



Designated Quality Body
in England

Degree Awarding Powers Assessment

Spurgeon's College



Review Report

December 2021

Contents

Summary of the assessment team's findings.....	1
About this report	1
Provider information	1
About Spurgeon's College	2
How the assessment was conducted	3
Explanation of findings.....	6
Criterion A: Academic governance.....	6
Criterion A1 - Academic governance	6
Criterion B: Academic standards and quality assurance	19
Criterion B1 - Regulatory frameworks	19
Criterion B2 - Academic standards.....	25
Criterion B3 - Quality of the academic experience	31
Criterion C: Scholarship and the pedagogical effectiveness of staff	46
Criterion C1 - The role of academic and professional staff	46
Criterion D: Environment for supporting students	55
Criterion D1 - Enabling student development and achievement	55
Criterion E: Evaluation of performance.....	66
Criterion E1 - Evaluation of performance.....	66
Full Degree Awarding Powers overarching criterion	73
Annex	75
Evidence	75

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 Full DAPs 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 Spurgeon's College conducted by QAA between November 2020 and December 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 authorisation for Taught Degree Awarding Powers (TDAP) up to and including Level 7.

Provider information

Legal name	Spurgeon's College
Trading name	Spurgeon's College
UKPRN	10006093
Type of institution	Higher education institution
Date founded	1856
Date of first higher education provision	1930s
Application route	Full DAPs
Level of powers applied for	Taught Degree Awarding Powers (TDAP) up to and including Level 7

Subject(s) applied for	All subjects
Current powers held	None
Locations of teaching/delivery	189 South Norwood Hill London SE25 6DJ
Number of current programmes as of December 2021	3 x master's 1 x bachelor's (including full-time, part-time and distance learning options)
Number of students as at December 2021	Total - 217 Part-time - 85 Full-time - 56 Distance Learning - 76
Number of staff as of December 2021	Total - 50 Academic management - 7 Academic staff - 19 Professional Support staff - 24
Current awarding body arrangements	Validation agreements with the University of Manchester, University of Chester, and with Liverpool Hope University.

About Spurgeon's College

Spurgeon's College (the College) was founded by Charles Haddon Spurgeon in 1856 to provide ministerial training for those who, in an era with few schools, had not received the formal academic education required for entry to the existing ministerial colleges of the time. From the 1930s the College has delivered degree programmes and has been delivering its own degrees, validated by a number of accredited partners, since 1974. The College has maintained an ongoing validation partnership with the University of Manchester (UoM) since 2012 and in 2021 entered into a new partnership with Liverpool Hope University to offer an MA in Digital Theology. During the period of this assessment, the College completed the teach-out of two postgraduate programmes that were validated by the University of Wales and continues the teach-out of two postgraduate programmes validated with the University of Chester. During the current academic year, the College is offering a single BA in Theology (with full-time, part-time and distance learning options for each level of study), MA in Christian Thought and Practice, Master's in Theology and an MA in Digital Theology.

To further develop its position within the sector, the College took the decision in 2018 to seek taught degree awarding powers (TDAP). If successful in being granted TDAP, its longer-term aims are to be granted Research Degree Awarding Powers as well as to explore attaining university title. The College plans to develop a new range of courses from foundation level through to master's level in Theology with programmes that also combine Theology with Missional Leadership or with Chaplaincy with options for full-time, part-time, blended learning and distance learning modes of study. It believes that these courses will support its mission to continue to provide ministerial training and in so doing it has been actively engaged to ensure that its courses will be aligned with the requirements of the Baptist Union of Great Britain (BUGB), one of its main graduate employers.

The College is overseen by its Board of Governors who, as trustees, are responsible for the governance of the College. There is also a College Council whose membership is drawn from the College and various sources within Baptist life, including ministers and representatives from Baptist organisations. The role of the Council is to inform and support

the decision making of the Board of Governors regarding the way in which ministers are trained. The Board of Governors is supported by a number of deliberative committees including the Diversity and Equal Opportunities Monitoring Group, and Access and Participation Plan Monitoring Group. The Governors have delegated responsibility for academic oversight to the Academic Board which is the senior academic authority for the College. Day-to-day management of the College is tasked to a Senior Management Team which is led by the Principal, supported by the Chief Operating Officer. The College's campus is in South Norwood, which it has occupied since the early 1920s.

How the assessment was conducted

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

The OfS referred Spurgeon's College to QAA for a Full DAPs assessment on 22 September 2020 and the provider's submission and supporting evidence was received on 13 November 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 2 November 2020 that the assessment should proceed to the next stage. The detailed assessment began on 7 December 2020, culminating in a final report to the Advisory Committee on Degree Awarding Powers on 3 March 2022 and final advice to the OfS.

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

Name: Jonathan Loose
Institution: University of London
Role in assessment team: Institutional and subject assessor

Name: Shushma Patel
Institution: De Montfort University
Role in assessment team: Institutional assessor

Name: Steven Quigley
Institution: University Campus of Football Business
Role in assessment team: Institutional assessor

The QAA Officer was Damon Lane.

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 academics with expertise in subject areas relevant to the provider's provision. Collectively, the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included a senior academic leader qualified to doctoral level. Details of team members were shared with the College 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 Guidance for Providers. The criteria used in

relation to this assessment are those that apply in England as set out 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 *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

The assessment period commenced on 2 December 2020 and concluded on 10 December 2021.

Evidence

The team considered 991 items of documentary evidence during the scrutiny process. The initial documentary submission, made on 10 November 2020, consisted of the self-evaluation and 192 items of documentation. The team's desk-based analysis commenced on 2 December 2020 and was completed on 18 January 2021. The team made additional requests for evidence at four points: following the desk-based analysis (398 items); following the first team visit in March 2021 (24 items); following a team progress meeting in October 2021 (one item); and following the second team visit in December 2021 (382 items). A further 186 items of evidence were also provided during the scrutiny period to support observation activity, such as agendas and papers for committees observed.

Observations

The team carried out 16 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 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:

- Pre-Progression and Awards Boards on 18 February, 17 June and 2 September 2021
- Postgraduate Programmes Committee on 4 March 2021
- Governors' Meetings on 25 March and 1 July 2021
- Academic Quality Assurance Committee on 15 April 2021
- Academic Board on 6 May 2021
- Learning Support Committee on 11 May 2021
- Admissions Committee on 25 May 2021
- Progression and Awards Board on 23 June 2021
- Joint Undergraduate and Postgraduate Programmes Committee on 24 June 2021.

The team also observed three teaching staff meetings on 18 February, 25 March and 22 April 2021 as well as a Senior Management Team meeting on 23 April 2021 to understand how these operate.

Visits

Two virtual visits took place during the scrutiny period: the first on 18, 19 and 22 March 2021 and the second on 29 November and 3 December 2021. Each of these visits included meetings with the Senior Management Team, academic management staff (including programme leaders and module leaders), academic staff (including tutors, associate tutors

and online teaching staff) professional support staff (including the Senior Registrar, Quality Manager, and Learning Support staff), as well as students. The first visit also included meetings with representatives from both the UoM and the College's Board of Governors (including the Chair). At the first visit the team met two groups of students, the first consisting of student representatives and those who serve as committee members, and the second consisting of students who were not representatives. At the second visit two meetings with students were held, the first were non-ministerial students and the second were ministerial students. The meetings with students included 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, sampling was not 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. The team examined examples 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]
- Examples of admissions documentation [D].

Further details of the evidence the assessment team considered are provided in the 'Explanation of findings' 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 the College's submission. The assessment team identified and considered the evidence for the purposes described in Annexes 4 and 5 of this Guidance as follows.

3 Specifically, the assessment team considered or assessed:

- a The track record of effective governance and the coherence of strategic direction. The team considered the College's Mission, Vision and Values, Aims and Objectives 2018-2023 [009] and governance review action plan, [019 Spurgeon's College ERG Action Plan] as well as Board of Governors' Meeting minutes and notes about KPI training, [544] Staff Training Events and Dates 2019-2021, [326] Staff Training Policy Draft, [670] Staff Training Policy Working Group Paper, [669] Memorandum and Articles of Association June 2020, [006a] minutes and observations of Governors' Meetings [700-714, SC06JL] and the Existing and In-Prospect Academic Governance Framework Nov 2020, [016] as well as the subsequent, updated Academic Governance Framework Draft for Governors, [673] and the job description for the Head of Regulation and Transformation. [531] They also met with senior management and the Board of Governors' representatives. [V1M2, V1M3, V2M6, V2M9] Information was confirmed through the College website. [e.g. <https://www.spurgeons.ac.uk/mission-and-values/> ; <https://www.spurgeons.ac.uk/policies/>] Committee terms of reference (ToR) were also considered, and in particular that of the in-prospect Process Monitoring Committee. [674m] The team also met with representatives from its validating university. [V1M1]
- b How the College ensures that its academic policies support its higher education mission, aims and objectives, the team considered the working of the Governance Group [674i] and the process of policy development and approval as tracked through Governance Group minutes. [207-215; 659a-c] The team also considered

claims in the Critical Self-Analysis [000] and relevant discussions with senior management. [V1M2]

- c The clear articulation of academic responsibility and the potential to manage the responsibilities that would be taken if TDAP were granted, the team considered the College Articles of Association, [006a] Existing and In-Prospect Academic Governance Framework Nov 2020, [016] Spurgeon's College Governance Review Action Plan, [019] Academic Governance Framework Draft for Governors, [673] Governance Handbook 2016 [167] and terms of reference of subcommittees of the Board of Governors: Governance Group ToR May 21 Draft for Governors, [876] Nominations Group ToR, [844] Audit and Risk Committee Draft ToR, [674l] Access and Participation Plan Monitoring Group ToR Draft for Governors, [674d] Access and Participation Plan Working Group ToR Draft for Governors, [674e] Equality Diversity and Inclusion Monitoring Group ToR, [674j] Academic Board ToR, [024] Academic Board ToR Draft for Governors. [674c] Subcommittees of Board of Governors and Academic Board to be implemented if TDAP are authorised were also considered: Process Monitoring Committee ToR, [674m] Programme Approval Revalidation and Review Committee ToR Draft for Governors, [674r] Academic Governance Framework Draft for Governors, [673] Draft Programme Design and Revalidation Review Committee ToR Nov 2020. [181] Terms of reference for the groups overseen by these subcommittees were also considered including Programme Development Working Group ToR Draft for Governors, [674s] Programme Revalidation and Review Working Group ToR Draft for Governors [674t] and descriptions of other groups in the Critical Self-Analysis [000] and terms of reference of the Academic Board. [674c Academic Board ToR Draft for Governors] The analysis of committee terms of reference included consideration of minutes and observations of Academic Board Meetings [183-187] as well as a Request for additional information 6 December 2021 Spurgeon's College v17 12 21 [553a] and meetings with Governing Body and Senior management representatives. [V1M2, V1M3] Consideration of the function of academic governance was further explored with reference to agendas for Board of Governors' meetings including those in 2021 (March, May, Nov) [818, 861, 657b] and relevant discussion with Board of Governors Representatives and Senior Management, [V1M3, V1M2, V2M6] as well as observation of Academic Board [SC09JL] and the October 2021 Summary of the External Review of Governance. [552]
- d That there is clarity and differentiation of function and responsibility at all levels in the organisation in relation to the College's academic governance structures and arrangements for managing its higher education provision, the team considered a range of documentation in relation to the College's approach. This included Spurgeon's College Critical Self-Analysis November 2020 [000] and analysis of terms of reference of subcommittees of the Academic Board: Academic Quality Assurance Committee, [165] Undergraduate Programme Committee, [674p] Postgraduate Programme Committees, [674q] Learning Resources Committee, [034] Progression and Awards Board, [674n] Pre-Progression and Awards Board, [674o] and Research Ethics Committee. [027] Matters were discussed in the meeting with the Senior Management Team (SMT), March 2021 [V1M2] along with observation reports of meetings including the Pre-Progression and Awards Board, [SC01JL] Joint UG and PG programme committees, [SC16SQ] Academic Board, [SC09JL] and teaching staff meeting. [SC05SQ]
- e The depth and strength of academic leadership the team considered details of the governance structure and review, [019] and Academic CVs. [042a-e, 286-309, 401, 532, 554-5]

- f How each group collaborates in the development, implementation and communication of policies and procedures, and how students are individually and collectively engaged in the governance and management of the organisation and its higher education provision, being supported to be able to engage effectively, the team considered a range of documentation in relation to the College's approach to the involvement of staff, stakeholders, and students. This included Spurgeon's College Critical Self-Analysis November 2020, [000] and membership of the Process Monitoring Committee [021] and Senior Management Team, [018] as well as consideration of the Academic Governance Framework, [673] six responses to external examiner recommendations in 2017 and 2018 [076a-f] and comments from the UoM. [V1M1] Relevant discussion took place with academic staff without leadership or management responsibility and with senior managers, as well as ministerial students, students who are/were representatives, and with Board of Governors' representatives. [V1M2, V1M3, V1M4, V1M5, V2M4]
- g In order to explore the role of the student governor, the team considered the Governance Review recommendations [019, 552] and observed a Governing Body meeting. [SC06JL]
- h The College's strategic nature and how it is informed by the effective assessment of risk including the carrying out of due diligence and whether these arrangements are defined in written legal agreements and are subject to the same robust oversight and governance as the rest of the organisation's provision, the team considered a range of documentation in relation to the College partnerships arrangements including Birmingham Partnership Briefing Paper for Governors Meeting, [043] the BMS Memorandum of Understanding May 2019, [122a] the BMS Partnership Strategy Document, [122b] the Strategic Plan 2018-23 Review and Evaluation May 2021, [865] a Briefing Note to the Budget. [870] The Critical Self-Assessment [000] and minutes of Governors' meetings and Academic Board were referred to in the course of the analysis. [e.g. 754, 655, 657a] The team also considered responses of senior management [V2M6] and observed a Senior Management Team meeting. [SC20SQ] Online information from Liverpool Hope University was also accessed. <https://www.hope.ac.uk/undergraduate/networkofhope/>

How any samples of evidence were constructed

- 4 Given the relatively small size of the College 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

- 5 The College's current position and plans in relation to this criterion are as follows.
- 6 The College has in place an academic governance and management structure that consists of the College Council and Board of Governors. The College Council represents stakeholder interests with a membership set out in the Articles of Association. [006a] It appoints and holds to account a Board of Governors that has responsibility for corporate governance and that are the trustees. An Academic Board takes responsibility for academic governance. The College plans to retain this structure should TDAP be granted, with minor changes to the terms of reference of existing committees and subcommittees and the addition of further subcommittees (presently 'in prospect') to reflect changes to its responsibility for delivering awards under its own academic framework and regulations. [016]

7 The College makes awards at Level 4 to 7 validated by the UoM, and at Level 4 validated by the Counselling and Psychotherapy Central Awarding Body, while also teaching out programmes at Level 8 validated by the University of Wales and University of Chester during the scrutiny period. [000, pp. 6-8] The College has developed its in-prospect academic governance framework to incorporate the aspects of academic governance it requires to operate without validating partners. [000]

8 The College's decision to seek TDAP has been strategic. Changes in the higher education landscape since 2017 have enabled the College to add the provision of 'excellent and continually improving levels of education, formation and learning' to its strategic aims. [000] TDAP is then seen as a way to achieve this aim and consolidate the College's position as a provider of higher theological education.

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

10 The College's higher education mission and strategic direction are published in its 2018 Mission, Vision and Values, Aims and Objectives. [009] The College's vision includes its higher education mission: (i) 'to cultivate a creative learning environment allowing every student to develop spiritually, academically, emotionally and socially'; (ii) 'to deliver a relevant, structured curriculum tailored to training men and women for mission, ministry and leadership', and (iii) 'to develop the College's position, in the global and diverse city of London, as a research-led, experience-based, centre of excellence delivering positive outcomes for students'. [009]

11 The College's longer term aims and objectives flow from its mission and make clear its concern to continue to develop as an institution of higher education through TDAP authorisation and then subsequently RDAP and a university title. The College's aims also focus on a contextualised approach to access and participation in higher education [000, p.5] to foster relationships with the growing church, especially in relation to the growing Black, Asian and Minority Ethnic (BAME) movements in London and the UK. This, too, flows from the College's original concern to provide training for those whose previous educational opportunities had been limited. [000] The team is satisfied that the College's higher education mission and strategic direction are coherently aligned with its historic purpose and with its contemporary context created by its principal stakeholders, market, and geographical location.

12 The team confirmed that the College's mission, vision, and values, as well as an up-to-date portfolio of policies, rules and regulations are published on its website. [www.spurgeons.ac.uk] The team also confirmed that the College is concerned to ensure efficiency and effectiveness in implementation of its policies and processes. In the event it receives TDAP it will implement the proposed Process Monitoring Committee, for which terms of reference have been approved. [674m] This committee should provide an additional level of assurance that policies and procedures are understood, followed, and achieve intended outcomes and is discussed further below. The team was able to confirm, therefore, that the College has a clear mission within higher education and holds itself to account in relation to the production, publication and implementation of related policies.

13 The College has in place governance and management structures addressing corporate and academic governance as distinct activities in relation to one another. The team established in its meeting with governors [V1M2] that the College has been actively developing its governance and management and believes that its Governance Committee has thought very carefully about structure and processes and that the Board is satisfied that the correct checks and balances are in place. [V1M3]

14 A 2019 review of governance reinforced a previously recognised need for meaningful Key Performance Indicators (KPIs) to be identified to enable the Governing Body

better to hold the Principal and senior staff to account in their strategic leadership. The College undertook KPI training in 2018 [544] and the Governing Body discussed and approved a detailed proposal in June 2020, [749] completed following the July 2020 meeting. [754] 12 strategic KPIs were identified including to continue to train the majority of Baptist ministers in the Baptist Union of Great Britain, to maintain its reputation for academic excellence, and to achieve and maintain TDAP. Some KPIs are very specific, such as to maintain and improve the College's academic completion rate of 80%. However, the document does not make clear how these indicators will be measured. For example, there is no information about how the College will measure whether it is training the majority of Baptist ministers. The overarching authority of the Governing Body is still working towards the effective use of KPIs to ensure that senior managers are effectively held to account.

15 Corporate governance is undertaken by the Board of Governors, which is appointed and held to account by a College Council representing stakeholder interests. A Memorandum of Understanding (MoU) between the College Council and the Board of Governors sets out a mutually respectful relationship between the two bodies in which the Council provides advice while recognising the legal position of the Board of Governors who set policy and exercise management responsibility. [167] Membership of the College Council is set out in the Articles of Association [006a; see 862] and includes members of Baptist associations in the UK, representatives of staff and students and the Baptist Union of Great Britain (BUGB).

16 The Board of Governors has six subcommittees including the Audit and Risk Committee, Equality, Diversity and Inclusion Monitoring Group, and Access and Participation Plan Monitoring Group. Responsibility for academic governance rests with the Academic Board. The Academic Board is responsible to the Board of Governors for the 'planning, development, operation and monitoring of the academic work of the College' and is its senior academic authority.

17 The Academic Board's primary responsibilities, as stated in its terms of reference, [016] are to oversee academic standards, the quality of all courses within the College and the student learning experience. [024 674c] The Academic Board has several subcommittees, including separate Undergraduate and Postgraduate Programme Committees, as well as committees for Academic Quality Assurance, Research Ethics, Admissions, and Learning Resources; the Progression and Awards Board; and Pre-Progression and Awards Board.

18 Academic Board terms of reference [674c] indicate that the Board of Governors has delegated responsibility for academic matters to the Academic Board. Minutes of the Board of Governors' and Academic Board meetings confirmed that academic matters have been presented to the Board of Governors for assurance purposes. Historically the most regular source of such information to the Board has been the Principal's report. However, the team confirmed that Academic Board minutes are also a standing agenda item for Governors' meetings. [861; 818; 657b] The team was thus able to confirm that this important assurance mechanism is in place. The College intends to continue to ensure that the meeting calendar is designed in a way that enables the smooth and timely flow of information to the Board of Governors, and the production of subcommittee minutes should be timely to mitigate the risk that information provided for assurance purposes will lack currency and relevance. The team observed that the College has recognised and addressed a workload issue for its Chief Operating Officer (COO), which will contribute to mitigating this risk. Overall, the team was able to confirm that the Board of Governors receives assurance of robust and effective academic governance through the regular flow of information from Academic Board for scrutiny, whose authority is clearly articulated and consistently applied.

19 The work of the College's Academic Board is supported by seven subcommittees: Academic Quality Assurance Committee is responsible for monitoring the quality of all academic programmes, policies, and processes; [165] Undergraduate (UG) and Postgraduate (PG) Programme Committees [674p, q] are responsible for the efficient development and delivery of programmes and the quality of the student learning experience; Learning Resources Committee is responsible for all aspects of learning resources; [034] Progression and Awards Board has delegated authority for conferment of awards and decisions relating to the progression of students - [674n] it is supported to run efficiently by the Pre-Progression and Awards Board, which works to discover anomalies and deal with questions of detail in advance. [674o] Research Ethics Committee is responsible for ensuring ethical standards in research with human and/or animal participants and in handling of personal data and online information as well as security-sensitivity of research in line with the College's responsibilities under the Prevent strategy. [027]

20 The team considered the committees that constitute the academic governance structure including their membership and observed their meetings. The subcommittee structure balances the need to provide effective support to enable the Academic Board to operate effectively. The structure is also applied flexibly. For example, the UG and PG Programme Committees sometimes meet together as the 'Joint UG and PG Programme Committee' where their business is more efficiently dealt with together. While there are no terms of reference for this joint body, the team observed this meeting and recognised this as an effective practice. [SC16SQ]

21 Observation of the Academic Board evidenced a high level of external input, most of which was from senior academics. For example, the May 2021 meeting [SC09JL] included contributions from seven external members, including six senior academics; a former university vice-chancellor (also a Board member); a former vice-master of a university college; a former university faculty chair; and part-time professors from the two further universities. External members contributed with a good understanding of the wider higher education sector and considered with College staff how best to implement their advice within the context of the College's provision.

22 The team's observations of meetings of the Board of Governors, [SC06JL, SC17SP] Academic Board, [SC09JL] and a range of subcommittees within the academic governance structure [AQAC SC07SQ, Postgraduate Programmes Committee SC04SQ, Learning Support Committee SC10SQ] confirmed that meetings were effectively run according to clear agendas. The College has recognised that there is at times an issue with late papers as a result of the COO's excessive workload. This issue was addressed during the scrutiny period through the appointment of a Head of Regulation and Transformation [552] whose role will involve responsibilities that will relieve the COO of some of their workload.

23 Observations of meetings also demonstrated that College staff were generally well aware of the purpose of the various committees with which they were involved and made helpful and appropriate contributions. To give three examples: (i) in a pre-board meeting the meeting's purpose was made clear, the Academic Director and Registrar were present, well informed and in control of the process, and all present contributed, such that confidence could be expressed in the outcomes of the meeting; [SC01JL] (ii) a joint meeting of UG and PG Programme Committees satisfied the team that the level of analysis of module feedback provided would draw effective conclusions; [SC16SQ] (iii) discussion of a workload tool and the update on the Programme Design and Revalidation Review Committee in a teaching staff meeting indicated that College academic staff were mindful of their obligations for governance and academic management. [SC05SQ] However, the team heard from senior management [V1M2] that it has been working to embed a greater understanding of governance throughout the staff through governance training, which began in 2021. [326] This task is also embedded in a Staff Training Policy [670] and the development of a more systematic

approach driven by the Staff Training Policy Working Group. [669] A systematic approach to ongoing staff training remains in development. A further, significant contribution to institutional change in this area is the appointment of a Head of Regulation and Transformation whose remit is to embed regulation and process into the organisation and help to manage change. [531]

24 The team concluded that the College faces a challenge to ensure clarity and differentiation of function and responsibility across its academic governance structure. However, the College recognises the inherent risks in this area and the team was able to confirm that the College's work to mitigate these risks has produced an outcome in which effective academic governance with clear lines of accountability for academic responsibilities is maintained.

25 The team found that the College has an effective academic governance structure that provides clear lines of accountability for academic responsibilities and is fit for purpose for the current provision of validated programmes. Challenges to: (i) operate with limited staff capacity; (ii) distinguish between governance and management effectively while exploiting the breadth of skill and experience that governors bring; and (iii) ensure that processes are implemented effectively and produce the intended outcomes represent risks that are presently managed to the College's advantage. The team concludes, therefore, that the academic governance structure will enable the College to manage successfully its responsibilities if it were granted taught degree awarding powers.

26 Considering the relationships both between corporate and academic governance, and between governance and management, the team heard from senior staff [V1M3] that governors do not 'interfere' on the academic side, but sometimes offer their professional expertise and experience in support of professional functions that cannot be staffed internally in a small institution. For example, governors with legal skills and experience provide support with legal matters related to areas such as compliance with Competition and Markets Authority guidelines, although the College does also employ the services of a solicitor when required. The team noted in particular the involvement of a senior academic on the Board of Governors who is also an external member of the College's Academic Board. The team confirmed that this board member is aware of the need to avoid taking an executive role, and that Board members take the role of 'critical friend' when engaging more widely within the College; a role characterised by asking critical questions in meetings that will enable experience to be brought to bear while leaving it for the Principal and staff to reflect on the interventions to be implemented and to make decisions at an executive level. It was also noted that any governors undertaking such roles are selected carefully and the experience at chief executive level that they typically bring enables them to understand how to function and ask questions within the boundaries of a given role, and when to 'back out' of a conversation to enable management to take decisions. The team observed meetings of the Board of Governors and Academic Board, considered the minutes of various meetings of these committees, and talked with members. In this way the team was able to confirm that these additional contributions are managed effectively. [SC09JL, 657b, V1M3]

27 Overall, the team confirmed that governors and management understand the difference between corporate and academic governance and the difference between governance and management roles and that there are effective mechanisms in place to implement academic management and governance, providing robust assurance despite the constraints and risks inherent within a small institution. In this context, the team noted the effective contribution of governors to areas of the College's operation in which they possess relevant qualifications, skills and experience. Such 'critical friend' contributions from governors support and enhance this small organisation. The College manages effectively the challenge of ensuring that suitable individuals can contribute to multiple roles while respecting each role's distinct parameters.

28 The College recognises that, if it is awarded taught degree awarding powers, it will need to add to its academic governance structure to address new areas of operation previously undertaken by the validating institution. It has thus identified 'in-prospect' committees to be established in that event. Two in-prospect groups will report directly or indirectly to the Board of Governors: the Process Monitoring Committee is a subcommittee of the Board of Governors that is responsible for evaluating the efficiency and effectiveness of all aspects of the work of the College in regard to compliance with control documents, processes and performance indicators; [674m] and the Academic Policy Working Group will support the Governance Group [673]. This working group is intended to scrutinise specific academic aspects of new policy and process documents, including considering student feedback.

29 The team investigated the purpose and function of the in-prospect Process Monitoring Committee. The committee of four will have a Chair drawn from College Council and not from among the governors, with two other externals and the Quality Manager as secretary. It will be responsible for establishing and managing a rolling programme of evidence-based effectiveness reviews to ensure that College practice complies effectively and efficiently with internal and external control documents. [674m] The team confirmed with senior management [V1M2] that the Process Monitoring Committee is intended to provide a semi-independent assessment of whether the College is following its own processes, producing reports that are used as the basis of feedback to governors to provide assurance that internal processes are working and delivering the intended outcomes. [V2M6] Notwithstanding that the Academic Board's terms of reference include the monitoring of policies and procedures for establishing an appropriate academic environment, the College had decided that it must be able to ensure that quality assurances processes actually function as intended. Governors articulated their view that the College seeks to be disciplined, mature and consistent in applying policies in a self-critical way and that the Process Monitoring Committee would support this aim. [V1M2] The team concluded that the College demonstrates effective academic governance by ensuring that its development of policies will cohere with its higher education mission and objectives, and that the implementation of these policies will be monitored to ensure effective outcomes.

30 Two in-prospect groups will report directly to the Academic Board. [016]. The Programme Approval, Revalidation and Review Committee (PARRC) has delegated authority from the Academic Board to oversee the process of development, amendment, and validation of new programme proposals within the College, as well as the revalidation of current programmes and the periodic review process. It is also responsible for any Professional, Statutory and Regulatory Body (PSRB) visits for accredited programmes. [674r] During the development process this committee was known as the Programme Design and Revalidation-Review Committee. [181] It was renamed to maintain consistency with updated programme approval and validation procedures. The PARRC oversees programme revalidation and review and Programme Development Working Groups that are convened ad hoc. [674s, 674t] The Award Revocation Panel [000] is not a standing committee but is convened as necessary after award conferment to investigate allegations of academic malpractice or administrative errors or irregularities in the conduct of the Progression and Award Board. [674c]

31 The team confirmed with the College in December 2021 that revised terms of reference for academic committees had been approved, [553a] although this did not happen in time for paperwork to be updated during the scrutiny period. The team observed that this work would ideally have advanced more quickly and heard from Governors that the pandemic had caused some slowing of the process of responding to the review. [V1M3] Senior staff [V1M2] stated that significant work had been done to implement the revised governance framework and associated policies, noting the more frequent meeting of the Governance Group in order to do this work. Document control had also been revised along

with a consideration of the roles of SMT and governing bodies in review, evaluation and monitoring a strategic plan through KPIs. [V1M2]

32 The team observed that, in common with many small and specialist higher education institutions addressing niche markets, the College faces a challenge to provide the necessary range of skills and staff capacity required for full, effective operation. Senior staff [V1M2] are aware that this challenge has increased as the College moves towards the exercising of TDAP. Senior staff asserted that this issue is taken into account in designing the College's academic governance structure to enable robust and effective academic governance. A related issue is the College's reliance on a relatively small number of highly experienced and qualified academics for the provision of effective academic governance and academic management. The College is aware of this and has sought to manage the situation through the introduction of a tier of middle management and a 'one up' policy so that middle managers can act up to fill a more senior role if needed. [V2M6] The team was also able to confirm a collegiate attitude in meetings with academic staff both with [V1M8] and without management responsibilities [V1M4] and in their observations of a meeting of the Academic Board. [SC09JL] The team's observation of the meeting of the Academic Board demonstrated that there was active discussion of all agenda items that involved a wide range of contributions from those present. Academic staff supported the assertion of senior staff that roles could be filled by others in the event of illness or other unforeseen circumstances. The team concluded that the College was addressing the challenge of balancing the need for effective governance with the challenges of operating with a small staff successfully, but this remains an ongoing risk.

