DQB

Designated Quality Body
in England

Assessment for New Degree Awarding Powers

S P Jain London School of Management Ltd

Review Report

December 2022

Contents

Summary of findings

New DAPs test components	Underpinning DAPs criteria						
	A	B1	B2	B3	C	D	E
The provider has demonstrated a full understanding of this criterion (meets the criteria now or in prospect)	Y	Y	Y	Y	Y	Y	Y
The provider has a credible NDAPs Plan for ensuring the criterion is met in full by the end of the probationary period	Y	Y	Y	Y	Y	N	Y
The standards set for the proposed courses are at an appropriate level	Y						
	Overarching New DAPs criterion						
The provider is an emerging self-critical, cohesive academic community with a clear commitment to the assurance of standards supported by effective (in prospect) quality systems	Y						

About this report

This is a report of a New Degree Awarding Powers Test (NDAPs) assessment of S P Jain London School of Management Ltd conducted by QAA in December 2022 in accordance with the process outlined in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022.*

Assessment of 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 proposed to be delivered by a provider in England under a New DAPs authorisation and on a provider's readiness to operate with a New DAPs authorisation.

This assessment was undertaken for the purposes of providing advice on the award of a New DAPs authorisation for taught degree awarding powers (TDAP) up to and including Level 7 in Computing (CAH11-01) and Business and Management (CAH17-01).

Provider information

Legal name	S P Jain London School of Management Ltd
Trading name	S P Jain London School of Management Ltd
UKPRN	10088214
Type of institution	Higher education institution
Date founded	2021
Start date of proposed higher education provision	September 2023
Application route	New DAPs
Level of powers applied for	Taught Degree Awarding Powers (TDAP) up to and including Level 7
Subject(s) applied for	Computing (CAH11-01) Business and Management (CAH17-01)
Location(s) of teaching	London Online
Number of current programmes as at December 2022	4 x master's 3 x bachelors programmes in development
Number of students as at December 2022	0
Number of staff as at December 2022	5 managerial roles
Current awarding body arrangements	███████████████████████ currently validates the master's programmes

About S P Jain London School of Management Ltd

S P Jain London School of Management Ltd (the School) is a new provider in the UK since 2021 and forms part of the established SP Jain Group of Business Schools owned by the company SP Jain Education FZ LLC. These schools are based in Dubai, Singapore, Sydney and Mumbai, the first of which was opened in 2004 in Dubai. Following registration as an Australian higher education provider in 2009 with the Tertiary Education Quality and Standards Agency (TEQSA), all campuses outside the UK currently operate according to the standards regulated by TEQSA. In this report the term 'SP Jain Global' will be used for the collective non-UK sites of delivery. The vision of the School is to be 'an influential, futuristic international business and technology higher education institution recognised for leading innovative, principled education and applied research.'

The School intends to deliver one undergraduate course: Bachelor of Business Administration (BBA) from one site in London from September 2023. All postgraduate programmes will be offered from February 2024 and further undergraduate programmes will be offered as well as postgraduate programmes from September 2024 as follows.

- Bachelor of Management and Technology (BMT) (face-to-face)
- Bachelor of Data Sciences (BDS) (face-to-face)
- Global Master of Business Administration (GMBA) (face-to-face)
- Master of Global Business (MGB) (face to face)
- Master of Business Administration (Executive) (EMBA) (online)
- Master of Financial Technology (MFT) (online)

All the undergraduate programmes and the GMBA, MGB, MFT, and BBA will be delivered on a full-time basis only. The EMBA will be delivered to part-time students. The proposed number of students for 2023/2024 is expected to be 226. All the programmes, with the exception of the MFT and BMT, are currently being delivered at the other SP Jain campuses but in the UK all the postgraduate programmes are currently validated by the ███████████████████████. The School will validate the same master's programmes under its own regulations and is developing the proposed undergraduate programmes independent of the ████ From September 2023 the School intends to deliver the undergraduate BBA under its own regulations and the four postgraduate programmes under ████ regulations. From 2024 the postgraduate programmes will be delivered under the School's regulations.

At the time of the visit, the School had made the following staff appointments: interim Chief Operating Officer, the Dean, Chair of Academic Board and Deputy Director - Accreditation and Regulatory Compliance, and an Admissions Manager. The Board of Directors has ultimate responsibility and accountability for the strategic direction of the School and the quality of the operations of the School and delivery of the programmes. Academic Board, as the senior academic authority, reports to the Board of Directors, and has delegated authority from the Board of Directors for the quality of the programmes. The Programme Development and Review Committee (PDRC) and the Learning, Teaching and Quality Assurance Committee (LTQAC), report to Academic Board. The former is responsible for development of new programmes and was already running at the time of the visit, while the latter is responsible for the learning and teaching on the programmes and for providing and monitoring support for staff and students and had not yet met at the time of the visit. The Student Council, which is the main forum for students to feed back on their academic experience, will also report to Academic Board.

How the assessment was conducted

The QAA team completed an assessment of S P Jain London School of Management Ltd according to the process set out in [Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022](#).

The OfS referred S P Jain London School of Management Ltd to QAA for a New DAPs test assessment on 27 September 2022 and the provider's submission and supporting evidence was received on 30 September 2022. The assessment began on 30 September 2022, culminating in a final report to the Advisory Committee on Degree Awarding Powers on 30 March 2023 and final advice to the OfS.

The team appointed to conduct the assessment was as follows:

Name: Sree Beg
Institution: Roehampton University
Role in assessment team: Subject assessor Business and Management

Name: Margaret Carran
Institution: City University of London
Role in assessment team: Institutional assessor

Name: Yvonne Hoggarth
Institution: Independent
Role in assessment team: Student assessor

The DQB Officer was Siobhain O'Mahony.

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 at least one senior academic leader qualified to doctoral level. Details of team members were shared with the School 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 the Designated Quality Body, July 2022*.

During the course of the assessment, the team scrutinised 137 documents in support of the application. An initial set of 66 documents was tendered as supporting evidence for the self-assessment by the School. After an initial assessment, a request for additional information was made across the five criteria and the provider submitted an additional 11 documents in response. Upon consideration of this additional information the team then made a further request. In response to this, the provider submitted a further 38 documents. During the course of the visit, upon request by the team, the provider submitted seven further documents for consideration by the team as well as providing it with a student login to access the School's learning platform. No evidence was sampled as the School had yet to commence delivery and the volume of material was such that all evidence could be reviewed by the team.

The assessment was originally scheduled to have an onsite visit; however, it was determined that the proposed site for delivery would not be ready to facilitate a visit and therefore the visit was moved online. The online visit was undertaken in December 2022 over two days during which the team met members of the Board of Directors and Academic Board and current members of the senior management team. The team did not meet academic staff or students as the School is not delivering any provision until 2023. The team was also provided with a demonstration of the School's student record system and an online lecture platform.

The NDAP Plan's timeline is structured as follows:

Year 0	Year 1	Year 2	Year 3
2022-2023	2023-2024	2024-2025	2025-2026

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 the team considered this evidence

2   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and the School's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess the School's understanding of this criterion and to test the credibility of the School's NDAPs Plan in relation to this criterion.

3   Specifically, the assessment team considered or assessed:

a   To determine whether the School's higher education mission and strategic direction and associated policies are coherent, will be published, and are likely to be understood and to be applied consistently and whether the School's policies support its mission, aims and objectives, the team considered the NDAPs Self-assessment [001] and NDAPs Plan, [068] Mission Statement, [078] Business Plan (March 2022), [019] Quality Assurance Framework, [073] Governance Charter, [074] draft Learning and Teaching Strategy, [059] BBA Programme Specifications, [066] BBA module specifications, [082] Work Based Learning Policy, [025] Work-Based Policy, [100] Multi-city Model Briefing Paper, [109] Learning and Teaching Enhancement Policy, [112] and met with senior staff and members of the Board of Directors, Academic Board and Programme Development and Review Committee [M1, M2, M3, M4].

b   To determine whether there is clarity and differentiation of functions and responsibility at all levels in the organisation in relation to its academic governance structures and arrangements for managing its higher education provisions, the team considered the NDAPs Self-assessment, [001] Governance Charter, [074] NDAPs Plan, [068] Academic Board minutes [060, 072] and met with senior staff and members of the Board of Directors and Academic Board. [M2, M4]

c   To determine that the function and responsibility of the senior academic authority is clearly articulated and is likely to be consistently applied, the team considered the

Governance Charter, [074] the NDAPs Self-assessment [001] and NDAPs Plan, [068] Academic Board's minutes [040, 045, 060, 061, 071], Policy Schedule [134] and met with senior staff and members of Academic Board and Programme Development and Review Committee. [M3]

d   To determine whether there is appropriate depth and strength of academic leadership, the team considered senior management team's CVs [040, 050, 053, 056, 057, 062, 094], NDAPs Self-assessment, [001] Programme Directors' Job descriptions 049] and met with senior staff and members of the Board of Directors, Academic Board and Programme Development and Review Committee. [M2, M3]

e   To determine whether the School will develop, implement and communicate its policies and procedures in collaboration with its staff and students and external stakeholders, and to determine whether students will be individually and collectively engaged, the team considered the Governance Charter, [074] Statement on student representation, [076] Student feedback policy, [103] Student representation policy, [077] Draft student survey templates, [097] External Examiners Policy and Procedures, [035] External Adviser Report, [087] External Adviser Report and SPJUK response, [091] Programme Development Approval Proforma Template [089] Programme Development, Approval, Review and Discontinuation Policy, [088] PDRC [meeting minutes 19.10.20220 72] and met senior staff and members of the Board of Directors and Academic Board. [M2]

f   To determine whether the School will manage successfully the responsibilities that would be vested in it were it to be granted degree awarding powers, the team considered the Governance Charter, [074] minutes of the Board of Directors' meetings, [038, 039] minutes of Academic Board meetings [060, 061, 071], Programme Development and Review Committee minutes, [072] Management Project Plan, [136] Risk register, [080] Contingency plans [081] and met with senior staff and members of Academic Board and Programme Development and Review Committee. [M3, M4]

g   To determine whether the School works with, or proposes to work with, other organisations to deliver learning opportunities, the arrangements are based on a strategic approach, informed by the effective assessment of risk, including the carrying out of due diligence, the team considered the Additional statement on work based learning, [099] NDAPs Plan, [001, 068] Work Based Policy, [100] Internship module specification, [104] Multi-city Model Briefing Paper [109] and the Study Abroad Policy [130] and met with senor staff.

How any samples of evidence were constructed

4   No evidence was sampled as the School has yet to commence delivery and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

5   The School's plans in relation to this criterion are set out below.

6   The School submits that all elements of this criterion will be met by Y2Q2 of the probationary period. The School developed the overall governance framework as contained in the Governance Charter. This was approved by the Board of Directors on 26 October 2022. The framework outlines the governance and committee structure and articulates the principles of accountability. The Academic Board and the Programme Development and Review Committee have already been established and were operational at the time of the

assessment, while remaining committees will be established and implemented by the end of the probationary period. The Learning and Teaching Committee will be established in Y0Q4 and the Access and the Participation Committee will review the delivery against the Access and Participation Plan in Y1Q1, following the first intake of the students. By the end of Y2Q2 the School aims to have evidence of all the committees' operations and submits that it will be able to prove effective academic governance mechanisms and appropriate lines of accountability.

7   The School submits that academic governance, including all aspects of the control and oversight of its higher education provision, will be conducted in partnership with students through the implementation of the School's Student Representation Policy and through the Student Feedback Policy. The policies will underpin the establishment of the student representation systems and the Student Council. This framework is due for implementation to commence in Y1Q1 and is planned to be completed in Y2Q3.

8   The School plans to work in partnership with businesses to deliver internships and real-world projects to students. It will also work with other schools within the SP Jain's Global group to allow students to undertake modules abroad under its Multi-city articulation agreement. The policies that aim to support those relationships have already been established and are due for implementation from Y1Q1. The School expects to provide evidence of meeting this criterion in full by Y2Q3.

