



Designated Quality Body
in England

Degree Awarding Powers Assessment

The Institute of Contemporary Music Performance (ICMP)



Review Report

April 2021

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Summary of the assessment team's findings

Underpinning DAPs criteria	
Criterion A: Academic governance	Met
Criterion B1: Regulatory frameworks	Met
Criterion B2: Academic standards	Met
Criterion B3: Quality of the academic experience	Met
Criterion C: Scholarship and the pedagogical effectiveness of staff	Met
Criterion D: Environment for supporting students	Met
Criterion E: Evaluation of performance	Met
Overarching criterion	
The provider is a self-critical, cohesive academic community with a proven commitment to the assurance of standards supported by effective quality systems	Met

About this report

This is a report of a Full Degree Awarding Powers (Full DAPs) assessment of The Institute of Contemporary Music Performance (ICMP) conducted by the Quality Assurance Agency for Higher Education (QAA) between September 2020 and July 2021 under the assessment method outlined in *Degree Awarding Powers in England: Guidance for Providers on Assessment* by QAA, October 2019.

Assessment for degree awarding powers (DAPs) is the process QAA uses to provide advice to the Office for Students (OfS) about the quality of, and the standards applied to, higher education delivered by a provider in England applying for an authorisation to award its own degrees.

This assessment was undertaken for the purposes of providing advice on the award of time-limited Full DAPs up to, and including, Level 7.

Provider information

Legal name	ICMP Management Limited
Trading name	Institute of Contemporary Music Performance (ICMP)
UKPRN	10035638
Type of institution	Higher education alternative provider
Date founded	1986

Date of first higher education provision	1991																										
Application route	Full DAPs																										
Level of powers applied for	TDAP, up to and including Level 7																										
Subject(s) applied for	All subjects																										
Current powers held	None																										
Date current powers granted	Not applicable																										
Locations of teaching/delivery	ICMP has a single campus in north-west London. Some additional studio space in Acton is currently leased. ICMP has recently acquired additional premises and aims to start utilising additional space there from the start of the 2021-22 academic year.																										
Number of current programmes	3 master's degrees 6 bachelor's degrees 4 Certificate of Higher Education 1 Higher National Certificate (HNC)																										
Number of students (from provider update on student numbers 28 May 2021)	<p>ICMP had 996 students on the following programmes:</p> <table> <tr> <td>BA (Hons) Creative Music Production</td><td>204</td></tr> <tr> <td>BA (Hons) Creative Musicianship</td><td>195</td></tr> <tr> <td>BA (Hons) Music Business</td><td>16</td></tr> <tr> <td>BA (Hons) Music Business and Entrepreneurship</td><td>71</td></tr> <tr> <td>BA (Hons) Songwriting</td><td>130</td></tr> <tr> <td>BMus (Hons) Popular Music Performance</td><td>183</td></tr> <tr> <td>Cert HE Creative Music Production</td><td>15</td></tr> <tr> <td>Cert HE Creative Musicianship</td><td>15</td></tr> <tr> <td>Cert HE Songwriting</td><td>10</td></tr> <tr> <td>Cert HE Music Business and Entrepreneurship</td><td>7</td></tr> <tr> <td>HNC Music Performance</td><td>45</td></tr> <tr> <td>MA Creative Music Production</td><td>28</td></tr> <tr> <td>MA Songwriting</td><td>61</td></tr> </table>	BA (Hons) Creative Music Production	204	BA (Hons) Creative Musicianship	195	BA (Hons) Music Business	16	BA (Hons) Music Business and Entrepreneurship	71	BA (Hons) Songwriting	130	BMus (Hons) Popular Music Performance	183	Cert HE Creative Music Production	15	Cert HE Creative Musicianship	15	Cert HE Songwriting	10	Cert HE Music Business and Entrepreneurship	7	HNC Music Performance	45	MA Creative Music Production	28	MA Songwriting	61
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HNC Music Performance	45																										
MA Creative Music Production	28																										
MA Songwriting	61																										

	MMus Popular Music Performance 16
Number of staff	122 academic staff as at 28 May 2021 (updated staffing spreadsheet) 56 professional support staff
Current awarding body arrangements	The University of East London (UEL) validates all undergraduate and postgraduate degrees, which are the majority of ICMP's programmes. ICMP also delivers an HNC programme in partnership with Pearson. ICMP's previous relationship with the University of South Wales (USW), through which a BA Music Business programme was delivered, was in teach-out during 2020-21.

About ICMP

ICMP was founded as an independent educational provider in 1986 and is one of the earliest providers of contemporary music education in the UK. ICMP provides industry-led higher education programmes in popular music performance, production, songwriting, creative musicianship and music business.

ICMP launched a one-year diploma programme in 1991. In 1995 it commenced a two-year Diploma of Higher Education, which was validated by Thames Valley University. This was developed into a full BMus programme in 1999.

ICMP has offered degree programmes validated by the University of East London (UEL) since 2006 and has delivered an HNC programme offered through Pearson since 2011 as an approved centre. ICMP's collaborative relationship with the University of South Wales (USW) started in 2014. ICMP took a strategic decision to consolidate its provision with a single partner and the relationship with USW was therefore terminated and the single programme which ICMP offered with USW was in teach-out in 2020-21.

ICMP is located in Kilburn, north London, leases some additional studio space in Acton and has recently acquired additional premises which will be operational from September 2021.

ICMP's mission is to 'inspire, encourage and equip our students to succeed by delivering relevant and innovative educational experience of the highest quality'.

If successful in gaining DAPs, ICMP plans to commence operationalising its degree awarding powers in 2021-22, with the aim of recruiting to its own awards for a September 2022 start.

How the assessment was conducted

The QAA team completed an assessment of ICMP according to the process set out in [*Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019.*](#)

The OfS referred ICMP to QAA for a Full DAPs assessment on 22 July 2020 and the provider's submission and supporting evidence was received on 25 August 2020. An initial assessment was undertaken to assess the credibility of the provider's self-assessment and supporting evidence as the basis for a detailed assessment. This was conducted by two assessors who were independent from the assessment team below and culminated in a judgement on 24 September 2020 that the assessment should proceed to the next stage. The detailed assessment began on 25 September 2020, culminating in a final report to the Advisory Committee on Degree Awarding Powers on 9 September and final advice to the OfS.

The team appointed to conduct the detailed assessment comprised the following members:

Name: Colette Coleman
Institution: Formerly Norwich University of the Arts
Role in assessment team: Institutional reviewer

Name: Paul Fleet
Institution: University of Newcastle upon Tyne
Role in assessment team: Institutional reviewer and subject specialist (Popular Music)

Name: Diane Meehan
Institution: Formerly Liverpool John Moores University
Role in assessment team: Institutional reviewer

The QAA Officer was Julia Baylie.

The size and composition of this 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 an academic 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 a senior academic leader qualified to doctoral level. Details of team members were shared with ICMP prior to the assessment to identify and resolve any possible conflicts of interest.

The team conducted the assessment by reference to a range of evidence gathered according to the process described in the *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*. The criteria used in relation to this assessment are those that apply in England as set out in paragraphs 215-216 and in Annex C in the OfS regulatory framework. To support the clarity of communication between providers and QAA, the DAPs criteria from the OfS regulatory framework have been given unique identifiers and are reproduced in Annex 4 of the *Guidance for Providers*.

Assessment period

The assessment period commenced on 25 September 2020 and was originally scheduled to finish on 4 June 2021. This was extended until 25 June 2021 due to the timing of Academic

Board meetings and to allow the team to review the final version of ICMP's academic framework and regulations.

Evidence

The team considered 365 items of documentary evidence during the scrutiny process. The initial documentary submission, submitted on 25 August 2020, consisted of the self-assessment and 163 items of documentation. The initial desk-based analysis was started on 25 September 2020 and completed on 22 October 2020.

The team made additional requests for evidence at four points in the scrutiny period: following the desk-based analysis of the initial submission (73 items); following the first team visit in December 2020 (53 items); following a team progress meeting held in March 2021 (22 items); and a final set of requests following the second team visit in April, submitted in May 2021 (23 items). A further 31 items of evidence were also provided during the scrutiny period to support observation activity (for example, agendas and papers for committees observed).

Observations

The team carried out 22 individual observation events, all conducted online. The observations and reasons for requesting them were as follows.

The following committees were observed in order to test claims made in the self-assessment document (SAD) about how the academic governance structure operates, to assess the operation of committees, the reporting lines for academic governance and how issues are tracked and monitored through the deliberative structure; to assess the authority and function of committees and how this is exercised; and, where applicable, to assess the involvement of students in governance:

- Academic Standards and Quality Committee (ASQC) 7 December 2020
- Academic Board meeting 8 December 2020
- Learning, Teaching and Assessment Committee (LTA) Committee 26 January 2021
- Corporate Board 28 January 2021
- ASQC 10 February 2021
- Academic Board 23 March 2021
- Research, Scholarship and Professional Practice (RSPP) Committee 4 May 2021
- Two meetings of Executive Committee - 12 January 2021 and 9 March 2021
- Student Senate 5 March 2021.

The team observed two working groups in order to understand how these groups operate, and how action planning and monitoring is progressed:

- Timetable and Resource Planning Group 15 April 2021
- DAPs Transition Working Group 25 May 2021.

Three Programme Committee meetings were observed (including both undergraduate and postgraduate provision) to understand how programme committees exercise their responsibilities for programme quality and how students are engaged in the quality assurance of their programmes:

- Programme Committee BAMBE 30 March 2021
- Programme Committee BMus 9 April 2021
- MA Creative Music Production 25 February 2021.

An Assessment Board held on 15 March 2021 was observed in order to assess the processes for their operation.

A programme re-approval planning event on 7 February 2021, in order to see the programme approval process in operation and to assess whether ICMP's programme approval procedures are fully implemented.

The team observed the Learning, Teaching and Assessment Conference on 23 February 2021 to understand how staff are engaged in internal development opportunities and how ICMP develops the knowledge and skills of its academic staff.

A meeting regarding moderation on 4 April 2021 to further the team's understanding of the process for marking and moderation of assessments.

Three teaching observations took place in order to assess the pedagogic expertise of teaching staff: BACMP Applied Production 18 March 2021, MA Songwriting 23 March 2021, BMus Music in Education 30 March 2021. The sessions selected included a mix of undergraduate and postgraduate teaching, a mix of practical and theoretical teaching, a mix of large group and small group teaching and included a session delivered by a member of core academic staff and two sessions by hourly paid lecturers (HPLs).

The team also had a real-time virtual tour of ICMP's premises on 13 May 2021, including its facilities and resources for academic delivery and student support, in order to assess whether ICMP provides appropriate resources to support the delivery of its programmes.

Visits

Two virtual visits took place during the scrutiny period, both of which were held over two days, the first on 18-19 December 2020 and the second on 20-21 April 2021. Each of these visits included meetings with senior staff (senior management and senior academic team), academic staff (including programme leaders, module leaders, core academic staff and also HPLs), professional support staff (including the Registrar, Head of Student Services and staff responsible for quality, records and resources) and students. The first visit also included a meeting with Corporate Board members (including the Chair) and representatives from the University of East London (UEL) (including the Head of Quality, the Dean of the link faculty and the academic link tutor). The second visit also included a meeting with members of ICMP's Music Industry Advisory Panel (MIAP). At the first visit the team met two groups of students, the first mainly consisting of student officers and elected student representatives, the second students who were not representatives. At the second visit, one meeting with students was held. The meetings with students were representative, including students from different years and a range of programmes. Each visit concluded with a clarification meeting with the senior staff.

Sampling

Given the relatively small size of the institution, and the number of programmes, limited sampling was required and the team was able to see complete sets of minutes for the governance committees, programme and module documentation for all programmes, annual monitoring reports and external examiners' reports for all programmes. The team undertook sampling of the following types of documentation, for the reasons explained under the relevant criteria:

- paperwork for complaints and appeals cases [B3]
- documentation demonstrating consideration of claims for recognition of prior learning (RPL) [B3]
- documented cases of academic malpractice [B3, C]

- Moderation Report Forms [B3]
- academic staff CVs [C]
- examples of the feedback given to students on assessments [C, D]
- Peer Observation reports and Observation of Teaching and Learning (OTL) reports [C]
- records of tutorials [D]
- examples of admissions documentation. [D]

Lines of enquiry

The assessment team assessed the provider against all the DAPs criteria and pursued specific areas in each aligned to the DAPs criteria and evidence requirements. Overarching lines of enquiry pursued by the team based on the evidence provided included:

- the governance arrangements, how committees and working groups operate, reporting lines, and action planning
- student engagement in deliberative committees and in particular plans for student involvement in the Corporate Board
- the finalising of ICMP's draft academic framework and regulations
- the role of hourly paid lecturers and the extent of their integration into the academic community of the institution
- data-related projects and how ICMP is ensuring the readiness of its data and information systems to support it post-DAPs
- how ICMP has adapted to deliver its programmes, and support students, during the pandemic.

Further details of the evidence the assessment team considered are provided in the 'Explanation of findings' sections below.

Explanation of findings

Criterion A: Academic governance

Criterion A1 - Academic governance

1 This criterion states that:

- A1.1: *An organisation granted degree awarding powers has effective academic governance, with clear and appropriate lines of accountability for its academic responsibilities.*
- A1.2: *Academic governance, including all aspects of the control and oversight of its higher education provision, is conducted in partnership with its students.*
- A1.3: *Where an organisation granted degree awarding powers works with other organisations to deliver learning opportunities, it ensures that its governance and management of such opportunities is robust and effective and that decisions to work with other organisations are the result of a strategic approach rather than opportunism.*

The evidence considered, and why and how the team considered this evidence

2 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and ICMP's submission. The assessment team identified and considered the evidence for the purposes described in Annexes 4 and 5 of this Guidance as follows.

Specifically, the team considered or assessed the following:

- a To assess coherence in the strategic direction and determine whether this provides a sound basis for effective academic governance, and that associated policies support its higher education, mission, aims and objectives and are developed in consultation with and understood by its staff and students, the team reviewed documentation concerning strategic planning. This consisted of the Strategic Plan [010], a Briefing Note on its development [270], documents relating to its review [030a], evaluation [030b] and consultation [030c, 030d] on its development. The team also considered the Learning Teaching and Assessment (LTA) Strategy [081] and the Research, Scholarship and Professional Practice (RSPP) Strategy [085], the Registry [064] and Academic Operational [158] Plans, Academic Operational Plan Review [343], Academic appraisal examples [159, 160] and Staff Appraisal Templates [206]. It also considered Committee Templates [038]; the Schedule of Business [117], minutes [132, 140, 271, 332] and papers [119, 383] of Corporate Board; the Schedule of Business [123], minutes [134, 141, 272] and papers [125, 369] of Executive Committee; minutes of Student Senate [138b]; Academic Board Papers [122, 351, 376] and minutes [273], LTA Committee Schedule of Business [129], minutes [144, 245] and papers [354]; LTA Strategy Action Plan [190] and updates [342]; minutes [145, 246] and papers [381] of RSPP Committee; a sample of ICMP policies, including the Admissions Policy [094], Attendance Policy [065], Assessment and Feedback Policy [072], Equality and Diversity Policy [044], Complaints Procedure [066], Public Information Policy [063], Observation of Teaching and Learning (OTL) Policy [092], Recruitment Policy [089], Confirmation of Acceptance of Study (CAS) Policy [095]; Policy Development, Approval, Review,

Publication and Communication Policy [166], and Audition Observation Policy [338] The team also looked at the Policy Review Log [156], ICMP's website [<https://www.icmp.ac.uk/>], held meetings with the provider [V1M1-V1M6] and observed committees, including Academic Board [Ob2], Executive Committee/QBR [Ob3], LTA Committee [Ob4], Executive Committee [Ob12], RSPP [Ob22], an assessment board [Ob13] and a meeting regarding moderation [Ob10].

- b To determine whether there is clarity and differentiation of function and responsibility at all levels in relation to its academic governance structures and arrangements for managing its higher education provision, that these responsibilities are discharged effectively and that there are clear and appropriate lines of accountability in place for the control and oversight of higher education provision, the team considered the Quality and Governance Manual [012, 323], the Governance Strategy [029], the Code of Governance [011]; Terms of reference (ToR) [161], the Schedule of Business [117], minutes [132, 140 271], agendas and papers [118, 119, 356, 355, 357-359, 383] for Corporate Board, the Student Governance Working Group (SGWG) Report [168] and notes and actions [267], Update on Student Governance January 2021 [266], Corporate Board Appraisal 2019 Summary [169], Role Profiles for Non-Executive Director [242] and for Senior Non-Executive Director [243], process for selection and appointment [244] and induction [245] for Non-Executive Director, Schedule of Business [123] and Minutes of Executive Committee [134, 141, 241, 272], Executive Committee Student Services Report [124] and Student Services Monitoring report [224], Executive Committee Papers [125, 352, 369], QBR 1 Combined papers [353]; ToR 2020-21 [162], Schedule of Business [120, 163] and Minutes [133, 142, 273] of Academic Board, Academic Board Casework Report [121], Academic Board papers [376], LTA Committee Effectiveness Review [043], External Governance Review 2018 [032], Quality Cycle [040], Academic Quality Indicators (AQIs) [037], Committee Templates [038] and Handbook [039], Committee Chair and Servicing Officer Training Presentation [157], Minutes of Timetable and Resources Planning Group 2019-20 [171, 172], Minutes of the Inclusive Practice Working Group [173], EDI Committee ToR [240], Agenda and papers [223] and Minutes [279], DAPs Transition Working Group Draft ToR [239]. The team also held First Team Visit Meetings [V1M1, V1M7], and observed ASQC [Ob1], Academic Board [Ob2], Executive Committee/QBR [Ob3], LTA Committee [Ob4], Corporate Board [Ob5], ASQC [Ob6], Executive Committee [Ob12], Academic Board [Ob16], DAPs Transition Working Group [Ob17], Timetabling and Resource Planning Group [Ob20], RSPP [Ob22].
- c In order to assess whether the function and responsibility of Academic Board is clearly articulated and consistently applied as the senior academic authority, and that these responsibilities are enacted effectively in practice, the assessment team considered the Quality and Governance Manual [012, 323], Academic Quality Indicators (AQIs) [037], ICMP response to First additional evidence requests 26-11-2020 [000a], Corporate Board Agenda [356] and Papers [357], Schedule of Business [120, 163], ToR [162], and Minutes [133, 142, 273] of Academic Board, Academic Board report to Corporate Board [119d], Academic Board Papers [122, 351, 376], Academic Board non-executive role profile [042], Schedule of Business [126], Example Agendas [127,128] and Minutes of Quality Standing Committee (QSC)/ Academic Standards and Quality (ASQC) Committee [135, 189, 143, 274, 333, 350], ASQC Combined Papers 10-02-2021 [362], Schedule of Business [129], example agenda [130] and Minutes of LTA Committee [136, 144, 275], Minutes of Research and Ethics Committee [137], Minutes of RSPP Committee [145, 276], RSPP Papers [381], DAPs Project Board ToR [034], Effectiveness Review of LTA Committee [043], Minutes of Access and Participation Committee [146, 277],

Minutes of Admissions Committee 2019-20 [147, 278], ICMP Quality Cycle [040], First Team Visit Meetings [V1M1, V1M7], and observations of ASQC [Ob1], Academic Board [Ob2], LTA Committee [Obb4], Corporate Board [Ob5], ASQC [Ob6], Academic Board [Ob16], RSPP Committee [Ob22].

- d To confirm that there is appropriate depth and strength of academic leadership, the team reviewed the role profiles for the CEO [013], Senior Management Team (SMT) members [014, 269] and Senior Academic Team members (SAMT) [015], and the CVs for the CEO, SMT and SAMT members [139] and observed ASQC [Ob1], Academic Board [Ob2, Ob16], Executive Committee/QBR [Ob3], LTA Committee [Ob4], Corporate Board [Ob5], ASQC [Ob6], Executive Committee [Ob12], RSPP Committee [Ob22].
- e ICMP's preparedness to successfully manage the responsibilities that would be vested in it were it to be granted degree awarding powers was assessed through review of TEF Y4 Metrics [001], QAA ICMP Higher Education Review Report 2015 [002], QAA ICMP Educational Oversight Reports [003, 004], UEL Collaborative Review 2017 [005], USW Partnership reapproval 2018 [006], Pearson Academic Management reviews [007, 008, 009] and Annual Programme Monitoring Report [314], Role profiles for the Senior Academic Team members (SAMT) [015], Academic Team Structure [079], Collaborative Agreements with UEL [019] and USW [021], Pearson Approval Documents [023], Letters of Support from UEL [020], USW [022], GuildHE [027], ICMP Scoping Report [031], consultant's report on governance 2019 [041], ICMP's draft Academic Framework and Regulations [036], Quality and Governance Manual [012, 323], DAPs Project Board Terms of Reference [034], DAPs Project Board Sample papers [236], DAPs Transition Working Group draft ToR [239], DAPs Transition Working Group Meeting 1 Combined papers [378], Executive Committee Schedule of Business [123], Registry role Profiles [033], Registry Consultation Report Feb 2021 [268], Registrar and Chief Operating Officer (COO) Job Description and CV [269], Update on Data related projects [167], Current setup of Data Warehouse [257], Data Warehouse Project Previous Drafts [258], Data Warehouse and Reporting Project Specification [259], Instructions for Production of Attendance and Engagement Data [260], First Team Visit Meetings [V1M1, V1M2, V1M4, V1M6, V1M7] and second Team visit Meetings [V2M1] and observation of Corporate Board [Ob5] and DAPs Transition Working Group [Ob17].
- f To determine whether students individually and collectively are engaged in the governance and management of ICMP and its higher education provision, and are supported to engage effectively, the team reviewed the Quality and Governance Manual [012, 323], Registry role profiles [033], Student Officer Meeting Agenda [035], Student Charter [104], Student Officers role profiles [105], Student Officer Induction 2019 [106], Student Representative role profile [107], Student Representative Training [108, 280], Your Voice Your ICMP [109], Student Voice Register [110], Minutes of Corporate Board [132, 140], Academic Board Minutes [133, 142, 273], Example Agenda [131], Minutes [138, 334] and papers for Student Senate [368], Schedule of Business [151, 327], Minutes [148, 149, 150] and papers for Programme Committees [366, 367, 379, 380], NSS data reports 2020 [262], NSS Action Plan 2021 [263], ICMP Annual Monitoring Programme Reports (AMPR) 2018-19 [058], AMPR Executive Summaries 2018-19 [057] and 2020 [178], Module Evaluation Project Initiation Form [059], Module Evaluation outcomes for BMUS [324], Registry role Profiles [033], Registry Consultation Report Feb 2021 [268], ICMP Self Evaluation Documents (SED) [045, 264], SGWG Notes and Actions [267], ICMP response to DAPs First additional evidence requests [000a], Minutes of Academic Board [133, 142, 273], Minutes of LTA Committee [136, 144, 275], held

First Team Visit Meetings [V1M1, V1M2, V1M3] and observed Programme committees - BABME [Ob19], BMUS [Ob20].

- g To establish that ICMP's arrangements for working with other organisations to deliver learning opportunities are based on a strategic approach, informed by the effective assessment of risk, including the carrying out of due diligence, that they are defined in a written legal agreement and are subject to the same robust oversight and governance as the rest of its provision, the team considered ICMP's Quality and Governance Manual [012, 323], Collaborative agreements for UEL [019] and USW [021], Pearson Approval Documents [023], UEL Collaborative Review 2017 [005], USW partnership review 2018 [006], Pearson Annual Management Reviews [007, 008, 009] and Annual Programme Monitoring report (APMR) [314], ICMP Annual Monitoring Programme Reports (AMPR) [058], AMPR Executive Summaries 2018-19 [057] and 2020 [178], UEL Review and Enhancement Process (REP) reports 2018-19 [056], UEL Collaborative Annual Monitoring Reports [313], Pearson External Examining reports [024-026, 200b-c], UEL External Examiner reports [077, 200a], ICMP Centre Handbook Pearson [075], UEL Quality Manual [051], UEL General Regulations [071], USW Regulations [070], USW External Examiner reports [078, 200b, 200c], USW Collaborative Closure Action Plan [061] and updated Closure Action Plan March 2020 [186], Operational plan 2016-17 [152], QBR04 Confirmed minutes 10-10-17 [153], BABM Teach-out Student letter [154], Termination letter to USW [155], SED 2018-19 [045] and 2019-20 [264], 2019-20 [046] and 2020-21 QIP [265], Update on HNC withdrawal and continuation data [238], Non-continuation Action Plan [302], Minutes of ASQC [135, 143, 274], ASQC Papers [350, 362], held First Team meetings [V1M1] and Second Team meetings [V2M2], observations of ASQC [Ob1] and ASQC [Ob6], and responses to requests for clarification/additional evidence [000h].

How any samples of evidence were constructed

- 3 Given the relatively small size of the Institute and its provision, the volume of evidence relating to criterion A was small enough that all documents could be assessed by the team during the scrutiny, and therefore no sampling was undertaken.

What the evidence shows

- 4 ICMP has been delivering higher education for over 30 years and has worked with its main awarding body, the University of East London (UEL), since 2006. ICMP currently has in place an academic governance and management structure, with Corporate Board and Executive Committee having responsibility for corporate governance and Academic Board for academic governance. It plans to retain this structure should DAPs be awarded, with minor changes to the responsibilities of Academic Board and its subcommittees to reflect changes to ICMP's responsibility for delivering awards under its own academic framework and regulations. ICMP's Strategic Plan 2018-2021 sets out the strategic direction of the institution. At the time of writing, a new Strategic Plan, due to be launched in October 2021, was being developed.

- 5 UEL delegates significant responsibility to ICMP in relation to the management of its provision and hence ICMP already has in place several policies and procedures relevant to having its own DAPs. In addition, through its DAPs Transition Working Group it has identified for development those elements which are currently the responsibility of the awarding body, such as assessment boards, degree ceremonies, appointment of external examiners and academic appeals procedures. At the time of writing this report, ICMP was in the process of deciding how it would transition to its own awards should it be successful in gaining DAPs; the two options being to admit students to its own awards in academic year 2022-23 and

allow students already on UEL awards to complete their degrees and obtain a UEL award, thereby operating two sets of regulations; or to work towards transferring all students to ICMP programmes from academic year 2022-23, thereby operating under one academic framework. In March 2020, ICMP approved its Academic Framework for use should DAP be awarded and has subsequently updated it, in particular to incorporate the final degree classification; the final version of these regulations was approved by Academic Board in June 2021. ICMP confirmed during the scrutiny that, should it be successful, it currently has no immediate plans to use its awarding powers to initiate collaborative partnerships.

6 The assessment team's analysis of the evidence led to the following observations.

7 ICMP's Strategic Plan 2018-2021 [010], was developed following a review of the previous Strategic Plan 2013-2018 [030, 030a] which the team considered comprehensive in that it included consultation with a range of stakeholders, including staff and students [000, 030b-030d, 132g, 138b, V1M6]. The Plan is accessible on ICMP's website [https://www.icmp.ac.uk/sites/default/files/new/Governance/strategic_plan_2018-2021.pdf] and encapsulates ICMP's Vision and Values which support its Mission 'to inspire, encourage and equip our students to succeed by delivering a relevant and innovative education experience of the highest quality' [010]. The Strategic Plan sets out the overall direction of the institution and its long-term goals, including its aims to achieve DAPs followed by university title. As stated in its Self-Assessment Document (SAD) [000] and confirmed to the team by senior staff [V1M1] and members of the governing body [V1M7], ICMP's rationale for applying for DAPs is partly a matter of maturity; it is seeking to secure equal academic standing to other degree-awarding providers, achieve more autonomy and flexibility in relation to utilising its own academic framework and regulations to meet the needs of its students and notes that its students identify more with the ICMP brand than that of its partners. The team found the mission and strategic direction to be cogent and clearly articulated in the Strategic Plan, that this is published and that it is well understood by key staff responsible for its implementation.

8 The team considered documentation relating to the Strategic Plan and observed Executive Committee meetings in order to assess how implementation of the strategy is monitored through the committee structure. Committee papers clearly state alignment with institutional goals [000, 038, 119, 122, 125, 354, 381], departmental annual operational plans [064, 158] are aligned to the Strategic Plan and, as evidenced in the examples provided, plans are confirmed in meetings with staff. The team found that staff appraisal ensures that personal objectives are aligned with departmental objectives [000, 159, 160, 206]. Progress against the goals of the Strategic Plan is monitored by the Executive Committee at its Quarterly Business Review (QBR) meetings, as evidenced in minutes and through an observation conducted by the team [123, 141c, 141f, 141k, V1M1, Ob3]; and at the annual Corporate Board awayday [117, 132h, 140d, 271c]. Furthermore, progress against departmental operational plans is regularly reviewed by Executive Committee [123, 134, 141, 272, 332, 343, 369, Ob12]. This demonstrated to the team that ICMP's strategic direction provides a sound basis for effective academic governance.

9 ICMP has recently embarked on producing a new Strategic Plan, scheduled for launch in October 2021, with a draft of the plan having been considered by Corporate Board in April 2021 [383]. As evidenced from a briefing note on the development process [270] and confirmed in meetings with staff [V2M1], consultation with staff, students and other stakeholders will form part of the development process. Delivery of the Strategic Plan is supported through two key substrategies: the Learning, Teaching and Assessment (LTA) Strategy [081], and the Research Scholarship and Professional Practice (RSPP) Strategy [085], which are aligned to the aims of the Strategic Plan and guide activity in their respective areas. ICMP intends to revise both strategies to support the new Strategic Plan and a third substrategy, the Student Engagement Strategy, will also be developed [Ob22].

The LTA and RSPP strategies identify a number of actions and measures by which their success is determined. As demonstrated in their minutes and through the team's observations, the successful delivery of the LTA Strategy is overseen by the Learning, Teaching and Assessment (LTA) Committee [129, 144g, 144h, 190, 275, 342, 354, OB4] and the RSPP strategy through the Research, Scholarship and Professional Practice (RSPP) Committee [145, 276, 381, Ob22], with progress reported to Academic Board [273b, 351, Ob2, Ob16]. The team found that ICMP's priorities and plans are demonstrably aligned with the Strategic Plan and appropriate oversight arrangements are in place.

10 In addition, ICMP has developed its own policies and associated procedures, including (not an exhaustive list): the Attendance Policy [065]; Equality and Diversity Policy [044]; Complaints Procedure [066]; Public Information Policy [063]; Assessment and Feedback Policy [072]; Observation of Teaching and Learning (OTL) Policy [092]; Recruitment Policy [089]; Admissions Policy [094]; Confirmation of Acceptance of Study (CAS) Policy [095]; and the Audition Observation Policy [338]. Key policies are available on ICMP's website or on the virtual learning environment (VLE) [<https://www.icmp.ac.uk/about-icmp/quality-and-governance/policies-and-key-documents>]. Oversight of the consistent application of policies and procedures is undertaken by the Quality Team [V1M5]. The team found, through its observations of committees and their minutes, and through meetings with staff and students, that policies were being consistently applied and effectively operated. Examples included a report on the operation of the Complaints Policy and Procedures as a standing item at Academic Standards and Quality Committee (ASQC) meetings as indicated in its Schedule of Business, [127] and reflected in its minutes [128, 143a-h]; the team's observations of an assessment board [Ob13] that confirmed that decisions were underpinned by the application of regulations for assessment, and an assessment moderation meeting that confirmed adherence to the Assessment and Feedback Policy [Ob10]; and confirmation by students that their work is marked, and feedback is received, in line with the stated policy [V1M3].