33 The team explored the depth and strength of academic leadership in the College. The Critical Self-Analysis, [000] confirmed by the team through observation of meetings and consideration of minutes, indicated that the Board of Governors includes a former university Vice-Chancellor and former Director of Fair Access to Higher Education who is also a member of the Academic Board, and that the Academic Board includes five external academics including two professors. Consideration of staff CVs also confirmed that the Principal holds an honorary professorship from the University of Worcester and two doctorates and holds a Principal HEA Fellowship; the Academic Director holds a doctorate and a Senior HEA Fellowship and is experienced in academic management. Six out of nine faculty members are qualified to doctoral level and 10 full-time faculty are Fellows of the HEA. [042a-e, 286-309, 401, 532, 554-5]

34 The team's meetings with senior staff indicated the clear leadership and detailed grip on issues possessed by members of the SMT and the team is satisfied that the depth and strength of leadership of the existing team is satisfactory. The extent to which the Principal's role is central to College leadership highlighted to the team the importance of the recommendation of the Governance review that the Board should ensure that it is in a position to hold the Principal and senior staff to account, including through the effective use of KPIs. [019] The process of using KPIs is ongoing, and the governors' expectations are that now the effective use of KPIs is to be embedded rapidly. [V1M3] The focus of leadership within a small team also emphasises the importance of ongoing systematic training and development for College staff as well as encouraging external roles within the sector in order to ensure that there is ongoing broadening and deepening of leadership capacity within the academic staff team as a whole. The team noted the emphasis placed on developing leadership strength to support the 'one up' policy mentioned by senior staff in order to ensure business continuity. The team considers that the College has appropriate depth and strength of academic leadership to ensure that its academic governance is effective, and its responsibilities can be met successfully.

35 The College has a small staff and so a significant proportion have some leadership or management responsibility and are involved in the academic governance structure

contributing to policy development. The team heard from staff without management responsibilities that they are briefed on policy developments and that they have opportunity to provide input on key developments, such as programme development. [V1M4]

36 The College is closely tied to its principal stakeholder and employer, the Baptist Union of Great Britain (BUGB). The Board of Governors is accountable to a College Council, which represents the interests of the BUGB and other constituent organisations within the wider Baptist church. [000] A member of the College Council will, in due course, chair the Process Monitoring Committee. [021] The Principal is a trustee of the BUGB. The College also has a Vice Principal - Director of Ministerial Formation and Training who is part of the SMT. [018] The team confirmed that, by these means, the College is able to collaborate with its principal stakeholder in the development of policy and procedure and this is exemplified in the production of the Marks of Ministry [073] which is a statement of core competencies required to be a successful minister within the Baptist Church.

37 The team heard from senior staff that students are involved in developing academic policy and that there is an active student body bringing a depth of experience from their professional lives. Senior staff indicated that student representation is very significant across the College [V1M2] with students represented on all committees except for Progression and Awards Boards. The team confirmed that, following the recommendations of the 2019 governance review, the College had been through the necessary process of changing its articles of association to include a student governor for the first time. [019, 552, V1M3] The role was taken up in January 2021 and the team confirmed that the student governor made helpful contributions during their observation of a Governing Body meeting. [SC06JL] Representatives of the Governing Body described to the team how they have become increasingly aware of the need for a student voice directly on the Board rather than indirectly via other mechanisms. The Board also noted the importance of the voice of current students as opposed to the more dated experience of an alumni trustee. The position was summed up as an equal partnership and accountability within the College's running and for students not just to be asked what they think about their courses. [V1M3] The team confirmed this general assessment from its observations of meetings of committees such as the Academic Board. [SC09JL] The team noted from committee terms of reference that student representation is included throughout the committee structure. [Academic Governance Framework 673] Students were also consulted in the collegiate decision to seek TDAP. [000] The team heard from students that they felt involved in all areas of the College's activities. [V2M4]

38 The team explored the extent to which students are engaged in governance and management and are supported to be able to engage effectively. The team confirmed with governors [V1M3] that the student governor was supported to engage effectively in the role with meetings with the chair, the Principal and heads of department taking place. Induction included training on the role of governors and charity governance. The student governor is able to have further discussion with various key individuals, and governors articulated to the team that there is an open culture that facilitates this. The student governor noted that papers have been provided in a timely way and this has enabled questions to be asked in advance of the meeting. [V1M3]

39 The team noted through a review of the Academic Governance Framework [673] that students are involved in the following Committees: Board of Governors; Diversity and Equal Opportunities Monitoring Group (and the Learning Support Committee that reports to it); as well as Academic Board and subcommittees including Undergraduate and Postgraduate Programme Committees; Learning Resources Committee; Academic Quality Assurance Committee and the Staff/Student Liaison Council; and the Validation panel. The team further noted from the Academic Governance Framework that students are due to be involved in groups presently in-prospect to be implemented if TDAP is granted: Academic

Policy Working Group; Subcommittees of Academic Board including the Counselling and Training Committee; Working groups for Programme Revalidation, Programme Development, and Course Review. [673] The team confirmed with students that there is an annual election of student representatives and that every committee seeks to have a representative on it. [V1M5] The team also noted that there are often calls for volunteers for involvement in various panels. Representatives noted that they were supported in beginning their work by meetings with their predecessors to discuss the role and their experience and that these meetings were helpful. In addition, the representatives had experienced staff 'reaching out' to them regularly to provide support around various issues, and they noted that this included the Principal and COO at times. Students also noted that they had been involved in the development of academic policies, discussion of student feedback, and course development. They were also able to give an example of issues raised by students and addressed by the College. These included the College timetabling 'block weeks', an issue that was taken forward by the student representative and responded to by the College with a change in approach. There were also examples cited of responses to the adjustments made to the provision during the pandemic and the College responding to student engagement in enabling access to physical library and other resources. [V1M5] The team concluded that the College's processes for supporting students are effective in bringing about the outcome of informed engagement with academic governance that contributes to collegiate leadership.

40 The team concluded that the College conducts its academic governance in partnership with its students and develops its policy as a cohesive academic community including not only students but also staff and external stakeholders. The team concludes that all aspects of the control and oversight of the higher education provision are conducted in partnership with students.

41 The College entered into a partnership with BMS World Mission in May 2019 to enable the delivery of training courses at BMS World Mission's Birmingham centre with a plan that, in due course, a 'missional faculty' would be established there. This plan was described in the Critical Self-Analysis. [000] The partnership was described to the governors in a briefing paper in September 2018 [043] and a Memorandum of Understanding was signed with BMS World Mission in May 2019 [122a] relating to the provision of theological training until 2020 with the potential to discuss the introduction of other courses. The Birmingham Hub was created [865] and delivery of the Equipped to Minister training programme [870] began which leads to a certificate of achievement.

42 Uncertainty emerged in 2020-21, during the recent pandemic, over the plans that BMS World Mission had for the Birmingham site at which it had been agreed the training would take place. [754] Because of this, longer term plans for the partnership were unable to develop in line with the scope envisaged by the College and agreed at the time the MoU was established. [122b] The team heard from senior staff that the pandemic impacted on the use of the premises and BMS World Mission subsequently decided to redevelop the site so that no further training commenced. The team noted, however, that the College had defined the partnership in a written MoU. Hence the College had arrangements defined in a written agreement effectively providing security for students taking up the training provided and so risk was managed effectively.

43 The College has also entered into a partnership with Liverpool Hope University (LHU) in 2021. A Memorandum of Understanding had been signed in 2019 agreeing to seek ways to support each other's work which was observed being discussed by the SMT. [SC20SQ] The team thus confirmed that the partnership is a result of a strategic alignment of mission between the College and the university. Within this relationship, the College and LHU agreed to collaborate to facilitate the delivery of LHU degree programmes at the College's London campus. The team was informed that a legal agreement between the two

institutions covering this expression of the larger relationship was in the final stages of completion. The team thus confirmed that the process of establishing the agreement was by means of a written, legal agreement drawn up with a concern for good practice in this area. [SC20SQ] In May 2021 senior management reported to governors that the programmes would open in September although, in the event, there was insufficient interest given a short recruitment period and so programmes are now due to begin in 2022. [655] Board of Governors' members noted that there had been a delay in signing the contract which had resulted in the short recruitment period. [657a]

44 The team concluded that, in both cases, the College's work with other organisations to deliver learning opportunities was driven by a strategic approach to pursue agreements with other similarly aligned organisations. Governance and management activities were generally robust and effective although, in each case, the advent of the pandemic impacted on the ability of the College to take the projects forward as expected; however, the College remains positive that the partnership with LHU will still be a successful one.

Conclusions

45 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.

46 The College has effective academic governance, with clear and appropriate lines of accountability for its academic responsibilities. The College has a clearly articulated and coherent mission and strategic direction in higher education with management and the Governing Body having a good and developing shared approach to ensuring effective leadership. The College seeks to communicate its mission to itself and to others and monitors the implementation of its strategy. Its monitoring will become even more robust through the establishment of a new Process Monitoring Committee. This committee, along with the existing work of the Governance Group, demonstrates effective academic governance with the College's higher education mission and objectives, and the implementation of policies should be monitored to ensure that the outcomes are those that are intended.

47 The College has articulated clearly the function and responsibility of Academic Board as the senior academic authority. Governance and management are effectively distinguished while also capitalising on the skills and experience that governors bring to their assurance role in academic matters. The College has an academic governance structure that is fit for purpose for the current provision of validated programmes. It has also prepared this structure to enlarge in order to encompass the additional responsibilities that it would take on if taught degree awarding powers were granted. In this way the team considers that the College would be able to manage its responsibilities successfully.

48 The College faces a challenge common to small organisations and units to ensure clarity and differentiation of function and responsibility across its academic governance structure. However, it recognises the inherent risks in this area and the team was able to confirm that its work to mitigate these risks has produced an outcome in which effective academic governance, with clear lines of accountability for academic responsibilities, is maintained.

49 Academic governance, including all aspects of the control and oversight of its higher education provision, is conducted in partnership with its students. The College makes significant and effective use of externality in governance and policy development and involves a significant proportion of its staff while working to ensure that all are well informed. It has strong student representation at all governance levels and hears from students in a variety of formal and informal settings, such that students affirm their involvement in all

aspects of the College's operation. The team thus concludes that the College develops its policy as a cohesive academic community including not only students but also staff and external stakeholders.

50 Where the College 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. In general, the College works with other organisations to deliver learning opportunities in a manner driven by a concern for strategic alignment with its own aims. Governance and management are generally robust and effective and make use of written agreements when entering into partnerships. In the two examples reviewed by the team, although the outcomes were impacted negatively by the pandemic, the College's governance and management proved to be robust. The College is continuing to learn how to establish new partnerships in ways that produce beneficial outcomes in the expected timeframe and is looking to continue to enhance its due diligence when considering the strategic value and timely success of potential partnerships. The team concludes, therefore, that the criterion is met.

Criterion B: Academic standards and quality assurance

Criterion B1 - Regulatory frameworks

51 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

52 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 the College'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.

53 Specifically, the assessment team considered or assessed:

- a If the academic frameworks and regulations governing the College's higher education provision are appropriate to its current status and implemented fully and consistently. The team considered the UoM Assessment Regulations [UG050a] and UoM Assessment Regulations PG, [050b] External examiners' report, [075a-075g, 256-261, 827, 829] Responses to external examiner reports, [076a-076f, 262-266, 828, 830] UoM Continuous Monitoring Reports, [317-322] BA Review Report Final, [323] Report of the Periodic Review November 2019 Final May 2020, [324] Progression and Awards Board ToR Sept 2019, [173] Progression and Awards Board ToR, [674n] Pre-Progression and Awards Board ToR, [670o] Spurgeon's College Assessment Pledge 2021, [844] Pre-Progression and Awards Board ToR March 21 Draft for Governors, [847] Progression and Awards Board ToR March 21 Draft for Governors Progression [848] and Awards Board minutes July 2020 UG PG UoM, [232] Progression and Awards Board minutes Sept 2020 UG PG UoM, [233] UoM PPAB UoM August 2020, [248] Pre-Progression and Awards Board ToR Sept 2019. [171] The team met representatives from UoM [V1M1] and observed Pre-Progression and Awards Board meetings [SC01JL, SC13SP, SC18SQ] and Progression and Awards Board. [SC14SP]
- b The appropriateness of the academic frameworks and regulations Spurgeon's College has developed in readiness for its own higher education qualifications. The team considered the Draft UG Degree Regulations v Feb 21, [413] Spurgeon's College Taught Postgraduate Degree Regulations 2020, [050c] the Learning, Teaching and Assessment Framework 2016, [049] Mission, Vision and Values, Aims and Objectives 2018-2023, [009] Complaints procedures, [063] Academic Malpractice Policy and Procedure for UoM Programmes, [090] Academic Malpractice Protocol and Guide for Staff for UoM Programmes, [091] Academic Malpractice Misconduct Policy TDAPs Feb 2020, [092] Academic Malpractice

Protocol and Guide for Staff TDAPs Feb 2020, [093] Poor Academic Practice Feedback Form, [094] Malpractice Panel minutes [549, 550, 584, 604b, 605b, 606b, 607b, 608b, 609b, 610b, 611b, 612b] and tutor report forms, [606a, 607a, 608a, 609a, 610a, 611a, 612a] panel outcome letters to students, [585, 604c, 605c, 607c, 608c, 609c, 610c, 611c, 612c] Taught Postgraduate Degree Regulations 2020, [050c] New UG Marking Scheme - final draft APRIL 2021 version 2, [838] updated UG Degree Regs v3 SC Mar 21, [831] Programme Specifications, [064a-064c] BA Programme Handbook 2019-20 [065a], MA Programme Handbook 2019-20 [065b], MTh Programme Handbook 2019-20, [065c] LHU MADT Programme Handbook and Specification December 2020, [485] LHU MMin Programme Handbook and Specification December 2020, [486] Academic Quality Assurance Committee minutes, [084a-084c] Academic Board minutes, [185, 187, 394] Validation and Revalidation Procedure - Draft for Governors. [558] The team observed the Postgraduate Programme Committee [SC04SQ] and Academic Quality Assurance Committee. [SC07SQ] The team met academic staff without management responsibilities [V1M4] and students. [V1M6, V2M3, V2M4]

- c If definitive and up-to-date records of each qualification to be awarded and each programme being offered by the College are maintained and records of study can be provided to students and alumni. The team considered programme specifications: Programme Approval Procedure - Draft for Governors, [557] Process Monitoring Committee ToR, [674m] Progression and Awards Board grids, [911, 912, 917, 918, 940, 941] QAA HER Report, [015] Maintenance of Programme Specifications [415] and a virtual tour of the student records system. [V2M2] The team also observed Pre-Progression and Awards Board meetings, [SC01JL, SC13SP, SC18SQ] Progression and Awards Board University of Manchester. [SC14SP]

How any samples of evidence were constructed

54 Given the relatively small size of the College and its provision, the volume of evidence relating to Criterion B1 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

55 The College's current position and plans in relation to this criterion are set out below.

56 The College has operated under the academic frameworks and undergraduate and postgraduate regulations of the UoM, its main validating university, since 2012. The College has also developed some of its own policies and procedures that are in operation, including admissions, internal quality and assessments. The College has also developed its own 'in-prospect' undergraduate and postgraduate degree frameworks and regulations, adapting the regulations, quality standards and processes of UoM, as well as the professional requirements of the Baptist Union of Great Britain. The College's in-prospect postgraduate degree regulations were approved by Academic Board in June 2020. The in-prospect Undergraduate regulations were approved by Academic Board in May 2021. Transition arrangements are in place with UoM for the BA, MA and MTh programmes.

57 The College maintains programmes specifications for programmes validated and approved by UoM, which are used for teaching and assessment. Records of previous programme specifications are maintained by the College. The College is responsible for providing marks and, currently, transcripts of study are provided to students on request. Degree certificates are produced by UoM and are provided by the College to students. The

College has introduced a new student records system to provide transcripts and certificates under TDAP.

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

59 The College currently has established processes for the implementation of its validating university's academic framework and the application of its regulations and policies. Under the UoM academic frameworks, [UoM Assessment Regulations UG 050a, UoM Assessment Regulations PG 050b] the College has operated the university's credit and award framework including assessment and the accompanying progression and award boards. The team observed three Pre-Progression and Awards Board meetings [SC01JL, SC13SP, SC18SQ] and a Progression and Awards Board meeting. [SC14SP] The team found the business of these committees to be well organised, consistently in line with the relevant regulations [050a, 050b] and conducted to the satisfaction of observers from the university.

60 The College has summarised the UoM assessment regulations to make them more accessible for its students, [050a, 050b] with links to the UoM regulations and policies that are currently in operation. The College's Learning, Teaching and Assessment Framework [049] outlines the principles for its academic activities, including internal marking and moderation, which is consistent with its vision, mission, aims and objectives. [009, 519]

61 Operating under the UoM regulations, the College has devolved responsibility for the operation of some of its own existing policies. For example, it has its own processes for the consideration of complaints and appeals, fitness to study and admissions.

62 The College manages the operation of its admissions through admissions protocols for its undergraduate and postgraduate provision. The College's admissions policies and procedures are clearly set out in the Admissions Policy [048] and associated Admissions protocols. [375-381] The Admissions Committee ToR [028] shows that the Admissions Committee has responsibility for the review, development and implementation of the College's admissions processes and policy and ensuring that admission procedures are fair, consistently applied and compliant with the College's Admissions Policy. In keeping with the Admissions Committee ToR, [028] the committee reports into the Academic Board. [626-628, 846] Minutes of meetings of the Admissions Committee [189, 195, 642, 661b] demonstrate that admissions procedures and policies are regularly reviewed.

63 Examples of admissions documentation [363-374, 629 a-l, 630 a-g, 631 a-l, 632 a-f, 633 a-n, 634 a-j, 635 a-s, 636 a-l, 637 a-h] covering academic years 2019-22 demonstrated that the admissions process is implemented fully and consistently, with a requirement met for completed pro formas. Applicants who wish to appeal an admissions decision may follow the process outlined in the Admissions Policy, [048] which provides a clear explanation regarding how to submit a complaint or appeal on an admission decision. The College confirmed [553] that in the last three years there have been three admissions appeals [638-640] all of which have taken place in the last academic year. Of the three appeals, the admissions committee minutes [641, 642] show that the first was underqualified for entry to the course for which they had applied so were refused entry; the second and third appellants were offered an opportunity to apply for an alternative programme but for which they would need an interview.

64 The team's assessment of the College's implementation of other regulations and policies showed that these too are applied fully and consistently, such as its complaints and appeals (see Criterion B3). The team therefore considers that the academic frameworks and regulations currently in place are appropriate to the College's status and are applied consistently.

65 The team met with representatives of UoM [V1M1] who confirmed the university's satisfaction that the College has implemented its regulations fully and consistently throughout the duration of the partnership. The UoM UG and PG postgraduate Continuous Monitoring Reports [317 – 322] support the university's assessment of the College's performance with the university commenting favourably on matters such as the introduction of a new data management system and the College's ability to successfully manage the requirements of the validating bodies it has worked with. The report from the College's most recent institutional review by UoM in 2020 [324, 325] provides further confirmation of the favourable assessment of the College, commending in particular the development of the curriculum, its assessment methods, and improvements in the use of technology including the introduction of a new data management system.

66 In readiness for the granting of degree awarding powers, the College has developed its own academic frameworks and regulations. The College's in-prospect postgraduate degree regulations [050c] were approved by the Academic Board, the College's senior academic authority, recorded in its minutes from June 2020. [184] The in-prospect undergraduate regulations [413] were approved by the Academic Board in May 2021 in a meeting observed by the assessment team. [SC0JL] Both sets of regulations are comprehensive and fit for purpose because they address appropriate aspects of the College's operation, such as the proposed credit and awards framework that is set at levels as defined in the Framework for Higher Education Qualifications (FHEQ), assessment and the accreditation of prior and experiential learning, progression arrangements, classifications, exit awards, compensation and reassessment, and the conduct of Progression and Awards Boards.

67 In observing the meeting of the Academic Board that approved the undergraduate regulations, [SC0JL] the team noted that these had been drafted internally by the College, going through three major iterations in development, and that the undergraduate regulations were scrutinised by both teaching staff and the Academic Quality Assurance Committee (AQAC) in separate meetings before being recommended to the Academic Board. AQAC approved some specific recommendations for change. These included the possibility in future years of allowing for a joint honours programme and a decision to allow, in the consideration of accredited prior learning, evidence from the last 10 years instead of five, to allow academic teams more flexibility in considering legitimate applications. The Academic Board noted the comments of external examiners attending the board who discussed with staff the approach taken for the algorithm for calculating the classification of awards and the way the regulations would work with existing policies at the College. There was agreement that the approach to the College's degree classifications was in line with that used at other providers and that the policies discussed were fit for purpose but would be subject to ongoing review. The team concluded that both undergraduate and postgraduate academic frameworks and regulations are appropriate for the operation of its own degree awarding powers.

68 In preparation for being granted degree awarding powers, the College has implemented a new database to maintain up-to-date student and course records for each qualification to be awarded and each programme being offered by the College. During the scrutiny period, the College was in the process of migrating all records to the new system and the team was given a virtual tour of the updated administrations systems during its second online visit, [V2M2] by which time this task had recently been completed. The team was shown how the records of student grades are prepared for consideration by Progression and Award boards, how transcripts for students can be generated through the new system, how definitive records of all programme specifications are stored and how current unit descriptors are made available on the VLE to students, as well as the archives of the courses from 2017-18 onwards. Staff who demonstrated the system explained that, as the system was still new, there was extra functionality that was still being developed, principally

in the design and generation of reports to support the monitoring of the College's performance and for reporting to regulatory bodies. [V2M2]

69 The College maintains all programme specifications for its past and current validating partners, as well as its own programmes [415 Maintenance of Programme Specifications] and these are made available to alumni on request. The Programme Approval Procedure [557 Programme Approval Procedure] states the rationale and need for maintaining all versions of programme and unit specifications to act as a reference point for the College. The team was shown how grids on its database are generated and converted into hard copies for progression and award boards to provide for committee members to sign to confirm their satisfaction with the decisions of the board. It was evident that the data migration to the new system has been successful. Team observations of pre-progression and progression and award boards confirmed that the new system was working effectively and consistently. [SC01JL, SC13SP, SC14SP, SC15SP, SC18SQ]

70 The team reviewed external examiner reports from the last five academic years [075a-g, 256-261, 827, 829] which confirm that external examiners, who attend progression and award board meetings, were satisfied with the operation of regulations, policies and associated assessment procedures. Minutes from the Academic Board, [012a, 012b, 183-187, 361, 394-396, 583, 655, 835] show that it also considered reports from external examiners, until this responsibility was delegated to the AQAC. Under its newest Terms of Reference [674c], the Academic Board also receives a report from the Progression and Awards Board. The Academic Board also receives reports from AQAC, whose minutes [084a-c200, 201, 654] demonstrate that it now considers the reports of external examiners and other aspects of the College's management of its regulations and policies under its validation agreement with UoM, which are reported to the Academic Board.

71 The team reviewed the course specifications made available to both staff and students through programme handbooks provided on the College VLE and found that there was a consistent alignment of these documents and the definitive versions, providing evidence that the definitive documentation is being used as the basis for delivery of programmes.

72 The demonstration of its student records system [V1M2] assured the team of the College's ability to provide records of study to students and alumni and that the College has in place procedures to ensure definitive records of each programme and unit descriptors are accurate. Students met by the team [V1M6, V2M3, V2M4] confirmed that they were able to access a record of their study from members of the College staff. The team therefore concluded that the College has a systematic approach to maintain definitive and up-to-date records for each programme and qualification being offered and that there is evidence that students and alumni are provided with records of study.

Conclusions

73 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.

74 The team concludes that the College has in place transparent and comprehensive academic frameworks and regulations to govern how it will award academic credit and qualifications. The team saw evidence that the College applies the current academic frameworks and regulations of its validating university, as well as its own policies governing its higher education provision consistently and reliably. The evidence considered confirmed the College's ability to apply the regulations, policies and procedures with due care and consistently. The team concludes that the academic frameworks and regulations governing its current status are implemented fully and consistently. The team also concludes that the

College has created its own transparent and comprehensive academic frameworks and regulations to govern assessment, progression, award, appeals, complaints and qualifications and that these can be fully implemented if TDAP is awarded.

75 The team concludes that the College has in place the systems to maintain a definitive record of each programme and qualification that it approves and for the provision of records of study to students and alumni. The records maintained by the College were seen to be used for the delivery and assessment of each programme. Current and previous programme documentation is accurately maintained in handbooks and on the VLE, which is accessible to both staff and students. Current and previous programme specifications for the College's own awards and those validated by its partners are maintained. The College's new student record system is used to generate papers for Progression and Awards Boards and students' transcripts. The team concludes, therefore, that the criterion is met.

Criterion B2 - Academic standards

76 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

77 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 the College'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.

78 Specifically, the assessment team considered or assessed:

- a If the College's higher education qualifications are offered at levels that correspond to the relevant levels of the FHEQ. The team considered UoM Assessment regulations, [050a, 050b] programme specifications for the Bachelor of Arts in Theology, [064a] the Master of Arts in Christian Thought and Practice [064b] and the Master of Theology, [064c] Spurgeon's College Taught Postgraduate Degree Regulations 2020, [050c] Draft UG Degree Regulations, [413] BA Programme Specification - December 2021 draft, [561] BA Rationale and Framework Summary, [071] BA Aims and Learning Outcomes Mapping, [072] and Approval of New Programmes Commentary. [514] The team also met with academic management staff [V1M8, V2M7] and senior staff. [V1M9]
- b Whether the College sets and maintains academic standards considering relevant external reference points, independent external expertise and its students, and that its programme approval arrangements are robust and applied consistently ensuring that academic standards meet the UK threshold standard for the qualification. The team reviewed the Marks of Ministry Formation and Core Competencies, [073] Stakeholder consultation on new BA curriculum, [854] Approval of New Programmes Policy, [080] Validation Panel ToR Draft for Governors, [674g] and Validation Panel reports from 2017 and 2020, [509, 512] the draft specification for BA in Theology, [561] BA Aims and Learning Outcomes Mapping, [072] Stakeholder consultation on new BA curriculum. [854] They also met with representatives from the UoM, [V1M1] senior staff [V1M2] and students. [V1M5]
- c 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 academic standards of the relevant degree awarding body have been satisfied. The team reviewed the minutes of Progression and Awards Boards, [229-233] Progression and Awards Board ToR, [035] external

examiners' reports, [075a-g, 256-261] responses to external examiners' reports. [076a-f, 262-266] The team also conducted observations of a Pre-Progression and Awards Board [SC01JL] and full Progression and Awards Boards. [SC13SP, SC14SP, SC18SQ]

- d Whether its programme approval, monitoring and review arrangements are robust, applied consistently and explicitly address whether the UK threshold academic standards are achieved, whether the academic standards required by the individual degree awarding body are being maintained, and whether in establishing, and then maintaining, threshold academic standards and comparability of standards with other providers of equivalent level qualifications, it makes use of appropriate external and independent expertise. The team considered annual monitoring reports, [096a-c, 145a-c, 317-322] Report of the Periodic Review November 2019 Final May 2020, [324] Annual Programme Review Policy, [082] Academic Board ToR, [164] Academic Board minutes, [183-187, 583] Progression and Awards Board ToR, [035] Academic Quality Assurance Committee ToR, [038] Validation Panel ToR Draft for Governors [674g] and Baptist Colleges Peer Review Report 2019. [078] The team also observed a meeting of the Academic Board. [SC09JL]

How any samples of evidence were constructed

79 Given the relatively small size of the College and its provision, the volume of evidence relating to Criterion B1 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

80 The College's current position and plans in relation to this criterion are set out below.

81 The College currently applies the academic frameworks and regulations of its validating universities in setting and maintaining academic standards. [000] It also has in place its own policies and procedures, as noted in criterion B1. The College has developed its own academic framework and regulations, closely aligned to that of UoM and states that it is receptive to feedback from its validating partners, other specialist colleges, external expertise and the Baptist Union of Great Britain. The College has experience of designing, developing and the approval of programmes with its validating partners and has developed programme design, approval and validation procedures, and guidance for staff, as well as having established its own academic validation panels and a guide for members of the validation panel. It intends to use these processes to set and maintain academic standards by ensuring that programmes meet the requirements of the FHEQ. Annual and periodic monitoring processes that include the participation of external examiners will be used to monitor and assess whether these standards are maintained.