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

10   The School's higher education mission and the strategic direction statement [078] specifies that the School aims to be an influential, futuristic, and international business and technology higher education institution recognised for leading innovative business education and applied research and aims to equip its students with the ability to explore, examine, think critically and develop professional skills to become effective and responsible global leaders. The School's aspiration is that students will apply their technological and entrepreneurial acumen to solve problems in an ever-changing world that will be continually disrupted by technological development and digital innovations, global politics and environmental changes [Statement Mission 078]. The School's NDAPs Plan [068] and Business Plan (March 2022) [019] focus on delivering on this mission.

11   The School's mission is specifically included in the School's Quality Assurance Framework [073] as well as in the terms of reference of Academic Board, the Programme Review and Development Committee, and the Teaching and Learning Committee [Governance Charter 074]. Thus, it is directly embedded within the School's committee structure. It is also included in the School's draft Learning and Teaching Strategy [059] and Learning and Teaching Enhancement Policy [112] which aim to ensure that the learning and teaching programmes and assessment practices align with the School's goals, values and strategic objectives. The School's mission will be published on its website and included in student handbooks. [068] The development of the programme handbook is scheduled for Y0Q4. This will be complemented by appropriate student-facing policies being also provided on the website/student portal in Y0Q4. [068]

12   The School's senior management team articulated that additional elements of its mission include the desire to offer high-quality education and a high-quality student experience. [M3, M4] The School intends to realise its mission statement through the provision of innovative undergraduate and postgraduate courses that are designed to offer students a different proposition than is currently typical within the English higher education sector. This is evidenced by the School's plan to offer four-year undergraduate degrees with 480 credits as standard (as opposed to the traditional three-year 360 credits degrees) and to allow students to study 24 10-credit modules at Level 4 before progressing to Levels 5 and 6. [BBA

Programme Specifications 066] This is innovative because most UK undergraduate degrees are composed of 360 credits and are offered over the duration of three years unless they include year-long work placements or a year abroad.

13   The School also aims to focus on modules where there is an identified skills shortage and will supplement those modules with appropriate industry-based internships. [068] For postgraduate students, internships are to be a mandatory component of their programme while undergraduate students can take an optional internship at the end of the first, second or third years. [M2] As securing internships will be the responsibility of the School, it is currently developing extensive networks with businesses to identify and secure the placements for each prospective student. The School also uses its Industry Advisory Board (IAB) to facilitate the School's connection with business and the profession, in ensuring that its activities fully support its mission and focus on professional employability skills. These elements of the mission are directly supported by the Work-Based Policy. [100]

14   The School's proposed module specifications for its BBA programme [082] have been developed in conjunction with SP Jain Global. The focus on running 10-credit modules and the overall breadth of modules provide a solid foundation for the provision of high-quality courses that facilitate the School's mission. The overall message provided by the senior management team at the visit [M1-4] made clear that it aims to be a cutting-edge institution which offers a vibrant and dynamic environment for staff and students to undertake studies and research.

15   The School's academic policies have been drafted by drawing from the regulatory framework of SP Jain Global as well as from ███ policies and by adapting them, as appropriate, to the School's context and to the English higher education environment. [001, p22; M2] The School has devised a detailed plan for the further development of its policies and regulatory framework in the NDAPs Plan. [068] Plans include a cycle of policy review and approval during the Years 0 to 3 as well as the review of the School's website to ensure that all policies are published and are freely accessible by staff and students as well as through the process of induction to the School. [068]

16   The achievement of its mission will be supported by the IAB that will ensure that the School is industry-led and offers programmes that are current and relevant, and that the employability of students will represent the School's highest-level priority. The Academic Board will monitor its implementation and, if appropriate, will devise specific key performance indicators (KPIs) to ensure effective monitoring. The School's senior staff further reassured the team that there is relevant industry expertise not only within the IAB but also within the School's Board of Directors and this will further help with ensuring that the School's mission is achieved. [M2] The School also articulated that it intends to have an appropriate balance between academic staff that is focused on research and those that are focused on teaching to ensure that the School remains innovative and futuristic. As such, the team concluded that the School's mission statement and strategic direction and associated policies are coherent, will be published on the School's website and are likely to be understood by staff and students. The team also considers that the policies and proposed programmes are likely to support the mission, aims and objectives of the School and are likely to facilitate their achievement.

17   The School's overall governance is outlined in the School's self-assessment document [001] and in the School's Governance Charter. [074] The Governance Charter was approved by the Board of Directors in October 2022. It establishes a full committee structure, clearly outlines the different functions and responsibilities of each committee and articulates committees' memberships. The ultimate responsibility for the management and operation of all aspects of the School is vested in the Board of Directors who will be supported, in their function, by the Senior Executive, IAB and the Audit and Risk Committee. They will also be relied upon to offer guidance and suggestions to ensure that the programmes equip students

with skills that are needed by employers. [074] The Audit and Risk Committee's main responsibility is to develop, oversee and monitor the risk management framework and to review risk management plans. It is also tasked with providing advice to the Board of Directors on compliance with relevant legislation and regulatory frameworks, and to provide mitigations to identified risks. [074] The School reserves the right to alter the Governance Charter, as and when it may be required, but in its current form it clearly differentiates the different levels of responsibilities and draws clear boundaries to prevent confusion or undue overlap. The Charter also articulates the principles that are intended to underpin the School's governance overall and includes the principles of accountability, sustainability, reputation, equality, inclusivity and diversity, effectiveness, and engagement. [074] The team concluded that these principles are appropriate foundations for the effectiveness and integrity of the overall framework as they are likely to provide sufficient check and balances to prevent conflict of interests and to ensure that academic requirements are not undermined by commercial considerations.

18   The membership of the Board of Directors will be reviewed regularly by the Nomination Committee that is charged with ensuring that the School's governing body has the appropriate set of skills and expertise. However, ultimately, the Board of Directors is accountable to the Office for Students [M4] and to the School's shareholders. [074] The first formal internal review of the Board of Directors is planned to commence in Y1Q3 with the report being considered by the Board of Directors in Q4 of the same year. [NDAPs Plan 068] An informal review will be carried out by the Chair of the Board of Directors through informal discussion with fellow executive directors and independent directors on the effectiveness of the Board's operations and on possible enhancement and improvements that may be deemed to be beneficial. The team considered that this is an important internal process that is likely to ensure that any potential problems are recognised early and will be acted upon. As such, it contributes to the team's assessment of the governance structure being at present and remaining robust and credible. The formal review is planned for Y1Q3 but the exact format of the review has not yet been established. However, the Chair confirmed that it will be carried out by an appropriate external agency and this process will be repeated every three years. [M2] The team considers that this is an appropriate format for a review as the use of an external agency will ensure that the review is truly independent and free from potential internal influences. This provides reassurance to the team that the School will have effective governance structure with clear lines of responsibilities.

19   The School's main academic governance is vested in Academic Board and its subcommittees. [Governance Charter 074] The subcommittees include the Programme Development and Review Committee (PDRC), Examination Board, Teaching and Learning Committee, Access and Participation Committee, and the Student Council. [001, p16] The Academic Board is overseen by the Board of Directors through a protocol that aims to ensure that Academic Board's effectiveness is monitored and evaluated on an ongoing basis and that the Board of Directors is reassured that all relevant quality assurance processes are monitored and maintained. In turn, Academic Board's subcommittees report to and are overseen by Academic Board which meets regularly. During the assessment period, only Academic Board and PDRC were operational, but all remaining committees are due to be established and will function by the end of Y2Q2. [NDAPs Plan 068]

20   The minutes of Academic Board and PDRC meetings revealed that of the five members of PDRC, four are also members of Academic Board. [minutes 060, 072] This led the team to consider the rationale for the School's choice of committee structure in light of the School being a small institution with a relatively small number of staff and the need for clear divisions of roles. The School's senior management team acknowledged existing overlap but also explained that as the student and staff numbers grow, this overlap will diminish. Therefore, the existing committee structure is likely to need less revision in the future and allows for clearer distribution of workloads. [M2] As such, the team concluded that the School

understands its committee structure well and, accordingly, it is likely to be implemented effectively.

21   The scope and roles of the subcommittees are also clearly differentiated and although some overlap is unavoidable, the delineation of the differences has been carried out with clear remits of responsibility. [Governance Charter 074] For example, PDRC is intended to be mainly responsible for programme approval, annual evaluations, review of regulations and policy, and supervision of curriculum working groups. The Teaching and Learning Committee is charged with ensuring that learning and teaching practices and the teaching environment is appropriate and enhanced on an ongoing basis. The Examination Board will monitor students' attainment, continuation and completions and the Student Council will ensure that student engagement is effective and constructive.

22   Such division of responsibility is likely to prevent confusion or blurring of responsibilities as they are clearly articulated and defined with reference to specific stages of the student journey. The NDAPs Plan [001] further articulates developments that are due to take place during the probationary period. These developments will also ensure that the scope of responsibilities is clear for working groups and other projects undertaken below the subcommittee structure. This includes curriculum working groups that are to be approved by PDRC in Y0Q2, and the creation and operation of Programme Committees that will start to meet in Y1Q1. Based on this the team concludes that the School has a robust and credible plan to ensure that there will be clarity and differentiation of function and responsibility at all levels in the organisation in relation to its academic governance structures and arrangements for managing its higher education provision.

23   The School's Academic Board has been designated as the senior academic authority. This is clearly articulated in both the NDAPs Self-assessment document and in the School's NDAPs Plan. [001, 068] The team found evidence of the Board's function and responsibilities being consistently applied as all relevant subcommittees report to this body and all policies and academic framework must be approved by it. This is demonstrated by Academic Board's minutes [040, 045, 060, 061, 071] and further confirmed by the Chair of Academic Board during the assessment visit. [M3] Examples of discussions that took place during Academic Board meetings include considerations of the Academic Regulations and Terms of Reference for PRDC Committee [040] as well as formal approval of the BBA programme. [045] Senior staff confirmed that Academic Board will monitor all academic developments and will meet regularly irrespective of specific policy agendas. [M3] To ensure that Academic Board does not suffer from policy fatigue, the Chief Operating Officer (COO) developed a schedule of policies detailing the timeline for approval by Academic Board and clustered them to better facilitate the approval process. [M3, Policy Schedule 134]

24   The School's senior management team is composed of several individuals with higher education and other relevant backgrounds, including business management, acquired outside the higher education sector. Academic leadership, inclusive of activities relating to development and approval of new programmes, is provided by the Dean [001] while policy development is led and supervised by the COO. [001, M3] The Dean and the COO are supervised, but also supported, by the Board of Directors which is chaired by a previous Vice Chancellor of an English university. The review of the senior management team's CVs [040, 050, 053, 056, 057, 062, 094] demonstrated appropriate strength and depth of academic leadership within the School. This is because all existing staff members have extensive and long-term higher education experience from UK or abroad and all have held senior leadership positions within large and small organisations previously. Their CVs and discussions during the visit indicated that they all possess relevant quality assurance expertise, recruitment experience, programme development, and generic management experience. To further strengthen academic leadership, the School intends to recruit two Programme Directors by April 2023. [M3] The Programme Directors will have middle management responsibilities,

being responsible for academic leadership and assessment on their respective programmes. [Job descriptions 049] The Dean and Chair of Academic Board emphasised that prospective recruits will be of high calibre, and that they will not be appointed unless they have extensive experience, demonstrate commitment to the School's values, and possess the skills that would enable them to discharge their roles effectively. [M2] As such, the team considered that the School will have appropriate depth and strength of academic leadership at the top and the middle levels.

25   The School's current policies are developed in collaboration with all appointed members of staff. The membership of relevant committees includes ex-officio roles. This indicates that all relevant staff will be included in the design and implementation of procedures and policies. The School currently does not have any enrolled students and, as such, existing policies have not been developed in collaboration with students. However, the School's plan for student engagement and the student representation policy [076] includes details on how such collaboration will be ensured once the student representation system and the Student Council are established. Policies specify that all relevant governance committees will include student representation. [Governance charter 074, Statement on student representation 076, Student feedback policy 103] The School plans to offer all students mandatory training on what it means to be a student representative and the Student Council will act as a formal forum for those representatives to meet and discuss matters arising and to suggest improvements and enhancements. [Student representation policy 077] The School plans to develop representation training materials in Y0Q4 and the first elections are planned for October of Y1. Additionally, the School plans to have extensive student feedback mechanisms that will ensure that students' views are collected, for example, through end of module, end of year, and other surveys. [Draft student survey templates 097] The School's plans for ensuring that its policies are developed and implemented in collaboration with students are robust and credible because the School aims to ensure that students' views are represented in all decision-making committees; provides for the provision of student representative training; creates a forum where student representatives can consider their collective view in an open manner; and emphasises the need for student representation to focus on collective rather than individual view.