11 Staff confirmed, and provided examples to the team, that they contribute to the development of policies and procedures through their membership of committees and through departmental meetings [V1M5, V1M6] and are kept up to date with new or revised policies through briefings, workshops and staff meetings [V1M1, V1M5, V1M6]. Student Officers and student representatives commented that they feel fully involved in policy development and explained how they had been consulted on recent decisions taken in relation to the pandemic, such as making appropriate changes to assessment strategies [V1M2]. While ICMP previously reviewed its policies and procedures annually during a set policy review week, the team found that policies are now reviewed and approved by the relevant committee to a defined schedule, in line with the relevant policy document [000, 166, Ob03, V1M6]. A policy review log is maintained to record when a policy has been updated and the next review date [000, 156]. The team considered that this demonstrated a systematic and inclusive approach to policy development, that its academic policies were understood by staff and students and that they support ICMP's higher education aims and objectives.

12 ICMP has a well-established and clearly defined governance framework, [012, 323] including a Governance Strategy [029, 140e] and a set of governance principles, captured in a Code of Governance [011]. The framework is reviewed annually by Corporate Board to ensure it remains appropriate, as evidenced from its Schedule of Business [117] and meeting minutes [132h]. This framework was originally developed with reference to the Committee of University Chairs (CUC) Higher Education Code of Governance, the Institute of Directors (IoD) Corporate Governance Guidelines and Principles for Unlisted Companies and guidance on governance practice developed by the Office for Students (OfS), thereby bringing together ICMP's legal obligations as a private company and the statutory and regulatory requirements of the OfS [000, 011]. In April 2021, following changes to the CUC

Code, Corporate Board undertook a full review of, and updated, the Code of Governance [383]. The team found that terms of reference, membership and quoracy of committees are clearly set out in the Quality and Governance Manual [19/20 - 012, 20/21-323], which is updated annually, approved by Academic Board [273a] and endorsed by Corporate Board [271d, 323] and that committees follow a defined Schedule of Business [117, 120, 123, 126, 129, 163]. An approved set of standards for the operation of all committees is in place [012] including standard templates for agendas, minutes and cover papers. Meeting observations demonstrated to the team that all committees capture actions which are diligently followed up at the subsequent meeting [000, 038, Ob01-Ob06, Ob12, Ob16, Ob22]. As set out in the Schedules of Business, all committees receive a set of data reports which include the academic quality indicators used to monitor and confirm the quality and standards of provision [037]. Consistency of approach is supported through annual training for committee chairs and servicing officers [040, 157] and a committee handbook [039] provides helpful guidance on matters such as the roles and responsibilities of chairs and servicing officers, the preparation for, and conduct of, committee meetings and minute taking. The team considered that this framework and mode of operation ensures clarity and differentiation of function and responsibility at all levels in ICMP in relation to its academic governance structures and arrangements for managing its higher education provision.

13 The team confirmed that, as set out in the Quality and Governance Manual [012, 323], all committees are subject to an annual internal effectiveness review. Internal reviews are facilitated by the Quality Team with committee members completing a short survey. Committee chairs use the review to reflect on the effectiveness of the committee and make recommendations for revisions and enhancements to its practice [043, 354, 369, 376, 381, OB4, OB12, OB16, OB22]. Reports are considered by each committee and reported to the parent committee. Reports reviewed by the team confirmed that committees are considered to be operating effectively and that, in several cases, recent consistency in servicing officers has made a positive impact, including the timely circulation of papers and subsequent minutes [354, 381, OB12, OB22]. Periodic external evaluation of the governance structure is also conducted, most recently in 2017-18, when Corporate Board and its subcommittees were subject to review by an experienced external consultant. This review concluded that ICMP has a rigorous and effective system of governance [032] and the resultant report made a number of recommendations which, in the team's view, led to several useful changes being implemented (see paragraph 14) [000, 032].

14 The governing body of ICMP is Corporate Board which has four subcommittees, namely, Academic Board, Executive Committee, Audit Committee and Remuneration and General Purposes Committee (created following the 2017-18 external governance review, see below) [012, 161, 323]. Corporate Board's members are collectively responsible for overseeing the institution's activities, determining its future direction and fostering an environment in which the institutional mission is achieved, and the potential of all students is maximised [012, 323]. Corporate Board meets five times a year. Its annual Schedule of Business defines its standing agenda items, including the Chief Executive's report, finance report, strategic risk register, compliance with the higher education regulatory framework and conditions of registration with the OfS, Prevent and Health and Safety reports, as well as non-standing items such as annual and periodic reports, which ensures that it considers all matters within its remit [000, 117]. The team's observation of Corporate Board [Ob5] and review of its papers and minutes [117, 118, 119a-d, 132, 140, 271, 355-59, 383, OB5] demonstrated that it routinely receives the minutes of its subcommittees, together with a written report from the Chair of Academic Board and relevant academic quality indicator reports. Following recommendations arising from the independent external review (see paragraph 13), it also now receives quarterly reports from the Quality Manager on quality assurance and enhancement activity [118, 119a], and an annual report on student casework covering complaints, appeals and student disciplinarys [121]. Members of the Board confirmed to the team that they receive sufficient and appropriate information to allow them

to effectively discharge their responsibilities in relation to the oversight of academic standards [V1M7]. The team verified through the minutes and its observation of Corporate Board that the Board discharges its responsibilities effectively and in line with its stated terms of reference and Schedule of Business. Papers are clearly presented, there is full discussion of items, and actions are diligently recorded and followed up [012, 117, 118, 119a-119d, 132, 140, 271, 323, 355-359, 383, Ob5].

15 Members of Corporate Board include four non-executive Directors who are independent members with a range of expertise, one being a senior non-executive director and one the Chair [V1M7, <https://www.icmp.ac.uk/about-icmp/quality-and-governance/corporate-board>], together with five executive directors [012, 323]. During the scrutiny period, the team observed appropriate changes to the membership of Corporate Board with two executive director vacancies being filled and a non-executive director replaced following completion of the term of the outgoing member [V1M7, Ob5]. The team considered documentation relating to the recruitment, appointment and appraisal of members in order to assess how ICMP ensures that they have appropriate expertise, and to assess the support members receive to carry out their role. Scrutiny of this evidence confirmed that there is an appropriate role descriptor [242, 243], and a clearly defined selection and appointment process for new non-executive directors which ensures that members have appropriate experience and expertise [244]. The team found that members are adequately supported to undertake their roles, including non-executive directors undergoing formal induction [245, VIM7, OB5]. An annual appraisal, conducted by the Chair, was introduced for all members in October 2018, intended to help identify developmental requirements as well as priorities for the Corporate Board for the next annual cycle of business; the Chair of the Board is appraised by the Chair of the Audit Committee [000, V1M7]. A summary of the outcomes, associated action plans and progress against actions are presented to the Board [119c, 132k, 140c, 169, 271e, 357, OB5]. The team's observation, and scrutiny of the minutes, of Corporate Board demonstrate that the non-executive members provide an appropriate level of challenge to the executive members [132, 140, 271, Ob5].

16 There is currently no formal student membership of Corporate Board. ICMP explained to the team that it believes students should not have to take on the fiduciary responsibility of being a director [000, V1M1], and consideration has therefore been given to alternative student representation solutions at Corporate Board level. Until recently, the student voice on Corporate Board was represented through the Dean of Academic Studies and through the various student-related reports presented [000,132]. From April 2020, as an interim solution to strengthen engagement and ongoing dialogue with students, Corporate Board invited the Student President and Vice President to the start of the April and October meetings; the team noted that the outgoing President also attended the start of the July 2020 meeting and the new Student President attended the start of the January 2021 meeting [119b, 140d, 140e, V1M7, OB5].

17 ICMP has continued to explore how students may be represented more formally on Corporate Board and a Student Governance Working Group was set up in 2020 to consider the creation of a student governor role or to appoint an alumnus as a full director of the company [000, 168, V1M7]. A working group report presented to the Corporate Board in July 2020 recommended that a student governor be appointed as a member, but not as a director [140d, 168]. The team was subsequently informed, however, that although a role profile for the role of student governor had been created, ICMP has not recruited to that role following legal advice [266, 267] which stated that in law a student governor would be a 'shadow director' and would assume the same full legal responsibility and liability of other directors, which Corporate Board does not believe to be appropriate for an enrolled student. It was agreed at the January meeting of Corporate Board that, in the meantime, members would continue to meet regularly with the Student President at the start of their meetings, the non-executive directors would meet with student representatives and the working group would be

reconvened to try to find a more formal solution to the issue [356, 357, OB5]. The working group reported back to the April 2021 Corporate Board meeting noting that similar institutions with degree awarding powers (with five alternative providers having been considered) do not have student governors or student representation on their governing bodies and recommending that the current process of inviting the Student President to the start of meetings be retained [383]. The group also recommended that an additional non-executive member of Corporate Board be appointed with a specific remit for the student voice who would also become a member of the Student Senate (a cross-programme student forum chaired by the Student President). This recommendation accords with a decision of Corporate Board that when reviewing its governance strategy, including increasing its membership to eleven members, it would give consideration to the addition of a member with student knowledge and experience [383]. In addition, it recommended that, in the longer term, ICMP should consider the creation of a formal Student Union with a salaried, sabbatical Student President who would become an ex-officio member of Corporate Board [383], something which ICMP has previously explored but not progressed (see paragraph 28) following consultation with students who did not wish to proceed with its establishment. While the current arrangements allow the student voice to be heard by the governing body, in the view of the team implementation of this recommendation would formalise student representation at this level and further strengthen student engagement with Corporate Board.

18 Executive Committee meets monthly and is ICMP's senior management committee with responsibility for supporting and enhancing the planning and operation of ICMP and, on behalf of Corporate Board, for overseeing the development, management and performance of the strategic and operational plans [012, 323]. This is chaired by the Chief Executive and comprises the Dean, Registrar and Chief Operating Officer (COO), together with other senior managers, including heads of function, and reports to Corporate Board. Executive Committee has four subcommittees, namely Health and Safety and Security Committee, Staff Remuneration Committee, the Visa Compliance Committee and the recently formed Equality, Diversity and Inclusion Committee (previously the Inclusive Practice working group) [173, 223, 240], as well as a number of subgroups, including the Timetable and Resource Planning Group, Prevent Steering Group, IT Steering Group, Budget Review Group, Academic Planning Group, Learning and Development Group and the DAPs Transition Working Group [012, 171, 172, 239, 323, 335, Ob17, Ob20, V1M1]. The team found that this approach allows ICMP to address a wide range of issues and challenges in depth. Executive Committee receives the minutes of its subcommittees and subgroups as well as regular reports in relation to the performance of support departments across the institution [123-125, 134, 141, 224, 241, 272]. Four meetings of Executive Committee per year incorporate the Quarterly Business Review (QBR) meetings which focus on ICMP's performance against its strategic objectives [012, 323, 353, OB12]. The minutes and observations of Executive Committee show a wide-ranging agenda with a number of standing items; papers are clearly presented and an action table is maintained and updated [134, 141, 241, 272, 352, 353, 369, Ob3, Ob12]. The team's observations of Executive Committee demonstrated that it is discharging its responsibilities effectively and in line with its stated remit and business [123, OB3, OB12].

19 Academic Board, chaired by the Dean and reporting to Corporate Board, is ICMP's senior academic committee and guardian of academic standards and quality [012, 323]. Academic Board meets sufficiently often to ensure timely decisions [323]. Its responsibilities are clearly outlined in its terms of reference and operationalised through its Schedule of Business [000, 012, 120, 162, 163, 323]. During the development of the DAPs self-assessment document [000], the DAPs Project Board [034] reviewed the last three years of records of Academic Board and identified a small number of items that had not been reported to Academic Board as expected, including the Pearson annual monitoring report and a Programme approval report [000d]. As a result, several changes were made, including

the introduction of Schedules of Business to ensure that meetings of Academic Board (and other committees) cover all appropriate business [119d, 120, 163]. Its terms of reference were amended in September 2019 to better reflect the expectation that Corporate Board assumes ultimate responsibility for the quality and standards of ICMP's academic provision [162]. The description of Academic Board as the 'supreme academic authority' was amended to 'senior academic authority' to reflect the Corporate Board's delegation of academic affairs to the Academic Board [142b]. The team found these changes to be appropriate and confirmed that the function and responsibility of Academic Board is clearly articulated through its terms of reference and that its Schedule of Business supports their consistent application.

20 Academic Board membership includes three independent members, formally approved by Corporate Board, the Student President, a staff representative, senior academics, and representatives from the academic team [012, 042, 323, <https://www.icmp.ac.uk/about-icmp/quality-and-governance/academic-board>]. The extension of the tenure of two of the non-executive members was approved in January 2021, in line with its terms, to ensure continuity through the DAPs transition period [356, 357, Ob5]. Observation of Academic Board confirmed that the non-executive members add a helpful level of independent input and externality [042; V1M7, Ob02, Ob16]. The non-executive directors on Corporate Board meet with the independent members of Academic Board on an annual basis [V1M7, Ob5]. Minutes, and the team's observations of Academic Board, provide evidence that it is generally operating effectively and in line with its stated terms and business schedule. Observation of the December 2020 meeting showed that the 2020-21 Quality Improvement Plan (QIP) was not provided to the meeting as expected due to delays in annual monitoring caused by the pandemic, and the Self Evaluation Document 2019-20 was only provided in draft form, although both were subsequently circulated to members, approved by Chair's action, and included with the papers at the subsequent meeting [351, 376, OB2, OB16]. Papers are clearly presented, agendas state the purpose of the item, cover papers link the item to the Strategic Plan aims, and actions are diligently monitored and followed up [012, 120-122, 133, 142, 162-163, 273, 323, 351, 376, Ob2, Ob16]. There is regular and effective upward reporting from its subcommittees through their minutes and chairs who are also members of the Academic Board, thus enabling it to retain appropriate oversight of the areas within its remit. The academic quality indicators also provide assurance that quality and standards are being maintained [037, 133, 142, 273]. From this evidence the team concluded that Academic Board's responsibilities are enacted effectively in practice.

21 The Academic Board has several reporting committees which help it to discharge its responsibilities. The ASQC (previously the Quality Standing Committee) is chaired by the Registrar and COO and meets a minimum of seven times per year, with meetings determined by ICMP's quality cycle; additional meetings may be held if required [012, 040, 126, 127, 128, 135, 143, 274, 323, 333]. LTA Committee (the subcommittees of which are the Programme Committees) meets approximately monthly and is responsible for the development and monitoring of the LTA Strategy, the development of educational action plans and the promotion and dissemination of good practice [012, 129, 130, 136, 144, 189, 239, 275, 323]. RSPP Committee (which has an Ethics Sub-Committee and was previously the Research and Ethics Committee) meets four times a year. It is responsible for the review, development and implementation of ICMP's RSPP Strategy [012, 137, 145, 276, 323]. The Admissions Committee is accountable for the review, development and implementation of ICMP's Admissions Policy [012, 147, 278, 323] and the Access and Participation Committee (which also has a number of subgroups) oversees the development, review and implementation of ICMP's Access and Participation Plan [012, 146, 277, 323]. The External Examiner Nominations Panel and the Professorships Appointments Panel also report to Academic Board [012, 323]. The subcommittees of Academic Board are each chaired by the senior manager responsible for those areas, who are also members of the

Senior Management Team (SMT) and Senior Academic Management Team (SAMT). This allows for strength of academic leadership across the academic governance structure, which was demonstrated through the observations of these committee meetings [000 para 84, V1M1, Ob1, Ob4, Ob6, Ob22]. ICMP accepts that having many committees in a small institution can be a challenge and that some core staff are members of many committees [V1M1]. However, committee membership is reviewed annually and viewed by the institution as a developmental opportunity for new and less experienced staff [V1M1]. Evidence was provided from a committee observation [Ob22] that staff newly joining committees feel well supported in undertaking the role.

22 ASQC is charged with the oversight and monitoring of all matters relating to academic standards and quality, including the review and development of ICMP's quality processes. ASQC was formed following a review of the Quality Standing Committee and the LTA Committee in 2017-18 which identified duplication of functions between the two committees [000]. ASQC has responsibility for providing assurance to Academic Board in relation to the maintenance of quality and standards, which it discharges through an ongoing programme of monitoring, review and action, evident in its minutes and the team's observations of its meetings [000, 154, 012, 126-128, 135, 143, 274, 323-333, 350, 362, OB1, OB6]. The team reviewed committee paperwork and conducted observations of Academic Board's subcommittees, namely ASQC [126-8, 135, 143, 274, 323-33, 350, 362, Ob1, OB6], LTA Committee [129-130, 136, 144, 189, 239, 275, 323, 354, Ob4], RSPP Committee [137, 145, 276, 381, OB22], Admissions Committee [147, 278] and the Access and Participation Committee [146, 279] and confirmed that they are operating in accordance with their stated terms of reference and business schedules. The team's observation of the RSPP Committee also confirmed to the team its key role in, and impact on, driving forward ICMP's research, scholarly and professional practice agenda [OB22].

23 The Chief Executive (CEO) is responsible to the Corporate Board and leads the organisation [013]. The CEO is supported by the SMT, comprising senior managers and heads of departments, with each member of the SMT having responsibility for a portfolio of activities, as set out clearly in their role descriptors [014, 269]. The Dean of Academic Studies, also a Director of ICMP [014], leads the academic faculty, working with two Associate Deans and a Head of Undergraduate Programmes to form the SAMT [015]. The Dean is responsible for the overall management, strategic development, and continual improvement of ICMP's academic function. The CVs of SMT and SAMT members provide clear evidence that there is appropriate depth and strength of academic leadership because academic leaders have relevant qualifications and experience; and observations of meetings confirmed to the team that senior staff command the respect of their colleagues and peers [139, Ob01-Ob04, Ob06, Ob12, Ob16, Ob22].

24 As noted in paragraph 4, ICMP has been delivering higher education for over 30 years and has most recently worked with Pearson and two awarding bodies: UEL and USW. The team saw positive letters of support for its application for DAPs received from UEL and USW; and also from GuildHE with which ICMP is actively engaged [000, 020c, 022, 027]. ICMP has been subject to several external institutional reviews over the past six years with positive outcomes, including three QAA reviews [196, 002-004], UEL collaborative review in 2017 [000, 005], partnership reapproval with USW in 2018 [198, 006], annual Pearson Academic Management Review [007-009] and Pearson Annual Programme Monitoring [314]. ICMP achieved bronze in the Teaching Excellence Framework (TEF) in 2019 [001].

25 UEL delegates significant responsibility to ICMP for delivery and assessment of the academic provision awarded in the University's name, in line with the current collaborative agreement [019b]. This includes responsibility for admissions, programme delivery, staffing and resources, annual monitoring, complaints, assessment, and nomination of external examiners [000, 019b]. UEL's review of ICMP in 2017 looked at the programmes and a

range of general topics, including maintenance of standards, quality assurance, student experience, and learning, teaching and assessment. The review confirmed that ICMP is operating these processes effectively [005]. In a meeting with the team [V1M4], UEL representatives spoke very positively about their relationship with ICMP and its ability to manage its own processes should it be successful in gaining DAPs, citing in particular the quality of the documentation produced for programme validation events, the timely response to annual monitoring and full compliance with all quality processes and procedures. As noted in paragraph 10, ICMP is effectively operating a number of its own policies and quality assurance procedures are clearly set out in the Quality and Governance Manual which is updated annually [012, 323].

26 To support its strategic goal of achieving DAPs, ICMP has continued to develop appropriate roles and structures, [000] including the creation, and subsequent recent restructuring of, the Registry. This included recruiting to a new role of Registrar and COO in February 2021 [033, 268, 269], additions to the SAMT (a new post of Associate Dean for Academic Development) [015, 079, 139], the building of research capacity, and strengthening programme leadership capability [V1M1, V1M7]. A set of linked projects is being undertaken by the Registry to improve the consistency and accessibility of data, including automating connections between data systems, moving the module evaluation system online, implementing a data warehouse solution to enable historical data to be held and presented on a consistent basis, making it easier for staff to self-serve data reports and improving the training delivered to staff to ensure that statistical data are interpreted consistently. Progress in relation to these projects is monitored by Executive Committee, with several now having been completed which, in the team's view, demonstrated ICMP's commitment to ensuring that its IT systems are fit for purpose and will support its ambition of achieving and successfully managing its own DAPs [000, 123, 155, 167, 258-260, 267].

27 In preparing for its DAPs application, ICMP utilised external consultants to assess its position in relation to the criteria and to make recommendations on any necessary preparatory and ongoing work [031, 041]. A DAPs Project Board, reporting to the Executive Committee and Corporate Board, was also established and several working groups set up [000, 034, 236]. More recently, ICMP has set up a DAPs Transition Working Group, chaired by the Registrar and COO and reporting to Executive Committee, to work on those things which need to be done should DAPs be achieved [239, V1M1, Ob5, Ob17]. These included the timing of transition to ICMP awards, completion of the academic regulations on degree classification and the rules for compensation (finally approved by Academic Board in June 2021), the arrangements for certification, assessment boards and graduation ceremonies and the further development of policies relating to extenuating circumstances, appeals and complaints, library resources and the student record system. A programme of consultation and communication with staff and students is also planned [036, 378, V1M1, V1M6, V1M8, V2M1, Ob17]. Some minor changes are also expected to be made to the committee structure with Academic Board taking additional responsibility, for example, for ICMP's Academic Framework [378, V2M1, Ob17]. In the team's view, ICMP's long-standing experience of successfully managing its higher education provision as evidenced by its awarding bodies, the significant responsibility devolved to it from its main awarding body, and ICMP's ongoing investment and preparation for the award of DAPs provide confidence of its preparedness to successfully manage the responsibilities that would be vested in it were it to be granted degree awarding powers.

28 ICMP states its commitment to hearing the student voice which is reflected in its Student Charter [000, 104] and to engaging students in its academic management and governance [000, V1M1]. The various strands of activity relating to the student voice are branded as 'Your Voice, Your ICMP', used to inform students how they can engage in these systems and how feedback is used to drive improvement [109]. Students who met the team demonstrated a variable level of familiarity with this initiative; however, students confirmed

that the phrase matched the ethos of the institution in relation to its engagement with students [V1M3]. ICMP's system of student representation comprises elected Student Officers who lead the Student Senate, namely two paid non-sabbatical positions on fixed term contracts; several other Officer positions, the holders of which are paid on an hourly basis to attend meetings and committees [105], and programme level student representatives [000, 107-108]. The team confirmed that Student Officers have clear role profiles and the Officers confirmed that they receive an induction into their roles at the start of the academic year, meet with the outgoing Student President for hand-over and that mentors are in place to support them [012, 105-106, 323, V1M2]. Due to the pandemic, student elections were slightly delayed for 2020-21 and the term of the outgoing Student President was extended into the autumn semester to allow a hand-over period to take place [V1M1]. Student representatives operate at programme-level and attend the Student Senate and Programme Committees. With normally two student representatives elected from each year of study on each programme, there is sufficient representation [000, 012, 107, 323, V1M2]. Student representatives are required to complete an annual training session [108; 280] and postholders told the team that staff are approachable and helpful should additional support be required for their roles. [V1M2]. Student representatives confirmed that they are able to engage with their fellow students to elicit their views and feed these into formal meetings, although this had been easier to achieve prior to the pandemic. The wider student body also confirmed that the student representation system was effective and that issues were raised and actioned by staff [V1M2, V1M3]. In meetings with the team, senior staff confirmed that although there had been ongoing discussion about setting up a Student Union, including consultation with the National Union of Students (NUS), students had decided not to pursue this option, although this remains under review [V1M1]; students also confirmed to the team that currently they did not see it as a priority [V1M2].

29 Details of student engagement in academic governance and quality processes are clearly set out in the Quality and Governance Manual [012, 323]. Students are represented on several institutional-level committees, as well as being members of the Student Senate and Programme Committees [012, 323]. ICMP acknowledged that the Health, Safety and Security Committee had struggled with student attendance last year and that it had now made this a remunerated position, which has had a positive impact [V1M1]. The Student President and Vice President have formal, regular meetings with the SMT which allow ICMP to communicate priorities and plans and facilitate the gathering of student feedback [000 para 347, 035, V2M1]. As noted previously (see paragraph 17) there is no student representation on Corporate Board or ASQC. ICMP's rationale for students not being members of ASQC is that the business is quite technical and the Committee is predominantly a scrutiny and monitoring forum; and that students are represented on Academic Board, the LTA and RSPP Committees where they engage in decision-making that directly impacts the student experience. ICMP also stated that given the demands on students' time, it strives to ensure their deployment provides the best opportunities to influence the student experience [000d]. In meetings with the team, students confirmed their satisfaction with student representation on institutional-level committees and those that were members of these committees confirmed that they were treated as full members, their voices were heard and action is taken as a result of their feedback [V1M2].

30 Student representatives attend the Student Senate which acts as a 'general sounding board for student opinion' on non-programme specific issues. This is chaired by the Student President and reports to Academic Board and the student body [000, 012, 131, 133, 138, 142, 273, 323, 334, 368, V1M2]. The team observed a meeting and reviewed paperwork which showed that it is reasonably well attended and a wide range of issues are raised, such as timetabling and room usage, facilities, events, communications, health and safety as well as noting positive issues and good practice [138, 334, 368, Ob11]. Actions are recorded and updated at the subsequent meeting. Staff sometimes attend meetings to consult with students or to provide them with relevant updates [138, 334]. Student Officers

and representatives confirmed that meetings are effective and cited actions taken in response to feedback, such as improvements to the air conditioning systems and sound proofing. Although the wider student body were less familiar with its role [V1M2, V1M3], there was clear evidence of impact. Recently, the SMT have held 'Town Hall' meetings, open to all students, to allow the wider student body direct access to SMT members; the Student Governance Working Group has also recommended further enhancements, such as 'Town Hall' sessions as part of Student Senate, for the Senate to report to Executive Committee and Corporate Board as well as Academic Board, and for the number of meetings to be increased from three to four. This demonstrates an ongoing evaluation of the approach by the institution and, in the team's view, these proposed changes will further strengthen engagement with the wider student body [267, V2M1]

31 Programme Committees, meeting at least once per semester, report to LTA Committee which receives their minutes [012, 136]. They are attended by both staff and students and are responsible for the overall quality of the programme. The effectiveness of Programme Committees was reviewed by the Associate Dean (Academic Development) and Quality Manager in 2018-19, resulting in revised terms of reference approved in June 2019 [133h]. Programme Committees are now chaired by a member of the Senior Academic Management Team, and a schedule of business is in place [151, 327]. Minutes and observations of Programme Committee demonstrate that a wide range of issues are raised by students, including student feedback on modules, issues with facilities and faults with equipment. Student feedback on positive practice and meetings also consider module evaluations and module improvement plans, annual monitoring report action plans and external examiner reports [148-150, 366-367, 379-380, OB19-OB20]. The team heard from students that the meetings were useful for raising and resolving issues and for receiving updates from staff [V1M2]. Such meetings are also utilised by staff to elicit student views on potential programme developments and policy changes [V1M2]. Non-representatives were less familiar with the role of Programme Committees and Student Senate but were familiar with their programme-level representatives and aware of their opportunities to raise issues [V1M3]. As noted in paragraph 30 above, the SMT has recently held 'Town Hall' meetings to strengthen engagement with the wider student body and in future such a meeting will be incorporated into the Student Senate.

32 Students also provide feedback through the external NSS survey and internal student satisfaction surveys and module evaluations, the response to the latter having been improved during 2019-20 through digitisation [000, 059, 262, 324]. The team confirmed that results of these surveys are circulated and received by the relevant committees, and programme and module leaders so that necessary action can be taken, with a comprehensive action plan being drawn up in response to NSS outcomes [133, 136, 142, 144, 263, 273, 275]. Student feedback is also considered during the annual monitoring process [000, 057, 058, 178] and through the annual internal Self-Evaluation Document [045, 264]. Students confirmed that they have multiple opportunities to provide feedback both online and face-to-face with staff [V1M3] and gave several examples of action taken, including increased contact time on one course, the installation of gender-neutral toilets and an increase in the length of bookable studio time slots [V1M3].

33 A Student Voice Register was introduced in 2017-18 to maintain oversight of issues raised by students [110] and a Student Engagement Administrator was recruited in 2018-19 with a specific remit to engage the wider student community in quality assurance matters. Although the role holder was no longer in post [033, V1M8], the team was assured that this post would be retained and recruited to as part of the Registry restructuring (see paragraph 26) [268]. Overall, notwithstanding the intention to formalise student representation on Corporate Board, the team concluded from its meetings and observations that students are engaged individually and collectively in governance and management and are supported to engage effectively.

34 The partnership with USW has been terminated and was in a teach-out process during 2020-21 whereby students currently enrolled on the programme are able to complete their studies [000,186]. A closure action plan was put in place, monitored by the Quality Team and updated in March 2020 [061, 186, 264] and the course remained subject to USW's quality assurance procedures, including external examining and annual monitoring, ensuring that standards and the quality of the student learning experience were maintained [000 Appendix G pg 91, 078, 200b, 200c]. The team's observation, and scrutiny of minutes, of ASQC provided clear evidence of the ongoing oversight of the programme during the teach-out phase [135, 143, 274, 350, 362, Ob1, Ob6] which provides confidence that any subsequent teach out will be similarly managed.

35 As noted in paragraph 5, ICMP is still considering the transitional arrangements for its partnership with UEL should degree awarding powers be granted. ICMP confirmed in a written statement to the team [000h] that in addition to the arrangements for teaching out the existing programmes, consideration is being given to whether to retain some form of partnership with UEL (for example, in relation to postgraduate provision) or with Pearson. Other than the possibility of developing new arrangements with existing partners, ICMP has no immediate plans to develop new collaborative partnerships relating to its own awards, should it be successful, and has therefore not developed any policies relating to collaborative provision at this stage. Evidence from developing and managing its existing partnership arrangements, outlined above, confirms that ICMP takes a strategic approach and applies robust oversight and governance.

Conclusions

36 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

37 The team considers that academic governance is effective, with clear and appropriate lines of accountability for academic responsibilities. ICMP's strategy, developed through consultation with its stakeholders including staff and students, is published and widely communicated to staff. Achievement of its aims and objectives is supported by key institutional strategies, and in particular the LTA and RSPP strategies, which drive its activities in the respective areas. Through its committee structure, ICMP develops its policies and procedures in collaboration with staff and students; these policies are regularly reviewed and are widely communicated, accessible and evidence confirms that these are consistently applied.