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

83 The team examined three examples of programme specifications for existing courses validated with UoM - the Bachelor of Arts in Theology, [064a] the Master of Arts in Christian Thought and Practice, [064b] and the Master of Theology. [064c] These programmes were first validated in 2012 and have been periodically updated since then. All specifications demonstrate that programmes are set at the appropriate level of the FHEQ. They clearly reference the relevant level of the FHEQ as well as mapping to the relevant Subject Benchmark where appropriate, such as the Subject Benchmark for Theology and Religious Studies. Intended programme learning outcomes and credit and assessment structures are clearly and consistently described as well as processes for the evaluation, monitoring and revision of the programme including periodic review. The team also

examined the programme handbooks and teaching materials on the VLE [VLE] for the above courses [065a-c] and found these to be detailed, with coherent and consistent information about academic standards being published to students.

84 The College has developed its own academic framework and regulations [050c, 413] (see criterion B1) that it is using to develop a new BA in Theology to be offered should the College be granted degree awarding powers. The team inspected a draft version of the programme specification for the proposed course [561] along with other development materials, such as a rationale and framework summary [071] and a learning outcomes mapping document. [072] The College has mapped the learning outcomes for the new BA programme against the relevant level of the FHEQ and Subject Benchmark Statements. [072] The Approval of New Programmes Commentary [514] provides a detailed summary of the rationale for the new programme and outlines approval through the College's academic structures. The team met with staff [V1M8, V1M9, V2M7] who stated that there has been regular training to support them in course design, mapping to the FHEQ, and subject benchmarks, including the draft benchmark statement for Theology and Religious Studies.

85 Although still in development, the draft specification for the BA in Theology [561] includes all relevant information including clear reference to the relevant levels of the FHEQ. Programme learning outcomes are detailed and compare to the mapping document seen by the team. [072] The mapping document provides evidence of a clear and detailed employment of FHEQ descriptors for each level being mapped to the learning outcomes for the College's provision. These activities and documentation provide assurance of the College's commitment and ability to set appropriate academic standards for its higher education qualifications that meet the threshold academic standards described in the FHEQ. Representatives from UoM who have observed these developments articulated to the team [V1M1] their confidence that the College's systems for course design are robust enough to ensure that the standards set for future courses would be comparable with those of the university. The team concludes, therefore, that the College's qualifications are offered at levels that are comparable with those offered by other degree awarding bodies and are in accordance with its own academic frameworks and regulations.

86 In its course design process, the College has engaged with and takes appropriate account of relevant external points of reference and external and independent points of expertise. The College has worked with the Baptist Union of Great Britain (BUGB), one of its main graduate employers, to produce the Marks of Ministry Formation and Core Competencies. [073] This document was a result of a project with the BUGB to describe core competencies that the BUGB, the College and other external experts have identified for those who wish to work successfully as ministers in the Baptist or other churches. These competencies have been mapped into programme outcomes for the proposed new degree. Senior staff from the College explained [V1M2] that their expectation was to make use of the expertise from this collaboration in future course development. They articulated that the BUGB in this context represented the equivalent of a professional body with authority over professional Baptist ministers in the UK. They also asserted their belief, as contributors to the document, that the competencies could be applied to working as a minister in many other denominations.

87 The Approval of New Programmes Policy [080] and Validation Panel terms of reference [674g] detail how the development of new programmes is underpinned by academic and professional peer review by internal and external experts. It confirms that engagement with students is also a key element of the process. Validation panels are chaired by an external member of the Academic Quality Assurance Committee (AQAC) and must include an external assessor with substantial experience of teaching and research and who commands 'authority in their field, and the respect of colleagues'. [080] The Stakeholder consultation on new BA curriculum [854] records that the College has included consultations

with an external adviser, student representation, the Academic Board and the Governing Body to gain widespread agreement on the proposals. The team could see further evidence of engagement with students and an external assessor in validation panel reports from 2020, [509, 512] which included evidence of student consultations taking place as well as student representation on the panels themselves. The team noted that engagement with students had resulted in changes being made to the language used in programme handbooks and specifications evidencing genuine engagement taking place as part of the validation process. The team was also able to meet with students who confirmed that the College has involved them in course development through their membership of College committees. [V1M5]

88 The team's review of the minutes of Progression and Awards Boards [229-233] and observations of both a Pre-Progression Board [SC01JL] and full Progression and Awards Boards [SC13SP, SC14SP, SC18SQ] demonstrated compliance with the assessment regulations and procedures of the College. [035] The team observed a good understanding and application of the regulations from those involved, including the 'no disadvantage policy' and the 'assessment pledge' used at the College. The chair and staff knowledge of students enabled the 'no disadvantage policy' and the 'assessment pledge' to be applied accurately, including reviewing student data from previous years. The data provided to the Progression and Awards Boards was anonymised. The Pre-Progression and Awards Board facilitated the opportunity to check marks and address any queries or inconsistencies, if they arose, in preparation for the Progression and Award Board. External examiners are present at the Progression and Award Boards, and are invited to comment on units, assessments, quality and standards, marks thresholds, and processes for moderation. The team also reviewed external examiners' reports [075a-g, 256-261] and the College's responses to external examiners. [076a-f, 262-266] In all cases the external examiner comments and reports were positive. They commented on the conduct of the Board and the fair and consistent application of the regulations, with no significant issues raised about the academic standards. The external examiners commented favourably on the high standards expected by the College and confirmed their assessment that the standards applied were comparable with the sector. The team's review of external examiner reports confirms the College's qualifications are appropriate for the level of award and correspond to the appropriate level of the FHEQ. The team concluded, therefore, that credit and qualifications are awarded only where the achievement of relevant learning outcomes has been demonstrated and the relevant academic standards have been satisfied.

89 The College makes use of annual monitoring reports for its programmes, which were inspected by the team, [096a-c, 145a-c, 317-322] and periodic reviews for which an example from the BA Theology was inspected. [324] All annual monitoring templates seen by the team include a section to address the 'Maintenance of standards and enhancement of quality.' This section of the College's annual monitoring templates includes summaries and comments from College staff on comments from external examiners. The Annual Programme Review Policy [082] makes clear that the priority is for annual monitoring reviews to make an assessment of how standards are assured, and the student experience maintained. But the Spurgeon's College Annual Monitoring template [268] does not include a specific question to confirm whether external examiners confirm the standards at the College are comparable with other higher education providers. The template includes sections for comments on individual modules and the programme as a whole, including items such as recruitment, student progression and achievement data as well as action planning for the following academic year. The clearest conclusions in the annual monitoring reports for UoM about the maintenance of standards come from staff reflections on external examiners comments. In all the reports seen, these comments are unequivocally favourable about academic standards being maintained.

90 However, comments about standards are rarely detailed and explicit and it was not clear how the question of maintaining standards might be addressed, for example, should

there be issues with a course or module. Although the annual monitoring documentation would allow for such analysis to take place with actions being recorded, there are no specific sections of the Spurgeon's College template that would require this.

91 The periodic review process [559] includes the aim to monitor the standards and quality of programmes as well as the effectiveness of annual monitoring using a six-year cycle to ensure that these are reliable over time and is further detailed under Criterion E. The team examined examples using the UoM process of the College's BA (Hons) Theology, MA in Christian Thought and Practice, and its Master's in Theology from 2019 [324, 325, 682] that makes use of a very similar reporting template to that planned by the College under degree awarding powers [559]. They found the report, summary record of discussions, and recommendations appropriate to ensuring that academic standards will be reliable over time.

92 Responsibility for oversight of academic standards rests with the Academic Board, as described in its terms of reference. [164] Board membership includes between four and eight external members. Minutes from the Academic Boards from the last four years show annual reports being received [183-187, 583] including those from Progression and Awards Boards. The Academic Board also discusses the comments of external examiners and issues relating to academic standards. For example, in the May 2021 meeting, the team observed a detailed discussion regarding the security of academic standards in the conduct of student assessments and, specifically, the use of exams. [SC09JL] The team's observations of the meeting of the Academic Board and its review of the minutes of other meetings confirmed that the College makes use of appropriate external and independent expertise in the maintenance of standards. It was notable that in its discussions of the conduct of student assessments, cited above, external members of the Academic Board took a full part in discussions, questioning and challenging members from the College regarding their approach, as well as offering their advice to the College.

93 In addition to the Academic Board, the AQAC, [038] progression and award boards, [035] and validation panels [674g] all have external representation in the membership. The College engages with professional Baptist Union colleagues through their membership of the College Council and through periodic peer review from the Baptist Colleges' Partnership, a favourable report from 2019 being inspected by the team. [078] The team concluded, therefore, that subject to the issues regarding the templates used for annual monitoring reports and noting that the question of the maintenance of academic standards is addressed to external examiners in progression and award boards and in the Spurgeon's External Examiners Report Form template [148], the College makes use of appropriate external and independent expertise in maintaining academic standards.

Conclusions

94 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.

95 The College has clear and consistently applied mechanisms for setting and maintaining the academic standards of its higher education qualifications. This is because its programmes are offered at levels that correspond to the relevant threshold levels of the FHEQ. The documents seen by the team for the development of the new BA Theology demonstrate that the College can design courses and qualifications that are mapped against the threshold academic standards of the FHEQ. The College takes appropriate account of relevant external points of reference and external expertise, also engaging with students in its course validation processes. The College has developed programmes and associated documentation and programme handbooks that clearly demonstrate a consistent approach

being taken to academic standards. The programme approval arrangements are robust and align with the College's academic frameworks and regulations.

96 The team found sufficient evidence to confirm that the College has clear and consistent mechanisms for maintaining the academic standards of its higher education qualifications, principally through the operation of its Progression and Awards Boards. However, the team noted that the templates used in the College's annual monitoring do not explicitly address the question of the maintenance of academic standards. The College engages with other specialist colleges, external experts, the Baptist Union of Great Britain and its validating partners to ensure that academic standards are set and maintained and are comparable to other UK awarding institutions, and through its periodic review process that these are reliable over time. The evidence provided and observations by the team of examination boards demonstrate that the College operates within its regulations and awards credits on the achievement of programme and unit learning outcomes. The team concludes, therefore, that this criterion is met.

Criterion B3 - Quality of the academic experience

97 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

98 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 [name of provider]'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.

99 Specifically, the assessment team considered or assessed:

Design and approval of programmes

- a The effectiveness of the College's processes for the design and approval of programmes. The team examined the Guide to Validation ToR July 2019, [040a] Guide to Validation at Spurgeon's College, [040b] Guide to Validation for Panel Members, [040c] Programme Design and Revalidation Review Committee ToR Draft Nov 2020, [830] Critical Self-Assessment, [000] A Guide for Members of Validation Panels at Spurgeon's College v2, [505] MMin Validation Panel Meeting Agenda 16-7-20, [508] MADT Validation Panel Meeting Agenda 25-11-20, [511] Master of Ministry Validation Panel - Evidence Provided, [507] MADT Validation Panel Evidence Provided, [510] MMin Validation Panel Report July 2020 Final Draft for Academic Board, [509] MADT Validation Panel Report November 2020 Final, [512] Spurgeon's College Validation Threshold Criteria, [513] Tutor Evaluation Form, [070] Curriculum Modification Policy - Draft for Governors, [560] Programme Approval Revalidation and Review Committee ToR Draft for Governors, [674r] Programme Design and Revalidation Review Committee ToR Draft Nov 2020, [5348] [830] Programme Approval Procedure - Draft for Governors, [557] Academic Quality Assurance Committee ToR [038] and Existing and In-Prospect Academic Governance Framework Nov 2020. [016]
- b How staff are informed of and provided with guidance and support on the processes for the design, development and approval of programmes. The team examined Guide to Validation ToR July 2019, [040a] Guide to Validation at Spurgeon's College, [040b] Guide to Validation for Panel Members, [040c] Programme Design and Revalidation Review Committee ToR Draft Nov 2020, [830] Critical Self-Assessment, [000] A Guide for Members of Validation Panels at Spurgeon's College v2, [505] MMin Validation Panel Meeting Agenda 16-7-20, [508] MADT Validation Panel Meeting Agenda 25-11-20, [511] Master of Ministry Validation Panel - Evidence Provided, [507] MADT Validation Panel Evidence Provided, [510] MMin Validation Panel Report July 2020 Final Draft for Academic Board, [509] MADT Validation Panel Report November 2020 Final, [512] Spurgeon's College Validation Threshold Criteria, [513] Tutor Evaluation Form, [070] Curriculum Modification Policy - Draft for Governors, [560] Programme Approval Revalidation

and Review Committee ToR Draft for Governors, [674r] Programme Design and Revalidation Review Committee ToR Draft Nov 2020, [5348] [830] Programme Approval Procedure - Draft for Governors, [557] Academic Quality Assurance Committee ToR, [038] Existing and In-Prospect Academic Governance Framework Nov 2020, [016] Academic Board Minutes June 2020, [184] Report of the Periodic Review November 2019 Final May 2020, [324] Programme Development Working Group ToR Draft for Governors, [674s] Validation and Revalidation Procedure - Draft for Governors, [558] Validation Panel ToR Draft for Governors, [674g] Annual Programme Review Policy Feb 2020, [267] Annual Programme Review Report Template Feb 2020. [268]. The team also met with Academic Management Staff [V1M8, V1M9, V2M7] and representatives from UoM. [V1M1]

- c That the responsibility for approving new programme proposals is clearly assigned, involves external expertise and subsequent actions are monitored. The team considered MMin Validation Panel Meeting Agenda 16-7-20, [508] MADT Validation Panel Meeting Agenda 25-11-20, [511] Master of Ministry Validation Panel - Evidence Provided, [507] MADT Validation Panel Evidence Provided, [510] MMin Validation Panel Report July 2020 Final Draft for Academic Board, [509] MADT Validation Panel Report November 2020 Final, [512] Academic Board Minutes Nov 2020, [187] Academic Action Plan 2019, [151] Academic Board Minutes Nov 18, [183] Academic Board Minutes June 2020, [184] Academic Board Minutes May 2019, [185] Academic Board Minutes Nov 2019, [186] External Examiner Report 2018-19 7, [257] UoM External Examiner Report 2017-18, [075g] Academic Board Minutes 1 Nov 18, [012a] PGPC Minutes 21 03 19, [234] PGPC Minutes 10 10 19, [235] PGPC Minutes 27 02 20, [236, PGPC Minutes 08 10 20 [237] UGPC Minutes 26 09 19, [253] UGPC Minutes 13 02 20, [254] UGPC Minutes 12 11 20. [255] The team also met students. [V1M5, V1M6, V2M4]
- d That the coherence of programmes with multiple pathways is secured and maintained. The team considered BA Programme Specification from September 2018, [064a] BA Curriculum Structure [085a] and BA Curriculum Maps. [085b]
- e How close links are maintained between learning support services, and the organisation's programme planning and approval arrangements. The team considered Critical Self-assessment, [000] Postgraduate Programme Committees ToR, [025] Undergraduate Programme Committees ToR, [026] Programme Design and Revalidation Review Committee ToR Draft Nov 2020, [5348] [830] Spurgeon's College Organisational Chart, [086] [UGPC Minutes 26 09 19, [253] UGPC Minutes 13 02 20, [254] PGPC Minutes 21 03 19, [234] PGPC Minutes 27 02 20, [236] PGPC Minutes 08 10 20. [237]

Learning and teaching

- f The College's strategic approach to learning and teaching. The team considered the Mission, Vision and Values, Aims and Objectives 2018-2023, [009] Learning, Teaching and Assessment Framework 2016, [049] BA Rationale and Framework Summary, [071] Teaching Staff Meeting minutes, [658ab, 827, 852] Teaching staff meeting observations, [SC02SP, SC05SQ, SC08JL] Style Guide 2021 [806].
- g Whether the learning environments are safe, accessible and reliable. The team considered the critical Self-Assessment, [000] had a virtual tour of the College's facilities, [V2M1] reviewed resources on the VLE [<https://spurgeons.moodle.webanywhere.co.uk/>] and reviewed minutes of the Teaching Staff Meeting, [658ab, 827, 852] Learning Resources Committee ToR, [034] Learning Resources Committee Report March 2021 Final, [845] Learning

Resources Committee minutes. [216-221, 548] The team also observed teaching staff meetings [SC02SP, SC05SQ, SC08JL] and met with staff [V2M6] and students [V2M3, V2M4] and examined Learning Support Committee minutes, [128, 222-227] Report for Learning Support Committee, [387] and the Learning Support Department Handbook 2020-2021. [388]

- h That the College enables students to monitor their progress and further their academic progress. The team reviewed the VLE, [<https://spurgeons.moodle.webanywhere.co.uk/course/view.php?id=736>] the programme handbooks, [065a-c, 485, 486, 506] Learning Support Committee minutes, [128, 222-227] and observed teaching staff meetings. [SC02SP, SC05SQ, SC08JL]

Assessment

- i How the College operates valid and reliable processes of assessment, including recognition of prior learning and marking and moderation. The team considered the Critical Self-Assessment, [000] Learning, Teaching and Assessment Framework 2016, [049] QAA HER Report 2016, [015] External Examiners' Reports, [075a-g, 256 -261] Tutor Training Day Agendas, [0691c] BA Rationale and Framework Summary, [071] BA Aims and Learning Outcomes Mapping, [072] APL Request Document, [158] APL Mapping Document, [159] New UG Marking Scheme - final draft APRIL 2021 version 2, [838] Second Marking and Moderation Policy - UOM - May 2017, [414] Annual Report to UOM of APL 2019-20, [615] Annual Report to UOM of APL 2020-21, [616] Annual Report to UOM of APL 2021-22, [617] APL request, mapping and approval documents, [618a-d, 619a-d, 620a-c, 621ab, 622ab, 623ab, 624, 625a-c] PPAB Minutes Sept 21, [663] Observations of Boards, [SC01JL, SC13SP, SC14SP, SC18SP] MADT grids [912] and 663 PPAB Minutes Sept 21. [663]
- j How staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgements are made. The team reviewed examples of assessments and feedback available on the VLE, [<https://spurgeons.moodle.webanywhere.co.uk/>] UoM Assessment Regulations [050ab] and Programme Handbooks. [065a-c, 485, 486, 506] The team also held meetings with students [V1M6, V2M3, V2M4] and staff. [V2M5]
- k Whether students are provided with opportunities to develop an understanding of and the skills to demonstrate good academic practice. The team reviewed the Poor Academic Practice Feedback Form, [094] Style Guide 2021, [806] and the study skills section on the VLE. The team also observed teaching staff meetings. [SC08JL]
- l Whether the College operates processes for preventing, identifying, investigating and responding to unacceptable academic practice and whether its processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process. The team examined the College VLE, [VLE] Poor Academic Practice Feedback Form, [094]. and observed a teaching staff meeting. [SC08JL]

External examining

- m How the College makes scrupulous use of external examiners, including the moderation of assessment marks and student assessed work. The team considered External Examiners Policy for TDAPs, [095] External Examiners Report Form Feb 2020, [148] External Examiners' reports, [075a-g, 256-261, 827, 829] Second Marking and Moderation Policy for UoM programmes, [051] UoM moderation template, [647] 153 moderation 2020-21, [648] 261 moderation 2020-21, [649] 317 moderation 2020-21, [650] 403 moderation 2020-21, [651] 2020-21 unit moderation in line with previous years, [938] PPAB Minutes Sept 21 [663] and PAB Minutes Sept 2021. [581]
- n If the College gives full and serious considerations to the comments and recommendations from external examiners, which is timely and considered. The team reviewed external examiners' reports [075a-g, 256-261, 827, 829] and the College's responses. [076a-f, 262-263, 828, 830]

Academic appeals and student complaints

- o If the College has effective, fair, accessible and timely procedures for handling academic appeals and student complaints about the quality of the academic experience, and that appropriate action is taken following an appeal or complaint. The team reviewed the College's Student Complaints Procedure, [063] Complaints Log as at 17 12 2021, [692] the Academic Appeals Procedure [062] and Verification and Appeals Procedure for UoM Programmes Sept 2015 - Updated June 2020. [097] The team reviewed programme handbooks [065a-c, 485, 486, 506] and the VLE to determine if the procedures are accessible. The team also met students. [V1M6, V2M3, V2M4]

How any samples of evidence were constructed

100 Given the relatively small size of the College and its provision, the volume of evidence relating to Criterion B3 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

101 The College's current position and plans in relation to this criterion are set out below.

102 The College has a long history of developing and delivering its own programmes validated by a degree awarding body. Since 2012, the College's degrees have been validated by the UoM and during the current academic year the College has commenced a partnership with Liverpool Hope University.

103 The College designs its curricula, learning and teaching activities and associated resources with a stated strategic goal of providing 'excellent and continually improving levels of education, formation and learning'. [000] To this end it is developing policies for learning and teaching, external examining and assessment to complement existing policies for academic appeals, student complaints and the design and delivery of programmes in anticipation of the grant of TDAP.

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

Design and approval of programmes

105 The College has developed and adapted programme design, approval and validation procedures, and guidance for staff [040b-040c] for TDAP, as well as established its own academic validation panels [Validation Panel Terms of Reference 040a, Programme Design and Revalidation Review Committee ToR 830] and a guide for members of the validation panel. [505] The Programme Development Working Group is responsible for the development of the content of proposed new academic programmes. The College does not make use of a specific guide to programme design. Instead, its policies and procedures focus on ensuring that proposals for new programmes address the three elements achieving strategic approval, business case approval, and academic approval. To support this approach, the College makes use of a Threshold Criteria for validation document. [513] It is through this document that programme design teams address whether a new programme meets the standards set by the College for the curriculum and its approach to learning and teaching. For example, courses must ensure that effective transition arrangements into the level being taught have been included and whether cognitive, subject-specific and transferable skills, as well as graduate capabilities, are present in the design of the programme. For its approach to learning and teaching, examples include an assessment of whether the course content provides a stimulating, engaging, intellectually challenging experience for students as well as whether a proposed course promotes the principles of an internationalised curriculum. The Threshold Criteria document also requires that the programme meets aims and learning outcomes that are aligned to relevant Subject Benchmark Statements, the FHEQ and relevant PSRB requirements. These criteria are used by both the design team and the validation panel to ensure that the design of programmes is effective and consistently applied.

106 As noted under Criterion B2, in its course design process the College has engaged with and takes appropriate account of relevant external points of reference and external and independent points of expertise including with the Baptist Union of Great Britain and other external experts. Approval of programmes is ultimately the decision of the Academic Board, as stated in its terms of reference. [164] Validation panels are convened for individual programme approval events. The terms of reference for panels [674g] state that each validation panel will provide reports to the Academic Board of its activities, including any recommendations for validation, revalidation and approval. Examples of this report and the associated papers seen by the team [504-512] for the validation of a Master of Arts in Digital Theology and for the Master of Ministry programme [508-512], both in 2020, demonstrate that it is structured around the Threshold Criteria for Validation document [513] and that the reports are detailed enough to support the Academic Board in making an informed decision as to whether to accept the recommendation of the validation panel to approve the course. For example, the report for the MA in Digital Theology highlighted that there is no requirement for entrants to have a previous degree in theology to be accepted onto the course. While it was accepted that this would bring a more diverse range of views to the programme, the panel recommended that the College ensure appropriate support and additional reading be made available for those students who do not have a background in theology. The team concluded that the validation process makes effective use of the Threshold Criteria for Validation to ensure a consistent approach to the design, development and approval of programmes.

107 The Curriculum Modification Policy [560] outlines the types of modifications (editorial, minor and major) and the process for modifications and approvals, as well as implications for revalidation. Minor and major modifications require approval by the Programme Approval Revalidation and Review Committee (PARRC), [Terms of Reference 674r] previously the Programme Design and Revalidation Review Committee (PDRRC). [830] The PDRRC name change, updated membership and responsibilities reflect the new programme approval and validation procedures. [557] Depending on the scale of changes,

approval is required from PARRC and Academic Board. The team therefore considered that the processes for approving new programme proposals are effective, that responsibility is clearly assigned, including the involvement of external expertise and, where appropriate, subsequent action is carefully monitored.

108 The College provides a range of documentation to support staff involved in the design and approval of programmes. The Guide to Validation at Spurgeon's College [040b] provides details of the entire process including information about how judgements are made and information about revalidation. The Guide to Validation for Panel Members [505] provides more specific information about the responsibilities of panel members as well as information regarding the circulation of papers and what happens before, during and after panel meetings. The team's review of these supporting materials concluded that they provide useful information about how such processes work at the College for those who would be involved, including external panel members and students.

109 Academic staff [V1M8, V2M7] stated that there has been regular training for staff to support them in course design, mapping to the FHEQ, and subject benchmarks, including the draft Subject Benchmark Statement for Theology and Religious Studies, as well as successfully running two validation panels. The draft Programme Development Working Group [674s] and the Programme Revalidation and Review Working Group [674t] terms of reference provide comprehensive information on responsibilities, membership and reporting. The Validation and Revalidation Procedure [558] sets out the procedure for the process, and includes, for example, roles and responsibilities for panel members and documentation requirements. Validation panel terms of reference [674g] clearly set out the responsibilities. The team found that the College provides guidance and support to staff involved in programme design to ensure that they understand their roles and responsibilities. The team considered the current BA Theology course specification, [064a] validated by UoM, which illustrated two routes in the programme – ministerial and non-ministerial. The specification clearly shows the difference in the units to be studied on these routes. The proposed BA curriculum structure [085a] clearly indicates the two routes: BA in Theology and BA in Theology with Professional Ministerial Practice. The vocational Theology with Professional Ministerial Practice route has the following pathways: BA in Theology with Missional Practice/Pioneer pathway; BA in Theology with Chaplaincy. [085a] There is a clear mapping of optional and core units for the two routes and the pathways. The optional units relate to the specialism of the pathways and comprise of 45 credits at each level, with 75 credits for core units. [085b] The evidence shows that the College has experience of designing, developing and delivering programmes with multiple elements and pathways in their existing UoM programmes [085a] and the new BA curriculum. [085b] The team has confidence in the College's ability to secure and maintain coherent programmes with multiple elements and pathways.

110 Programme Design and development is discussed at Undergraduate Programme Committee (UGPC) and Postgraduate Committee (PGPC). The terms of reference for these [025, 026] include members from learning support services - Director of Admissions or Librarian, as required, and the responsibilities include making proposals to the Programme Design and Revalidation Review Committee, [830] which the Academic Director chairs. The learning support services staff (Senior Registrar, Librarian and Learning Support Co-ordinator) report to the Academic Director. [086] The Academic Director is a member of the validation panels and consults with learning support services requirements. Minutes of the UGPC [254, 255] and the PGPC [234, 236] show the Director of Admissions and Practical Training, and the Librarian are present at meetings where programme design and developments are discussed. Minutes of the PGPC [234] includes a discussion of the validation arrangements for the postgraduate degrees with LHU, where reference is made to admission requirements, for which the College will be responsible for the process and an associated action for admissions - sharing the validation report with the Learning Support

Department. [237] The Critical Self-Assessment document [000] states that the College's Learning Support Co-ordinator contributed to development of the new BA curriculum for accessibility issues, teaching and learning delivery styles and assessment. The team concludes, therefore, that close links are maintained between learning support services and the College's programme planning and approval arrangements.

Learning and teaching

111 The College's Learning, Teaching and Assessment Framework, [049] which it will continue to use under TDAP, outlines its strategic approach. It focuses on holistic personal development in a safe but challenging environment, motivating students to engage in learning in a supportive and diverse community. The BA Rationale and Framework summary [071] has further developed the Learning, Teaching and Assessment Framework. [049] It provides a comprehensive overview of the learning and teaching methods to support students to meet its graduate competencies; an up-to-date and relevant curriculum, which is applied contextually; diverse, research-led and outcomes-based learning; and using feedback as a tool to enable learning. The framework aligns with the College's Mission, Vision and Values, Aims and Objectives [009] to support learning across academic, spiritual, personal, and practical elements.

112 The team considered how the implementation of the framework is monitored by the College. It noted that the Academic Board currently has oversight of the establishment of an appropriate academic environment as set out in its terms of reference. [164] Minutes [183-187] demonstrate that Academic Board receives regular reports to remain informed as to the activities of its subcommittees including undergraduate and postgraduate programme committees, the AQAC, and Learning Resources Committee. Academic Board also receives reports on activities such as research and placements. A review of teaching staff meetings minutes [658ab, 827, 852] demonstrates that these are a forum for discussions taking place on matters such as learning support and the provision of developmental feedback to students, as well as discussions regarding formal and informal feedback from students about their courses. Undergraduate and postgraduate programme committees also monitor aspects of the College's provision. An observation of a joint meeting of both programme committees [SC16SQ] demonstrated a detailed analysis of student and staff feedback being undertaken with a view to analysing this and compiling feedback for the student body and also reporting this to the Academic Board.