26   The proposed training for student representatives is likely to be appropriate as it includes discussions of the roles and responsibilities of the individual representatives and the Student Council, the importance of presenting a student body's balanced view, and tips for how to be effective at representation. The School also intends to ensure that class time is allocated for elections and collection of student feedback. [Statement on student representation 076, Student representation policy 077] The School's intention to ensure that student representative training is carried out before election and to all students emphasises the robustness of the plan as it ensures that all students, and not only the elected representatives, are aware of the role, and of the significance and importance of student engagement.

27   Other stakeholders will be engaged in development, implementation and communication of the School's policies and procedures through the medium of the IAB, the use of external examiners during the assessment process [External Examiners Policy and Procedures 035] and through seeking external advice on programme developments. [External Adviser Report 087, External Adviser Report and SPJUK response 091] The Programme Development Approval Proforma Template [089] contains a specific box where views of external stakeholders need to be included and the Programme Development, Approval, Review and Discontinuation Policy [088] also formally requires PDRC to commission at least one independent expert with senior academic disciplinary and/or professional experience that will independently review the proposed programme and provide an independent report. [004]

28   Additionally, Academic Board also has independent members as part of their membership that also ensures external input into development of policies. [M2] The School provided evidence of this operating in practice through its engagement of an external expert in the development of its BBA programme specifications. [087] The School's response to the external's report [091] is clearly indicative of genuine engagement with the feedback provided as all the comments given by the external were fully considered and acted upon by PDRC. [meeting minutes 19.10.20220 072] Accordingly, the evidence provided is highly indicative of the School's clear processes to ensure that policies and procedures are likely to be developed in collaboration with staff, students and external stakeholders and that students will be individually and collectively engaged in the governance and management of the School.

29   The School's governance structure, together with the relevant quality assurance and regulatory policies, are also indicative that the School will manage successfully the responsibilities that would be vested in it were it to be granted degree awarding powers. The terms of references of all committees are articulated in the Governance Charter [074] and the minutes of the Board of Directors' meetings, [038, 039] Academic Board meetings [060, 061, 071] and the Programme Development and Review Committee minutes [072] confirm, in the team's view, that the School is indeed respecting its own processes and that the discussions during the meetings are constructive, detailed and comprehensive. The School's Management Project Plan [136] includes detailed timelines of all activities that need to be undertaken before delivery begins which further supports the team's conclusion that the School understands the tasks that have to be completed and has an appropriate plan for those. The overall governance structure and the plan to review its effectiveness formally every three years and informally on an ongoing basis, [074, M3, M4] as well as the existence of the contingency plans [081] and detailed Risk Register [080] provided further reassurance to the team that the School has a good control over its own plans and is likely to discharge its higher education functions effectively.

30   The School intends to offer internships for students registered on the Global MBA (GMBA), the Master of Financial Technology (MFT) and Master of Global Business (MGB) in the summer of 2024 after completion of taught modules on a mandatory basis for its postgraduate students and on an optional basis for its undergraduate students. [Additional statement on work-based learning 099] The internship on the undergraduate programmes will also commence in the summer of 2024. [001, 068, 099] The relationship between the School and the internship providers will be governed by the Work-Based Learning Policy. [100] The Dean of the School will undertake a risk, health and safety assessment for each internship and will be trained in undertaking such assessments. [099] Internship placement will be delivered based on the internship module specification. [104] While on internships, each student will have an academic and a corporate mentor that will ensure the successful running and completion of the placement and will ensure that the learning objectives are achieved. The work-based learning policies will be used to ensure safe and appropriate environments for the internships. [100]

31   The relationship between the School and the internship providers will be governed by a written agreement that will clearly outline the roles and responsibilities of each party, including the student. The School also plans to offer students the possibility to study some of their modules at partner SP Jain Global schools abroad under the Multi-city articulation agreement [109] between SP Jain Global and SP Jain UK. The School undertook a detailed mapping exercise to ensure that programme learning outcomes will be achieved irrespective of whether the given module is taken at SP Jain UK, or SP Jain Global and Academic Board approved the mapping exercise [Multi-city Model Briefing Paper 109] as well as the new Study Abroad Policy [130] in November 2022. The Policy contains all aspects that would be expected from such a policy, including the overriding principles, methods of approval processes for students' exchange arrangements, principles relating to credit transfers and recognition as well as matters relating to monitoring, reviews, complaints and appeals. The

School plans to submit the articulation agreement for formal approval to Academic Board in Y0Q3 and this, together with the Study Abroad Policy, will govern exchange arrangements. As such, the team was assured that the School's arrangements with the internship providers and partner School abroad will be based on a strategic approach, informed by the effective assessment of risk, and will be governed by written agreements.

32   As noted, all the postgraduate programmes are currently validated by ███. The School will validate the same master's programmes under its own regulations and is developing the proposed undergraduate programmes independent of the ███ From September 2023 the School intends to deliver the undergraduate BBA under its own regulations and the four postgraduate programmes under ███ regulations. From 2024 the postgraduate programmes will be delivered under the School's regulations. The School did not provide any evidence or plans on how it would transition from ███ academic regulations for the postgraduate programmes to the School's regulations for the postgraduate programmes. The School plans to deliver postgraduate programmes (EMBA, GMBA, MGB and MFT) validated by the ███ in September 2023 and then postgraduate programmes (EMBA, GMBA, MGB and MFT) validated by SPJ UK in February 2024. This was confirmed by senior staff [M1] who also confirmed that the School would move to its own validated postgraduate programmes from February 2024 and cease the delivery of ███-validated programmes. While senior staff were able to clarify there would be a move to its own validated postgraduate programmes, they were not able to articulate any specific transitional arrangements and explained that any students who had resits on ███-validated programmes would be able to move to the School's validated programmes as would students who had to interrupt their studies. The team agreed while there was some acknowledgement of the issue, no clear transitional arrangements or robust plans were in place.

Conclusions

33   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 the Designated Quality Body, July 2022.

34   The team concludes that the School, if granted degree awarding powers, will have effective academic governance in place, with clear and appropriate lines of accountability for its academic responsibilities. The School has established a governance structure that clearly differentiates the functions and responsibilities of relevant committees as well as specific post holders. The governance is outlined in a coherent and clear manner in the Governance Charter and provides for clear delineation of the scope and the responsibilities of all committees and subcommittees. The Board of Directors has the ultimate oversight of all business plans and the working arrangements of the School, as well as the quality assurance processes, but it is Academic Board that has the ultimate responsibility for academic oversight and the development, implementation and monitoring of academic policies and frameworks. The Industry Advisory Board will help the School with ensuring that it maintains the contact with industry that is critical for the fulfilment of its mission through internships and through the development of modules that are of particular significance to the industry. It will further support the School with ensuring high level of employability of its graduates. The evidence demonstrates that the function and responsibility of the senior academic authority is clearly articulated and is likely to be consistently applied and that there is clarity and differentiation of function at all levels in the School in relation to its academic governance structures and arrangements for managing its higher education provision.

35   There is evidence that academic governance and oversight of the School's higher education provision will be conducted in partnership with its students. This is because the School has robust plans in ensuring that students will be engaged once they enrol on the programmes. The School provided sufficient evidence that it will develop, implement and

communicate its policies and procedures in collaboration with staff, students and external stakeholders and students will be individually and collectively engaged in the governance and management of the School.

36   The School has also developed a Work-Based Policy that will govern students' internships. Its Multi-city Model and Study Abroad Policy will govern a student exchange programme. The policies are well developed and clearly articulate all relevant principles. They include the creation of formal written articulation agreements between SP Jain UK and SP Jain Global as well as written agreements between the School and the internship providers. The School's arrangements are based on a strategic approach and are informed by the effective assessment of risk that will ensure its government and management of such opportunities.

37   There was no evidence of plans for transitional arrangements from ▮▮▮-validated programmes to the School's own validated programmes although the School acknowledged that there was a need for further clarification and detail.

38   The team concludes, therefore, that, on balance, the School understands this criterion and that the NDAPs Plan is credible and should enable the criterion to be met in full by the end of the probationary period.

39   Although the team regards the NDAP Plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraph 284 of this report.

Criterion B: Academic standards and quality assurance

Criterion B1 - Regulatory frameworks

40   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 the team considered this evidence

41   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and the School's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess the School's understanding of this criterion and to test the credibility of the School's NDAPs Plan in relation to this criterion.

42   Specifically, the assessment team considered or assessed:

a   To determine whether the School has created academic frameworks and regulations appropriate for the granting of its own higher education qualifications and to understand where responsibilities reside, the team considered the Admissions Policy, [110] Students' Complaints Policy, [006] Academic Integrity Policy, [113] Academic Regulation, [012] Quality Assurance Framework, [073] Policy Schedule, [134] Appeals Policy, [135] Student Misconduct Policy, [034] Mitigating Circumstances Policy, [027] Recognition of Prior Learning Policy and Procedure, [117] Fitness to Study Policy [033] and Academic Integrity Policy, [113] Students with Disability Policy, [030] and the NDAPs Plan. [068] The team also met senior staff and members of the Board of Directors, Academic Board and Programme Development and Review Committee. [M1, M2, M4]

b   To determine whether the School's academic frameworks and regulations that will govern its higher education provision are appropriate to its current status and whether these will be implemented fully and consistently, the team considered the Quality Assurance Framework, [073] Academic Board minutes. [045, 060, 061, 071] The team also met senior staff members of Academic Board and Programme Development and Review Committee. [M3, M4]

c   To determine how the School intends to maintain definitive and up-to-date records of each qualification it will award and each programme it will offer and whether these records will be used as the basis for the delivery and assessment of each programme, the team considered the NDAPs Self-assessment, [001] NDAPs Plan, [068] Programme Development, Approval, Review and Discontinuation Policy, [088] External Adviser Report [087] SP Jain UK response, [091] BBA Programme Specification [085] and BBA Programme Specification. [082] The team also met senior staff and members of the Board of Directors, Academic Board and Programme

Development and Review Committee [M2, M3] and attended a demonstration of the student records system. [MDemo]

How any samples of evidence were constructed

43   No evidence was sampled as the School had yet to commence delivery and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

44   The School's plans in relation to this criterion are set out below.

45   The School has approved a set of Academic Regulations and a Quality Assurance Framework. This is intended to govern the award of academic credit and qualifications. The School anticipates that the first intake of students who would complete a full programme of study will be admitted in February 2024 and complete their programme by Y2Q4. The first examination board that will make awards on the basis of the regulations will be in Y2Q4 and the first full annual monitoring of programme outcomes with external examiner comments will take place in Y3Q1. The School plans to develop its own degree algorithms and grading criteria in Y0Q4. As such, the School expects to meet B1.1 criterion in full by Y3Q2.

46   The School has created a template for programme and module specifications that will be kept on a SharePoint site. This will record the programmes that have been approved and any subsequent changes. The School is currently developing a new student record system which is expected to be ready by March 2023. The student record system will enable the School to maintain full records of awards made to individual students. The School will also develop transcripts and certificates in line with good practice guidelines and the first full transcripts and award certificates are intended to be available to students in Y2Q4. As such, the School anticipates that it will meet the full criterion of B1.2 in Y2Q4.

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

48   In anticipation of receiving degree awarding powers, the School developed a comprehensive set of draft Academic Regulations [012] and a Quality Assurance Framework. [073] It further devised a detailed plan on when the policies will be formally approved and supplemented by guidance. [Policy Schedule 134] It also devised a plan for an ongoing cycle of reviews, evaluation of policy effectiveness and re-approvals. Those are in addition to the policies that are intended to govern the School's programmes offered in conjunction with the ██████. At the time of the visit, several of the policies had already been approved by the School's Academic Board and the Board of Directors but some remained in a draft form.