38 As defined in the Quality and Governance Manual, an appropriate academic governance structure is in place. The function of Corporate Board is set out in its Terms of Reference and a defined Schedule of Business, updated annually, ensures that it covers all matters within its remit. Corporate Board is appropriately constituted, comprising executive and non-executive directors, the latter providing appropriate challenge to the executive members. A clear role profile and induction procedure are in place for non-executive members and all members are subject to an annual appraisal process. The Terms of Reference and Membership of ICMP's Academic Board and its subcommittees are clearly articulated in its Quality and Governance Manual and observation, minutes and papers of these committees confirm that they are operating in line with their stated remit and business schedules, that actions are noted and followed up, and that committees meet sufficiently often to maintain effective oversight and ensure that actions are timely. There is appropriate upward reporting from the subcommittees which are able to undertake detailed oversight of their respective areas. These subcommittees report to Academic Board whose membership also includes the Chairs of the various subcommittees. Notwithstanding the delegation of

responsibility to its subcommittees for specific matters, Academic Board retains ultimate academic authority.

39 ICMP has been delivering higher education for over 30 years and has worked with its main awarding body, UEL, since 2006. It is effectively operating several of its own policies, procedures and quality processes which are clearly set out in its Quality and Governance Manual. Through its DAPs Project Board, and more recently the DAPs Transition Working Group, it has and continues to put in place regulations, systems, roles and structures that will support the management of its own DAPs, should it be successful.

40 The team considers that ICMP's academic governance, including all aspects of the management and oversight of its higher education provision, is conducted in partnership with its students. Students have a variety of opportunities to engage individually and collectively in the academic governance and management of the organisation, including at institutional level on Academic Board and several subcommittees through the student representative body. ICMP sets out a clear rationale for not including student representatives on AQSC and continues to review how student representation may be best incorporated on Corporate Board. Student Senate and programme-level committees provide an effective mechanism for addressing student feedback with timely actions taken as a result. Module evaluations and internal and external surveys, including the NSS, are systematically considered and appropriate and effective action to improve the student experience is taken as a result. Students commented positively on ICMP's approach to seeking and addressing student feedback and hearing their voices.

41 The team considers that, where ICMP works with other organisations, it ensures that its governance and management is robust and effective and that decisions to work with other organisations are the result of a strategic approach rather than opportunism, for example its strategic decision to terminate its partnership with USW and consolidate all relevant provision with one main awarding body. Observations and minutes of ASQC provide evidence of robust arrangements for the ongoing oversight of all provision and for the teach-out of the programme offered through USW, thus ensuring that standards were maintained, and the student learning experience remained appropriate, until the teach-out process was complete.

42 The assessment team concludes, therefore, that the criterion is met.

Criterion B: Academic standards and quality assurance

Criterion B1 - Regulatory frameworks

43 This criterion states that:

B1.1: An organisation granted degree awarding powers has in place transparent and comprehensive academic frameworks and regulations to govern how it awards academic credit and qualifications.

B1.2: A degree-awarding organisation maintains a definitive record of each programme and qualification that it approves (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.

The evidence considered, and why and how the team considered this evidence

44 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and ICMP's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

Specifically, the team considered or assessed the following:

- a To assess whether the academic frameworks and regulations governing ICMP's higher education provision are appropriate to its current status and implemented fully and effectively, the team considered the regulations from USW [070] and UEL [071], the Pearson Handbook [075], policies on admissions [094], assessment and feedback [072], complaints [060], programme approval [012,052,054a], programme review [012,055], academic appeals [066,067], annual monitoring [057,058], academic malpractice [073,074], external appointments [012], general regulations [175], external examiner reports [024,025,26a,200], programme approval documentation [052,184], observation of a programme approval event [Ob13], portfolio development plans [125], programme specifications [062], FHEQ and Subject Benchmark Statements mapping documentation [337], annual monitoring reports [058, 313,56-58], UEL collaborative review report [005], USW partnership review [006], Pearson Annual Management Review reports [007-009] and the report of an external review of governance [032], the minutes and Schedule of Business for ASQC [126,127-128,143], staff induction [047]. The team also met senior, academic and professional support staff [V1M1, V1M5, V1M6] and representatives from UEL [V1M4].
- b To assess the academic frameworks and regulations ICMP has created in readiness for granting its own higher education qualifications and understand how ICMP is planning to create and apply its own academic frameworks and regulations, the team considered the ICMP Self-Assessment Document [000], DAPs Transition Working Group papers, [378] the draft regulations approved by Academic Board in March 2020 [036], a revised version of the regulations presented to Academic Board in June 2021 [346], a paper circulated to staff regarding possible degree algorithm methods [378], and the final version of the regulations produced after Academic Board in June 2021 [347]. The team also observed Academic Board

meetings [Ob1, Ob16], the DAPs Transition Working Group [Ob17] and held meetings with senior staff [V1M1, V2M1].

- c To assess whether definitive records of qualifications are maintained and used as the reference point for delivery and assessment, monitoring and review and for provision of records of study, the team considered [062a-h] ICMP Programme Specifications and module specifications [VLE1-9], Programme Handbooks [050, VLE1-9], Public Information Policy [063], ICMP Academic Framework and Regulations [036,346,347], UEL regulations [071], papers from the DAPs Transition Working Group [178], the Quality and Governance Manual [012], annual monitoring processes [012, 056, 058, 178], the progression and results email [328] and a written response from ICMP regarding plans for transcripts and certification [000]. The team also held meetings with support staff [V1M6], and students [V1M2, V1M3, V2M2].

How any samples of evidence were constructed

- 45 The team did not construct any sampling for this criterion as the volume of material available was such that all evidence could be reviewed by the team.

What the evidence shows

- 46 ICMP currently applies its awarding partners' academic frameworks and regulations. It operates under devolved responsibilities for some aspects and therefore has its own existing regulations and policies for several areas and has some policies which operate alongside, or prior to, its awarding partners' processes. ICMP has produced a set of academic regulations which will govern its provision. These were initially approved in draft form by Academic Board in March 2020, with final approval by Academic Board being confirmed in June 2021. ICMP intends to continue to offer its current programme portfolio under its own regulations, although its development plans also indicate the possibility of development of new programmes over the next three years. The transition arrangements for the existing UEL-validated programmes are still under consideration.

- 47 ICMP currently maintains the definitive documentation for its programmes and uses this as the basis for teaching, assessment and monitoring. ICMP is currently responsible for providing students with confirmation of marks, while formal transcripts and certificates are the responsibility of UEL. ICMP plans to replicate UEL's procedures and is currently engaged in sourcing the necessary IT support to undertake these functions itself.

- 48 The assessment team's analysis of the evidence led to the following observations.

- 49 ICMP currently operates under the academic frameworks and regulations of its partners [070-071, 075]. It has developed and operated its own quality assurance processes and policies for those aspects of its provision which are delegated, for example admissions [094], assessment and feedback, [072] complaints [066], attendance [065] and academic malpractice [073,074]. Several external reviews of ICMP have attested to the full and consistent application of regulations and policies, including the UEL Collaborative Review 2017 [005], USW partnership reapproval 2018 [006] and annual Pearson Academic Management reviews in 2017, 2018 and 2019 [007-009]. In areas where it does not have devolved responsibility, ICMP has chosen to apply its own internal processes prior to, or in conjunction with, its awarding body's process which demonstrate an integrated approach and firm understanding in these areas. For example, ICMP has developed its own approach to programme approval [012, 052, 054a], programme periodic review [012, 055], annual monitoring [057-058], academic appeals [067-068], academic malpractice [073-074] and external examiner appointments [012]. ICMP's general regulations [175] set out expectations and regulations for students relating mainly to conduct and disciplinary matters.

50 The team reviewed all external examiner reports [024, 025, 016a, 200a-e] which demonstrate appropriate and robust application of regulations and policies as examiners indicate that assessment procedures are adhered to consistently. Documentary evidence, and an observation relating to the processes for programme approval and review conducted by the team, [Ob13, 052,184] also confirmed that the regulations and procedures are applied diligently in the implementation of this process. Further, through the scrutiny of all programme specifications [062a-h] and the Undergraduate and Postgraduate Benchmark mapping documents [337], the team established that definitive programme documentation clearly cross-references regulatory requirements and aligns to the appropriate FHEQ levels. The monitoring of appropriate and effective application of regulations and procedures is evidenced in the activities of committees - for example, regular reports on complaints cases to ASQC [126, 127, 128 143a-h] - and also evidenced through review of the annual monitoring processes, including ICMP Annual Monitoring reports [058a-f], UEL Annual Monitoring Reports [313a-g] and Pearson annual reports [056,057,058,178], all of which indicate that ICMP's procedures complement the processes of the awarding partners and meet the requirements of UEL and Pearson in terms of reporting and participating in annual monitoring processes. Further direct assessment by the team of the implementation of regulations and policies showed full and consistent applications, for example in relation to admissions (see criterion D) and assessment, complaints and appeals (see criterion B3). The team therefore considers that the academic frameworks and regulations in place are appropriate to ICMP's current status and are applied consistently.

51 UEL staff who met the team [V1M4] confirmed that ICMP staff have a good understanding of their responsibilities under the partnership agreement in terms of the application of regulations and policies, that there had been no identified breaches of regulations, and that ICMP is a conscientious partner. Induction of new staff [047] includes briefing on policies and procedures, and staff met by the team confirmed that the Quality Team plays an important role in ensuring that regulations and policies are disseminated and applied appropriately [V1M1, V1M6]. This includes providing training and guidance on the implementation of regulations and advising staff of any changes. Academic and professional support staff [V1M5, V1M6] were able to articulate understanding of regulations and policies and the team concluded that communication between stakeholders on the academic frameworks in place was effective.

52 ICMP has produced its own academic framework and regulations [347] in readiness for DAPs, a draft of which [036] was first approved by the Academic Board in March 2020 and finalised in June 2021 [346]. Papers from the DAPs Transition Working Group seen by the team, demonstrate that ICMP takes account of identified good practice in other higher education providers and guidance from sector bodies in developing and reviewing procedures and policies [378]. The regulations initially presented in March 2020 [036] were generally comprehensive and fit for purpose, covering areas such as the proposed qualifications framework, assessment arrangements, progression and awards, extenuating circumstances, conduct of assessment boards, admissions and entry requirements, academic misconduct and appeals. At this time, the degree classification algorithm was yet to be agreed and was still under consideration. There was also further work to be done on the related rules regarding the amount of credit at a lower level that could contribute to an award and the requirements for progression between levels.

53 Work on clarifying its degree classification algorithm was underway throughout the team's assessment of the provider. During the first visit meeting, [V1M1] senior management noted that they wished to research good practice elsewhere and consider options. An observation of the December 2020 Academic Board meeting by the team [0b01] demonstrated further discussion of the academic framework and regulations and it was noted that the degree classification algorithm was pending further discussion. A paper was discussed at the DAPs Transition Working Group in March 2021 [Ob17, 378] which included

three potential algorithm options, on which ICMP proposed to consult staff. Papers from the DAPs Transition Working Group [378] indicated that ICMP was referring to external guidance on degree classification, including that provided by the UK Standing Committee for Quality Assessment (UKSCQA). Proposals for finalising the academic framework and regulations were submitted to Academic Board on 30 June 2021 [346] and following the meeting a final version of the regulations, incorporating the agreed changes, was signed off by the Chair of Academic Board [347] following recirculation to all Academic Board members. The final version includes the agreed degree classification algorithm, and completion of associated revisions to the credit framework and progression requirements. The team considered the degree algorithm to be in line with that used in other higher education providers and that the approach to researching potential options reflected a concern by ICMP to establish good sector practice and adopt a methodology that would guard against grade inflation. The length of time spent on finalising the regulations arose from the desire to give careful consideration to this issue, rather than simply adopt the algorithm of its awarding body. With these changes having been made, the team concluded that the final version of ICMP's academic framework and regulations is appropriate for the operation of its own degree awarding powers.

54 ICMP maintains definitive records of each programme in the form of Programme Specifications [062] which include programme structure, learning outcomes, level, and alignment to assessment points; and Module Specifications [VLE1-9] which provide detailed information on module content, learning outcomes, delivery and assessment. Programme and module documents are considered and approved through the programme approval and review processes where they form a central part of the process [012]. The team reviewed programme and module specifications, and related assessment documentation, [062, VLE1-9] and found clear alignment between these documents, evidencing that the definitive documentation is being used as the basis for delivery and assessment of each programme. There is also clear evidence that definitive programme and module records are used as the basis for programme monitoring because ICMP's annual monitoring process [012, 056-058,178] requires reporting by module leaders on each individual module. The programme leader then produces the programme-level report, which includes commentary for each individual module as well as at overall programme level and requires programme teams to indicate any areas where change may be required. Annual monitoring also involves team commentary on the reports of external examiners, who are required to report on academic standards within modules as well as at overall programme level [012, 056-058,178]. Programme reports feed into overall institutional-level reports and the collaborative annual monitoring report that ICMP is required to produce for UEL. This demonstrates a systematic approach to monitoring framed around the definitive documentation and the team heard that ICMP proposes to continue with its current internal annual monitoring process should it be awarded DAPs.

55 Programme handbooks [050] follow a standard template, which requires inclusion of the module specifications, and the Public Information Policy mandates that these are approved by Academic Board [063]. Programme handbooks and the specifications are available to students through the virtual learning environment (VLE). The Quality Team is responsible for ensuring that definitive records are maintained, for checking accuracy and updating as required [000, V1M6, 063]. Although there were a few minor typographical and labelling errors in the information on the VLE (for example, the observation [Ob14] of teaching in 'Applied Production' was mislabelled 'Applied Songwriting' despite having the correct module code for 'Applied Production'), the team found that programme documentation is carefully maintained and accurate. Students whom the team met during the visits [V1M3, V2M2] confirmed that clear and detailed information on their programme, modules and assessment is easily accessible on the VLE and enables them to understand their programme and the assessment requirements,

56 ICMP's proposed regulatory framework for its own awards [347] includes the requirement for students and alumni to be provided with records of achievement (while noting that UEL will continue to be responsible for such records for ICMP students graduating from its awards). At present, ICMP's responsibility is to provide students with written confirmation of marks and progression decisions following assessment boards [000]. This is done through a standard email [328] that confirms the progression decision, directs the student to their confirmed grades and provides an email address for student support if required. Official records of achievement (and, where applicable, certificates) are then produced by UEL in accordance with its regulations [071] and issued to students. If successful in gaining DAPs, ICMP intends to replicate these arrangements, producing its own records of study and certificates for its awards. In preparation, it is undertaking work to ensure that the student record system can be used as the permanent source of verifiable data for awards, and several related data projects are ongoing (see criterion D for further details). The papers for the DAPs Transition Working Group [378] show that there is an assessment strand in the transition planning which includes actions relating to arrangements for future production of transcripts/records of study and graduation certificates. It was also confirmed to the team in a written statement and confirmed by support staff whom the team met [000il, V2M5], that a procurement process is underway to identify suppliers for the IT infrastructure that will be needed to support these functions effectively.

Conclusions

57 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

58 The team concluded that ICMP has created in readiness transparent and comprehensive academic frameworks and regulations to govern its awards, academic credit and qualifications. This is evident through the careful production of its own academic regulations, which have been considered and approved by the Academic Board as the senior academic decision-making body. The team saw evidence that ICMP consistently and diligently applies the regulations of its existing academic partners and its own existing policies. Based on this, and the similarity of the proposed future arrangements with current practice, the team considers that its academic framework and regulations are likely to be implemented fully and consistently in practice should DAPs be awarded.

59 There are mechanisms in place to ensure that staff understand and apply regulations and policies. All categories of staff whom the team met at visits demonstrated understanding of the existing regulations and policies and confirmed that these are easily accessible. External reviews of ICMP have confirmed its ability to apply regulations, procedures and policies effectively and consistently. ICMP is seen by its awarding partners as an effective and conscientious partner, for example in implementing fully the academic framework provided by UEL and its own regulations for those areas where it currently has full or part delegated responsibility. Where the team saw examples of policies in operation, these evidenced consistent and effective application.

60 ICMP maintains a definitive record of each programme of study and this constitutes the reference point for delivery, assessment, monitoring and review. There are clear responsibilities for oversight of published information, including programme documentation, and regular reviews by accountable policy owners. Documentation is accurately maintained and is accessible to students. The definitive documentation will be used as the source for production of student transcripts and certificates and ICMP is committed to investing in the necessary technical infrastructure to assume responsibility for the issuing of transcripts and certificates for its own awards.

61 The team concludes, therefore, that the criterion is met.

Criterion B2 - Academic standards

62 This criterion states that:

- B2.1: An organisation granted degree awarding powers has clear and consistently applied mechanisms for setting and maintaining the academic standards of its higher education qualifications.*
- B2.2: Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that meet the threshold academic standards described in the Framework for Higher Education Qualifications (FHEQ). Organisations with degree awarding powers are expected to demonstrate that the standards that they set and maintain above the threshold are reliable over time and reasonably comparable to those set and achieved by other UK degree awarding bodies.*

The evidence considered, and why and how the team considered this evidence

63 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and ICMP's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

Specifically, the team considered or assessed the following:

- a To assess whether ICMP's qualifications are offered at levels that correspond to the relevant levels of the FHEQ and whether the setting and maintenance of standards takes account of relevant external points of reference and expertise, the team considered ICMP's Self-Assessment Document [000], ICMP's programme design and approval processes [012,323,053], the Quality and Governance Manual [012,323], the initial programme approval form [053] and a set of programme approval documentation for the BACM revalidation [184], ICMP's academic framework and regulations [147], and UEL regulations [071], the forms for mapping programmes against FHEQ and Subject Benchmark Statements at undergraduate [290] and postgraduate [291] level, programme and module specifications [062,VLE1-9], Student Handbooks, [050] programme information on the VLE [VLE1-9]. The team also observed an internal programme approval meeting [Ob7].
- b To assess whether credit and qualifications will be awarded only where the achievement of relevant learning outcomes has been demonstrated through assessment and both the UK threshold standards and the standards of the awarding body have been satisfied, the team considered the Assessment Pack [083,188], procedures for dealing with academic malpractice [072; 073; 074], and samples of cases [199], minutes of assessment boards [339,371], assessment board documentation [372], external examiner reports [024-026,077,078,200], ICMP's academic framework and regulations document [347], the external examiner 'reporting in' form [330b], and reports of external reviews (the UEL collaborative review in 2017 [005], report of partnership reapproval with USW in 2018 [006], annual Pearson Academic Management Review [007-009]).
- c To assess the engagement of external academic and industry expertise in the setting of standards, and the involvement of students in these processes, the team considered documentation of a recent internal programme approval panel [055],

observed an internal approval panel for the BMus and MMus [Ob07] and met students and members of the MIAP [V2M3, V2M2].

- d To assess whether monitoring and review arrangements are robust, applied consistently and address whether threshold standards are met, the team considered annual monitoring reports [058a-f, 056,057,058,178, 313] and observed a meeting of ASQC [Ob6].
- e To assess how ICMP makes effective use of external expertise in the maintenance of academic standards, the team considered reports from external examiners for all programmes [024-26; 077; 078; 200], annual monitoring reports [056-058,178, 313a-g] and ICMP's plans for its own External Examiner Reporting forms [330].

How any samples of evidence were constructed

64 Aside from a random sample of 10 cases of academic malpractice, five each from 2018-19 and 2019-20 [199], in order to assess whether there are processes for preventing, identifying, investigating and responding to unacceptable academic practice, the team did not construct any other sampling for this criterion as the volume of material available was such that all evidence could be reviewed by the team.

What the evidence shows

65 As noted in paragraph 5 above, ICMP currently applies the academic framework and regulations of its awarding body supplemented by its own internal policies. ICMP has developed its own academic framework for its powers which covers how credit and qualifications are awarded and, in conjunction with existing procedures and policies for programme design and assessment, will be used to ensure that there are clear and consistent mechanisms for setting and maintaining standards and that qualifications meet the threshold standards in the FHEQ. ICMP intends to use the programme approval process as the main mechanism for securing academic standards by ensuring that programmes meet the requirements of the FHEQ and other relevant benchmarks. It also plans to use external and internal expertise to confirm that qualifications are positioned at the appropriate level of the framework and take account of relevant external reference points (UK Quality Code for Higher Education and Subject Benchmark Statements). Annual and periodic monitoring and external examiners will be used to monitor and assess whether these standards are maintained.

66 The assessment team's analysis of the evidence led to the following observations.

67 ICMP and UEL programme approval documentation [012, 053, 323] confirms that ICMP has devolved responsibilities for programme design and development and the drafting of definitive documentation which is considered firstly through its own internal approval processes and then formally approved by UEL. The documentary requirements for programme approval include the programme specification and module specifications, which are required to include the relevant programme levels and their alignment with the FHEQ. ICMP is also required to produce documents which map the learning outcomes against external points of reference, including the FHEQ and relevant Subject Benchmark Statements. ICMP's Quality and Governance Manual [012, 323] clearly sets out all the requirements for documentation and states the Quality Team's role in ensuring compliance [053]. The team reviewed the policy and procedural documentation, programme approval documents [184] and observed an internal programme approval meeting [Ob7] and confirmed that programme approval arrangements are robust and applied consistently. This is because standard documentation and templates are used which ensure that standards are clearly discussed and addressed; and that approval is only granted when standards are set

at a level that meets the UK threshold standards. ICMP's own regulations [347] clearly set out the requirements for each award and the relevant FHEQ level.

68 Programme and module specifications and teaching materials reviewed by the team [062,VLE1-9] demonstrate that programmes are set at the appropriate level of the FHEQ, with documentation including references to the FHEQ and the credit framework. There is also evidence of direct mapping to relevant Subject Benchmark Statements as required as part of the programme development and approval process. The team found that ICMP's programme documentation demonstrates coherent and consistent academic standards and that these are published to students in the Student Handbook [050] and on the VLE.

69 The team observed an internal programme approval event for the BMus and MMus programmes [Ob07] and reviewed the associated programme documentation which confirmed that the engagement of external academic and industry expertise in the setting of standards is an important part of the programme design and development process. The team found that external experts, both academics and industry professionals, are involved in programme development and approval, as are students. ICMP had consulted with members of its Music Industry Advisory Panel (MIAP) during the process and, in addition to student representation at the event itself, student focus groups had been set up to gain student views on the proposed changes. The team met with MIAP members and students at a later visit who confirmed their involvement and commented that their views had been taken into account [V2M3, V2M2]. External academic input into the approval process is also formally obtained by academic staff from other institutions being members of approval panels, as evidenced in two separate cases [055, Ob7]. The team found that the setting and maintenance of academic standards therefore takes appropriate account of relevant external points of reference and independent points of expertise, including students.

70 ICMP's policies and procedures on assessment and feedback are set out in an Assessment Pack [083,188] which is comprehensive in that it provides clear explanations of all documentation used in assessment, including the arrangements for assessment marking and moderation, and procedures for handling of academic malpractice (see criterion B3 for more detail on assessment). At present, assessment boards for UEL programmes are chaired by UEL, and ICMP is preparing for DAPs by shadowing the awarding body's processes for administration and chairing [V1M1]. ICMP's own academic framework and regulations document [347] includes the terms of reference for its own assessment boards should it be granted DAPs. Assessment boards are routinely reminded of the regulations that apply and external examiners are asked to comment explicitly in their reports on whether processes for awarding marks and credit are appropriate and whether processes for assessment and determination are sound and fairly conducted in line with regulations. In all cases, external examiner reports seen by the team confirm satisfaction with the conduct of boards and no significant issues of concern on academic standards were evidenced [024-026, 077- 078, 200].

71 UEL currently has overall responsibility for the management of the assessment boards. The team's review of the minutes of assessment boards [339,371], assessment board documentation [372], and an observation of an assessment board [Ob13] demonstrated ICMP's compliance with the assessment regulations and procedures. The team noted from the observation that an external examiner had not been in attendance [Ob13] and was informed that the current arrangements which are operated by UEL require absent external examiners to submit comments confirming satisfaction with processes. Under its own assessment board regulations, ICMP requires external examiners' attendance, although it has also developed its own 'reporting in' form to allow for more standardised commentary on quality and standards should examiners be absent [330b]. A completed example of the form [330b] confirms that ICMP academic staff are in command of the subject and grading criteria at Level 7 and that the external examiner has confidence in

the marking and feedback process, benchmarking and the team. From the evidence considered, the team concluded that boards operate thoroughly and diligently in practice, which provides assurance that credit and qualifications are only awarded where the achievement of learning outcomes has been demonstrated through assessment.

72 The annual monitoring process explicitly requires programme teams to comment on whether academic standards have been maintained, according to external and internal requirements and benchmarks [058]. This includes commentary on individual modules and also at programme level, including with regards to student progression and achievement data. The monitoring process includes a requirement for production and maintenance of an action plan, to include any actions relating to academic standards, which is monitored by the relevant Programme Committee. Issues in individual programme reports are fed into institutional level reporting and action planning [058a-f, 313a-g, 056-058,178]. The team found that programme monitoring arrangements are robust, applied consistently and address whether the required academic standards are achieved.

73 The team considered reports from external examiners for all programmes [024-26; 077-078; 200] in order to understand how ICMP makes use of examiners in maintaining standards. Examiners are explicitly asked to comment on standards at module and programme level, and to confirm whether standards are set at the right level and are comparable with those of other providers. All external examiner reports reviewed by the team confirm that programmes meet the threshold standards described in the FHEQ and that standards achieved by students are comparable to those of similar providers. Reports also contain no concerns regarding standards, confirm that processes for awarding marks are appropriate and that students have opportunities to achieve standards beyond the threshold [024-26; 077-078; 200]. The annual monitoring reports seen by the team [056-058, 178] demonstrate that programme teams consider external examiner comments carefully and provide written responses. Further external reviews by awarding bodies between 2017 and 2019 also confirmed that standards are maintained appropriately [005-009]. The team therefore considered that ICMP makes effective use of external expertise in the maintenance of academic standards and in assessing the comparability of standards.

Conclusions

74 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment* by QAA, October 2019, in particular Annex 4. I

75 ICMP has clear and consistently applied mechanisms for maintaining the academic standards. It has appropriate procedures for the design and approval of programmes that ensure that threshold standards described in the FHEQ are duly considered and set prior to these being formally approved by the awarding body. Programme documentation demonstrates that programmes are set at the appropriate level of the FHEQ. Evidence seen by the team, including external examiner reports and assurances from validating bodies, gives confidence that academic standards are reasonably comparable to those set and achieved by other UK providers.

76 ICMP operates mechanisms for maintaining academic standards that are consistent with its current responsibilities, including programme design and assessment procedures. The team's observation of programme approval activities and scrutiny of programme documentation demonstrate the consistent application of these processes in practice, and evidence academic standards which meet UK threshold expectations. Documentation from, and observation of, assessment boards demonstrate that boards operate in line with regulations and required process to ensure that credit is awarded only where students have satisfied assessment requirements, and where it has therefore been demonstrated that

threshold standards have been met. ICMP is taking steps to prepare for the conduct and administration of its own assessment boards and plan to continue, and build upon, the current approach when it assumes responsibility for the award of credit and qualifications.

77 The use of external and independent expertise is an important part of maintaining academic standards. External academic and professional advisers are involved in programme approval processes as panel members, there is ongoing advice from industry representatives which informs academic developments, and students are also involved in programme approval processes both as panel members and through focus groups. There is a robust approach to the use of external examiners, who provide detailed reports which specifically address issues relating to academic standards. ICMP gives careful and detailed responses to their comments, which feed into programme monitoring processes. External examiner reports comment positively on comparability of standards with other providers, appropriateness of assessment methods, and confirm that the processes for assessment and award of credit are sound. ICMP's own regulations make clear that, if awarded DAPs, it will continue to require the involvement of external examiners in the maintenance of standards and decisions on the award of credit and qualifications.

78 The team concludes, therefore, that the criterion is met.

Criterion B3 - Quality of the academic experience

79 This criterion states that:

B3.1: Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that provide a high quality academic experience to all students from all backgrounds, irrespective of their location, mode of study, academic subject, protected characteristics, previous educational background or nationality. Learning opportunities are consistently and rigorously quality assured.

The evidence considered, and why and how the team considered this evidence

80 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA*, October 2019, in particular the suggested evidence outlined in Annex 5 and ICMP's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

Specifically, the review team considered or assessed the following:

Design and approval of programmes

- a To assess whether ICMP operates effective processes for the design, development and approval of programmes, the team examined the Quality and Governance Manual [012; 323], the ICMP Quality Cycle [040; 183], letters of support provided by UEL [020c] and USW [022], Programme Development Form [052] the UEL initial approval Form [053], Validation report [054b]; Validation Documentation [184c]; Programme Planning Meeting Reports [286] and met with representatives from UEL. [VM4]
- b To assess whether ICMP operates effective processes for the design, development and approval of programmes, the team considered the Quality and Governance Manual [012; 323]; the Portfolio Strategy presented to Executive Committee [187; 125a] and observed the meeting of Academic Board [Obs 2] which considered Programme Proposals for 2021 [351 Academic Board papers Dec 2020], observed an Internal Planning Programme for BMus [Ob07], considered Programme Planning Meeting Reports [286], and considered FHEQ mapping templates. [290; 291; 337]
- c To understand the processes used for development of programmes, the team considered the SAD [para 120 and 121], the annual review of programmes documentation [057 a-h; 056 a-f; 058 a-f; 313; 314], Budget Life Cycle [222]; Executive Summaries [178]; minutes of Executive Committee [141i; 141o], the Programme Committee schedule of business [151; 327], minutes of Programme Committees, [148e; 149f; 150e; 150d], BACM Revalidation Paperwork [184], Module Leader Reports [325], observed ASQC [Ob01], observed Programme Committees [Ob01; Ob09; Ob19; Ob20] and met with academic staff and professional services staff involved in development and review of programmes. [V1M5; V1M6]
- d To understand how consideration of quality indicators by ICMP leads to a Programme Review, the team considered the revalidation of BACM as an example [055a; 055b; 057a, 184], the 2020 NSS report [262], Corporate Board minutes [271e]; 2020 NSS Data report [262] and met with student representatives. [V1M2]

- e To confirm that relevant staff are informed of and provided with guidance and support on these procedures and their roles and responsibilities in relation to them, the team considered a programme design session [292], resources provided to staff [293; 294; 295] observed an Internal Planning Programme for BMus [Ob07], met with academic staff [V2M4] and professional support staff involved in programme design. [V2M5]
- f To confirm that responsibility for approving new programme proposals is clearly assigned, including the involvement of external expertise, the team considered the Quality and Governance Manual [012; 323]; minutes of meetings of QSC and ASQC [135ab]; the internal review panel report for BAMBE [054a], the UEL validation report [054b], the BACM revalidation documents [055a; 055b; 184], met with Senior Managers responsible for programme approval [V1M1], student representatives, [V1M2] academic staff involved in programme development [V1M5]; Industry representatives [V2M3]; observed an Internal Planning Programme for BMus [Ob07] and considered Programme Planning Meeting Reports [286a-e].
- g To understand how ICMP ensures that close links are maintained between learning support services and planning and approval arrangements, the team considered the Quality Handbook [012; 323], the LTA Strategy action plan, [081; 190] Programme Planning Meeting Reports [286] and resources provided to staff involved in programme development [292; 293; 294; 295], met with professional support staff who are involved in planning and approval arrangements,[VM6], observed Academic Board [Ob02], and observed BMus Programme Planning meeting [Ob07].