113 The College has operated an Academic Action Plan, [151] which has served as a centralised tool for responding to actions identified in annual programme monitoring reports as well as external institutional feedback such as a QAA HER report. This plan dates back originally to 2016 and the College's self-evaluation acknowledged that it had served its purpose. [000] The self-evaluation asserted that this would be replaced with a range of plans to prepare the College for offering its own degrees. The College also plans to monitor all aspects of the quality of its provision through the establishment of a new Process Monitoring Committee. [000] Its purpose will be to identify the standards set by the College in its provision and then to evaluate and report on their effectiveness and make recommendations for change or improvement in practice. Terms of reference for this committee have been approved and the team considers them appropriate for the intended function, [172] agreeing that this approach should provide for an effective centralised approach to the monitoring of the academic provision. However, the committee has yet to meet. The College currently, therefore, has no active and centralised means by which to evaluate how the Learning, Teaching and Assessment Framework is being implemented. The team concluded that while the College articulates a strategic approach to learning and teaching, which is consistent with its stated academic objectives, its evaluation of its implementation is inconsistent because of the current lack of a centralised approach to monitoring this aspect of the provision.

114 Facilities available to the students include indoor and substantial outdoor social spaces, catering facilities, an IT suite, chapel and library, as well as teaching spaces. [V2M1] Access to buildings, such as the library, is gained via the use of a key card to ensure they are accessible only to authorised students or staff. Much of the College's current estate dates to Victorian times; however, most of the spaces have been made wheelchair accessible with only a few teaching rooms on upper floors being unconverted. Senior staff explained [V2M1] that the timetabling at the College can ensure that any student with restricted mobility can be allocated to accessible rooms. The College has plans to increase the accommodation with a larger library facility, 13 new classrooms, new meeting rooms and conferencing facilities. Staff explained that this would provide for more flexibility for the College as all the additional facilities are planned to be fully accessible.

115 The IT infrastructure supports online learning through lecture capture and video-conferencing facilities. [V2M1] These were added to teaching rooms prior to the recent pandemic which allowed all students to be able to continue to engage with their courses even when the campus had to be closed. In addition to the physical resources in the library, online library resources were also developed to respond to the pandemic. The College also makes use of a virtual learning environment (VLE) to support all courses including for students who are enrolled as distance learners.

116 The College has a Student Code of Conduct [878] that sets out the expectations for those enrolled at the College to treat each other with respect, honesty, fairness and consideration. It clearly references the Equality Act 2010 and other relevant legislation to define the actions and behaviours that would count as misconduct and reminds students that such definitions can also be applied to online activities. It also sets expectations for students to exercise dignity, courtesy and respect in their use of the environment established by the College.

117 In the professional support staff [V2M6] meeting, library staff were able to explain their approach to supporting students as they all transitioned to online learning through the recent pandemic and how they have had to address what appears to be a longer term shift to the use of online resources by students as a consequence. The students who met the team [V2M3, V2M4] were complimentary about their physical and virtual learning environment and the support provided by staff in this aspect of the provision.

118 The Learning Resources Committee [034] has responsibility to monitor and develop the provision of learning resources. Minutes from this committee [216-227] show that it also provides a useful forum for students to discuss with staff how to make the most of the physical and online spaces for study, how students use the library and how access to the College for those students who are, for example, only able to attend outside of conventional work hours might be managed.

119 The team explored how resource plans would accommodate the development of the physical learning environment and senior managers [V2M1] confirmed that the College was almost at capacity in terms of its current facilities, stating that without further estate development the College would only be able to increase its operations by making marginal improvements to current timetabling, using more evening and weekend opening or timetabling more classes on Fridays, which currently is a day set aside primarily for staff research and other scholarly activities. The team noted that the plans for estate development in the most recent report to governors from March 2021 [862] had yet to receive local planning approval.

120 The College confirmed to the team that it currently has 76 students enrolled on distance learning programmes. [553] The College's distance learning programmes are online versions of its undergraduate courses making use of online resources in place of the face-to-

face contact of on-campus teaching. All resources are provided through the College VLE. The College's self-evaluation [000] notes that while this provision used to be overseen by a Director of Online Learning, the College has now integrated the provision and courses are overseen by internal faculty which the College asserts provides an appropriately comparable learning experience to those studying in College.

121 A review of the resources on the College VLE [VLE] showed that group sizes are generally in single figures and that they are each led by an individual tutor. Resources are primarily provided in documentary form; however, a range of video resources are also employed, and students have access to unit feedback forms and other online College resources such as the library, Learning Support Information, Equalities, Diversity and Inclusion resources, and information and resources for Student Complaints and Academic Appeals. Staff can check on engagement with the course from individual students and the VLE supports other forms of engagement such as blogs and forum discussions. Students who met the team included distance learners [V1M6, V2M3] who commented that they felt that their experience was comparable to those who studied on campus and that it suited their circumstances and the flexibility they required. They confirmed that they had access to all the resources they required including a personal point of contact should they need to speak to staff at the College regarding pastoral or academic issues.

122 The team considered the arrangements put in place for oversight of the provision of learning opportunities during the pandemic. Minutes from the Academic Board, [184, 187] the AQAC [201] and the Diversity, Equal Opportunities & Inclusion Group [206] monitored and discussed various aspects of the College's response to the pandemic. The minutes show that the College was primarily concerned with pivoting to a blended model of learning including the provision and development of online resources for the recording of lectures, the provision of library resources to students, mainly through electronic resources, and consideration of longer term measures such as the use of videoconferencing software for teaching as it became evident that a quick return to classes would not be possible. Students [V1M6, V2M3, V2M4] and both academic staff [V2M5] and senior staff [V2M6] who met the team commented that they thought that one benefit of the pandemic was to assist the College in moving to making better use of blended resources such as eBooks and online journals. Students explained that they had made increased use of online social networking tools to stay in touch with each other and teaching staff while they were unable to attend on campus. Academic staff were able to articulate the measures that could be deployed on the College VLE to ensure the maintenance of standards. Examples included the use of secure online submission of work and changes made to some assessments to make it harder to commit academic offences when working from home. Senior staff asserted that they had actually seen a slight drop in cases of academic malpractice and pointed to the increased support and information that was provided to students as one possible reason for this.

123 Students met by the team [V1M6, V2M3, V2M4] confirmed that they felt well supported by the College and generally well informed. They confirmed that they were provided with an opportunity to identify any areas where they wanted further tuition following the move to online learning and highlighted the performance of library staff in ensuring that electronic copies of physical library resources were provided to them when the new electronic resources did not satisfy their requirements.

124 From the evidence presented, the team concludes that the College maintains physical, virtual and social learning environments that are safe, accessible and reliable for every student and that the College promotes dignity, courtesy and respect in their use. The team also considers that the arrangements that exist for ensuring that the learning opportunities provided to the College's distance learning students are effective and that the College took reasonable and appropriate steps to ensure the same for students studying at distance during the pandemic.

125 Students can access their grades online through the VLE which integrates with the College's installation of Turnitin software to also provide feedback on their submissions. This allows students to track their progress and further their development. Staff confirmed [V2M5] that any student whose progress is causing concern is invited to meet with a tutor or the relevant Director of Studies to discuss their progress. Students who met the team [V1M5, V1M6, V2M3, V2M4] confirmed that they understood how to find their grades and feedback on the VLE and confirmed that they felt able to seek a tutorial with staff if they had questions or wanted more detailed feedback. The team found that the College provides mechanisms to ensure that students are effectively enabled to monitor their progress and further their academic development.

Assessment

126 The College's Learning, Teaching and Assessment Framework [049] outlines the principles of assessment. The assessment principles are aligned with programme and modular learning outcomes and teaching activities, which are relevant to the programme and student needs. The assessments set are based on the learning outcomes [072] and align with the assessment regulations. All assessments are submitted via Turnitin on the VLE. The New UG Marking Scheme [838] provides comprehensive grade descriptors and marking criteria for a range of assessment methods, including essays written in examination conditions, projects, portfolios, presentations, group work and presentations, and posters. The Second Marking and Moderation Policy [414] outlines the aims of second marking and moderation, focusing on ensuring assessments are marked in line with aims and learning outcomes. It also specifies the moderation sample size, marking guidelines, and process when markers do not agree, to refer to a third marker. These principles support reliable processes for identifying that students have demonstrated that they have achieved the set learning outcomes.

127 The College holds its own Pre-Progression and Award Boards prior to the Progression and Award Boards. [000] This is done to enable the College to properly interrogate the data to be used for the progression and award boards and ensure that the College is well prepared. The team observed a pre-board [SC01JL] and noted that it was used to go through all grades in detail and to identify any anomalies and questions in relation to student profiles to enable the smooth running of the Board. This meeting was also used to test the new student record system which was providing grades for newly enrolled students for the first time. The pre-board proved to be an effective means by which to ensure that the corresponding Progression and Awards Board, which was also observed, [SC14SP] ran smoothly.

128 The team reviewed external examiners' reports, [075a-g, 256 -261] which confirmed assessments were appropriate, varied and diverse, and gave students the opportunity to demonstrate achievement through meeting intended learning outcomes. Examiners were positive about assessment and moderation processes noting appropriate levels of student feedback on the assessments and evidence of effective discussions about moderation taking place between colleagues. The team also observed Progression and Awards Boards [SC14SP, SC15SP] where external examiners commented equally favourably on the processes for marking and moderation undertaken by the College and their satisfaction that these are valid and reliable.

129 The College's approach to the accreditation of prior learning (APL) for applicants to the College is set out in its Admissions Policy. [048] The team also reviewed the APL Request Document [158] and APL Mapping Document [159] which are used by an assessor to detail the information on the currency of the proposed award/credit and judge whether credit can be awarded. The Admissions Department is responsible for determining the grounds on which APL may be used to meet entry requirements. Credit is only allocated on

the production of evidence of an applicant achieving appropriate and assessed learning outcomes. The APL Mapping Document [159] supports an assessor to make an assessment of prior learning based on the level of study, credits, results and module details including learning outcomes. Currently, UoM representatives approve requests for APL to their validated programmes.

130 The team reviewed eight examples of APL requests from the last three years, including the mapping and approval documentation. [618a-d, 619a-d, 620a-c, 621ab, 622ab, 623ab, 624, 625a-c] In each case the mapping document was used to identify clearly and consistently how credit from other institutions was compared to programme entrance criteria or module credits on the course applied for, to enable reliable assessment decisions to be made. After approval from UoM is given these decisions are then included in the proceedings of Progression and Award Boards. The team's observations of these boards [SC01JL, SC13SP, SC14SP, SC18SP] as well as the records used in their operation [912] and associated minutes [663] confirmed that the College has reliable processes for the award and recording of APL and that it maintains appropriate records of the decisions made. The College also compiles an annual report of summary APL decisions for the purpose of monitoring by the Academic Board and UoM. [615-617]

131 The team examined examples of assessment feedback through access to the College's VLE [VLE] that included undergraduate modules across all levels and the postgraduate provision. The team found the feedback to be constructive and developmental making use of information provided about learning outcomes and also the New UG Marking Scheme. [838] The examples seen demonstrate that students receive detailed feedback including specific comments regarding how they might improve their work which should enable them to understand how to progress in their studies. Students confirmed [V1M5, V1M6, V2M3, V2M4] that they were aware of the marking scheme through programme handbooks, [065a-c, 485, 486, 506] but placed more emphasis on the teaching sessions and the feedback they received from tutors to their formative assessment tasks, which they found more useful for understanding the basis on which academic judgements are made. They explained that tutors were generally effective in explaining how to approach assessment tasks during teaching sessions and also that they could rely on formative and summative assessment feedback to be provided on Turnitin within three weeks, a timeframe which was confirmed by staff. [V2M5] The team concluded, therefore, that staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgements are made.

132 The College requires all new undergraduates to attend a study skills course during their first semester to support the acquirement of an understanding of the necessary skills to demonstrate good academic practice. [000] This module is supported with links to further resources on the VLE, a range of study skills books in the library and an online study skills course on the VLE which also supports the College's distance learners. Master's students are provided with study skills sessions in their first semester as well as access to the VLE resources. The team viewed the resources and online course on the VLE which is arranged over nine weeks and includes relevant sessions on topics such as referencing, essay-writing, critical thinking, and understanding and avoiding academic malpractice. The resources for master's students are arranged in a similar fashion but involve more advance information including sessions on plagiarism, exemplary sample essays and studying at master's level.

133 There are also specific study skills resources for counselling students which address the requirements of the course, for example resources about a specific form of assessment called a learning review and guidance on writing these.

134 The Poor Academic Practice Feedback Form [094] provides students with examples of poor academic practice in their assessment. Teaching staff meetings also discuss good academic practice. The team observed one of these sessions [SC08JL] which involved a discussion on student use of resources that they have sourced from websites that are in breach of copyright and whether this might be considered to be unacceptable practice. The decision of the meeting was that it was, and it was agreed that students would be informed of this. The College also makes use of Turnitin for electronic assessment submission which provides opportunities for students to understand plagiarism through the process of submitting work and receiving feedback including indicators of the levels of similarity to published texts and other indicators to support students' academic integrity. The team concluded that the College provides students with opportunities to develop an understanding of and the skills required to demonstrate good academic practice and has appropriate processes in place for identifying and managing unacceptable academic practice.

External examining

135 Under the College's current validation arrangements with UoM, [066b] the university appoints external examiners for all validated programmes. However, the College's self-evaluation [00] explains that the College has for some years identified candidates before then going through the university's processes to confirm their appointment. If granted TDAP, the College will take on the responsibility for appointing external examiners and has developed the External Examiners Policy for this eventuality. [095] This outlines external examiner responsibilities to include ensuring assessment procedures have been carried out in accordance with the policies and regulations, for example for internal and external moderation. Criteria for appointment are described including that they should have knowledge and understanding of UK academic standards, relevant academic and/or professional qualifications to at least the level of the qualification being examined, and recent experience of delivery. The policy also limits appointments to a maximum of four years. Under the policy the role of approving appointments will be taken on by the Academic Board after a proposal from the relevant Director of Studies. The policy also describes how external examiners will be inducted with information about the College and relevant programmes including the dates of Progression and Awards Board meetings, reporting deadlines and the external examiner's role in relation to the assessment team as a whole. Senior staff confirmed that this induction is currently managed by the Academic Director. [V1M2] The External Examiners Policy [095] also includes a detailed description of the duties of the external examiner, the expectations of external examiner reports and a process for raising any serious concerns the external examiner may have to the chair of the Academic Board. Should these concerns not be addressed to the external examiner's satisfaction then the matter may be raised externally with the Office for Students. The team considers that the policy provides a comprehensive and appropriate framework for the College to make scrupulous use of external examiners.

136 Under its current arrangements, the College receives external examiner reports, [075a-g] identifying and tracking responses to recommendations to ensure they are completed. The College responds to external examiners to acknowledge their recommendations and confirm actions taken, or to be taken in response to their comments. [076a-f] The team confirmed from minutes that external examiner recommendations are seen by the AQAC [201] and that programme committees provide the means for their implementation in the first instance. [000, p.62] The team observed that external examiner recommendations are also discussed in teaching staff meetings. [Teaching Staff Meeting Minutes 827]

137 The College's External Examiners Report Form template [148] requires external examiners to confirm whether the arrangements for internal and external moderation are

adequate and, if not, to provide comments. In all of the reports seen using the UoM's template, [075a-g] the answer was positive.

138 The College's responses [076a-f, 262-263, 828, 830] to external examiners' reports are timely and considered. The responses address the recommendations, as well as how it will be followed up. For example, the team could see that feedback from an external examiner about the need to update assessment tasks more frequently was relayed to staff in a teaching staff meeting so that this could be actioned. [827]

139 External examiners are asked to report on their recommendations and the review of the external examiners' reports shows that their recommendations have been actioned. [257] For example, one external examiner reported that the College had taken up their suggestion to introduce a coversheet when submitting assessed work on the VLE; [257]; examiners' feedback on avoiding borderline marks were taken into account [075g] and reported at Academic Board. [012a. The team's review of the Postgraduate Programme Committee minutes [234 -237] and Undergraduate Programmes Committee minutes [253-255] include reports on actions from unit evaluations, external examiners' recommendations, annual monitoring and progress on actions. The progress is reported to Academic Board. [183, 184, 186] The team concluded that the College gives full and serious consideration to the comments and recommendations contained in external examiners' reports and provides external examiners with considered and timely responses to their comments and recommendations.

Academic appeals and student complaints

140 The College's Student Complaints Procedure [063] outlines the process for students to raise complaints and how they are considered. The procedure describes what a complaint is, the procedure for complaints, the stages of complaints and covers group complaints, third party complaints and the grounds for complaints, as well as timeframe. The Academic Appeals Procedure [062] deals with academic appeals relating to examination board decisions and clearly states that other issues are dealt with under the Complaints Procedure. The Academic Appeals Procedure outlines the timeframes and next stages for appeal. Both policies make appropriate reference to the option of further appeal to the Office of the Independent Adjudicator for Higher Education (OIA). The two procedures are adapted from the University's Verification and Appeals Procedure for UoM Programmes Sept 2015 - Updated June 2020. [097] The programme handbooks [065a-c, 485, 486, 506] either refer to the complaints procedure or refer students to the VLE for assessment regulations and academic policies, which are clearly identifiable under the Student Complaints and Academic Appeals section, with forms for all stages of complaints.

141 The team met with students [V1M6, V2M3, V2M4] who confirmed that they know how to find the Complaints Procedure on the VLE. They also stated that the College has an 'open door policy' and informal complaints would be easy, and they would feel happy to approach their tutor if they had a problem. They also felt confident in going to other staff and the senior team to get their advice if needed.

142 The team reviewed the Complaints Log as of 17 December 2021, [692] which provides an overview of the complaints received. The log showed notes for three complaints between 2017 and 2020, what the complaint was about, if a Completion of Procedures letter had been sent, secure storage of documents and if the complaints were upheld. The log also shows one academic appeal was received under the Verification and Appeals Procedure in 2018, the reason for appeal and the outcome. Oversight of complaints is the responsibility of the governors. These are reported at each governors' meeting as a standing item on the agenda. [657a, 657b]

143 The team reviewed the cases for the only two formal complaints [687, 688] and two academic appeals [613, 614] received in the last three years. [687, 688] Both academic appeals were relatively simple and concerned matters related to the technicalities of students' submissions of assessment and in each case the student received a response either upholding or partially upholding their appeal within a week. The examples of complaints were more protracted with one taking 85 working days from the date of the formal complaint to the issue of a Completion of Procedures letter and the other 32 working days. The complaints followed the College's procedures. However, in the case of the complaint that took 85 days this was still within the time limits described in the Complaints Procedure [063] of 90 days because the complainant requested a review of the College's decision. In both cases, the complaints were rejected, and the College provided a detailed letter explaining the reasons for this. The team concluded, therefore, that the College has effective procedures that are fair, accessible and timely. Appropriate action was also taken following the two appeals that were upheld or partially upheld.

Conclusions

144 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.

145 The College is 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. This is because it has established effective processes for the design and development of programmes and is informed by the professional requirements of the BUGB and the involvement of external expertise through the BUGB and its external examiners. The approval processes include engagement with stakeholders and students. The College is open to scrutiny and values feedback, and actions are carefully monitored. The processes are closely aligned to those of the UoM, which the College has experience of applying. The new BA curriculum indicates a robust approach to curriculum development and includes engagement with professional support staff.

146 Learning opportunities are consistently and rigorously quality assured. This is because the College has experience of programme design and development and has developed procedures and policies, with development opportunities and training to guide and support staff in their roles and responsibilities for designing, developing and approving programmes. The BA Rationale and Curriculum Framework, the Learning, Teaching and Assessment Framework, with the Academic Governance Framework demonstrates the College's strategic approach. The design and development of the new BA Curriculum clearly demonstrates the College's ability to develop coherent programmes, with multiple routes and pathways.

147 The VLE hosts a range of study skills resources. The College has invested in lecture capture facilities in its teaching facilities. The library is well equipped with physical resources, as well as access to e-resources. The College has plans in place to extend the facilities to provide more teaching and learning spaces. There is clear evidence the College maintains safe, accessible and reliable physical, virtual and social learning environments for all students, including those studying at a distance. Students are able to monitor their progress and further their academic development.

148 The College is commended by its external examiners and students for the level of developmental feedback provided to students on both formative and summative assessments. The students are supported in developing good academic practice through study skills and other resources. The College has clear policies on academic malpractice

and provides supportive advice and materials on the VLE for furthering academic development. The College has processes in place for the accreditation of prior learning, which it has applied under the UoM. There are clear guidelines and records of carefully mapped decision making.

149 The College makes scrupulous use of its external examiners. Feedback and recommendations are valued and there is clear evidence of responses and resulting actions. There are clear complaints and appeals procedures, which are appropriately investigated, resulting in appropriate actions and outcomes.

150 Based on the evidence, the team concludes that the College demonstrates its ability to design and deliver courses and qualifications that provide a high quality academic experience to students from all backgrounds, and learning opportunities are consistently and rigorously quality assured. 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

151 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

152 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 the College'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.

153 Specifically, the assessment team considered or assessed:

- a That all staff involved in teaching or supporting student learning, and in the assessment of student work have relevant learning, teaching and assessment practices that are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship; and whether understanding of research and advanced scholarship in their discipline and such knowledge and understanding directly informs and enhances their teaching. The team considered the Learning, Teaching and Assessment Framework, [049] Academic Board minutes, [187, 394] SC Critical Self-Analysis, [000] Statement of research expectations, [695] Job application pack Doctrine and History tutor, [101] Staff Handbook, [118] Example application to the Academic Board for study leave, [116] Annual reports on research and writing undertaken by teaching and associate staff, [113a, 113b, 316, 840] Outputs of staff study leave, [117, 330-332] Research activity reports from staff on research leave, [187, 330, 331] BA Curriculum rationale and framework, [071] University of Manchester Periodic Review (November 2019), [324] Request for additional information, [553] MA Programme Specification proposed amendments, [449] MTh Programme Specification proposed amendments, [450] UoM continuous monitoring reports for both Undergraduate and Postgraduate programmes, [317-322] Tutor unit evaluation forms, [422-447, 930-935] Teaching staff meetings, [658a, 658b, 804, 827, 852] Peer review guidelines and forms, [334-336] Example of completed peer review form, [337] and Senior Management Team minutes. [677-679] The team also met with University of Manchester staff, [V1M1] senior staff, [V1M2] academic staff, [V1M4, V2M5] academic management staff, [V2M7] professional staff and students and observed teaching staff meetings. [Obs02, Obs05, Obs08]
- b That all staff involved in teaching or supporting student learning, and in the assessment of student work have sufficient academic and (where applicable) professional expertise, that there are appropriate staff recruitment practices, appropriate staff/student ratios and whether the College rigorously assesses the skills and expertise required to teach its students. the team examined the Academic

Recruitment Policy, [106] Staff information data, [284] Staff Handbook, [597] CVs, [286-311, 554, 555] Organogram, [086] Job application pack, [101] Pastoral groups, [312] Timetables showing student numbers, [313, 314] Request for additional information, [553] Academic Board minutes, [012b, 835] Examination of UoM continuous monitoring reports for both Undergraduate and Postgraduate programmes, [317-322] External examiner reports, [75a-75g, 256-261, 827, 829] and Student Staff Liaison Committee minutes. [347- 350] The team also met with Senior management, [V1M2] Professional support staff [V1M7] and observed a postgraduate programmes committee, [Obs04] an Academic Quality Assurance Committee [Obs07] and a University of Manchester Board. [Obs14]

- c That the College's academic staff actively engage with the pedagogic development of their discipline knowledge, that development opportunities aimed at enabling them to enhance their practice and scholarship are made available, and that there is active engagement with research and/or advanced scholarship to a level commensurate with the level and subject of the qualifications being offered. The team considered All Tutors Annual training day registers, [533-535] All Tutors Annual training day programmes, [069a-d] Staff training dates and events including attendees, [326] Interdepartmental working staff training register, [327, 541] Moodle and Panopto training register, [328, 537] Advance HEA Fellowship workshop register, [538] Developing as an academic register, [539] the Supervision process from the perspective of the student and supervisor register, [540] Workshop to raise awareness of Prevent register, [542] Supervisors' training register, [543] KPI training register, [544] Staff appraisal process, [592-596] Annual reviews and appraisal register, [545] SC Critical Self-Analysis, [000] Staff training policy working group paper, [669] Draft Staff Training policy, [670] Senior Management Team minutes, [671, 672] Academic staffing list showing areas of academic responsibility for 2019-20, [104] the Indicative list of staff with links to external bodies [112] and Statement of Research Expectations June 2021. [695] The team also met with Senior Management, [V1M2] academic staff with no leadership or management responsibilities, [V1M4, V2M5] and professional support staff. [V1M7, V2M8]
- d That academic staff have sufficient opportunities to engage in reflection and evaluation of their learning, teaching and assessment practice. The team examined the Guidelines for Peer Review, [334] Peer Review of Professional Practice Pro-Formas, [335, 336] Example of completed Peer Review Form, [337] Annual Reviews process (Appraisals), [592] Annual Review Appraisal Form, [593] Annual Review Letter template, [594] Personal Development Plan template, [595] Pre-review Feedback Form, [596] and Tutors' training days. [69a-d] The team also met with Academic staff with no leadership or management responsibilities [V1M4, V2M5] and Academic Management staff. [V2M7]
- e Whether academic 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 examined the Curriculum Modification Policy, [081] Academic Board minutes, [185] A workshop presentation to staff on the new BA, [571] Curriculum Development: Guidance for Tutors, [572] New BA: Unit Descriptor Review November 2021, [573] SC Critical Self-Analysis, [000] Staff who are external examiners, [329] Staff links with external bodies, [112] and Request for further information. [553a] The team also met with Academic staff [V1M4, V2M5] and Professional Support staff. [V2M8]
- f That staff have expertise in providing feedback on assessment, which is timely, constructive and developmental. The team considered the SC Critical Self-Analysis, [000] Learning, Teaching and Assessment Framework, [049] All Tutors Annual

training day programmes, [069a-d] Student Staff Liaison Committee minutes, [347-350] Student representative meeting with the Principal and Senior staff minutes, [351-357] and Student survey data. [358] The team also met with students. [V2M3, V2M4]

- g That College staff with key programme management responsibilities have experience of curriculum development and assessment design. The team examined staff CVs, [287, 292] Staff who are external examiners, [329] and Staff links with external bodies. [112] The team also met with academic management staff. [V2M7]
- h That College staff with key programme management responsibilities have engagement with the activities of providers of higher education in other organisations (through, for example, involvement as external examiners, validation panel members, or external reviewers). The team examined staff links with external bodies [112] and staff who are external examiners. [329]
- i Whether the College has made a rigorous assessment of the skills/expertise required to teach all students and the appropriate staff/student ratio. The team examined staff CVs, [286-311] Staffing data, [284] Request for additional information 6 December 2021 Spurgeon's College, [553] Staff Training Events and Dates 2019-202, [326] Working interdepartmentally – Register, [327] Moodle and Panopto - Register Staff Training, [328, 537] Register HEA Fellowship Workshop, [538] Register Developing as an Academic, [539] Register The Supervision Process from the Perspective of the Student and Supervisor, [540] Working interdepartmentally Register, [541] Register WRAP Workshop to Raise Awareness of Prevent, [542] Supervisors Training [543] and KPI Training. [544] The team also met with Academic staff. [V2M5]

How any samples of evidence were constructed

154 Given the relatively small size of the College and its provision, the volume of evidence relating to Criterion C 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

155 The College's current position and plans in relation to this criterion are:

156 The College's academic staffing consists of 12 permanent staff of whom eight are full-time and four are part-time. In addition to the permanent staff there are five sessional associate tutors and 2 occasional tutors. There are a further 11 staff employed for academic sessional work of whom 10 are employed just for marking and one is employed as a sessional course writer. Eight staff are employed for a non-validated Level 3 Equipped to Minister Course. There are 30 professional staff including managers, administrative staff and technical staff. In total for 2020-21 50 staff were on the payroll. Once it has secured indefinite taught degree awarding powers the College has an objective to secure research degree awarding powers. All academic teaching staff are, therefore, required to be research active. The College provides opportunities for staff involvement in research. To meet this criterion, the College plans to maintain its cohort of academic staff and has stated its commitment to providing an ongoing programme of academic and professional staff training.

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

158 Commensurate with being a small institution, the College has a clear organisational structure for its academic staffing that is illustrated in its Organisational Chart. [086] A Director of Undergraduate Studies and a Director of Postgraduate Studies both support and

report to the Academic Director. Online tutors report to the Director of Undergraduate Studies. All College lecturers report to the Academic Director. For professional support staff, a Senior Registrar, Librarian and Learning Support Co-ordinator all report to the Academic Director. The Senior Registrar is supported by an Assistant Registrar and the Librarian is supported by a volunteer.

159 The College has an Academic Recruitment Policy [106] that concisely describes the College's strategic approach to academic recruitment and selection. The policy covers academic recruitment for both validated courses and non-validated courses (for example, Equipped to Minister). It details the selection basis for candidates and describes the roles of associate, part-time and full-time lecturers for validated courses as well as that of part-time tutors for the non-validated provision. Lecturers teaching up to Level 7 are expected to hold an appropriate master's degree and be working towards a doctorate in a specified specialist discipline. Lecturers recruited to teach at Level 8 must hold either an appropriate doctoral degree or be in the final stages of doctorate research in a specified specialist discipline. Some relevant teaching experience is required, and the policy makes clear that engaging in regular research and writing (for publication) are core responsibilities of all academic staff.

