

Christ Theological College

Quality Assurance Policy

Document Control

Version 1.0

Date approved: July 2026

Approved By: CTC Senior Leadership Team

Policy Owner: Academic Dean

Review Cycle: Bi-Annual

Next Review: July 2028

Applicable programmes: CTC Microcredentials (Level 4/5)

1. Introduction

Christ Theological College (CTC) is committed to ensuring the highest standards in academic quality and student experience. This is CTC's first Quality Assurance (QA) Policy for its microcredentials provision, developed as part of CTC's microcredentials partnership with Union School of Theology (UST). It describes the internal quality assurance (IQA) system CTC is establishing to design, deliver, monitor and improve its microcredentials.¹ CTC's provision is quality-assured under UST's accreditation as an ECTE Micro-credential Provider, and this policy is written to align with the European standards that govern that provision. It follows the ADRI² quality cycle: CTC documents its **Approach** (informed by its mission and by recognised higher education benchmarks), **Deploys** delivery according to its policies, **Reviews** evidence from across its provision, and makes **Improvements** on the basis of that evidence. As a new and developing provider, CTC's aim is to build this cycle deliberately and to strengthen it as its provision matures.

This policy is informed by the UK Quality Code for Higher Education,³ the QAA Characteristics Statement on Micro-credentials, and the QAA Subject Benchmark Statement for Theology and Religious Studies.⁴ Because CTC's microcredentials are European-standard provision, level and learning-outcome references use the QF-EHEA / EQF descriptors rather than the FHEQ. CTC is not registered with the Office for Students (OfS) and does not fall within the TEF; where this policy refers to UK frameworks, it does so to benchmark good practice, not to assert regulatory status.

2. Purpose, Definition and Aims

¹ ECTE, Micro-credential Providers: Standards and Guidelines for Accreditation (Nov 2025), MCP 1 - Policies for quality assurance.

² Quality Assurance Office, *ADRI Framework for analysing quality and assessing efficiency of performance*, Sultan Qaboos University, Chrome extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.squ.edu.om/Portals/43/ADRI%20Workshop%20English%20(1).pdf?ver=3WbpUkAfXkibLUFynrtxWQ%3D%3D; ADRI, Wikipedia <https://en.wikipedia.org/wiki/ADRI>

³ QAA, Characteristics Statement: Micro-credentials (2022).

⁴ Quality Assurance Agency for Higher Education (QAA), *Subject Benchmark Statement: Theology and Religious Studies* (Gloucester: QAA, March 2022), <https://www.qaa.ac.uk/docs/qaa/sbs/sbs-theology-and-religious-studies-22.pdf>

Christ Theological College is committed to ensuring that students have a high-quality learning experience. The Quality Assurance Policy documents the college's strategic approach to providing quality education, with a particular emphasis on the arrangements for improving the student learning experience.⁵ CTC recognises that an approach which is reflective and tailored to enhance the learning experience of our students is needed in order to adapt to the ever-changing nature of the student population, the context of higher education, and the wider social, economic, political and technological context.⁶

The quality assurance work of the SEC, ARCC, ATRACC and QAC is reviewed bi-annually by the Academic Committee. Each of the tools used to review any particular aspect of CTC's operations are designed by teams and will be reviewed by a particular committee. The QAC guides and oversees these activities, providing support as needed.

3. Values and Principles

The following core values and principles underpin the college's strategic priority to continually enhance the quality of teaching, learning and assessment.

The quality assurance and enhancement processes of Christ Theological College (CTC) are founded upon the College's commitment to providing Christ-centred, intercultural theological education that equips Christians for mission and ministry through academic excellence, spiritual formation and ministerial practice. The College's approach to quality assurance reflects its core institutional values of a Christ-centred educational ethos, cultural diversity and inclusivity, commitment to non-discrimination, and freedom of thought and expression. These values shape the design, delivery, assessment and continuous enhancement of all programmes,

⁵ Quality Enhancement Review (QER) Handbook Wales (Oct 2017), Introduction.4, Section 1.20.

⁶ QER Handbook Wales, Section 1.25.

including microcredentials, ensuring that they meet the expectations of students, partner institutions and relevant external quality frameworks.⁷

In pursuing continuous quality enhancement, the College is guided by the following principles:

a. Christ-centred Excellence

CTC is committed to maintaining high academic standards while fostering Christian discipleship, spiritual formation and ministerial competence. The College seeks to provide learning experiences that enable students to achieve their academic potential while preparing them for faithful and effective service within the Church and wider society.

b. Inclusion and Belonging

The College seeks to cultivate an accessible, welcoming and intercultural learning community in which every individual is valued, respected and able to participate fully, regardless of gender, ethnicity, age, disability, denominational background or mode of study. CTC is committed to promoting equality of opportunity and ensuring that its educational provision reflects the diversity of the global Church.

