring the quality of the programme.

QSC will satisfy itself that:

1. The programme team demonstrates its ownership of academic standards, academic quality and quality enhancement, is actively engaged with research and scholarship and acts on information, feedback and advice in monitoring and reviewing the programme.
2. The programme documentation continues to:
 - a. Meet all external requirements
 - b. Have clear learning outcomes and is designed to ensure that all students successfully completing the programme will have demonstrated, through assessment, that they meet the requirements of the award both in terms of the subject and level of qualification
 - c. Present subject material in a logical way that will enable students to build their learning and develop over the course of each year of study and the programme overall
 - d. Show the relationship between learning outcomes at module and at a programme level
 - e. Have a coherent approach to learning, teaching and assessment and that this is evident in the sequence and content of modules
 - f. Enable students to develop wider skills and graduate attributes alongside subject knowledge, skills and understanding – and articulate how this happens across the programme

3. All necessary human, physical, learning and technical resource are in place to support effective learning and that any modifications can be made prior to subsequent delivery (e.g. revised learning content, new resources etc.)

In considering the module documentation the committee will seek to satisfy that:

4. Each module is well designed in itself and has:
 - a. Clear learning outcomes
 - b. Assessment tasks that enable students to demonstrate their achievement of the learning outcomes
 - c. Subject content and approaches to teaching and learning activities that will effectively support students to gain the expected knowledge, understanding and skills specified
 - d. Makes effective use of the potential of online learning
 - e. Adopts approaches that actively engage students in their learning and with their peers
5. The modules collectively form a coherent, well sequenced programme that has considered how the learning will be experienced by students as they progress through it.

2.7.6 Endorsement by Senate and submission for Re-accreditation

Programme re-accreditation documentation, together with a report with the recommendation from QSC, is submitted to Senate for consideration and approval. If endorsed by Senate a submission for re-accreditation is made. All changes to the programme should be made prior to subsequent delivery, including any actions arising from re-accreditation.

All accredited programmes are subject to evaluation for re-accreditation, on a five-year basis. Programmes accredited later are normally aligned for the purpose of formal reaccreditation i.e. it is normally a whole-institution process every five years.

The procedure for the periodic accreditation of degree programmes is set out in Delegated Decree No.6 19.01.2024 and is initiated by an application to the responsible Secretary of State. A positive outcome extends accreditation for a further five years. The outcome of a negative assessment is detailed in the Decree.

2.8 Module evaluation questionnaire

Student views and student feedback are important to us. Student views and feedback help us to ensure that we are providing a high-quality learning experience that meets the needs of students. They also help us to plan changes that will enhance that learning experience as part of our commitment to continuous improvement.

A standard online evaluation questionnaire is issued to all students across all modules at the end of teaching delivery. The outcome is collated and discussed with students in the student consultation meetings for the programme. The module evaluation questionnaire forms part of the information base for Module Reports that feed into annual programme monitoring. Consolidated outcomes from across each programme are discussed in the Student Forum and at the Education Development and Student Experience Committee. This helps REU to identify and act on institution-wide enhancements.

2.9 Programme and Module changes: minor and major modifications

Module and programme updates (minor modifications) are proposed and approved at School level. Updates are minor modifications to ensure that module content remains up to date. They are likely to include updates to reading lists, an updated case study, a revised formative quiz designed to enable students to test their understanding of material and similar changes. Where summative assessment tasks need to be updated on a routine basis to protect the integrity of assessment the parameters for this are set out and approved as part of the module specification and are covered under the definition of updates. Modifications defined as updates do not impact on the knowledge tested, the skills developed or the learning outcomes assessed as part of the module.

The addition or removal of an optional module should be raised with the head of quality who will decide if the proposal constitutes major or a minor modification. This is a judgement and may depend on matters such as student uptake, the number of other updates and other factors.

Minor modifications are recorded in the annual programme monitoring report.

