A. PSRBs

1. Annual Review

1.1. At its first meeting during the Autumn Term the University Education Board and Graduate School Board will receive a register of Schools with PSRB accreditation including dates of previous and next engagement and the nature of the engagement (e.g. accreditation event, paper-based recognition exercise, mid-cycle follow up visit etc).

1.2. Schools are asked to signal significant issues raised by PSRBs through the annual monitoring process as described in Annex E of the University Codes of Practice for the Quality Assurance of Taught and Research Programmes.

2. Periodic Review

PSRB reports and School responses are reviewed as part of the six-yearly cycle of periodic review (Annex F of the Codes of Practice for the Quality Assurance of Taught and Research Programmes).

3. Prior to PSRB engagement

When considering engaging with a PSRB, the School should discuss the proposed engagement with the Quality Assurance Office.

The objectives of this early discussion are:

3.1. To aid the School in its preparations for the PSRB engagement.

3.2. To provide assurance to the University that the School is aware of the requirements of the PSRB and is in a position to satisfy them.

3.3. To ensure that the University is aware of any potential problems related to the PSRB engagement and able to identify appropriate solutions.

The discussion should focus on the following:

1. PSRB criteria;
2. Timetable for the engagement (submission of documentation to the PSRB, visit dates, PSRB feedback and report date etc.);
3. Outcome of any previous engagements (e.g. previous report, recommendations etc.);
4. Identification of areas of good practice.

The Quality Assurance Office will provide assistance in completing the form.

4. Depending on the outcome of the initial discussion with the School about the PSRB engagement, more meetings between the School, the QA Office and the Faculties Support Office (if considered appropriate) may be scheduled to assist the School in its preparations (e.g. preparation of the documentation, support on the day of the PSRB visit etc.).
5. **Post PSRB engagement**

5.1 On receipt of a PSRB accreditation report, the School should forward a copy of the report to the relevant Faculty Education Committee (FEC) for its consideration. Where the PSRB report includes conditions and/or recommendations to the School in order to gain or retain accreditation, the School should also forward its draft response to the FEC for consideration. This should include a note of any particular areas of good practice for wider dissemination within the University.

5.2 The Faculty Education Committee will consider both the accreditation report and response and confirm that the draft response is satisfactory before it is submitted to the PSRB. The FEC will submit the report and response, plus any comments that the FEC wishes to raise, to the Education Board and/or Graduate School Board via the Faculty Report.

5.3 The Faculty will monitor the fulfilment of any conditions/recommendations made to the School by the PSRB and will report on these to the Education Board and/or Graduate School Board via the Faculty Report.

6. A list of PSRB accreditations held by the University of Kent (including dates of the accreditation) will be published on the website of the Quality Assurance Office. PSRB reports and School responses to reports will be held by the QA Office so that there is a central repository of all the University's PSRB engagements.

7. The School should inform the Student Records and Examination Office (SREO) of the accreditation so that the SREO may attach the accreditation to the appropriate programme(s) of study.

8. The University shall be responsible for ensuring that students are informed of the PSRB recognition status of the programme or award on which they are registered.

**Note:** Schools should bear in mind that PSRB accreditation, approval or recognition of programmes or awards may on some occasions be limited to particular modes or locations of delivery (as noted under Indicator 12 of Chapter B10 of the QAA UK Quality Code for Higher Education). If, following accreditation of a particular programme of study, the School wishes to extend its provision of the programme of study to different modes of study, locations or through collaborative arrangements, it should contact the relevant PSRB for advice on whether its accreditation will cover this extended provision.

B. **QAA Subject Benchmark Statements**

9. Subject Benchmark Statements\(^1\) are published by the Quality Assurance Agency (QAA) and are part of the Quality Code Part A: Setting and maintaining academic standards.

10. Subject Benchmark Statements set out expectations about the standards and characteristics of degrees in a range of disciplines. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.

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11. There may be Subject Benchmark Statements for degrees at undergraduate level, postgraduate level or both.

12. Programme Development and Approval

12.1 The University recognises the importance of the Subject Benchmark Statements in defining its programmes of study.

12.2 New or revised programmes of study must be designed with reference to the applicable Subject Benchmark Statement(s), where such exist. In particular, the programme learning outcomes must be mapped to the Benchmark Statement to demonstrate how the Statement has been addressed. (Refer to the programme specification template for mapping guidance.)

12.3 Where the programme of study is at postgraduate level, but there is no postgraduate level Subject Benchmark Statement, there is no requirement to use the equivalent undergraduate level Statement, however, it may help the development of the programme specification to do so. If an undergraduate level Statement is used in the production of a postgraduate programme specification, an appropriate statement is to be included in the programme specification. (Refer to the programme specification template for guidance.)

13. New and Revised QAA Benchmark Statements

13.1 The QAA periodically publishes new or revised Subject Benchmark Statements. The relevant School(s) will be advised of the publication of the new or revised Statement by the Quality Assurance Office or Faculties Support Office.

13.2 Upon being advised of the publication of a new or revised Benchmark Statement, the School Director of Education (DoE) will circulate the Statement to the relevant School academic staff with a requirement that all current programmes of study affected by the Benchmark Statement are reviewed for possible updating or revising. Where programmes are identified as requiring revision they will be submitted for re-approval, as appropriate, as per the requirements of Annex C²: Approval and Withdrawal of Taught Programmes of the Code of Practice for Taught Programmes of Study.

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² See [http://www.kent.ac.uk/teaching/qa/codes/taught/annexc.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexc.html)