

Quality and Standards Review for Providers Applying to Register with the Office for Students

British Academy of Jewellery Limited

Review Report

October 2019



Working as the Designated Quality Body for England

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Summary of findings and reasons

Ref	Core practice	Outcome	Confidence	Summary of reasons
S1	The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks.	Met	High	<p>From the evidence seen, the review team considers that the standards set for the Academy's courses are in line with the sector-recognised standards defined in paragraph 342 of the OfS regulatory framework. The review team also considered that standards described in the approved programme documentation of the SQA for its Diploma and the University for its BA (Hons) are set at levels that are consistent with these sector-recognised standards and the Academy's academic regulations and policies should ensure that standards are maintained appropriately.</p> <p>The review team considers that the standards that will be achieved by the Academy's students are expected to be in line with the sector-recognised standards defined in paragraph 342 of the OfS regulatory framework. Based on this information the review team also considers that the Academy's academic regulations and policies should ensure that these standards can be maintained. The review team considers that staff fully understand the Academy's approach to maintaining these standards and that the evidence seen demonstrates they are committed to implementing this approach. Therefore, based on their scrutiny of the evidence provided, the review team concludes that this Core practice is met.</p>

S2	The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	Met	High	<p>The review team determined that, while the SQA Diploma is a pass/fail, students are encouraged to perform beyond threshold standards and that the standards set for students are reasonably comparable with those set by other UK providers. The review team considered that the standards described in the approved programme documentation and in the Academy's academic regulations and policies should ensure that such standards are maintained appropriately. In addition, the external examiner report confirms that standards are comparable to those of other providers.</p> <p>In relation to the proposed Kingston University BA (Hons) provision, the review team, based on the evidence presented, determined that the standards set for students to achieve beyond the threshold on the Academy's courses are reasonably comparable with those set by other UK providers. The review team considered that the standards described in the approved programme documentation and in the Academy's academic regulations and policies should ensure that such standards are maintained appropriately.</p> <p>The review team determined that the standards that will be achieved by the Academy's students beyond the threshold are expected to be reasonably comparable with those achieved in other UK providers. The team considered that the Academy's academic regulations and policies should ensure that standards beyond the threshold are maintained. Based on the detailed scrutiny of the evidence, the review team considered that staff at the Academy fully understand the Academy's approach to maintaining such standards and have opportunities for engagement with peers and external experts in teaching and assessment activities. The review team</p>
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				<p>considers the Academy's plans for maintaining comparable standards appropriate, well documented and understood by staff members.</p> <p>Therefore, the review team concludes that students should have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers and that this Core practice is met.</p>
S3	Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	Met	High	<p>The review team concludes that where the Academy works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of awards are credible and secure irrespective of where or how courses are delivered or who delivers them. This is because the University and SQA have ultimate responsibility for standards which they protect by working collaboratively with the Academy. Robust and credible plans to secure standards are supported through relevant regulations and systematic oversight. The committee structure provides a framework and structure for collaborative work as the University is represented on key committees that report to relevant bodies of the University and the Academy. This supportive and collaborative relationship and oversight by the University also ensures that staff are aware of their responsibilities to maintain standards. The review team concludes, therefore, that this Core practice is met.</p>

S4	The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	Met	High	The review team concludes that the Academy uses external expertise, assessment and classification processes that are reliable, fair and transparent. This is because the University's regulations require the use of external expertise in the maintenance of standards which is reflected in their validation, assessment and external examining processes. This is also reflected in the Academy's policy on the use of external expertise in securing standards. Staff demonstrated their understanding of the importance of using external expertise, especially as they work closely with industry experts at various levels. Students confirmed that the assessment criteria are clearly set out and made available to them through course documentation, the VLE and briefings in class and that they are reliable, fair and transparent. Diploma students do not receive a classified award. However, existing processes and support from the University will ensure that BA (Hons) students will be aware of the classification of their awards. The external examiner report for the Diploma course confirmed that assessment is reliable, fair and transparent. The review team concludes that this Core practice is met.
Q1	The provider has a reliable, fair and inclusive admissions system.	Met	High	The review team concludes that the Academy has a reliable, fair and inclusive admissions system. This is because the system is underpinned by policies and procedures for recruitment, selection and admission of students which are fit for purpose and ensure that admissions decisions are fair and inclusive. The Academy's approach to admissions is consistent and robust, and admissions records demonstrate that it operates according to its policies and procedures. Admissions requirements set out in course documentation are consistent with the Academy's

				admissions policies. Staff involved in the admission process understand their roles and are appropriately skilled and trained. Information for applicants is transparent, accessible and fit for purpose. Students were satisfied with the admissions process, which they found reliable, fair, inclusive, and supportive, and with the accuracy and helpfulness of information provided to them. Admissions records demonstrate that the Academy's policies are implemented in practice; any deviations relate to minor omissions or oversights which do not harm the integrity of the procedure or the interests of applicants. The review team concludes that this Core practice is met.
Q2	The provider designs and/or delivers high-quality courses.	Met	High	The review team concludes that the Academy designs and delivers high-quality courses. Staff have a well-developed understanding of the requirements to design and deliver high-quality courses that involves input from stakeholders including industry experts and students, and support from the University and are able to articulate what high quality means. Students regard their courses as being of high quality and consider that their courses are similar to courses offered by other providers and are assured of their marketability. Observations of teaching and learning demonstrate clarity of objectives, good planning and organisation, a sound method of approach, good delivery, appropriate content, effective use of resources and student engagement. Student feedback and meetings with staff confirmed that courses are of high quality as reflected in third party endorsements. The review team concludes that this Core practice is met.

Q3	The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.	Met	High	The review team concludes that the Academy has sufficient, appropriately qualified and skilled staff to deliver a high-quality academic experience. This is because the Academy has regulations and policies for the recruitment, appointment, and support of staff that provide for a sufficient number of appropriately qualified and skilled staff. Staff met by the team confirmed that they have been recruited, appointed, inducted and supported according to the Academy's regulations and policies. The Academy has robust and credible plans for the recruitment, appointment, and support of sufficiently qualified and skilled staff for the new programme and is committed to the training and development of academic and support staff. The staffing structure is appropriate, and students tend to agree that there are sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience. Students confirmed, in particular, the willingness of staff to respond to any requests for further support and the guided learning open access workshops outside of normal teaching time. The observation of teaching and learning indicates that teaching staff are appropriately qualified and skilled to deliver a high-quality learning experience. The review team concludes that this Core practice is met.
Q4	The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.	Met	High	The Academy has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. This is because the Academy's strategies and approaches for the development of facilities, learning resources and student support services are closely linked to the delivery of successful academic and professional outcomes for students. Plans for the development of different premises and investment in equipment and learning resources and student support services are

				credible and realistic. Staff understand their roles and responsibilities for student support. Students reported that the equipment is sufficient, appropriate and facilitates a high-quality academic experience. An assessment of the facilities confirmed that the provider has sufficient and appropriate learning resources and student support services to deliver a high-quality educational experience. The review team concludes that this Core practice is met.
Q5	The provider actively engages students, individually and collectively, in the quality of their educational experience.	Met	High	The Academy actively engages students, individually and collectively, in the quality of their educational experience. The Academy has a clear and effective approach to engaging students, individually and collectively, in the quality of their educational experience in a number of ways, including the representative system and other feedback mechanisms including through student surveys and the personal tutor system. Students confirmed that they feel engaged in the quality of their educational experience. There are a number of examples provided by the Academy, the external examiner and students, of changes and improvements being made to the student learning experience as a result of student engagement. The review team concludes that this Core practice is met.
Q6	The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.	Met	High	The Academy has fair and transparent procedures for handling complaints and appeals which are accessible to all students. The Academy has in place procedures for handling complaints that are definitive, fair, transparent and accessible to students. The one complaint reviewed by the team had been dealt with according to the Academy's procedures with no deviations from those procedures. Students did not raise any concerns about the fairness, transparency or

				<p>accessibility of the procedures. In meetings held with the review team, the students were able to explain where they could find details of these procedures and what they would do if they had a complaint. The plans to develop fair, transparent and accessible complaints procedures for the BA (Hons) Jewellery Design and Production are robust and credible. The review team concludes that this Core practice is met.</p>
Q8	<p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.</p>	Met	High	<p>Where the Academy works in partnership with other organisations it has in place effective arrangements to ensure that the academic experience is high quality irrespective of where or how the courses are delivered or who delivers them. Based on the evidence, the review team concludes that there are effective arrangements between the Academy and the University to ensure that the academic experience is of high quality. This is because there are clear and comprehensive regulations and agreements for the management of the partnerships. These include support and training for staff, approval of staff appointments and responsibility for the external examiner process. The staff from both the Academy and the University understand their respective responsibilities for quality. The committee structure provides a framework and structure for collaborative work and the University is represented on key committees that report to both bodies. This supportive and collaborative relationship and oversight ensures the quality of academic experience of the students. The review team concludes that this Core practice is met.</p>

Q9	The provider supports all students to achieve successful academic and professional outcomes.	Met	High	<p>The Academy supports all students to achieve successful academic and professional outcomes. This is because the Academy has policies and approaches to facilitate successful professional and academic outcomes. The Academy's plans to achieve successful academic and professional outcomes are comprehensive, robust and credible. Staff understand their role in supporting students and showed commitment to supporting student achievement. Students agree that they are well supported to achieve successful academic and professional outcomes through the tutorial system and external engagement activities. Assessed student work demonstrates that students are given comprehensive, helpful and timely verbal and written feedback. The review team concludes that this Core practice is met.</p>
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About this report

This is a report detailing the outcomes of the Quality and Standards Review for providers applying to register with the Office for Students (OfS), conducted by QAA in October 2019 for British Academy of Jewellery Limited.

A Quality and Standards Review (QSR) is a method of review QAA uses to provide the OfS with evidence about whether new providers applying to be on the OfS Register meet the Core practices of the UK Quality Code for Higher Education (the Quality Code), based on evidence reviewed by expert assessors. This report is structured to outline the review team's decisions about the provider's ability to meet the Core practices through detailing the key pieces of evidence scrutinised and linking that evidence to the judgements made.

The team for this review was:

Name: Laila Halani
Institution: The Institute of Ismaili Studies
Role in review team: Institutional reviewer

Name: Catherine Fairhurst
Institution: University of Manchester
Role in review team: Subject reviewer, Creative Arts and Design - Fashion/Design

The QAA Officer for the review was Helen Kealy.

The size and composition of this review team is in line with published guidance and as such is comprised of experts with significant experience and expertise across the higher education sector. The team included members with experience of a similar provider to the institution, knowledge of the academic awards offered and included academics with expertise in subject areas relevant to the provider's provision. Collectively the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included at least one senior academic leader qualified to doctoral level. Details of team members were shared with the provider prior to the review to identify and resolve any possible conflicts of interest.

About British Academy of Jewellery Limited

British Academy of Jewellery Limited (the Academy) is an independent provider that specialises in jewellery education and training programmes. Located at two sites in London and one in Birmingham, the Academy currently delivers programmes at Level 2, 3 and 4 along with short courses in jewellery manufacture and design. The Academy delivers its Scottish Qualification Authority (SQA) qualifications in both its London campuses and in Birmingham. The Academy's SQA Level 4 Diploma in Jewellery Design and Manufacturing is delivered from its Holborn campus. The programme was first introduced in 2017-18 at Level 3 with students progressing to Level 4 in 2018-19. Each level is designed to deliver an exit award and although students completed Level 4 in 2018-19 no students progressed to Level 5.

In February 2018, the Academy was approved as a collaborative partner of Kingston University. In July 2018, the University validated a BA (Hons) Jewellery Design and Production to be delivered by the Academy at a new campus based at Central Saint Martins in London. The first cohort is due to start in September 2020.

The Academy's further and higher education governance structure is headed up by a Board of Directors that meets on a termly basis. The Directors are supported by an Academic Board that reports to the Senior Management Team.

Apart from the proposed BA (Hons) Jewellery Design and Production programme, the only higher education programme offered by the Academy at the time of the review is the Level 4 Diploma in Jewellery Design and Manufacturing, which was developed in collaboration with, and subsequently accredited by, the SQA. Currently 39 students are enrolled on to the programme.

How the review was conducted

The review was conducted according to the process set out in [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

When undertaking a QSR all 13 of the Core practices are considered by the review team. However, for this review it was clear that the provider does not offer a research degree programme. Therefore, the review team did not consider Q7 (where the provider offers research degrees, it delivers these in appropriate and supportive research environments).

To form their judgements about the provider's ability to meet the Core practices, the review team considered a range of evidence that was submitted prior to the review visit and evidence gathered at the review visit itself. To ensure that the review team focused on the principles embedded in the Core practices, and that the evidence they considered was assessed in a way that is clear and consistent with all other reviews, they used Annex 4 of the Guidance for Providers to construct this report and detail the key pieces of evidence seen. Annex 4 expects that review teams will sample certain types of key evidence using a combination of representative sampling, risk-based sampling and randomised sampling. In this review, the team sampled the following areas for evidence for the reasons given below:

- All 39 admission records of the 2018-19 cohort to assess whether reliable, fair and inclusive admissions decisions were made.
- Five staff CVs and 10 job descriptions in order to gain a full understanding of specific roles in the Academy and to assess whether staff are appropriately qualified and skilled to perform their roles effectively along with determining whether the roles are consistent with the delivery of a high-quality learning experience.
- Details of the one complaint the Academy reported from the past three years to test whether the Academy has fair and transparent procedures for handling complaints; the Academy reported that they had not received any appeals over the same period.
- The programme, module and learner handbooks to assess the information given to students on their programme and the academic and professional support available to them.
- An induction survey from the current cohort along with a mid and end-of-programme survey for the 2017-18 cohort in order to identify student views about student engagement in the quality of their educational experience.

- 12 pieces of assessed student work across different modules of the SQA Level 4 Diploma in Jewellery Design and Manufacturing to test whether the work reflects the relevant sector-recognised standards and that feedback given to students is comprehensive, helpful and timely.
- One external examiner report (relating to the SQA 2017-18 programme) to assess their views on sector-recognised and comparable standards and to confirm the effectiveness of the courses delivered in partnership in terms of delivering a high-quality course.
- The review team met with senior, academic and professional staff (including two representatives from Kingston University). The review team also met with 11 SQA Level 4 Jewellery Design and Manufacturing students, including two elected student representatives from the current Diploma cohort.
- The review team undertook a review of the resources and observed one class and a guided learning session.