160 Job application packs set out expectations for potential staff. [101] New staff receive a supportive induction process which is tailored according to the role undertaken and all parts of the induction programme must take place before the end of a probationary period. The process for both probation and induction are laid out in the Staff Handbook. [597] For academic staff, the standard probationary period is a semester (or as detailed in the terms and conditions of employment) but may be extended by a further semester. For other staff, the standard probation period is 12 weeks but may be extended by up to a further 13 weeks. The probation consists of setting objectives, expectations and reviews. Professional support staff [V1M7] confirmed that they felt the induction process was helpful and highlighted the role of a mentor, assigned at the beginning of the probation, to help ensure the role was fully understood. At the end of probation, a line manager confirms to the Chief Operating Officer that the induction process has been completed, that the probationer has met the requirements for the post and that appointment should be confirmed.

161 All academic staff at the College are qualified to either doctoral level or master's level [CVs 286-311, Staffing data 284] in line with the Academic Recruitment Policy. [106] Of the 12 permanent academic staff, eight hold Advance HE Fellowships or its equivalent, one is a Senior Fellow and one a Principal Fellow. Two further staff are accredited as a teacher of their subject by a professional body. Of the five Associate Tutors, one is an Advance HE Fellow, three hold PGCEs in Higher Education and one does not hold a teaching qualification. Of the two newly appointed academic sessional staff one holds a PGCE in Higher Education whereas the other does not. Not holding a teaching qualification is permitted under the Academic Recruitment Policy [106] where the College judges that a sector-recognised specialist can deliver a module if they have an appropriate undergraduate degree. The team considers that the College has appropriate recruitment practices and has rigorously assessed the skills and expertise required to teach its students and that staff have academic and relevant professional expertise.

162 Senior management [V1M2] confirmed that the student/staff ratio is reviewed and overseen by the Academic Director, who addresses such issues through the timetable planning. The College does not have a formal policy for theology classes staff/student ratios. It does, however, adhere to the Counselling and Psychotherapy Central Awarding Body (CPCAB) Level 4 counselling class staffing ratio requirement and student number caps, which is overseen by the Director of Counselling. The cap for CPCAB was confirmed [553] as 12 students per tutor which is also applied to the pastoral groups lists referred to under Criterion D. [312] Following a request for further information, [553] it was confirmed that as of 1 December 2021 student numbers stood at 217, of which 85 were part-time, 56 were full-

time and 76 were registered on distance learning programmes. The approximate staff student ratio for 2021-22 is 1:8 and for 2020-21, it is 1:7. It was also confirmed that the maximum class size at the College is 25 but that the average class size is 8-10 students. This statement was corroborated through a review of the College's timetables which include student class numbers. [313, 314] The team considers that the College has appropriate staff/student ratios.

163 The College did not present a specific staff development strategy. However, the College states that it is committed to providing an ongoing programme of staff training [000] with input from external experts and there is evidence to support this claim in the form of a schedule of staff training events and workshops as well as attendance records. [326-328, 537-544] Topics for staff development have included interdepartmental working, [327, 541] Moodle and Panopto, [328, 537] an Advance HE Fellowship workshop, [538] Developing as an academic, [539] The supervision process from the perspective of the student and supervisor, [540] raising awareness of Prevent, [542] Supervisors' training [543] and KPI training. [544] Academic staff confirmed the usefulness of these sessions. [V2M5]

164 Academic tutors' training days have taken place annually [533-535] and topics have covered pedagogic research and reflection on practice, with staff-led sessions and discussions focusing on discipline knowledge. Topics have included: creative assessments, moderation, Turnitin and Moodle (May 2017); [069a] Theological Education, Formation and Online Learning, the art of constructive feedback, updates regarding the Access and Participation plan, learning support, Moodle and the BA review (May 2018); [069b] assessment for learning framework and new curriculum developments; workshop on working on developing Level 4 and 5 descriptors for the new BA including learning outcomes, assessments and Bloom's taxonomy, workshop on a marking exercise (May 2019); [069c] teaching online - theory and practice (May 2020). [069d]

165 Academic staff without leadership responsibilities [V1M4] confirmed that they had opportunities for continuing professional development and sharing good practice. Staff confirmed that they are encouraged to attend all training and that the College takes in ideas from Advance HE, senior management and other colleagues about what topics are required. These sessions are recorded and uploaded to the staff training section of the VLE for those who are unable to attend. The team found that there are development opportunities aimed at enabling staff to enhance their practice and scholarship.

166 The College introduced a new staff appraisal system in 2019-20. The staff appraisal system provides a means for the identification of individual staff development needs and the team inspected some of the resources used, including information for staff and the templates. In 2019, academic staff were encouraged to become Advance HE Fellows and professional staff confirmed to the team that they are encouraged to enhance their qualifications and expertise as appropriate. [V1M7] Examples given to the team include taking an NVQ in Diversity and Equality, training in remote learning, remote team leadership and management skills. Finance staff have corporate membership of the Charity Finance Group which has resources of seminars and other training available that is relevant to the College's operations. Professional staff also confirmed [V2M8] that they have access to training and relevant external membership to develop their expertise through both the Independent Higher Education (IHE) and the Universities and Colleges Admissions Service (UCAS). Senior management confirmed that monitoring of staff appraisals is devolved to the heads of departments. [V1M2]

167 Academic staff without management or leadership responsibilities [V1M4] approved of the appraisal system as they feel it helps them to reflect on their roles during a time of change for the College and that it had also become a tool to help them think about and have discussions about their workload. The team found that staff development is supported

across all members of the teaching staff with the commitment to recognition of professional development as stated in the Critical Self-Analysis. [000] The development of a draft staff training policy [670] helps to cement that view. The draft policy was discussed at SMT meetings [SMT minutes 671, 672] and it was noted that it overlapped with eighteen other existing policies. At the time of writing, SMT had yet to decide how to resolve this issue. Notwithstanding that point, there is a programme of training sessions planned for the forthcoming year to include dyslexia training, a joint teaching staff meeting, Quality Code refresher training and all staff training on College policies.

168 The College's Learning, Teaching and Assessment Framework [049] sets out an appropriate set of principles for learning, teaching and assessment design. Regular teaching staff meetings are seen as a place for academic staff to come together for training and the sharing of ideas and information. There is evidence of a wide range of topics being discussed including matters related to the curriculum and courses, but also learning resources, marking and moderation in the minutes seen by the team. [658a, 658b, 804, 827, 852] An observation of one such meeting [SC05SQ] noted topics such as the organisation of the College's peer review process, and assessment design in the light of feedback from external examiners being discussed.

169 Evaluation of professional practice takes place through UoM monitoring reports for both undergraduate and postgraduate programmes, [317-322] which demonstrate an evaluation of the effectiveness of the curriculum, teaching and learning, and assessment strategies. Similarly, tutor unit evaluation forms [422-447, 930-935] clearly demonstrate personal reflection by tutors for potential changes within units. Academic staff who met the team referred to the peer review process, [334-336] which is designed for two peers to collaboratively reflect on their professional practice in teaching and supporting learning. Staff articulated the usefulness of the process to them giving them the opportunity to discuss the relative merits of colleagues' professional practice. This claim was supported by an example of a completed peer review form [337] that confirms the agreed outcomes of the review of a classroom observation. One of the conclusions drawn was a proposal that as a result of their reflections the lecture content should be reviewed. The team concludes that there are, therefore, opportunities for staff to engage in reflection and evaluation of their learning, teaching and assessment practice.

170 An examination of UoM monitoring reports for both undergraduate and postgraduate programmes, [317-322] external examiner reports, [256-261] external examiner reports from 2016-2020, [75a-75g, 256-261, 827, 829] Student Staff Liaison Committee minutes, [347- 350] Academic Board minutes (which receives reports on academic and professional support staffing) [012b, 835] indicates no issues with staffing nor academic and professional expertise. Observations of a postgraduate programmes committee, [SC04SQ] an Academic Quality Assurance Committee [SC07SQ] and a UoM Progression and Awards Board [SC14SP] showed academic staff fully engaging with discussions on each agenda item.

171 Senior management confirmed the College approach that research and advanced scholarship are not treated separately but are rolled together. [V2M7] Senior management also confirmed that a statement of research expectations [695] has been introduced. The statement clearly outlines the College's expectations for staff in terms of research performance as well as confirming that to support that performance full-time academic staff will be allocated eight hours a week of a normal working week, excluding marking periods, to meet the expected performance level which is a minimum of five outputs every six years at an 'internationally recognised level of excellence'.

172 The importance of the College's approach to research is reinforced through academic job descriptions which repeat the requirement to engage with research and writing

for publication. [101] Additionally, to support staff in their research activity, all academic staff on a permanent contract may apply for research leave. The Staff Handbook [118] includes the College research leave policy the purpose of which is to advance the pursuit of research and scholarship in the College. The Staff Handbook provides an associated procedure for applying for both research leave and study leave. The team scrutinised evidence for staff applying for study leave, [116] and the outputs of study leave [117, 330, 331] and of research leave. [332] The outputs, such as articles, chapters in books and books clearly demonstrate that staff have engaged with their subject-specific educational scholarship through research. Academic Board receives annual reports on research and writing undertaken by teaching and associate staff [113a, 113b, 316, 840] and also tracks research activity reports from staff on research leave. [187, 330, 331] As an example, the research and writing undertaken by teaching and associate staff 2019-20 report [840] lists the output of 14 members of staff either published or awaiting publication with the majority of staff having multiple publications as well as taking part in other activities, such as being members of editorial boards, guest lecturing, participation in conferences, training, and fellowships and senior fellowships of Advance HE. When academic staff were asked [V1M4] about whether anything had changed as a result of their Advance HE membership they spoke about how the curriculum had shifted and how academic staff now engage with students by creating a learning community where they learn together. Staff confirmed that their research and scholarly activity has fed into their teaching. One example offered of this working in practice was the development of the College's digital theology course which emerged from the subject specialism of two members of faculty. The team concluded that teaching staff have active engagement with research and advanced scholarship to a level commensurate with the level and subject of the qualifications being offered and that this enables staff to engage with the pedagogic development of their discipline knowledge which directly informs and enhances teaching.

173 The College has been engaged in the design and development of its first programme, BA Theology, planned to be offered under TDAP. The BA curriculum rationale and framework [071] provides a good example of how staff have collectively brought their scholarship together to develop a coherent curriculum framework for teaching, learning and assessment. The Academic Board minutes [394] show evidence of the BA curriculum being tracked through its development. Staff [V2M5] explained how they had individually contributed to the development of the BA curriculum framework [071] and the team's review of the documentation showed that 14 staff have written units for the course. [553] Additionally, both the MA programme specification proposed amendments [449] and MTh programme specification proposed amendments [450] that provide examples of where a new mode of teaching (blended) and new modules have been added to validated programmes.

174 Academic staff [V1M4, V2M5] discussed with the team their engagement with course development, explaining that they have been involved in course writing for the proposed new BA Theology and they felt it was encouraging that they had input into this process. Staff also articulated their satisfaction in the process, even though they might not be the primary author of a module, to come together as a group in a 'scrum' to sharpen and tighten course design. Additionally, staff with programme management responsibilities all confirmed they have experience of curriculum development and assessment design [V2M7] either at the College or another institution. CVs inspected by the team [287, 292] confirm this and also demonstrate that staff with key programme management responsibilities have taken opportunities for engagement with the activities of providers of higher education in other organisations in roles such as external examiners or assessors. The College submitted evidence that [329] shows five staff are involved in external examining activities with other higher education providers. In addition to external examining activity, of the five staff one is currently a programme external examiner. Three other staff are external examiners for doctoral students and of those three, one also consults on the Advisory Board of an international institute of theology, one is an external member for an Academic Affairs

Committee at another institution and one is taking part in a peer review of another theological college. The team considers that all academic staff, including staff with programme management responsibilities, have opportunities to engage in curriculum development and assessment design, and they engage effectively in these processes and that staff engage with the activities of other higher education providers.

175 The Learning, Teaching and Assessment Framework [049] clearly articulates principles for staff to provide timely, constructive and developmental feedback to students. Assessment practice is a regular item at the all-tutors annual training day. [069a-069d] The team examined examples of feedback through their access to the College's VLE that included undergraduate modules across all years and the postgraduate provision and found the feedback to be timely, constructive and developmental. The submissions examined included a range of grades including a number that failed. Student Staff Liaison Committee minutes, [347-350] student representative meetings with the Principal and senior staff minutes, [351-357] and student survey data [358] all confirm the high standard of assessment feedback provided. Students confirmed that they received sufficient and timely feedback [V2M3, V2M4] and agreed that it is thorough and supports them to develop in their studies. The team found that staff have expertise in providing feedback on assessment, which is timely, constructive and developmental.

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 The team concludes that the College has appropriate numbers of staff to teach its students and that everyone involved in teaching or supporting student learning, and in the assessment of student work, is appropriately qualified, supported and developed to the levels and subjects of the qualifications being awarded.

178 Although the College does not have a structured approach to staff/student ratios it has appropriate numbers of well qualified staff to teach its students, adhering to the Counselling and Psychotherapy Central Awarding Body (CPCAB) Level 4 counselling class staffing ratio requirement and student number caps, which is overseen by the Director of Counselling. All academic staff are suitably qualified to a level commensurate with the level and subject of the qualifications being offered, and they are actively engaged with research, publication and the development of their discipline knowledge. The College ensures they have opportunities aimed at enabling them to enhance their practice and scholarship through the provision of eight hours per week to be devoted to these activities for a full-time member of staff.

179 There are appropriate arrangements for the induction, probation and the appraisal of staff with peer review (including observation of teaching) and performance monitoring to ensure that staff are operating at the required performance level. The processes for appraisal and peer review support staff reflection and the evaluation of their knowledge, skills and capabilities. Staffing data confirms that those involved in teaching or supporting student learning, and in the assessment of student work, have the academic and professional expertise required.

180 The team found ample evidence to show that all staff are presented with a range of internal and external developmental opportunities. Academic staff receive opportunities to engage with research and scholarship to obtain higher level qualifications and are supported in seeking and gaining Fellowship of Advance HE. Academic and professional staff engage with the activities of other higher education providers and are supported by the College in that participation. Academic staff are involved in curriculum development and are actively

encouraged to participate in external activities such as being on panels for programme approval and review events at other providers and acting as external examiners or external advisers. The team concludes, therefore, that the criterion is met.

Criterion D: Environment for supporting students

Criterion D1 - Enabling student development and achievement

181 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

182 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 the College'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.

183 Specifically, the assessment team considered or assessed:

- a Whether the College 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 Academic Board Terms of Reference, [024] Minutes from the Academic Board, [12a, 12b, 184, 186, 187, 583] BA Review summary, [071] Access and Participation Plan, [002] Access and Participation Plan working group, [674e] Access and Participation Plan Monitoring Group, [674d] Access and Participation Plan working group minutes, [666] Access and Participation Plan Monitoring group minutes, [665, 863] Equality, Diversity and Inclusion Monitoring Group, [577, 579] Meetings with Senior Management Team [V1M2, V2M6] and Professional Support staff. [V1M7]
- b Whether 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 the Admissions Policy, [048] Admissions Committee Terms of Reference, [028] Admissions Protocols, [125a, 125b, 375-381] Admissions Committee reports for Academic Board, [626-628, 846] Admissions Committee Terms of Reference, [028] Admissions Committee minutes, [189, 195, 641, 642, 661b] Admissions reports to Academic Board, [626-628, 846] Sample of admissions documentation, [363-374, 629 a-l, 630 a-g, 631 a-l, 632 a-f, 633 a-n, 634 a-j, 635 a-s, 636 a-l, 637 a-h] Sample letter to new students, [126a] Learning support letter to students, [126b] Refusal letters, [374] Offer letter alternative course offered, [371] Request for additional information, [521, 553] Admissions appeals, [638-640] Interview form, [633] Orientation week schedules, [127a, 127b] Undergraduate Programme Committee minutes, [675], Report to the Academic Board from the Undergraduate Programme Committee [849] Programme Handbooks, [065a-065c, 485, 486, 506] Identification of student needs explanation document, [385] Pastoral groups list, [386] Malpractice Panel minutes, [584] Malpractice outcome letter, [585] Learning Support Plan, [586] and File notes. [587] The team also met with the Senior Management Team, [V1M2, V2M6] Professional Support staff, [V1M7] Students (not representatives), [V1M6] Students (non-Ministerial), [V2M3] Students (Ministerial) [V2M4] and Academic Management. [V1M7]
- c Whether the effectiveness of student and staff advisory, support and counselling services is monitored, and any resource needs arising are considered. The team

considered Learning Support Department Handbook, [388] Learning Support Committee Terms of Reference, [022] Learning Support Committee minutes, [128, 656] Equality, Diversity and Inclusion Monitoring Group, [577, 579] Academic Board minutes, [187] Report of the Periodic Review November 2019, [324] Annual monitoring reports, [145a-c] Pastoral groups, [312] Staff training events and dates, [326] Academic Board minutes, [187] Academic board for May 2021. [846] The team also met with Student representatives, [V1M5] Students (not representatives), [V1M6] Ministerial students, [V2M4] Professional Support staff [V2M8] and carried out an observation of the Admissions Committee. [SC20SQ]

- d How the College'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 Assessment Board grids, [940, 941] Academic Board minutes, [583] Enhanced moderation approach paper, [938] Academic Quality Assurance Committee minutes [084a-c] and Programme Committee minutes. The team also met with Professional Support staff [V2M8] and carried out observations of Pre-Progression and Awards Board, [Obs13] Liverpool Hope Progression and Awards Board, [Obs015] University of Manchester Progression and Awards Board, [Obs014] Joint Undergraduate and Postgraduate Programme Committees [Obs16], Pre-Progression and Awards Board. [Obs18]
- e Whether the College 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 University of Manchester Sample Unit Descriptor, [133a-c] Outline of Ministerial Formation Process, [134] Request for additional information, [553] Annual Report Forms on Ministerial Students, [135] Sample PMP programme, [136] UoM Sample Unit Descriptors, [133a-c] Draft Programme Specification, [561] Draft Unit Descriptors, [562-570] and Graduate employment analysis. [391] The team also met with Ministerial students, [V2M4] Senior Management, [V2M6] Non-ministerial students [V2M3] and Students (not-representatives). [V1M6]
- f Whether the College 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 considered a Virtual Tour of the College, [V2M1] SC Critical Self-Analysis, [000] Academic Board minutes, [012a] Orientation week schedules, [127a, 127b] BA Dissertation Study Day programme, [138] Theological Research-Intensive Timetable Programme 2020, [139] Teaching staff meeting minutes, [601, 602] Acceptable Use of Phones and Mobile Devices Policy 2019, [140] Information Communications Technology Acceptable Usage Policy, [141] Information Communications Technology Guidelines for Staff and Volunteers, [142] Learning Support Co-Ordinator Application, [556] and the Access and Participation Plan. [002] The team also met with Students (not-representatives), [V1M6] Academic Management, [V1M8] Non-ministerial students, [V2M3] Ministerial students, [V2M4] Senior Management [V2M6] and Professional Support staff. [V1M7, V2M8]
- g Whether the College's approach is guided by a commitment to equity. The team considered the Mission, Vision and Values, Aims and Objectives statement, [009] Diversity and Equal Opportunities Policy, [580] Orientation week schedules, [127a, 127b] Completed equal Opportunities Monitoring forms, [629h, 631g] Draft Staff Training Policy, [670] Staff Handbook, [597] Recruitment Pack, [101] Supplementary Evidence Equality, Diversity and Inclusion, [680] Staff Diversity audit, [681] Governance Handbook, [007] Governors Meeting minutes, [657a]

Equality, Diversity and Inclusion Monitoring Group minutes, [578, 579] Access and Participation Plan Monitoring Group ToR, [674d] Strategic Plan, [004] University of Manchester Examination Board Guidance, [056] Progression and Awards Board ToR, [035] University of Manchester Undergraduate Continuous Monitoring Report, [320] External Examiner Reports, [257-259] and the Access and Participation plan. [002] The team also were given a virtual tour of the student record systems [V2M2] and had meetings with the Senior Management team. [V2M6]

How any samples of evidence were constructed

184 Given the relatively small size of the College and its provision, the volume of evidence relating to Criterion C 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

185 The College's current position and plans in relation to this criterion are set out below.

186 The College's commitment to student development and achievement is captured in its Strategic Plan [004] that states the aim to provide excellent and continually improving levels of education, formation and learning resources for all students. The most recent strategic review of the College's approach to enabling student development and achievement was conducted in the preparation of the Access and Participation Plan (APP) in August 2018. The College asserts that the commitments made in that plan, and the five-year APP from February 2020, demonstrate the College's determination to enable its students to achieve success in their courses and beyond.

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

188 Reporting to the Board of Governors, the Academic Board has overall responsibility for monitoring the effectiveness of the College's approach to enabling student development and achievement, [Terms of Reference 024] and it provides a means for determining and evaluating how it enables student development and achievement for its students. The Academic Board ToR have been developed to be appropriate for the College operating under its own degree awarding powers. [000] Minutes from the Academic Board [12a, 12b, 184, 186, 187, 583] from November 2017 through to November 2021 provide evidence that evaluation and monitoring of the College's activities in enabling student achievement is taking place, including receiving reports from the Learning Support Committee and Learning Support Department.

189 The Strategic Plan 2018-23 [004] lists a series of 17 objectives to support the enhancement of the provision along with actions designed to achieve these and an evaluation as to whether the objective has been met. Examples of these include the objective to foster relationships with the growing church, especially in relation to the growing Black, Asian and Minority Ethnic (BAME) movements in London and the UK. The associated action refers to initial conversations that have taken place between the Principal and representatives of the New Testament Church of God (NTCG). The College's evaluation of this objective is that the initiative could provide for a significant opportunity to meet the objective but that it will require an ongoing conversation with the leadership of the NTCG in order to prove fruitful. Another objective is to manage the College's building portfolio to support the delivery of capital build projects to improve facilities. The associated action refers to the active management of these projects by the Director of Operations who provides an update for the Principal with the result that the College is making improvements to the main College building and refreshing its appearance. The team concluded that the

College has a strategic and operational approach to determine and evaluate how it enables student development and achievement for its diverse body of students.

190 The College's admissions policies and procedures are set out in the Admissions Policy. [048] As ministerial students need a placement on their course, all applicants for ministerial training as well as other candidates whose qualifications for a course are uncertain are invited to an interview day. Interview days provide opportunities for further discussion with staff where it is not clear what programme or route through a programme is most suitable for a candidate so that more informed decisions can be made. [000, V1M2] Professional support staff [V1M7] explained that interview days involve a panel including an academic and an external friend of the College, often a Baptist minister, to provide the necessary insight for assessing candidates for ministry. Training is provided for the interview panel and standardised interview forms record discussions and decisions taken to accept or reject an applicant. [633I] The team scrutinised admissions documentation [363-374] including examples of three admissions files from each of the last three academic years. [629 a-l, 630 a-g, 631 a-l, 632 a-f, 633 a-n, 634 a-j, 635 a-s, 636 a-l, 637 a-h] It was established that the admissions processes are designed to ensure that students are informed about what is offered on their chosen course and highlights any potential challenges to studying. The team concluded that the College ensures that its applicants are provided with clear information and advice about courses through the admissions and interview process.

191 The College confirms [000] that once a candidate accepts an offer of a place, they are informed of the arrangements for orientation week and of their first year's timetable. [126a, 126b] All candidates, especially those who have not studied recently, are encouraged to take the College's online study skills course prior to starting their programme. Orientation week schedules [127a, 127b] indicate a range of relevant and useful sessions to support the students in their induction to their courses of study, for example sessions relating to academic and professional support services. The College requires [000] that all candidates following a taught degree programme are expected to attend a series of induction sessions in orientation week, and that they also have opportunity to discuss details of their programme, including optional units where appropriate, with the Senior Registrar, Programme Director or Academic Director.

192 The induction process is reviewed with students at the Undergraduate Programme Committee [675] and reported to the Academic Board. [849] When the senior management team was asked why orientation week schedules [127a, 127b] show general induction activities but not programme-specific activities and how students are informed about specific information relevant to their programmes, staff explained [V2M6] that the main vehicle for programme inductions is the student handbook. Staff articulated that orientation week is very full and there are certain requirements that have to be negotiated, such as safeguarding training. Notwithstanding these responses, it was also confirmed by the senior management team [V2M6] that students do not usually receive the handbook for their year of study until shortly after the orientation week. Students spoke positively about their experience of orientation week. [V2M4]

193 The general student handbook (available from the College VLE) is a comprehensive document that contains much useful information. The handbook contains sections on the College's mission, vision and values, information on the College, which includes the organisational structure, information on staff and key roles, College administration, attendance, complaints and discipline. The Student Affairs section includes information on spiritual life, pastoral care, domestic matters, fire instructions, lockdown policy, student forums and representatives, Prevent duty, visas, student fees, interruption and withdrawal. The Academic Affairs section covers degrees, assessment (with links to awarding body

academic regulations), academic malpractice, auditing, academic appeals, vocational development and learning resources.

194 The College identifies and verifies specific student needs during orientation week. The College confirmed [521] that all theology campus-based students are assigned a pastoral group tutor, whom they meet in orientation week and then weekly thereafter. They then go on to book a personal development interview, allowing for the student to have one-to-one attention and identify and verify any student needs. The disability officer will have also been provided with those students who declared a disability and appropriate note, or contact is made. The team was able to view the guidance provided to staff about the above process [385] as well as to view a spreadsheet of the allocation to pastoral groups for the 2020-21 academic year. [386]

195 Academic management [V1M7] confirmed that the College has a Learning Support Department and that students get a pre-sessional assignment [385] so that any specific learning needs can be identified. Students are then referred to a learning support assistant; there is one permanent staff member who is supported by three volunteers. Student needs are recorded on the Student Support System and this information is circulated to the teaching staff. Physical or mental health concerns are also picked up on through the process. If student needs are picked up pre-admission the admissions staff will refer the matter to relevant members of staff. [125a, 125b. A recent case of a blind student was cited by academic staff to explain how the process works in practice. When student needs are identified by a member of staff post-enrolment then the matter is referred to the Learning Support Co-ordinator and then to the director of the relevant course. Staff explained that student needs have on occasion been identified through a malpractice panel and the team was able to view panel minutes when this has happened. [584, 585] In these cases an additional action that resulted from the panel was for the Learning Support Co-ordinator to be notified to contact the student concerned and investigate any support that might be required.

196 Students identified for support receive a Learning Support Plan. [586, 587] Learning support information for both staff and students are available on the College VLE. [VLE] The information provided includes topics such as how to study, note-taking, improving English skills, how to approach essay writing and using textbooks and other sources but also explains that the department provides support for students who have a specific learning need, for example dyslexia, or a physical or mental health disability that affects their ability to study. Professional support staff [V2M8] explained that for a student with a learning difficulty such as dyslexia, the need for support would be most likely identified through the pre-sessional exercise sent to students. On enrolment a further check through a needs assessment would be organised and the results recorded through the student's learning profile on the VLE to ensure all staff had access to this information.

197 Students confirmed [V1M6] that during orientation week programmes have an equality and diversity session where they are offered the chance to verify any needs they may have confidentially. Feedback from students who met the team about the learning support services was positive. The students spoke [V2M3] about how efficient the learning support services were and that any problems were picked up by staff in the first week or so of their studies. The team concluded that students are inducted into the College and their study programmes in an effective way and account is taken of different students' choices and needs.

198 The College offers a range of advisory, support and counselling services. The Pastoral Group system [000, 312] is available to all ministerial and non-ministerial students and they are allocated to a group on induction. These pastoral group meetings with a pastoral tutor take place weekly throughout the year (or fortnightly in the case of part-time

students) to offer a network of support and ready accessibility of staff. This system will be maintained and enhanced if the College gains degree awarding powers. Students confirmed [V2M4] that both ministerial and non-ministerial students were in the same pastoral groups which they welcomed as a useful time for them to all come together.

199 The College [000] also places an emphasis on the support provided by the College Chaplain, given the ministerial context of the College's provision. The Chaplain is available to support both students and staff and is overseen directly by the Principal. The Chaplain's work is reviewed as part of the regular staff review system. Students [V1M5] stated that they were happy with the Chaplaincy and confirmed that it is made very clear that the Chaplain is available for students in preference to other College support services and staff, should they wish. The students also confirmed they were assigned personal tutors who had been very helpful to them, and that field placement tutors are also assigned for those with ministry placements.