49   The Academic Regulations [012] that govern assessments, progression and awards were approved in September 2022 and are due for review in April 2023, and the Quality Assurance Framework [073] was revised and approved in October 2022. The Admissions Policy, [110] Student Complaints Policy [006] and Student Misconduct Policy [034] were approved in June 2022 but are due for further revision and final approval in January 2023. [134] Additionally, the School developed a draft Appeals Policy [135] to be approved in January 2023, Mitigating Circumstances Policy, [027] Recognition of Prior Learning Policy and Procedure, [117] Fitness to Study Policy [033] and Academic Integrity Policy [113] to be approved prior to the commencement of the probationary period.

50   The team found the policies to be coherent, clearly written and, while some still contain omissions, they broadly resemble similar policies that are in operation in other higher education providers, and which aim to regulate their relevant areas fairly and equitably as noted below. Indeed, the senior management team [M2] confirmed that the policies have been drafted by drawing on SP Jain Global and ██████policies and adapting them to ensure

alignment and appropriate fit within the English environment and the School's own context. [M2]

51   The Admissions Policy [110] stipulates that students applying for taught postgraduate programme should normally have a good first honours degree or at least a UK second class (or equivalent) or higher and undergraduate applicants should hold, or be predicted to attain, a minimum of three A Levels or equivalent. The exact entry requirements will be stipulated in the specific programme specifications and the School reserves the right to ask for higher entry criteria if those are deemed appropriate for the given programme.

52   International students must demonstrate proof of sufficient proficiency in the use of English language and the School reserves the right to ask the applicants to take an aptitude/entrance test, write and submit an essay or case analysis, undertake an interview or demonstrate experience in a relevant role. [Admissions Policy 110, p5] Those criteria are equivalent to admission criteria adopted by comparable UK higher education institutions and, as such, represent an appropriate articulation of admission principles.

53   The admission policy further includes details of a complaints and admission appeal process that will apply to admission decisions and provides that the School is committed to promoting its staff and students' policies relating to equality, diversity and fair treatment and aims to ensure that individuals are treated with dignity irrespective of protected characteristics, including disability.

54   The admission policy itself does not outline the School's plan to the provision of reasonable adjustments but the School's draft Students with Disability Policy [030] includes the School's commitment to the provision of reasonable adjustments and recognises that the School would be in breach of the legal provisions if they did not provide those. [030] In terms of reasonable adjustments during the admission process, the School explained that, in the initial stage, it intends to assess students' needs on case-by-case basis and will have a dedicated member of staff with experience to identify and support students' needs through the admission process. The School also reassured the team that this will be in place before the recruiting and admission processes begin. [M1, M4] As such, this will ensure that the School's admission policy will be completed and coherent and will enable the School to admit students in a fair and equitable manner. The team also considered that the admission criteria will be robust and appropriate as they are clear and transparent and in line with the current professional, statutory and regulatory requirements.

55   The School's Academic Regulations [012] specifies that the School's taught programmes will be aligned with the FHEQ, and other sector recognised standards as published by the Office for Students. The regulation further articulates the principles relating to assessments, submission of coursework, individual and group assessments, principles of internal and external moderation, and permitted re-sit rights. It also includes details relating to credit structure, credit framework, progression, interruption and withdrawals, and overarching principles relating to awards. The Academic Regulation also refers students to other policies that supplement its broad provisions, including the Appeals Policy [135] in relation to appeals against the Examination Board's assessment decisions.

56   The Academic Regulations are comprehensive but broad and refer to many supplementary policies that are yet to be devised and approved. For example, the Research Ethics Policy and Procedure [068] which is to be approved in Y0Q4. The NDAPs Plan clearly stipulates that the Academic Regulations will be reviewed and revised as necessary in April 2023, which is before the first proposed intake of students. More specifically, the NDAPs Plan specifies that the grading criteria and the Appeals Policy will be developed in Y0Q2 although the development of Appeals Policy has been brought forward to January 2023. [M4]

57   The School will undertake a benchmarking exercise to determine its own algorithms in Y0Q2 with the view of those being approved by Academic Board in Y0Q4. It further specifies that Academic Board will have a bespoke meeting in Y1Q1 to ensure that all policies and procedures are in place for the first intake of students [068] and those policies are then due for another review in Y2Q4 at which point Academic Board will also have received annual evaluations reports from each programme and students' feedback. [068]

58   During the visit, the team was further reassured by the Chair of Academic Board and the COO [M3, M4] that the School is on track with its existing plan of policy development and, indeed, was able to bring approval of some of those forward to January 2023. The minutes of Academic Board meetings as well as statements made during the assessment visit [M3, 045, 060, 061, 071] further indicate that the draft policies are actively considered and comments, clarification questions and suggestions for improvements are regularly made. To prevent 'policy approval fatigue' the COO took active measures to cluster the relevant policies together as this allows Academic Board to review them more effectively at appropriate intervals. [M3] The School's Quality Assurance Framework [073] further stipulates that policies, as well as every programme or a cognate group of programmes, will be reviewed in line with a model of continuous improvement. This model (PIRI) has four stages of improvement that include planning, implementation, review, and improvements and that will ensure ongoing policy enhancement.

59   The team found the draft and approved policies to be coherent, clearly written and already containing most of the relevant provisions that govern the student educational journey. Therefore, the team found that the current regulations will provide an effective base on which the School will complete its policy development and will be able to subsequently award academic credit and qualifications that are consistent with the FHEQ and its own framework. As such, the academic framework and regulatory provisions are appropriate to the current status of the School as a new entrant to the market and the School's framework as devised in readiness for its own degree awarding powers will be appropriate and completed before the end of the probationary period.

60   The School has developed the BBA programme specification [085] and a full set of approved module specifications. [082] The programme specification includes the name of the programme, awards and credit rating, maximum duration, the outline and structure of the programme, teaching and learning methods and assessment strategy along with specific entry requirements and programme learning outcomes that are mapped against the specific modules' assessments.

61   The module specifications have been adapted from the module specifications offered on courses provided by SP Jain Global and contain full details of the module aims, learning outcomes, indicative content, links to learning resources and details of the specific assessments. [082] The adaptation aimed to ensure that modules delivered in the UK will correspond to the FHEQ and relevant Subject Benchmark Statements. [M3] The module specifications are intended to be used as the basis for module design and teaching delivery. During the visit, the School explained that this will be achieved through ensuring that the importance of adhering to module specifications is clearly articulated to all staff during their induction [M3] and through monitoring that will be carried out by the Programme Director. [M3] The team concluded that the module specifications are detailed, contain all relevant information, and adhere to the School's chosen template. The learning outcomes and assessment formats are articulated clearly, outcomes are measurable and proposed assessment diverse and reliable.

62   The programme and module specifications were approved in October 2022 by the School's Programme Development and Review Committee and Academic Board. [068] As this process corresponds well to the process outlined in the School's Programme Development,

Approval, Review and Discontinuation Policy [088] it demonstrates that the School has already started to implement its own processes consistently and effectively. In line with the same policy, the School has ensured that the BBA programme was reviewed by two external advisers [087, 091] and his feedback was fully acted upon and responded to during the developmental stage. [091] Any changes to the module that may be proposed in the future will be determined in line with the same policy.

63   The programme and module specifications will be initially stored on the School's shared drive accessible to staff and then in the School's student record management system that is currently under development. [001, M2] Students will be able to access them through the School's virtual learning environment (VLE). This assured the team that those represent definitive and up-to-date records of the BBA qualification and will be used consistently by teaching staff and the Programme Directors as a base for their module delivery.

64   Programme and module specifications for other programmes are being developed. The NDAPs Plan specifies that their development and approval will follow the same process as the BBA course. A Curriculum Working Group for each programme will be established in Y0Q2 and will work on the development of the undergraduate BMT and BDS and on the postgraduate EMBA, GMBA, MGB and MFT programmes. The programmes are due to be submitted for formal approval to Academic Board, upon recommendation from PDRC which will also ensure that external input has been received, in Y0Q4. As the plan clearly outlines the timeline and responsibility for those programmes' development in line with the process already implemented for the development of the BBA course, the team concluded that aligned definitive programme records are likely to be equally robust and credible.

65   Definitive programme records will be held by the students record system that is currently under development. [068] The team observed a demonstration of the system's capability. This demonstrated to the team that the system will accommodate all details of the students' journey from admission to graduation and will enable the School to keep an accurate record of each qualification awarded to students. [MDemo] The platform is built on Salesforce for Education and is General Data Protection Regulation (GDPR) compliant. [MDemo] The platform is being customised to ensure compliance with HESA and UCAS requirements and will be ready by March 2023. [068] The accuracy of the system will be overseen by the Registrar but most of the processes are automated. [MDemo] The School also intends to develop transcripts and certificates in line with national guidance and good practice. [001] The senior management team explained that, to do so, it will follow the Bologna agreement, model transcripts and QAA guidance. [M3] This demonstrates that the School has appropriate plans to ensure that students' records will be maintained and that students will receive appropriate transcripts and records of their studies.

Conclusions

66   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 the Designated Quality Body, July 2022.

67   The team concludes that the School has an appropriate and credible plan to ensure that it will have in place transparent and comprehensive academic frameworks and regulations to govern how it will award academic credits and qualifications. The School developed a draft set of academic regulations and associated policies, most of which have been formally approved by Academic Board while the remainder are planned to be approved prior to the probationary period. During the probationary period, the School will undertake a cycle of policy reviews and approvals to ensure that they continue to be fit for purpose and that they are applied in a consistent manner. The draft policies and regulations are comprehensive and collectively govern all aspects of higher education provision. The policies and regulations have

been developed with reference to relevant external reference points and are based on proved and tested policies from SP Jain Global and ▮▮▮▮

68   The School has a clear and credible plan to create and maintain definite and up-to-date records of each qualification to be awarded and each programme to be offered. Those records will be used as the reference point for the delivery and assessment of the programme, its monitoring and review, and students will be provided with their records of studies using the transcripts and certificates that will be developed during the probationary period.

69   The team, therefore, concludes that the School understands this criterion and that the NDAPs Plan is credible and should enable the criterion to be met in full by the end of the probationary period.

Criterion B2 - Academic standards

70   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 the team considered this evidence

71   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and the School's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess the School's understanding of this criterion, to test the credibility of the School's NDAPs Plan in relation to this criterion and to test the academic standards of the proposed programmes.

72   Specifically, the assessment team considered or assessed:

a   To determine whether the School's plans to deliver higher education qualifications that are offered at levels that correspond to the relevant levels of the FHEQ, the team examined the NDAPs Self-assessment document, [001] the NDAPs Plan, [068] the Academic Regulations, [012] the Programme Development, Approval, Review and Discontinuation Policy, [088] Programme Approval Form template, [089] the ▇▇▇ Programme Specifications, [046] BBA Module Specification, [082] and BBA Programme Specifications. [085] The team also met senior staff. [M2]

b   To ascertain how the School will take appropriate account of relevant external reference points and external and independent expertise, including students, in setting and maintaining academic standards and establishing comparability of standards with other providers of equivalent level qualifications, the team examined the NDAPs Self-assessment document, [001] the NDAPs Plan, [068] the Programme Development, Approval, Review and Discontinuation Policy, [088] Programme Approval Form template, [089] the external adviser report template, [052] External Adviser Report [087] and SP Jain UK response, [091] Governance Charter [074] and the External Examiner Policy. [119] The team also met the senior staff. [M2]

     To determine whether the School has created in readiness robust programme approval arrangements that are applied consistently and ensure that academic standards are set or will be set at a level which meet the UK threshold standard for the qualification and are in accordance with its own academic frameworks and regulations, the team considered the NDAPs Self-assessment document, [001] the NDAPs Plan, [068] the Quality Assurance Framework, [073] the Academic Regulations, [012] the Programme Development, Approval, Review and Discontinuation Policy, [088] Academic Board Meeting 19.10.22, [071] PDRC

Meeting Minutes 19.10.22, [072] Proforma for programme approval, [089] Quality Assurance Framework [073] Assessment validation grading moderation policy, External Examiner policy and procedure, [035] Programme Change Policy and Procedure, [036] Annual Programme Monitoring Policy and Procedure, [037] and Academic integrity policy. [113]

c   To determine whether the School has plans to award credit and qualifications only where the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) 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 considered NDAPs Self-assessment document, [001] the NDAPs Plan, [068] the Academic Regulations, [012] the ▮▮▮ Programme Specifications, [046] Assessment Validation, Grading and Moderation Policy and Procedures, [111 approved Oct 22] the ▮▮▮Programme Specifications [046] and BBA Programme Specifications. [085]

d   To determine whether the School has plans for programme approval, monitoring and review arrangements that are robust, applied consistently and explicitly address whether the UK threshold academic standards are or will be achieved and whether the academic standards are likely to be maintained, the team considered the NDAPs Plan, [068] Governance Charter, [074] the Academic Regulations, [012] Assurance Framework, [073] Programme monitoring policy and procedure, [121 approved Oct 2022] Student Representation Policy, [077] Programme Change Policy and Procedure, [120 approved Oct 2022] and Programme Design, Development and Review Policy. [088] The team also met senior staff. [M3]

How any samples of evidence were constructed

73   The team did not conduct any sampling as the volume of material available was such that all evidence could be reviewed by the team.