Explanation of findings

S1 The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks

1 To meet this Core practice a provider must ensure that threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks. The threshold standards for its qualifications must be articulated clearly and must be met, or exceeded, through the delivery of the qualification and the assessment of students.

2 The sector-recognised standards that are used in relation to this Core practice are those that apply in England, as defined in paragraph 342 of the OfS regulatory framework. That is, those set out in Table 1, in paragraphs 4.10, 4.12, 4.15, 4.17, 4.18, in paragraphs 6.13-6.18 and in the Table in Annex C, in the version of [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) (FHEQ) published in October 2014. These sector-recognised standards represent the threshold academic standards for each level of the FHEQ and the minimum volumes of credit typically associated with qualifications at each level.

3 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

4 The review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a Kingston University Undergraduate Academic Regulations
- b British Academy of Jewellery Kingston University Institutional Agreement
- c Kingston University Mini guide to validation
- d Kingston University Validation Documentation
- e Kingston University Grade Criteria
- f British Academy of Jewellery Marking and Moderation Procedure
- g British Academy of Jewellery Internal Verification Policy
- h BA (Hons) Jewellery Design and Production Programme Specification
- i BA (Hons) Jewellery Design and Production Course Handbook
- j BA (Hons) Jewellery Design and Production Course Modules
- k SQA Qualification Approval Guide
- l SQA Level 4 Diploma Jewellery Design and Manufacturing Qualification Structure
- m SQA Level 4 Diploma Jewellery Design and Manufacturing Unit and Assessment Specifications
- n SQA Qualification Verification Visit Report
- o Kingston University/British Academy of Jewellery Liaison Document
- p Terms of Reference and Agenda for the Joint Executive Committee

q	Terms of Reference for the Programme and Module Assessment Boards
r	Terms of Reference and Agenda for the Board of Studies
s	The Academy's External Expertise Policy (draft)
t	British Academy of Jewellery Application for approval of an external examiner
u	BA (Hons) Jewellery Design and Production Curriculum Design Meeting
v	Assessed student work
w	Meeting with senior staff
x	Meeting with academic and professional staff.

5 Some of the key pieces of evidence, outlined in Annex 4, were not considered by the review team. These pieces of evidence and the reason why they were not considered during this review are outlined below:

6 Third party endorsements, as none are available for the provision on offer at the School.

How any samples of evidence were constructed

7 In this review, the review team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

8 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such, several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below.

9 The review team considered academic regulations, including Kingston University Undergraduate Academic Regulations, British Academy of Jewellery Kingston University Institutional Agreement, Kingston University Mini guide to validation, Kingston University Validation Documentation, Kingston University Grade Criteria, SQA Qualification Approval Guide, British Academy of Jewellery Marking and Moderation Procedure, British Academy of Jewellery Internal Verification Policy and approved course documentation for the BA (Hons) and SQA diploma including BA (Hons) Jewellery Design and Production Programme Specification, BA (Hons) Jewellery Design and Production Course Handbook, in order to identify the Academy's approach to course and assessment design, marking and moderation requirements for awards and approaches to classification as the underlying basis for the standards of awards.

10 The review team considered the Kingston University/British Academy of Jewellery Liaison Document, Kingston University Validation Documentation, the Academy's deliberative committee structure including Terms of Reference and Agenda for the Joint Executive Committee, Terms of Reference for the Programme and Module Assessment Boards and Terms of Reference and Agenda for the Board of Studies to interrogate the robustness and credibility of the Academy's plans for ensuring sector-recognised standards.

11 The review team reviewed the Kingston University Mini guide to validation, validation documentation, approved course documentation for the BA (Hons) which encompasses the BA (Hons) Jewellery Design and Production Programme Specification, BA (Hons) Jewellery Design and Production Course Modules and documentation for the SQA Level 4 Diploma including the SQA Level 4 Diploma Jewellery Design and Manufacturing Qualification Structure, SQA Level 4 Diploma Jewellery Design and

Manufacturing Unit and Assessment Specifications, along with the SQA external examiner report, in order to test that the sector-recognised standards are consistent with relevant national qualifications' frameworks and that credit and qualifications are awarded only where those sector-recognised standards are met.

12 The team reviewed the SQA Qualification Verification Visit Report to check that verifiers confirm sector-recognised standards are consistent with national frameworks and that credit and qualifications are awarded only where those standards have been met. In the absence of external examiner reports for the proposed BA (Hons), the team reviewed the Kingston University/British Academy of Jewellery Liaison Document that stipulates the requirement to appoint an external examiner, the Academy's External Expertise Policy (draft) and the British Academy of Jewellery Application for approval of an external examiner that went to Kingston University, and met with senior staff to determine whether plans to appoint an external examiner are credible.

13 The team reviewed assessed student work to test whether this work reflects the relevant sector-recognised standards for the Level 4 Diploma.

14 The team met with the senior staff and relevant university personnel, as well as academic and professional staff to test that staff understand and apply the Academy's approach to maintaining sector-recognised standards.

15 The review team did not consider third party endorsements such as Professional, Statutory and Regulatory Body (PSRB) reports as there were none available for the team to consider.

What the evidence shows

16 The review team's analysis of the evidence led to the following observations.

17 Kingston University regulations and guidance for course and assessment design, marking and moderation requirements for awards and approaches to classification as the underlying basis for the standards of awards are set out in Kingston University Undergraduate Academic Regulations, British Academy of Jewellery Kingston University Institutional Agreement, the Kingston University Mini Validation guide, and the validation documentation. The Academy follows the University's regulations in relation to course assessment, marking and moderation, feedback, requirements for awards, classification and grading criteria as set out in Kingston University's Grade Criteria, the BA (Hons) Jewellery Design and Production Programme Specification and BA (Hons) Jewellery Design and Production Course Handbook.

18 For the Diploma, SQA sets out regulations and requirements which include that, as an approved centre, the Academy has in place management and quality assurance systems to support the delivery, assessment and internal verification of SQA qualifications.

For the BA (Hons) Jewellery Design and Production programme marking criteria employed by the Academy includes use of Kingston University grade descriptors and is applied to assessment criteria developed through the validation process and detailed in the BA (Hons) Programme specification. Student work is to be internally moderated, that is a sample of mark work will be reassessed by another member of staff. The sample must include examples from each classification and represent a minimum of 10% of the cohort.

19 For the SQA Diploma, Subject Leaders and Internal Quality Assurance advisors (IQA) are responsible for designing the assessment strategies, and ensuring assignments give every learner an equal opportunity to produce reliable, valid, sufficient and authentic evidence. The IQA, who must be able to meet SQA's general requirements for competence

that include having relevant occupational experience and achieving a relevant assessor/verifier qualification, is responsible for checking that their designated tutor/s are adhering to the subject set assessments, which meet the learning outcomes. They also check the grading criteria against which the assessments are to be marked. In advance of a course commencing, the Head of Quality and Head of Programmes reviews all assessments to ensure they are fit for purpose. The IQA will observe the assessor carrying out observational assessments, at least once for each assessor and cohort. Standardisation meetings are held to ensure the assessment requirements are interpreted accurately and that all assessors are making comparable and consistent award decisions. The review team considered that the Academy has clear and comprehensive academic regulations and frameworks to support the maintenance of academic standards at the sector-recognised level.

20 The Academy's plans for maintaining standards are encapsulated in the Kingston University/British Academy of Jewellery Liaison Document that sets out in detail the responsibilities of both parties. These plans are also set out in the validation documentation and are executed through the deliberative committee structures including the Joint Executive Committee (chaired by the University), Programme and Module Assessment Boards (chaired by the University) and Board of Studies (chaired by the Academy) with representation from both institutions.

21 The Joint Executive Committee meets annually to review the operation of the partnership agreement while the Programme and Module Assessment Boards seek to ensure that there are common understandings as to the maintenance of sector-recognised standards across all cohorts. The Module Assessment Board is responsible for agreeing module grades and for the academic standards of modules, while the Programme Assessment Board is responsible for each individual student's programme of study and academic standards of courses and awards. The Board of Studies normally meet twice in an academic year and focus on learning teaching and assessment items, including considering key monitoring information, which includes external examiner(s) responses, monitoring adherence to assessment turnaround time, and recommendations made by internal subject reviews and course enhancement plans. The review team considers that the plans for maintaining sector-recognised standards are robust and credible.

22 For the BA (Hons) Jewellery Design and Production, the Academy follows the academic regulations of the University to support the maintenance of sector-recognised standards set by the University at the relevant sector-recognised level. The University oversaw a systematic and clearly articulated validation process that included a subject and industry expert as well as a student member on the validation panel. The validation report states that the BA (Hons) programme is in line with the requirements of the Framework for Higher Education Qualifications (FHEQ). The course documentation including the BA (Hons) Jewellery Design and Production Programme Specification, BA (Hons) Jewellery Design and Production Course Modules was approved through validation.

23 To ensure that sector-recognised standards for its SQA Level 4 Diploma Jewellery Design and Manufacturing Qualification are consistent with national qualifications' frameworks, the Academy follows SQA regulations. These are set out in the SQA Level 4 Diploma Jewellery Design and Manufacturing Qualification Structure and SQA Level 4 Diploma Jewellery Design and Manufacturing Unit and Assessment Specifications. In response to longstanding positive results of audits, the Academy has been awarded direct claim status by SQA whereby the Academy is able to claim certification without external verification activity with SQA, who visit annually to confirm the internal quality assurance process. In the SQA Qualification Verification Visit Report dated May 2019, the external examiner reports high confidence in the maintenance of standards for assessment and verification.

24 The Academy and University are in the process of appointing an external examiner. Evidence to support this is very clearly set out in the Liaison document. While it is the case that the University is responsible for the appointment and induction of the external examiner, the Academy is permitted to propose an appointment and submit a nomination for approval. In line with this process the Academy has nominated an external examiner and the proposal has been forwarded to the University for approval. The Academy's draft External Expertise Policy clearly articulates the requirement that external examiners pay attention to the requirements of the national qualifications' framework and comment on the application and maintenance of sector-recognised standards through internal marking practices and through rigorous assessment processes.

25 Assessed student work for the SQA Diploma confirms assessment is carried out in line with the Academy's course requirements. As this is a pass/fail course, there are no classifications for assessed work for the final award. All questions in the assessed student work have reference to the relevant intended learning outcomes and the assessed student work reviewed demonstrated that an award is made only when students achieve the relevant sector-recognised standards.

26 It was evident to the review team from the meeting with staff that all staff understand and apply the SQA's approach to maintaining standards. Courses are designed by staff who are working jewellers and industry professionals as well as teachers, as discussed under Q3. As part of the design process for the BA (Hons) Jewellery Design and Production, a curriculum design meeting was held with experts from Kingston University School of Art that has expertise which complements that of the Academy.

27 All staff are fully aware of their responsibilities towards the University and their understanding of higher education provision, particularly their understanding of the difference between levels and classification. As the University has ultimate responsibility for sector-recognised standards, it monitors these standards and guides faculty in terms of regulations and processes. To ensure that all teaching staff are fully aware of their responsibilities in maintaining standards, comprehensive staff development is provided by the University including academic development and staff teaching qualifications.

Conclusions

28 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

From the evidence seen, the review team considers that the standards set for the Academy's courses are in line with the sector-recognised standards defined in paragraph 342 of the OfS regulatory framework. The review team also considered that standards described in the approved programme documentation of the SQA for its Diploma and the University for its BA (Hons) are set at levels that are consistent with these sector-recognised standards and the Academy's academic regulations and policies should ensure that standards are maintained appropriately.

29 The review team considers that the standards that will be achieved by the Academy's students are expected to be in line with the sector-recognised standards defined in paragraph 342 of the OfS regulatory framework. Based on this information the review team also considers that the Academy's academic regulations and policies should ensure that these standards can be maintained. The review team considers that staff fully

understand the Academy's approach to maintaining these standards and that the evidence seen demonstrates they are committed to implementing this approach. Therefore, based on their scrutiny of the evidence provided, the review team concludes that this Core practice is met.

30 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

S2 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers

31 This Core practice expects that the provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

32 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

33 The review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a Kingston University Undergraduate Academic Regulations
- b Kingston University Mini guide to validation
- c Kingston University Validation Documentation
- d Kingston University Grade Criteria
- e British Academy of Jewellery Marking and Moderation Procedure
- f BA (Hons) Jewellery Design and Production Course Modules
- g BA (Hons) Jewellery Design and Production Programme Specification
- h BA (Hons) Jewellery Design and Production Course Handbook
- i SQA Level 4 Diploma Jewellery Design and Manufacturing Qualification Structure
- j SQA Level 4 Diploma Jewellery Design and Manufacturing Unit and Assessment Specifications
- k British Academy of Jewellery Internal Verification Policy
- l British Academy of Jewellery Quality Policy
- m Kingston University/British Academy of Jewellery Liaison Document
- n Terms of Reference and Agenda Joint Executive Committee
- o British Academy of Jewellery Kingston University Institutional Agreement
- p British Academy of Jewellery Application for approval of an external examiner
- q SQA Qualification Approval Guide
- r SQA Qualification Verification Visit Report
- s Assessed student work
- t Meeting with students
- u Meeting with senior staff
- v Meeting with academic and support staff.

34 Some of the key pieces of evidence, outlined in Annex 4, were not considered by the review team. These pieces of evidence and the reason why they were not considered during this review are outlined below:

35 Third party endorsements, as none are available for the provision on offer at the School.

How any samples of evidence were constructed

36 In this review, the review team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

37 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such, several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below.

38 The review team considered the University's undergraduate academic regulations: Kingston University Undergraduate Academic Regulations; Kingston University Validation Documentation; Kingston University Grade Criteria; British Academy of Jewellery Marking and Moderation Procedure; and the British Academy of Jewellery Internal Verification Policy, in order to identify the Academy's approach to course and assessment design, marking and moderation requirements for awards and approaches to classification as the underlying basis for the standards of awards.