Major modifications to modules or a programme are more substantial and require approval at University level by the QSC.

All alterations to summative assessment tasks are classed as major modifications, for example

- A change in weighting between the elements of assessment
- Replacing individual with group work
- Replacing a poster presentation with a report

These kinds of changes have an impact on the knowledge tested, the skills developed or the learning outcomes assessed as part of the module.

Alterations to more than 10% of module content, or to the balance of content, are classed as a major modification, as is the addition or removal of a core module on a programme.

The Head of Quality² will advise whether a change may also require re-accreditation or to be notified to the relevant authority.

2.9.1 Technological change

Technology is advancing at an ever-faster pace. Technological changes that impact on the nature of online learning and how it is developed and enhanced are normally approached at an institutional level and rolled out across programmes in a structured way.

Technological change means that it is vital that Regent European University's approach to the regular updating and review of the curriculum, its delivery, its assessment or its regulation is robust and respected. In today's environment, change is more rapid than the traditional five- or six-year review cycles. The curriculum and learning need to evolve in step with external developments and the linked approval processes for minor or major changes are designed to be responsive and enable innovation.

² See Organisational chart on our website

2.10 Cyclical Review (Periodic Evaluation and Periodic Accreditation)

In line with Delegated Decree No.6 19.01.2024, REU will undergo external cyclical review, the outcome of the process of evaluation is re-accreditation.

Periodic evaluation is carried out by the Agency appointed by the Secretary of State with responsibility for the University and is aimed at measuring the efficiency, economic and financial sustainability of the activities and the results achieved in:

1. Learning and teaching (including monitoring the characteristics of study programmes)
2. Research and scholarship
3. Internationalisation

The resulting periodic accreditation is based on the periodic evaluation and determined by the State Congress. A successful outcome confirms the university has continued to meet requirements for quality, efficiency and effectiveness.

Part 3: Academic staff

Academic staff are pivotal to the academic excellence and student success at REU, serving as educators and researchers within their fields of expertise. They play a crucial role in cultivating a vibrant, internationally connected academic community that thrives on learning, research, collaboration and innovation.

3.1 Recruitment and Appointment

The recruitment and appointment processes at REU are rigorously managed by the Human Resources team to ensure that academic staff are not only proficient in their teaching

abilities but also deeply committed to supporting students in an online learning environment. Candidates undergo thorough assessments to verify their pedagogical skills, understanding of learning principles, and dedication to research in their respective disciplines. This ensures that they can effectively integrate their scholarly pursuits into their teaching practices, enriching the educational experience for students.

3.2 Induction and Professional Development

Upon joining REU, academic staff participate in a comprehensive induction programme that familiarises them with REU's policies, procedures, online teaching platform and educational philosophy. This induction underscores REU's commitment to maintaining high standards of teaching and learning. Additionally, staff are encouraged to pursue qualifications in higher education teaching and learning if they have not already done so, enhancing their pedagogical expertise.

REU supports ongoing professional development through tailored training programmes focused on effective pedagogy in online education. These programmes equip academic staff with the tools and strategies needed to engage students effectively in virtual learning environments. Moreover, REU provides a structured framework for staff to identify and pursue individual development opportunities, ensuring continuous improvement in teaching practices and educational delivery.

3.3 Commitment to Scholarship and Community Engagement

At REU, academic staff engage actively as scholars and researchers within their disciplines, contributing to advancements in knowledge and practice. They enrich the curriculum with current research insights, international connections and active professional relationships, aiming to support students in becoming contributors within their respective communities. This approach fosters a culture that embraces Environmental, Social, and Governance (ESG) values, promoting ethical and responsible leadership among our students.

Through these initiatives, REU fosters a dynamic academic environment where academic staff are empowered to excel in their roles as educators and researchers. By prioritising recruitment based on teaching excellence, research capability, and practical professional

experience, while also supporting ongoing professional development and encouraging scholarly engagement, REU ensures that its academic staff are well prepared to uphold the university's commitment to academic excellence and student centred learning. This approach not only fosters a vibrant academic environment but also contributes to the advancement of knowledge and the cultivation of students as active contributors within their respective communities and as responsible global citizens.