Learning and teaching

- h To understand ICMP's strategic approach to learning and teaching, [B3f] the team scrutinised the Learning, Teaching and Assessment Strategy [080; 081], and RSPP Strategy [086]. The team also considered how ICMP reviewed its approach to learning, teaching and assessment and the effectiveness of the LTA Committee through reviewing minutes [136z; 189; 136q-z; 144h]; Observation of LTA January 2021 including consideration of LTA papers [Ob04; 354], minutes of LTA Committee [144f; 144a-j]; updates to the LTA Strategy Action Plan [190], Course Delivery updates [191]; the LTA Effectiveness report [043], and RSPP Strategy [085]. The team also met with senior managers responsible for implementing strategy [V1M1] and academic staff [V1M5].
- i To assess whether ICMP maintains physical, virtual and social learning environments that are safe, accessible and reliable for every student, the team considered the budget life cycle [222], Executive summaries [178], programme proposal forms [Ob02 Academic Board Dec papers], NSS 2020 outcomes [262]; observed Academic Board [Ob02]; observed Corporate Board [Ob05]; observed Timetable and Resource Planning Group [Ob21; 329]; reviewed terms of reference and minutes of Timetable and Resources Planning Group, [171; 172; 329] reviewed minutes of Executive Committee [141i; 141o] and met with senior managers responsible for oversight of learning environments. [V1M1]
- j To confirm how ICMP has adapted its approach to learning and teaching in response to COVID-19 and that it has robust arrangements in place to ensure that its learning opportunities for studying at a distance are effective, the team considered the Course delivery updates provided to UEL [191; 316], COVID Vulnerable Students [317]; minutes of Academic Board [142d]; external examiner reports for 2019-20 [200], NSS report [262] observed a meeting of ASQC [Ob01],

met with senior staff responsible for implementing strategy [V1M1], academic staff [V1M5] and students. [V1M2; V1M3]

- k To confirm that ICMP enables students to monitor their progress and further their academic progress, the team scrutinised programme handbooks [050], met with academic staff involved in supporting students [V2M4], and students. [V1M2; V1M3; V2M2]

Assessment

- l To confirm that ICMP operates valid and reliable processes for assessment, the team scrutinised assessment policies [072; 073; 074], QAA HER Review 2015 [002]; Assessment guidance [083; 188], external examiner reports [024-26; 077; 078; 200], QIP 2020-21 [265]; observed the LTA conference [Ob08]; met with ICMP staff to discuss assessment and moderation [Ob10], Module Report Form [297], External examiner reporting in form template and completed form [330a; 330b]; observed a PG Assessment Board [Ob13]; met with senior managers responsible for implementing strategies and policies. [V2M1] [B3j] To assess whether ICMP operates valid and reliable processes for the recognition of prior learning, the team scrutinised a sample of four RPL claims from September 2019 [198], minutes of ASQC meetings, [135ab; 135ac; 135w; 143a] met with academic staff involved in assessment [V1M5], UEL representatives [V1M4], and professional support staff involved in supporting assessment. [V1M6]
- m To confirm that ICMP provides opportunities for staff and students to engage in dialogue to promote a shared understanding of the basis on which academic judgements are made, the team considered assessment documentation [083;188], external examiner reports [200], assessment feedback examples [220], NSS Action Plan [263] 2020-21; QIP 2020-21 [265], observed LTA [Ob04]; considered the Video on Assessment Rubrics [289], VLE AFR Rubric, [285] met with academic staff [V2M4] and students [V1M2; V1M3; V2M2].
- n To confirm that ICMP provides its students with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice, the team considered guidance provided to students [100; 101]; accessed the VLE [12.1.21], reviewed minutes and papers of LTA [144j; 190; January papers 354], External examiner reports [024-026, 077; 078; 200], LTA Strategy [080]; and met with students. [V1M3].
- o To confirm that ICMP operates processes for preventing, identifying, investigating and responding to unacceptable academic practice, the team considered policies and procedures [072; 073; 074], minutes of LTA Committee [144c; 144i; 144j], minutes of Academic Board [273b]; Casework report [197], a sample of 10 cases, five each from 2018-19 and 2019-20 [199] which included a range of outcomes, minutes of case meetings and outcomes [199], reviewed CPD session materials on Academic Malpractice, [249; 250] met with senior staff responsible for implementing policy [V2M1]; and met with students. [V1M3].
- p To confirm that the processes for marking assessments and moderating marks are clearly articulated and consistently operated by those involved in the assessment process, the team scrutinised the Assessment pack [083; 188], examples of guidance to marking teams [185] external examiner reports [025; 026; 077; 078; 200], annual monitoring documents, [057a] QAA Scoping report [031]; a sample of Moderation Report Forms [297], met with academic staff [V1M5] and met separately with ICMP staff responsible for assessment and moderation [Ob10].

External examining

- q To confirm that ICMP makes scrupulous use of external examiners in the moderation of assessment tasks and student assessed work, the team scrutinised external examiner reports [024-026; 077; 078; 200] and met separately with ICMP staff responsible for assessment and moderation [Ob10].
- r To confirm that ICMP gives full and serious consideration to the comments and recommendations contained in external examiner reports and provides external examiners with a considered and timely response to their comments and recommendations, the team considered annual monitoring documents [056; 057; 058,045; 046; 178], external examiner reports [025; 026; 024; 077;057; 135x; 200; 009], reviewed minutes of ASQC [135x], Pearson AMR [009], minutes of Programme Committees and the Schedule of Business for Programme Committees [148 a-f; 149 a-f; 150 a-f; 151] and met with senior managers responsible for implementing strategy and policy. [V1M1]

Academic appeals and student complaints

- s To assess whether ICMP has effective procedures for handling academic appeals and student complaints which are fair, accessible and timely and enable enhancement, the review team scrutinised complaints [066], appeals procedures [067; 068; 69], minutes of meetings and the Casework reports presented to it [126; 126z; 123; 133i; 121; 197], the Executive Committee Quarterly Complaints Reports [196d], the complaints tracker, [192] sample of complaints [193; 194] for the last three years, OIA outcome letter, [246] annual monitoring documentation [056; 057b], Guidance for handling complaints to staff [336], met with senior staff responsible for implementing policy [V1M8; V2M1], academic staff [V1M5] professional support staff involved in appeals and complaints [V1M6] and students. [V1M3; V2M2]
- t To confirm that appropriate action is taken by ICMP following an appeal or complaint, the team scrutinised the complaints tracker [192], the Executive Committee Quarterly Complaints Reports, [196] sample of complaints [193; 194] for the last three years, annual monitoring documentation [056; 057b]; internal review of appeals [195], appeals procedure [067; 068; 069], and an appeal from a HNC student [247].

How any samples of evidence were constructed

81 Due to the relatively small size of ICMP, the volume of evidence relating to criterion B3 was small enough that all documents could be assessed by the team during the scrutiny, except for examples requested to demonstrate the RPL process, treatment of academic malpractice, moderation forms, complaints and appeals. The team requested the following sample documentation for the reasons indicated:

- a random sample of four claims for recognition of prior learning (RPL) from the 2019-20 admissions cycle to understand how RPL claims are assessed and approved [198]
- a random sample of 10 cases of academic malpractice, five each from 2018-19 and 2019-20, in order to assess the processes for preventing, identifying, investigating and responding to unacceptable academic practice [199]
- a random sample of Moderation Report Forms to contribute to the team's consideration of the validity and reliability of assessment processes [297]

- a random sample of complaints and appeals records (four of each) from the last three years was scrutinised to enable the team to see the procedures in operation and to assess whether they are fair, accessible and timely and whether appropriate action is taken following a complaint or appeal [193, 194].

What the evidence shows

82 Responsibility for the management of quality assurance, academic standards and enhancement of provision is currently shared between ICMP and its awarding bodies and is documented in the relevant contracts and declarations [000]. Overseen by UEL, ICMP has established structures and processes that engage with external reference points (FHEQ, UK Quality Code for Higher Education, Subject Benchmark Statements) and meet the requirements of its awarding body. ICMP operates its own internal quality assurance processes which are detailed in its Quality and Governance Manual, prior to engaging with UEL's formal processes [000]. It has also developed its own proposed approach for managing the quality of the academic experience under its own powers. In some cases this involves the adoption of its current processes, such as the use of its existing programme design, development and approval for its own awards, or the adaptation of existing processes. ICMP has approved a revised Portfolio Strategy 2020-23 and undertaken a review of its programmes with the expectation that first delivery of ICMP programmes would be from September 2022, should it be awarded DAPs. ICMP stated in its SAD that its Equality and Diversity Policy covers all aspects of its provision, including but not limited to, programme development, admissions and assessment and that its commitment to equity is built into policies, procedure and values.

83 The assessment team's analysis of the evidence led to the following observations.

Design and approval of programmes

84 The team reviewed the Quality and Governance Manual [012; 323] and found that this provides clear explanations of the quality processes ICMP operates for programme design, development, management and enhancement [012; 323]. The schedule of quality assurance and enhancement-related activities are planned and detailed within the Quality Cycle [040; 183] which aligns to ICMP's yearly academic planner, providing a weekly schedule of activities to assure and enhance the quality of the student experience. The programme approval process is clearly articulated, commencing with the completion of a programme Development Form [052] which is received by both Executive Committee and Academic Board for scrutiny and approval. The Quality and Governance Manual [012, 323] sets out comprehensive criteria used when considering and approving new course proposals and defines the stages which includes Executive Committee strategic approval to proceed, Academic Board approval regarding portfolio and external reference points, and the internal planning meeting prior to UEL's formal approval event [012, 323]. The criteria also [012] inform the development of the programme and its documentation throughout the design and approval of process, for example in terms of alignment with relevant external reference points.

85 The approval documentation reviewed by the team [053; 054a; 054b; 184c; 286] was consistent with the process outlined in the Quality and Governance Manual. Following initial approval from the Executive Committee and Academic Board, the required documentation was produced by the programme team, assisted by the Planning and Quality Team to ensure compliance with UEL's academic framework and reference to relevant external reference points. An internal planning event had been held to provide assurance that the documentation is of the necessary standard and met its own and UEL's requirements [054a-b; 286]. The documentation [184] was comprehensive in that it included sections on structure and content; learning, teaching and assessment; resources,

philosophy, admissions, guidance and support, progression and completion, stakeholder views and regulations. Letters of support from awarding bodies [020c, 022] evidence that ICMP has effective internal mechanisms for programme development and approval prior to awarding body approval, and that it has established a proven track record in operating these responsibilities. UEL representatives met at the first visit confirmed that programme validation documentation is professional, with well thought through content and assessment strategies, and that ICMP's internal panels ensure that documentation is of good quality with only minor changes being required by validation panels [V1M4]. The team therefore considered that the processes for initial programme approval are clearly defined and that responsibility for approval of different aspects are appropriately assigned.

86 ICMP is currently undergoing a substantial programme review and reapproval process following changes its awarding body has made to its curriculum framework (focused on moving from 30 to 20 credit modules). ICMP has taken this as an opportunity to conduct a comprehensive review of its programmes. The team considered the Portfolio Strategy presented to Executive and Academic Board [125a] which outlined plans for the revalidation or review of existing programmes, building instrument-specific Certificates of HE, and retiring the HNC. The portfolio strategy indicates the expectation that, following a successful DAPs outcome, a transition would take place over the 2021-22 academic year for first delivery of ICMP's own programmes from September 2022 [000d; 187]. The team considered the proposals for programme review and revalidation of programmes which were approved by Executive Committee and Academic Board in December 2020 [Ob02] and concluded that ICMP's recent portfolio development activity demonstrates careful consideration of the purpose and objectives of the programmes it offers and evidences its openness to external scrutiny by allowing stakeholders to make meaningful contributions to curriculum development to reflect the needs of industry.

87 The team conducted an observation of an internal programme planning meeting [Ob07] which, following Academic Board approval to proceed, 'ghosts' the programme approval event for UEL, ensuring sufficient preparation for approval events [000h]. This observation [Ob07] demonstrated a robust approach to programme approval arrangements which operated in accordance with ICMP's academic frameworks and regulations and reflected UEL requirements. The event was managed in accordance with the Quality and Governance Manual, with participants being guided by this in terms of what they were being asked to consider and focusing on particular themes [012; 323]. Although it was evident that there remained considerable work to do in relation to assessment detail, reading lists, learning outcomes and option modules, it was clear to the team that the approach is intended to be iterative and to allow programme teams the opportunity to make proposals and to shape the programme through discussion. The report of the meeting [286e] provides a clear summary of the themes and matters discussed and the recommendations were appropriate to the discussions held. Reports of other planning meetings seen by the team [286 a-e] demonstrate similar rigour and detailed discussion of themes, including progression, inclusivity, disability and wellbeing, industry integration, module structure, titles, content and assessment. The final documentation submitted to UEL included a clear mapping document of modules and learning outcomes to the FHEQ and the skills identified in the Subject Benchmark Statement [290; 337a; 337b] and, where applicable, to the Master's Degree Characteristics Statement [291; 337c; 337d].

88 ICMP senior staff confirmed in a written statement to the team, and in a visit meeting, that if it acquires DAPs its programme approval and review processes (including templates and documentation, and the requirement to consult students and employers) will mirror the current process with ICMP operating the final approval stage currently undertaken by UEL, and will operate in accordance with the ICMP Quality and Governance Manual [000d, V2M1]. Processes for making changes post approval will also follow the existing approach currently set out in by UEL [051] with minor modifications using a standard

template with revised programme and module specifications, and significant changes following the programme development process as outlined above. All proposed modifications, except for routine updates, require evidence of consultation with students and, in some cases, external consultation. The team therefore considered that the processes for approving new programme proposals are effective, that responsibility is clearly assigned and, where appropriate, subsequent action is carefully monitored.

89 The team found that the annual review of programmes [057 a-h, 056 a-f, 058 a-f; 313; 314] plays a key role in identifying areas for development. The annual monitoring Executive Summaries [057 a-h] reviewed by the team provide a comprehensive and critical evaluation of programmes. A range of data, including external examiner reports, is comprehensively evaluated in the reports seen and resulting actions are clearly referenced to the source of the actions. The process results in clear actions which the team observed being reviewed through the appropriate committees [Ob01; Ob19]. The reports capture strengths and good practice and highlight matters for attention [057 a-h, 056 a-f, 058 a-f; 313; 314]. Module review is routinely undertaken as per the Programme Committee Schedule of Business [151; 327; Ob09; Ob19] and analysis is captured in Module Leader Reports which were considered comprehensive in their coverage by the team [325]. The outcomes are considered and, where required, result in annual monitoring action plans. The team saw evidence of these action plans being shared and discussed with student representatives at Programme Committees [148e; 149f; 150e; Ob09; Ob19] and academic staff confirmed that these could result in programme improvements [V1M5]. One example of how detailed consideration of quality indicators led to a programme review and revalidation [055a; 057] related to the BA Creative Musicianship where disappointing levels of student satisfaction were identified through module evaluation and annual monitoring [056a]. The minutes of the October 2020 Corporate Board, where the NSS was discussed, notes that the changes made through programme review had been effective and reflected in substantially improved satisfaction scores [271e, 262]. The team therefore considered that where the consideration of quality indicators through monitoring led to programme review, this resulted in appropriate subsequent action.

90 Development sessions are provided for staff involved in programme development and approval [292], which support staff to understand identified priorities in programme redesign including the LTA Strategy, the need to improve graduate outcomes, equality and diversity considerations, and how to reduce the attainment gap for students from underrepresented groups (an objective in the Access and Participation Plan). The team also found that support for staff has included signposting to external resources on course development, such as sources on pedagogy [293- 295]. In addition, team meetings for course design have taken place on a regular basis and a Project Manager has offered one-to-one mentoring and support sessions for staff [000h]. Furthermore, it was evident from an observation of the BMus Internal Programme Planning meeting [Ob07] that staff were clear about their responsibilities and further support was offered to finalise the programme documentation. Academic staff met by the team [V2M4] confirmed that they had been well supported in course development, and Programme Leaders had met as a group to discuss current themes, such as how to ensure programmes have a clear sense of identity. Staff provided several examples of support for programme review, including meetings with the Dean and Associate Dean to discuss expectations and levelness; support from programme leaders in the production of module specifications; documents and guidance, for example on writing suitable learning outcomes and integrating equality and diversity issues; and 'buddying' and collaborative working arrangements across programmes [V2M4]. The Quality Team also provides support on documentation requirements, administrative assistance and produces the Programme Handbooks. Student support staff and admissions staff review all programme documentation to check from the perspective of wellbeing, support, disability, access and participation. Careers staff also provide support from a careers perspective and sessions are offered to staff along with appropriate resources to help understand equality,

diversity, inclusivity and improving graduate outcomes through effective programme design [292; 293; 294; 295]. The team found that ICMP provides considerable guidance and support to staff involved in programme design to ensure that they understand their roles and responsibilities.

91 The team found that ICMP's programme approval process demonstrates considerable evidence of external expertise in programme design and development, and involvement of students. For example, during the development of programmes ICMP seeks industry expertise from its MIAP, who are specialists in their field in areas of music industry. The UEL validation report [055b] provides clear evidence that there is both student consultation and amendments made in response to the MIAP feedback. Revalidation paperwork [184] seen by the team demonstrates that students were formally engaged with a programme development through an extensive range of activities, including representation at Academic Board and at the MIAP, feedback at Programme Committee Meetings and Student focus groups. MIAP members met by the team [V2M3] confirmed that they receive good contextual information about strategic developments and receive full documentation about the portfolio and the context for the student experience. Members confirmed that they can scrutinise documentation thoroughly in the meetings, and that ICMP is open to full discussion and challenge around their programmes. Students confirmed [V1M2] that they had been asked to contribute by commenting on modules, resulting in students feeling that they had influenced the programme offer for 2020. Students also confirmed that they were asked to comment on assessment processes, for example the use of mock essays, weighting between essay and performance, and module delivery mode. The Planning Meeting [Ob07] observed by the team provided clear evidence of the involvement of external expertise through the MIAP and involvement of an external academic adviser who was also present at the internal review meeting.

92 There was also evidence of involvement of learning support services in the development of programmes. This included input from the Industry Hub, Disability Adviser and e-learning consultant in the development stages and contribution to the discussion from these areas [Ob7]. The Programme Planning meeting reports for other programmes [286a-e] provide evidence that a wider group of membership attended each meeting, which included Student Representatives, Careers and Employability Manager, Industry Liaison Manager, Disability Adviser, Head of Student Services and a Programme Leader from another course. The team considered that the processes used by ICMP for the design, development and approval of programmes involve extensive external expertise, take account of the views of students and demonstrate close links with support services.

93 The team identified that the LTA Strategy includes an action [081; 190] to strengthen links between learning support services and programme planning and approval and that the Quality Handbook [012; 323] includes criteria for the approval of new programmes which requires 'guidance from ICMP's Disability and Wellbeing Team'. The team explored this with professional support staff [VM6] who confirmed that links between learning support services and planning and approval are being further developed and that the Head of Student Services is a member of Academic Board and Executive Committee which provides an opportunity for them to feed into course proposals. ICMP has held discussions around embedded Universal Design for Learning within programme design [293] and within the programme review and validation process there is now a step for active consultation with the disability and wellbeing team at the final stage of programme review as a final check on the accessibility of the curriculum and assessment. This was evidenced in practice by the team during the observation of Academic Board where [Ob02] the Support Adviser confirmed that they had worked together with the academic staff team to resolve confusion about policy and practice in marking coursework for dyslexic students and that this work resulted in a new policy which was effective [VM6]. Observations [Ob7] and reports of planning meetings [285] provide further evidence that staff from Student Support, Disability

and Wellbeing teams are attending and are effectively contributing to programme design. The team concluded that ICMP has ensured that close links are maintained between learning support services and the organisation's programme planning and approval arrangements.

Learning and teaching

94 To understand ICMP's strategic approach to learning and teaching, the team considered ICMP's Learning, Teaching and Assessment (LTA) Strategy [080; 081]. The current Strategy [080] was approved by Academic Board in September 2019 and the LTA Committee has responsibility for its implementation and monitoring. The Strategy aims to deliver an education experience of the highest quality; value students as active partners in learning; support student success; and to develop academic excellence in teaching and learning. The LTA Strategy is specifically designed to support students in meeting the 'Attributes of an ICMP graduate' and is built around eight key themes, each with a set of clear actions and measures. The parallel RSPP Strategy [086] ensures that scholarly practice is increasingly informing pedagogical effectiveness. The team considered how implementation of the LTA Strategy is evaluated and observed that the LTA Committee agenda includes the LTA Strategy as a standing item, where the Action Plan [190] is kept under review. [Ob04, 000d; 190; 144h; 354] The LTA priorities for 2020-21 are also captured in the 2020-21 Academic Operational Plan Objectives [248; 000f; 354] which is considered at each Quarterly Business Review (QBR) and objectives for the following academic year are received [000h]. The LTA Committee's effectiveness is reviewed annually and the reviews of 2019 [043] and 2020 [144f] concluded that it continues to function effectively. The team found that the LTA Strategy is effectively articulated, implemented and evaluated.

95 Senior managers [V1M1] confirmed that the LTA Strategy is a key driver for industry connectivity. An example of how industry is informing and integrated into learning and teaching is the module on music management, delivered in partnership with the Music Managers Forum. This Forum is represented in the classroom each week to support delivery in the classroom and input into the assessment brief in terms of the specifics of the task based on real-world case studies. Academic staff confirmed [V1M5] that a core ethos of the RSPP Strategy [085] is that research activity informs teaching, and that teaching is student centred. As outlined in Criterion C, many staff are research engaged and all are active practitioners, and this feeds back into course and module design. Academic staff confirmed that ICMP utilises external feedback, including employers, when reviewing its approach to learning, teaching and assessment [V1M5]. The team considered that ICMP's strategic approach to learning and teaching is strengthened through its industry links and staff practitioners.

96 The team considered the approach to resource planning to evaluate ICMP's approach to maintaining appropriate learning environments. The Budget Life Cycle [222] explains how and when budgets are set. Senior managers explained [V1M1] that the budget process starts with student number forecasts which determine resource requirements and inform timetabling to ensure the right resources are in place. The Timetable and Resource Planning Group meets regularly throughout the year [171; 172; 329], is responsible for planning the required timetable and resources required and makes resource proposals, including business cases, for approval by Executive Committee [Ob21; 171d; 329]. The team explored how resource plans would accommodate plans for growth and senior managers confirmed that ICMP was almost at capacity in terms of its current facilities. Following consideration of resource needs, ICMP has secured external studio space as an interim measure and senior managers confirmed that new premises have been acquired in Queen's Park which will increase capacity to 1,500 students. Minutes of Academic Board and associated papers demonstrate that ICMP aims to open the first phase of the new campus in September 2021 [351; Ob02; Ob05]. From the evidence presented, the team considered that

learning environments are accessible to students and enable them to meet the objectives of their programme of study.

97 The assessment by the team coincided with the pandemic and the team considered course delivery updates produced by ICMP for each programme as a response to the resulting restrictions [191, 216]. These are comprehensive and outline the delivery plan for blended learning and the steps taken by ICMP to ensure quality teaching and assessment during COVID-19 [191, 316]. ICMP has convened a central project team, recruited a digital learning consultant, appointed a permanent Learning Technologist and invested in infrastructure and software platforms to support the blended mode. Programme teams redesigned module delivery to accommodate either the online mode or the COVID-secure physical environment. Documents evidence that ICMP has ensured students are well supported and provided an enhanced digital induction for students along with specific additional provision to support identified COVID-19 vulnerable groups [317]. Tutors were provided with a range of staff development opportunities, including training in online delivery before the start of the academic year. The team considered that ICMP had taken reasonable and appropriate steps to ensure that learning opportunities for students studying at a distance as a consequence of the pandemic were planned and effective.

98 The team considered the arrangements put in place for oversight of the provision of learning opportunities during the pandemic. Observation of Academic Board and its documentation confirmed that it continued to maintain oversight of academic standards and integrity during this period and received regular COVID-specific reports from ASQC [142d, Ob1]. All module learning outcomes and assessment tasks have been audited and tested to ensure that learning outcomes can be achieved and assessed through a blended model. ICMP undertook a number of additional activities during the pandemic and in preparation for 2020-21 delivery to ensure that the quality and standards of academic provision has been maintained. These included the establishment of guiding principles, seeking external examiner endorsement for 2020-21 assessment modifications, inclusion of student representation as part of the planning group as well as facilitating student 'Town Hall' meetings to communicate ideas and proposed plans. The Quality Team has also been actively engaged in discussions and contributed to sector guidance produced for higher education institutions during this period. [<https://www.qaa.ac.uk/news-events/blog/specialist-providers-response-to-covid-19-reflections-from-the-institute-of-contemporary-music-performance>.] Students met by the team confirmed that they felt well supported, well informed [V1M3; M2] and that they were provided with an opportunity to identify any areas they wanted further tuition on following the move to online learning. Student Representatives confirmed that there had been regular communication with them [V1M2] and that they had been asked for feedback on the plans. The team was provided with examples of students being supported with equipment (such as providing laptops for students who needed them) and being offered extensions to assignments [V1M5]. External examiner reports for 2019-20 [200] confirm that ICMP responded proactively and imaginatively to the challenge of COVID-19, quality and standards were maintained, that student support, welfare and inclusion lay at the heart of the response, and that student welfare support was excellent. The team concluded that there is clear evidence that ICMP has taken a considered approach in adapting its approach to learning and teaching in response to COVID-19 and that it therefore has robust arrangements in place to ensure that its learning opportunities for studying at a distance are effective.

99 Students can access their grades online and have access to results counselling [000; 050] which is a mechanism whereby students can schedule one-to-one meetings with their Programme or Module Leader to discuss the feedback they have received, their programme and achievement. Academic staff [V2M4] provided further examples of how students are enabled to monitor their progress and further their academic development, including support from the wellbeing team. The one-to-one meetings were particularly used

where there might be issues about how well students are progressing. These are referred to by staff as progression tutorials. Students met by the team confirmed that they are able to monitor their own progress and that they [V1M2; V1M3] can schedule one-to-one time with tutors and are encouraged to speak to module leaders if they need information on how their grades were arrived at. The team found that ICMP provides a range of mechanisms to ensure that students are effectively enabled to monitor their progress and further their academic development.

Assessment

100 The team considered ICMP's policies on assessment and feedback, including malpractice, [072-074] with regards to the operation of valid and reliable assessment processes. The policies are underpinned by an Assessment Pack [083; 188] which clearly articulates the processes for marking and moderation and is comprehensive in that it provides clear explanations of all documentation used in assessment, marking and moderation and provides exemplars. It provides information on inclusive approaches to assessment and ensures a shared understanding of the basis on which academic judgements are made. [083; 188] The Assessment Policy is provided to staff at induction and at the beginning of each assessment point. The team observed a moderation meeting [Ob10] and found that the Assessment Policy and Pack are well integrated into the assessment process. External examiner reports [024-26; 077; 078; 200] also confirm that ICMP operates valid and reliable processes for assessment which enable students to demonstrate achievement.

101 A sample of recognition of prior learning (RPL) applications [198; 000d] and the minutes of Committees where these were considered [135, 143a] were reviewed by the team. These demonstrated that RPL applications are approved by Chair's Action of ASCQ for timeliness [135,143a] and reported to the Committee, with the minutes providing a summary of the RPL applications agreed. Academic staff confirmed that their role in the process is to ensure applicants' incoming grades match the ones they are receiving credit for and that the academic integrity is maintained, [V1M5] and RPL approval forms show mapping of learning outcomes at module level [198, 000d]. UEL representatives confirmed [V1M4] that RPL forms go to the link tutor for final approval, following which details are taken forward to the assessment board. Senior managers confirmed that following DAPs approval [V2M1], the process for approving RPL requests would remain the same, with approval through ASQC. The team found that the process operated by ICMP ensures that decisions regarding recognition of prior learning are valid and reliable and are appropriate for operation were it to be granted degree awarding powers.

102 ICMP holds its own internal assessment boards prior to UEL Boards [000] and UEL representatives confirmed [V1M4] that ICMP are always very well prepared. The team observed a board [Ob13] and discussed future arrangements with senior managers [V1M1; V2M1]. The observation of a Pre-Assessment Board [Ob13] demonstrated a rigorous and efficient process with documentation checked and provided in advance of the meeting. Senior staff at ICMP [V2M1] confirmed that they run their own pre-board marks from the student records system. The team was advised that under its own powers, progression and exam boards will be chaired by the Dean, external examiners will be expected to attend (or provide a written report for the Board if absent) and Programme Leaders will be members. Boards will operate in a standard way aligned with the practice in other providers.

103 The team reviewed examples of Assessment Feedback [220] and found that these provide clear evidence of how the Assessment Feedback Report (AFR) is deployed to provide feedback against Learning Outcomes and Grading Criteria, identify strengths, areas for development and next steps guidance. The AFR includes the contextualised grading matrix [220]. The examples provided demonstrate that students receive detailed feedback

which should enable them to understand their progress. The assessment moderation meeting [Ob10] confirmed adherence to ICMP and UEL's policy to provide assessment feedback to students within 20 days. Students met by the team [V2M2] confirmed that they make considerable use of the grading matrix and find it extremely helpful. Modules include formative assessment tasks which provide an opportunity for students to assess their learning and for staff to provide constructive feedback and feed forward at module level. [V2M4]. Academic staff confirmed that [V2M4] results counselling is used by students when they are disappointed with grades and this provides an opportunity for staff to meet with students individually to explain the mark achieved against the grading criteria and ensure a shared understanding of the basis on which academic judgements are made. External examiner reports confirm that assessment processes are consistently operated [025; 026; 077; 078; 200]. The team found that students are provided with a range of opportunities through formal and informal assessment feedback which enables them to understand the basis on which academic judgements are made.

104 The team was advised that, following a successful pilot of a new approach using a marking rubric for assessment and feedback in 2019-20, this had been introduced across all courses in 2020-21. The rubric has now been embedded into the VLE. The student representative on the LTA Committee told the meeting observed by the team [Ob04] that there had been some issues with the new process which had not been made sufficiently clear to students before they received their feedback. The team followed this up with ICMP and was advised that videos for staff and students have now been put on the VLE [289] including tutorial guidance to students [285]. Students met by the team at the second visit [V2M2] indicated that these initial issues had now been resolved. The team found the actions taken addressed issues raised by student representatives and that this was confirmed by students met by the team.

105 The Academic Writing Style Guide [101] and Academic Writing Guidelines for tutors and staff [100] provide guidance to students on good academic practice. These provide clear guidance on referencing and style. The Academic Writing Centre page launched on the VLE in September 2020 was created in response to the LTA Strategy target to 'Ensure that students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice' [144;190]. The Academic Writing Centre seeks to support students to enhance and develop their academic writing skills, while incorporating research and best practice of Writing Centres across the sector. A review of this resource shows that it provides an overview of important information for students to use to build robust academic skills; students can access a range of resources, for example on topics such as how to present an argument, planning, and critical writing. [VLE accessed 12.1.21] External examiner reports from the Higher National Certificate programmes [024-026] confirm that students are supported in referencing through induction and follow-up support. [025; 026] Students confirmed that they are well supported by ICMP to develop good academic practice [V1M3] and that plagiarism is discussed from first year and is constantly reiterated by staff. Students also confirmed [V1M3] that they have access to a section on the VLE which provides resources on plagiarism, how to cross-reference, house writing styles and Harvard referencing. This information also covers ethical clearance for dissertation modules, for example the correct way to conduct research and how to treat data. The team concluded that students are provided with a range of opportunities to develop skills which enable them to understand and demonstrate good academic practice.