39 The review team considered the approved course documentation for the BA: BA (Hons) Jewellery Design and Production Course Handbook; and BA (Hons) Jewellery Design and Production Course Modules, and for the SQA Diploma: SQA Level 4 Diploma Jewellery Design and Manufacturing Qualification Structure; SQA Level 4 Diploma Jewellery Design and Manufacturing Unit and Assessment Specifications, in order to test that specified standards beyond the sector-recognised standards for courses sampled are reasonably comparable with those achieved in other UK providers.

40 The review team considered British Academy of Jewellery Quality Policy to interrogate the robustness of the Academy's plans for maintaining comparable standards and considered the Liaison Document and reviewed the Academy's Terms of Reference and Agenda Joint Executive Committee in respect to the BA, and for the SQA Diploma, the British Academy of Jewellery Internal Verification Policy to ensure the plans for maintaining comparable standards are credible and evidence-based.

41 The review team learned from senior staff that the Academy has yet to appoint an external examiner to its BA (Hons) programme. To confirm that standards beyond the sector-recognised threshold are reasonably comparable with those achieved in other UK providers, and that credit and qualifications are only awarded where those standards have been met, the team reviewed the agreement between the two institutions set out in the Liaison Document and British Academy of Jewellery Kingston University Institutional Agreement, requiring the appointment of an external examiner. It also reviewed evidence of the application to appoint an external examiner and the external examiner's report for the SQA Diploma.

42 The team reviewed a sample of assessed student work from the Level 4 Diploma to test that marks and awards reflect sector-recognised standards and are reasonably comparable with those achieved in other UK providers.

43 The team met students to assess their understanding of what is required of them to

reach standards beyond sector-recognised standards for the SQA Diploma.

44 The team met with senior staff and academic and professional support staff involved in assessment to test that they understand and apply the Academy's approach to maintaining comparable standards.

What the evidence shows

45 The review team's analysis of the evidence led to the following observations.

46 In respect of the BA (Hons) Jewellery Design and Production programme the Academy follows the University's academic regulations and frameworks to ensure the maintenance of academic standards. Regulations and guidance are provided by the University as set out and evidenced in the validation guide and documentation, the BA (Hons) Jewellery Design and Production course development meeting note and validation process.

47 A Marking and Moderation Procedure has been agreed with Kingston University to ensure fairness and consistency in the Academy's approach to the marking and moderation of student work. Moderation forms will be made available to external examiners who will prepare their report with comments on the quality and comparability of standards of the provision.

48 The BA (Hons) Jewellery Design and Production Course Handbook signposts students to Kingston University Regulations for information on the grading criteria. These regulations clearly set out what students need to do to achieve beyond the sector-recognised level. Assessment criteria will be clearly described in assessment briefs and mapped appropriately to the module learning outcomes.

49 There is an established institutional approach to course and assessment design for the SQA Diploma whereby the Academy works collaboratively with the awarding organisation to design the course. SQA regulations regarding assessment requirements for the Diploma are set out in the Qualification Structure, and Unit and Assessment Specifications. These detail that evidence is required to demonstrate that students have achieved all outcomes and performance criteria before credit and qualifications are awarded.

50 For the Diploma, the Academy uses a staged internal verification process that involves ensuring all internal verifiers are qualified to undertake the role, selecting a sample and allocating assessments appropriately (which requires that a sample of each student's work is internally verified and all learning outcomes tested), and discussing the results of internal verification with the assessors, following up on any actions identified. Standardisation meetings, which involve all internal verifiers, are held to ensure integrity of the assessments and the awards and to address any areas of concern identified during the internal verification process. The Academy has clear and comprehensive academic regulations and frameworks to support the maintenance of academic standards beyond the sector-recognised level.

51 The Quality Policy sets out the quality cycle of which self-assessment and action planning are major parts. Key elements are to monitor and develop quality assurance systems and processes continuously to uphold standards through, for example, reviewing assessment and verification methods and producing self-assessment reports and quality improvement plans.

52 The Liaison Document sets out robust and credible plans for maintaining comparable standards. It details how the University and Academy will work together to maintain standards and covers areas such as external examining, assessment and marking

including grade descriptors, cross marking and standardisation activities, moderation of student work, annual monitoring, assessment boards, boards of study.

53 Liaison officers meet on a regular basis and the Joint Executive Committee will meet annually to ensure standards are maintained. The University appoints the external examiner and is represented by the University's Liaison Officer on the Academy's Board of Studies, which considers key monitoring information including external examiners' reports and responses and recommendations from validations and internal subject reviews to ensure standards are maintained.

54 Plans for ensuring comparable standards for the Diploma are set out in the detailed internal verification policy, which states that the process is at the heart of the quality assurance procedure. Standardisation meetings are held as part of the internal verification process to ensure consistency of assessment. Issues or concerns raised by internal verifiers are discussed at these meetings and appropriate action is taken and monitored through the Academy's deliberative committees.

55 In the absence of an external examiner report, the robust plans for module and programme assessment boards (see S1 and S3) and the plans in place for the use of an external examiner set out in the Liaison Document, the Institutional Agreement, and the subsequent application to appoint an external examiner, provide assurance that for the BA (Hons) Jewellery Design and Production sector-recognised standards and those beyond this standard will be secure, credible and comparable to those in other UK institutions.

56 The SQA qualification verification report confirms that marks and awards given to students for the Diploma are 'in line with national standards' and that 'assessment judgments were found to be accurate, consistent and fair across the evidence sampled'. The external examiner confirmed that they have 'High Confidence ...in the maintenance of SQA standards' through internal assessment and verification.

57 The sample of assessed student work reviewed referenced the relevant intended learning outcomes and demonstrated that an award is made only when students achieve the outcomes. The team was able to confirm that, for the assessed student work sampled, feedback clearly outlines where students have, or have not, met the learning outcome. In cases where the learning outcomes are not met, students are provided with feedback to enable them to fill the gaps and resubmit. As outlined in S1, robust processes are in place to ensure the assessed student work and grades and classification for the BA (Hons) will be secure.

58 The SQA Diploma is a pass/fail course and the assessed student work reviewed demonstrated that an award is made only when students achieve the relevant sector-recognised standards by achieving all outcomes and performance criteria. While the Diploma is pass/fail and there is no requirement to go beyond the threshold, students are encouraged to do so. Senior staff assert that the Academy has been commended by the external examiner because the quality of the work produced by students exceeds the level required for a pass.

59 Students are clear that the SQA is a pass/fail course and of what they need to do in order to achieve the award. They receive this information in multiple ways including in assessment briefs, from the tutor through assessment feedback and in class, and on the virtual learning environment (VLE). For the BA (Hons), the University's grading criteria sets out guideline grade descriptors detailing what students must do to achieve a particular grade; the BA (Hons) Programme Specification clearly sets out intended learning outcomes; while the course module descriptors detail learning outcomes and assessment criteria. These are very clear so that students when they start the course in September 2020 will be aware of what is required in order to achieve beyond the threshold.

60 Staff clearly articulated the Academy's approach to maintaining comparable standards through marking and moderation and the internal verification process. They were confident that their involvement with internal verification and the marking and moderation processes demonstrated the rigorous application of the Academy's approach to maintaining comparable standards.

Conclusions

61 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

62 The review team determined that, while the SQA Diploma is a pass/fail, students are encouraged to perform beyond threshold standards and that the standards set for students are reasonably comparable with those set by other UK providers. The review team considered that the standards described in the approved programme documentation and in the Academy's academic regulations and policies should ensure that such standards are maintained appropriately. In addition, the external examiner report confirms that standards are comparable to those of other providers.

63 In relation to the proposed Kingston University BA (Hons) provision, the review team, based on the evidence presented to them, determined that the standards set for students to achieve beyond the threshold on the Academy's courses are reasonably comparable with those set by other UK providers. The review team considered that the standards described in the approved programme documentation and in the Academy's academic regulations and policies should ensure that such standards are maintained appropriately.

64 The review team determined that the standards that will be achieved by the Academy's students beyond the threshold are expected to be reasonably comparable with those achieved in other UK providers. The team considered that the Academy's academic regulations and policies should ensure that standards beyond the threshold are maintained. Based on the detailed scrutiny of the evidence, the review team considered that staff at the Academy fully understand the Academy's approach to maintaining such standards and have opportunities for engagement with peers and external experts in teaching and assessment activities. The review team considers the Academy's plans for maintaining comparable standards appropriate, well documented and understood by staff members.

65 Therefore the review team concludes that students should have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers and that this Core practice is met.

66 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

S3 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them

67 This Core practice expects that where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

68 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

69 The review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a Kingston University-British Academy of Jewellery Institutional Agreement
- b Kingston University/British Academy of Jewellery Liaison Document
- c Kingston University Managing higher education provision with others
- d Kingston University Undergraduate Academic Regulations
- e Kingston University Grade Criteria
- f British Academy of Jewellery Marking and Moderation Procedure
- g Kingston University Mini guide to validation
- h Kingston University Validation Documentation
- i British Academy of Jewellery Terms of Reference and Agenda Joint Executive Committee
- j British Academy of Jewellery Terms of Reference Programme and Module Assessment Boards
- k British Academy of Jewellery Terms of Reference and Agenda Board of Study
- l British Academy of Jewellery Application for approval of an external examiner
- m SQA Approval Guide
- n SQA Qualification Verification Visit Report
- o Meeting with senior staff including the Liaison officer for both Kingston University and British Academy of Jewellery.

70 Some of the key pieces of evidence, outlined in Annex 4, were not considered by the review team. These pieces of evidence and the reason why they were not considered during this review are outlined below:

71 Third party endorsements, as none are available for the provision on offer at the School.

How any samples of evidence were constructed

72 In this review, the review team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

73 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such, several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below.

74 The team reviewed the University's regulations regarding working with others, Liaison Document, Kingston University Grade Criteria, British Academy of Jewellery Marking and Moderation Procedure, Kingston University Undergraduate Academic Regulations, and Kingston University Mini guide to validation, to identify whether there are policies and regulations in place to ensure that the standards of awards are secure.

75 The team reviewed the Kingston University/British Academy of Jewellery Institutional Agreement and SQA Approval Guide to interrogate that arrangements are in line with University and SQA regulations and policies.

76 The team also reviewed the validation agreement documentation and the terms of reference for the relevant committees: British Academy of Jewellery Terms of Reference and Agenda Joint Executive Committee, British Academy of Jewellery Terms of Reference Programme and Module Assessment Boards, British Academy of Jewellery Terms of Reference and Agenda Board of Study, along with the University's regulation regarding managing provision with others to confirm that the Academy has credible, robust and evidence-based plans for securing standards in partnership work.

77 The review team considered the SQA Qualification Verification Visit Report to test whether the external examiner considers that standards are credible and secure.

78 The team met liaison officers from both the Academy and the University to test that the Academy's staff understand and effectively discharge their responsibilities towards the University and the University's understanding of their responsibilities and how this is implemented and monitored in practice.

79 The review team did not consider third party endorsements such as PSRB reports as there were none available for the team to consider.

What the evidence shows

80 The review team's analysis of the evidence led to the following observations.

81 The Academy's policies and practices follow the clear and comprehensive regulations of the University and SQA. The Kingston University/ Academy Institutional Agreement provides a framework for working in collaboration to deliver the BA (Hons) Jewellery Design and Production programme. Along with the Kingston University regulation on managing higher education provision with others, the Institutional Agreement provides a framework for other detailed regulations related to validation, academic regulations, assessment and classification, moderation and marking, and external examining.

82 Plans to secure standards are set out in the Liaison Document that details the responsibilities of both parties. The Academy's Liaison Officer's responsibilities include coordinating all activities and duties to be performed at the Academy so that Kingston University programmes are delivered according to standards set within the validated documents and in accordance with the academic framework. These plans are executed through the committee structures including the Joint Executive Committee (chaired by the University) and Board of Studies (chaired by the Academy). The review team considered that the Academy has robust, credible and evidenced-based plans to secure standards in provision delivered in partnership.

83 The processes and committees established by the Academy are aligned to the regulations set by the University, which includes the requirement to appoint an external examiner and convene both a Module Assessment Board (MAB) and Programme Assessment Board (PAB). The MAB and the PAB report to the University. Following assessment boards the Academy is also required to submit annual monitoring reports and module and course enhancement action plans, which feed into the Board of Study which meets twice per year to consider the performance of the course and report to the University's Faculty Education Committee.

84 Regulations are in place to ensure that the SQA awards are secure and credible. The Academy collaborated with the SQA to develop the qualification framework for its Level 4 diploma in Jewellery Design and Manufacturing. The Academy has historically delivered SQA diploma courses up to Level 4, and in 2017 approached the awarding organisation to redevelop the qualifications in order to ensure they continued to meet industry standards and employer requirements.

85 External examiners, through their annual visits, monitor assessment and marking to ensure assessments are appropriate and at the sector-recognised standard, and that the standard of student work is appropriate to the grade awarded. The SQA Qualification Verification Visit Report confirms that the standards of awards delivered are credible and secure.

86 Staff from both the Academy and Kingston University who met the review team demonstrated their understanding of their respective responsibilities for academic standards and there are plans to discharge these responsibilities effectively through the deliberative committee structure and through working with the University's liaison officer.

Conclusions

87 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

88 Where the Academy works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of awards are credible and secure irrespective of where or how courses are delivered or who delivers them. This is because the University and SQA have ultimate responsibility for standards which they protect by working collaboratively with the Academy. Robust and credible plans to secure standards are supported through relevant regulations and systematic oversight. The committee structure provides a framework and structure for collaborative work as the University is represented on key committees that report to relevant bodies of the University and the Academy. This supportive and collaborative relationship and oversight by the University also ensures that

staff are aware of their responsibilities to maintain standards. The review team concludes, therefore, that this Core practice is met.

89 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

S4 The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent

90 This Core practice expects that the provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

91 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

92 The review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a Kingston University Undergraduate Academic Regulations
- b Kingston University Mini guide to validation
- c BA (Hons) Jewellery Design and Production Programme Specification
- d BA (Hons) Jewellery Design and Production Handbook
- e British Academy of Jewellery Kingston University Institutional Agreement
- f British Academy of Jewellery Marking and Moderation Procedure
- g British Academy of Jewellery Internal Verification Policy
- h FE Handbook
- i British Academy of Jewellery Application for approval of an external examiner
- j British Academy of Jewellery External Expertise Policy Draft
- k British Academy of Jewellery Terms of Reference Programme and Module Assessment Boards
- l SQA Level 4 Diploma Jewellery Design and Manufacturing Unit and Assessment Specifications
- m SQA Qualification Verification Visit Report
- n BA (Hons) Jewellery Design and Production Conclusion
- o BA (Hons) Jewellery Design and Production Addendum to report
- p Covering Paper Validation Conditions BA (Hons) Jewellery Design and Production
- q Approval of conditions BA (Hons) Jewellery Design and Production
- r Meeting with senior staff
- s Meeting with students
- t Meeting with academic and professional support staff.