Part 4: Concerns, and other matters

4.1 Concerns about quality or standards

A concern about quality or standards is defined as a serious and/or systemic issue about how REU is managing its academic standards or the quality of the learning opportunities provided. It may also relate to the nature of the information we publish about our academic provision.

When individuals or organisations raise concerns, they are encouraged to contact REU directly for discussion. An impartial party, not involved in the issue, will oversee these discussions. REU aims to understand the nature and seriousness of the concern, assess the evidence provided, and resolve issues informally where possible. If necessary, an independent third party will oversee further investigation. Should concerns persist after investigation, REU will notify the relevant authority for review.

In broad terms if a concern is linked to a single mistake or occurrence of poor or less than acceptable practice it is likely to be classed as a complaint.

4.2 Student Complaints

A student complaint is defined under the Good Practice Framework³ in the UK as

³ <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/>

“an expression of dissatisfaction by one or more students about something a provider has done or not done, or about the standard of service provided by or on behalf of the provider”

Concern or dissatisfaction about an academic decision is normally treated as an academic appeal and dealt with under the separate academic appeals process.

All the details about our complaints procedure are on the REU website.

The process has three stages:

1. informal resolution in the first instance at a local level;
2. where this does not resolve the matter to the satisfaction of the complainant, it moves to the formal stage and is independently investigated;
3. if the complainant remains dissatisfied, they can request a review of the decision

REU seeks to listen carefully to all expressions of dissatisfaction or complaints, and views each as an opportunity to learn and improve. Annual reviews of all complaints culminate in a report submitted to the relevant committee. REU is committed to conducting all processes with fairness, impartiality, and timeliness.

The student complaints procedure is primarily for enrolled students. REU allows both applicants and recent graduates to make complaints under the procedure i.e. REU does not operate separate process nor preclude an applicant or graduate because they are not an enrolled student.

Part 5: Revision and Review of Academic Regulations, Policies and Procedures

5.1 Routine review and revision

All academic regulations, policies and procedures are kept under active and regular review. The University's academic and administrative staff, including faculty members, department heads, and relevant committees, draw and reflect on the experience of delivery, sources of feedback, performance data and seeks to learn from effective practice from other HEIs in maintaining a set of optimum regulations, policies and procedures.

Proposed amendments are considered by the relevant committee (according to the scheme of delegation and committee terms of reference) and, depending on their nature either reported to Senate for information or submitted to Senate for approval.

5.2 Formal periodic review

The University's academic regulations and policies are subject to major review every six years.

5.3 Changes and exceptional circumstances

REU reserves the right to amend or withdraw regulations and underlying instruments and to introduce new regulations and instruments. Any such changes must be properly set before Senate, considered and formally approved by it. Any such changes should not come into effect until the subsequent academic year. Students should be consulted before any such changes are made.

In exceptional circumstances⁴ changes to Academic Regulations may be made in-year following consultation with students using established communication channels. University will inform students in writing at least 10 days before any such changes come into effect.

In exceptional circumstances, it may be necessary to suspend elements of the Academic Regulations temporarily for one or more students. Requests for suspensions must be made

⁴ The Covid-19 pandemic is an example of an exceptional circumstance.

case-by-case to Senate. Following any such instance a record is kept of the circumstances and decision (this record acts as case law and may be used as a precedent).

5.4 Interpretation and additional matters

Should any matters arise where it is found that the Academic Regulations or Policies require to be interpreted, or are silent, the matter will be referred to Senate which will make a decision. In the

event that the decision of Senate is challenged, the decision will be escalated to the University Council, whose decision will be final. Following any such instance, the

regulations or policy will be amended as required and a record kept of the decision/precedent.

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