106 ICMP has delegated responsibility for managing malpractice [273b; V2M1]. The assessment and feedback policy [072] states that all written assessments are subject to checks via plagiarism detection software, which was confirmed in examiner reports [025-026]. The Academic Malpractice Procedures [073; 074] are clear and comprehensive in setting out penalties. Samples of cases reviewed by the team [199] demonstrated that these were appropriately dealt with. This was because the procedures had been correctly and

consistently applied, and there were clear and fulsome communications to students that made clear references to policy and procedures, and which explained how the outcome would be reported to the assessment board. Students were provided with details of follow-up actions relating to their case and were signposted to resources and support [199]. Different levels of penalties were applied in accordance with the policy and outcomes take due consideration of extenuating circumstances. Minutes of the LTA Committee demonstrate that Academic Malpractice is a regular agenda item [144c; 144i; 144j] and at the June 2020 meeting [144i] a discussion on the interpretations of malpractice and poor practice led to further provision of training for academic colleagues in understanding and enacting academic malpractice policies, how to use plagiarism detection tools to support academic decisions, and how to ensure avoiding malpractice is adequately covered in delivery. The Casework report for 2019-20 [197] shows an increase in academic malpractice in 2019-20, 33 cases compared to 20 in 2018-19, although the majority (25 cases) were allocated the lowest level of penalty. A development session on academic malpractice was provided to staff as part of the new programme of CPD activities launched in September 2020. [249; 250; 000f] The team concluded that the processes for preventing, identifying, investigating and responding to unacceptable academic practice are robust, clearly communicated to students and are effectively implemented by staff.

107 The team met with academic staff [V1M5] to explore the processes for marking assessments and for moderating marks and reviewed the materials provided to staff to ensure consistency of practice [000d; 083; 188]. Academic staff [V1M5] considered there to be a rigorous approach to moderation with programme or module leaders providing regular feedback to programme teams on how their feedback aligns with expectations. Programme leaders are primarily the moderator and there is always more than one person involved in an assessment decision; for Instrument assessments, sessions are held to ensure parity of feedback. The ICMP Assessment Pack provides Programme and Module leaders with the necessary documentation and protocols for ensuring consistency of practice. [000d; 083; 188] In addition to this, Programme and Module Leaders use a range of appropriate materials to further support and guide module teams in their assessment practice. The team found numerous examples of additional generic and module-specific guidance provided; these include a guide to assessment practice and negotiated assessment practice presentations, what is being looked for in assessment, including explanations of how the learning outcomes are demonstrated through assessment, things to consider in providing feedback on the learning outcomes and how to use grading grids [000d;185] As noted in paragraph 72, Programme Leaders review module performance and evaluate assessment through annual monitoring. The programme leader oversees the moderation process which is led by the module leader and results in a dialogue with each assessor individually. The team observed a rigorous calibration approach used for dissertations [Ob10]. The team considers that ICMP rigorously reviews its approach to assessment through annual monitoring and sets actions with intended outcomes. It has also developed and refined its assessment guidance materials to ensure a standardised approach to assessment across its academic staff.

108 Evidence from various sources confirmed that the processes for marking assessments and moderating marks are clearly articulated and consistently operated by those involved in the assessment process. These included the guidance to marking teams scrutinised by the team which was considered clear [083; 185; 188] and external examiner reports [025; 026; 077; 078; 200], annual monitoring documents [057a], and a sample of Moderation Report Forms [297] which generally demonstrated consistent application. The team noted that the Executive Summary for one programme [057a] commented that consistency of assessment is more challenging when large teams are involved. The team saw evidence [Ob10] that there is a thorough process of moderation which includes module leaders moderating samples and then completing Module Report Forms (MRFs) which comment on the marking and feedback processes for each marker and identify any required

actions. The MRFs are shared with the tutor for development purposes. The team found from examples of MRFs [297] that the forms are effectively used to identify common issues and to assist with consistency, and the team observed that these were utilised in planning a session on Assessment at the LTA Conference [Ob08]. MRFs seen by the team [297] confirm that feedback is fit for purpose, that marks are agreed and that any adjustments required to records have been made. The sample provided showed that the moderation process includes identifying any cases where the feedback on the work is not satisfactory and in such cases an action would be generated to rewrite the feedback before it is given to students [297c and d]. Adherence to UEL's policy for moderation was confirmed by the moderation meeting [Ob10] and also by external examiner reports [200] which verify that processes for marking and moderation are consistently operated. The external examiner report for one programme states that inconsistency in L4 marking was picked up at moderation and appropriate action taken. The team concluded that the process ensures that assessment feedback is appropriate prior to publication to students and that broad consistency in feedback is achieved, particularly where larger marking teams are deployed.

External examining

109 The team reviewed the Quality and Governance Manual [012; 323] which provides clear explanations of the quality processes ICMP operates for external examiners. External examiners are currently appointed by the relevant awarding body [000, 182; 323] and ICMP has developed and operates its own internal procedure prior to the involvement of the awarding body (with the exception of Higher National programmes where an external examiner is allocated by Pearson). Awarding bodies are responsible for the formal induction of external examiners and ICMP schedules an External Examiner Day whereby external examiner visits are coordinated to allow collaboration with other examiners and the Programme Teams [000]. The team was advised that if successful in its DAPs application the Quality Team will manage the external examiners process and in order to further prepare capability in this regard, colleagues have been working with UEL colleagues to shadow key activities [000; V2M1]. The process operated by ICMP for external examiners was considered appropriate to enable it to successfully manage the additional responsibilities incumbent on degree-awarding bodies.

110 External examiner reports [024-026; 077; 078; 200] confirm external examiner involvement in the assessment and moderation process and this was further demonstrated through observation of activity at the provider [Ob10]. The team found that reports demonstrate clear evidence that external examiners are used in the oversight of assessment tasks and student assessed work, as they are asked to comment in their reports on whether they have received all assessment tasks for approval and have seen samples of assessed work for all modules. Feedback on the appropriateness and efficiency of these processes is very positive [024-026; 077; 078; 200]. ICMP provides opportunities for external examiners to make an annual visit, at which discussions take place about assessment. The team was advised that as a result of COVID-19, a virtual External Examiner Day took place in 2019-20 and external examiners were provided with full access to all assessment and moderation forms via the VLE in order that they could carry out all necessary sampling online. [Ob10] One new external examiner confirmed that the event was particularly useful in gaining information and in understanding the institution's workings and processes related to their new role. [200] The team concluded that ICMP makes scrupulous use of external examiners, including in the moderation of assessment tasks and student assessed work.

111 To understand how ICMP considers comments and recommendations made by external examiners, the team considered annual monitoring documentation [056-058; 045], observed annual monitoring meetings [Ob02; Ob03] and reviewed minutes of meetings [135; 148d; 149d; 150d]. The team noted that external examiner report outcomes and the programme team response form an integral part of the Programme Annual Monitoring

Review documentation [056; 057; 058] which contributes to the Institute's annual Self Evaluation Document [045] and Quality Improvement Plan [046]. The team reviewed Annual Monitoring reports [056; 057; 058; 178] and confirmed that these provide clear evidence that external examiner comments are considered as part of annual monitoring, which results in actions where appropriate [057h]. Minutes of meetings confirm that external examiner reports, including the Programme Leader's response, are received by Programme Committees [135; 148d; 149d; 150d] and that reports are made available to students via the intranet [000, VLE]. Programme Committee meetings report responses to recommendations, planned actions and good practice to the ASQC, as demonstrated in the minutes of the latter [135]. There is clear evidence that full and serious consideration is given to comments and recommendations contained in external examiner reports [077; 057; 135; 200], with examiners commenting positively about responsiveness to comments they have made previously. For example, [025; 026; 024] where issues were raised following changes to merit/distinction descriptors introduced on the HNC, negative feedback from the examiner provided in 2016-17 led to actions which were fully implemented and resolved by the time of the 2017-18 report. Another example is the BACM external examiner report 2018-19 [077] in which the examiner indicated that feedback made had always been considered and taken on board. The team concluded through its review of annual monitoring documentation, minutes of meetings and observation of annual monitoring meetings [Ob01; Ob02] that ICMP gives full and serious consideration of the comments and recommendations contained in external examiner reports and shares the outcomes of reports with its students.

Academic appeals and student complaints

112 The complaints procedure [066] is a three-stage process supported by guidance for students which provides a flowchart and timelines to aid understanding [069]. There are separate appeals procedures for UEL [067] and Pearson programmes [068]. The DAPs Transition plan included a review of Complaints and Appeals procedures in preparation for DAPs. Senior managers confirmed [V1M1; V2M1] that the Quality Team had reviewed best practice, accessed resources from the Office of the Independent Adjudicator (OIA) and research other institutions' processes. No changes had been deemed necessary to the procedure, but further guidance was produced for staff on handling complaints [336] which provides a clear summary for staff to be used in conjunction with the Complaints Procedure. ICMP does not envisage any significant changes to the complaints processes under its own powers. The current procedures [066; 067; 068] clearly differentiate between complaints and appeals and detail the scope, grounds, process and timescales for each. Students met by the team [V2M2] confirmed that if they wanted to raise a complaint or an appeal the Academic Support team would be the first port of call or that their programme leader would direct them. Students also confirmed that if there is a query with a grade then there is always an option to consult their tutor who will provide detail on the reason for the grade, or, where applicable, explain to the student that they have the option to submit an appeal.

113 The sample of complaints provided for 2018-19 [193] and 2019-20 [194] reviewed by the team demonstrate that complaints are taken seriously by ICMP, are appropriately investigated, and appropriate action is taken following a complaint. This is because formal investigation outcome reports conclude with recommendations for ICMP and because complainants are provided with clear outcome letters which are comprehensive, and set out clearly the nature of the complaint, recommendations arising from the complaint, the outcome, the next course of action available and the recommendations that will be taken forward by ICMP [193, 194]. From the evidence provided, the team found that complaints are dealt with within required timescales, produced fair outcomes and were conducted in accordance with the procedures set out. [193; 194]. The Complaints tracker [192] provides a means of capturing all recommendations arising through the complaints process and captures progress made with recommendations and allocates a status of open/closed.

Consideration of the casework report [121] and the internal review of appeals [195] demonstrated that ICMP considers and responds to the implications of appeals.

114 The team was provided with three examples of appeals for UEL programmes, which demonstrated the liaison that takes place with UEL to facilitate responses to appeals. As UEL is responsible for appeals for its programmes there was not an opportunity to see full appeal examples. One full example of an 'appeal' from an HNC student was provided [247], although based on the nature of the issue this had been correctly dealt with as a complaint. The evidence confirms that appropriate action is taken with due consideration of the criteria for considering complaints and appeals. Although the team was able to see only limited evidence of appeals, ICMP takes appropriate action in relation to complaints and fully considers available evidence and deals with matters raised in a timely manner, and that it carries out its designated role in UEL appeals as required. If ICMP is successful in its application for DAPs it will operate a revised appeals procedure that is set out in its own Academic Framework and Regulations [347], which in the team's view would enable ICMP to effectively handle appeals and take appropriate action.

115 As evidenced in its Schedule of Business, complaints reports are a standing item for each ASQC meeting [126]. The April 2020 committee received and noted a summary of recent complaint outcomes and the complaints tracker [192], which contains all recommendations, is received at ASQC [350; Ob01; 192]. Executive Committee receives updates on a quarterly basis [123, 196; 000d] which provide a summary of the number and level of complaints with clear recommendations for action where this is deemed appropriate. For example, [196d] a 2019-2020 Quarterly Complaints Report recommended, arising from some cases involving students who had been withdrawn, that ICMP should further refine the withdrawal process to ensure that students receive a clear formal notification, and ensure that they are aware of the route for complaint or appeal. Academic Board also receives Casework Reports [133i, 121, 197] which provide a summary of complaints, appeals and academic misconduct, from which actions are identified. ICMP is required to report to UEL, as part of its annual collaborative review report, on complaints received and outcomes [056]. The team concluded that ICMP maintains good oversight of complaints through its committee structure which enables it to effectively review and enhance its procedures.

Conclusions

116 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment* by QAA, October 2019, in particular Annex 4.

117 ICMP has established robust structures and processes for the design, development and delivery of its courses and qualifications which ensure curriculum development is informed by the views of industry and driven by the needs of students. Approval processes involve extensive communication with stakeholders and students and demonstrate ICMP's openness to scrutiny. ICMP's commitment to extensive consultation with students helps assure the quality of their academic experience and is a practice it plans to continue under its own degree awarding powers. These processes are a combination of its own internal pre-approval activity and those of its awarding partner and are robustly executed. The addition of its own external event is likely to ensure the design and delivery of courses which provide a high-quality experience to students from all backgrounds. The revised Portfolio Strategy 2020-23 shows a considered approach to its future provision to reflect the needs of its students and its approach ensures all departments are involved in curriculum development, including careers and student support staff.

118 ICMP's quality systems are comprehensive and are clearly laid out in its Quality and Governance Manual, enabling them to be clearly implemented and fully understood by staff.

Its robust approach to annual monitoring, which engages with a range of data including comprehensive module-level review, allows for learning opportunities to be consistently and rigorously assured. Its detailed consideration of quality indicators allows it to identify when programmes require substantive review and revalidation.

119 ICMP has considerable experience of managing curriculum development and staff are well supported with clear guidance. The clear criteria for programme review set out in its Quality and Governance Manual allows ICMP to monitor the effectiveness of its approval process. Its recent review, which led to the inclusion of other departments, has further strengthened its approach to curriculum development. The LTA Strategy ensures ICMP articulates and implements a strategic approach to learning, teaching and assessment which is clearly understood by staff and effectively embedded. The RSPP Strategy helps promote scholarly practice in informing pedagogic effectiveness.

120 There is clear evidence that ICMP carefully considers resource requirements and operates a robust approach which requires detailed presentation of business cases and consideration of proposals through a staged process for resource planning. ICMP's approach to its introduction of blended learning during the pandemic ensured resources were appropriate and its approach was inclusive with clear support for vulnerable groups.

121 ICMP operates a range of mechanisms to ensure that its students can monitor their progress, for example through one-to-one meetings, formative assessment and access to the VLE, and students feel well supported and informed. ICMP provides clear policies on assessment and feedback, including malpractice, and these are reliable, effectively operated and clearly understood by staff and students. Students are well supported and provided with the necessary skills to demonstrate good academic practice. Programme leaders effectively oversee course delivery to ensure diligent students can achieve their purposes and objectives and meet threshold standards. External examiners confirm that assessment processes are consistently operated, and that student support, welfare and inclusion lay at the heart of ICMP's approach to the pandemic.

122 ICMP makes scrupulous use of its external examiners, involving them in moderation and gives full and serious consideration to recommendation through its annual monitoring processes. There are clear complaints and appeals procedures and evidence provided demonstrates that complaints are taken seriously, appropriately investigated, appropriate action is taken, and outcomes are used to improve and enhance its provision.

123 The team concludes, therefore, that the criterion is met.

Criterion C: Scholarship and the pedagogical effectiveness of staff

Criterion C1 - The role of academic and professional staff

124 This criterion states that:

C1.1: An organisation granted powers to award degrees assures itself that it has appropriate numbers of staff to teach its students. Everyone involved in teaching or supporting student learning, and in the assessment of student work, is appropriately qualified, supported and developed to the level(s) and subject(s) of the qualifications being awarded.

The evidence considered, and why and how the team considered this evidence

125 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in the *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and ICMP's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

Specifically, the review team considered or assessed the following:

- a To assess whether there are relevant learning, teaching and assessment practices informed by reflection, evaluation of professional practice and scholarship; and whether staff have an understanding of research and advanced scholarship in their discipline and that such knowledge and understanding directly informs and enhances their teaching, the team considered the Learning, Teaching and Assessment Strategy [080], the RSPP Strategy [085], minutes and papers of the RSPP Committee [145], the process for appointment of professors [088], staffing information spreadsheets [016,345], observed teaching and learning sessions [Ob14,Ob15, Ob18], and held meetings with senior staff [V1M1], academic staff [V2M4] and students [V1M3].
- b To assess ICMP's approach to ensuring that it has appropriate and sufficient staffing and appropriate staff:student ratios, and whether ICMP rigorously assesses the skills and expertise required to teach its students, the team considered the Self-Assessment Document [000], Faculty Review Group papers [299] and minutes [214,300], the Quality and Governance Manual [012], documentation from a recent programme approval process, [184] staffing information spreadsheets [016,345], the Core Academic Team structure [079] and job profiles [015], external review reports, including QAA HER 2014 [003] and QAA annual monitoring reports [003,004], programme student numbers, [326] and papers and terms of reference for the Graduate Outcomes Working Group [307, 308] and data analysing graduate outcomes [308, 309, 311, 312]. The team also considered documentation from the recent review of the staffing of the Registry [268] in order to understand the process through which ICMP is ensuring that its staffing structure will be appropriate to support its post-DAPs operation.
- c To assess whether ICMP has appropriate processes for the recruitment and induction of staff, and that staff have appropriate academic and professional experience, the team considered the CVs of senior, core academic and HPL staff [139a-c, g, k-l, 215,217], Application for ICMP Professorship/Associate Professorship [88,251], New staff onboarding booklet [047], ICMP recruitment

policy [089], the Faculty Approval Form [090], the Competency Framework [210], the new tutor induction day schedule [091], Probationary review template [207], Employee Handbook [212], and Tutor Handbook [213] and Attributes of an ICMP Teacher [017].

- d To assess whether staff have active engagement with the pedagogical development of their discipline knowledge, and development opportunities that enable them to enhance practice and scholarship, the team considered the Learning and Development Strategy [208], the staff appraisal process [206], the Tutor Development Day schedule [082], module leader training [048], the Recruitment Policy [089], staffing spreadsheets [016,345], the SAD [000], staff development data, [116] Faculty development data [216] and examples of staff development records [219], the observation policy, guidance and pro formas [092a-c], examples of observations [202, 203], staff approval process [206], examples of appraisal [159,160] and held meetings with academic staff [V1M5, V2M3].
- e To assess whether staff have appropriate academic and professional expertise, including in providing feedback on assessment, the team considered the LTA Strategy [080], Assessment Pack [083, 188], Assessment and Feedback Policy [072], Assessment Guidance [185a-e], samples of assessment feedback, [220] and met academic staff [V1M5,V1M3] and students [V1M2,V1M3,V2M2].
- f To assess whether staff have opportunities to gain experience in curriculum development and assessment design and to engage with the activities of other higher education providers, the team considered the SAD [000], staffing information [016,345], ICMP Programme Development Form [052], ICMP Programme Executive Summary 2018-19 [057], Programme Design and Development [227], Programme Planning Meetings [286], Programme Design Session [292], observed a programme approval planning meeting [Ob7] and held meetings with academic staff [V1M5] and [V2M4].
- g Three teaching observations [Ob14 Teaching PF 180321, Ob15 Teaching PF 230321 and Ob15 Teaching PF 300321] were undertaken by the team to observe a mix of undergraduate and postgraduate teaching, a mix of practical and theoretical teaching, and a mix of large group and small group teaching in order to assess the pedagogic expertise of teaching staff.
- h An observation of the staff Learning and Teaching Conference took place [Ob8], in order to assess ICMP's internal staff development in operation, to understand how staff engage with development opportunities and to assess how staff reflect on their professional practice.

How any samples of evidence were constructed

126 The following samples were requested:

- A representative sample of 28 academic staff CVs, including both core academic staff and hourly paid lecturers (HPLs) from across a range of subject and instrument areas was requested in order to assess staff qualifications and academic and professional expertise and to assess the effectiveness of the arrangements for staff recruitment.
- A random sample of the feedback given to students on assessments (six from two modules from two different programmes) in order to assess staff expertise in providing feedback on assessment which is timely, constructive and developmental.

- A random sample of five peer observation reports and five Observation of Teaching and Learning (OTL) reports, to assess the processes in operation and to understand how staff reflect on and evaluate their practice through observation.

What the evidence shows

127 ICMP's staffing is currently a mix of permanently contracted full-time and part-time staff and hourly paid lecturers. All are active in their professional creative practice field. As of May 2021, ICMP had 109 academic staff and 56 professional support staff, including managers, administrative and technical staff. ICMP has developed an Attributes of an ICMP Teacher statement as part of the LTA Strategy which is used in recruitment, staff development and performance management mechanisms. Although ICMP sees itself as primarily a vocational and professional provider, it has been developing a research profile and providing opportunities for staff involvement in research. ICMP has recently reviewed and made some changes to its professional support staffing in order to ensure that it is adequately prepared for implementation of DAPs, with changes to some posts and creation of additional roles in the Registry team.

128 The assessment team's analysis of the evidence led to the following observations.

129 The LTA Strategy [080] sets out several aims and targets, including an aim to develop excellence in teaching and learning. The strategy presents themes by which the strategy is operationalised, including pedagogical effectiveness, professional development and industry connectivity. The aligned RSPP Strategy [085] has three strands – research, scholarly activity and professional practice – and includes definitions, examples and actions relating to each of these areas. The RSPP Strategy includes an expectation that all staff will be involved in scholarly activity and the majority in professional practice, and that a smaller number will engage in research. The team found that the implementation of the RSPP Strategy [085], and its oversight by the RSPP Committee [145], has played an important role in developing and encouraging staff engagement in scholarship and research. For example, tutor and faculty development records outline opportunities for staff to apply for funding for research projects, internal research conferences, and external engagement opportunities such as conferences and external networks [082, 216]. ICMP has also put in place a scheme for awarding the title of professor to research active staff who meet the necessary criteria and expectations [088]. Academic staff, including HPLs, whom the team met at visits, were able to give examples of research and scholarship activities and spoke positively about how ICMP is supporting staff in these areas [V1M5, V2M4]. Staff are also supported to further their subject-related scholarship, for example being supported to undertake a relevant master's degree [V2M4]. Observations of teaching by the team [Ob14-Ob15, Ob18] provided direct evidence that the scholarship and professional practice of staff is brought into their teaching, and students whom the team met [V1M3] provided several further examples of how lecturers introduced this to the curriculum, showing a good awareness of staff professional practice. The team found that the academic practice of staff is informed by reflection, evaluation of professional practice and relevant scholarship in their discipline, which informs and enhances teaching.

130 Industry connectivity is one of the key themes of the LTA Strategy [080], and ICMP's view of itself as an industry-focused organisation was articulated by senior managers whom the team met [V1M1]. The senior team described the teaching team as 'an industry focused academic body' [V1M1] and the validity of this claim is supported by evidence of the balance of research and creative practice outputs. Details of staffing [016, 345] show that all core team members engage in professional commercial practice as part of their working life, while within this whole, 33% are industry consultants, 50% are engaged in research-informed creative projects that are published in peer-reviewed forums, and 61% are authors of research-driven publications, including journal articles, book chapters, and conference

papers. Similar balances of activity can be found among HPL teaching staff with all being engaged in professional commercial practice, 16% are industry consultants, 47% are engaged in research-informed creative projects that are peer-reviewed, and 36% are authors of research-driven written publications [345]. The team considered that this balance of staff activity in professional and academic engagement was consistent with the academic mission of the institution and the expectations for an institution seeking its own degree awarding powers.

131 Programme Leaders are responsible for faculty deployment and are expected to work together to ensure that staffing is utilised and timetabled appropriately [000]. The Faculty Review Group [299] is responsible for reviewing the constitution, currency and capabilities of academic staffing. Minutes of the meetings of this group [214, 300] demonstrate that it maintains an action plan to address any areas where changes, improvements or other actions may be required to ensure that staffing arrangements are sufficient and appropriate. At the level of individual programmes, it is a key part of the programme approval process, as articulated in the governance and quality manual [012], that due consideration is given to ensuring that there are appropriately qualified and skilled staff to support each programme. Evidence of this consideration and approval was clear in the documentation from a recent programme approval process [184].

132 At the time of the submission [000], ICMP's academic staffing was 109 staff: 18 representing the core academic team and 91 being HPLs, equating to 40.4 FTE; and student numbers were 995. Staff numbers in the data spreadsheets provided with the submission [016], updated data provided in May 2021 [345] and the core academic team structure information [079], all show consistent data recording of full-time, part-time, and HPL staff. Academic staff numbers towards the end of the scrutiny period, in May 2021, [345] were 122 in total: 19 core team and 103 HPLs, equating to 44 FTE; and student numbers were 996 [326]. The data on staffing and student numbers therefore demonstrates a change over the course of the scrutiny period in staff:student ratios from around 24 at the time of the submission to 22 in May 2021. As noted in paragraph 130, the team saw evidence from the Faculty Review Group papers [299] that there is a staffing planning process which takes account of the required balance and profile of academic staff to support the needs of the programmes and students. In addition, ICMP has recently reviewed its professional support staffing and undertaken restructuring of the Registry [268], this has included some changes and additional posts specifically aimed at ensuring that the professional support staffing structure will support its operations post DAPs. The team found that ICMP has a strategic approach to ensuring that it has sufficient and appropriate staff to teach all students and appropriate staff:student ratios, and that consideration has been given to staffing needs to support the implementation of DAPs.

133 There is a clear organisational structure for academic staffing [079], which includes Programme Leaders, Deputy Programme Leaders, Module Leaders and Teaching Fellows overseen by the senior academic team which consists of the Dean of Academic Studies, two Associate Deans, and the Head of Undergraduate Programmes. The recruitment policy [089] is comprehensive as it sets out principles, policy and processes for the recruitment and selection of staff, and the Competency Framework [210] sets out expectations on staff activities, roles and levels of complexity in relation to grading levels. New staff receive a supportive induction process and useful guidance and information to support them in their role, evidenced in several documents such as the new staff onboarding booklet [047], new tutor induction day schedule [091], Employee Handbook [212], and Tutor Handbook [213]. New staff are subject to a probationary period, and the probationary process [207] includes the setting of objectives, a development plan, regular line manager reviews and the requirement for managers to confirm that the employee has successfully completed probation before the appointment is confirmed. The Attributes of an ICMP Teacher [017] document articulates an agreed set of expectations and behaviours that ICMP is seeking in

its teaching staff, and the team found from the Faculty Approval Form [090] that the Attributes document plays an important role in the recruitment process, setting out characteristics expected of staff, including ensuring that professional experience is sufficiently balanced with pedagogy, teaching capability and the broader skillset required. Evidence from the staffing spreadsheet [16, 345] and CVs from across the academic team [139, 215], supplemented by core team role profiles [015], show that academic staff are appropriately qualified and experienced (both in higher education and the industry) for their roles. The team found that 17 of the 18 core teaching team have qualifications higher or at least equal to the highest qualification being taught. The one member of the core team with a qualification lower than that being taught has over 40 years' experience of working at a high level in the music industry and has completed the HEA Fellowship. Across the HPLs, 43% have qualifications above the highest level at which they are teaching and 33% equivalent to the highest qualification being taught. Of those HPLs with a qualification lower than the highest qualification being taught (24%), their industry and professional experience, as evidenced from CVs, [215] more than compensates. Furthermore, these staff tend to teach industry and professional skills and are part of teaching teams rather than being solely responsible for the delivery of a module.

134 The team found that the mix of academic, vocational, industry, instrumental and theoretical experience (and none exclusively) across the academic team is fit for purpose to the teaching of creative practice music degrees. All academic staff (full-time, part-time, and HPL) are invested in the Attributes of the ICMP Teacher [017] the expectations of which include that teachers are 'experts of their domain, with industry credibility and highly specialist knowledge and skills', 'generous in spirit, committed to the development of individuals, and enthusiastic in the sharing of their knowledge and skills', able to 'effectively integrate industry expertise with a scholarly approach underpinned by practice-based and research-informed teaching', able to 'create vibrant, engaging, interactive and intellectually challenging learning environments', and 'have sound pedagogic knowledge and know how to guide students through high quality learning experiences'. The Attributes are utilised not only in the recruitment process, but also for induction and training and in the monitoring of teaching. Through the observation of staff teaching [Ob14, Ob15, Ob18] the team was able to confirm that the Attributes inform teaching and learning practices and that delivery aligns with the expectations articulated in the Attributes. ICMP is also clear in the expectations of the staff in their professional academic and industry-focused expertise in supporting students. Evidence of the positive support provided, and how this is monitored, was demonstrated in the papers and terms of reference for the Graduate Outcomes Working Group [307, 308] and in the data analysing graduate outcomes [308, 309, 311, 312].

135 As ICMP has a relatively high proportion of hourly paid staff, a line of enquiry for the team was the integration of HPL staff into the academic culture of the organisation, for example through access to development opportunities and participation in meetings. The team found that there is an inclusive environment and that HPL staff are fully part of the institutional academic culture. This was evidenced from meetings with senior and core staff who articulated to the team an inclusive environment [V1M1, V2M1], supported and expressed by the academic team and HPLs in several meetings with the team [V1M6, V1M7, V2M4, V2M5] and also confirmed in practice by the student body [V1M2, V1M3, V2M2]. The team found evidence through the above interactions, and from evidence regarding the involvement of HPL staff in meetings and committees, staff development and opportunities for promotion [V1M5, V2M4], that there is a cohesive and supportive community. The team also found that academic programmes are informed by industry-rich knowledge through appropriately sourced staff who connect to the industry-focused nature of the institution [V1M1]. The team considers the balance of HPLs to full-time staff to be a strength, as the commercial working practice of HPLs connects directly to programme delivery, which is recognised explicitly by the students. An example of this can be found in one of the teaching observations [Ob14] where the module leader, an HPL, gained

permission from a UK Top 10 charting artist they were currently working with outside of the institution to use one of their tracks for discussion on sound production techniques within a learning session with the students. The students were able to not only engage with the learning outcomes of the session but also develop skills within the module based on authentic industry practice. The team found that there are appropriate staff recruitment practices and that ICMP has rigorously assessed the skills and expertise required to teach its students.

136 ICMP's strategy for staff development is set out in the Learning and Development Strategy [208]. This document set out aims to ensure that a coherent and proactive approach is taken to the development of all staff at ICMP and provides a framework for staff to benefit from a range of learning and development activities [208]. The strategy is comprehensive in coverage as it includes learning and development definitions which are focused on support for four strands - professional service, scholarship, professional practice and research - and identifies types of development and how those relate to different institutional roles. The staff appraisal process [206] provides a mechanism for the identification of development opportunities for individual staff. There are several internal opportunities for academic staff development, including Tutor Development Days [082], which include sessions on learning and teaching, and research and scholarship; and module leader training [048]. All academic staff are encouraged to undertake postgraduate teaching qualifications or obtain recognition for higher education teaching through the four levels of HEA Fellowship [000, 216]. The team verified that four members of the Core Team have Fellowship of the HEA, eight have Senior Fellowship and one has Principal Fellowship, meaning that 72% of the core team have some form of recognition from Advance HE. Among the HPLs, one has Associate Fellowship, 18 have Fellowship, and two have Senior Fellowship. The team found that this is an area that is being supported and developed across all members of the teaching staff with the commitment to recognition of professional development being set out in the recruitment policy [089] and examples being provided in the Faculty development engagement data [216]. Further examples of development opportunities were provided by academic staff whom the team met during visits [V1M5, V2M4], and academic staff spoke positively about the opportunities for development through both internal and external mechanisms.