93 Some of the key pieces of evidence, outlined in Annex 4, were not considered by the review team. These pieces of evidence and the reason why they were not considered during this review are outlined below:

94 Third party endorsements, as none are available for the provision on offer at the School.

How any samples of evidence were constructed

95 In this review, the review team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

96 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such, several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below.

97 The team reviewed the academic regulations and policies describing requirements for involvement of external expertise including Kingston University/British Academy of Jewellery Liaison Document, Kingston University Undergraduate Academic Regulations, Kingston University Mini guide to validation, and assessment and classification processes including Academy of Jewellery Marking and Moderation Procedure and approval documentation, in order to identify how external experts will be used to maintain standards, and how the Academy's assessment and classification processes operate.

98 The team reviewed the plans for using external expertise in maintaining academic standards and the plans for assessment and classification processes to test whether they are credible, robust and evidence based.

99 The team reviewed the approved course documentation to assess the reliability, fairness and transparency of assessment and classification (for BA (Hons) Jewellery Design and Production only) process for the Diploma and the BA.

100 Because, for the BA (Hons) Jewellery Design and Production there are no external examiner reports to consider, the review team considered whether the plans for the external examiner are robust and will allow them to comment on the reliability, fairness and transparency of assessment and classification process.

101 The team was able to review the external examiner report for the SQA Diploma provision and the provider's response to check that the Academy considers and responds to externals' views on standards appropriately and to identify the externals' views on reliability, fairness and transparency of assessment.

102 Records of course approval and programme validation were reviewed to test whether external experts are used according to the University's and Academy's regulations and policies.

103 The team met with senior staff and academic and professional support staff to check their understanding of the requirement to use external expertise and to check their understanding of assessment and classification processes.

104 To test that staff understand the requirements for the use of external expertise, and the Academy's assessment and classification processes, the review team met with the Academy's Senior Staff and the University representative who will manage the partnership agreement and the relationship with the Academy.

What the evidence shows

105 The review team's analysis of the evidence led to the following observations.

106 The Academy has developed a policy outlining the use of external expertise in all its policies and processes. The policy sets out that external experts provide independent and impartial comment and input to a course design, its management, monitoring, evaluation and review. The Academy engages with employers and other external stakeholders at all stages of course design approval and review in order to ensure that its courses continue to be relevant and fit for purpose in line with employer needs.

107 Kingston University requires the involvement of employers and other external stakeholders in course design, approval and review. The University's validation requirements specify the need for an external panel member with industrial/ professional expertise and an external panel member with relevant academic expertise in course approval processes. The external panel members were nominated by the Academy and approved by the University and then became a member of the University approval panel. The panel included University and external academics to confirm academic standards were set appropriately. The University validation report confirms that the Academy has addressed all conditions and recommendations from the programme approval event, meets the expectations of the University and that external experts were used according to University regulations and policies in relation to academic standards. The validation report commends the Academy's industry links and expertise. The course approval records clearly demonstrate that external expertise is used as per the University and the Academy's regulations and policies.

108 The University has clear and comprehensive regulations for the use of external expertise for maintaining academic standards and processes are in place to ensure that these will be followed meticulously by the Academy through policies and the committee structure. It is a Kingston University requirement that external examiners are provided with the opportunity to comment on both draft documents and examinations prior to any student attempting them and that the Academy will be responsible for sending draft assessments to the external examiner. Following the internal moderation process the external examiner will prepare their report with their comments on the academic quality and standards of the provision which are submitted to the University and then sent to the Academy for consideration through its Board of Studies. The University's validation report made recommendations regarding external expertise and the nomination, appointment and use of an external examiner; the Academy has fully addressed these through the validation process.

109 For the BA, regulations and policies for assessment and classification are clearly and comprehensively set out in the Programme Specification and in the Course Handbook. For SQA these are accessible to students through the Further Education handbooks, the Unit Specifications on the VLE, and in class briefings.

110 The Academy's assessment practice, as expressed in the programme and module specifications and information for students in the student handbook, demonstrate the assessment and classification processes to be fair and transparent. This is because the programme and module specifications clearly set out the assessment method for each module and the percentage weightings of each assessment task. The student handbook in hard copy and on the students' VLE provides detailed information on the conduct and type of the assessment including grade boundaries, regulations for time extensions and retakes, mitigating circumstances, explains to students the role of the external examiner and has a link to the definitive University Assessment Regulations. The Academy has mapped the modules by credit value to the size of assessment to ensure equity of value for each module.

111 The Academy's plans for using external expertise in ensuring academic standards are robust, credible and evidence-based for the BA (Hons) because they intend to use external examiners according to the University's academic regulations. The Academy explained to the review team how it has proposed names of prospective external examiners with what it considers to be appropriate experience and expertise to the University and is awaiting formal confirmation. The plans for external examiners' reports include their inclusion in the Academy's programme monitoring and review processes and the University's annual review process.

112 The external examiner's report for the Diploma course expresses high confidence in the maintenance of standards through the Academy's internal assessment and verification. It continues to report that the Academy's approach to assessment is consistent and that the design and marking of assessed projects are valid, reliable, practical, equitable and fair. The feedback from the external examiner is available on the staff central drive, with action points and recommendations compiled and considered at the Academic Board. This feedback is used to influence changes and there is evidence that previous recommendations have been acted upon, for example to include students' photographs in the assessment packs.

113 An external examiner has been identified and approached for the BA (Hons) programme and external examiner reports will be transparent and made available to students through the VLE, through course representatives, through the Staff/Student Consultative Committee and to staff through the Board of Studies, which will be responsible for considering and acting upon external examiner comments.

114 In summary, the review team considers that the Academy has clear and comprehensive regulations, policies and plans for using external expertise in maintaining academic standards and plans for assessment and classification processes, that are credible, robust and evidence based.

115 Senior, academic and professional support staff are also aware of the steps they need to take for internal moderation of both the Diploma and the BA (Hons) and outlined the steps they currently take for internal verification and the training they have received for it. Staff also understand the requirements for the use of external expertise and the assessment and classifications process.

116 The Academy has not yet appointed a full complement of staff for the new BA (Hons) course. Current staff, both senior and academic with responsibility for assessing the Diploma students, and who will also be responsible for assessing BA (Hons) students, displayed a clear understanding of the requirements for the use of external expertise in assessment and moderation, and knowledge of the role of the external examiner by describing the role and explaining how the reports are used.

117 Senior and academic staff also described the approach to the Academy's assessment strategies and explained the internal verification process for the Diploma course, including the process whereby different elements of students' work are sampled according to the IQA guidelines in order to test every learning outcome. Standardisation meetings compare the level and quality of marking. The external SQA external examiner visits the Academy and samples students' work annually.

118 For the BA (Hons) moderation the Academy will comply with Kingston University procedures. A comprehensive internal moderation procedure will be followed in order to ensure the quality and reliability of the assessment methods being used. A sample of marked work is to be reassessed by another member of staff to ensure the first marker has applied the marking criteria appropriately and fairly and any necessary adjustments to all assessments are made, in order to assure the validity and reliability of the marks. The size and nature of the sample will be determined by the University. The external examiner, at the

commencement of the course, will, by exception, assess Level 4 work until the staff gain experience in assessing this level.

119 The SQA Diploma students confirmed that they were made aware of the assessment criteria through the course handbooks, on the VLE and through briefings in class on a regular basis. Students also confirmed that, even though this was a pass/fail course without a classification, the feedback on assessed work was comprehensive, timely and helpful. In summary, the students confirmed that the Academy's assessments and classification processes are reliable, fair and transparent.

Conclusions

120 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

121 The Academy uses external expertise, assessment and classification processes that are reliable, fair and transparent. This is because the University's regulations require the use of external expertise in the maintenance of standards which is reflected in their validation, assessment and external examining processes. This is also reflected in the Academy's policy on the use of external expertise in securing standards. Staff demonstrated their understanding of the importance of using external expertise, especially as they work closely with industry experts at various levels. Students confirmed that the assessment criteria are clearly set out and made available to them through course documentation, the VLE and briefings in class and that they are reliable, fair and transparent. Diploma students do not receive a classified award. However, existing processes and support from the University will ensure that BA (Hons) students will be aware of the classification of their awards. The external examiner report for the Diploma course confirmed that assessment is reliable, fair and transparent. The review team concludes that this Core practice is met.

122 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

Q1 The provider has a reliable, fair and inclusive admissions system

123 This Core practice expects that the provider has a reliable, fair and inclusive admissions system.

124 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

125 The review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a British Academy of Jewellery Admissions Policies
- b Validation documentation
- c Recruitment Strategy for BA (Hons) Jewellery Design and Production
- d Offer letter
- e Staff training in recruitment, selection and admission
- f British Academy of Jewellery Equality and Diversity Policy
- g HE Access and Participation Plan
- h Implementation Strategy
- i Promotional materials and British Academy of Jewellery website BA (Hons) Jewellery Design and Production Programme Specification
- j Admissions records
- k Student meeting
- l Student submission
- m Meeting with senior staff
- n Meeting with teaching and admissions staff
- o Referral/recruitment agent documents.

How any samples of evidence were constructed

126 In this review, the review team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

127 As highlighted, all the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for

Providers. These key pieces of evidence and the reason for scrutinising them are outlined

below.

128 The review team considered the Academy's Admissions Policy, the Equality and Diversity Policy, and HE Access and Participation Plan to identify how the Academy facilitates an inclusive admissions system.

129 The review team held meetings with senior staff to identify institutional policy relating to the recruitment, selection and admission of students. This includes support for applicants, verification of applicants' entry qualifications, to identify roles and responsibilities of staff involved in admissions and the procedures for handling admissions complaints and appeals.

130 The review team considered the Implementation Strategy, validation documentation, and Recruitment Strategy for BA (Hons) Jewellery Design and Production to assess whether the Academy has credible, robust and evidence-based plans for ensuring that admissions systems are reliable, fair and inclusive for the new BA (Hons) Jewellery Design and Production Programme.

131 The review team considered the referral agent documentation to interrogate how the Academy ensures that third parties understand and implement the Academy's admissions policies and processes.

132 The review team considered the BA (Hons) Jewellery Design and Production Programme Specification to test whether admissions requirements for the course reflect the Academy's overall regulations and policy.

133 The review team considered promotional materials and the website to test whether the information given to applicants is transparent, inclusive and fit for purpose.

134 The review team considered admissions records and offer letter to assess whether reliable, fair and inclusive admissions decisions were made for the applicants sampled.

135 The review team considered training records of teaching and admissions staff to test whether staff are appropriately skilled and supported.

136 The team held meetings with senior and academic and professional staff to test their understanding of their responsibilities and to ensure that they are appropriately skilled and supported in making inclusive admissions decisions.

137 The team held a meeting with students and considered the student submission to assess students' views about the admissions process.

What the evidence shows

138 The review team's analysis of the evidence led to the following observations.

139 The HE Admissions Policy identifies responsibilities for admissions, with the Head of the Academy setting overall targets, and the Head of Recruitment, who monitors overall recruitment activity and advises on the general acceptability and equivalence of a range of entry qualifications, supporting consistency of practice across the Academy. The Customer Service and Recruitment Team manages the process to facilitate standardisation and a reliable and fair system, including the publication of information.

140 The Academy's HE Admissions Policy has clear information on the application and selection process through the University Central Admissions Scheme (UCAS), identifies roles and responsibilities of admissions staff, details how the Academy responds to an

application and how staff will give advice to unsuitably qualified students or offer alternative programmes.

141 The Admissions Policy, which is easily accessible on the Academy's website, refers to the procedure for handling admissions appeals and complaints. However, the Academy reported that it had not received any admission appeals or complaints with all unsuccessful applicants being directed to alternative courses elsewhere.

142 The Academy's Equality and Diversity Policy and HE Access and Participation Plan fully illustrate the Academy's robust commitment to diversity and inclusivity which is clearly manifest in a reliable, fair and inclusive admission process. The flexible admission requirements, including entry to Level 2 and 3 for progression to the Level 4 SQA Diploma in Jewellery Design and Manufacturing, enable a diverse range of applicants to have equal access to courses. The admissions staff clearly described the approach to inclusivity and fairness. The admissions records and the offer letters demonstrate that the current admissions policies and procedures are implemented in practice and applied fairly and reliably. The review team considers that the Academy has clear policies for the recruitment and admissions of students which are reliable, fair and inclusive.

143 The Academy's Implementation Strategy and Recruitment Strategy for the BA (Hons) Jewellery Design and Production Programme contain robust and credible plans for the recruitment of students. These plans include the recent appointment of the Head of Recruitment, the planned recruitment of a Higher Education Admissions Officer, and a detailed enrolment timeline. In addition, the Academy confirms it is expecting internal progression from learners on its diploma programmes and will also be supported by Kingston University who will promote the course to its foundation learners.

144 Promotional materials and the website give information to applicants for the Level 4 Diploma in Jewellery Design and Manufacturing and are transparent and accessible and fit for purpose. This is because the website contains very detailed information including policies and procedures, entry requirements, course content and structure, fees and terms and conditions. The Academy has plans to commence delivery of the BA (Hons) in September 2020 and at the time of the review visit had not yet launched the marketing materials. The draft materials seen by the team detail how to apply; the entry requirements including minimum tariff points from a recognised Level 3 qualification in a relevant subject area; refer to mature students and non-standard entry and how such applications will be assessed; set out the basis of an offer; set out the fees including additional costs; provide an outline of the programme over the three years of study; detail assessment; and outline some of the roles graduates could progress into. In their draft form the team concludes that the information that will be given to applicants is transparent, inclusive and fit for purpose.

145 The Academy plans to recruit international students in the future and consequently has developed contracts, procedures and arrangements designed to ensure international recruitment agencies strictly adhere to admission policies and requirements. This includes using only recruitment agents with previous experience evidenced by references from higher education providers they have dealt with for at least two years, a face-to-face meeting and that only the Academy makes the offer of a place to the student to ensure that agencies implement the Academy's admissions policies and practices. The Academy does not use recruitment agents for domestic students.