c. Student Partnership and Support

CTC recognises that high-quality education is achieved through collaborative partnership between students, academic staff and professional services. The College is committed to providing appropriate academic, pastoral and spiritual support while actively seeking and responding to student feedback to enhance the learning experience.

d. Ministerial Formation and Mission

Quality Assurance at CTC extends beyond academic achievement to encompass the holistic formation of students for Christian mission and ministry. Teaching, learning

⁷ Christ Theological College, "Values," Christ Theological College, accessed 27 July 2026, <https://www.ctcollege.org/values/>

and assessment are designed to integrate theological knowledge with reflective practice, vocational development and faithful service within diverse ministry contexts.

e. Continuous Improvement and Reflective Practice

The College is committed to the regular evaluation and enhancement of its academic provision through systematic monitoring, review and reflection. Policies, procedures and programme delivery will continue to be informed by student and stakeholder feedbacks, sector best practice and relevant national quality frameworks, including the UK Quality Code for Higher Education and the QAA Subject Benchmark Statement for Theology and Religious Studies.⁸ Through this process, CTC seeks to ensure that its programmes remain academically rigorous, professionally relevant and responsive to the changing needs of students, churches and the wider community.

4. Specific Areas of Enhancement

4.1 Student learning and experience feedback

CTC seeks to listen to the student voice and act on it. In its first cycle of delivery, CTC will gather formal feedback through module feedback and an end-of-microcredential student survey and informal feedback through tutors and mentors, who can raise issues with. The schedule for collecting and responding to feedback is set out in Appendix 1.⁹

Clear procedures for student complaints and appeals are available to students and are published in the relevant policies.¹⁰

⁸ Quality Assurance Agency for Higher Education (QAA), *Subject Benchmark Statement: Theology and Religious Studies* (Gloucester: QAA, March 2022), <https://www.qaa.ac.uk/docs/qaa/sbs/sbs-theology-and-religious-studies-22.pdf>

⁹ See CTC Student Engagement & Feedback Strategy

¹⁰ See CTC Student Complaints Policy and CTC Student Academic Appeals Policy.

As CTC's provision grows, it intends to develop student representation in its review processes; at present, given the scale of provision, student input is gathered through the feedback mechanisms above rather than through formal committee membership.

4.2 Teaching, learning and assessment

CTC's approach to teaching and assessment is set out in full in its Teaching & Learning Policy. Assessment is designed to allow students to demonstrate the intended learning outcomes, with transparent marking criteria aligned to the QF-EHEA / EQF level descriptors appropriate to each microcredential.

The comparability of assessment standards is assured through internal moderation and through the external oversight provided by the Union School of Theology (UST) partnership under its ECTE accreditation. CTC does not operate the independent external-examiner system used by large degree-awarding institutions; standards are assured through UST moderation with ECTE alignment. Teaching quality is supported through peer review of teaching.¹¹

4.3 Learning resources and digital infrastructure

As an online-first provider, CTC's learning environment is primarily digital. The adequacy and accessibility of learning resources and platforms are kept under review, as set out in CTC's resources policy.¹²

4.4 Staff development

CTC supports the development of its teaching staff at a level appropriate to the scale of its provision.¹³ In its first cycle this includes induction to CTC's teaching expectations and policies, peer review of teaching, and access to relevant professional development.

¹¹ CTC Peer Review of Teaching Policy.

¹² See CTC Learning Resources and Digital Infrastructure policy.

¹³ ECTE, "Micro-credential Providers: Standards and Guidelines (Nov 2025), MCP 5-Educational staff," <https://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ecte.eu/wp-content/uploads/2023/12/Micro-credential-Providers-Standards-and-Guidelines.pdf>

CTC does not currently operate an academic journal or a formal fellowship scheme. As its provision matures it will keep staff-development needs under review and will report on staff-development activity annually within its Annual Quality Monitoring Report.

4.5 External quality assurance and partnership

CTC's principal source of external quality assurance is its microcredentials partnership with Union School of Theology (UST). Through this partnership, CTC's provision is quality-assured under UST's accreditation as an ECTE Microcredential Provider.¹⁴ CTC submits to UST and responds to UST's recommendations through its Academic Enhancement Plan. As part of an ECTE-accredited provider's activity, CTC's provision falls within ECTE's five-year cyclical external review and its annual reporting expectations.¹⁵

CTC is not registered with the Office for Students (OfS) and does not undergo the external audits associated with registered UK providers; its external assurance is provided through the UST/ECTE route described above.

4.6 Governance and oversight

Oversight of academic quality at CTC will be exercised by the Academic Dean and the Principal, supported by the academic committee, reporting to wider Senior Leadership team (SLT). As CTC's provision and governance mature, CTC will keep the effectiveness of its oversight arrangements under review.