137 The team observed ICMP's LTA Conference [Ob8] which included a number of sessions drawing on pedagogic research and reflection on practice, with staff-led sessions and discussions focusing on discipline knowledge. HPLs are included in these opportunities and indicated to the team that they feel supported to develop as teachers and progress in the organisation if they wish to do so. For example, one of the staff met by the team had initially started as an HPL and had progressed within the organisation to Programme Leader [V1M5]. Development and training opportunities are also available for support staff, for example, attending meetings or conferences relevant to their role. Examples included UCAS and UKVI events, and meetings of the National Association of Disability Practitioners [V1M6]. Internal development events are provided for the wider professional support team. All staff are also required to undertake general and compulsory training, including safeguarding, equality and diversity, and health and safety [219, V1M6]. The team found that there are development opportunities aimed at enabling staff to enhance their practice and scholarship, including opportunities for staff to engage with the pedagogic development of their discipline knowledge.

138 With regards to staff engagement in programme development and assessment design, the team considered documentation relating to these processes, including the programme development form [052], programme design and development guidance [227], reports of programme planning meetings [286], details of a programme design session [292] and guidance for assessment teams [072, 083, 185]. This evidence demonstrates that all academic staff have opportunities to engage in programme development and assessment

design, and that they engage effectively in these processes. Staff whom the team met at visits [V1M5, V2M4] spoke of a collaborative process for programme design with Programme Leaders initially meeting as a team to ensure that programmes are coherent and have a clear sense of identity. Programme Leaders then oversee design of modules by module leaders, engagement with the senior academic team who support staff in these processes, buddying up with staff on other programmes to share experiences and good practice, and working as teams to ensure coherence and appropriate levelness of modules [V1M5, V2M4]. Observation of the programme approval process [Ob7] provided evidence that a range of staff was engaged in the planning event and that there was full engagement in the discussions from all present.

139 In terms of engagement with other providers and the wider higher education sector, details of staff activities confirm that both academic and support staff engage with the sector through external networks and sector bodies such as QAA, OfS, Office of the Independent Adjudicator, GuildHE, the Higher Education Policy Institute (HEPI) and the Association of University Administrators [000, V1M1, V1M5, V1M6, 345]. Academic staff are encouraged to take advantage of opportunities to engage in external activities which support their professional development. For example, the staffing information [016, 345] provided indicates that several staff serve as external examiners in other higher education providers, have acted as external reviewers and/or been validation panel members at other institutions. Based on the evidence presented above, the team considered staff to have ample opportunities to engage in curriculum development and assessment design, and that staff engage with the activities of other higher education providers.

140 The procedures for observation and appraisal are the main processes used to promote staff engagement in reflection and evaluation of their learning, teaching and assessment practice. The observation processes consist of Observation of Teaching and Learning (OTL) in which all staff participate. An allied process, Peer Observation, is used where OTL identifies issues on which a staff member may need additional support or for newly appointed teaching staff. The observation processes are clearly set out in a policy [092a] with associated guidance [092b] and pro formas [092c]. Evidence of these processes in operation [202-203] confirms that observations utilise the Attributes of an ICMP Teacher as a framework and consider a range of issues. For example, the OTL pro forma covers areas such as planning and preparation, delivery and communication, assessment and checking of learning and student engagement [092c]. Observations include reflection on practice and result in areas for development and targets to be taken forward, and any identified development that may be beneficial. The staff appraisal process [206] involves all staff and takes place annually with a mid-year review. Examples [159, 160] of the appraisal process seen by the team show that it involves setting of, and achievement against, objectives, competencies, identifying CPD, training and development needs, discussing career objectives and setting future objectives. Academic staff who met the team [V1M5] also referred to appraisal as being a mechanism for staff to explore opportunities for promotion or development in the organisation. Development opportunities, such as the LTA Conference observed by the team [Ob8], provide further opportunities for staff to reflect on their practice and to discuss developments and challenges. There are therefore clear opportunities to engage in reflection on, and evaluation of, professional practice which are taken up by academic staff.

141 The LTA Strategy [080] establishes a clear framework for the support of learning, teaching and assessment, and the Assessment and Feedback Policy includes guidance on providing formative and summative feedback to students [072]. Its themes are reflected in the assessment processes and setting of assessments as set out in the ICMP Assessment Pack [188] which is then reflected in the guidance documents provided to support the assessment processes and setting of assessments. This includes guidance on marking [185a], assessment methods [185b] and specific guidance on assessment practice for

undergraduate programmes [185e] and postgraduate programmes [185f]. Academic staff whom the team met [V1M5] explained that staff are supported in understanding expectations on giving feedback to students on assessment in several ways, including Programme Leaders checking a small initial sample of assessment feedback forms for new tutors and providing advice and guidance before the tutor proceeds. The assessment feedback samples [220] seen by the team demonstrated that students receive timely, constructive and developmental feedback. This view was also supported by students whom the team met [V1M2, V1M3, V2M2] who confirmed that they receive timely and helpful feedback that helps them to improve. The team found that staff have expertise in providing feedback on assessment which is timely, constructive and developmental.

Conclusions

142 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

143 The team concluded that ICMP recruits, trains and develops staff who are appropriately qualified and skilled to carry out their roles. There are mechanisms for considering the required numbers of staff to teach programmes, and evidence of reviewing staffing arrangements to ensure that the needs of the institution are continually addressed, including evidence of consideration being given to staffing needs to support the institution should it obtain degree awarding powers. There are appropriate arrangements for probation, appraisal, observation of teaching and performance monitoring with evidence of these operating effectively in practice. The processes for appraisal and observation support reflection and evaluation of staff skills and capabilities and staffing data verifies that those involved in teaching or supporting student learning, and in the assessment of student work, are appropriately qualified, supported and developed.

144 All staff are provided with a range of opportunities to participate in internal and external development activities. Academic staff have opportunities to participate in research and scholarship, to undertake higher level academic qualifications and postgraduate teaching qualifications and to gain fellowship of the HEA. Both academic and support staff are engaged with external organisations and networks and supported in this activity. Staff are involved in internal programme development and approval events and are also encouraged to participate in external activities, such as being on panels for programme approval at other providers and acting as external examiners.

145 The team concludes, therefore, that the criterion is met.

Criterion D: Environment for supporting students

Criterion D1 - Enabling student development and achievement

146 This criterion states that:

D1.1: Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.

The evidence considered, and why and how the team considered this evidence

147 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and ICMP's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

Specifically, the review team considered or assessed the following:

- a To determine whether ICMP provides, monitors and evaluates arrangements and resources which enable students to develop their academic, personal and professional potential, the team considered Executive Board Schedule of Business [123], Executive Committee Facilities Report [125b], minutes and papers of Executive Committee [134 a-q], Risk Register [170g]; Student Senate meeting [138c; 138d], Budget Life Cycle [222], QAA Scoping Visit report [031], terms of reference, and minutes of the Timetable and Resource Planning Group [171; 172; 329], Library Update [229]; viewed ICMP's website [<https://www.icmp.ac.uk/facilities>]; observed a meeting of Corporate Board [Ob05]; observed a meeting of the Timetable and Resource Planning Group [Ob21] and met with senior managers [V1M1; V2M1]. The team also conducted a virtual tour of resources [Resource Tour].
- b To determine whether ICMP takes a comprehensive strategic and operational approach to determine and evaluate how it enables student development and achievement for its diverse body of students, the team considered ICMP's Strategic Plan 2018-2021 [010], Quality and Governance Manual [012; 323], LTA Strategy 2019-2021 [080], LTA Strategy 2016-2019 [081], Equality and Diversity Policy [044], Schedule of Business and Minutes of LTA Committee [129; 136; 275]; ICMP Pandemic Principles and Approach [225]; COVID-19 Vulnerable Students [226]; ICMP's website [<https://www.icmp.ac.uk>], Observation of LTA Committee [Ob04]; Observation of Programme Committees [Ob19; Ob9] and met with senior managers [V2M1] and academic staff. [V2M4; V2M5]
- c To determine how ICMP monitors and evaluates how it enables student development and achievement, the team considered the outcomes of the Committees responsible for monitoring student development and achievement [012; 323], the outcomes from annual monitoring [045; 046], the Student Voice Register [110], the minutes of Programme Committees [148e; 148f; 149e; 149f; 150a; 150d; 150e]; Quality Improvement Plan [046]; Annual monitoring reports [057 a-h]; observed Academic Board [Ob02]; observed Programme Committees [Ob19; Ob20; Ob09]; observed Timetable and Resources Planning Group [Ob21] and met with senior managers [V1M1].

- d To confirm that students are advised about, and inducted into, their study programmes in an effective way and account is taken of different students' choices and needs, the team considered ICMP's approach to admissions and admissions documentation, including the Quality and Governance Manual [012; 323], Admissions Policy [094], the Confirmation of Acceptance of Studies Policy [095], Admissions Committee minutes [147], Audition Feedback Templates [096], a sample of admissions records [176] and met with staff [V2M1; V2M4 and V2M5]. The team also considered the Student Induction Welcome Talk 2019 [049], ICMP Induction Schedule 2019 [098], Induction Notes [099], Programme Handbook for BA Songwriting [050], accessed the VLE and website [<https://icmponline.instructure.com/courses/1093>; <https://www.icmp.ac.uk/student-life/disability-and-wellbeing-support>] and met with staff involved in admissions [V1M6], and students [V1M3].
- e To confirm how the effectiveness of student and staff advisory, support and counselling services is monitored, and any resource needs arising are considered, the team considered SMT role profiles [014], Quality and Governance Manual, [012;323] QAA Scoping visit report [031]; Executive Board Schedule of Business [123], Executive Committee Student Services reports for 2018-19 [124] and Quarter 1 2019-20 [125c], Student Services Monitoring Reports [224], minutes and papers of Executive Committee [141 c, g and k; January 2021 meeting], ICMP's website [<https://www.icmp.ac.uk>], the website for the Big White Wall [<https://togetherall.com/en-gb/>], a sample of training records [219], Staff Guide to Student Services [252], Registry Consultation Report [268];], and observed a meeting of Student Senate, [Ob11] met with Student Support Staff [V1M6; V2M5]; met with students. [V2M2]
- f To confirm that ICMP's administrative support systems enable it to monitor student progression and performance accurately and provide timely, secure and accurate information to satisfy academic and non-academic management information needs, the team considered the Quality and Governance Manual [012; 323], SMT role profiles [014], Registry Consultation Report [268], Registrar and COO Job Description [269], Schedule of Business [126] and Minutes [135] of ASQC; Schedule of Business and Minutes of Academic Board [120; 133], Dashboard [256; 281], Attendance Policy and Procedure [065], Schedule of Business for Executive Committee [123], minutes of Executive Committee [134ar], minutes of Programme Committees [148a; 148c], attendance list for student attendance monitoring meetings [233], QIP 2020-21 [265], collated non-continuation action plan, [302] met with senior managers [V1M1; V2M1], academic staff [V2M4] and professional support staff [V2M5].
- g To understand the improvements that ICMP is making to its data systems to better support academic and non-academic management information needs, the team considered the ICMP Dashboard [256; 281], update on data-related projects [167]; information on monitoring and intervention [237]; data warehousing project [257; 258; 259; 260], Registry consultation report [268]; and met with senior managers responsible for data. [V1M1; V2M1]
- h To evaluate whether ICMP provides opportunities for all students to develop skills that enable their academic, personal and professional progression, for example academic, employment and future career management skills, the team considered the Academic Team Structure [079], the LTA Strategy [080], Careers and Industry [111], Masterclass Examples [112], Accelerator Fund Flyer [113], Accelerator Fund Guidance [114], Personal and Professional Development Learning Outcomes [102], SED and resulting QIP, [045; 264; 265] Industry Skills Framework [115],

Programme Handbook for BA Songwriting [050], minutes of Programme Committee [148]; minutes of LTA Committee [144j]; External Examiner Report [026]; Click and Connect Week planning [253], ICMP Life [261]; PPD Project [254;255], and met with staff [V1M5; V1M6; V2M3; V2M4] and students. [V1M3; V2M2]

- i To confirm how ICMP informs students about opportunities to develop skills to enable their academic, personal and professional progression and make effective use of learning resources provided, the team accessed the VLE [VLE accessed 12.1.21] and met students. [V1M2; V1M3]
- j To confirm ICMP's approach to supporting students to develop their academic, personal and professional potential, the team reviewed a sample of student support records, [231] a sample of Tutorial records, [232] met with academic staff [V1M5; V2M4]; Professional Support staff [V1M6]; met with students [V1M3; V1M2], accessed the VLE. [12.1.21]
- k To determine how ICMP provides opportunities for all students to develop skills to make effective use of the learning resources provided, including the safe and effective use of specialist facilities, and the use of digital and virtual environments, the team reviewed the Student Induction Welcome Talk [049], Programme Handbook for BA Songwriting [050], ICMP's website [<https://www.icmp.ac.uk/>], the TEL and Distance Learning Discussion Paper [228], Student Induction pages on the VLE and screenshots on resources support [235], Annual Student Welfare report [Executive Committee Jan 2021 Ob03; 352] met with students [V1M3] and professional support staff [V1M6].
- l To confirm that ICMP's approach to enabling student development and achievement is guided by a commitment to equity, the team considered the Strategic Plan 2018-2021 [010], Code of Governance [011], the Quality and Governance Handbook [012; 323]; the Equality and Diversity Policy [044], the Student Charter [104], the Student Services Report [125c], the 2018-19 REPs [056]; the SED [045], ICMP Student Charter [104]; ICMP Assessment Pack – Inclusive Marking Guidance [188m]; external examiner reports for 2019-20 [200]; EDI Committee Terms Of Reference [240; 241], EDI proposal from Advance HE [223g]; minutes of the Inclusive Working Practice Committee [173]; minutes of the Equality, Diversity and Inclusion Committee. [279], Agenda and Papers [223], minutes of LTA Committee, [275b] met with senior staff [V1M1].

How any samples of evidence were constructed

148 Due to the relatively small size of ICMP, the volume of evidence relating to criterion D was generally small enough that all documents could be assessed by the team during the scrutiny, except for the following.

- Examples of tutorials in order to understand how tutorial and student support sessions operates. The representative consisted of three case studies of student support records and four examples of tutorial records.
- A representative sample of admissions documentation (one per programme) to assess whether the admissions policy is implemented consistently and how it ensures that ICMP recruits students who are able to achieve successful outcomes.

What the evidence shows

149 ICMP's commitment to student development and achievement is encapsulated in one of its strategic aims: 'to achieve the highest quality of teaching and learning and deliver

outstanding student and graduate outputs'. ICMP's strategy for achieving this aim and its approach to enabling student development and achievement for its diverse range of students is articulated in its LTA Strategy 2019-2022. ICMP has recently approved a lease for new premises which will be developed over the next four years to support its plans to develop its academic portfolio and enhance the facilities it provides for students. ICMP currently has responsibilities for admissions, induction, provision of all physical resources and learning resources (with additional library provision available through UEL), student support mechanisms, monitoring student progression and performance. ICMP is working on the development of its student record system in preparation for the assumption of new responsibilities should it be successful in its application for DAPs.

150 The assessment team's analysis of the evidence led to the following observations.

151 The team considered the resources available to students to determine whether ICMP has in place resources which enable students to develop their potential. Students have access to a range of learning resources, including performance and practice-related facilities, with the ability to hire equipment and recording studios. Learning resources also include library provision, IT, VLE and the student intranet. ICMP has recently approved a lease for additional premises which will be developed over the next four years [Ob05; V1M1] and currently leases some premises in Acton, which provide additional studio space [V2M1]. The Executive Committee receives a quarterly Facilities report [125b] which provides an overview of equipment, plans and resource request outcomes, and undertakes a quarterly business review which includes oversight of the Risk Register, including estates and facilities [134a]. In July 2019, the Executive Committee established the Timetabling and Resource Planning Group, which provides central oversight of planning for student numbers and timetable requirements [134]. The Budget Life Cycle [222] clearly explains how budgets are set and the timeline for these with budgets being agreed each October for two years. The team found that such budgets have two formal review points to allow for monitoring and oversight [222]. All facilities are maintained by the Facilities team [000, 125b]. In addition to receiving survey outcomes, the Facilities Manager also attends Student Senate where, as noted elsewhere in this report, the minutes [138] show that students provide feedback on resources that result in appropriate responses and actions.

152 A real-time virtual tour of resources [Resource Tour] showed that studio, production and teaching areas are well equipped with industry-recognisable software and hardware. All rooms with computers are linked to the shared drives on the server so students can access their files and computers, have USB plug and play software, as well as a full suite of industry-standard recording software. All rooms can be booked by students when they are not in use as teaching rooms. Premises also include a staff room, meeting space, study space, assessment room for auditions, songwriting rooms, standalone practice rooms and social space. The library provides PCs and facilities for reading. Students have access to a wide range of instruments and other musical and technical equipment. In preparation for DAPs, and in response to the pandemic, ICMP made changes to, increased and further developed its library provision [229]. These changes included the development of additional technical resources, increased holdings of ebooks, and changes to reading lists [V2M5; 229]. During 2019-20, work was undertaken to review set texts on modules to ensure that hardcopy-only resources were not used as set texts, to increase provision of ebooks and to secure ICMP's own Open Athens subscription [230, 228]. Students on programmes validated by UEL currently have access to UEL library facilities [000] and ICMP provided the team with information on its plans for future library resources [229]. ICMP has held discussions with UEL regarding its students having continued access to UEL resources and UEL staff whom the team met confirmed that this had been agreed [V1M4]. ICMP is, however, currently considering other options and has drawn up a shortlist of universities, which are in closer proximity, to partner with in respect of future library provision [V2M5; V2M1]. The team considered that the revised approach to library resources, with increased

acquisition of ebooks, has significantly strengthened ICMP's own library provision and that it has credible plans to collaborate with a university for additional access, particularly for journals.

153 The team considered the role of the Timetable and Resource Planning Group, which meets regularly throughout the year [171; 172; 329], having a discursive and advisory role for planning student numbers [171d]. Its membership includes academic and senior support staff members [329]. The group reviews student numbers, plans group sizes, monitors budgets, identifies additional resource and refurbishment requirements, identifies where induction to resources is required, and makes resource proposals and business cases for approval by the Executive Committee. The main business of the April 2021 meeting observed by the team [Ob21] was to consider the resources planning spreadsheet for 2021-22 delivery. Members considered the impact of changes to group sizes, demonstrating clear monitoring and evaluation of the resource needs [Ob21]. The meeting also considered action following identification of a shortfall in music technology labs, because of smaller group sizes necessitated by the pandemic. The team found that the Timetable and Resource Planning Group operates effectively and in a timely manner to ensure that appropriate resources are in place.

154 The LTA Strategy [080] aims to support students in meeting the Attributes of an ICMP graduate [080], which has eight themes, supported by measures of success, that demonstrate a comprehensive approach to student development. The implementation of the Strategy aims [080] has enabled ICMP to support students in developing their academic, personal and professional potential and these were clearly evidenced during the review. Examples seen by the team included: identifying students at risk of non-completion and offering support in achieving success; delivering an integrated Personal and Professional Development curriculum; the development of the ICMP Writing Centre to ensure that students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice; the academic mentoring scheme; drawing on the alumni network to support current students in achieving their full potential; and refining the programme design process to ensure close links to the Disability and Wellbeing team during programme development. ICMP's pandemic principles and approach has been comprehensive [225]. An overview of the support offered to vulnerable students during the pandemic [226] states that support will be enhanced as far as reasonably possible for both staff and students into next academic year, for example by providing enhanced counselling and welfare support; by increasing funds available to students suffering hardship or potential disadvantage; through continued commitment to inclusivity and diversity; and through enhanced training and CPD for staff and students to enable their engagement with different delivery modes. ICMP has operated its standard attendance monitoring procedures during this period, [000d; V2M1; V2M4; V2M5] which allows it to identify at-risk students. The team considered that ICMP's strategic approach to LTA is embedded and that this ensures appropriate development and achievement by its students.

155 The team considered the mechanisms in place for monitoring and evaluating specialist facilities and learning resources, including Programme Committees and student surveys [148a; 149a; 150b; Ob19]. The Student Voice Register clearly labels matters raised in relation to resources and includes action taken [110]. Resources are also evaluated through annual monitoring reports and executive summaries [178] which are produced by Programme Leaders and require identification of any budgetary implication of actions taken [000d]. These are considered by the Executive Committee [141i] and decisions on capital expenditure are communicated back to the programme team. [000d] Annual monitoring reports for master's programmes in the last two years [057e-f, 178h, 178i, 057f] raised some issues with resources and support, particularly in relation to the third trimester, mainly arising from timetabling issues and some disruption arising from the pandemic. Senior staff [V1M1] explained that master's provision is seen as a growing and important part of ICMP's portfolio

and that measures have been put in place to ensure improvement. The Associate Dean Academic Development now has oversight of master's provision and is the designated member of the Senior Academic Management Team for postgraduate provision; the role therefore acts as a buffer which has assisted in communication about resourcing and staffing issues. The creation of the Timetabling and Resource Planning Group and its central view of planning versus timetable requirements, as observed by the team [Ob21], has also improved the situation and the observation demonstrated to the team that ICMP monitors and evaluates the mechanisms by which it enables students to develop their academic, personal, and professional potential. Student satisfaction with resources increased across undergraduate courses in the 2020 NSS, increasing by 12.55% to 73% overall [262; Ob02]. The team considers that ICMP has effective processes for evaluating how it enables student development and achievement, and that identified issues and actions are taken forward through the annual monitoring process.

156 ICMP's admissions policies and procedures are set out in the Admissions Policy [094] and Confirmation of Acceptance of Studies (CAS) Policy [095]. The Admissions Committee [012; 147], which reports to the Academic Board [133i-l], is responsible for the review, development and implementation of ICMP's admissions processes and policy [147d; V2M1; V2M4]. Minutes of meetings of the Admissions Committee [147] demonstrate that admissions procedures and policies are regularly evaluated and there is an action plan that records and tracks identified issues and responses to be taken forward. The admissions information on the website [<https://www.icmp.ac.uk/study-music-london>] provides clear and comprehensive information for applicants, including programmes, fees, student life, facilities and entry requirements; it includes FAQs and a section on ICMP's COVID response and associated information on the delivery model. Specific information is also provided for international applicants, and there is information for students with a disability or learning support need [<https://www.icmp.ac.uk/student-life/disability-and-wellbeing-support>]. A sample of admissions documentation [176] demonstrated that the admissions process is implemented effectively, with a requirement for templates to be completed to record interviews and auditions, and evidencing constructive feedback being given to the applicant on a standard form [096,176]. The Admissions Policy provides a clear explanation of how an applicant can submit a complaint or appeal on an admission decision and ICMP confirmed in a written response that no admissions complaints or appeals were received in the last two years [000d]. Admissions documentation is subject to an annual cycle of review to ensure that it remains accurate and fit for purpose [000, 147, V2M4-V2M5]. All applicants are interviewed (and for performance programmes are offered an audition) to check the suitability for their chosen programme and further assess their potential for success on the programme, and the team was told by academic staff [V2M4] that the interview is also used as an opportunity to ensure the applicant is clear about their chosen programme and that it is appropriate for them. The team found from its scrutiny of the admissions documentation [176] that the processes are designed to ensure that students are clear about what is offered on their chosen programme of study and highlight potential challenges to studying. Professional support staff work closely with academic staff involved in admissions, staff involved in admissions are provided with training (which is overseen by the Admissions Committee) [012, 323, 147] and ICMP is currently considering the introduction of an audition observation process to assure quality and provide greater consistency [V2M5]. The team concluded that ICMP operates a robust approach to admissions and that students are provided with clear information and advice about study programmes through the admission, audition and interview process.

157 To confirm that students are inducted into their study programmes effectively and that account is taken of different students' needs, the team considered ICMP's approach to induction. Students are provided with a week-long induction [000, 049,098] for which the schedule [098] includes information about the student's programme, academic and student support services, and making the most of their time at ICMP. There is specific information for

international students and refresher events for returning students. Induction pages provided to students on the VLE are comprehensive and accessible [<https://icmponline.instructure.com/courses/1093>] accessed 2.12.20]. The induction process is evaluated by collecting qualitative feedback from students and staff, and issues identified [099] are fed into the next year's induction planning. Programme Handbooks [050], which follow a standard template, are available online and set out the services available to students. Induction information is consistent in stating that students who disclose a disability or additional needs through the application process are contacted by the Disability and Wellbeing Team to determine the appropriate level of support to be provided [000, 049, VLE]. The Student Services team operate as a triage service to signpost students and applicants to the most appropriate service [000; <https://www.icmp.ac.uk/student-life/disability-and-wellbeing-support>]. Services include one-to-one support, assistance with Disabled Students Allowance applications and counselling and mental health advice. Students [V1M3] met by the team confirmed this practice in operation and noted their satisfaction with induction, commenting that it had been helpful and informative. The team concluded that students are inducted into their programme effectively and that account is taken of different needs.

158 ICMP principally monitors its Student Support Services through quarterly and annual reports to Executive Committee [123, 124, 125c; 224; 141c, g, k, 000d] and these reports provide clear evidence that student and staff advisory, support and counselling services are effectively monitored, including regular consideration of resource needs. The Head of Student Services, who oversees the Student Services team, is a member of the SMT and member of both Academic Board and Executive Committee and is therefore in a position to provide input to these committees on resource matters [031]. Student Services include the Disability and Wellbeing Team which comprises a Specialist mentor, Disability and Mental Health Advisors and a Student Wellbeing Administrator. The recent changes to Registry [268] have resulted in an additional post of Student Money and Accommodation Advisor. Evidence of administrative and support staff training provided [219] shows a range of conferences and online events and mandatory training for staff such as Prevent, first aid, and fire safety. Professional support staff confirmed [V1M6] they have access to training and relevant external membership to develop their expertise. For example, the Admissions Manager regularly attends UCAS meetings, receives UKVI updates and holds internal events for the wider team. The Support Advisor is a member of the National Association of Disability Practitioners, attends events and uses their forum. Staff can also identify their own development opportunities and examples were given by support staff [V1M6] of recent conference and webinars they had attended on mental health.

159 The Student Services annual report seen by the team [124] provides a comprehensive evaluation of services in that it captures achievements, evaluates provision using data and against strategic aims and objectives, and refers to impact of activities from the previous academic year on the student experience and how these contribute to ICMP Strategy. The quarterly reports [141 c, g and k; 224, 125c], also give a comprehensive overview of student services, including impact of activities, areas for development, a summary of case statistics and user engagement, resource needs, and set out further actions. The reports generate a range of actions which are taking place to enhance the services offered; including standardisation of communication, providing an equality and diversity training module which is compulsory for staff induction, provision of regular disability awareness training, additional staff appointments including a Study Skills Tutor, and the development of study skills sessions. The report for the first quarter of 2019-20 [125c] noted that issues were raised around delays in responding to student enquiries to the Student Wellbeing Team. The team followed this up in a further evidence request [000d] and was informed that a series of exceptional circumstances led to a shortage of staff and that measures were taken to adapt the service so that it could continue to meet the needs of students. The production of the Staff Guide to Student Services [252] was part of the

response to this, to ensure understanding of how to signpost students for support as efficiently and effectively as possible; and to ensure the professional practitioners within the Student Wellbeing Team could prioritise students identified as Cause for Concern or that those with a complex disability received the support they required without delay. The guide is comprehensive and provides clear, detailed information about the remit of Student Services, what each team member is responsible for and working hours. All aspects of support are explained, including Safeguarding and Prevent, and how staff can help with student wellbeing.

160 The team further noted that, as a result of monitoring its support services, ICMP identified that additional support resources were required [000d]. The Student Wellbeing Administrator role was increased from 0.6 to 0.8 from March 2020 to provide support across the entire week and in May 2020 an additional post of Specialist Mentor was recruited into the team to support students with a diagnosis of autism [000d]. ICMP also engaged the services of a Neuro-Linguistic Programming practitioner to provide small group sessions to compliment the one-to-one mental health provision [000d]. There was further discussion of mental health and isolation during lockdown at Student Senate in March 2021 [Ob11], with various issues raised. Although there appeared to be some criticism by students of the Wellbeing Team in addressing these issues, student support staff whom the team met [V2M5] confirmed that the Wellbeing team had contacted all disabled and vulnerable students to support transition to online learning and that ICMP managed to accommodate every request for hardship funding that came in during that period. Students met by the team at the second visit confirmed that the Wellbeing team was extremely helpful and that they received all the help that was needed [V2M2]. Staff confirmed to the team [V1M6] that if additional resources for student support are required a business case can be made to Executive Committee; and examples were provided, including extending counselling to full-time and available over the summer period, and approval of recruitment of a new adviser from January 2021 [352]. The team concluded that ICMP effectively monitors its support services and clearly identifies and considers resource needs arising.

161 The team considered the mechanisms in place for monitoring student progression and performance. Academic Board is responsible for monitoring retention, achievement, success and attendance (referred to as RAS). The team reviewed minutes of Academic Board which provide clear evidence that attendance reporting is discussed at each meeting and that actions are set and monitored [133a; 133g; 133h; 133k; 133l; 133m; Ob2]. Evidence from the annual monitoring process also confirms evaluation of resources at programme level and appropriate action taken where necessary [057]. The annual internal Self-Evaluation Document (SED) [045] and associated Quality Improvement Plan [046] produced by ICMP provide a summary of programme-level actions and these focus on enabling student development and achievement. For example, more guidance around assignments added to the VLE to further support students and improve the overall quality of their work, additional signposting to the wellbeing team and other external resources to aid students struggling with health/personal issues; and reviewing assignment briefs and teaching models where applicable. Programme Committees are responsible for monitoring programme-level performance data, and in meetings observed [Ob19-Ob20, Ob9] members considered data and progress on action plans arising from annual monitoring and students were provided an effective opportunity to engage in the quality and improvement of their programme [012,148e;148f;149e;149f;150a;150d;150e]. The team considered that ICMP utilises its committee structure and annual monitoring processes effectively to monitor student progression and performance and to identify appropriate actions.