146 The approved course documentation including the Programme Specification for BA (Hons) Jewellery Design and Production specifies that students are selected by portfolio and interview which is consistent with the details in the HE Admissions Policy. Therefore, the review team concludes that the admissions policies set out in the approved course documentation are consistent with the Academy's policies.

147 As set out in the agreement document between Kingston University and the Academy, the University is responsible for ensuring the accuracy of all publicity and promotional materials relating to the BA (Hons). In order that promotional material is fit for purpose the Academy and the University will meet annually to agree a marketing strategy. The Joint Executive Committee will agree the arrangements for the approval of marketing strategies and materials. Any promotional material will have to be submitted to the University for approval at least one week prior to publication and the Academy cannot publish marketing materials without the written permission of the University.

148 Admissions records demonstrate that the Academy's policies are implemented in practice. Robust initial assessment identifies applicants' strengths and areas for development along with any additional support needs. Literacy and numeracy needs are identified using a diagnostics tool. Building on the pre-entry information advice and guidance (IAG) offered to students, the diagnostic tool identifies learners' existing skills, experience and preferred learning styles via psychometric testing and identifies barriers to participation and Learner Support/Learning Support needs. The students' Personal Learning Record (PLR) is used to identify prior qualifications.

149 All staff, whether academic or professional, undergo training, which includes a Level 2 Certificate in Information, Advice and Guidance, and receive ongoing internal training and advice from their line manager as well as completing relevant online training. The team concludes that senior and academic and professional staff involved in current admissions for the Level 4 Diploma in Jewellery Design and Manufacturing show understanding of their role and are appropriately skilled and trained.

150 The review team met 11 of the current cohort of students who agreed that, in their experience, the admission procedure is fair. Students confirmed that after making initial enquiries, they all experienced the same individual, useful and supportive visit to the Academy. Information, advice and guidance-trained staff explained full details of courses. Although the student submission notes some limited communication problems, it also confirmed the current students' views - that the process was easy to navigate. In the student meeting, students said the information they received during the admissions process was accessible, helpful and accurate and that their experience on their course had matched their expectations. Overall, students confirmed and agreed that the admissions system is reliable, fair and inclusive.

Conclusions

151 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

152 The Academy has a reliable, fair and inclusive admissions system. This is because the system is underpinned by policies and procedures for recruitment, selection and admission of students which are fit for purpose and ensure that admissions decisions are fair and inclusive. The Academy's approach to admissions is consistent and robust, and admissions records demonstrate that it operates according to its policies and procedures. Admissions requirements set out in course documentation are consistent with the Academy's admissions policies. Staff involved in the admissions process understand their roles and are appropriately skilled and trained. Information for applicants is transparent, accessible and fit for purpose. Students were satisfied with the admissions process, which they found reliable, fair, inclusive, and supportive, and with the accuracy and helpfulness of

information provided to them. Admissions records demonstrate that the Academy's policies are implemented in practice; any deviations relate to minor omissions or oversights which do not harm the integrity of the procedure or the interests of applicants. The review team concludes that this Core practice is met.

153 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

Q2 The provider designs and/or delivers high-quality courses

154 This Core practice expects that the provider designs and/or delivers high-quality courses.

155 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

156 The review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a Equality and Diversity Policy
- b HE Access and Participation Plan
- c BA (Hons) Jewellery Design and Production Programme Specification and Course handbook
- d SQA Diploma Student Handbook and Unit specifications
- e SQA external examiner's report
- f Ofsted Report
- g Kingston University Undergraduate Academic Regulations
- h BA (Hons) Jewellery Design and Production Programme Approval documents
- i BA (Hons) Jewellery Design and Production course
- j Student surveys
- k Lesson Plan
- l Handout
- m Independent Learning Plans
- n Dyslexia training
- o Meeting with senior staff
- p Student meeting
- q Meeting with academic and support staff
- r Observation
- s Student submission
- t SQA website screenshot.

157 Some of the key pieces of evidence, outlined in Annex 4, were not considered by the review team. These pieces of evidence and the reason why they were not considered during this review are outlined below:

158 Third party endorsements, as none are available for the provision on offer at the School.

How any samples of evidence were constructed

159 In this review, the review team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

160 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such, several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below.

161 The review team considered the Programme Specification, the Diploma Units, BA (Hons) Jewellery Design and Production Modules, the University's Guide to Validation, undergraduate Academic Regulations, the approved documentation for BA (Hons) Jewellery Design and Production Modules, the staff CVs, External Expertise policy, the Curriculum Design process and the SQA note to identify the Academy's approach to designing and delivering high-quality courses.

162 The review team considered the Implementation Strategy for the BA (Hons) Jewellery Design and Production course, and BA (Hons) Jewellery Design and Production Programme Approval documents, to assess whether the Academy has credible, robust and evidence-based plans for designing high-quality courses.

163 The review team considered BA (Hons) Jewellery Design and Production Programme Specification and Course handbook, the SQA Diploma Student Handbook and Unit specifications, the SQA external examiner's report, and Kingston University Undergraduate Academic Regulations to test that all elements of the courses sampled are of high quality (curriculum design, content and organisation, learning, teaching and assessment approaches) and that the teaching, learning and assessment design will enable students to demonstrate the intended learning outcomes.

164 To identify students' views about quality of the courses sampled the review team considered the student submission, the student surveys and met students.

165 The review team met with senior, academic and professional staff, and considered the SQA Diploma Units, the Ofsted Report, the University approval documents, and the SQA website screenshot to assess how staff ensure courses are high quality.

166 To test whether course delivery is high quality the review team observed a class and a guided learning session as well as looking at the tutor's lesson plan and handouts. The review team also referred to the Academy's Equality and Diversity Policy and HE Access and Participation Plan, the Lesson Plan and the Hand-out to see how they support a high-quality learning environment.

What the evidence shows

167 The review team's analysis of the evidence led to the following observations.

168 The Academy's approach to designing the BA (Hons) Jewellery Design and Production is illustrated by the Curriculum Design Process, which shows the interrelationship between the high-level vision, aims and objectives, alignment with external reference points, assessment and feedback, and learning approaches leading to successful module design. In respect of the BA (Hons) Jewellery Design and Production, the Academy follows the academic regulations of the University for course design and delivery as set out and evidenced in the validation guide, the course development, and the validation process. There is also an established institutional approach to course design and delivery for the Diploma whereby the Academy works collaboratively with SQA, the awarding organisation,

to design the course.

169 The design of the course also contributes to their high quality. Appropriate knowledge, practice and cognitive skills are developed throughout the modules. Theory related topics are contextualised into specific modules to ensure academic rigour, and the Module Specifications illustrate the emphasis on workshop practice culminating in a dissertation and final capstone project. The programme and module specifications demonstrate that the Academy's learning, teaching and assessment approaches are current and appropriate, as the curriculum is clearly informed by industry to ensure currency and there is a clear link between the learning outcomes and the assessment types to test their achievement.

170 The BA (Hons) programme will be delivered mainly through professional workshop and studio practice. The programme aims to develop students' technical expertise through direct experience and use of materials, techniques and processes. Students are expected to develop the skill and ability to design, develop and produce a collection of jewellery items. The academic staff have wide industrial experience and are active practitioners.

171 The Academy's plans for delivery of the programme to ensure a high-quality academic experience are described in the Implementation Strategy and Module Specifications. In order to deliver high-quality courses, there are detailed plans for recruitment and training of all staff (both professional and academic). Ongoing continuing professional development (CPD) is provided to appropriately qualified and trained staff with industry experience who teach on the Diploma. There is an annual Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) and the BA (Hons) Jewellery Design and Production programme will be subject to the University's standard annual monitoring procedures. This will maintain the University oversight of the plans for delivery and the quality of the student's educational experience. There are plans for a variety of assessment teaching and learning methods for each course and module. These include workshops, studio-based projects, seminars, lectures, discussion groups, project critiques, technical inductions, peer and self-assessment, individual and group presentations, essays, and critical writing, which are appropriate for the aims of the course and to enable students to achieve the learning outcomes. The review team considers the Academy has robust and credible plans in place for designing and delivering high-quality courses and academic outcomes.

172 Approved course documentation for the Diploma and BA (Hons) Jewellery Design and Production, including the BA (Hons) Programme Specification and BA (Hons) Course Handbook and the SQA Diploma Unit and Assessment specification clearly describe learning outcomes, assessment and grading criteria, moderation (BA (Hons)) and verification processes (Diploma), progression routes and classification (BA (Hons)). It is evident from the Programme Specification and Course Handbook for the BA (Hons) Jewellery Design and Production programme and the Diploma Units and Student handbook that these regulations are being adhered to in the design and delivery of these courses. SQA and the University have appropriate and robust measures in place to ensure regulations are met and are being followed.

173 In their submission, students assert that the quality of teaching is 'great'. The practical assignments are challenging, and jewellery related. It states that students are encouraged to improve their skills. There are well organised and paced lessons with interesting content and pointers to further research. The end-of-course survey shows that a majority of students agreed or strongly agreed that their assignments were challenging, the learning materials helped them to learn independently, they were given clear and concise feedback on their work and the tutors are open and approachable. In the meeting students expressed satisfaction with the course, the teaching quality and resources. The review team

concludes that students tend to regard their course as being of high quality.

174 Senior and academic staff articulated their understanding of high quality by explaining the process they followed in revising the SQA course to meet student needs and industry requirements. This is evidenced by the revisions made to the SQA Diploma to include more relevant units. Staff are also aware of the quality of their input based on the feedback they receive from industry experts, external agencies and their students, who manage to progress to relevant positions in the industry.

175 The Academy states that Ofsted has rated its provision as good with some outstanding features; the University has commended the Academy on its subject expertise and SQA has collaborated with the Academy and featured this collaboration on the SQA website.

176 Students were clear that the way the SQA Diploma has been designed and delivered by industry experts and practitioners makes them marketable in terms of finding employment once they have achieved the award. They articulated their awareness of similar courses at comparable institutions and were confident that the design and quality of their course provided them with holistic training and enhanced their employability. The students said they would recommend their courses to others and that the Academy is an 'amazing place with lots of opportunities'. They also confirmed in surveys their preference for continuing with the Academy if they intended to pursue further studies in this field.

177 The review team observed a class in jewellery study and a guided learning workshop and determined that the learning outcomes, the planning, organisation and delivery demonstrated that the Academy enables the delivery of high-quality courses. The observation supported the view that the course delivery is of high-quality. In the observed class the session was well planned, with clear objectives. The tutor was well prepared with relevant teaching aids and was using appropriate innovative group teaching methods which kept the students engaged, and enthusiastic about the topics, which reflected good delivery, appropriate content and effective use of resources. The tutor gave constructive individual and group feedback and manifested the Academy's approach to inclusivity by adapting the pace to students' individual learning styles. This approach was further confirmed by the student in the guided learning session who said the open access periods with skilled tutor support are necessary for students with differing individual personal commitments so they can attend when it is convenient. This furthers the Academy's robust commitment to inclusivity enabling a high-quality learning experience for all students.

Conclusions

178 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

179 The Academy designs and delivers high-quality courses. Staff have a well-developed understanding of the requirements to design and deliver high-quality courses that involves input from stakeholders including industry experts and students, and support from the University, and are able to articulate what high quality means. Students regard their courses as being of high quality and consider that their courses are similar to courses offered by other providers and are assured of their marketability. Observations of teaching and learning demonstrate clarity of objectives, good planning and organisation, a sound method or approach, good delivery, appropriate content, effective use of resources and

student engagement. Student feedback, and meetings with staff confirmed that courses are of high quality as reflected in third party endorsements. The review team concludes that this Core practice is met.

180 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience

181 This Core practice expects that the provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

182 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

183 The review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a British Academy of Jewellery Equality and Diversity Policy
- b British Academy of Jewellery HE Access and Participation Plan
- c Liaison Document
- d SQA Examiner report
- e ISI Report
- f Ofsted Report
- g SQA Business Case
- h BA (Hons) Jewellery Design and Production Validation Approval Report
- i BA (Hons) Jewellery Design and Production Implementation Strategy
- j Learner voice summary
- k Diploma Induction Survey
- l Diploma End of Course Survey
- m Diploma Mid-Course Survey
- n Job Descriptions
- o Staff CVs
- p Lesson Observation Schedule
- q Observation of Teaching and Learning Policy
- r Continuing Professional Development Training Pathways
- s Training and Development Policy
- t Observation of teaching and observed a class and a guided learning session
- u Lesson Plan
- v Hand-out
- w Micro teach staff selection activity
- x Technician training
- y Student submission
- z Meeting with senior staff
- aa Meeting with students
- bb Meeting with academic and professional staff
- cc The Academy's Staff Recruitment Vetting and On Boarding Policy.

184 Some of the key pieces of evidence, outlined in Annex 4, were not considered by the review team. These pieces of evidence and the reason why they were not considered

during this review are outlined below:

185 Third party endorsements, as none are available for the provision on offer at the School.

How any samples of evidence were constructed

186 In this review, the review team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

187 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such, several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below:

188 To identify how the Academy recruits, appoints, inducts and supports staff, the review team considered the Academy's Staff Recruitment Vetting and On Boarding Policy, the Lesson Observation Schedule, Observation of Teaching and Learning Policy, Continuing Professional Development Training Pathways, the Training and Development Policy and the Micro teach staff selection activity.

189 To assess whether the Academy has credible, robust and evidence-based plans for ensuring that they have sufficient appropriately qualified and skilled staff to deliver a high-quality learning experience, the review team considered the Liaison Document, BA (Hons) Jewellery Design and Production Implementation Strategy, and Job Descriptions and CVs.

190 To identify other organisations' views about sufficiency, qualifications and skills of staff, the review team considered the Validation Approval Report, the SQA External examiner's report, and the reports of the Independent Schools Inspectorate (ISI), Ofsted.

191 To identify the roles or posts the Academy has to deliver a high-quality learning experience and assess whether they are and will be sufficient, the review team considered the BA (Hons) Jewellery Design and Production Implementation Strategy and the document on Technicians' training.