What the evidence shows

74   The School's plans in relation to this criterion are set out below.

75   The NDAPs Plan details a range of policies underpinning an overarching quality framework to set and maintain standards and a governance structure to implement these policies and procedures. Current documentation regarding programme approval and monitoring processes are set to be approved by Academic Board in Y0Q1. Additional information regarding generic marking criteria to support students and staff will be available in Y0Q2. Further guidance on supporting staff in having an awareness of assessment procedures will be developed in Y0Q3 when the School plans to develop its own assessment guide for staff to replace the current ▮▮▮ assessment guide. This will be developed alongside the Programme Development Handbook to give additional context and guidance to staff in the setting of academic standards and is set to be available in Y0Q2.

76   The NDAPs Self-assessment document provides details on plans for the delivery from September 2023 of four postgraduate programmes (EMBA, GMBA, MGB, MFT), that are currently validated by the ▮▮▮alongside a School-validated undergraduate BBA. The undergraduate BBA was planned to be approved by Academic Board in October 2022. External examiner reports will be available from Y1Q4 and external reviewers comments for the BBA programme from 28 October 2022. Maintenance of standards will be reviewed periodically, and programme committee reports will be available from Y1Q2 and Academic Board minutes from Y0Q2. The programme and module specifications detail assessment

methods and how students will meet learning outcomes to gain relevant credits and qualifications. Development of undergraduate programmes BMT and BDS through the curriculum working groups (CWG) and the postgraduate programmes validated by the School (EMBA, GMBA, MGB and MFT) is due to start in Y0Q3, with external adviser input. The School confirms that to ensure that the processes to ensure standards and comparability are consistent and reliable over time, at least two cohorts of student will need to have completed a full year of study and therefore the School anticipates meeting the criterion in full in Y3Q2.

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

78   The School has clear plans to deliver higher education qualifications that are offered at levels that correspond to the relevant levels of the FHEQ because clear and appropriate references are made to these levels throughout the programme documentation. The NDAPs Self-assessment Document [001] refers to FHEQ Level 6 for its proposed undergraduate programmes: Bachelor of Business Administration with Honours (BBA Hons), Bachelor of Management and Technology with Honours (BMT Hons) and Bachelor of Data Sciences with Honours (BDS Hons). Its master's level programmes are categorised as Level 7 FHEQ with reference to the Global Master of Business Administration (GMBA), Master of Global Business (MGB), Executive Master of Business Administration (EMBA) and Master of Financial Technology (MFT). The Academic Regulations [012] provide a clear credit accumulation framework and structure that is well aligned to the Higher Education Qualification Credit Framework for England and represent the FHEQ levels appropriately.

79   ▆▆▆▆ Programme Specifications [046] for postgraduate programmes clearly state Level 7 FHEQ status for each of the master's programmes. The programme specifications are well developed and learning outcomes are defined that relate well to the FHEQ standards alongside expected credit values. In a similar vein, the approved module specifications of the BBA [082] and the approved BBA programme specification [085] all provide clear information relating to FHEQ levels. Programme-level learning outcomes for the BBA [085] are clearly defined and categorised into areas relating to knowledge and understanding, intellectual and cognitive skills, transferable skills and programme-specific skills and mapped across modules in demonstrating a coherent and comprehensive understanding of programme design.

80   Draft programme specifications for the undergraduate programmes BMT and BDS and the postgraduate programmes (EMBA, GMBA, MGB, MFT) are currently unavailable and will be developed at a later stage given they are due to start in Y2Q1. The NDAPs Plan [068] states that development and external adviser review of these programmes is planned for Y0Q3.

81   The School has clear plans to set and maintain academic standards, taking into account relevant external points because it details a range of mechanisms that involve external and independent points of expertise. The Programme Development Approval, Review, Discontinuation Policy [088, p3] sets out the mechanism for using external expertise and includes both external independent advisers for academic reviews of programmes alongside similar reports from professional advisers to focus on employability and skills. Once the development process is complete, PDRC will commission at least one independent adviser with senior academic disciplinary expertise to review the proposed programme and provide an independent report on the relevant template. A particularly important part of this report is the adviser's view as to whether the programme meets the threshold academic standards described in the FHEQ. The School has clear evidence on the inclusion of external advisers in the programme approval process. External advisers reports [087, 091] reviewing the BBA programme provide detailed information relating to the relevancy of the programme's aim, consistency of learning outcomes with those aims, the programme's alignment with external reference points and clarity of the learning, teaching and assessment strategies. While these reports are detailed, the team noted that greater consistency between responses

to external adviser reports is needed as one external adviser's report for Year 4 of the BBA [091] contains responses to external examiner comments whereas another [087] does not. Both external advisers agree, however, that the programme's aims and intended learning outcomes are consistent with the sector-recognised standards for awards at this level. There was clear evidence of the inclusion of external advisers in programme development [091] and also of Professional advisers in the future [Programme Development, Approval, Review and Discontinuation Policy 088] who will advise on employability and skills. The NDAPs Self-assessment Document [001] and the Programme Development Approval, Review, Discontinuation Policy [088] also includes the role of the IAB in providing industry and related professional feedback on the development of programmes and the Programme Approval Form template [089] contains a section for IAB input.

82   The School has plans to include students at various board and committee levels. The Student Representation Policy [077] states students will be formally represented on the Programme Development and Review Committee and will be asked for their views on programme approval and monitoring. Students will additionally be represented on Academic Board and student representatives will represent the views of the Student Council to Academic Board. There will be a student appointed to the Board of Directors who will be a full director but also responsible for ensuring that the student voice is communicated to the Board. The inclusion of students is further confirmed in the Governance Charter, [074] which details the role of student representatives on Academic Board. However, the role of students is not detailed in the Programme Development Approval Review and Discontinuation Policy [088] indicating that not all documentation is consistent in relation to student involvement. Senior staff [M3] provided some detail on how students would be involved in programme development and confirmed the inclusion of the Student Council subcommittee of Academic Board and the use of programme committees but did not mention the role of the students in PDRC. The team agreed, overall, there is clear evidence external and independent points of expertise are taken into account regarding programme development in relation to the use of external academic reviewers. However, the role of students is less consistently understood and planned for.

83   The School has well-developed plans for establishing and maintaining threshold academic standards and comparability of standards with other providers of equivalent level qualifications by making use of appropriate external and independent expertise as it has clear policies and processes on using external advisers, professional advisers and independent expertise in programme approval and well-developed external examiner policies in monitoring existing programmes. The External Examiner Policy [119] details the duties and responsibilities of external examiners in confirming that the standards of the School's awards meet the threshold standards in external reference points such as the FHEQ and are comparable with those of similar programmes in other UK higher education institutions. External examiners are required to scrutinise summative assessments, review samples of work submitted by students, make recommendations regarding the moderation and marking of student work and submit an annual report on the student performance and academic standards. External examiners will attend the examination board to ensure recommendations made regarding module marks and student awards and progression are in accordance with the School's requirements and aligned with normal practice in UK higher education. The NDAPs Plan confirms that the first external examiner's report will be submitted Y1Q4. The team agreed the School has detailed policies on the use of external and independent expertise.

84   The School has clear plans for programme approval arrangements that are robust, applied consistently and ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with their own academic frameworks and regulations because clearly defined processes are articulated in a range of documentation and evidence of programme approval through the development and approval

of the BBA. The programme approval process is laid out in the NDAPs Self-assessment document, [001] NDAPs Plan, [068] and the Academic Regulations. [012] Detail is given in the Programme Development, Approval, Review and Discontinuation Policy. [088] Programme approval is initiated by Academic Board. Programmes are then further developed by PDRC and in line with the Programme Development, Approval, Review and Discontinuation Policy. [088] The School uses a Curriculum Working Group (CWG) that is overseen by the Academic Dean who is responsible for the preparation of module and programme specifications. Detail is captured in a Programme Approval Form, [089] which requires programme details including, among other items, the aims of the programme, its alignment with the School's mission and values and the programme's contribution to inclusion. Other areas to be completed include a section on employability and further study or future employment opportunities, a marketing appraisal and resource requirements.

85   There are clear plans and milestones given in the NDAPs Plan [068] which show the mechanisms of how PDRC and CWG will work towards module and programme development. The team agreed timescales are reasonable and realistic to deliver programme specifications for the proposed undergraduate and postgraduate programmes. For example, PDRC is set to start development of the postgraduate programmes (EMBA, GMBA, MGB and MFT) in Y0Q2 and postgraduate programme documentation (EMBA, GMBA, MGB and MFT) is to be sent for review by external advisers in Y0Q4.

86   The team found that Academic Board is working well in approving programmes and there is evidence of this through Academic Board minutes. For example, Academic Board minutes [19.10.22 071] clearly show the approval of the BBA programme and the role of the CWG and PDRC in its development and demonstrate that programme and module specifications have been developed in accordance with academic regulations and external adviser input. The approval of the six new programmes BDS, BMT, EMBA, GMBA, MGB and MFT is minuted. In addition, minutes from a PDRC meeting [072] were clearly laid out and showed discussions around the approval of the BBA, the suitability of the Quality Assurance Framework [073] and the quality of a range of policies, including the Assessment Validation, Grading and Moderation Policy and Procedures, [111] External Examiner Policy and Procedure, [035] Programme Change Policy and Procedure, [036] Annual Programme Monitoring Policy and Procedure, [037] Academic Integrity Policy, [113] and the Programme Development Approval Review and Discontinuation Policy. [088]

87   The School has clear plans to award credit and qualifications where the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment, and both the UK threshold standards and the academic standards of the relevant degree-awarding body have been satisfied. This is demonstrated through a range of well-defined policies and processes, clear and detailed module and programme specifications and appropriate assessment strategies. The School has well defined programme specifications for the undergraduate BBA [085] and the postgraduate programmes. [046] These contain clear learning outcomes and assessment strategies which align with UK threshold standards and are aligned with the School's academic regulations [012] and the ▬▬ Academic Regulations. The undergraduate BBA module specification [082] details each module on the programme at Levels 4, 5 and 6 and contains clear learning outcomes which are mapped to assessment details, with indicative content and learning methods and learning resources. The team reviewed the module specifications and agreed learning outcomes and assessments were appropriate for each level and a clear progression in terms of Level 4, 5 and 6 was evident. Assessment strategies and learning resources are appropriate for each module. Clear assessment structures are in place through detailed module and programme specifications and assessment brief outlines. In addition, the School's approach to assessment practice is clearly articulated in the Assessment Validation, Grading and Moderation Policy and

Procedures [111] which sets out that assessment must enable students to demonstrate achievement of learning outcomes at the threshold standard and above.

88   The School's academic regulations set out the process for granting awards. [012, p19] Awards will be conferred by Academic Board on the recommendation of the exam board. The NDAPs Plan [068] shows the first main examination board is to be held in Y1Q4, for the first cohorts of the BBA students, and Y2Q4 for the first cohort of postgraduate students.