162 To understand how administrative support systems enable ICMP to monitor student progression and provide accurate management information, the team considered the Quality and Governance Manual [012; 323], the data dashboard [281] and minutes and reports of meetings where data is considered [120,133; 302]. The administrative support systems are

overseen by the Registrar [000; 014, 269]. The Planning and Quality Team in Registry oversees creation, communication and analysis of data across ICMP, including data and support to enable monitoring of student progression and performance accurately and provide timely information. The recent review of the Registry structure [268] has resulted in three new and revised posts aimed at enhancing data reporting and business intelligence, including a Head of Student Records, Data and Systems (to create a single point of accountability for student records and data reporting), a Student Systems Manager and a Business Intelligence Analyst [V2M1, 000h]. Records of student enrolment, achievement, progression and performance are maintained through the student records system, which is also used to produce statutory returns and documentation for internal assessment boards [012; 323]. Retention, achievement and success (RAS) is a clear focus for each course as the team found that these metrics are routinely reported and evaluated through the committee structure. The data [281] is considered at the Corporate Board for review from a business perspective and Academic Board for an academic perspective, and the team was informed [000h] that work is currently being undertaken to improve the format of data. Issues raised through these processes generate actions for the QIP and are collated into a non-continuation action plan [302]. ASQC receives reports on student performance, progression and satisfaction: action is taken as necessary [126, 135] and reports upwards to Academic Board [120,133]. ICMP will, if awarded DAPs, have responsibility for producing all data for assessment boards. ICMP currently produces student data for pre-assessment boards, and evidence from the views of its awarding body and external examiners suggests that there is confidence in the accuracy of the data currently being provided. These mechanisms, evidence of their implementation and evidence of the accuracy of data currently provided demonstrate that ICMP's administrative support systems enable it to monitor student progression and to provide accurate management information.

163 The team identified that improving attendance is an area of focus for ICMP, and to understand the steps being taken the team considered the Attendance Policy [065] and discussed how it is embedded in practice with staff. ICMP's Attendance Policy and procedure [065] is used to monitor attendance and timetabling is used to maintain attendance records [000,V1M5]; through this, early intervention is made where there is a risk of non-engagement. The policy defines criteria and both staff and student responsibilities, and is monitored and evaluated for effectiveness by Academic Board [120;133]. The Attendance Policy is intended to be a supportive intervention strategy, with a focus on informal contact with students and offers of support [065] and is subject to ongoing monitoring [120]. Training on the policy is provided for staff [233; 000d]. Attendance is also discussed at a general level with student representatives at Programme Committees [148a;148c]. During the pandemic, monitoring of student VLE use and attendance at physical classes has been combined, which has provided a picture of engagement across the programmes [V2M5]. Academic and support staff consider attendance data at meetings and discuss cases of lower engagement. If students are not attending, they are contacted by email and can be offered intermission or withdrawal depending on circumstances, with notes of these meetings recorded on the student record system [V2M4]. The team concluded that ICMP has taken a number of steps to improve attendance.

164 The team explored how ICMP's administrative support systems are being further developed in preparation for a successful DAPs outcome. A set of linked projects is being undertaken by the Registry to improve the consistency and accessibility of data and progress is being monitored by the Executive Committee [123]. One such project is the data warehousing project [257; 258; 259; 260], the aims of which are to provide functionality to hold contemporaneous and historical datasets from a variety of sources, and to create reports and data dashboards which can assimilate data from multiple sources to inform decision-making. The project uses data from the student record system, the VLE and timetabling systems to allow contemporaneous reporting and snapshots of data as required, for example an annual snapshot of each academic year at a given timepoint. This has been

used to date to produce reports on attendance and engagement. As noted in project updates seen by the team [167], progress in 2020 was less than hoped for as a consequence of the pandemic and the prioritisation of moving teaching online. Senior managers confirmed that in preparation for DAPs they are working to ensure that the student record system can be used as permanent source of verifiable data for awards [V1M1]. Executive Committee receives a quarterly dashboard of academic data [256; 281], which is a one-page high-level overview of the performance of programmes. A response to an additional evidence request [000d; 237] states that the Corporate Board's vision of a business-wide dashboard has not yet been achieved and the set of broader indicators for the Board is still in development. Senior managers advised that the key points of concern in data are non-continuation, especially on the one-year undergraduate programmes, and graduate outcomes, both of which are ongoing issues on which ICMP is undertaking programmes of work [000d; 237]. Executive Committee at its August 2019 meeting [134ar] actioned ASQC to address concerns about the withdrawal and continuation data for the HNC. The team was provided with an update on this [238] and ICMP explained that non-continuation data for the HNC has improved, but that the data remains lower than expected. The team noted that several measures aimed at improving continuation were identified in the non-continuation action plan [302], including, for example, provision of academic support tools on the VLE, peer academic mentoring, improving understanding of student services, changes to personal and professional development and one-to-one tutorials. The team considered that through these measures, appropriate action is being taken to identify areas of concern and bring about improvements in continuation rates.

165 The team considered the approach to skills development to evaluate whether ICMP provides opportunities for all students to develop skills that enable their academic, personal and professional progression. The team identified that ICMP provides a range of opportunities for students to develop skills that enable their academic, personal and professional progression; and has taken steps through curriculum changes to enhance these opportunities. The personal and professional development (PPD) strand is embedded within the curriculum and has distinct content and learning outcomes [000; 102]. This has been developed in response to the action to improve non-continuation by designing and implementing a programme that supports students through the transition between levels. Its aim is to equip students with the skills and abilities they need to meet the challenges inherent in professionalising creative practices; the PPD strand is delivered by a specialist team of tutors and overseen by the Head of Undergraduate Programmes, in conjunction with the Careers and Industry Hub and Programme Leaders. ICMP has created an Industry Skills Framework [115] which the team found to be a useful guide to help embed and enhance industry-relevant skills within the curriculum at ICMP, providing additional guidance for programme and module leaders in the preparation of modules for delivery underpinned by the ICMP Graduate Attributes set out in the LTA Strategy [080].

166 The team explored the PPD strand with staff and students to further understand the changes made to it and how it is effective in supporting students' development [V1M5; V2M4; V2M3]. The PPD module was previously delivered as a weekly session with students on Level 4 and 5 across all undergraduate programmes, covering a range of different issues and opportunities [V1M5]. The SED and resulting QIP for 2019-20 [264; 265] included an action to review the PPD strand and progress tutorials following student and tutor feedback and low attendance at PPD sessions. As a result of this review, a revised approach was approved for 2020-21 [254; 255]. The revisions aim to establish a joined-up approach to developing transferable professional skills (as summarised in the LTA Strategy 2019-22) to 'ensure that all students are industry-ready and equipped with the transferable skills, knowledge and attributes to gain employment in their chosen field'. During 2020-21, PPD was being co-delivered through extracurricular PPD workshops led by professional coaches, professional materials available on the careers platform and learning embedded into core curriculum, with Programme Leaders supported to integrate content into the curriculum. The

graduate attributes have been cross-referenced to the learning outcomes established for the PPD programme and core themes for workshops have been identified. Professional guest sessions continue to be embedded into programmes in line with the Industry Skills Framework (a guide to help embed and enhance industry-relevant skills within curriculum at ICMP) and these include alumni sharing information and advice on their career development with current students [V2M4; V2M3]. As noted in paragraph 105, students are also supported to develop skills in academic writing through drop-in sessions with their tutors and through the online ICMP Writing Centre, and good academic practice is also encouraged; ICMP's Academic Malpractice Policies are covered in modules and outlined in Programme Handbooks [050] along with guidance on academic writing. Students are able to schedule one-to-one meetings with their Programme or Module Leader to discuss their progress [050]. The team concluded that all students are well supported to develop skills that enable their academic, personal and professional progression.

167 Students and alumni have access to ICMP's Careers and Industry Hub [111], which provides support to academic teams to embed skills [115]. The Careers and Industry Hub is managed by a full-time Careers and Employability Manager, alongside an Industry Liaison Manager and a team of industry experts drawn from the music industry [000, 111], who are members of leading industry bodies [234]. The Hub maintains a wide-ranging programme of activity throughout the academic year, including masterclasses and seminars, guidance on further study and employment options, CV writing, mentoring, performance opportunities, and networking events [112]. ICMP has developed an Industry Skills Centre as a resource on the VLE for all students. Funding is provided for students and alumni for a diverse range of projects related to their professional development through the Accelerator Fund [SAD para 376, 113, 114]. Students were extremely positive about the Hub, confirming that they can book in one-to-one meetings to talk about what they want to do, and the Hub will put students in touch with industry professionals, and set up work experience. Students provided an example of a 'click and connect' online meeting where they could link with industry professionals. This provided an opportunity to meet people from the music industry alongside fellow students and alumni and to show work and get advice/feedback. [000f; 253; <https://www.icmp.ac.uk/events/click-connect-week> accessed 1.2.2021] All students met by the team agreed that the Careers and Industry Hub helps with career and academic progression. [V1M3; V2M2] Students also have access to ICMP Life which facilitates connections with other ICMP students and alumni, and where job adverts are posted [V1M3]. Staff confirmed [V1M6] that students have access to a range of extracurricular support, including guidance on further study, employment, applications, CVs, and interviews. ICMP advertise a wide range of job and performance opportunities and the team concluded that all students are well supported to enable professional progression.

168 Further development of professional skills is evident in the enhancements introduced by ICMP in 2020. These include ICMP Life [261], a closed online community for ICMP students and alumni, maintained by the Hub, which provides an online space to connect and collaborate with each other. The focus is on providing an online equivalent of a 'common room' for the ICMP community, providing access to mentoring, a space for students to advertise collaborative project engagement, and promote events. Industry engagement has also been further facilitated through The Brief Box which provides opportunities for students to work on live industry briefs provided by industry mentors. The Hub's additional activity for 2021-22 [254] includes the introduction of a personalised career development platform, which will provide tailored careers support for students and alumni; promotion of peer-to-peer and alumni mentoring and collaboration as well as targeted opportunities such as development of wider collaboration opportunities with other institutions; an industry mentoring programme and placement programme for students meeting Access and Participation Plan (APP) criteria, as well as ongoing partnership for disabled students and alumni with Employ Ability; using industry coaches from key graduate

destinations, introduction of an artist development incubator and further employer engagement outreach.

169 A review of the information in Programme Handbooks on these opportunities confirmed that these are comprehensive and provide hyperlinks to all relevant information, including policies, regulations, resources and programme committee information. [050; BACM and MA Creative Music Production Programme Handbooks accessed via the VLE 12.1.21] The VLE [accessed 12.1.21] is well organised, clearly structured and accessible. Students access the VLE via a dashboard landing page that links to every online service and resource available during their time at ICMP [BACM programme handbook accessed 12.1.21]. The dashboard provides access to email, library, the Academic Writing Centre, the VLE, timetables, room bookings, facilities, careers & industry, student help desk, and ICMP Life. Each programme has a home page which provides links to academic and student support services and a menu to various pages, including information on the student's programme, modules, assessment, learning resources, library, student conduct, complaints and appeals and student engagement. Students are therefore clearly informed of the opportunities available and students met by the team confirmed they have access to all information they require to support their studies [V1M2; V1M3].

170 In order to further understand the student support arrangements, the team discussed with staff the approach taken to supporting students. The team was told that all students on Levels 4 and 5 are allocated tutorial sessions and at Level 6 tutorials are already built in through supervisory sessions [V1M5]. Programme leaders are allocated contact time with students and students can book appointments with them when they need to. Any student with specific needs is put in touch with Student Wellbeing by their programme leader. Where there is a diagnosed condition, a support agreement is drawn up; this provides detail on how tutors can support the student with reasonable adjustments. Programme Leaders have weekly meetings with the wellbeing officer which helps with quick interventions. [V2M4] The Facilities team provides equipment where necessary to support students with studies, for example, laptops [V1M5; V2M2]. Students confirmed [V1M2; V2M2] that they are well supported and provided a range of examples to the team.

171 The team considered a sample of student support records, which provided three case studies [231], in order to assess the arrangements for student support and intervention. These show clear support for students in applying for and accessing DSA support, including assistance to a student with internet access during the pandemic and follow-up with a student identified as a cause for concern. Where required, support arrangements are set out clearly and explain the nature of any conditions and the impact on study, the support agreed by ICMP, arrangements for assessment, disclosure agreements and what the expectations of the student are. There are a range of good practice guides to support staff [231]. The sample of tutorial records [232] provided evidence of intervention and support, although in some cases the records were brief. Students confirmed that they are well supported [V1M3; V2M2] and where additional needs are identified they are referred to Student Wellbeing who arrange specialist support. Academic staff [V1M5; V2M4] confirmed that they are well supported by the Wellbeing team to make adjustments in their teaching, learning and assessment approaches to fully support all students. Students confirmed that they have access to tutors on their courses pretty much any time and can get one-to-one time with them as required. Students also confirmed that they are able to book tutorials via the VLE on a one-to-one basis to discuss progression [V2M4]. The team found that students are provided with a wealth of opportunities for professional and personal development and are provided with strong support through the HUB. The team concluded that all students are well supported. [D1f]

172 The Student Induction welcome talk [049] includes an introduction to the IT facilities, the VLE, academic support and the library, enabling students oversight of all the

provision. Students have access to specialist facilities both during and outside of scheduled teaching. As noted above, the Programme Handbook [050] also outlines all the available resources. The team reviewed the guidance on using digital and virtual learning environments available through the Student Induction pages on the VLE [<https://icmponline.instructure.com/courses/1093> accessed 2.12.20] and considered these helpful in allowing students to make effective use of the resources. Additional onsite and online support is available from the Facilities Team [additional evidence request; 235] and the VLE provides a comprehensive online induction which students complete. Videos introduce and explain areas such as facilities, Academic Support, Student Services, registering with UEL, Industry and Careers Hub, Student Engagement, IT, Library and LRC. The Annual Student Welfare report [Ob03; 352] confirms that health and safety induction activities were completed by all staff and students in 2019-20. There are also a number of policies on ICMP's website under Health and Safety including the Acceptable use of ICMP Facilities [<https://www.icmp.ac.uk/about-icmp/quality-and-governance/policies-and-key-documents> accessed 21.5.21]. Students are provided with IT support materials/documents on the SharePoint site (MyICMP) and the technical assistant provides regular drop-in clinics for studio technical help and training. Students confirmed [V1M3] that they can approach the facilities team for support with equipment and attend such clinics. Student Services Teams also provided a course called Pre-Amp on the VLE, which is a pre-session course designed for mature students who have been out of education for a while or students who do not have traditional qualifications [000d, V1M6]. The team concluded that students are well supported to develop skills to make effective use of the learning resources provided, and that the needs of different student groups are considered and addressed.

173 Digital Learning is a strand embedded in the LTA Strategy and ICMP is currently developing a separate Technology Enhanced and Distance Learning Strategy. ICMP has appointed a full-time Learning Technologist and is currently working with a digital learning consultant in setting out the next two to three years of development. A draft discussion paper [228] presented to LTA Committee proposes that ICMP develops expertise through two small mobile teams, one for Technology-enhanced Learning and Teaching and one for Distance Learning Teaching. This work is likely to further enhance the skills of students to access and make effective use of online resources.

174 ICMP stated in its SAD [000] that its approach to student support is guided by its commitment to equity, and that this is built into policies, procedure and values. ICMP has an Equality and Diversity Policy [044] which is overarching and covers all aspects of academic provision and business, including, but not limited to, programme development, admissions, assessment and opportunities for students to engage in course development. The team found that a commitment to equality and diversity is also stated in a range of key documents, including its Code of Governance [011] and Strategic Plan [010]. In June 2020, ICMP incorporated an Equality, Diversity and Inclusivity (EDI) Committee, which is a subcommittee of the Executive Committee, and it held its first meeting [279] in November 2020. Its terms of reference indicate that it is tasked with guiding and informing Executive Committee on equality matters [173; 000d, 240, 241], and that it includes relevant staff and student members. The Access and Participation Plan (2020-25) [access-participation-plan-21-24.pdf (icmp.ac.uk)] has significant aims and objectives to improve the access and success outcomes of targeted demographics, some of which are underrepresented within ICMP, and some who have less successful outcomes. There is a clear commitment to equity articulated in the Equality and Diversity Policy [044] and also in the Student Charter [104].

175 The team found several examples of the commitment to inclusivity being incorporated into ICMP's operations. For example, work has been undertaken to embed greater inclusivity into the curriculum, and the 2019-20 Collaborative Annual Monitoring Reports [313] provide a detailed summary of the steps that have been taken on this issue. The Student Services Report [125c] provides examples of work undertaken to enhance

equality, diversity and inclusion in student support mechanisms, for example the introduction of inclusive practice guides which have formalised an agreed set of institution-wide reasonable adjustments for disabled students. Consideration has also been given to inclusivity in the assessment processes: for example, the Assessment Pack [188] includes a section on inclusive marking practice which provides advice and guidance to academic staff in their approach to marking and providing feedback on students' assessed work. External examiner reports for 2020 confirm that student support, welfare and inclusion were at the heart of ICMP's response to COVID and that inclusive adjustments are encouraged [200]. The team found that inclusivity is embedded in policies and processes, and that ICMP has put in place a mechanism through the EDI Committee to ensure that it continues to develop its activities with equality matters in mind. The team concluded that ICMP's approach to enabling student development and achievement is guided by a commitment to equity which is clearly built into its policies and procedures and is implemented in practice.

Conclusions

176 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

177 ICMP's commitment to enabling student development and achievement is clearly articulated in its Strategic Plan 2018-21 which determines how it enables student development and achievement for its diverse body of students. ICMP's commitment to student development and achievement is encapsulated in one of its strategic aims 'to achieve the highest quality of teaching and learning and deliver outstanding student and graduate outputs'. Its strategy for achieving this aim, and its approach to enabling student development and achievement for its diverse range of students, is clearly articulated in its current LTA Strategy and the team considers the Strategy to be effective because it is clearly embedded into practice.

178 Students have access to a range of learning resources. Studio, production and teaching areas are well equipped and appropriate for its subject provision and for an institution seeking its own degree awarding powers. Students are advised about, and inducted into, their study programme in an effective way and all students are offered an audition and interview and undertake an induction programme which is extensive and comprehensive in coverage.

179 ICMP provides opportunities for all students to develop skills and has mechanisms in place which are designed to support and develop students beyond its arrangements for learning, teaching and assessment (addressed in B3). These include specialist support services and targeted support for individual students. Executive Committee receives quarterly reports on student support services, which are fit for purpose and ensure effective monitoring and consideration of resource needs. There is clear evidence that monitoring is routine, and actions are taken as a result, and this has resulted in increases in staffing and improvements to provision. Students met by the team confirmed they are well supported. Attendance and non-continuation rates are identified as an area of risk and the team was provided with a comprehensive action plan for non-continuation which details intervention strategies. There is clear evidence that attendance and non-continuation data are routinely monitored, and action is in hand. ICMP's thorough approach to curriculum development (outlined in B3) has led to extensive changes to course content and delivery and enables students to develop their academic, personal and professional potential.

180 ICMP's administrative support systems enable it to monitor student progression and performance accurately and provide accurate information; however, this is an area which requires development to ensure consistency and accessibility. ICMP has recently recruited

new specialist staff, including a Business Intelligence Analyst following its reorganisation of Registry which should enable it to enhance its business intelligence and data reporting. The team was able to see enhancements at producing course-level data, for example module-level reports referred to in B3.

181 ICMP offers a wealth of opportunities for all students to develop skills that enable their academic, personal and professional progression and students highly value the Hub, which maintains a wide-ranging programme of activity throughout the academic year and works closely with academic staff to deliver an integrated approach to personal and professional development. The VLE is comprehensive and accessible, and students confirmed that they are provided with all the information required to support their studies.

182 ICMP's approach to supporting its students embodies integration, coherence and cooperation between professional services staff and academic staff. Academic staff confirmed that they are well supported by the Wellbeing team and hold weekly meetings with support staff to follow up on students at risk. Students confirmed that they are well supported and can book individual tutorials as required with academic staff and access student services. ICMP's approach is guided by a commitment to equity which is clearly built into its policies and procedures. This is an area in which the team observed considerable development, with the establishment of an Equality, Diversity and Inclusivity Committee in November 2020 and the work of the Access and Participation Committee will feed into this. ICMP is in the process of carrying out impact assessment of its policies and procedures, which will strengthen its approach to equity. There is clear evidence that the revised portfolio of courses has benefitted from closer links between student support services and academic staff as outlined in B3.

183 The team concludes, therefore, that the criterion is met.

Criterion E: Evaluation of performance

Criterion E1 - Evaluation of performance

184 This criterion states that:

E1.1: An organisation granted degree awarding powers takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths.

The evidence considered, and why and how the team considered this evidence

185 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and ICMP's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

Specifically, the review team considered or assessed the following:

- a To assess whether critical self-assessment is integral to the operation of its higher education provision, that action is taken in response to matters raised through internal or external monitoring and review, and that clear mechanisms exist for assigning and discharging action in relation to the scrutiny and monitoring of academic provision, the team considered documents relating to monitoring and evaluation of provision, including the Quality and Governance Manual [012, 323], Self Evaluation Documents [045, 264], Quality Improvement Plans [046, 265], Academic Quality Indicators (AQIs) [037], Annual Monitoring Programme Reports (AMPR) for UEL programmes [058], and Executive Summaries [057, 178], Pearson Annual Programme Monitoring Reports, [314] Review and Enhancement Process (REP) reports [056], UEL Collaborative Annual Monitoring Reports [313], Module Leader Reports [325], Observation of Teaching and Learning (OTL) Policy [092], guide [218] and report samples [203, 202], Module Evaluation outcomes for BMUS [324], NSS data reports [262], NSS Action Plan 2021 [263], Pearson Annual Programme Monitoring Report (APMR) [314]. The team also considered reports of external bodies relevant to ICMP's activities (reports of QAA reviews [002-004], UEL collaborative review [005], and USW reapproval [006] and Pearson Academic Management Review reports 007, 008, 009). The team also considered minutes, papers and schedules of business of committees: minutes of Research and Ethics Committee [137], Access and Participation Committee [146, 277], Admissions Committee [147, 278], LTA Committee [136, 144, 275] and EDI committee [279]; schedule of business [117] and minutes [132, 140, 271] for Corporate Board and its agenda and papers [356-7] for January 2021 meeting; Academic Board schedules of business, [120, 163] minutes [133, 142, 273], and papers [122, 351, 376]; schedule of business for [123] and minutes of Executive Committee [134, 141, 272], and QBR 1 Combined papers [353]; schedule of business [126] and minutes [135, 143, 274] for ASQC; minutes [145, 276] and papers [306] for RSPP Committee; Student Voice Register [110]; Example agenda, minutes and papers [131, 138, 334, 358] for Student Senate; schedule of business [151, 327], minutes [148, 149, 150] and papers [366, 367, 379, 380] for Programme Committees. The team also held meetings with staff and students at the first and second visits [V1M1, V1M2, V1M3, V1M5, V2M2] and observed ASQC [Ob1], Academic Board [Ob2, Ob16], Executive Committee/QBR [Ob3, Ob12], LTA Committee [Ob4], Corporate Board [Ob5],

ASQC [Ob6], Student Senate [Ob11], Timetabling and Resource Planning Group [Ob20], and RSPP Committee [Ob22].

- b To confirm that ideas and expertise from within and outside ICMP, for example on programme design and development, on teaching, and on student learning and assessment, are drawn into its arrangements for programme design, approval, delivery and review, the team considered Academic Board non-executive role profile [042], MIAP agendas [116, 180] minutes [179], and papers [180], Masterclass Examples [112], Attributes of the ICMP Teacher [017], BABME Validation report [054], BACM revalidation report [055], UEL Manual of General Regulations [071], ICMP Annual Monitoring Programme Reports (AMPR) [058], UEL Review and Enhancement Process (REP) reports 2018-19 [056], UEL Collaborative Annual Monitoring Reports [313], Pearson external examiner reports [024, 025, 026, 200b-c, 024, 025, 026, 200d-e], UEL External Examiner Reports [077, 200a], USW External Examiner Reports [078, 200b-c], Quality and Governance Manual [012, 323], schedule of business [327] and papers [366] for Programme Committee, External Governance Review [032], Minutes of Academic Board [133, 273], Minutes of ASQC [135, 274], DAPs Project Board ToR [034], and sample papers [236]. The team also held meetings with staff and students at the first visit [V1M1, V1M2, V1M3, V1M5], and with students, MIAP members and academic staff at the second visit [V2M2, V2M3, V2M4].

How any samples of evidence were constructed

186 Due to the relatively small size of the Institute and its provision, the volume of evidence relating to criterion E was small enough that all relevant documents could be assessed by the team during the scrutiny, and therefore no sampling was undertaken.

What the evidence shows

187 ICMP's current position and plans in relation to this criterion are as follows.

188 A key mechanism in ICMP's reflection on its performance is the production of its annual internal Self-Evaluation Document (SED) and associated Quality Improvement Plan (QIP). Following reflection on the process, ICMP has decided to retain its SED and QIP approach under its own powers. In addition, ICMP has in place its own system of annual monitoring which it plans to retain should DAPs be awarded. Ideas and expertise from within and outside ICMP are sought in several ways which ICMP will continue to operate, for example the inclusion of subject experts on programme approval and review panels. ICMP also plans to appoint its own external examiners, for which a procedure is already in place.

189 The assessment team's analysis of the evidence led to the following observations.

190 ICMP reflects on its performance in several ways to ensure that both strengths and weaknesses are identified, and appropriate action is taken. The team found that central to this approach is the annual internal SED which draws together themes arising from various quality assurance processes, such as annual monitoring, and identifies both achievements and issues requiring action [000, 045, 264]. Associated actions are subsequently captured in the QIP [046, 265] with progress in achieving these actions being regularly monitored at meetings of ASQC, as evidenced through its minutes and the team's observations, [135, 143, 274, OB1, OB6] and reported in the following year's SED [265]. The QIP is organised around a number of relevant themes together with identified actions, their owners, timelines and success indicators [046, 265]. The team found the SED to be a comprehensive document because it covers a wide range of issues and reflects on the outcomes of module and programme annual monitoring, external examiner feedback, periodic and collaborative review. It also reflects on performance against the Academic Quality Indicators (AQIs), a

suite of data sets, such as NSS results, student survey outcomes and student progression, retention and achievement data, which are utilised effectively by ICMP to monitor the quality and standards of its provision [037]. Similar challenges were identified in both the 2018-19 and 2019-20 SEDs, [045, 265] namely: attendance, pass first time rates, non-continuation rates and student satisfaction, which ICMP are addressing as priorities (see Criterion D, paragraphs 160 and 162). The team found clear evidence of the SED and QIP being considered by ASQC [273-274, OB1, OB6], approved by Academic Board [000, 120, 122-133, 142, 163, 273, 351, 376, Ob2, Ob16] and endorsed by Executive Committee [123, 134, 141, 353, Ob3] and Corporate Board in accordance with their schedules of business [117, 132, 140, 356, 357, Ob5]. Following recent reflection on whether it should discontinue production of the SED in favour of a model of continuous monitoring, ICMP has decided to retain its current approach [V1M1, V1M8]. In the view of the team, the SED provides ICMP with a holistic view of the quality and standards of its provision, identifies good practice and those issues which need to be addressed as a priority; and actions are captured in the accompanying QIP. The process is well embedded and understood.

191 In addition to the SED and QIP, ICMP reviews its performance through rigorous module evaluation and programme annual monitoring processes, the latter consisting of both its internal processes [057, 058, 178] and those required or undertaken by its partners [007-009, 056, 313-314]; and through periodic reviews conducted by its partners UEL [005] and USW [006] or through scrutiny by external organisations such as QAA's review and annual monitoring processes [002, 003, 004]. Module leaders submit semester-based module leader reports (MLRs) which feed into annual monitoring reports [325]. Programme leaders present annual programme monitoring executive summaries to ASQC [057, 135, 143, 178, 274], and annual programme monitoring reports are reviewed by ASQC [135, 350] before being submitted to Academic Board [133, 144, 273, 376]. The team noted from its observation of Academic Board [Ob16] that, in future, AQSC will provide a summary to Academic Board of key themes and issues arising from these reports, due to the growing portfolio of programmes and number of annual monitoring reports which are already reviewed in detail by ASQC. The team found that annual monitoring reports comment on a range of issues, including student and external examiner feedback and student achievement, retention and progression data [056, 058, 313]. The team confirmed that annual monitoring processes are thorough, require an action plan to be drawn up for those issues identified and an update to be provided on action taken from the previous year, including where actions have yet to be completed satisfactorily; from 2019-20 academic year, programme action plans have been a standing item on the Programme Committee agenda to ensure that progress against actions is routinely recorded and programme teams remain accountable for the agreed actions, and this was evidenced in the Programme Committee papers seen by the team [379, 380]. ASQC's schedule of business [126] requires, and its papers [362] demonstrate, that Programme Leaders also provide a mid-year update on progress in implementing the action plan to ASQC.

192 Student feedback is gathered through a variety of means, including through representation on institutional-level committees [012, 323], Student Senate [131, 138, 334, 358], Programme Committees, [148-151, 327, 366-367, 379, 380] and internal [324] and external surveys [262-263]. The team reviewed examples and confirmed that the feedback allows ICMP to reflect on its performance and take appropriate and timely action (see paragraphs 28-32). As mentioned in paragraph 33, a Student Voice Register [110] is in place to maintain oversight of issues raised by students and the action taken as a result. Students whom the assessment team met at the visits spoke positively about their engagement with the institution, the helpfulness of staff and confirmed that their voices are heard, and that action results from their feedback [V1M2, V1M3, V2M2].

193 Academic staff described to the team a variety of ways in which they reflect on their performance, including through the Observation of Teaching and Learning system (OTL)

[092, 203, 218], peer observation of teaching for new tutors [202], staff and programme meetings and module review [V1M5]. Senior staff also emphasised the role of research and scholarly activity in supporting staff to develop a reflective approach to their practice [V1M1].

194 The team found that all committees include action tables as part of their minutes with tables clearly showing where actions have been completed or are ongoing, and minutes and observations of committees generally demonstrated wide-ranging discussion and reflection on key issues with actions being diligently followed up at subsequent meetings [132-138, 140-147, 271-279, 334, Ob1-Ob6, Ob11-Ob12, Ob16, Ob22]. As described in paragraph 13, annual internal and periodic external reviews of committee effectiveness are undertaken. The team considered that the approaches described in paragraphs 188-190 confirmed that critical self-assessment is integral to the operation of ICMP's higher education provision, that action is taken in response to matters raised through internal and external monitoring and review and that clear mechanisms exist for assigning and discharging action in relation to the scrutiny and monitoring of its academic provision.

195 The team found that ideas and expertise from within and outside ICMP are routinely utilised, including the inclusion of external advisers in programme development and approval and through the work of the Industry Hub (see Criterion B3, paragraphs 165-166). During programme design and development, input is sought from the Music Industry Advisory Panel (MIAP), chaired by the Dean and reporting to LTA Committee, which comprises invited industry members and relevant staff from the ICMP academic team [000, 116, 179-180, V2M3]. Minutes of MIAP [179], and the team's discussion with its members [V2M3], confirmed their input into curriculum and programme development, including the recent portfolio development project [184, 187, V1M1, V2M3]. UEL's programme approval process involves external advisers, with ICMP being invited to submit nominations for an industry and an academic external adviser [000, 054, 071]. ICMP intends to retain this input should DAPs be awarded [V1M1] and external representatives were included on its internal (periodic) review panel for BA Creative Musicianship [055].