192 To identify students' views about sufficiency, qualifications and skills of staff and to assess whether students consider that the Academy has sufficient staff and that those staff are appropriately qualified and skilled, the review team read the student submission, met with students, and considered student surveys from various points in the Diploma course.

193 To assess whether the staff are appropriately qualified and skilled to perform their roles effectively, the review team compared five CVs of the established academic staff intending to teach the new programme as well as the relevant job descriptions.

194 To assess that the staff sampled were recruited according to the Academy's policies and procedures, the review team considered the SQA external examiner's report, the micro teaching document, scrutinised the staff central records and met the academic and professional staff.

195 The team also met with senior and academic and professional staff to test that staff are appropriately qualified and skilled.

196 To cross-check outcomes identified by desk-based activities to test that staff are appropriately qualified and skilled, the review team met academic and professional staff.

197 To test whether academic staff deliver a high-quality learning experience, the review team observed a class and a guided learning session as well as looking at the tutor's lesson plan and handouts. The review team also referred to the Academy's Equality and Diversity Policy and the HE Access and Participation Plan.

What the evidence shows

198 The review team's analysis of the evidence led to the following observations.

199 The Academy's Staff Recruitment Vetting and On Boarding Policy identifies how the Academy recruits, selects and appoints new staff. It differentiates the roles, responsibilities and procedures of Human Resources and the line managers to ensure sufficient appropriately qualified and skilled staff are appointed and introduced effectively to the Academy. To ensure new staff are appropriately skilled, applicants participate in a micro teaching exercise and are graded by staff and students before their appointment is confirmed. The Academy states it is committed to supporting all employees to fulfil their full potential. This is demonstrated by developmental teaching observations, funded staff development opportunities, and three weeks a year when teaching is suspended to allow staff to attend training programmes, technical upskilling workshops and to pursue CPD and scholarly opportunities. The teaching, technical and support staff confirm their participation in these activities which contribute to the students' high-quality academic experience and outcomes.

200 The robust and credible plans for the recruitment, appointment, and support of sufficiently qualified and skilled staff are described in the Implementation Strategy. These plans will allow the Academy to deliver a high-quality student experience on the newly validated BA (Hons) Jewellery Design and Production. This is because, although not all staff have yet been appointed, the job descriptions for the academic posts are detailed and appropriate for the new programme. At the senior staff meeting, the University representative confirmed that they will scrutinise applicants' CVs to confirm appointees are appropriately qualified and experienced to deliver higher education programmes, and that the University will provide access to relevant staff development including Post Graduate Certificate in Education, and dedicated preparation courses to prepare staff for higher education delivery. The Academy's approach to staff recruitment, selection and development described above and the clear job descriptions for staff give confidence that the remaining vacancies will be filled with high-quality candidates.

201 The Implementation Strategy includes detailed staffing structures and a staff recruitment and development schedule. This includes the appointment during 2020 of a full-time course leader; leaders of years one and two; three visiting lecturers in Business and Enterprise, Computer Aided Design and a 2D Designer; a professional practice lecturer; and a full-time assistant workshop technician. The Academy has two trained technicians to service the first year of the new programme. Together with the established staff these plans will be sufficient to deliver a high-quality learning experience and academic outcomes because it includes not only roles of full-time, part time and visiting lecturers but also professional practitioners and workshop technicians.

202 The SQA external examiner confirmed that teaching staff are competent in their various specialties and are deployed effectively across different course groups. After the validation event for the new BA (Hons) Jewellery Design and Production, the University Validation Report commended the current team for its industry links and expertise, enthusiasm, commitment and collegiality, which gives confidence in the qualifications and

skills of the staff. The scope of the Ofsted report includes the Level 4 Diploma and notes that the staff are highly experienced, have excellent occupational experience and knowledge, and that senior staff use performance management effectively to support staff to improve their practice. The ISI and Ofsted reports and jewellery industry testimonials are all complimentary about current staff skills, knowledge and experience. They illustrate the Academy's approach and give additional confidence in the Academy's management of the future higher education programme.

203 The CVs of established academic and support staff demonstrate the Academy has recruited appropriately qualified and experienced staff to deliver a high-quality academic experience. Staff CVs detail that teaching staff have relevant postgraduate qualifications, extensive teaching experience, extensive and current industry experience and expertise, professional membership, that they have research interests and have published a range of scholarly articles.

204 The job descriptions for the new academic posts are detailed and appropriate for the programme. For example, key responsibilities for BA (Hons) Jewellery Design and Production Course Leader include responsibility for course management to include ensuring the course is monitored and evaluated in accordance with Academy and University regulations, policies and procedures; reviewing student retention, progression and attainment as part of the annual monitoring process; teaching including setting and reviewing student targets through one-to-one tutorials and identifying at risk students; assessment including the provision of appropriate and timely assessment feedback; and professional practice. Qualification requirements include a master's degree in a related subject, experience of teaching in higher education and either a teaching qualification or willingness to achieve one. Responsibilities for the Year 1 Leader include designing, developing, delivering and critically evaluating and reviewing a range of modules or subject areas that equip a diverse range of students to achieve academic excellence. Qualification requirements again include a master's degree in a related subject, experience of teaching along with the requirement for achieving a teaching qualification.

205 The staff central records confirm that staff were recruited according to the Academy's appointment procedures and this was corroborated in the staff meeting with the review team. Academic staff described how they were recruited and appointed through an application form, phone and in person interview, all applicants were observed and graded by staff and students when delivering a micro teach session. After appointment they were introduced to the detailed staff handbook and the SQA courses before teaching.

206 As well as the qualifications and skills of the staff, which are set out in their CVs at teaching, staff were able to describe their industry background and their jewellery commissions as well as their experience of exhibiting for the international market their personally designed range of jewellery. They also described their teaching qualifications and experience in other higher education institutions and their involvement in research projects. The professional staff explained that they were all qualified in Information, Advice and Guidance (IAG) and other courses are available to them by distance learning.

207 The meeting with students, the student submission, student surveys, and the review team's lesson observations further confirm that there are sufficient staff who are appropriately qualified and experienced. All the students met by the team were very positive in their comments about the staff. Students agree the staff deliver a high-quality academic experience, in particular the willingness of staff to respond to any requests for further support and the guided learning open access workshops outside of normal teaching time. The student surveys are also all very positive about the staff with a large majority of 2018-19 Diploma students agreeing or strongly agreeing that the staff are open and approachable.

208 The review team observed a class and a guided learning workshop which also supported the view that teaching staff are appropriately qualified and skilled to deliver a high-quality learning experience. In the observed class the tutor was well prepared with relevant teaching aids relating to gem symbolism and was using appropriate innovative group teaching methods which kept the students engaged, and enthusiastic about the topics. The tutor gave constructive individual and group feedback and manifested the Academy's approach to inclusivity by adapting the pace to students' individual learning styles. Students in the guided learning session confirmed that the open access periods with skilled tutor support are necessary for students with differing individual personal commitments so they can attend when it is convenient. This furthers the Academy's robust commitment to inclusivity enabling a high-quality learning experience and academic outcomes for all students.

Conclusions

209 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

210 The Academy has sufficient, appropriately qualified and skilled staff to deliver a high-quality academic experience. This is because the Academy has regulations and policies for the recruitment, appointment, and support of staff that provide for a sufficient number of appropriately qualified and skilled staff. Staff met by the team confirmed that they have been recruited, appointed, inducted and supported according to the Academy's regulations and policies. The Academy has robust and credible plans for the recruitment, appointment, and support of sufficiently qualified and skilled staff for the new programme and is committed to the training and development of academic and support staff. The staffing structure is appropriate, and students tend to agree that there are sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience. Students confirmed, in particular, the willingness of staff to respond to any requests for further support and the guided learning open access workshops outside of normal teaching time. The observation of teaching and learning indicates that teaching staff are appropriately qualified and skilled to deliver a high-quality learning experience. The review team concludes that this Core practice is met.

211 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

Q4 The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience

212 This Core practice expects that the provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

213 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

214 The review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a HE Access and Participation Plan
- b Equality and Diversity Policy
- c Learner Support Coordinator role in British Academy of Jewellery Quality Policy
- d Programme Specification
- e BA (Hons) Course Handbook
- f Student Handbook
- g ISI, Ofsted Reports
- h SQA Business Case
- i Kingston University Validation Report
- j Kingston University Validation Conditions
- k SQA Approval Guide
- l Implementation Strategy
- m Student surveys
- n Job Descriptions and CVs
- o Academic Board minutes
- p Plans for new premises
- q SD for Technicians, support staff
- r Meeting with senior staff
- s Meeting with students
- t Meeting with academic and professional staff
- u Student submission
- v Direct assessment of facilities, learning resources and support services.

215 Some of the key pieces of evidence, outlined in Annex 4, were not considered by the review team. These pieces of evidence and the reason why they were not considered during this review are outlined below:

216 Third party endorsements, as none are available for the provision on offer at the School.

How any samples of evidence were constructed

217 In this review, the team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

218 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such, several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below:

219 The review team considered the SQA Business Case, SQA Approval Guide, Senior Staff meeting, Implementation Strategy, British Academy of Jewellery Quality Policy, Programme Specification, HE Access and Participation Plan, Equality and Diversity Policy, Academic Board minutes, to identify how the Academy's facilities, learning resources and student support services contribute to delivering a high-quality academic experience.

220 The review team considered the Kingston University Validation Conditions, Implementation Strategy, and the Academy's Building Plans, to assess whether the Academy has credible robust and evidence-based plans for ensuring that they have sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

221 The team reviewed the ISI, Ofsted reports, and Kingston University Validation Report to identify other organisations' views about facilities, learning resources and student support services.

222 The team reviewed job descriptions and CVs of staff, the Learning Support Coordinator Role in British Academy of Jewellery Quality Policy, to determine whether the roles are consistent with the delivery of a high-quality learning experience.

223 The review team met students and considered course surveys and the student submission to identify and assess students' views about facilities, learning resources and support services.

224 The review team met with academic and professional staff to test whether staff are appropriately qualified and skilled and understand their roles and responsibilities.

225 The review team directly assessed facilities, learning resources and support services to test that the facilities, resources or services under assessment deliver a high-quality academic experience.

What the evidence shows

226 The review team's analysis of the evidence led to the following observations.

227 The Academy's strategy to ensure that it has sufficient and appropriate facilities, learning resources and student support services is 'to create a culture of high-quality teaching and learning opportunities in a supportive environment, by delivering teaching and learning which is inclusive and responsive to individual learning needs'. The approach has a strong emphasis on the acquisition and development of design and manufacturing skills in a supportive environment with a demonstrable commitment to diversity and inclusivity. SQA

guidance stipulates that the Academy must provide appropriate resources and student support. To support this there are five workshops with industry-standard equipment that include jewellery benches and specialist jewellery manufacturing equipment. In addition, the Academy has two fully equipped 2D classrooms, 2 CAD suites with PCs with a range of software used in the industry (Adobe Suite, Rhinoceros, Matrix and 3Design). These resources are reviewed and allocated by the Academic Board which ensures sufficiency and currency.

228 The Academy's plans for the further development and maintenance of facilities, learning resources and student support services seen by the team are credible and realistic. The Implementation Strategy for the new BA (Hons) Jewellery Design and Production contain very detailed costed equipment requirements and the review team had sight of plans for larger premises and their development, which detail the teaching and workshop facilities that will be available to students. These include additional classrooms, a library, a lecture theatre, and additional plant rooms for jewellery manufacturing equipment. A condition of the validation of the programme is that Kingston University revisits the Academy once it has moved into the new building to ensure that it is fit for purpose and has adequate resources to provide a high-quality student experience. The validation report commends the Academy on the quality of the facilities available to students which gives confidence that there will be sufficient and appropriate facilities to deliver a high-quality academic experience and outcomes. The University report of the validation of the BA (Hons) Jewellery Design and Production commends the Academy for the quality of the facilities available for the students.

229 There are third-party endorsements from the ISI, and Ofsted that assist in the confirmation that strategies and approaches of facilities, learning resources and student support services facilitate the delivery of a high-quality academic experience. While the 2018 ISI report does not refer to higher education it describes the premises and equipment and concludes that 'The premises are fit for purpose and maintained at an appropriate level. Students benefit from workshops that are very well equipped with a wide range of tools that provide a very good environment for developing craft skills that are required for the jewellery industry. In addition, design skills are developed well in computer rooms that feature very sophisticated graphics software'. The Ofsted report notes that students benefit from well-equipped workshops and very good technical support, use a wide range of equipment and during drop-in guided learning sessions have access to supportive technicians. The SQA external examiner also expresses high confidence in resources.

230 The job descriptions of technical and support staff and CVs demonstrate that staff are appropriately qualified and experienced for their role. Academic and support staff who met the review team demonstrated an understanding of their roles and responsibilities with respect to student support, in particular the role and purpose of the personal tutor and the Learning Support Coordinator.

231 Students met by the review team said they appreciated the up-to-date industry standard equipment in the workshops. Students said the equipment is sufficient, and appropriate to facilitate a high-quality academic experience. They especially mentioned the supervised guided learning workshop facilities where they could develop their own work outside formal learning times and the open access availability of all the staff. One student said that initially they did not have all their tooling kit, but the Academy lent some to them, which illustrates the inclusive approach to learning. The student submission agreed there are good quality facilities and the majority of the students who responded to the end-of-course survey strongly agreed or agreed that equality and diversity was promoted at the Academy.

232 The review team was able to assess the facilities and learning resources. They found that the fully equipped and sector-specific workshops, CAD studios with industry standard software, a newly developing library and the VLE available to students by

application software on their mobile phones allow the delivery of successful academic and professional outcomes for all students.

Conclusions

233 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

234 The Academy has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. This is because the Academy's strategies and approaches for the development of facilities, learning resources and student support services are closely linked to the delivery of successful academic and professional outcomes for students. Plans for the development of different premises and investment in equipment and learning resources and student support services are credible and realistic. Staff understand their roles and responsibilities for student support. Students reported that the equipment is sufficient, appropriate and facilitates a high-quality academic experience. An assessment of the facilities confirmed that the provider has sufficient and appropriate learning resources and student support services to deliver a high-quality educational experience. The review team concludes that this Core practice is met.

235 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

Q5 The provider actively engages students, individually and collectively, in the quality of their educational experience

236 This Core practice expects that the provider actively engages students, individually and collectively, in the quality of their educational experience.