89   The undergraduate BBA is structured as a 480-credit programme taught over four years, comprising a high proportion of 10-credit modules with two Level 6 modules of 15 credits and two of 30 credits. This is a four-year straight taught programme with no industry 'year out'. Senior staff confirmed this programme did not include a year out option. They also confirmed that while it is unusual to have a four-year taught undergraduate programme in England, this is not uncommon elsewhere internationally. The documentation shows that the School is following its US university model and plans to implement and adapt an existing programme structure that has been used in its other campuses. Senior staff provided further insight and stated they wanted students to gain broad subject knowledge and so the structure contained more smaller credit modules. The team is of the view that the module credit values (10, 15 and 30 credits) are reasonable in relation to assessments and learning outcomes.

90   Given there are no restrictions on the minimum and maximum level of credit values or, indeed, the use of credits in programme structures, the team agrees while the undergraduate BBA programme contains a higher-than-expected number of credits it is reasonable for the School to use this structure. The team also acknowledged that the other two undergraduate programmes, BDS and BMT, which are to be delivered in September 2024 and are currently under development, look to align more with the UK traditional credit structures, indicating structures of 360 credits each.

91   The team reviewed programme specifications for ▮▮▮-validated postgraduate programmes (EMBA, GMBA, MGB and MFT) [046] which are due to commence in Y1Q1 and agreed these are well developed and detailed with appropriate learning outcomes and assessment strategies. While relevant content is provided, the structure of the programme and corresponding credits could be clearer. The postgraduate programmes approved by the ▮▮▮ restructured at 180 credits with the option of a credit-bearing internship element (worth 30 credits) are aligned with postgraduate programmes at similar UK higher education institutions.

92   The School has clear and credible plans to ensure its programme approval, monitoring and review arrangements are robust, applied consistently and explicitly address whether the UK threshold academic standards are achieved and whether the academic standards are being maintained, because it has a range of detailed policies and procedures and mechanisms to implement these, as well as clear plans to develop further ones. The School has developed monitoring and review arrangements that address whether UK threshold academic standards are achieved and maintained. The Programme Development Approval Review and Discontinuation Policy [004, 088] articulates the process for periodic review, which programmes will undergo at least once every five years. Academic Board will delegate the oversight and coordination of periodic review to PDRC. The Programme Change Policy and Procedure [120] provides clear details on changing programmes through minor and major modification changes while the Annual Programme Monitoring Policy and Procedure [121] provides clear detail on the annual programme monitoring process. Programmes provided by the School are to be monitored annually to determine whether they continue to meet their stated objectives, thereby enabling the School to identify and address any threats to the maintenance of academic standards and high-quality learning experiences for students. Annual monitoring reports are to draw on a range of information and evidence, including external examiners' reports which are to be a key input to reports. The Programme Director will be responsible for monitoring programmes and will develop the Annual Monitoring Report

based on the template provided in the Annual Programme Monitoring Policy and Procedure. [121] The NDAPs Plan [068] includes planning for programme committee minutes to be available in Y1Q2 and Y1Q4. The annual monitoring report is set to be available in Y2Q1 and Y3Q1.

93   The governance structure [074] clearly details the mechanisms to operationalise and implement policies and provides clear terms of reference on the role of Board of Directors, Academic Board, PDRC, CWG, and IAB in approving, monitoring and reviewing programmes and the team agrees these processes are robust and effective. For example, senior staff [M3] members of Academic Board were able to discuss how programmes have been initiated, reviewed and approved at Academic Board through the use of pro forma, which provides relevant information to Academic Board in decision-making around programmes. Additional review and monitoring processes are implemented through the use of Student Feedback as outlined in the Student Representation Policy [077] where students will be able to provide feedback on programmes at Academic Board, PDRC and Board of Directors, through the use of student representatives. Students are able to provide feedback through module evaluations which are monitored by the programme director and used to inform the annual programme report. Although no students were able to be interviewed, the team agreed the School has detailed documentation on how students will be involved in reviewing and providing feedback on modules and programmes.

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 the Designated Quality Body, July 2022.

95   The School has credible planned mechanisms for setting and maintaining the academic standards of its higher education qualifications and these are likely to be applied consistently. Through the development and approval of its BBA programme, the School has demonstrated that it is able to design courses and qualifications that meet the threshold academic standards described in the FHEQ. The approval process includes an appropriate use of external reference points in the design stage and the use of independent external expertise and industry input in the approval process, although there was less evidence that the latter had yet to take place in the development of the BBA. While students are not involved in the formal programme approval process, they will have representation on the Programme Development and Review Committee.

96   The School has clear plans to award credit and qualifications where the achievement of relevant learning outcomes has been demonstrated through assessment. The School's approach to assessment practice is clearly articulated in the Assessment, Validation, Grading and Moderation Policy and Procedures which sets out that assessment must enable students to demonstrate achievement of learning outcomes at the threshold standard and above.

97   Plans for the maintenance of academic standards through the use of external examiners and their reports and annual programme monitoring are sound, with specific expectations for the responsibilities of external examiners and their input into annual monitoring reports in relation to the maintenance of academic standards. These plans should ensure that the School is able to demonstrate that the standards it sets and maintains above the threshold will be reliable over time and reasonably comparable to those set and achieved by other UK degree-awarding bodies.

98   The team concludes, therefore, that the School understands this criterion, and that the academic standards of the proposed programmes are likely to be appropriate. The

School's NDAPs Plan is credible and should enable the criterion to be met in full by the end of the probationary period.

Criterion B3 - Quality of the academic experience

99   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 the team considered this evidence

100   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and the School's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess the School's understanding of this criterion and to test the credibility of the School's NDAPs Plan in relation to this criterion.

101   Specifically, the assessment team considered or assessed:

Design and approval of programmes

a   To determine whether the School operates effective processes for the design, development and approval of programmes, the team considered the NDAPs Self-assessment document, [001] the NDAPs Plan, [068] the Academic Regulations, [012] ▆▆▆ Programme Specifications, [046] the Programme Development, Approval, Review and Discontinuation Policy, [088] PDRC Meeting Minutes 19.10.22, [072] Proforma for programme approval, [089] Governance Charter (Appendix 7), [074] and met with senior staff and members of Academic Board and the Programme Development and Review Committee. [M3]

b   To determine whether relevant staff will be informed of and provided with guidance and support on these procedures and their roles and responsibilities in relation to them, the team considered the NDAPs Plan [068] the Programme Development, Approval, Review and Discontinuation Policy, [088] Programme Change Policy and Procedure, [120] Governance Charter, [074 Appendix 3, 7] and met with senior staff and members of Academic Board and the Programme Development and Review Committee. [M3]

c   To determine whether the School has clearly assigned responsibility for approving new programme proposals, including the involvement of external expertise where appropriate, and subsequent action is carefully monitored, the team considered the NDAPs Self-assessment document, [001] the NDAPs Plan, [068] Programme Director Job Description, [049] the Quality Assurance Framework, [073] the Academic Regulations, [012] the Programme Development, Approval, Review and Discontinuation Policy, [088] External adviser reports [087,091] the Proforma for programme approval, [089] Programme Change Policy and Procedure, [120] Governance Charter, [074 Appendix 7] and met with senior staff and members of Academic Board and the Programme Development and Review Committee. [M3]

Learning and teaching

d   To determine whether the School articulates and will implement a strategic approach to learning and teaching which is consistent with its stated academic objectives, the team considered the Learning and Teaching Strategy, [059] the Self-assessment, [001] NDAPs Plan, [068] BBA module specifications, [082] Multi-city Model, [109] Learning and Teaching Enhancement Policy [009] and the Governance Charter. [074]

e   To determine whether the School will maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use, the team considered a demonstration of the VLE and the ELO [MDemo], HX Tower 2nd Floor Proposed Plan, [044] Student Code of Conduct, [029] Student Equity, Diversity and Fair Treatment policy, [032] Student Misconduct Policy, [034] Student Disciplinary Policy, [092] NDAPs Self-assessment, [001] NDAPs Plan, [068] Students Complaints Policy, [006] Student Support Policy, [096] and met with senior staff and members of Academic Board and the Programme Development and Review Committee. [M1, M3]

f   To determine whether robust arrangements will exist for ensuring that the learning opportunities provided to those of its students that may be studying at a distance from the organisation are effective, the team attended a VLE and ELO demonstration. [MDemo]

g   To determine whether every student will be enabled to monitor their progress and further their academic development, the team consider the student records system [MDemo] and the Student at Risk Policy. [098]

Assessment

h   To determine whether the School will operate valid and reliable processes of assessment, including for the recognition of prior learning, which will enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought and whether the School has processes for marking assessments and moderating marks that are clearly articulated and consistently operated by those involved in the assessment process, the team considered the NDAPs Self-assessment, [001] the NDAPs Plan, [068] Academic Regulations, [012] Assessment Validation, Grading and Moderation Policy and Procedures, [111] Recognition of Prior Learning Policy and Procedure [117] and BBA module specifications, [082] and met with senior staff. [M1]

i   To determine whether staff and students will engage in dialogue to promote a shared understanding of the basis on which academic judgements are made; whether students will be provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice, and whether the School will operate processes for preventing, identifying, investigating and responding to unacceptable academic practice, the team considered the NDAPs Self-assessment, [001] Student Code of Conduct [029] and the Academic Integrity Policy and Procedure. [113]

External examining

j   To evaluate whether the School will make scrupulous use of external examiners, including in the moderation of assessment tasks and student assessed work, the team considered the External Examiners Policy, [119] Assessment Validation, Grading and Moderation Policy and Procedures, [111] the Governance Charter

[0744] Academic Regulations, [012] NDAPs Self-assessment, [001] NDAPs Plan [068] and met with senior staff and members of the Academic Board and Board of Governors. [M2]

k   To assess if the School will give full and serious consideration to the comments and recommendations contained in external examiners' reports and provide external examiners with a considered and timely response to their comments and recommendations, the team considered External Adviser Reports, [087, 091] BBA programme specification [085] and module descriptors, [082] Quality Assurance Framework, [073] NDAPs Plan, [068] the Governance Charter, [074] Annual Programme Monitoring Policy and Procedure, [037] Statement on meeting criteria [069] and spoke to senior staff and members of the Academic Board and Programme Development and Review Committee. [M3, M4]

Academic appeals and student complaints

l   To ascertain whether the School's procedures for handling academic appeals and student complaints about the quality of the academic experience are likely to be effective and enable enhancement, and to determine whether these procedures are fair, accessible and timely, and that appropriate action is likely to be taken following an appeal or complaint, the team considered the Student Complaints Policy, [006] NDAPs Self-assessment, [001] NDAPs Plan, [068] Appeals Policy, [135] draft student handbook, [043] Admissions Policy [002] and Quality Assurance Framework [073] and met with senior staff and members of the Academic Board and Programme Development and Review Committee. [M1, M4]

How any samples of evidence were constructed

102   No evidence was sampled as the School had yet to commence delivery and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

103   The School's plans in relation to this criterion are set out below.

104   The School has already established processes for the design, development and approval of programmes and has demonstrated their use through the design, development and approval of the undergraduate BBA. The development and approval for the other undergraduate (BDS, BMT) and postgraduate programmes (EMBA, GMBA, MGB, MFT) through PDRC and Academic Board are set to be completed in Y0Q4. The revision of the Programme Development, Approval, Review and Discontinuation Policy, the development of a periodic review report template and re-approval criteria, and the development of a programme discontinuation process to be completed by Y1Q2. A Programme Development Handbook is to be available in Y0Q2 to facilitate supporting staff in understanding their role in setting and maintaining academic standards and programme development. In addition, an academic staff induction programme will be available at Y0Q3.

105   The School plans to have the final draft of its Learning and Teaching Strategy to be approved by the Academic Board in Y0Q2 with the Learning and Teaching Enhancement plan to be finalised by Y0Q3 and approved at the first meeting of the Teaching and Learning Committee in Y0Q4. The new premises for the School is to be completed by June 2023, ready for the first intake of students for September 2023. The School plans to have assessment briefs developed by Y0Q4 with the grading criteria completed by Y0Q2.