4.7 Information management, data protection and records

Quality-assurance records like module feedback, review reports, UST/partnership reports, and monitoring reports will be held in CTC's Microsoft SharePoint with

¹⁴ ECTE, "Micro-credential Providers: Standards and Guidelines (Nov 2025), MCP 5-Cyclical external quality assurance," [12 chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ecte.eu/wp-content/uploads/2023/12/Micro-credential-Providers-Standards-and-Guidelines.pdf](https://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ecte.eu/wp-content/uploads/2023/12/Micro-credential-Providers-Standards-and-Guidelines.pdf)

¹⁵ See CTC-UST Memorandum of Understanding.

access restricted to named academic roles and retained in line with CTC's Data Protection and Records Retention arrangements.¹⁶

Where CTC introduces a new system for example a virtual learning environment or text-matching software a data protection impact assessment will be carried out before adoption.

5. Communication and Quality Enhancement

CTC will make the outcomes of its review processes visible to students, so that they can see how their feedback has been acted on, for example through a “you said/we did” summary shared on CTC's learning platforms. As provision grows, this communication will be developed further.

6. Reporting Timelines and Review

- **Annual Quality Monitoring Report.** Produced each year in July, drawing together programme performance, student feedback and review findings. It is considered by CTC's academic committee, reported to the Principal and wider Senior Leadership team, and shared with UST as part of partnership reporting.
- **Internal review of microcredentials.** Conducted at the end of each delivery, reflecting ECTE's expectation that microcredential monitoring is more agile and frequent than review of full programmes.¹⁷
- **External review.** ECTE five-year cyclical review, with annual progress reporting via UST.
- **Policy review.** This policy is reviewed every two years, or sooner if the partnership or standards change. Next review: July 2028

¹⁶ Data held in line with UK GDPR. See CTC Data Protection Policy.

¹⁷ ECTE, “Micro-credential Providers: Standards and Guidelines (Nov 2025), MCP 9-Ongoing monitoring and periodic review,” [12 chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ecte.eu/wp-content/uploads/2023/12/Micro-credential-Providers-Standards-and-Guidelines.pdf](https://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ecte.eu/wp-content/uploads/2023/12/Micro-credential-Providers-Standards-and-Guidelines.pdf)

Version Control

Version	Author	Date	Reason for change	EIA check	Approval Date
1.0	Naar Mfundisi-Holloway	July 2026	First Quality Assurance Policy for CTC microcredentials, developed for the UST/ECTE partnership	Yes	July 2026

Appendix 1: Annual Monitoring Template for the QA Policy Template

Christ Theological College Annual Quality Monitoring Report

Academic Year:
Programme: Microcredentials (Level 4/5)
Programme Lead:
Date Submitted

1. Programme Overview

Provide a short summary of the programme during the academic year.
Include:

- modules delivered
- student numbers
- mode of delivery
- significant changes during the year.

2. Student Performance

Summarise student achievement

Indicator	Data
Number of students enrolled	
Completion rate	
Pass rate	
Distinction/Merit/Pass	
Withdrawals	

Commentary:

- Any patterns or concerns
- Comparison with previous year if available.

3. Student Feedback

Summarise key findings from:

- module feedback surveys
- end-of-programme surveys
- student representative meetings.

Theme	Feedback Summary	Action Required
Teaching quality		
Learning resources		
Workload		
Student support		

4. Union School of Theology (UST) Feedback

Summarise feedback from the Union School of Theology (UST).

Include:

- academic standards
- assessment design
- marking consistency
- recommendations.
- action Taken
- responsible Person

5. Teaching and learning Review

Reflect on teaching effectiveness.

Consider:

- peer observation outcomes
- staff reflections
- innovation in teaching
- areas for improvement.

6. Learning Resources and Digital Infrastructure

Evaluate the adequacy of:

- learning materials
- digital engagement tools
- library resources.

7. Student Support and Engagement

Evaluate:

- induction effectiveness
- academic skills support
- student participation
- pastoral support.

8. Risk Identification

Identify any risks to programme quality.

Examples:

- staff capacity
- assessment overload
- technology limitations.

Risk Impact Mitigation

9. Enhancement Plan

List actions to improve the programme in the next academic year.

- Improvement Action
- Responsible
- Timeline

10. Evidence Sources

Evidence used to produce this report may include:

- student feedback reports
- assessment statistics
- peer observation records
- external examiner reports
- programme committee minutes.

11. Approval

Programme Lead:

Signature:

Date:

Academic Dean:

Signature:

Date:

Appendix 2: Student Feedback: Annual Cycle

Tool	Timing	Focus	Responsibility	Analysed/responded to by
Module feedback	End of each microcredential	Teaching, materials, assessment, feedback	Module leader	Academic committee
Student survey	Annual	Overall student experience, induction, support	Admissions/Registry	Academic committee
Informal feedback	ongoing	Any issues arising	Tutors / mentors	Academic committee