237 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

238 The QAA review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a Articles of Governance
- b Quality Policy
- c Liaison Document
- d Student Council terms of reference
- e Staff Student Consultative Committee terms of reference
- f Kingston University partnership Terms of Reference Agenda and Guidance for Boards of Study
- g Kingston University British Academy of Jewellery Liaison Document
- h Student handbooks
- i SQA Qualification Verification Visit Report
- j Implementation Strategy
- k Diploma Learner Voice Summary 2018-19 and Action Plan 2019-20
- l Diploma Mid-Course Survey
- m Diploma Induction Survey
- n Diploma End of Course Survey
- o Academic Board meeting minutes
- p British Academy of Jewellery Board of Studies Terms of Reference
- q QIP 2019-20
- r Student focus groups
- s Senior Management Team meeting minutes
- t Meeting with students
- u Student submission.

How any samples of evidence were constructed

239 In this review, the review team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

240 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such, several pieces of evidence

will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below.

241 The review team considered the Liaison Document, Articles of Governance, the Quality Policy, Academic Board minutes, Student Council terms of reference, Staff Student Consultative Committee terms of reference, student surveys, student focus groups, student handbooks, Quality Improvement Plan, and the Senior Management Team meeting minutes to identify how the Academy actively engages students in the quality of their educational experience.

242 To assess whether the Academy has credible, robust and evidence-based plans for engaging students, individually and collectively, in the quality of their educational experience, the review team considered the Implementation Strategy, Staff Student Consultative Committee, the Kingston University partnership Terms of Reference, Agenda and Guidance for Boards of Study for the Kingston University/British Academy of Jewellery partnership and the Academy Board of Studies terms of reference, and the Kingston University/British Academy of Jewellery liaison document.

243 To illustrate the impact of the Academy's approach, the review team considered the SQA Qualification Verification Visit Report and met students representing the Diploma course who gave examples of the Academy changing or improving provision as a result of student engagement and which illustrates the impact of its approach.

244 To identify students' views about student engagement in the quality of their educational experience, the review team read the student submission and student surveys results, considered the Summary of Learner voice actions from the Student Council and the annual review documentation.

245 To assess whether students consider they are engaged in the quality of their educational experience the review team met and discussed this with students.

What the evidence shows

246 The review team's analysis of the evidence led to the following observations.

247 The Academy's Articles of Governance, Quality Policy and the Student Handbooks state that the Academy's culture is one of student empowerment and that the student is at the heart of what they do. In order to achieve this there is a clear and effective approach to engaging students, individually and collectively, in the quality of their educational experience and educational outcomes. The Academy actively engages its students collectively through a clear and comprehensive system of student representation. There are two trained student representatives on the Academic Board, a student chaired Student Council, which reports to the Academic Board, and a Staff Student Consultative Committee. The Staff Student Consultative Committee reports to the Board of Study which develops an action plan to contribute to course enhancement and improved outcomes for students.

248 Individually students can actively engage formally in the quality of their educational experience by participating in focus groups and by responding to three annual surveys. The results of these surveys feed into the Academy's annual monitoring and review. In addition, all students have a personal tutor with documented timetabled tutorials and staff 'open door' availability for individual issues to be discussed and dealt with.

249 It is clear that student engagement activities are embedded in the Academy's

quality policies, processes and practices. This is because there is a clear action plan from the Annual Learner Voice summary and outcomes from student feedback mechanisms that feed into the annual Quality Improvement Plan, which is reviewed by the Senior Management Team and by the Academic Board for action on developing improved student outcomes in the quality of their educational experience. The SQA Qualification Verification Visit Report noted that the Academy was using feedback from 'exit comments' to improve provision.

250 The plans to actively engage students in the quality of their educational experience on the new BA (Hons) Jewellery and Production programme are robust and credible because they build on effective existing arrangements for student engagement on the Diploma course. There will be a new Staff Student Consultative Committee to inform the new Board of Studies, which has student representatives on its membership and meets twice a year. The Board of Studies will use a standard University Board of Studies agenda for consistency and will focus on learning, teaching and assessment items, monitor the progress of Course Enhancement Plans, consider external examiner responses, monitor adherence to assessment turnaround times, review resource requirements and consider any proposals for future changes. This will enable the student representatives to participate fully in the quality of the student engagement. The new Board of Studies reports to Academic Board of the Academy and the Faculty Education Committee of the University.

251 The student submission confirms that student representatives present student views to the Academy and that, as a result, actions are taken. It also confirms that students express their views through regular surveys and their personal tutor. The student survey results show students agree that student representatives listen and communicate their views effectively, whereas a minority state that they do not systematically receive feedback. An action plan has been developed by the Academy to distribute minutes to all students and display 'You Said, We Did' posters. The success of these actions is to be reviewed in September 2020 to ensure students receive feedback about actions taken by the Academy as a result of student engagement. Student feedback and student surveys contribute to the annual SAR and the QIP in order that students' views contribute to improving their learning experience.

252 In meetings with students from the Level 4 Diploma, students confirm that the Academy engages with them in the quality of their educational experience. They stated that the student representatives had been elected and trained. They confirmed that they are involved in decisions about their education and reported that the Academy is 'amazingly' responsive to issues which students want addressing. The students reported that staff are approachable and the organisation is responsive to students' ideas and gave examples of the Academy changing and improving their learning experience as result of student engagement including adjusted timetables to allow for completion of longer projects, guided learning open access workshops extended outside of normal teaching time, the VLE platform being changed to be more user-friendly and the assessment structure that has developed from assessment days to electronic submission with observation.

Conclusions

253 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

254 The Academy actively engages students, individually and collectively, in the quality

of their educational experience. The Academy has a clear and effective approach to engaging students, individually and collectively, in the quality of their educational experience in a number of ways, including the representative system and other feedback mechanisms including through student surveys and the personal tutor system. Students confirmed that they feel engaged in the quality of their educational experience. There are a number of examples, provided by the Academy, the external examiner and students, of changes and improvements being made to the student learning experience as a result of student engagement. The review team concludes that this Core practice is met.

255 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

Q6 The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students

256 This Core practice expects that the provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

257 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

258 The QAA review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a British Academy of Jewellery Complaints Policy
- b British Academy of Jewellery Appeals Procedure
- c British Academy of Jewellery Quality Policy
- d SQA Qualification Approval Guide
- e Course Handbook
- f Liaison Document
- g Learner Handbook
- h Complaints Log
- i Complaint example
- j Institutional Agreement
- k Senior Management Meeting minutes
- l Student submission
- m Meeting with students
- n Meeting with academic and professional support staff
- o Websites - British Academy of Jewellery webpage <http://baj.ac.uk/wp-content/uploads/2019/01/Complaints-Policy-2>
- p <https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations>.

How any samples of evidence were constructed

259 In this review the team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

260 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such, several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key

pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below.

261 The review team considered the Academy's Complaints and Appeals Policies, the SQA Qualification Approval Guide, and the Liaison Document, which sets out respective responsibilities, and Institutional Agreement and Student Appeals (Taught Programmes) Kingston University Regulations, the Student Handbook to identify the Academy's processes for handling complaints and appeals and to confirm that these processes are fair and transparent.

262 The review team considered the BA (Hons) Jewellery Design and Production Course Handbook, the Institutional Agreement, the Complaints Procedure (accessible on the website and in handbooks), and the Liaison Document to assess whether the Academy has credible, robust and evidence-based plans for developing and operating fair and transparent procedures for handling complaints and appeals which are accessible to all students.

263 The review team also considered the BA (Hons) Course Handbook, Learner Handbook, the VLE, the Quality Policy, and met staff and students to assess whether information for potential and actual complainants and appellants is clear and accessible.

264 The review team considered the Complaints Log to identify levels of complaints and appeals overall and by course or type, which may identify issues for further investigation under other Core practices, and SMT minutes to confirm the consideration of complaints by senior management.

265 The review team reviewed the single complaint example to test that complaints and appeals are dealt with in a fair, transparent and timely manner.

266 Students' views were determined through the student submission and student meeting regarding the clarity and accessibility of the complaints and appeals procedures.

What the evidence shows

267 The review team's analysis of the evidence led to the following observations.

268 The Academy has clear formal procedures and plans for handling complaints and appeals. The Academy is responsible for dealing with appeals and complaints from students studying the SQA Level 4 Diploma in Jewellery Design and Manufacturing. The clear three-stage procedure, which is also set out in the Student Handbook is time bound, identifies responsibilities and refers to a student's right to appeal to the awarding organisation about assessment matters, but not assessment judgements ensuring a fair, timely and transparent approach to dealing with complaints and appeals. The policy also makes it clear that students have the right to complain or appeal assessment matters (but not assessment judgements) to the SQA once the internal procedure has been exhausted.

269 The plans to develop fair, transparent and accessible complaints and appeals procedures for the new BA (Hons) Jewellery Design and Production are robust and credible and are detailed in the Institutional Agreement and in the Course Handbook. The nature of a complaint will determine whether it will be dealt with by the University or by the Academy's procedures. For example, complaints concerning course delivery, learning and teaching and the student experience will be dealt with through the University procedure. Other types of complaints will be dealt with by the Academy's procedure while the University regulations will apply for all appeals. These procedures are also clearly reflected in the Course Handbook.

270 The procedures, together with appropriate forms for handling complaints and appeals, are accessible to students being both on the website and on the Academy's VLE.

The Quality Policy states that complaints and appeals are covered at induction and this was confirmed by students and academic and support staff.

271 The review team was only able to scrutinise the Academy's approach to dealing with complaints through one isolated complaint that had been received during 2018-19. The team found that this had been dealt with according to the Academy's procedure through the first two stages in a fair, timely and transparent manner. The complainant then accepted the outcome, so this case did not proceed to the Complaints Appeal Panel.

272 Students were able to articulate their understanding of complaints and appeals and knew where the policy was located confirming that it was on the website, on the VLE and in the Learner Handbook, although in the first instance they were likely to approach their tutor. They did not raise any concerns about these procedures.

Conclusions

273 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

274 The Academy has fair and transparent procedures for handling complaints and appeals which are accessible to all students. The Academy has in place procedures for handling complaints that are definitive, fair, transparent and accessible to students. The one complaint reviewed by the team had been dealt with according to the Academy's procedures with no deviations from those procedures. Students did not raise any concerns about the fairness, transparency or accessibility of the procedures. In meetings held with the review team, the students were able to explain where they could find details of these procedures and what they would do if they had a complaint. The plans to develop fair, transparent and accessible complaints procedures for the BA (Hons) Jewellery Design and Production are robust and credible. The review team concludes that this Core practice is met.

275 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

Q8 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them

276 This Core practice expects that where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

277 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

278 The review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a BA (Hons) Jewellery Design and Production Course Handbook
- b Kingston University/British Academy of Jewellery Liaison Document
- c Kingston University Undergraduate Academic Regulations
- d British Academy of Jewellery Application for approval of an external examiner
- e Kingston University Validation Procedures
- f Course Approval documents
- g BA (Hons) Jewellery Design and Production Implementation Strategy
- h Annual Monitoring and Enhancement
- i British Academy of Jewellery Terms of Reference and Agenda Staff Student Consultative Committee
- j Lesson Plans
- k Terms of Reference of Programme and Module Assessment Boards
- l Kingston University-British Academy of Jewellery Institutional Agreement
- m SQA Qualification Approval Guide
- n SQA Level 4 Diploma Jewellery Design and Manufacturing Qualification Structure
- o SQA Level 4 Diploma Jewellery Design and Manufacturing Unit and Assessment Specifications
- p SQA Qualification Verification Visit Report
- q Meeting with senior staff including the Liaison Officer for the University who manage the partnership agreement and relationship
- r Meeting with academic and professional staff.

279 Some of the key pieces of evidence, outlined in Annex 4, were not considered by the review team. These pieces of evidence and the reason why they were not considered during this review are outlined below:

280 Third party endorsements, as none are available for the provision on offer at the School.

How any samples of evidence were constructed

281 In this review, the team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

282 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below.

283 The team reviewed the Institutional Agreement, the Liaison document External examiner appointments, the Terms of Reference of Programme and Module Assessment Boards, the Monitoring and Enhancement processes, the undergraduate regulations, SQA Qualification Approval Guide, SQA Level 4 Diploma Jewellery Design and Manufacturing Qualification Structure, SQA Level 4 Diploma Jewellery Design and Manufacturing Unit and Assessment Specifications, and SQA Qualification Verification Visit Report to confirm that there are policies and regulations in place to ensure that the courses are of high quality irrespective of where, how or who delivers them.

284 The team reviewed the Liaison Document, lesson plans, Course approval, the BA (Hons) Jewellery Design and Production handbook, the External examiners' appointment procedure and the implementation strategy to assess whether the Academy has credible, robust and evidence-based plans for ensuring a high-quality academic experience in partnership work.

285 The partnership agreement and the Liaison Document were reviewed together with University Course Validation procedure and the Academy's Course validation outcomes in order to test the basis for maintenance of high quality in the partnership and to confirm that the arrangements are in line with the University's regulations and policies.

286 In the absence of an external examiner report, the institutional policy and arrangements for the external examiner were reviewed to confirm that appropriate arrangements are in place to corroborate the effectiveness of the underpinning arrangement. The review team considered the external examiner report for the Diploma.

287 The team also met the senior and academic staff together with a representative of the University to test that staff understand and discharge effectively their responsibilities to the awarding body and to test that the awarding body is meeting its responsibilities.

What the evidence shows

288 The review team's analysis of the evidence led to the following observations.

289 The University's Academic Regulations, the Academic Partnership framework and the Institutional Agreement govern the establishment, management and quality assurance of the academic partnership. The Institutional Agreement and the Liaison document are clear and comprehensive and reflect the University's regulations for the management of the partnership.

290 The University will ensure its courses are high-quality when delivered at the Academy by programme monitoring and evaluation through its annual review process. This will consider the management and strategic direction of the partnership and the assurance of quality and standards; the effectiveness of academic liaison and administrative links between the partners; the assurance of academic standards through assessment processes; information from monitoring processes including external examiner reports, annual reports, and student evaluations; student numbers, student progression and achievement; the quality of student learning opportunities; sufficiency of resources including staffing, staff development, and learning facilities. The minutes of this annual review form part of the University's monitoring and evaluation processes.