106   The PDRC will review external examiner nominations, which will be proposed to the Academic Board for approval in Y0Q4. The development and approval of relevant external

examiner templates by PDRC will take place in Y0Q3 and the development of induction materials for external examiners is planned for Y0Q3, with induction following in Y0Q4 and annually thereafter. The School plans to have two external examiners per programme, to be reviewed at the end of the probationary period. The NDAPs Plan details that the first external examiner reports will be received and responded to in Y1Q4 and annually thereafter. In the third year of probation, the School plans to add an annual external examiner overview report in Y3Q1. The first full annual monitoring of programmes in consideration of external examiner outcomes will take place in Y2Q4.

107 The School plans to approve the Appeals Policy in Y0Q3. The School states that it expects to fully meet criterion B3 in Y2Q3 of the probationary period when at least one cohort has completed.

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

Design and approval of programmes

109 The programme approval process is set out in the NDAPs Self-assessment document, [001] NDAPs Plan, [068] and the Academic Regulations. [012] Detail is given in the Programme Development, Approval, Review and Discontinuation Policy [088] which sets out how the School will develop, approve, review and discontinue taught programmes. It has clear sections on initiating a new programme (through Academic Board), programme development (with the CWG), external review (through external advisers), PDRC consideration (review and recommend), Academic Board consideration (final approval), periodic review (at least once every five years) and programme discontinuation (through Academic Board seeking Board of Director approval).

110 Programme approval is initiated by the Academic Board. Detail is captured in a Proforma Programme Approval Form, [089] which requires programme details, employability considerations, marketing appraisal and resources. This is then further developed by PDRC and in line with the Programme Development Approval Review and Discontinuation Policy. [088] The School uses a curriculum working group that is to be overseen by the Programme Director who is responsible for the preparation of module and programme specifications. Review of the module and programme specifications are made by external advisers and professional representatives (for example, members of the IAB). Roles and responsibilities are formalised in the Governance Charter. [074, Appendix 5 terms of reference for Academic Board, Appendix 7 terms of reference PDRC] The team found the programme approval process to be effective and robust through the approval of the BBA programme. Further confirmation was provided by senior staff, [M3] where members of the Academic Board detailed the use of the Proforma for Programme Development and Programme Outline [088] in reaching decisions and noted that Academic Board further requested progress reports from PDRC demonstrating the active role of the Board in monitoring programme development progress. Members of Academic Board confirmed that Academic Board meet regularly and actions in relation to programme design and approval are progressed and monitored.

111 Coherent plans and milestones are given in the NDAPs Plan [068] detailing how PDRC and curriculum working group will work towards module and programme development. The team agree that timescales for this look reasonable and realistic to deliver programme specifications for the proposed undergraduate and postgraduate programmes. For example, Y0Q1, October 2022-23 shows the Academic Board giving approval for the undergraduate BDS. PDRC is set to start development of the postgraduate programmes in Y0Q2 with programme documentation being sent for review by external advisers in Y0Q4, for postgraduate EMBA, GMBA, MGB and MFT. The terms of reference of PDRC as found in the Governance Charter, [074] define its purpose and scope and clear reporting lines of PDRC to Academic Board. There is evidence PDRC is carrying out its responsibilities effectively as

shown by PDRC meeting minutes. [072] Minutes highlight the approval of the terms of reference of PDRC and policy approval and recommending approval of the undergraduate BBA for five years to Academic Board.

112   The School has plans to inform staff and provide guidance and support on procedures for programme design, development and approval and their responsibilities in relation to them by providing access to detailed policies and through induction sessions. The NDAPs Plan [068] includes a review of the website to ensure all policies are available in Y0Q4. The School plans to create a Programme Development Handbook to be available in Y0Q2 [NDAPs Plan 068] which will be designed to support staff in understanding their role in setting and maintaining academic standards and programme development. Guidance, through the academic staff induction programme, will be available at Y0Q3.

113   The role of Programme Directors in conveying information regarding programme design to staff was not as clearly developed in the documentation. The job description of the Programme Director [049] contains information on the role and responsibilities of the Programme Director in terms of programme design, maintenance and improvement, but does not explicitly state their role in inducting or supporting staff. Senior staff [M3] clearly articulated the role of the Programme Director in guiding and supporting staff regarding the design and approval of programmes. They explained Programme Directors would be inducted into their roles and will be responsible for leading the programme, developing assessments and managing module leads. The team agreed while the documentation regarding this criterion was not as detailed, staff were able to show a good understanding of the role of Programme Director in conveying information to staff around programme design and approval.

114   Responsibilities for programme approval is clearly assigned through PDRC and Academic Board supported by Programme Development, Approval, Review and Discontinuation Policy, [088] Programme Change Policy and Procedure [120] and in the Governance Charter. Adherence to the terms of reference and membership of PDRC [074] have been effectively demonstrated through the design and approval of the BBA.

115   External expertise is included in the design of programmes through the use of independent reviewers as detailed in the Programme Development Approval Review and Discontinuation Policy. [088] The Policy states it will commission at least one independent adviser with senior academic discipline to review the proposed programme and to provide an independent report with the relevant template. Evidence of this template and report is provided with two detailed reports from external advisers on the BBA which contain clear feedback on sections regarding aims and learning outcomes, curriculum, assessment and opportunities. [087, 091] Reviewing the reports, the team agreed the level of feedback was comprehensive, constructive and detailed and that external advisers were from reputable UK higher education institutions. In addition, proposed programmes will be sent to the IAB for feedback thus highlighting another avenue for external review. The team agreed the School involves external expertise in the design of programmes.

116   The School did not demonstrate clear links between learning support services and the School's programme planning and approval arrangements. The School's Proforma for Programme Development Approval [089] contains a section on existing learning resources and new resources required, including staffing, physical, IT or learning resources. However, it was not clear to the team what would happen to this information and the mechanism involved for learning support services to be involved at the programme planning and approval stage. Senior staff explained [M3] that currently Academic Board scrutinises resources through the pro forma and reflected on how effective it was for members. Senior staff claimed that the pro forma provides a succinct overview of resources required and signposted existing resources to utilise in the SP Jain Global network if necessary. The Chair of Academic Board has asked for interim reports from PDRC to ensure the pro forma is working in terms of learning support

as well as the other areas. Staff additionally acknowledged as the School grows support services will be included in PDRC. The team agreed while no clear mechanisms were available in the documentation, staff were able to show links with learning support services through Academic Board when planning and approving programmes which currently seems to be an effective mechanism of checks and oversight. Furthermore, staff acknowledged its importance when suggesting the inclusion of learning support in PDRC in the future. [M3]

Learning and teaching

117   The School's learning and teaching approach has been articulated in the NDAPs Self-assessment, [001] NDAPs Plan [068] and draft Learning and Teaching Strategy. [059] The School aims to 'deliver high quality programme that enable students to meet their learning outcomes for the programmes with an educational experience that is inspiring, challenging and transformational'. [001, p19; 059] The School's Learning and Teaching Strategy is still under development, but it is intended to be approved by the Academic Board in Y0Q2. [068] The School aims to have the strategy 'grounded in the School's desire to have academic programmes that meet the current and future skills and knowledge needs of the global business community and to provide students with academic theory, knowledge and applied skills'. [001, p19] The team found the draft strategy to be coherent, ambitious and reflecting well the School's overall vision and mission, as noted in Criterion A. This is because the draft Learning and Teaching Strategy [059] articulates clearly what the School's approach to learning and teaching is planned to be and demonstrates that it is intended to be based on the principles of student-centric and active learning methods, research-led curricula and the need for ongoing support of students' academic and professional development.

118   The School aims to design and deliver a curriculum that focuses on professional skills and is developed in a manner that will ensure currency and development of graduate attributes among its students that are and will remain relevant for the industry. The team found that the BBA module specifications [082] reflect those principles well as they cover many areas where there is a particular skills shortage, as identified by the government and business leaders, and utilise assessments that connect to real world challenges. The proposed assessments are also varied and diverse and reflect well the skills that students will need in a working environment. The team also considered that the overall programme design further reinforces this aspect as students are required to study many (24 in total) 10-credit modules at Level 4 and this gives them a breadth of knowledge and better awareness of what areas they wish to explore further and what they may wish to specialise in. The School's Multi-city Model [109] further reinforces the School's overall strategy as it allows students to undertake modules at various campuses abroad, enhancing their global outlook and overall understanding of the wider world.

119   The Learning and Teaching Strategy [059] is supplemented by the Learning and Teaching Enhancement Policy. [009] The initial Learning and Teaching Enhancement plan is to be developed by Y0Q3 and approved at the first meeting of the Teaching and Learning Committee in Y0Q4. The Policy specifies that its purpose is to ensure that the School sets, monitor and evaluates learning and teaching objectives and aligns the programmes with the School's goals, values and strategic objectives. It further allocates the responsibility to the Teaching and Learning Committee to oversee the development, approval and review of the School's Learning and Teaching Strategy, [059] relevant KPIs and the three-year Learning, Teaching and Enhancement Plan (which will be available in Y1Q1 according to the NDAPs Plan). The team found that the Teaching and Learning Committee terms of reference [Governance Charter 074] are clear, consistent with the remit given to the Committee and likely to facilitate effective consideration of issues relating to teaching and learning. All the above led the team to conclude that the School articulates and implements a strategic approach to learning and teaching which will be consistent with the School's stated academic objectives.

120	The development of premises has been overseen by the Academic Board and Board of Directors. [BOD Meeting Minutes 25.4.2022 038] Senior staff [M1] confirmed that the premises completion is planned for June 2023. [UK Project Plan, 136] Failure to provide premises of an appropriate standard for delivery of the programmes is given as a high risk in the School's Risk Register [080] with cited mitigations including that good quality premises in an appropriate location have been sourced and heads of terms signed; a UK consultant has been engaged to oversee the development of the site; and plans are being drawn up to amend the space for the needs of the School. The plans are being developed to enable the use of space by June 2023 which provides contingency for the opening in September 2023. Senior staff confirmed [M1, M4] that the additional two months built into the project plan allowed sufficient time, should plans fall behind schedule.

121	The School affirmed that the campus will be adequate to accommodate 500 students for the first two years of delivery. The School will then take on additional space to accommodate more students. The School's Building Plan [044] sets out that facilities will include two large, one medium and two smaller classrooms, with the larger ones in lecture theatre style with lecture capture technology and an Engaged Learning Online (ELO) studio, social spaces to encourage student interaction and belonging, breakout rooms, cafeteria and recreation space, as well as faculty and staff offices and meeting rooms. For learning resources and IT, the School will benefit from the resources available to SPJ Global. [Statement on Student Support, 095] There will be a physical library which will open from 8am to 6pm five days a week (this will be adjusted based on student demand) which will accommodate 40 students for quiet study. It will also include further rooms for individual and collaborative working, including 11 study rooms equipped with screens/projectors for student use. These rooms will provide an additional 55 seats for students to study. The team was unable to visit the physical premises but the layout that was submitted in the evidence [044] appears suitable. This is because it includes larger and smaller classrooms, library, students' study spaces, cafeteria and appropriate sanitary facilities.