200 The College states [000] that a Learning Support Committee (LSC), [022] responsible to the Diversity and Equal Opportunities Monitoring Group but reporting also to the Academic Board, monitors the effectiveness of the Learning Support Department and the resources required for it to fulfil its work. This committee includes student representation and minutes seen by the team [128, 656, 852] show that one or two students attended every meeting. The minutes from this committee, the Equality, Diversity and Inclusion Monitoring Group (renamed from Diversity and Equal Opportunities Monitoring Group) [579] and Academic Board [187] show that monitoring, discussion and reporting is taking place regarding learning support. For example, the Learning Support Committee minutes [128] show a discussion regarding the impact of the Covid pandemic on the library when it was forced to close during the most limiting period of government restrictions. To respond to the forced closure, the Principal noted that the College had invested heavily in e-resources, including access to an online library service (Perlego). Academic Board minutes [187] show this was monitored from a report from the Learning Support Committee which prompted a discussion in Academic Board regarding the continuing issue with closure of the library. It was noted that the Perlego eBooks had been extensively used and that other measures would be put in place to enhance the library service during this period. One of these measures was to offer to copy and scan sections of physical books for students upon request. It was also noted in the LSC that some tutors had made a chapter available on the VLE for key subjects and it was agreed to enhance this by having an extra 'virtual research assistant' spend dedicated hours in the library to help students who were not allowed to visit the building to research and find books. At the time of writing (December 2021), the College VLE confirms to students that a 'copy and scan' Library service is available to students. [VLE] Students [V1M5] confirmed these measures were in place, that digital resourcing had improved and that following Covid they would be looking for these improvements to continue as restrictions were relaxed. Students also commented favourably on the introduction of a proprietary video-capture system. [V1M6] They agreed that this had come into its own under lockdown and helped with learning online and that it integrates into the modules well. The team concluded, therefore, that the effectiveness of student and staff advisory, support and counselling services is monitored, and any resource needs arising are considered.

201 Professional support staff cited [V2M8] the new student record system (SRS) as a good example of how the administrative support systems are being developed and which will continue to be developed to support the student journey from application through to graduation. The College implemented the new SRS in Spring 2021. The Admissions Registrar and Senior Registrar are responsible for data entry and data maintenance. A demonstration of the system was provided to the team [V2M2] and included both the admissions and the student records parts of the system. Staff asserted that the system was easy to use for data entry, easy to navigate and produced clear reports such as assessment board paperwork. Easily understood data grids (student profiles) [940, 941] were presented

for use at a Pre-Progression and Awards Board. [SC18SQ] Staff from the College asserted that the new system had the capability for much more sophisticated reporting to monitor student progression and performance accurately and provide timely, secure and accurate information to satisfy academic and non-academic management information needs.

202 Views from external examiners and the awarding bodies as seen through observations of a Pre-Progression and Awards Board, [SC13SP] a Liverpool Hope Progression and Awards Board [SC15SP] and a UoM Progression and Awards Board [SC14SP] showed that timely, accurate and secure information was supplied, and appropriate decisions were taken based upon both the regulations and information supplied by the administration support systems.

203 Professional support staff [V2M8] explained to the team that unit survey data is discussed at AQAC [084a-c] and meetings such as programme committees. One of these was observed by the team who were able to confirm that a very detailed analysis of survey data took place. [SC16SQ] Professional support staff [V2M8] also confirmed that other information provided to the SMT from the SRS includes reports with various elements of progression analysis that includes graduate outcomes, with analysis over time rather than just a snapshot. The team considers that these systems, evidence of their implementation and evidence of the accuracy of data currently provided demonstrate that the College's administrative support systems enable it to monitor student progression and to provide accurate management information.

204 The College states [000] that under the requirements of the main current validating body (UoM), descriptors for all units of study detail categories of intended learning outcomes such as practical, transferable and employability skills. This was confirmed by the team in examples of the descriptors seen. [133a-c] If awarded TDAP the College intends to continue this requirement and has contributed to the development of the Marks of Ministry core competencies [073, 404] which describe a number of capabilities or competencies that are anticipated of those engaging in ministry as a profession, as described under Criterion B3 and should support this aim. This resource has already been employed in the design of the College's new draft BA Theology course and its unit descriptors. The College confirmed [553] that the programme specification and unit descriptors are in a final review process, due to be completed on 14 December 2021. A draft programme specification [561] and a selection of unit descriptors for each level were reviewed by the team to confirm this element of course design. [562-570]

205 The College views vocational training as its core activity. [000] Senior management maintained in a meeting with the team [V2M6] that there is a 97-100% employment rate. The College's own graduate outcomes analysis [391] shows that in 2017-18, out of 10 graduates, approximately seven reported themselves in employment, one was engaged in further study, training or research and one other was retired. Six of the seven graduates in employment were working as clergy. The team observed that employability is given a consistently high profile at the College, for example in course materials and on its website. Students preparing for Christian ministry are involved in placements throughout their training and the Overview of Ministerial Formation Process [134] emphasises the role that placements play in preparing students for employment as clergy upon graduation.

206 Ministerial students [V2M4] confirmed the importance of placements to them. They articulated the particular focus of their course on preparing for ministry and considered the additional support in the form of a pastoral supervisor and a field placement supervisor to be particularly helpful. Senior management commented [V2M6] that the College was also looking to develop a range of resources for helping students to develop IT skills and other digital abilities to prepare students for ministry in the digital age. The College has recruited a learning support volunteer who helps with this. [Learning Support Committee minutes 128]

Staff highlighted this as an example of one of a range of employability skills with which the College is seeking to equip students.

207 The professional ministry and practice component of the proposed BA programme [561] provides workshops on topics such as safeguarding, conflict resolution, personal resilience and the legal/financial aspects of leading a church. Currently, these are offered by internal staff as well as external specialists. [136] The College posits [000] that students who are not engaged on a ministerial training programme also benefit from the opportunity to develop these transferable skills in, for example, care for others and public communication through specific units which they can opt into. [133a-c] The College also asserts that non-ministerial students can discuss careers advice with their pastoral group leader or one of their College tutors. Non-ministerial students who met the team reported a mixed experience of this aspect of the provision, although it was suggested that this might be because it was still early in the academic year.

208 Senior management confirmed [V2M6] that ministerial students receive a commendation interview at Level 5, which is an assessment of their skillset and is a commendation to the BUGB through which their appointments are most likely to be found. Following on from this, the College works with the students as they go through their settlement process into their appointments. Senior management also confirmed [V2M6] that many of their graduates stay with the College through the Baptists Together NAMS process which is a programme for newly accredited ministers in the BUGB that is a three-year probationary period.

209 The College VLE has a careers page [VLE] that promotes both ministerial and non-ministerial job and training opportunities, with links to both ministerial and non-ministerial job sites that contain careers advice. Together with the study skills resources, the team concluded that the College provides opportunities for all students to develop skills that enable their academic, personal and professional progression.

210 The team conducted a virtual assessment of the College campus. [V2M1] This established that the College is set in its own well-kept grounds and the facilities were detailed in B3. The team noted that the Learning Support office is easily accessible to students and provides a private meeting space for consultations. The Librarian has an office in the library to allow for support to be more readily given to students. The Academic Board meeting on 1 November 2018 [012a] recommended to the governors that the library budget should be increased annually by 10% as students started to make much more use of the College resources, both physical and electronic, during the pandemic.

211 The College VLE shows that students have access to Electronic Journals Databases (EBSCO) which includes the Atla Religion Database with Serials and the Religion and Philosophy Collection database via EBSCO on the library page on the VLE. [VLE] The same webpage also shows that students have access to Cambridge Collections online, Oxford Scholarship online and Oxford Handbooks online. Other eBooks are available direct from the library's online catalogue with a link to the Dawsonera website. The College has appropriate policies [Acceptable Use of Phones and Mobile Devices Policy 140, Information Communications Technology Acceptable Usage Policy 141] and guidelines [142] to ensure that the resources are used in a safe and acceptable manner.

212 The team observed a discussion about the library budget and ongoing provision of Perlego in a meeting of the SMT in April 2021. [SC20SQ] It was noted that Senior Management were monitoring the effectiveness of physical and virtual resource requirements. Other monitoring [324] has taken place through a UoM periodic review in November 2019. The resulting report commended the College for the diversity of the student body and the support given to enable every student to thrive. Mention was made of the

pastoral support system and the accessibility of and support from teaching staff. Annual monitoring reports [145a-c] also shows monitoring of this aspect of the provision with staff being required to comment on any changes made or resources needed.

213 The Learning Support Department led by a Learning Support Coordinator [556] is supported by a small team of volunteers. It offers writing support, academic counselling, referral and other informal aspects of student support. All students may refer to the department, make appointments, and seek advice by email or drop in at certain times. The team concluded that the College 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.

214 The College states in its Critical Self-Analysis [000] that a commitment to equity has long been foundational to the College's ethos. It highlights also that it is central to the ideals of the churches for which the College trains ministers and is expressed in the College's Mission, Vision and Values statement. The Mission, Vision and Values, Aims and Objectives [009] of the College asserts that 'We believe in the inherent moral equality, dignity and worth of every individual', and this is one of the primary guiding values expressed in the College's Diversity and Equal Opportunities Policy. [580] The policy states that the College aims to continue actively promoting diversity and equality opportunities in its student selection and training policies and in its employment policies, practices and procedures.

215 Regarding student selection, an equal opportunities form is completed as part of the application process [629h, 631g] and staff confirmed [V2M2] that in the admissions process there is a disability/special needs question in a survey that accompanies the application. A compulsory training session on equal opportunities is held each year for new students in orientation week, the programme for which was reviewed by the team. [127a, 127b, 680] A recording of this session and accompanying material is available on the VLE for all students.

216 The draft Staff Training Policy [670] cross references the Diversity and Equal Opportunities Policy [580] with the next training session planned for 17 March 2022 for all staff on College policies. There is a link to the Diversity and Equal Opportunities Policy [580] contained in the Staff Handbook. [597] The College has articulated percentage targets for achieving diversity among its staff, and a staff diversity audit [681] indicated that it is currently meeting or exceeding these. Equal opportunities policy and monitoring questions are part of the College's staff recruitment and induction process as evidenced in the recruitment packs. [101, 680]

217 The College has a Diversity and Equal Opportunities Monitoring Group which senior management stated [V2M6] aims to ensure that everyone is treated equally. The terms of reference contained in the Governance Handbook [007] show that the group reports into the Board of Governors, as evidenced in its minutes from November 2021. [657a] In a meeting of the Equality, Diversity and Inclusion Monitoring Group [578] it was noted that Board diversity has improved with the appointment of three new Governors, two of whom are from BAME backgrounds. The Equality, Diversity and Inclusion Monitoring Group also receives reports regarding progress on the Access and Participation Plan [002] from the Access and Participation Plan Monitoring Group. [674d] In keeping with the College Strategic Plan [004] to encourage and facilitate access and participation in Higher Education, the Access and Participation Plan has significant aims and objectives for improving academic performance and access for some of its targeted demographics within its student population. For example, one aim is to increase the provision of targeted bursaries and financial support to BAME students. This topic was discussed at the Equality, Diversity and Inclusion Monitoring Group held in September 2021. [579]

218 Following a meeting with the SMT, [V2M6] the College submitted supplementary evidence [680] to demonstrate the College approach to equality, diversity and inclusivity. The College stated that its provision is continuously monitored by its governance structure and is constantly evolving. Some of the key initiatives and recent undertakings within the College to support this approach include an analysis of student exit interviews to help identify ways in which the College could further its support of BAME students, increased resourcing of the Learning Support department including a greater focus on ways to support English as an Additional Language (EAL) students such as through increased use of technology, and all staff training to support improvements in access and academic achievement among BAME and low participation groups. The initiatives as outlined above are clearly in line with the College's Diversity and Equal Opportunities Policy [580] and fit with the College's Mission Vision and Values statement. [009] The team concluded, therefore, that the College's approach to student development and achievement is guided by a commitment to equity which is clearly shown in its policies and procedures and is operationalised in practice.

Conclusions

219 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.

220 The College has in place, monitors and evaluates arrangements and resources which enable students to develop their academic, personal and professional potential. This is because its strategic approach to student development and achievement is to provide excellent and continually improving levels of education, formation and learning resources for all students. This aim can be seen throughout the Academic Governance Committee structure and throughout the student journey. Students are advised about and inducted into their programmes effectively and undertake an induction programme through orientation week that includes strategies to ensure that any needs are identified. A Learning Support department is in place providing writing support, academic counselling, referral and other informal aspects of student support. Following enrolment, student needs can still be identified by academic staff and are referred to appropriate support. Full information regarding learning support is available on the VLE for both staff and students.

221 The effectiveness of student and staff advisory, support and counselling services is monitored, and any resource needs arising are considered. The work of the Learning Support Department is monitored via the College committee structure. Pastoral support is also available via pastoral groups to which students are assigned, and the students may also draw upon the Chaplain. This system is embedded in the College and will be maintained and enhanced if the College gains degree awarding powers.

222 A new student record system has been put in place. The team was satisfied that the system is fit for purpose and was satisfied with its outputs, although it will continue to be developed as it is new. The College provides opportunities for all students to develop skills that enable their academic, personal and professional progression in a number of ways including the curriculum, placements, and engagement with staff such as pastoral tutors, placement supervisors and field placement supervisors. The College works closely with the BUGB to help place graduates through the Baptists Together newly accredited ministers' programme.

223 Students have access to a range of learning resources. Teaching spaces are well equipped and fit for purpose. The library and computer suite are well stocked, and a comprehensive digital education framework was brought in to adjust to the impact of the recent pandemic on face-to-face delivery. Students are supported in the development of

skills to make effective use of the learning resources and the use of digital and virtual environments provided through sessions in orientation week, a study skills course and resources.

224 The College is clearly committed to equity as it has clear policies, procedures and practices that align with its institutional mission, vision and values statement. Equality, diversity and inclusion is monitored through the College committee structure. For example, the Access and Participation Plan has key actions, such as increasing targeted bursaries and financial support to BAME students, which are monitored through the Equality, Diversity and Inclusion Monitoring Group. Compulsory training on equality, diversity and inclusion takes place for students during orientation. The College uses anonymised marking, with some exceptions, and exam boards refer to students anonymously. The College is also working on a number of equality, diversity and inclusivity initiatives. The team is satisfied that the College's strategic approach to enabling student development and achievement is operationalised through its committees, structures, systems and staff. The team concludes, therefore, that the criterion is met.

Criterion E: Evaluation of performance

Criterion E1 - Evaluation of performance

225 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

226 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 the College'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.

227 Specifically, the assessment team considered or assessed:

- a The degree to which critical self-assessment, monitoring and review is integrated into the operation of the College's higher education provision in order to drive effective action in response to matters raised. The team considered: The College Critical Self-Analysis, [000] the College's Annual Programme Review Policy Feb 2020 [082 Annual Programme Review Policy Feb 2020] and Annual Programme Review Report Template Feb 2020, [268] as well as minutes and agendas of the Academic Quality Assurance Committee meetings [200, 201, 818] and Undergraduate Student Feedback Forms summary for AQAC (semester 1 2020-21), [820] Notes of relevant discussions with senior managers were also considered. [V2M7] The College's QAA Higher Education Review Report 2016 [015] and reports of QAA Monitoring visits in 2017, 2018, and 2019 [046a-c] were considered in relation to external review. NSS data was considered through The College Access and Participation Plan 2020-21, [002] College Key Performance Indicators June 2020, [068] Info item Compliance Status Monitor 18-3-21 [821] and related minutes of Principal and Heads of Departments [864] and Academic Board. [012a] Module Feedback was considered through observation of a Joint Undergraduate and Postgraduate Committee Meeting in June 21 [SC16SQ] and a consideration of module feedback forms [930-935] as well as the College's Message to taught theology students August 2020. [926] The following documentation was included in consideration of Peer Review of Teaching: Guidelines for Peer Review and Observation 2012, [334] Peer Review of Professional Practice Form 1, [335] Peer Review of Professional Practice Form 2019, [336, 337] Academic Board Minutes 09 May 2019, [394] Academic Board Minutes Nov 18, [395] SC Periodic Review - Panel Members Briefing Document, [493] Guidance for the Periodic Review of Taught Provision UOM, [492] and Meeting with Representative(s) of Validating University (Manchester), [V1M1] plus the Teaching Staff Meeting 25.03.2021 Observation report, March 2021. [SC05SQ] To assess use of student data the team considered the College's Quercus Implementation Report [530] and the Tour of Quercus Student Records System, November 2021. [V2M2]
- b The clarity of mechanisms used by the College for assigning and discharging action in relation to the scrutiny and monitoring of academic provision. The team additionally considered: The College Higher Education Review 2016 [EV015] and

reports of QAA Monitoring visits in 2017, 2018, and 2019, [046a-c] Terms of Reference of the Process Monitoring Committee [674m] and the Head of Regulation and Transformation - Job Description Aug 20. [531] In regard to use of NSS/PTES data, the team considered the College 's Annual Programme Review Policy Feb 2020 [267] and Guidance for the Periodic Review of Taught Provision UOM. [492] To assess the discharging of action in relation to peer review of teaching, Guidelines for Peer Review and Observation 2012 [334] and Teaching Staff Meeting minutes 25.03.21 [827] were considered. Actions in response to module feedback were assessed through consideration of the College's Message to taught theology students August 2020 [926] and a Joint UG and PG programme committees 24.06.21 Observation Report. [SC16SQ] The implications of Quercus for action were assessed through the Quercus Implementation Report [530] and observation report of the Pre-Progression and Awards Board, February 2021, [SC01JL] as well as the Tour of Quercus Student Records System, November 2021. [V2M2] The overarching impact of the in-prospect Process Monitoring Committee was considered through its terms of reference, [674m, 172] the College QAA Monitoring Visit 2018, [046b] and Minutes of Governors Meeting January 2021. [001g]

- c The extent to which ideas and expertise from within and outside the organisation are drawn into arrangements for programme design, approval, delivery and review, the team additionally considered: External Examiners Policy TDAPS Feb 2020, [095] UoM External Examiner Reports, [075a-g] Academic Action Plan 2019, [151] College Responses to External Examiners, [076a-f] relevant minutes of Teaching Staff meetings [827] and relevant terms of reference and observations of the Academic Board and Governing Body, [024, 167, SC06JL] as well as the role of the in-prospect Process Monitoring Committee. [674m] The team considered a range of evidence to assess sharing of good practice including Teaching Staff Meeting Minutes 30 9 21, [658a] 11 11 21, [658b] 25.03.21, [827] 10.12.20, [804] 18.02.20 [852] and observation reports of staff meetings, [SC02SP, SC05SQ, SC08JL] as well as Staff Training Events and Dates 2019-2021, [326] Staff Training Policy Working Group Paper [669] and Staff Training Policy Draft. [670]

How any samples of evidence were constructed

228 Given the relatively small size of the College and its provision, the volume of evidence relating to Criterion E 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

229 The College's current position and plans in relation to this criterion are set out below.

230 The College considers itself to be an academic community open to constructive self-criticism with processes in place to enable this to take place regularly. [000] The College has integrated systems to embed change in response to feedback from external examiners, students' module feedback, and peer review of teaching. As an institution with experience of validation by partner universities, the College has been subject to partners' processes for annual monitoring. The College also has its own Annual Programme Review Policy in place and has developed a Periodic Review Procedure in draft form. The College makes significant efforts to capture good practice and to disseminate this throughout the institution. Responding in part to HESA's expressed intention to introduce Data Futures, the College has equipped itself with a new student record system (SRS) in order to make use of student progression data to monitor quality and standards.

231 The College's plans in relation to evaluation of performance are closely tied to its application for degree awarding powers. A Process Monitoring Committee has been established in prospect to drive effective action in response to policy reviews.

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

233 The College's Annual Programme Review Process (APR) was approved in February 2020 [082, 268] as a response to the UK Quality Code expectation that outcomes of regular reviews of Core practices should be conducted to drive improvement and enhancement. It is also the case that the College is currently undertaking annual programme reviews as part of its validation arrangements and the new process will build on that experience. [145] Departments will produce an annual report using a template designed to accompany the policy [268] with the following objectives: to review learning outcomes, teaching methods and assessment strategies and consider planning of changes; to identify and resolve problems; to monitor and evaluate the student experience; to consider comments from externals, PSRBs and employers; to identify trends in student recruitment, progression and achievement; and to report on good practice for dissemination. Unit tutors will gather student evaluation forms at the end of each taught unit so that they can include any key issues that students have raised in the APR. The Programme Director will then complete the APR review form in consultation with the Programme Committee, which will collect the data for the process. The College's Academic Quality Assurance Committee (AQAC) will consider APRs to identify themes or trends, highlight good practice for dissemination, identify areas of concern, and identify enhancement activities. The process is expected to be completed by the beginning of December following the completion of the previous academic year and will be considered at the first AQAC meeting after that. [082]

234 The team noted that the APR Report Template [268] was significantly different to the template used for UoM validated programmes [145c] being much more outcomes and data focused with action planning for the upcoming year and a report on action taken from the previous year's action plan being at the forefront of the template. Details of recruitment data, progression and retention data and student achievement data are also clearly prioritised by the new process. The team agreed that this approach would allow the College to identify any trends much more easily, and the APR process document [082] suggests that this will allow the College to understand if more could be done to support certain groups of students in meeting the learning outcomes of their programme.

235 In addition to annual review, the College has also developed a Periodic Review Procedure (PRP). [559] The purpose of PRP is to provide an opportunity for reflection on the quality, standards and enhancement of the College's academic provision over a period of time because it will take place over a six-year cycle. Again, this builds on the experience of working with periodic reviews with the UoM and will allow the College to assume this responsibility if granted TDAP. Rather than reviewing an individual programme PRP will review a department or programme area and the suite of awards within that area. As well as reflecting on the provision over time, therefore, this process suggests a more strategic level of critical self-assessment. The PRP process will be administered by the Quality Manager and will involve the department or programme area submitting a self-evaluation document (SED) to a panel comprised of both College and external experts and at least two students who study on the programmes being assessed. The process will involve a review event and resulting report that will then be accompanied by a response from the College. The process will ultimately result in an action plan and the Academic Board will consider the report and monitor progress on any recommendations or actions arising from the report. Just as with the APR process, the resulting action plan should ensure that mechanisms will be established for assigning and discharging action in relation to the scrutiny and monitoring of the College's academic provision.

236 The College's Annual Programme Review Policy [082] states that National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES) data may inform the APR process and guidelines for Periodic Programme Review from the UoM indicate that NSS/PTES data should be included as an appendix in order to help evaluate provision. [492] NSS data may thus inform mechanisms for effective action.

237 The team considered the evaluation of performance carried out by the AQAC and associated groups. The team observed that, currently, unit evaluations are considered systematically by the AQAC. Minutes from March 2020 indicate consideration of unit evaluations from semester 1 2019-20 analysed by the faculty representative and discussed in the meeting with actions for the next meeting to consider alongside semester 2 feedback. [200] AQAC, October 2020 [201] reported that semester 2 2019-20 feedback had been considered by the joint UG and PG Programmes Committee in July and actions taken were noted. Actions taken were then summarised in video form for students, and this was posted on the VLE in August. AQAC, April 2021 reported summaries of undergraduate and postgraduate feedback provided for semester 1 2020-21. [818] Given the circumstances of a pandemic, points raised related to teaching via Zoom and assessing remotely. It was also noted that tutors are revising their modules in response to particular feedback. [820]

238 The College requires students to complete detailed feedback forms after each unit of study. These are then analysed by the College. The team observed a Joint Undergraduate and Postgraduate Committee Meeting in June 2021 [SC16SQ] and noted that the joint committee undertook a rigorous analysis of the module feedback in the meeting. The College tracks response rates for student feedback and noted a lower rate in 2019-20 at 25%. [926] The College highlighted this to students in a message sent to them in August 2020 that also indicated the effective action being taken in response to matters raised. [926] This message also indicated to the students ways in which a better response rate would be facilitated and encouraged in future years by allowing time in sessions for feedback forms to be completed. [926] Overall this observation confirmed to the team that student feedback is integral to the College's operation and results in effective action. The College continues to consider enhancement of this process, recognising that there is significant further potential in the use of electronic feedback forms in order to detect trends over time, [000, p.63] and considering the possibility of requesting interim feedback on units. [926]

239 The College has integrated a peer-review mechanism for the monitoring of teaching. [000] The team considered peer-review guidelines issued to staff [334] outlining the approach the College is taking and providing guidance on how to conduct the process with colleagues. The document set out the 'collaborative' approach being used, based on 'inclusivity, mutuality, equality, and reciprocity'. Peer review is a confidential process intended to drive enhancement rather than grading staff on their performance.

240 The team tracked the use of peer review through an academic year (2018-19). Forms were updated in 2019 [335, 336] and a completed example was considered by the team [337] demonstrating effective use. The team observed that policy implementation was monitored by the Academic Board. In Nov 2018 and May 2019, Quality Assurance Committee assured Academic Board that peer review was ongoing. [394, 395] The team observed discussion of peer review in a teaching staff meeting in 2021 in which the process was being re-implemented following the shift to online teaching caused by the pandemic. [SC05SQ] Overall, the team concluded that this process is integral to the operation of the College's higher education provision using a model that encourages reflection on the practice under review.

241 The team noted the College's work to enhance the use of student data for monitoring and evidence-based decision-making. [000] The SRS has been implemented

within the College in preparation for the Data Futures initiative being led by the Higher Education Statistics Authority (HESA). This is a major development for the College and the team was provided with a detailed tour of the system and observed the College going through a secure process of transition from its previous Microsoft Access system. [530, SC01JL, V2M2] Now in use, the College notes that the new SRS will enable it to use student data in a variety of ways in its assurance of quality and standards, including the monitoring of student performance and progression. The team concluded that this change has been well managed, and that the College intends to use it for ongoing enhancement of its feedback processes in due course.

242 The team considered documentation relating to the in-prospect Process Monitoring Committee with its remit for 'evaluating the efficiency and effectiveness of all aspects of the work of the College in regard to compliance with control documents, processes and performance indicators'. [674m] The College had in mind for some time to establish a body reporting to the Board of Governors to ensure implementation of its quality action plans, [046b] referring first to a 'Quality Control Group' and latterly to a 'Process Monitoring Committee'. Terms of reference for this group were approved in the January 2021 Governing Body meeting [001g] following a review of the terms in November 2020 [172] and a review by the Governance Group. [001g]

243 The team noted that the Process Monitoring Committee will establish a rolling programme of reviews that include both thematic and subject-based approaches to the College's provision. In this way, the Committee will implement an overarching mechanism to check and ensure the College's policies and processes are updated in line with its ongoing assessment of its own performance. The aim is that this will result in actions that ensure the intended outcomes. The team observed that the work of this Committee is likely to sharpen the focus on actions and outcomes across the College.

244 The team considered documentation relating to how the College captures internal and external ideas in such a way that they can impact its arrangements for various aspects of provision, including programme design, approval, teaching, student learning and assessment. The team confirmed the College is concerned to ensure that programme design and approval process receives input from a range of internal and external voices such that internal and external ideas and expertise are taken into account. The team's present BA curriculum development was drawn up in response to the Academic Board's November 2017 recommendation, [012b. point 10] passed to the SMT and a revised curriculum framework was presented to the Board in May 2019 and also reviewed by teaching staff. The revised Academic Governance Framework builds on this approach, ensuring that the Programme Design and Revalidation Review Committee has at least one external member [836] and with a range of members of staff involved as members of related working groups, [674s, 674t] as well as wider external involvement and consideration of external standards.

245 The team considered the use of external examiners by the College in its enhancement processes as required by its validating bodies and noted that the College receives external examiner reports, [075a-g] identifying and tracking responses to recommendations to ensure they are completed, [151] and responding to external examiners to acknowledge their recommendations and confirm actions are taken in response, [076a-f] as described under Criterion B3. External examiner recommendations are seen by the AQAC, which monitors that the College responds effectively to them.

246 The team confirmed that in addition to the effective use of external examiners the College includes a high level of externality in the assessment and enhancement of its own performance. The team considered documents and observed meetings enabling it to confirm that there is consistent use of external academics in the deliberations of the Academic Board

and at Governing Body level as full members of those bodies, [024, 167, SC06JL] as well as in other areas of activity such as validation panels. Notably, the in-prospect Process Monitoring Committee will be an externally driven entity conducting a programme of reviews across the College. [674m] Teaching staff, in being allowed eight hours per week for scholarly activities (for a full-time staff member) are allowed the time to engage in the wider academic community so that ideas from outside the College can be drawn into its arrangements for programme design, approval, delivery and review. The team found that ideas and expertise from within and outside the College are drawn into its arrangements for programme design, approval, delivery and review.

247 The team noted that the College takes enhancement of quality and standards seriously, working hard to capture good practice and to disseminate it at institutional, course and unit level. Examples of good practice are shared at regular teaching staff meetings. The team confirmed this through the minutes of these meetings as well as an observation of a meeting. [658a, b, 827, SC02SP, SC05SQ, SC08JL] Issues discussed flow from a variety of sources including student and external examiner feedback. Issues have included discussion as a way of teaching, [804] referencing and academic malpractice, [852] and overlap of assessment tasks. [827] The content of discussions principally involves sharing external examiner concerns and experience of internal staff rather than any more intentional gathering of sector-wide good practice. It suggests healthy ongoing reflection among the small body of academic staff working together to strengthen provision. In addition, other frequent ad hoc training events provide additional opportunities for staff development and sharing of good practice from a wider context. [326] The College has recognised that staff training could be enhanced by an approach that is more systematic, regular and strategically driven and has established a Staff Training Policy Working Group [669] to oversee development of the College Staff Training Policy. [670] The team was thus able to confirm that the College has satisfactory mechanisms for disseminating good practice and is taking an increasingly robust approach.

Conclusions

248 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.

249 The team found that the College has in place an Annual Programme Review Process and Periodic Review Procedure that will allow it to take on the responsibility for monitoring its own performance that is currently managed within the policies of the UoM. Both processes focus on the production of action plans and allow for subsequent monitoring of outcomes-focused progress through the College's committee structure.