196 Teaching staff are required to have recent industry experience as stated in the document Attributes of the ICMP Teacher which guides the recruitment, induction and training and development of academic staff and monitoring of teaching standards through the teaching observation process [017]. A key feature of ICMP is the high proportion of its teaching staff (84% in 2019-20) who are HPLs and who combine their work as educators with their work in the industry [000, V1M5, V2M4]. This engagement allows for further industry perspectives and students were aware, and supportive, of the positive impact this had on their studies [V1M3, V2M2].

197 The Careers and Industry Hub offers opportunities for students to engage with industry experts in a range of ways, including through attendance at masterclasses and clinics, specialist mentoring and 'artists and repertoire' events where students can gain feedback on their work [112]. Students spoke positively about their engagement with the Hub [V1M3] and the opportunities that it provides to engage with the industry and to enhance their employability skills.

198 As articulated by the team in Criterion B3, paragraph 109-111, the team found that effective use is made of external examiners in the assessment process and in the maintenance of standards. This is because the team saw evidence that reports are carefully considered by programme teams who are expected to provide a response to comments, Responses to external examiners form part of the programme annual monitoring process which then feeds into institutional consideration of programme performance and action plans to address any issues where improvement is required. External examiners provide annual reports [024-026, 077-078, 200], which are reviewed and responded to by Programme Leaders as part of the annual monitoring process [056, 058, 313] and received for action by

Programme Committees [327, 366]. Additionally, these reports are received and reviewed by ASQC and Academic Board [133, 135, 273, 274]. External examiner reports reviewed by the team were positive overall [024, 025, 026, 077, 078, 200] and responses to them are considered and thorough.

199 The team found that, where appropriate, ICMP includes additional external expertise in institutional committees, panels and Boards. For example, Academic Board incorporates three non-executive independent members [012, 042, 323], external expertise is utilised on Professorships Appointments Panels [012, 323] and on the DAPs Project Board, [034, 236] and ICMP also employs external consultants where relevant, for example to undertake the effectiveness review of its governance structures [032]. In the view of the team, this approach adds additional and useful externality to ICMP's operations. The team found that the approaches described in paragraphs 192-196 confirmed that ideas and expertise from within and outside of ICMP are drawn into its arrangements for programme design, approval, delivery and review.

Conclusions

200 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular Annex 4.

201 The team considers that ICMP takes effective action to assess its own performance, to respond to identified weaknesses, and to develop further its strengths. Central to its approach is its development and use of the comprehensive annual SED and QIP which lead to action being taken to address weaknesses and build on strengths. ICMP has a comprehensive and effective approach to the collection and use of student feedback, with action taken to improve the student experience being evident in the minutes of ASQC, Student Senate and Programme Committees and confirmed by students. Student performance data is scrutinised by ASQC, Academic Board and reported to Corporate Board, with the academic quality indicators providing assurance in relation to the quality of the student learning experience and that standards are being maintained.

202 Clear mechanisms exist for assigning and discharging action in relation to the scrutiny and monitoring of the institution's academic provision. All committees record and diligently follow up actions arising from their meetings. Appropriate action is taken in response to matters raised through annual monitoring and external review reports. Annual monitoring reports, which are considered by AQSC and Academic Board, demonstrate a reflective and thorough approach to monitoring programme and student performance and incorporate both student and external examiner feedback. Action plans are drawn up and are standing items on all Programme Committees, ensuring ownership by programme leaders and teams.

203 Ideas and expertise from within and outside ICMP are routinely drawn into the arrangements for programme design, approval, delivery and review. Effective use is made of external examiners whose reports are received and considered by ASQC and Academic Board with responses made to these reports by Programme Leaders. ICMP incorporates external expertise into its activities, including through its industry panel, the members of which provide input into curriculum design, as demonstrated in ICMP's current portfolio development project. As required by its main awarding body, there is a requirement for subject and industry experts to be included as members of validation panels as demonstrated in the reports for these events, which ICMP plans to continue when fully operating under its own processes. ICMP also utilises external advisers on several of its committees, panels and boards and to undertake periodic external reviews, for example of its governance structure.

204 The team concludes, therefore, that the criterion is met.

Full Degree Awarding Powers overarching criterion

205 The Full DAPs overarching criterion is that 'the provider is a self-critical, cohesive academic community with a proven commitment to the assurance of standards supported by effective quality systems'.

Conclusions

206 The team considers that ICMP has a self-critical, cohesive academic community with a proven commitment to the assurance of standards, supported by effective quality systems.

207 ICMP has effective approaches to assessing its own performance, responding to identified weaknesses and developing further its strengths. Critical self-assessment is integral to the operation of its higher education provision and evidenced throughout its academic activities. It takes effective action to regularly assess its own performance, including reflecting on input from internal stakeholders and external experts. The institution has been subject to recent external scrutiny, including quality assurance bodies, external consultants and validation organisations, and these processes have resulted in positive feedback to the institution on its performance.

208 The institution's mission and strategy are clear, and its aims and objectives are supported by key institutional strategies which drive its activities and on which staff and students are consulted; and strategies and policies are well communicated and consistently applied. Staff responsibilities and reporting lines at senior level are well defined and the roles and responsibilities of senior staff are clearly stated.

209 ICMP implements the regulations of its awarding body and organisation effectively and its own Academic Regulations for its own proposed powers are clear, were produced with reference to external guidance and have been formally approved by Academic Board. ICMP's implementation of its own policies and procedures demonstrates a robust framework for ensuring quality of the provision. The processes for development, design and approval of programmes are thorough, as are processes for reviewing and monitoring the operation of programmes. There are effective arrangements for assessment, the use of external examiners, annual monitoring and programme approval and the outcomes of external examining arrangements indicate confidence in the standards and quality of programmes.

210 There are appropriate mechanisms in place to support and develop the scholarship and effectiveness of staff, and ICMP has begun to develop its research culture. The staff profile includes HPLs with significant previous and current industry experience which is brought to their teaching. ICMP engages extensively with external practitioners and ensures that students benefit from that engagement in terms of programme content and opportunities to develop skills and employability. Staff are appropriately qualified, are supported and developed and engage in a range of internal and external professional activities. Processes for staff recruitment, training, development and appraisal support staff effectiveness and ensure that skills and experience are aligned with the needs of the programmes.

211 There is a cohesive academic community demonstrated by clearly defined roles and activities which bring staff together, such as internal conferences, meetings and staff development events. Staff are encouraged to participate and contribute to the wider community internally and externally, for example through serving on committees or working groups, being on approval panels at other institutions and serving as external examiners.

212 The observations in the paragraphs above, together with the conclusions for each of the DAPs criteria A-E in this report, demonstrate that ICMP meets the overarching

criterion and has a self-critical, cohesive academic community with a proven commitment to the assurance of standards, supported by effective quality systems.

Annex

Evidence

000b_ICMP DAPs First additional evidence requests.docx
000c_EvidenceIndex_2020 vNov.docx
000d_ICMP DAPs First additional evidence requests v26-11-2020.docx
000e_EvidenceIndex_2020 vNov 26-11-2020.docx
000f_ICMP DAPs Second additional evidence requests v21.01.2020.docx
000g_EvidenceIndex_2020 vNov 26-11-2020.docx
000h_ICMP DAPs Third additional evidence requests v26.03.2021 vFinal.docx
000i_EvidenceIndex_2021 vMarch 2021 vFinal.docx
000j_ICMP DAPS Evidence Requests April 2021.docx
000k_EvidenceIndex_2021 vMay 2021.docx
000l_ICMP DAPS Evidence Requests April 2021.docx
000m_EvidenceIndex_2021 vMay 2021.docx

EVIDENCE WITH SUBMISSION

000 Self-Assessment Document (SAD)
001_TEF_Y4metrics.xlsx
002_QAA_ICMP_HER_Report15.pdf
003_QAA_ICMP_EO_Report18.pdf
004_QAA_ICMP_EO_Report19.pdf
005_UEL_collaborative_review_2017.pdf
006_USW_partnership_reapproval_2018.pdf
007_Pearson_AMR_2017.pdf
008_Pearson_AMR_2018.pdf
009_Pearson_AMR_2019.pdf
010_ICMP_StrategicPlan.pdf
011_ICMP_CodeofGovernance.pdf
012_QualityandGoverance_Manual.pdf
013_CEO_roleprofile.pdf
014_SMT_roleprofiles.pdf
015_SAMT_roleprofiles.pdf
016_ICMP_StaffSpreadsheet.xlsx
017_Attributes_ICMPteacher.pdf
018_Sexbalanceinmusicdata.pdf
019_UEL_Collaborativeagreements.pdf
020_UEL_DAPsNotification.pdf
021_USW_Agreements.pdf
022_USW_letterofsupport_2019.pdf
023_Pearson_approvaldocuments.pdf
024_Pearson_ExternalExaminer_2016-17.pdf
025_Pearson_ExternalExaminer_2017-18.pdf
026_Pearson_ExternalExaminer_2018-19.pdf
027_GuildHE_letter_2019.pdf
028_ICMP_Planning_Process.pdf
029_ICMP_GovernanceStrategy_2015.pdf
030_ICMP_StrategicPlanReview_2013-2018.pdf
030a_StrategicPlan_2013-2018.pdf
030b_StrategicReview_Evaluation.pdf
030c_StrategicReview_StaffPresentation.pdf
030d_StrategyReview_StudentPresentation.pdf

031_ICMP_QAAScopingReport.pdf
032_Externalgovernancereview_2018.pdf
033_Registry_roleprofiles.pdf
034_DAPs_ProjectBoard_TOR.pdf
035_StudentOfficermeeting_agenda_19-11-19.pdf
036_ICMP_AcademicFrameworkandRegulations_approved.pdf
037_ICMP_AQIs.pdf
038_committeetemplates.pdf
039_ICMP_committee_handbook.pdf
040_ICMP_QualityCycle.pdf
041_report_2019.pdf
042_AcademicBoard_non-executive_roleprofile.pdf
043_LTA_committeeeffectiveness_2019.pdf
044_EqualityandDiversity_policy.pdf
045_ICMP_SelfEvaluationDocument.pdf
046_QualityImprovementPlan.pdf
047_NewStaff_Onboarding.pdf
048_ModuleLeader_training.pdf
049_StudentInduction_welcometalk.pdf
050_ProgrammeHandbook_BASW.pdf
051_UEL_QualityManual.pdf
052_ICMP_programmedevelopmentform.pdf
053_UEL_initialapprovalform.pdf
054_BAMBE_validation.pdf
055_BACM_revalidation.pdf
056_UEL_REP_2018-19.pdf
057_ICMP_ProgrammeExecutiveSummary_2018-19.pdf
058_ICMP_AnnualMonitoring_2018-19.pdf
059_ModuleEvaluationProject_form.pdf
060_UEL_collaborativereview_actionplan.pdf
061_USW_collaborativeclosure_actionplan.docx.pdf
062_ICMP_ProgrammeSpecifications.pdf
063_PublicInfo_policy.pdf
064_Registry_operationalplan.pdf
065_Attendance_policy.pdf
066_ICMP_complaints.pdf
067_ICMP_appeals_UEL.pdf
068_ICMP_appeals_Pearson.pdf
069_Studentguidance_complaints.pdf
070_USW_regulations.pdf
071_UEL_Manualofgeneralregulations.pdf
072_ICMP_assessment_feedback_policy.pdf
073_ICMP_academicmalpractice_UEL.pdf
074_ICMP_academicmalpractice_Pearson.pdf
075_ICMP_CentreHandbook_Pearson.pdf
076_ExternalExaminerSpreadsheet_Feb20.pdf
077_UEL_ExternalExaminer_reports_18-19.pdf
078_USW_EEreport_18-19.pdf
079_AcademicTeam_structure.pdf
080_LTAStrategy_2019-22.pdf
081_LTA_Strategy_16-19.pdf
082_Tutor_development.pdf
083_ICMP_Assessment_Pack.pdf
084_LTAconference_schedule.pdf
085_RSPP_Strategy_19-22.pdf

086_RSP_Strategy_16-19.pdf
087_Research_conference_schedule.pdf
088_Applicationform_professorship.pdf
089_ICMP_Recruitment_Policy.pdf
090_Faculty_approval_form.pdf
091_NewTutorInduction_schedule.pdf
092_OTL.pdf
093_LTA_HealthCheck.pdf
094_AdmissionsPolicy.pdf
095_CASPolicy.pdf
096_auditionfeedback_templateforms.pdf
097_Internationalagent_KPIs.pdf
098_ICMP_Inductionschedule_2019.xlsx
099_2019_InductionNotes.pdf
100_Academicwriting_styleguide.pdf
101_Academicwriting_guidelines.pdf
102_PPD_learningoutcomes.pdf
103_Studentnewsletter_Sept19.png
104_ICMP_StudentCharter.pdf
105_StudentOfficers_roleprofiles.pdf
106_StudentOfficerInduction.pdf
107_StudentRep_roleprofile.pdf
108_StudentRepTraining.pdf
109_YourVoice-YourICMP.pdf
110_StudentVoiceRegister.xlsx
111_CareersandIndustry.pdf
112_Masterclass_examples.pdf
113_AcceleratorFund_flyer.pdf
114_AcceleratorFund_guidance.pdf
115_ICMP_IndustrySkillsFramework.pdf
116_MIAP_agenda_27-06-19.pdf
117_CorporateBoard_SCHEDULE OF BUSINESS.pdf
118_CorporateBoard_QAEpaper_10-10-19.pdf
119_CorporateBoard_papers_30-01-20.pdf
120_AcademicBoard_SCHEDULE OF BUSINESS.pdf
121_AcademicBoard_caseworkreport_03-09-19.pdf
122_AcademicBoard_papers_10-12-19.pdf
123_ExecutiveCommittee_SCHEDULE OF BUSINESS.pdf
124_ExecutiveCommittee_studentservicesreport_07-10-19.pdf
125_ExecutiveCommittee_papers_14-01-20.pdf
126_ASQC_SCHEDULE OF BUSINESS.pdf
127_ASQC_agenda_22-10-19.pdf
128_ASQCX_agenda_29-10-19.pdf
129_LTA_SCHEDULE OF BUSINESS.pdf
130_LTA_agenda_15-01-20.pdf
131_Senate_agenda_07-02-20.pdf
131_StudentSenate_agenda_07-02-20.pdf
132_CorporateBoard_confirmedminutes_2016-2019.pdf
133_AcademicBoard_confirmedminutes_2016-2019.pdf
134_ExecutiveCommittee_confirmedminutes_2016-2019.pdf
135_QSC-ASQC_confirmedminutes_2016-2019.pdf
136_LTA_confirmedminutes_2016-2019.pdf
137_REC_confirmedminutes_2016-2019.pdf
138_StudentSenate_confirmedminutes_2017-2019.pdf

FIRST ADDITIONAL EVIDENCE REQUEST

139_CVs for CEO_SMT_and_SAMT members.pdf
140_Corporate Board Confirmed Minutes 2019-2020.pdf
141_Executive Committee Confirmed Minutes 2019-2020.pdf
142_Academic Board Confirmed Minutes 2019-2020.pdf
143_Academic Standards and Quality Committee Confirmed Minutes 2019-2020.pdf
144_Learning_Teaching and Assessment Committee Confirmed Minutes 2019-2020.pdf
145_Research Scholarly and Professional Practice Committee Confirmed Minutes 2019-2020.pdf
146_Access and Participation Committee Confirmed Minutes 2019-2020.pdf
147_Admissions Committee Confirmed Minutes 2019-2020.pdf
148_BA_Creative_Musicianship_Programme_Committee_Meeting_confirmedminutes_2018-2020.pdf
149_BA_Songwriting_Programme_Committee_Meeting_confirmedminutes_2018-2020.pdf
150_MMus_Popular_Music_Performance_Programme_Committee_Meeting_confirmedminutes_2018-2020.pdf
151_UG_PG_HNC PCM Schedule of Business 2020.pdf
152_Operational Plan 2016-17.pdf
153_QBR04 Confirmed Minutes 10_10_17.pdf
154_BAMB Teach-out Student Letter.pdf
155_Termination Letter to USW.pdf
156_2019-20 Policy Review Log.xlsx
157_Committee Chair and Servicing Officer Training Presentation.pptx
158_Academic Operational Plan Objectives 2019-20.docx
159_Academic Appraisal Examples.pdf
160_Senior Post Holder Appraisal Examples.pdf
161_Corporate Board ToR 2020-21.pdf
162_Academic Board ToR 2020-21.pdf
163_Academic Board_Schedule of Business_20-21.xlsx
164_QBR04 unconfirmed minute extract Oct2020.docx
165_ICMP Planning Process 2020.docx
166_Policy development approval review publication and communication policy.docx
167_Update on data related projects.docx
168_Student Governance Working Group Report_June2020.docx
169_Corporate Board Appraisal 2019 Summary.docx
170_Risk Registers Oct2020.pdf
171_Timetable and Resources Planning Group Minutes 1920.pdf
172_Timetable and Resources Planning Group Minutes 2021.pdf
173_Inclusive Practice Working Group Minutes 1920.pdf
174_Assessment Board Papers.pdf
175_ICMP General Regulations 2020.docx
176_Admissions Documents Samples.pdf
177_UEL Module Amendment Form.docx
178_Executive Summaries 2020.pdf
179_MIAP Minutes 2016-19.pdf
180_MIAP Papers Nov 2020.pdf
181_BA_CertHE Creative Musicianship Validation Document.docx
182_External Examiner Nomination Form Samples_Notes and Notifications.pdf
183_Quality Cycle 2021.xlsx
184_BACM Revalidation Paperwork.pdf
185_Examples of guidance for assessment teams.pdf
186_Updated Closure Action Plan vMarch20.docx
187_Portfolio Strategy 2020-23.pdf
188_ICMP Assessment Pack.pdf

189_Extraordinary LTA meeting Dec2018.docx
 190_LTA Strategy 2019-22 Action Plan.docx
 191_UEL Course Delivery Update 2020-21.pdf
 192_Complaints Tracker_2Years.xlsx
 193_Complaints Samples 1819.pdf
 194_Complaints Samples 1920.pdf
 195_Internal Review of Appeals.pdf
 196_Executive Committee Quarterly Complaints Report.pdf
 197_Academic Board Casework Report 2019-200_preBoard.docx
 198_RPL Forms.pdf
 199_Academic Malpractice Samples.pdf
 200_2019-20 External Examiner Reports.pdf
 201_Attributes of the ICMP teacher.pdf
 202_Peer Observation Report Sample.pdf
 203_OTL Report Sample.pdf
 204_RSPP Committee AY201920 Annual Report.docx
 205_Module Leader Training Slides.pptx
 206_Staff Appraisal Templates.pdf
 207_Probationary-review Template.doc
 208_Learning and Development Strategy.docx
 209_L and D Definitions.pdf
 210_Competency framework.docx
 211_Employee Training Agreement TEMPLATE.docx
 212_Employee Handbook Dec 2018.pdf
 213_Tutor Handbook.pdf
 214_Faculty Review Discussion Paper and Actions May 19.docx
 215_Academic CVs.pdf
 216_Faculty Development Engagement Data.xlsx
 217_CPD and Training_PeopleHR Report.xlsx
 218_ICMP Guide to OTL.pdf
 219_Sample of training.pdf
 220_Assessment Feedback Samples.pdf
 221_Employee Engagement Survey 2020.pptx
 222_ICMP Budget Life Cycle.docx
 223_EDI Committee Agenda and Papers.pdf
 224_Student Services Monitoring Reports.pdf
 225_ICMP Pandemic Principles and Approach.docx
 226_Covid-19 Vulnerable Students.pdf
 227_Section 3 Programme Design and Development.docx
 228_TEL and Distance Learning Discussion Paper.docx
 229_Library Provisions.docx
 230_OpenAthens Resources List for ICMP.xlsx
 231_Student Support Records Sample.pdf
 232_Tutorial Records.pdf
 233_Student Attendance Monitoring Meeting Attendance Lists.docx
 234_AIM and MPG Involvement.pdf
 235_Resources Support.pdf
 236_DAPs Project Board Sample Papers.pdf
 237_Information on monitoring and intervention.docx
 238_Update on HNC withdrawal and continuation data.docx

SECOND ADDITIONAL EVIDENCE REQUEST

239_DAPS Transition Working Group ToR vDraft.docx
 240_EDI Committee ToR.docx

241_Executive Committee December 2020 Minutes.docx
 242_Role profile for Non-Executive Director.docx
 243_Role profile for Senior Non-Executive Director.docx
 244_Selection and appointment process for Non-Executive Directors.docx
 245_Induction process for Non-Executive Directors.docx
 246_OIA Outcome Letter.pdf
 247_Pearson Appeal Sample.pdf
 248_2020-21 Academic Operational Plan Objectives.pdf
 249_RSPP CPD session presentation Academic Malpractice.pdf
 250_RSPP ICMP CPD Update 1.docx
 251_Application for ICMP Associate Professorship.docx
 252_Staff Guide to Student Services.pdf
 253_Click and Connect Week 2020.xlsx
 254_PPS Update vLTA2.docx
 255_PPD Overview for Academic Teams.docx
 256_Executive Committee Data Dashboard July 2020.pdf
 257_Current Setup of Data Warehouse.pdf
 258_Data Warehouse Project vPrevious Drafts.pdf
 259_Data Warehouse and Reporting Project Specification vJul2020.docx
 260_Instructions for production of Attendance and Engagement Data.docx
 261_Overview of ICMPLife.com.docx
 262_2020 NSS Data Report.pdf
 263_NSS Action Plan 2021.pdf
 264_2019-20 SED vFinal.docx
 265_2020-21 QIP vFinal.xlsx

THIRD ADDITIONAL EVIDENCE REQUEST

266_Update on Student Governance Jan21.docx
 267_SGWWG Notes and Actions.docx
 268_Registry Consultation Report vFeb21.docx
 269_Registrar and COO JD and CV.pdf
 270_Briefing Note on Strategic Plan Development.docx
 271_Corporate Board confirmed minutes 2020-21.pdf
 272_Executive Committee confirmed minutes 2020-21.pdf
 273_Academic Board confirmed minutes 2020-21.pdf
 274_ASQC confirmed minutes 2020-21.pdf
 275_LTA Committee confirmed minutes 2020-21.pdf
 276_RSPP_confirmedminutes_21-10-20.pdf
 277_Access and Participation Committee confirmed minutes 2020-21.pdf
 278_Admissions Committee 1_Confirmed Minutes 23-10-20.pdf
 279_EDI Committee confirmed minutes 2020-21.pdf
 280_Student Representative Training.pdf
 281_Executive Committee Data Dashboard January 2021.xlsx
 282_Consideration of Degree Algorithms_DRAFT.docx
 283_Deputisation Report Sem A 2020-21.pdf
 284_Attendance by module Sem A AY 2020-21.pdf
 285_Canvas AFR Rubric Tutorial (Student View).pdf
 286_Programme Planning Meeting Reports.pdf
 287_EDI Curriculum Development Checklist BACMP.docx
 288_EDI Curriculum Development Checklist MASW.docx
 289_Videos on assessment rubrics.docx
 290_UG Subject Benchmark mapping.docx
 291_PG benchmark mapping.docx
 292_Programme design session Oct20.docx

293_UDL best practice guidelines.pdf
 294_AEC Learning Outcomes.pdf
 295_Critical pedagogy resources.pdf
 296_POL-ADMISSIONS.pdf
 297_Examples of MRFs.pdf
 298_Academic Operational Plan QBR1 Review.docx
 299_FRG ToR 20-21.docx
 300_FRG Meeting notes 25-11-20.docx
 301_Paper for LTA Learning Exchange and Learning and Teaching Exchange Swap shop.pdf
 302_Collated Non-Continuation Action Plan v.March21.docx
 303_PPD Proposal LTA02.pdf
 304_PPD Overview for Academic Teams.pdf
 305-PPD Tutor Handbook.pdf
 306_20_RSPP_021 - Update on Student Engagement Project.pdf
 307_Graduate Outcomes Working Group TOR.docx
 308_Early Analysis of Graduate Outcomes.docx
 309_Graduate Outcomes - Further Data.docx
 310_Update on OfS Metrics.docx
 311_Graduate Outcomes Roadmap.pdf
 312_Graduate Outcomes Working Group - Action Table - 18th March 2021.docx
 313_UEL Annual Monitoring Reports.pdf
 314_APMR Pearson 2020.pdf
 315_ICMP Pandemic Principles and Approach_March20.docx
 316_Example of Course Delivery update for UEL_July20.pdf
 317_COVID Vulnerable Students_Sep20.pdf
 318_Student Feedback on Lockdown Report_Nov20.docx
 319_COVID Contingency Planning Report_Nov20.docx
 320_COVID update_return to site_Feb21.docx
 321_Delivery Model AY 2021-22 Proposal for ExCo_March21.docx
 322_Sample of progress tutorial records.pdf

FOURTH ADDITIONAL EVIDENCE REQUEST

323_MAN-Quality 2020-21 vFinal.pdf
 324_Sem A Satisfaction Per Instrumental - BMus.pdf
 325_21-ASQC-4-042 - Semester A Module Leader Reports.pdf
 326_Student Numbers by Programme.xlsx
 327_PCM - UG SCHEDULE OF BUSINESS 2020.xlsx
 328_Progression Results Email_redacted.jpg
 329_Timetabling and Resource Planning Meeting.pdf
 330_External Examiner reporting in form.pdf
 331_ICMP CB minutes 28 January 2021 vCONFIRMED.pdf
 332_Executive Committee 7 Confirmed Minutes 09.03.2021.pdf
 333_04_ASQC3_confirmedminutes_10-02-21.pdf
 334_Student senate confirmed minutes.pdf
 335_DAPs Working Group Meeting Notes 25.03.2021.pdf
 336_Handling Student Complaints Guidance.pdf
 337_UG and PG Benchmark mapping documents examples.pdf
 338_Audition Observation Policy.pdf
 339_ICMP - Term 1 Assessment Board Minutes 17.03.21.pdf
 340_Lead External Examiner Confirmation.pdf
 341_Semester B Module Satisfaction Survey Report 2020-21.pdf
 342_LTA Strategy 19-22_20-21 Updates.pdf
 343_2020-21 Academic Operational Plan Review - QBR 2 April 2021.pdf

344_QIP Update.pdf
 345_ICMP_StaffSpreadsheet_vMay2021.xlsx
VLE EVIDENCE
 VLE1 BA Creative Musicianship
<https://icmponline.instructure.com/courses/1052>] VLE for BA(Hons) Creative Musicianship,
 VLE2 BA Creative Music Production
<https://icmponline.instructure.com/courses/954>] VLE for BA(Hons) Creative Music
 Production
 VLE3 BA Music Business
<https://icmponline.instructure.com/courses/985>] VLE for BA(Hons) Music Business
 VLE4 BA Music Business and Entrepreneurship
<https://icmponline.instructure.com/courses/990>] VLE for BA(Hons) Music Business &
 Entrepreneurship
 VLE5 BA Songwriting
<https://icmponline.instructure.com/courses/961>] VLE for BA(Hons) Songwriting,
 VLE6 BA Popular Music Performance
<https://icmponline.instructure.com/courses/962>] VLE for BMus(Hons) Popular Music
 Performance
 VLE7 MA Creative Music Production
<https://icmponline.instructure.com/courses/1089>] VLE for MA Creative Music Production
 VLE8 MA Songwriting
<https://icmponline.instructure.com/courses/1035>] VLE for MA Songwriting
 VLE9 MMus Popular Music Performance
<https://icmponline.instructure.com/courses/1042>] VLE for MMus Popular Music Performance.

OBSERVATION REPORTS AND EVIDENCE

Ob1 ASQC CC 071220
 350 ASQC 2 Combined Papers AY 2020-21 vFinal.pdf
 Ob2 ACADEMIC BOARD CC 081220
 351 Academic Board 2 Combined Papers AY 2020-21 vFinal.pdf
 Ob3 EXECUTIVE COMMITTEE DM 120121
 352 Executive Committee 5 Combined Papers.pdf
 353 QBR 1 Combined Papers.pdf
 Ob4 LTA PF 260121
 354 LTA 04 Combined Papers v1.1.pdf
 Ob5 CORPORATE BOARD DM 280121
 355 Annual Student Welfare report.pdf
 356 CB Agenda 28 January 2021 v2.docx
 357 CB pack 28 January 2021.pdf
 358 Finance Pack for Board - April 2021 vFinal.pptx
 358 Finance Pack.pdf
 359 SED 2019-20 QIP 2020-21 vFinal.pdf
 Ob6 ASQC PF 100221
 360 21-ASQC-3-028 - HNC Annual Programme Monitoring Report.pdf
 361 21-ASQC-3-033 - Semester A Module Satisfaction Survey 2020-21 RAW DATA.xlsx
 362 ASQC 3 Combined Papers.pdf
 363 21-ASQC-3-035 - Semester A Module Satisfaction Survey Per Characteristics -
 Institution Programme and Module.xlsx
 Ob7 PROGRAMME APPROVAL CC 170221
 364 BMus and MMus - Internal Planning Meeting Combined Papers.pdf
 Ob8 LTA CONFERENCE 230220
 365 LTA Conference 2021_Programme.pdf
 Ob9 PCM MACMP CC 2502
 366 MACMP PCM 1 Combined Papers.pdf

367 20-MACMP-1-003 - Sem A Satisfaction Per Characteristics - Institution Programme and Module - MACMP.xlsx
Ob10 Meeting regarding moderation process
Ob11 STUDENT SENATE DM 050321
368 Student Senate 2 Combined Papers.pdf
Ob12 EXECUTIVE COMMITTEE DM 090321
369 Executive Committee 7 Combined Papers vFinal.pdf
Ob13 ASSESSMENT BOARD CC 150321
370 Pre Board Term 1 2020-1.docx
371 October Assessment Board Minutes 14.10.20.doc
372 Assessment Regulations Guidelines for Assessment Boards 2019_20 v3. ICMP.docx
Ob14 TEACHING OBSERVATION PF 180321
373 PA5312 Grading Grid.docx
374 PA5312.pdf
Ob15 TEACHING OBSERVATION PF 230321
OB16 ACADEMIC BOARD DM 230321
376 Academic Board 3 2020-21 Combined Papers.pdf
Ob17 DAPS TRANSITION GROUP DM 2503
378 DAPs Transitional Working Group Meeting 1 Combined Papers vFinal.pdf
Ob18 TEACHING OBSERVATION PF 303021
Ob19 PCM BABME PF 300321
379 BAMBE PCM3 AY2020-21 Combined Papers.pdf
Ob20 PCM BMUS CC 090421
380 BMus PCM 3 Combined Papers.pdf
Ob22 RSPP DM 040521
381 RSPP 3 Combined Papers.pdf
Resource Tour

Visit Meetings

Visit 1

V1M1 Senior staff
V1M2 Student Representatives
V1M3 Students (not representatives)
V1M4 UEL representatives
V1M5 Academic staff
V1M6 Professional support staff
V1M7 Corporate Board
V1M8 Clarification meeting

Visit 2

V2M1 Senior Staff
V2M2 Students
V2M3 MIAP members
V2M4 Academic staff
V2M5 Professional support staff
V2M6 Clarification meeting

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