291 The processes and committees established by the Academy are aligned to the regulations set by the University, which includes the requirement to appoint an external examiner (overseen by the University) and convene Module and Programme Assessment Boards (MABs and PABs) both of which report to the University. The Academy is also required to submit annual monitoring reports with a clear action plan to the University. The University Liaison Officer has a pivotal role in ensuring the courses are high quality by visiting the Academy regularly when they meet students to gather their views on the quality of teaching and support, the learning resources, student representation and opinion.

292 The Academy's plans for delivery of the programme to ensure a high-quality academic experience are fully detailed in thoroughly planned course materials, credible staffing allocation and requirements, and comprehensive student handbooks. The Academy has credible plans to ensure a high-quality academic experience for provision delivered in partnership through module monitoring and reports which include analysis of students' surveys, staff feedback, student performance, external examiner comments, admissions data and programme committee meeting evaluations. The reports will feed into the Academy's annual evaluation and monitoring procedure resulting in a Quality Improvement Plan in order to confirm the maintenance of the quality of the student experience.

293 The robust and credible plans to ensure a high-quality academic experience are encapsulated in the Liaison Document that sets out in detail the responsibilities of both parties. These plans are also set out in the approval processes and are executed through the committee structures including the Joint Executive Committee (chaired by the University) and Board of Studies (chaired by the Academy) with representation from both institutions. Both report to the relevant committees at the Academy and the University including MABs and PABs ensuring appropriate oversight at a strategic level.

294 There are plans in place for the University to scrutinise the CVs of staff appointed to the BA (Hons) Jewellery Design and Production programme, to confirm their appointment and ensure that they receive appropriate training and ongoing professional development to ensure that the academic experience of students is of the highest quality. In summary, the review team considered that the Academy has robust and credible plans to ensure a high-quality academic experience which is delivered in partnership.

295 In the absence of an external examiner report, the robust plans for assessment boards and the use of the external examiner provide assurance that there are appropriate systems and oversight from the University to confirm the quality of academic experience for students. The review team considered the external examiner report for the Diploma which confirmed that the outcome for students is an academic experience of high quality (see also Q2).

296 The basis for the maintenance of high quality within the partnership is the comprehensive, signed and current Institutional Agreement which clearly reflects the policies for the management of the partnership. This is because the responsibilities are clearly

defined. The University is responsible for the quality of the academic experience including the academic appeals procedure and the provision of the online library and access to its VLE. The Academy is responsible for maintaining the quality of the student experience which was established and clearly stated through the University's course approval procedures and the subsequent Course Validation outcomes reports. The Institutional Agreement confirms course delivery at the Academy's premises by its own subject specialist staff and specialised resources, conducting assessment, staff development, and providing all student advice and guidance services. To ensure the maintenance of high quality within the partnership, and that the arrangements are in line with the University's regulations and policies, the quality of the student experience will be overseen by a trained University Partnership Liaison Officer and the Academy's monitoring and review cycle which feeds into the University annual and periodic review.

297 The review team meetings with staff from both the Academy and the University confirm that they understand their respective roles and responsibilities. The University representative explained how they would manage the quality of the learning experience through the University quality procedures and both formal and informal oversight by the University Liaison Officer through regular meetings. When the course commences the University Liaison Officer will visit informally regularly and formally twice a year.

298 The University representative stated that the University is satisfied with the development of the partnership to date and that the Academy had met all their requirements but because it is a new provider the level of oversight in the first year will be rigorous, but supportive. The Academy staff related their plans to the review team of how the Academy would fulfil its responsibilities to the University for the quality of the academic experience through the provision of learning opportunities, delivered by subject specialist staff, specialised resources, staff development and providing student academic support, advice and guidance.

299 The Academy has effective arrangements in place to work with the Scottish Qualification Authority (SQA) to ensure that the academic experience is high quality. SQA Qualification Approval Guide set out requirements for resources, staffing, student support and internal assessment and verification. The Academy collaborated with the SQA on the development of the Level 4 Diploma in Jewellery Design and Manufacturing. The proposal included a redevelopment of the existing qualifications including an introduction of additional business and design subjects. This was subsequently accredited by the SQA in 2017. The Academy follows SQA regulations which are set out in the SQA Level 4 Diploma Jewellery Design and Manufacturing Qualification Structure and SQA Level 4 Diploma Jewellery Design and Manufacturing Unit and Assessment Specifications.

300 In response to longstanding positive results of audits, the Academy has been awarded direct claim status by SQA whereby the Academy is able to claim certification without external verification activity with SQA, who come annually to confirm the internal quality assurance process. In the SQA Qualification Verification Visit Report dated May 2019 the external examiner reports that they have high confidence in the maintenance of SQA standards for assessment and verification.

Conclusions

301 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

302 Where the Academy works in partnership with other organisations it has in place effective arrangements to ensure that the academic experience is high quality irrespective of where or how the courses are delivered or who delivers them. Based on the evidence, the review team concludes that there are effective arrangements between the Academy and the University to ensure that the academic experience is of high quality. This is because there are clear and comprehensive regulations and agreements for the management of the partnerships. These include support and training for staff, approval of staff appointments and responsibility for the external examiner process. The staff from both the Academy and the University understand their respective responsibilities for quality. The committee structure provides a framework and structure for collaborative work and the University is represented on key committees that report to both bodies. This supportive and collaborative relationship and oversight ensures the quality of academic experience of the students. The review team concludes that this Core practice is met.

303 The evidence underpinning this judgement reflects all of the evidence described in the QSR evidence matrix, therefore the review team has a high degree of confidence in this judgement.

Q9 The provider supports all students to achieve successful academic and professional outcomes

304 This Core practice expects that the provider supports all students to achieve successful academic and professional outcomes.

305 The QAA review team completed an assessment of this Core practice in line with the principles and outcomes that are detailed in the [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (March 2019).

The evidence the team considered

306 The review team assessed the evidence presented, both prior to and at the visit, to determine if the provider could meet this Core practice at a threshold level. The Quality and Standards Review Guidance for Providers Applying to Register with the Office for Students includes a matrix (Annex 4) which identifies key pieces of evidence that a provider may present and which the team should consider when making a judgement against this Core practice to ensure that the relevant outcomes are being delivered. The review team used that matrix to ensure that the evidence considered was assessed in a way that is clear and consistent with all other reviews and focused on relevant outcomes. A list of the key pieces of evidence seen by the team is below:

- a Articles of Governance
- b Equality and Diversity Policy
- c HE Access and Participation Plan
- d Quality Policy
- e Programme specification
- f BA (Hons) Jewellery Production and Design Course Handbook
- g BA (Hons) Jewellery Production and Design course modules
- h Kingston University Liaison Document
- i FE Handbook
- j SQA Verification Visit
- k Third party reports
- l SQA Business Case
- m Kingston University validation documents for BA (Hons) Jewellery Production and Design
- n Student surveys
- o Job descriptions
- p Academic Board minutes
- q Assessment tracking
- r Independent Learning Plan
- s Dyslexia training evidence
- t <https://www.sqa.org.uk/sqa/83694.html>
- u Assessed student work
- v Teaching observation
- w Meeting with senior staff
- x Meeting with students
- y Meeting with academic and professional staff
- z Student submission.

How any samples of evidence were constructed

307 In this review, the review team did not sample any evidence as the Academy runs only one programme.

Why and how the team considered this evidence

308 As highlighted, all of the evidence submitted by the provider was considered by the review team either prior to the visit, or at the visit itself. As such, several pieces of evidence will have been considered to allow the review team to make its judgement regarding the provider's ability to meet this Core practice. To ensure consistency in decision making and to ensure that those decisions focused on outcomes, the review team considered the key pieces of evidence outlined in Annex 4 of the Guidance for Providers. These key pieces of evidence and the reason for scrutinising them are outlined below.

309 The review team considered the Equality and Diversity Policy, the HE Access and Participation Plan, Articles of Governance, BA (Hons) Course Handbooks, SQA Business Case, Programme specification, Module Specifications, job descriptions, the Independent Learning Plan, SQA verification visit, student meeting and Student Handbook, to identify the Academy's approach to student support.

310 The review team considered the Quality Policy, Programme Specification, Academic Board minutes, and assessment tracking, to identify the Academy's approach to identifying and monitoring the needs of individual students.

311 The review team considered the Kingston University Liaison Document, Kingston University validation documents for BA (Hons) Jewellery Production and Design, and the Programme Specification, to assess whether the Academy has credible, robust and evidence-based plans for ensuring that all students are supported to achieve successful academic and professional outcomes.

312 The review team reviewed 12 pieces of assessed student work across different modules of the Diploma course to test whether feedback given to students is comprehensive, helpful and timely.

313 The review team met with staff to test whether they understand their responsibilities and are appropriately skilled and supported.

314 The review team considered the student submission, the student meeting and student surveys, to identify students' views about student support mechanisms and whether they are accessible and effective.

What the evidence shows

315 The review team's analysis of the evidence led to the following observations.

316 The Academy has an inclusive approach to support with a commitment to diversity which is clearly demonstrated in the Equality and Diversity Policy and HE Access and Participation Plan. The Academy's Equality and Diversity policy has been written to promote and integrate equality and diversity into all areas of the Academy's ethos, policy and practice and to recognise and work to remove institutional barriers that prevent equal access and success for learners, staff and other key stakeholders. The policy has been aligned with the content of the Academy's Access and Participation Plan since the Academy aims to address the unequal outcomes between different ethnic groups (black and white students respectively) and those with and without a disability. The Academy will undertake an intersectional analysis of its first higher education students, in order to continue evaluating and developing its approach to inclusivity. The Academy's strategy, set out in the BA (Hons) Jewellery Design and Production handbook and programme specification, is 'the development of the creative professional practice, technological knowledge, and theoretical understanding necessary to enter a variety of careers in the jewellery and creative industries', which together with the inclusive approach facilitates successful and professional

outcomes.

317 The Diploma has a strong emphasis on the acquisition and development of employment skills which facilitates professional outcomes. The rationale and purpose of the qualification is to ensure it meets the need of the wider jewellery sector. This is underpinned by the programme's aim for students to acquire skills and develop a portfolio of work while gaining relevant professional experience from the Academy's strong links with the industry, live site visits and delivery by tutors who are also practising jewellers. The content of the modules includes the development of technical and business skills, creative designing, computer-aided design and communication techniques of presentation and report writing, which all contribute to supporting students to achieve successful academic and professional outcomes. Students are supported academically by a personal tutor whom they meet at the end of each module for a review of their work within an Independent Learning Plan using a self-assessment questionnaire that enables students to reflect on their work. There are also weekly tutorials and continuous formative feedback in workshop sessions together with peer reviews and critiques.

318 Students' progress is monitored by attendance data and their engagement with online learning materials which indicate at an early stage when students might be at risk of failing. This is followed up by the Achievement Officer who guides students with wellbeing issues and learning support needs. The Achievement Officer is readily accessible to all students for consultation and provides individual support and guidance to learners when referred by the assessment team. The Academic Skills Advisor provides support for students on a bookable daily basis.

319 The plans for student support for the new BA (Hons) Jewellery Production and Design are clearly identified in validation and liaison documentation. The programme specification describes the comprehensive personal tutor scheme. This is planned to provide appropriate one-to-one academic advice and guidance throughout a student's studies by monitoring progress, identifying individual needs and giving guidance for individual study embedded in a studio culture to enable them to achieve successful academic and professional outcomes. Although teaching and learning at the Academy is enhanced by hourly-paid lecturing staff with specific expertise, the Academy's intention is that the students' personal tutor will be a permanent member of staff. Students are also supported in the workshops and studios by trained and industrially experienced technicians which contributes to developing their professional skills. The effectiveness of the support is reviewed by student surveys, which are considered by the Academic Board and developed into action plans. The review team considered the plans to support students to achieve successful academic and professional outcomes are comprehensive, robust and credible.

320 Samples of feedback on student assessed work from the 2018-19 academic session demonstrate that all students are given comprehensive, helpful and timely written feedback on their assessed work according to the Academy's assessment procedures. In addition to formal written feedback, students stated that positive and constructive continuous feedback is provided to students during workshop sessions, including peer group feedback on formative assessments. Feedback on assessment is provided on a one-to-one basis, and in accordance with the 20-day turnaround time.

321 At the meeting, the academic and professional support staff were able to articulate clearly how their roles contribute to student outcomes, including those with specialist learning support needs. The academic and professional support staff and students confirm external engagement activities on their course such as guest speakers, design competitions, professional exhibition visits and conference attendance, which help to support student professional outcomes. In the responses to the end-of-course survey, a large majority of Diploma students agreed or strongly agreed that they were given opportunities outside the

classroom that enriched their learning and experience, which also contributes to them achieving successful and academic outcomes.

322 Students agree, in the student submission and in the meeting with the review team, that they are very well supported by the tutorial system and the supportive accessible staff so as to achieve successful and professional outcomes. The students confirmed that they all have a personal tutor who they meet regularly and a workshop tutor who they see every week. Students state that they have timetabled one-to-one review days with their personal tutor at the end of every unit when they discuss their Individual Learning Plan and when they are able to discuss any further support needs they may have such as health, living circumstances, disabilities or learning difficulties. In the responses to the end-of-course survey a large majority of Diploma students agreed or strongly agreed that these learning plans and progress reviews helped to improve their performance and quality of work.

Conclusions

323 As described above, the review team considered all of the evidence submitted to form a judgement as to whether the provider meets this Core practice. In making this judgement the team followed the process set out in Guidance for Providers and took account of the key statements outlined in Annex 5. In so doing the review team ensured that its judgement was consistent with all other reviews and remained outcomes focused. The team's conclusions, based on the evidence considered, are detailed below.

324 The Academy supports all students to achieve successful academic and professional outcomes. This is because the Academy has policies and approaches to facilitate successful professional and academic outcomes. The Academy's plans to achieve successful academic and professional outcomes are comprehensive, robust and credible. Staff understand their role in supporting students and showed commitment to supporting student achievement. Students agree that they are well supported to achieve successful academic and professional outcomes through the tutorial system and external engagement activities. Assessed student work demonstrates that students are given comprehensive, helpful and timely verbal and written feedback. The review team concludes that this Core practice is met.

325 The evidence underpinning this judgement reflects all of the evidence and criteria described in Annex 4 and 5. Therefore, the review team has a high degree of confidence in this judgement.

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