250 The team also found that the College plans to take effective action to ensure that it integrates critical self-assessment into its operation as a higher education provider by responding systematically to monitoring and review through the introduction of a Process Monitoring Committee. The team recognises a trajectory towards the sharpening of the College's mechanisms for action and that significant developments in the ability to make use of student progression data will lead to further identifiable mechanisms for action in future.

251 The team noted that the College, aided by its small size, is a cohesive community and that its structures and policies facilitate it in drawing on ideas and expertise across its own staff in programme design, approval, delivery and review processes through mechanisms such as teaching staff meetings and its peer-review processes. The College also makes use of external members at all levels of academic governance to ensure that roles that are significant in relation to the assessment of its performance are taken by external members and that central committees have a range of external input. The team

concludes that the above will allow the College to take effective action to assess its own performance, respond to identified weaknesses and develop further its strengths and therefore the criterion is met.

Full Degree Awarding Powers overarching criterion

252 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

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

254 The College's mission and strategy are clear, and its aims and objectives are supported by its Governing Body with appropriate strategies in which staff, students and relevant external stakeholders are engaged and informed. Management responsibilities and reporting lines are well defined, and the roles and responsibilities of academic and support staff are clearly stated.

255 It is evident that critical self-assessment is embedded within the activities of the College. Records demonstrate that the Board of Governors continuously reviews its operation, as does the Academic Board with recently revised terms of reference resulting from this. Regular monitoring has been integral to the operation of the College in its validation partnerships, and it has developed its processes, deliberative committee structure and the required resources to continue this as a fully independent institution. The implementation of its new student record system is an example of the resourcing that will allow the College to generate the necessary reporting to be able to support this approach. The proposed Process Monitoring Committee is an example of the appropriate developments in the College's governance arrangements. Formal deliberative bodies, such as programme committees, provide a rigorous approach to analysing the College's academic performance, identifying and responding to any weaknesses and highlighting its strengths.

256 The College has developed its own academic framework, regulations and programme design and review procedures in readiness for being granted degree awarding powers. It has demonstrated its commitment to the setting and maintenance of standards through the implementation of the regulations of its validation partners and regard to external input. This approach has continued in the development of its new BA and the BA Rationale and Framework summary, which has extensively developed the Learning and Teaching Framework demonstrating the College is self-critical and committed to the assurance of standards. The College's processes for the development, design and approval of programmes are appropriate. Its processes for the reviewing and monitoring of its provision provide assurance for the standards and quality of programmes that will be offered.

257 The College has a cohesive academic community developed in part through its deliberative committee structure that involves staff and students at all levels and where they make helpful and appropriate contribution. Staff are encouraged, through teaching staff meetings to review teaching and student feedback and share good practice in a developmental setting. Additionally academic staff work together through peer review to critically review professional practice. All tutors training days, interdepartmental training and other staff training contribute to the cohesiveness of the academic community. Academic, professional and support staff also contribute to the design and development of programmes. The College has appropriate mechanisms in place to support and develop the scholarship and effectiveness of staff. It has established and budgeted for staff to have dedicated time for these activities and there is evidence of staff applying for additional time as well as engaging with their subject-specific educational scholarship through research

which then supports their work on programmes taught at the College. Staff are appropriately qualified and engage in a range of internal and external professional activities. Processes for staff recruitment, training, development and peer support are in place and they are encouraged to participate and contribute beyond the College including, for example, through serving on committees or working groups and serving as external examiners.

258 The observations in the paragraphs above, together with the conclusions for each of the DAPs criteria A to E in this report, demonstrate that Spurgeon's College meets the overarching criterion and has a self-critical, cohesive academic community with a proven commitment to the assurance of standards.

Annex

Evidence

000 Spurgeon's College Critical Self-Analysis November 2020
001a Governors Meeting April 2018
001b Governors Meeting September 2018
001c Governors Meeting June 2018
001d Governors Meeting October 2018
001e Governors Meeting July 2018
001f Governors Meeting November 2018
001g Governors Meeting January 2021
002 Spurgeon's College Access and Participation Plan 2020-21
003a COO Role Description updated Aug 2020
003b Academic Director Role Description May 2017
003c Director of Undergraduate Studies Role Description
003d Director of Postgraduate Studies Role Description
003e Principal - Job Information Pack Final
004 Strategic Plan 2018-23 Review and Evaluation
005 Spurgeon's College Business Plan 2018-2024
006a Spurgeon's College Memorandum and Articles of Association June 2020
006b Spurgeon's College Memorandum and Articles of Association March 2012
007 Governance Handbook June 2016
008 Principal and Heads of Department Reports to Governing Body May 20
009 Mission Vision and Values Aims and Objectives 2018-2023
010 Exit Agreement Manchester Validation Agreement Dec 2018
011a Risk Register March 2020
011b Top 6 Risks March 2020
012a Academic Board Minutes 1 Nov 18
012b Academic Board Minutes 2 Nov 2017
013 Senior Management Team Structure Diagram
014 Spurgeon's College DAP and University Title Briefing Paper approved by Governors Meeting Jan 2018
015 QAA HER Report 2016
016 Existing and In-Prospect Academic Governance Framework Nov 2020
017a Masters Programmes Working Group Recommendations
017b Postgraduate Programmes Questionnaire - Printable Report
018 Senior Management Team ToR
019 Spurgeon's College ERG Action Plan
021 Process Monitoring Committee ToR Draft
022 Learning Support Committee ToR Feb 2020
024 Academic Board ToR
025 Postgraduate Programme Committees ToR
026 Undergraduate Programme Committees ToR
027 Research Ethics Committee ToR
028 Admissions Committee ToR
034 Learning Resources Committee ToR
035 Progression and Awards Board ToR
036 Special Cases Committee ToR
037 Pre-Progression and Awards Board ToR
038 Academic Quality Assurance Committee ToR
039 Staff-student Liaison Committee ToR June 2016
040a Guide to Validation ToR July 2019
040b Guide to Validation at Spurgeon's College

040c Guide to Validation for Panel Members
 042a CVs 2020 Staff 1
 042b CV 2020 Staff 2
 042c CV 2020 Staff 3
 042d CV 2020 Staff 4
 042e CVs 2020 Staff 5
 043 Birmingham Partnership Briefing Paper for Governors Meeting
 044 Pioneering Course Strategy Document Funding Application Sept 2018
 045 Fitness to Study Policy
 046a Spurgeon's College QAA Monitoring Visit 17
 046b Spurgeon's College QAA Monitoring Visit 18
 046c Spurgeon's College QAA Monitoring Visit 19
 047 Senior Registrar Job Description 2017
 048 Admissions Policy 2019
 049 Learning Teaching and Assessment Framework 2016
 050a UoM Assessment Regulations UG
 050b UoM Assessment Regulations PG
 050c Spurgeon's College Taught Postgraduate Degree Regulations 2020
 051 Second Marking and Moderation Policy for UoM programmes
 052a Undergraduate Marking Criteria for UoM programmes
 052b Postgraduate Marking Criteria for UoM programmes
 055 Mitigating Circumstances Policy Feb 2020
 056 UoM Examination Board Guidance 2015-16
 057 Pre-Progression and Awards Board ToR Sept 2019
 059a UoM Scrutiny Board Minutes June 2018
 059b UoM Scrutiny Board Minutes September 2018
 060a UoM Undergraduate Examinations Board Minutes 2018
 060b UoM Postgraduate Examinations Board Minutes 2018
 060c UoM Undergraduate Examinations Board Minutes June 2017
 060d UoM Postgraduate Examinations Board Minutes June 2017
 061 UoM Verification and Appeals Procedure
 062 Spurgeon's Academic Appeals Procedure Feb 2020
 063 Student Complaints Procedure
 064a BA Programme Specification from September 2018
 064b MA Programme Specification October 2017
 064c MTh Programme Specification from Sep 18
 065a BA Programme Handbook 2019-20
 065b MA Programme Handbook 2019-20
 065c MTh Programme Handbook 2019-20
 066a UoM Collaborative Agreement 2012
 066b UoM Validation Agreement 2018-2023
 066c UoM Extension of Intakes Letter Nov 2019
 068 Spurgeon's College Key Performance Indicators June 2020
 069a Tutors Training Day May 2017
 069b Tutors Training Day May 2018
 069c Tutors Training Day May 2019
 069d Tutors Training Day May 2020
 070 Tutor Evaluation Form
 071 BA Rationale and Framework Summary
 072 BA Aims and Learning Outcomes Mapping
 073 The Marks of Ministry Formation and Core Competencies
 074 Ministerial Student Annual Review Form - Year 1
 075a UoM External Examiner Report 2016-17
 075b UoM External Examiner Report 2016-17
 075c UoM External Examiner Report 2016-17

075d UoW External Examiner Report 2016-17
 075e UoM External Examiner Report 2017-18
 075f UoM External Examiner Report 2017-18
 075g UoM External Examiner Report 2017-18
 076a College Response to External Examiner 1 July 2017
 076b College Response to External Examiner 2 July 2017
 076c College Response to External Examiner 3 August 2017
 076d College Response to External Examiner 4 October 2018
 076e College Response to External Examiner 5 July 2018
 076f College Response to External Examiner 6 December 2018
 078 Baptist Colleges Peer Review Report 2019
 080 Approval of New Programmes Policy July 2019
 081 Curriculum Modification Policy Feb 2020
 082 Annual Programme Review Policy Feb 2020
 084a Academic Quality Assurance Committee edited Minutes Mar 20
 084b Academic Quality Assurance Committee edited Minutes Oct 2019
 084c Academic Quality Assurance Committee edited Minutes Mar 2019
 085a BA Curriculum Structure
 085b BA Curriculum Maps
 086 Spurgeon's College Organisational Chart
 087 Data Protection Policy July 18
 088 Social Media Guidelines for Students and Staff Jan 2016
 089a Studying at Masters Level 1
 089b Studying at Masters Level 2
 090 Academic Malpractice Policy and Procedure for UoM Programmes
 091 Academic Malpractice Protocol and Guide for Staff for UoM Programmes
 092 Academic Malpractice Misconduct Policy TDAPs Feb 2020
 093 Academic Malpractice Protocol and Guide for Staff TDAPs Feb 2020
 094 Poor Academic Practice Feedback Form
 095 External Examiners Policy TDAPS Feb 2020
 096a Spurgeon's College UG Continuous Monitoring Form 2018-19
 096b Spurgeon's College MA Continuous Monitoring Form 2018-19
 096c Spurgeon's College MTh Continuous Monitoring Form 2018-19
 097 Verification and Appeals Procedure for UoM Programmes Sept 2015 - Updated June 2020
 098 Academic Appeals
 100 Spurgeon's College QAA Higher Education Self-Evaluation Document 2016
 101 Job Application Pack Doctrine and History Tutor
 104 Academic Faculty 2019-20
 105 UoM New Tutor CV And Approval Form
 106 Academic Recruitment and Selection Policy Draft
 110 Course Developer Role specification
 112 Staff Links with External Bodies June 2018
 113a Research and writing activity 2016-17
 113b Research and writing activity 2017-18
 114 Draft BA Curriculum Outline May 2019
 116 Example JTS application to the Academic Board for Study Leave
 117 Example DKR report to Academic Board after Study Leave April 18
 118 Staff Handbook Feb 2019
 120 PowerPoint Training on Staff Appraisals November 2018
 122a BMS Memorandum of Understanding May 2019
 122b BMS Partnership Strategy Document
 124 Open Day Programme February 2020
 125a Undergraduate Admissions protocol 2016
 125b Postgraduate Admissions protocol 2016

126a Welcome Letter 2019
 126b Welcome Letter Learning Support 2020
 127a Orientation Week Programme 2018
 127b Orientation Week Programme 2019
 128 Sample Learning Support Committee Minutes May 2020
 133a Pastoral Theory and Practice
 133a Unit Code 163-8163 Pastoral Theory and Practice
 133b Pastoral Care and Counsel
 133b Unit Code 261 Pastoral Care and Counsel
 133c Contemporary Homiletics
 133c Unit Code 260-8260 Contemporary Homiletics
 134 Outline of Ministerial Formation Process
 135a Annual Report Form on Ministerial Students Church Placement 2018-2019
 135b Annual Report Form on Ministerial Students Pioneer Placement 2018-2019
 136 Sample PMP Programme 2018-2019
 137 IT Contract Aztec
 138 BA Dissertation Study Day Timetable 2019
 139 Theological Research Intensive Timetable March 2020
 140 Acceptable Use of Phones and Mobile Devices Policy Feb 2019
 141 Information Communications Technology Acceptable Usage Policy Jan 2016
 142 Information Communications Technology Guidelines for Staff and Volunteers Jan 2016
 145a UoW Annual Monitoring Form 2017-18
 145b UoC Annual Monitoring Report 2017-18
 145c UoM Annual Monitoring Report 2017-18
 148 External Examiners Report Form Feb 2020
 149a External Examiners Policy Feb 2020
 149b External Examiners Nomination Form Feb 2020
 150a Staff Student Liaison Committee Minutes 15 May 2018
 150b Student Reps meeting 26 Nov 2019 Minutes
 151 Academic Action Plan 2019
 152 Student Year Evaluation Form
 153 Student Unit Feedback Form
 156 Spurgeon's College Unit Descriptor template
 158 APL Request Document
 159 APL Mapping Document
 160 UOM Cease Validation Letter Jan 18
 161 UOM Cease Validation Letter Feb 18
 162 UOM Cease Validation Letter Oct 18
 163 Spurgeon's Letter - October 2018
 164 Academic Board ToR July 2019
 165 Academic Quality Assurance Committee ToR July 2019
 166 Admissions Committee ToR Sept 2019
 167 Governance Handbook 2016 ToR Governors - Governance Group DEOMG
 168 Learning Resources Committee ToR May 2016
 169 Learning Support Committee ToR Feb 2020
 170 Postgraduate Programme Committees ToR Sept 2019
 171 Pre-Progression and Awards Board ToR Sept 2019
 172 Process Monitoring Committee ToR
 173 Progression and Awards Board ToR Sept 2019
 174 Research Ethics Committee ToR Sept 2019
 175 Senior Management Team ToR July 2019
 176 Special Cases Committee ToR Feb 2019
 177 Staff-student Liaison Committee ToR June 2016
 178 Undergraduate Programme Committees ToR Sept 2019
 179 Validation Panel ToR July 2019

180 Draft Access and Participation Plan Monitoring Group ToR
 181 Draft Programme Design and Revalidation Review Committee ToR Nov 2020
 182 Draft Validation Panel ToR Nov 20
 183 Academic Board Minutes Nov 18
 184 Academic Board Minutes June 2020
 185 Academic Board Minutes May 2019
 186 Academic Board Minutes Nov 2019
 187 Academic Board Minutes Nov 2020
 188 Admissions Committee Minutes 10th October 2018
 189 Admissions Committee Minutes 20 February 2019
 190 Admissions Committee Minutes 11 June 2019
 191 Admissions Committee Minutes 9 July 2019
 192 Admissions Committee Minutes 9 January 2020
 193 Admissions Committee Minutes 12 February 2020
 194 Admissions Committee Minutes 30 April 2020
 195 Admissions Committee Minutes 9 December 2020
 196 Combined Notes and Minutes of the APPMG
 197 QAC Minutes 2nd October 2018
 198 QAC Minutes 12th March 2019
 199 QAC Minutes 17th October 2019
 200 AQAC Minutes 5th March 2020
 201 AQAC Minutes 22nd October 2020
 202 Diversity and Equal Op Meeting 15 2 19
 203 Diversity and Equal Op Meeting 06 12 19
 204 Diversity Equal Ops draft Minutes 1 7 20
 205 Diversity Equal Ops draft Minutes 26 8 20
 206 Diversity Equal Ops Minutes 19 1 21
 207 Governance Group Minutes 13 9 18
 208 Governance group Minutes 22 11 18
 209 Governance Group Minutes 13 12 18
 210 Governance Group Minutes 19 12 18
 211 Governance Group Minutes 29 1 19
 212 Governance Group Minutes 20 2 19
 213 Governance Group Minutes 20 3 19
 214 Governance Group Minutes 6 November 2020
 215 Governance Group Minutes 5th January 2021
 216 Learning Resources Committee Minutes 8 1 19
 217 Learning Resources Committee Minutes 30 4 9
 218 Learning Resources Committee Minutes 21 5 19
 219 Learning Resources Committee Minutes 5 11 19
 220 Learning Resources Committee Minutes Feb 2020
 221 Learning Resources Committee Minutes May2020
 222 Learning Support Committee Minutes 17 09 18
 223 Learning Support Committee Minutes 04 12 18
 224 Learning Support Committee Minutes 13 05 19
 225 Learning Support Committee Minutes 10 12 19
 226 Learning Support Committee Minutes 11 05 20
 227 Learning Support Committee Minutes 20 10 20
 228 Exam board External UoM Sept 2018
 229 Progression and Awards Board Minutes June 2019 PG UoM
 230 Progression and Awards Board Minutes June 2019 UG UoM
 231 Progression and Awards Board Minutes Sept 2019 UG PG UoM
 232 Progression and Awards Board Minutes July 2020 UG PG UoM
 233 Progression and Awards Board Minutes Sept 2020 UG PG UoM
 234 PGPC Minutes 21 03 19

235 PGPC Minutes 10 10 19
236 PGPC Minutes 27 02 20
237 PGPC Minutes 08 10 20
238 UGPC PGCC notes July 2020
239 Scrutiny Board Minutes Sep 2018
240 Scrutiny Board Minutes Jan 19
241 Scrutiny Board Minutes Feb 19
242 Scrutiny Board June 2019
243 Scrutiny Board Minutes July 19
244 UoM PPAB Sep 2019
245 UoM PPAB Feb 2020
246UoM PPAB Jul 2020
247 UoM PPAB internal August 2020
248 UoM PPAB UoM August 2020
249 Special Cases Committee Minutes 03 10 19
250 Special Cases Committee Minutes 02 04 20
251 Special Cases Committee Minutes 05 11 20
252 Special Cases Committee Minutes 14 01 21
253 UGPC Minutes 26 09 19
254 UGPC Minutes 13 02 20
255 UGPC Minutes 12 11 20
256 External Examiner Report 6 2018-19
257 External Examiners Report 7 2018-19
258 External Examiners Report 8 2018-19
259 External Examiners Report 9 2019-20
260 External Examiners Subject 10 Report 2019-20
261 External Examiners Subject Report 11 2019-20
262 College Response to External Examiner 12 2018-19
263 College Response to External Examiner 13 2018-19
264 College Response to External Examiner 14 2018-19
265 College Response to External Examiner 15 2019-20
266 College Response to External Examiner 16 2019-20
267 Annual Programme Review Policy Feb 2020
268 Annual Programme Review Report Template Feb 2020
269 SMT Minutes 2020 09 04
270SMT Minutes 2020 09 11
271 SMT Minutes 2020 09 18
272 SMT Minutes 2020 09 25
273 SMT Minutes 2020 10 09
274 SMT Minutes 2020 10 23
275 SMT Minutes 2020 11 06
276 SMT Minutes 2020 11 13
277 SMT Minutes 2020 11 16
278 SMT Minutes 2020 11 20
279 SMT Minutes 2020 11 27
280 SMT Minutes 2020 12 04
281 SMT Minutes 2021 01 08
282 SMT Minutes 2021 01 15
283 SMT Minutes 2021 01 28
284 Academic Staff
285 Professional Staff
286 CVs Staff 6
287 CVs Staff 7
288 CVs Staff 8
289 CVs Staff 9

290 CVs Staff 10
291 CVs Staff 11
292 CVs Staff 12
293 CVs Staff 13
294 CVs Staff 14
295 CVs Staff 15
296 CVs Staff 16
297 Academic CV 17
298 Academic CV 18
299 Academic CV 19
300 Academic CV 20
301 Academic CV 21
302 Academic CV 22
303 Academic CV 23
304 Academic CV 24
305 Academic CV 25
306 Academic CV 26
307 UoM CV 27
308 Academic CV 28
309 Academic CV 29
310 Academic CV 30
311 Academic CV 31
312 Pastoral groups 19-20
313 Timetable 2019-20 showing student numbers for each unit marked with hashtag
314 Timetable 2020-21 showing student numbers for each unit marked with hashtag
315 Postgraduate Research Report draft 2018-19
316 Staff Research-writing 2018-19
317 UoM UG Continuous Monitoring Report 2018-19
318 UoM MA Continuous Monitoring Report 2018-19
319 UoM MTh Continuous Monitoring Report 2018-19
320 UoM UG Continuous Monitoring Report 2019-20
321 UoM MA Continuous Monitoring Report 2019-20
322 UoM MTh Continuous Monitoring Report 2019-20
323 BA Review Report Final
324 Report of the Periodic Review November 2019 Final May 2020
325 Appendix 2 Summary Record of Discussion Final May 2020
326 STAFF TRAINING EVENTS AND DATES 2019-2021
327 2020 March 13th Working interdepartmentally- Register
328 2019 October 3 Moodle and Panopto - Register Staff Training
329 Staff who are External Examiners etc
330 Report on Study Leave April 18
331 PJL Report AB study leave 2020
332 JTS Research Leave Report 2019
333 Induction Policy and Form - Extracted from Staff Handbook
334 Guidelines for Peer Review and Observation 2012
335 Peer Review of Professional Practice Form 1
336 Peer Review of Professional Practice Form 2019
337 Peer Review of Professional Practice Form 2019
338 Organisational charts as at Feb 2021
339 SC Hierarchical Structure
340 APP Strategic Review - Data Collection Tables planning
341 APP Strategic Review Statistics Review Working Notes
342 APP Requirements
343 APP Copy of Data Dashboard
344 APPWG notes

345 Combined Notes and Minutes of the APPMG
346 APPMG Explanatory Note
347 Student Staff Liaison Committee Minutes 15 May 2018
348 Student Staff Liaison meeting 10 December 2018
349 Student Staff Liaison meeting 14 May 2019
350 Student Staff Liaison meeting 09 December 2019
351 Student Reps Meeting Minutes 2 October 2018
352 Student Reps Meeting Minutes 13 November 2018
353 Student Reps Meeting Minutes 5 March 2019
354 Student Reps Meeting Minutes 11 June 2019
355 Student Reps Meeting Minutes 24 September 2019
356 Student Reps Meeting Minutes 8 October 2019
357 Student Reps Meeting 26 Nov 2019 Minutes
358 Raw Data from Student Survey 2020
359 Student Email regarding Half Term
360 Response to Student Feedback re Term Dates and Sustainability
361 Academic Board Minutes June 2020
362 Moodle Page showing Virtual Library Assistant
363 Staff Interview form
364 Staff Original Offer Letter
365 Staff Offer letter after qualifications could not be verified
366 Minutes 27.06.17 re Students 1
367 Student interview form
368 Application form – Student 2
369 Student 2 - Offer letter part-time CertHE Church-based -Isaac
370 Student 3 Interview report form
371 Offer letter Student 3 - different course to application as qualifications not suitable
372 Student 3 Supplementary Application
373 Minutes 30 Jan and 6 Feb 2017 – Student 4
374 Refusal Letter
375 Admissions protocol - Award Cert Dip BA Jan 2016
376 Admissions Protocol for Counselling Courses March 2019
377 Admissions Protocol MMin and MADT
378 Admissions Protocol Postgraduate -UOM-Nov 2019
379 Draft Admissions Protocol Award and Undergraduate
380 Draft Admissions Protocol for Counselling Courses
381 Draft Admissions Protocol Postgraduate UOM
382 2018.19 Orientation Week Timetable
383 2019.20 Orientation Week Timetable
384 2020.21 Virtual Orientation Week Timetable
385 Identification of Student Needs 2020.21 - explanation
386 Pastoral Groups 20-21 - sorted into groups
387 Report for Learning Support Committee 11 May 2020
388 Learning Support Department Handbook 2020-2021
389 Data Protection Policy July 2018
390 Screenshots of Exam Board folder
391 Graduate Employment Analysis 2017-18
392 PMP External Speakers
393 Student Numbers Pastoral Units
394 Academic Board Minutes 09 May 2019
395 Academic Board Minutes Nov 18
396 Academic Board Minutes Nov 19
397 LRC Report - May 2019
398 QAA Evidence February 2021 - library budget
399 Volunteers Job Description

400 LS volunteers advertisement
401 Academic CV 32
402 Academic CV 33
403 Academic CV 34
404 Pioneer Missional units mapped FHEQ and Marks of Ministry
405 Student 5 Interview notes
406 Student 5 - rejection letter
407 Student 5 - Letter following appeal
408 Minutes 5 March re Student 5
409 Minutes 20 March - Student 5 Appeal
410 Student Transcript Evidence
411 Student Transcript Evidence 2
412 Student Admissions Appeal
413 Draft UG Degree Regulations v Feb 21
414 Second Marking and Moderation Policy - UOM - May 2017
415 Maintenance of Programme Specifications
416 Attainment data for PAB - Exam grid BA Online Sept 19
417 Attainment data for PAB - Exam grid Dip Sept 2019
418 Attainment data for PAB - Exam grid MA CTP Sept 19
419 Attainment Data for PAB - Exam grid UG and PG July 2020
420 Attainment data for PAB - Exam grid BA L4 Sept 2020
421 Attainment data for PAB - Exam grid BA L6 Sept 20
422 QA2 110 2019-20
423 QA2 115 2019-20
424 QA2 123 2019-20
425 QA2 126 2019-20
426 QA2 134 2020-21
427 QA2 153 2019-20
428 QA2 163 2019-20
429 QA2 164 2019-20
430 QA2 223 2019-20
431 QA2 232 2019-20
432 QA2 233 2019-20
433 QA2 240 2019-20
434 QA2 260 2019-20
435 QA2 261 2019-20
436 QA2 315 2019-20
437 QA2 324 2020-21
438 QA2 332 2019-20
439 QA2 334 2019-20
440 QA2 401 2019-20
441 QA2 425 2019-20
442 QA2 430 2019-20
443 QA2 435 2020-21
444 QA2 462 467 2019-20
445 QA2 741 2019-20
446 QA2 PMP report 2020
447 QA2 PMP2 2019-20
448 BA Programme-amendment-form-Spurgeon's Nov 2017
449 MA Programme Specification Spurgeon's College Proposed Amendments October 2017
450 MTh Programme Specification - Spurgeon's College Proposed Amendments October 2017
451 UOM BA November 2015
452 UOM BA July 2015
453 UOM MA July 2015

454 UOM MA January 2017
455 UOM MTh July 2015
456 UOM MTh January 2017
457 MA Wales ACS August 2015
458 MA Wales CFP August 2015
459 MTh Wales Applied August 2015
460 MTh Wales Preaching August 2015
461 UOM BA November 2013
462 UOM MA November 2012
463 UOM MTh November 2012
464 UOM MTh November 2014
465 Chester DMin April 2014
466 MA Wales ACS August 2014
467 MA Wales ACS December 2006
468 MA Wales ACS October 2012
469 MA Wales CFP August 2014
470 MA Wales CFP December 2006
471 MA Wales CFP October 2012
472 MA Wales CFP October 2013
473 MA Wales M and M December 2006
474 MTh Wales Applied August 2014
475 MTh Wales Applied October 2012
476 MTh Wales Applied October 2013
477 MTh Wales BS August 2014
478 MTh Wales BS October 2012
479 MTh Wales BS October 2013
480 MTh Wales CD August 2014
481 MTh Wales Preaching October 2012
482 MTh Wales Preaching October 2013
483 MTh Wales RFCM August 2014
484 MTh Wales RFCM October 2012
485 LHU MADT Programme Handbook and Specification December 2020
486 LHU MMin Programme Handbook and Specification December 2020
487 UOM Approval BA Programme Spec 2015
488 UOM BA March 2018
489 UOM MA October 2017
490 UOM MTh September 2018
491 Rationale for the proposed changes to PMP units
492 Guidance for the Periodic Review of Taught Provision UOM
493 SC Periodic Review - Panel Members Briefing Document
494 SC Periodic Review Report Template 2019
495 Summary Reflections Feedback Form 9-12-20
496 Student year evaluation form
497 PMP 1 Feedback Form - semester 1 2020 -2021
498 Message to taught theology students August 2020 - Transcript
499 AQAC Minutes 22nd October 2020
500 Joint Programme Committee notes July 2020
501 AQAC Minutes 22nd October 2020
502 UPC Minutes 12-11-20 showing summary of end of year feedback
503 UPC PCC notes July 2020
504 Background to the Spurgeon's College Master of Ministry Programme
505 A Guide for Members of Validation Panels at Spurgeon's College v2
506 MMin Programme Handbook and Specification
507 Master of Ministry Validation Panel - Evidence Provided
508 MMin Validation Panel Meeting Agenda 16-7-20

509 MMin Validation Panel Report July 2020 Final Draft for Academic Board
 510 MADT Validation Panel Evidence Provided
 511 MADT Validation Panel Meeting Agenda 25-11-20
 512 MADT Validation Panel Report November 2020 Final
 513 Spurgeon's College Validation Threshold Criteria
 514 Approval of New Programmes Commentary - MMin and MADT
 515 Request for feedback on Mission statement from students
 516 Student Reps Meeting Minutes 17 April 2018
 517 Staff responses to Mission statement
 518 Mission Briefing Paper for Governors Meeting
 519 Spurgeon College Mission Vision Values Aims and Objectives
 520 Student Staff Liaison meeting 16 November 2020
 521 Request for additional information 1 Feb 2021 Spurgeon's College
 522 PPC Minutes 04 10 18
 523 19 11 28 Spurgeon's College MoU
 524 Spurgeon's College SED for LHU Mar 2020
 525 Digital Theology Student Workshop Notes
 526 MADT Fulfilment of Validation Conditions
 527 MADT Academic Board Approval Request
 528 Request for additional information 7 April 2021 Spurgeon's College
 529 Document Master List for QAA April 21
 530 Quercus Implementation Report
 531 Head of Regulation and Transformation - Job Description Aug 20
 532 CV 2020 SALLY MANN
 533 18.05.2018 All Tutors Training Day Register
 534 17.05.2019 All Tutors Training Day Register
 535 15.05.2020 All Tutors Training Day Register
 536 May 2020 Training Event Email Request
 537 03.10.2019 Moodle and Panopto Register Staff Training
 538 04.04.2019 Register HEA Fellowship Workshop
 539 10.04.2019 Register Developing as an Academic
 540 11.04.2019 Register The Supervision Process from the Perspective of the Student and Supervisor
 541 13.03.2020 Working interdepartmentally Register
 542 22.02.2019 Register WRAP Workshop to Raise Awareness of Prevent 22nd February 2019
 543 22.03.2018 Supervisors Training
 544 23.11.2018 KPI Training
 545 29.11.2018 Register Annual Reviews and Appraisals
 546 Briefing Paper for Governors Meeting TDAP Jan 2018
 547 Briefing Paper for Governors Meeting TDAP 18 Mar 20
 548 Learning Resources Committee Minutes February 2021
 549 133043 unit 150 malpractice panel Minutes
 550 135330 430 malpractice panel Minutes
 551 SMT Minutes 09 10 20
 552 Summary of External Review of Governance ToRs for QAA October 2021
 553 Request for additional information 6 December 2021 Spurgeon's College
 553a Request for additional information 6 December 2021 Spurgeon's College v17 12 21
 554 Staff CV 35
 555 Staff CV 36
 556 Learning Support Co-ordinator Application Form
 557 Programme Approval Procedure - Draft for Governors
 558 Validation and Revalidation Procedure - Draft for Governors
 559 Periodic Review Procedure - Draft for Governors
 560 Curriculum Modification Policy - Draft for Governors

561 BA Programme Specification - December 2021 draft
 562 C402 Intro to Bible
 563 C406 Mission Church and Community
 564 C407b The Practice of Faith in a Digital Age
 565 C503 Exploring the NT - strand A English and strand B Greek
 566 C507b Interdisciplinary Unit - The Environment
 567 C604 Ethics and the Story of the Christian Church
 568 CHR619 Chaplaincy and Pastoral Care
 569 O514 Theology and the Arts
 570 O617 Science and Theology
 571 Spurgeon's College Undergraduate Degree - Staff Workshop May 2021.pptx
 572 Curriculum Guidance Notes for Tutors
 573 NEW BA UD Review -November 2021
 574 Chaplaincy Guidelines 2021
 575 SMT Minutes 27Nov 2020
 576 SMT Minutes 15 January 2021
 577 EDI Minutes 26Aug20
 578 EDIMG Minutes 19-01-21
 579 EDIMG Minutes 09-09-21
 580 Diversity and Equal Opportunities Policy July 2018
 581 PAB Minutes Sept 2021
 582 PAB Report for Academic Board Nov 2021
 583 Minutes - Academic Board 4-11-21
 584 133043 malpractice panel Minutes
 585 133043 unit 150 malpractice panel outcome
 586 133043 Learning Support Plan
 587 133043 file notes
 588 135496 Student Learning Profile 2021-22
 589 135496 Learning Support Plan 2021-22
 590 135496 Advice and Appointment
 591 Student Support for Technical Issues
 592 Annual Reviews Process.pptx
 593 Annual Review Appraisal Form.pptx
 594 Annual Review Letter - TEMPLATE
 595 PDP- TEMPLATE
 596 Pre Review Feedback Form - TEMPLATE
 597 Staff Handbook - issued 21-4-21
 598 TSM Minutes 22 04 2021 item 2c
 599 TSM Minutes 25 03 21 item 5
 600 TSM Minutes 28 05 20 item 4
 601 TSM Minutes 9 07 20 item 4
 602 TSM Minutes 01 10 20 item 3
 603a Malpractice Cases 2019-20 AMO Summary Record
 603b Malpractice Cases 2020-21 AMO Summary Record
 604a 39506 403 Tutor Report Form
 604b 39506 403 malpractice panel Minutes
 604c 39506 403 malpractice panel outcome
 605a 42171 8103 tutor report form
 605b 42171 malpractice panel Minutes
 605c 42171 8103 communication of outcome
 606a 42705 42331 134 tutor report form
 606b 42705 42331 malpractice tribunal Minutes
 606c 42705 malpractice tribunal outcome
 607a 42502 223 tutor report form
 607b 42502 223 233 malpractice tribunal Minutes

607c 42502 223 233 malpractice tribunal outcome
 608a 42927 8133 tutor report form
 608b 42927 8133 malpractice panel Minutes
 608c 42927 8133 malpractice panel outcome
 609a 36353 124 tutor report form
 609b 36353 124 malpractice panel Minutes
 609c 36353 124 malpractice panel outcome
 610a 135330 unit 430 Tutor report form
 610b 135330 430 malpractice panel Minutes
 610c 135330 malpractice panel outcome
 611a 133043 unit 150 tutor report form
 611b 133043 unit 150 malpractice panel Minutes
 611c 133043 unit 150 malpractice panel outcome
 612a 136964 8103 Tutor Report Form
 612b 136964 8103 malpractice panel Minutes
 612c 136964 malpractice panel outcome
 613a GA appeal letter March 2021
 613b GA appeal outcome March 2021
 614a Student 6 assignment extension appeal
 614b Student 6 correspondence
 614c Student 6 outcome
 615 Annual Report to UOM of APL 2019-20
 616 Annual Report to UOM of APL 2020-21
 617 Annual Report to UOM of APL 2021-22
 618a Request 19-20
 618b Mapping 19-20
 618c Outlook 19-20
 618d Approved Request 19-20
 619a Request 19-20
 619b Mapping 19-20
 619c Outlook 19-20
 619d Approved Request 19-20
 620a Request 19-20
 620b Mapping 19-20
 620c Approved Request 19-20
 621a Request 20-21
 621b Mapping 20-21
 622a Request 20-21
 622b Mapping 20-21
 623a Request 20-21
 623b Mapping 20-21
 624 Approval for ... 20-21
 625a Request 21-22
 625b Mapping 21-22
 625c Approved Request 21-22
 626 Admissions Report to Academic Board - November 2020
 627 Admissions Report to Academic Board - April 2021
 628 Admissions figures Nov 2020
 629a Application form 19-20
 629b Application Form 2 19-20
 629c Application Form 3 19-20
 629d Application Form 4 19-20
 629e Application Form 5 19-20
 629f Supplementary Questionnaire 19-20
 629g National Diploma Cert 19-20

629h E O M Form 19-20
 629i BU Spouse Questionnaire final 19-20
 629j Passport Details 19-20
 629k Offer letter 19-20
 629l Acceptance Form - FT Church based 19-20
 630a Application Form 19-20
 630b Academic Reference 19-20
 630c Church reference 19-20
 630d ID 19-20
 630e Certificates 19-20
 630f Offer letter
 630g Acceptance Form 19-20
 631a UCAS Applicant 19-20
 631b UCAS supplementary 19-20
 631c Personal Reference 19-20
 631d Academic reference 19-20
 631e Certificates 19-20
 631f Passport Copy 19-20
 631g E O M Form 19-20
 631h Offer letter 19-20
 631i Acceptance Form 19-20
 632a Application form 20-21
 632b Personal Statement 20-21
 632c Church Reference Academic 20-21
 632d Transcript
 632e Passport 20-21
 632f Acceptance-Form MACTP 20-21
 633a Application Form 1 20-21
 633b Application Form 2 20-21
 633c Application Form 3 20-21
 633d Application Form 4 20-21
 633e Application Form 5 20-21
 633f Application Form 6 20-21
 633g Application Form 7 20-21
 633h Application form 8 20-21
 633i church commendation letter 20-21
 633j Certificates 20-21
 633k Passport 20-21
 633l Interview Form 20-21
 633m Offer letter 20-21
 633n Acceptance form FT BA Church-based 20-21
 634a UCAS Applicant 20-21
 634b Academic reference 20-21
 634c BA transcript 20-21.jpeg
 634d Application Form 4 21-22
 634d Certificates 20-21.jpeg
 634e Passport 20-21
 634f Interview Notes 20-21
 634g MA certificate 20-21.jpeg
 634h Offer letter 20-21
 634i Acceptance form 20-21
 634j UCAS supplementary 20-21
 635a Application Form 21-22
 635b Application Form 2 21-22
 635c Application Form 3 21-22

635d Application Form 5 21-22
 635e Application Form 6 21-22
 635f Application Form 7 21-22
 635g Application Form 8 21-22
 635h Application Form 9 21-22
 635i Application Form 10 21-22
 635j Application Form 11 21-22
 635k Certificate 21-22
 635l transcript 21-22
 635m Passport 21-22
 635n Photo 21-22
 635o BU Interview 21-22
 635p Interview form 21-22
 635q EBA MRC Decision 21-22
 635r Offer letter PT MTh ACS 21-22
 635s Acceptance Form 21-22
 636a Application 21-22
 636b Personal Statement 21-22
 636c Passport 21-22
 636d MSC transcript p1 21-22
 636e MSC transcript p2 21-22
 636f Academic reference 21-22
 636g Church reference 21-22
 636h Offer letter PT PGCert DT 21-22
 636i Acceptance-Form-PGCert DT 21-22
 637a Application 21-22
 637b Personal Statement 21-22
 637c Church reference 21-22
 637d Character reference 21-22
 637e Transcript 21-22
 637f Passport 21-22
 637g Offer letter FT BA College based
 637h Acceptance-Form-Full-time-BA-College-based 21-22
 638 Appeal 21-22
 639 Appeal 21-22
 640 Appeal 21-22
 641 Admissions Committee 25 May 2021 - outcome
 642 Admissions Committee 14 October - outcome
 643 Response
 644 BA Consultation External Stakeholders meeting Minutes 29 4 21
 645 BA Consultation April-May 2021 summary outcomes FINAL 26 5 2021
 646 SMT Minutes 2021 06 04 Confirming Changes following Consultation
 647 UoM moderation template
 648 153 moderation 2020-21
 649 261 moderation 2020-21
 650 317 moderation 2020-21
 651 403 moderation 2020-21
 652 PPC Minutes 14 10 21
 653 UPC Minutes 12 11 20
 654 AQAC Minutes 7th October 2021
 655 Academic Board Minutes 4 11 21
 656 LSC Minutes 19 10 21
 657a Governors Meeting Minutes 1 Oct 2021
 657b Governors Meeting Minutes 18 November 2021
 658a Teaching Staff Meeting Minutes 30 9 21

658b Teaching Staff Meeting Minutes 11 11 21
 659a Governance Group Draft Minutes 2nd December 2021
 659b Governance Group Draft Minutes 29th October 2021
 659c Governance Group Minutes September 2021
 660 LRC Minutes November 2021
 661a Admissions Committee Minutes 9 September
 661b Admissions Committee Minutes 14 October
 662 Progression Awards Board UoM Sept 2021
 663 PPAB Minutes Sept 21
 664 Student Staff Liaison meeting 30 November 2021
 665 APPMG Minutes-21-07-21
 666 APPWG Minutes-17-11-21
 667 EDIMG Minutes 09-09-21
 668a SMT Minutes 2021 09 03
 668b SMT Minutes 2021 09 17
 668c SMT Minutes 2021 10 07
 668d SMT Minutes 2021 10 22
 668e SMT Minutes 2021 11 04
 668f SMT Minutes 2021 11 11
 668g SMT Minutes 2021 11 18
 668h SMT Minutes 2021 11 25
 669 Staff Training Policy Working Group Paper
 670 Staff Training Policy Draft
 671 SMT Minutes 2021 09 10 item 5
 672 SMT Minutes 2021 11 11 item 6
 673 Academic Governance Framework Draft for Governors
 674a Staff-Student Liaison Council ToR
 674b Senior Management Team ToR Draft for Governors
 674c Academic Board ToR Draft for Governors
 674d Access and Participation Plan Monitoring Group ToR Draft for Governors
 674e Access and Participation Plan Working Group ToR Draft for Governors
 674f Admissions Committee ToR Draft for Governors
 674g Validation Panel ToR Draft for Governors
 674h Learning Support Committee ToR Draft for Governors
 674i Governance Group ToR
 674j Equality Diversity and Inclusion Monitoring Group ToR
 674k Finance Committee Draft ToR
 674l Audit and Risk Committee Draft ToR
 674m Process Monitoring Committee ToR
 674n Progression and Awards Board ToR
 674o Pre-Progression and Awards Board ToR
 674p Undergraduate Programme Committees ToR Draft for Governors
 674q Postgraduate Programme Committees ToR Draft for Governors
 674r Programme Approval Revalidation and Review Committee ToR Draft for Governors
 674s Programme Development Working Group ToR Draft for Governors
 674t Programme Revalidation and Review Working Group ToR Draft for Governors
 674u Nominations Group ToR
 675 UPC Minutes 12 11 20 Item 3
 676 Statement of Research Expectations June 2021
 677 SMT Minutes 2021 06 04
 678 SMT Minutes 2021 06 18
 679 SMT Minutes 2021 06 25
 680 EDI Performance Update
 681 Spurgeon's College Diversity Audit Dec 2020
 682 Periodic Review November 2019 Recommendations and Proposed College actions

683 Briefing Paper for Governors Meeting TDAP 18 Mar 20
 684 SMT Minutes 2020 11 06
 685 Spurgeon's College Transfer Plan draft
 686 Teaching Staff Meeting Minutes 11 11 21
 687 Student 1 Evidence Bundle
 688a Student 2 Evidence Bundle
 688b Student 2 Additional Evidence
 688c 2 Evidence to UoM 20Feb20
 689 2019 OIA Annual Statement
 690 2020 OIA Annual Statement
 691 2021 OIA Annual Statement
 692 Complaints Log as at 17 12 2021
 693 Units Time spent analysis
 694 Workload tool survey - analysis per tutor SE
 695 Statement of Research Expectations June 2021
 700 Governors Meeting Minutes 19 October 2017
 701 Governors Meeting Minutes 25 January 2018
 702 Governors Meeting Minutes 26 April 2018
 703 Governors Meeting Minutes 21 June 2018
 704 Governors Meeting Minutes 12 July 2018
 705 Governors Meeting Minutes 13 September 2018
 706 Governors meeting Thursday 18 October 2018
 707 Governors Meeting Minutes 22 November 2018
 708 Governors Meeting Minutes 11 February 2019
 709 Governors Meeting Minutes 11th Feb 2019 evening
 710 Governors Meeting Minutes 22 May 2019
 711 Governors Meeting Minutes 22 May 2019 RESERVED BUSINESS
 712 Governors Meeting Minutes 25 July 2019
 713 Governors Meeting Minutes 20 September 2019
 714 Governors Meeting Minutes 21 November 2019
 715 Agenda - Governors - 23 January 2020
 716 Gov Paper Jan 20 - 19.20 budget
 717 Gov Paper Jan 20 - Monitoring and Intervention Plan
 718 Gov Paper Jan 20 - Development Management Report 16.01.2020
 719 Gov Paper Jan 20 - Finance Group Meeting
 720 Gov Paper Jan 20 - HoDs report - COO
 721 Gov Paper Jan 20 - Management account summary Dec 2019
 722 Gov Paper Jan 20 - Principals Report
 723 Gov Paper Jan 20 - Regulatory advice 16 Reportable events
 724 Gov Paper Jan 20 - Spurgeon's External Review of Governance Consolidated V2
 725 Gov Paper Jan 20- Regulatory Advice 8
 726 Governors Meeting Minutes 23 January 2020
 727 Agenda - Governors - 18 March 2020
 728 Gov Paper Mar 20 - Annual Report 2019
 729 Gov Paper Mar 20 - Chief Operating Officer Report
 730 Gov Paper Mar 20 - DRAFT TB TO ACCOUNTS 2019 V024.xlsm
 731 Gov Paper Mar 20 - Finance Group Minutes 12 3 2020
 732 Gov Paper Mar 20 - MPRIG Approved Minutes 4 3 2020
 733 Gov Paper Mar 20 - Spurgeon's College sept19to Feb20 management accounts
 734 Governors Meeting Minutes 18 March 2020
 735 Agenda - Governors - 24 April 2020
 736 Governors Meeting Minutes 24 April 2020
 737 Agenda - Governors - 21 May 2020
 738 Gov Paper May 20 - Key Performance Indicators
 739 Gov Paper May 20 - Chief Operating Officer Report

740 Gov Paper May 20 - Finance report 15052020
 741 Gov Paper May 20 - Principal and Heads of Department Report May 20
 742 Gov Paper May 20 - Spurgeon's Finance group - management accounts to 30.04 summary
 743 Governors Meeting Minutes 21 May 2020
 744 Agenda - Governors - 18 June 2020
 745 Gov Paper June 20 - Appendix 3 - Pre app summary
 746 Gov Paper June 20 - Audit and Risk Committee Minutes 15.5.2020
 747 Gov Paper June 20 - Finance Committee Meeting 15 May 20
 748 Gov Paper June 20 - SC Development Management Report No 5 21 05 2020-13 06 2020 13 06 2020
 749 Governors Meeting Minutes 18 June 2020
 750 Agenda - Governors - 23 July 2020
 751 Gov Paper July 20 - Finance figures
 752 Gov Paper July 20 - Minutes of the College Council 18 June 2020
 753 Gov Paper July 20 - Nominations Group Minutes 200720
 754 Governors Meeting Minutes 23 July 2020
 755 Agenda - Governors - 1-2 October 2020
 756 Gov Paper Oct 20 - Application Paper BUC-Sept 2020
 757 Gov Paper Oct 20 - update
 758 Gov Paper Oct 20 - Principal and Heads of Department Report September 2020
 759 Gov Paper Oct 20 - Spurgeon's College Covid-19 Outbreak Management Plan
 760 Governors Meeting Minutes 2 October 2020
 761 Agenda - Governors - 19 November 2020
 762 Gov Paper Nov 20 - Audit and Risk Committee Minutes DRAFT 12.11.20
 763 Gov Paper Nov 20 - draft budget 20-21
 764 Gov Paper Nov 20 - Draft Document Control Cover Sheet Oct 2020
 765 Gov Paper Nov 20 - Finance Committee Minutes DRAFT 12 11 2020
 766 Gov Paper Nov 20 - Finance note to governors 19.11.2020
 767 Gov Paper Nov 20 - Finance Note
 768 Gov Paper Nov 20 - Principal and Heads of Department Report November 2020
 769 Gov Paper Nov 20 - October management account
 770 Gov Paper Nov 20 - SoS - letter IHRA
 771 Governors Meeting Minutes 19 November 2020
 772 Agenda - Governors - 14 January 2021
 773 Gov Paper Jan 21 - Admissions Policy updated December 2020 Draft for Governor Approval
 774 Gov Paper Jan 21 - Admissions Protocol MMin and MADT 2020-21 Draft for Governor Approval
 775 Gov Paper Jan 21 - Committee Chairs and dates of meetings 2020 2021 rev SE 8.1.21 For Governors
 776 Gov Paper Jan 21 - COO report
 777 Gov Paper Jan 21 - Development of Masters Level Provision
 778 Gov Paper Jan 21 - Mental Health Charter Briefing Paper
 779 Gov Paper Jan 21 - Policy Briefing Note for Governors January 2021
 780 Gov Paper Jan 21 - Principal and Heads of Department Report January 2020
 781 Gov Paper Jan 21 - Student Protection Plan January 2021 Draft for Governor Approval
 782 Gov Paper Jan 21 - Terms and Conditions for Programmes of Study 2020-21 Draft for Governors Approval
 800 PPAB agenda Feb 2021
 801 UoM Minutes July 2020
 802 UoM Minutes Sept 2020
 803 agenda 18.02.20
 804 TSM Minutes 10.12.20
 805 Annual Assessment Spreadsheet 2020-2021

806 Style Guide 2021
 807 Timetable for end of year Assessments
 808 PPC agenda 04.03.21
 809 Feedback 2020.21 S1 units
 810 Feedback analysis S1 20.21
 811 Feedback s1 20-21 pies
 812 Monitoring dissertation + research students
 813 PPC Minutes 08.10.20
 814 2019-20 MA CMF - action plan
 815 2019-20 MTh CMF - action plan
 816 image003
 817 MADT Validation Panel Report November 2020 Final
 818 Agenda Governors meeting 25 3 21
 818 AQAC agenda April 2021
 819 6 Principal and Heads of Department
 819 AQAC Minutes 22nd October 2020
 820 6 Info item Brochure for Former Raleigh Baptist Church Arodene Road
 820 UG Student Feedback Forms summary for AQAC semester 1 2020-21
 821 Info item Compliance Status Monitor 18-3-21
 821 PG Student Feedback Forms Semester 1 summary for AQAC
 822 6 Info item Spurgeon's Planning Workshop 210304
 822 Feedback 2020.21 S1 units
 823 7 CMA Compliance Review Report February 2021
 823 Feedback analysis S1 20.21 saved
 824 8a Management accounts to end Feb
 824 Feedback s2 2019.20 pies 1
 825 8 b Short term and long term cash flow 8c Budget
 825 Tutor feedback forms S1 20-21
 826 9a EDI Minutes
 826 Malpractice Cases 2020-21
 826 TSM agenda 22.04.21
 827 9b Audit and Risk group Minutes 11 3 21
 827 Teaching Staff Meeting Minutes 25.03.21
 827 UoM External Examiner report 2019-20
 828 9b Finance Committee Minutes 11 3 21
 828 Response to External Examiner 2019-20
 828 Spurgeon's College Assessment Pledge 2021
 829 9g Governance Group Minutes 12th March 2021
 829 Stakeholder consultation on new BA curriculum Mar 2020 with SJ intro and qq for internal staff
 829 UoM External Examiner report 2019-20
 830 9h Access and Participation Plan Working Group Meeting notes- Wed 11th Nov 21
 830 Programme Design and Revalidation Review Committee ToR Draft Nov 2020[5348]
 830 Response to External Examiner 2019-20
 831 9h Access and Participation Plan Working Group Meeting-Wed 10th Feb 21
 831 Staff Privacy Notice Nov 18
 831 UG Degree Regs v3 SC Mar 21 with comments
 832 9h Access and Participation Plan Working Group Meeting-Wed 27th January 21
 832 Agenda 23 04 21
 833 Admissions Protocol Award and Undergraduate January 2021 Draft for Governors
 833 Hods Minutes 2021 03 26
 834 Academic Board agenda May 2021
 834 Admissions Protocol for Counselling Courses January 2021 Draft for Governors
 835 Academic Board Minutes Nov 2020
 835 Admissions Protocol Postgraduate UOM January 2021 Draft for Governors

836 APP Monitoring Group ToR March 21 Draft for Governors
 836 Programme Design and Revalidation Review Committee ToR Draft Nov 2020
 837 APP Working Group ToR March 21 Draft for Governors
 837 UG Degree Regs v3 SC Mar 21
 838 Chair Governors RD[4896]
 838 New UG Marking Scheme - final draft APRIL 2021 version 2
 839 2019-20-Research Report
 839 Data Subject Access Request Form Draft for Governors Feb 21
 840 Data Subject Access Request Procedure Draft for Governors Feb 21
 840 Research and writing activity by the teaching staff 2020
 841 Equality Diversity and Inclusion Monitoring Group ToR March 21 Draft for Governors
 841 UoC Academic Partnership Monitoring Commentary 2019-20
 842 ACCR Spurgeon's College - UoW - 2019-20
 842 Information Booklet for Church-based Ministerial Training Revised Draft for Governor Approval
 843 Licensee Privacy Notice Draft for Governors Feb 21
 843 UoW AMR 19-20
 844 Nominations Group ToR
 844 Spurgeon's College Assessment Pledge 2021
 845 Learning Resources Committee Report March 2021 - Final
 845 Policy Briefing Note for Governors March 2021 Part 1
 846 Admissions Report to AB - April 2021
 846 Policy Briefing Note for Governors March 2021 Part 2
 847 Pre-Progression and Awards Board ToR March 21 Draft for Governors
 847 Report from the LSD to the AB May 2021
 848 Academic Quality Assurance Committee April 2021 edited Minutes for AB
 848 Progression and Awards Board ToR March 21 Draft for Governors
 849 Report to the Academic Board from the UG Programme Committee May 2021
 849 Staff Handbook draft amendments for Governors March 21
 850 April 2021-PPC Summary for Academic Board-JTS
 850 Staff-student Liaison Council ToR March 21 Draft for Governors
 851 Learning Support Committee Agenda 11.05.2021
 851 TSM agenda 25.03.21
 852 Teaching Staff Meeting Minutes 18.02.20
 852 LSC Minutes 02.03.21
 853 Item 7a UG Degree Regs v2 SC Feb 20 with comments
 853 Learning Support Committee ToR Feb 2020
 854 Item 7b Stakeholder consultation on new BA curriculum Mar 2020 with SJ intro and qq for internal staff
 854 Staff Privacy Notice Nov 18
 855 Item 10 Reading List for New Students Updated March 2021-JTS
 855 Student Privacy Notice Feb 2020
 856 Volunteer Privacy Notice Sept 18
 857 Item 5 LS Coordinator's Report to L S Committee Meeting - May 2021
 858 Item 6 i Essay Planning Exercise
 859 Item 6 iii A Proposal for Implementing a Revised Evaluation and Monitoring Process -
 860 Admissions Committee Agenda 25 May 2021
 860 Item 7 Equality Diversity and Inclusion Monitoring Group ToR
 861 Agenda Governors meeting 20 05 21
 862 Governors Meeting Minutes 25 March 2021
 863 APPMG Minutes 31 March 2021
 864 Principal and Heads of Department HoDs Report
 865 Strategic Plan 2018-23 Review and Evaluation May 2021
 866 Strategic Plan minor amendment May 2021
 867 Baptists Together Shared areas of work 9.9.19

868 March management accounts commentary and cashflow
869 March management accounts
870 Budget 21 22 briefing note
871 Budget for 21-22
872 Finance Committee Minutes 6.5.21
873 Audit Risk Committee Minutes 6.5.21
874 Governance Group Minutes 7th May 2021
875 Governance Group Minutes 7th May 2021
876 Governance Group ToR May 21 Draft for Governors
877 Policy Briefing Note for Governors May 2021
878 Student Code of Conduct and Disciplinary Policy May 21 Draft for Governors
881 Admissions Protocol for ETM following SMT Comments
882 Application Student 7
883 Academic reference Student 7
884 personal statement Student 7
885 Churchreference-20082127 Student 7
886 Student 7TRANSCRIPT
887 Application Student 8
888 Academic reference- Student 8
889 Academic reference- Student 8 2
890 NARIC MemberEnquiryDetails Student 8
891 Student 9 B TECH
892 Student 9 bachelors
893 Student 9 BRP
894 Student 9 Inter and 10th
895 Student 9 M Div transcripts
896 Student 9 MDiv OD
897 Student 9 pp
898 Student 9 personal statement
899 Student 10 appeal email
900 Updated church reference Non-BU
901 Appeal from Student 11
902 Admissions Protocol for Pastoral Supervision
903 Admissions Protocol for Introduction to Counselling
904 Admissions Protocol for LHU courses 19-5-21
905 Admissions Policy updated May 2021 with tracked changes 19-5-21
906 PPAB Agenda June 2021
907 External UoM July 2020
908 External UoM Sept 2020
909 UoM PPAB Feb 2021
910 Spurgeon's Award
911 UoM grids
912 MADT grids
913 Exam Board agenda 23.06.21
914 External UoM July 2020
915 External UoM Sept 2020
916 Chair's actions, 2020-21
917 UG and PGT grids
918 MA DT and PGDip DT LHU
919 PAB agenda LHU June 2021
920 Preliminary EE Report LHU
921 External UoM June 2021
922 pmp1 - Printable Report
923 pmp2 - Printable Report
924 pmp3 - Printable Report

925 feedback Student Feedback Form units 1
926 Message to taught theology students August 2020
927 New QA2
928 Staff Privacy Notice Nov 18
929 Student Privacy Notice Feb 2020
930 QA2 112 2020-21
931 QA2 261 2020-21
932 QA2 426 2020-21
933 QA2 462 2020-21
934 QA2 711 2020-21
935 QA2 712 2020-21
936 Joint UPC PPC meeting 24.6.21 agenda
937 External UoM June 2021
938 2020-21 unit moderation in line with previous years
939 SALC Guidance on Classification Review
940 UG Grids
941 PGT Grids
942 PPAB agenda Sep 2021

QAA13077 - R2683 - July 2022

© The Quality Assurance Agency for Higher Education 2022
Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel: 01452 557000
Web: www.qaa.ac.uk