122	The School plans to build on experiences and successes of SP Jain Global in offering a flexible delivery model. [NDAPs Self-assessment and NDAPs Plan 001, 068] This has three main elements: live delivery, which students can engage with online from wherever they are through the Engaged Learning Online (ELO) studios; lecture capture which students can engage with anywhere and at any time; and face-to-face teaching at the central London campus. [Self-assessment and NDAPs Plan 001, 068] The ELO studio is a specialised and proprietary software platform developed by SPJ Global, in which academics have access to the latest technology to provide an in-classroom experience. [NDAPs Self-assessment [001] and NDAPs Plan 068]

123	The School's policies regarding students' behaviour are intended to ensure that online and on-campus interactions are carried out safely and in the manner that promotes dignity, courtesy and respect in their use. Those include the Student Code of Conduct [029] that outlines the School's expectations regarding students' personal behaviour, students' obligations to avoid risks to personal safety and security and to avoid behaviours that may threaten the well-being of others. It also articulates the principles relating to students' obligations to ensure that they do not discriminate against others and that they do not engage in behaviour that may constitute harassment or other improper conduct at any point. This is supplemented by the Student Equity, Diversity and Fair Treatment Policy [032] that articulates the School's approach to ensuring compliance with the Equality Act. If students' behaviour falls short of the stated expectations, the School has devised several polices that aim to regulate and address those concerns. Students can bring a complaint to the School not only with respect to actions taken by the School's staff but also by other students. [006] The Student Misconduct Policy [034] defines and provides examples of non-academic misconduct that can occur in a physical setting or online. It outlines how allegations will be investigated and the potential penalties that may be imposed if a student is found guilty of such

misconduct. The Student Disciplinary Policy [092] further reinforces the School's expectations of behaviour in relation to any activities that are undertaken in their capacity of students irrespective of whether those take place on the School's premises or outside. The relevant policies will be rewritten in a student-centred way for the purpose of inclusion in the handbook that will be available to all students. This is planned to be finalised in Y0Q4. [NAPs Self-assessment 068] The team considered the policies to be appropriate for ensuring that the School's learning environments are safe and promote dignity, courtesy and respect. This is because they are written in a coherent manner, address most of the issues that may arise, provide specific and direct examples to aid students' understanding of what is not permitted and clearly articulate the processes for investigation of issues and potential penalties. Therefore, the team concluded that the School is likely to maintain the physical, virtual and social learning environments that will be safe, accessible and reliable for every student and will promote dignity, courtesy and respect in their use.

124   Students will be able to access learning content through the School's VLE and will either attend their scheduled classes on campus or through the School's Engaged Learning Online [ELO] platforms. The VLE is intended to enable students to access all relevant educational materials and details of extracurricular events through a single access platform. [MDemo] They will also have access to all study materials as well as details of their own progress, attendance records, assessment submissions and results on the same homepage. The Student Support Policy [096] maintains that the School's VLE supports remote and mobile access, webinars, threaded discussion boards, blogs and simulations; provides technology to enable online academic support; provides facility for online feedback surveys; enables automatic marking of attendance, submission and logging of requests for leave of absence from webinars; provides continued integrated anti-plagiarism services; provides online and remote access to the School's e-libraries; and enables video recording of webinar class sessions. The VLE can be customised to suit students' preferences and to enable them to navigate the site effectively. [MDemo] The team observed the presentation of the VLE and found it to be easy to navigate, visually pleasing and appropriate for educational purposes.

125   The demonstration of the ELO also demonstrated advanced technological solutions to the delivery of online live lectures [MDemo] that is likely to facilitate active learning and active student engagement. This is because the system allows the lecturers to carry out live polls that are either scheduled in advance or created during the lecture; it allows students to collaborate together as if they were in the same room and provides detailed information to lecturers of students' locations, their current roles and their answers to questions. This substantially enhances lecturers' ability to address in real time issues that students may be struggling with.

126   The School also claimed [MDemo] that IT support will be present in each lecture, and this will enable them to deal with any technological issues that may arise for individual students without interrupting the lecture. IT will also support the lecturers in ensuring that the technology functions effectively and any technological problems can be resolved with minimum interruptions to the class. [M3] Senior staff [M1] explained that online students will also receive detailed information during their induction on the online delivery model and their Wi-Fi connectively and laptop specifications will be tested by the School's IT support prior to them commencing their programmes. [M3] This reassured the team that the virtual environment will be accessible and reliable for all students. The team concluded that robust arrangements exist for ensuring learning opportunities provided to those of its students who may be studying at a distance from the School and that they are effective.

127   The Registrar will be responsible for the students record system [Job descriptions 086] and for releasing the results to students. [MDemo, NDAPs Plan 068] The VLE demonstration during the visit [MDemo] clearly showed that students will have access to learning analytics and will be able to monitor their own attendance, progress and assessment

results through the VLE and through receipt of transcripts. Additionally, the School developed policies that are intended to monitor students' attendance before their end-of-module assessments and to identify students who may be at risk. It further provides for interventions to take place to prevent students' withdrawal, failure, or non-completion. The Student at Risk Policy [098] specifies that the academic team, supported by the Registrar's office will identify students with low or insufficient attendance or those that may be struggling with the course and will implement intervention strategies to help those students and assist them with overcoming the issues that they may be facing. This demonstrates that the School does not intend to rely solely on students' own monitoring but aims to be proactive in this respect and assist students accordingly. As such, the team concluded that every student will be encouraged and enabled to monitor their own progress and will be able to further their academic development.

Assessment

128   The School's approach to assessment is set out in the NDAPs Self-assessment, [001] the Academic Regulations [012] and in the Assessment Validation, Grading and Moderation Policy and Procedures document. [111] The Policy [111] is comprehensive and aims to ensure, through clear guidelines, that assessment will be valid and reliable, will be carried out effectively and will conform to the School's Academic Regulations. [012] The Policy, the implementation of which is to be overseen by the Registrar, is to be applied to both the School's and ████ programmes. It describes the entire assessment process in chronological order, beginning with assessment design whereby assessments are to be designed according to the learning outcomes and assessment strategies in the programme specification. To promote consistency, assignment briefs are to be written according to a template. All assignment briefs are to be subject to internal validation (including by the external examiner) which is to be evidenced through an Internal Validation Form before being given to students. BBA module specification [082] contains clear learning outcomes which are mapped to assessment details, with indicative content and learning methods and learning resources. The team agreed that the assessment strategies were appropriate for each module.

129   The Assessment Validation, Grading and Moderation Policy and Procedures document [111] sets out six stages of the marking and grading process. These include standardisation in which the Programme Director and all markers take part through the marking and discussion of standardisation scripts selected (either one common script standardised by all markers or at least three scripts standardised by all markers where the Programme Director has determined that one is a top mark script, one is a middle mark script, and one is a fail mark script).

130   The NDAPs Self-assessment document [001] states students will receive their marks for summative assessments on the VLE and by email, with an invitation to progress to the next stage of their programme or to a meeting to discuss their options. By the beginning of the probationary period links to the VLE will be available on the Student Portal, which will allow students to track their own progress. Generic grading criteria are to be developed and will be available by Y0Q2. [068] Senior staff confirmed [M1] that Programme Directors would be responsible for ensuring the quality of marking and would check feedback to ensure it is developmental. Senior staff envisage that regulations and policies would become part of the day-to-day practice and particularly mentioned this in relation to marking and moderating. The team agreed that while it is not possible to assess if marking and moderating processes are consistently applied, there is good evidence to suggest robust practices and detailed documentation is in place that clearly articulate such processes and should enable consistent operation by those involved in the assessment process.

131   Where an assessment contributes less than 30 credits it is to be marked once by a single marker; assessments which contribute 30 or more credits shall be double marked. Internal moderation (through a sample of at least 10 pieces of work or 10% of the work submitted and which reflects the full spectrum of grades given by the first marker) will set out to determine whether markers have correctly applied the assessment criteria. The Programme Director is to give final approval on the marks awarded by markers.

132   The Assessment Validation, Grading and Moderation Policy and Procedures document [111] also includes details on academic misconduct, late and non-submission, mitigating circumstances, resits, trailing and compensating modules, providing results and feedback to students, progression and awards regulations, appeals, examination board and ownership of assessed students' work.

133   There is clear Recognition of Prior Learning Policy [117] which sets out that the School will recognise prior learning for admission to the start of a programme and for advanced standing, which will permit an applicant to join the programme part-way through because their prior learning makes them exempt for the earlier stages. Prior learning can be certificated; that is, learning that has been formally assessed and certificated from previous study, or experiential, which is the non-certified acquisition of relevant skills and knowledge, gained through relevant experience, which can be evaluated.

134   In the case of certificated prior learning for admission with advanced standing, applicants will complete a Recognition of Prior Learning Form which is assessed by a member of the admissions unit, who will make a recommendation to the Manager-Admissions. The Manager-Admissions will determine if an offer can be made. Some detail is given on certified prior learning with reference to learning outcomes, evidence of certifications and timeframes of the previous three years. Prior experiential learning is set out in the policy as work experience and referenced.

135   Applicants who wish the School to consider prior experiential learning for admission with advanced standing will also complete the Recognition of Prior Learning Form, which asks for details about work experience and references from employers where this experience was gained. This information is to be assessed by member of the Admissions Unit who will arrange for the applicant to meet with a senior member of academic staff if a strong case has been made. This meeting is an opportunity for the School to understand more about the applicant's prior experience, and for the applicant to learn more about the programme they are applying for advanced standing within. Following the meeting, the member of staff who led it will make a recommendation to the Manager-Admissions about whether an offer of a place with advanced standing could be made. The Manager-Admissions is then responsible for determining whether an offer could be made. Their decision is final.

136   The NDAPs Self-assessment [001] sets out that the School is committed to bearing down on academic malpractice through assessment design whereby external advisers, during the programme approval process, are required to consider whether the proposed assessment methods will minimise the risk of academic misconduct. Students will be supported in conducting themselves with academic integrity through the Student Code of Conduct, [029] Academic Integrity Policy and Procedure [113] and academic skills development which includes the promotion of academic integrity. Induction workshops will cover plagiarism, referencing and good academic practice and resources will be available on the VLE and in the student handbook, which will be available by Y0Q4. In addition, all relevant policies will be made available on the School's website.

137   The Academic Integrity Policy and Procedure [113] is detailed and has clear processes on handling academic misconduct cases. It includes examples of academic misconduct, including plagiarism, collusion, acquiring and submitting a piece of work that is

not the student's own, submitting one piece of work for more than one module, helping or attempting to help another student to cheat and interfering with the work of others. Written work will be subject to analysis for similarity through specialist software (Turnitin). Academic misconduct breaches can be determined to be minor or serious. Minor breaches are to be referred to the Programme Director who will investigate the allegation in consultation with the Registrar's nominee. Depending on the circumstance, the penalty for minor breaches includes no penalty and an informal warning and the requirement to complete an alternative additional assessment. Serious breaches are referred to an academic misconduct panel of least two members of staff who will reach a decision based on the evidence and interview with the student. Here, penalties include overall module mark capped at the pass mark and failing the module with no further attempts allowing the student to continue to an interim award.

138   Staff and students will engage in dialogue to promote a shared understanding of the basis on which academic judgements are made both when staff issue assessment briefs and later when providing feedback on formative and summative assessment. [NDAPs Self-assessment 001] The team agreed that well developed policies and guidelines are available, addressing unacceptable academic practice and these would be shared with students which should enable students to develop an understanding of the necessary skills to demonstrate academic good practice.

External examining

139   The External Examiners Policy [119] details how the School will make scrupulous use of external examiners and how external examiners will be nominated, appointed, inducted, and managed. The Policy has been developed by reference to the QAA Quality Code Advice and Guidance on External Expertise, and the External Examining Principles agreed by the UK Standing Committee for Quality Assurance. The Policy is detailed because it clearly outlines the role and duties of the external examiner, including in the moderation of assessment tasks and student assessed work, examination board procedures, the requirements of external examiners' reports, submission and consideration of reports by the School, the nomination and appointment of external examiners and clear processes for their induction. The Academic Regulations [012] confirms that the policy will be reviewed annually, and although this was not explicitly mentioned in the NDAPs Plan [068], the Plan does state that Academic Board will carry out an annual review of quality assurance policies, procedures and regulations starting in Y1Q4. The principles of external examining, such as the requirement for external examiners to review assessment briefs, are also referenced in the Assessment Validation, Grading and Moderation Policy and Procedures. [111] The Governance Charter [072] outlines that PDRC, which reports to Academic Board, will maintain an overview of the External Examiner Policy.

140   The School plans to offer external examiners an induction to the role to ensure that they have a good understanding of the School and programmes. [001 NDAPs Self-assessment and Plan, 068 Revised NDAPs Plan] Induction materials will be prepared in Y0Q3 and induction will be carried out from Y0Q4. [001 NDAPs Self-assessment and Plan, 068 Revised NDAPs Plan]

141   The NDAPs Self-assessment and NDAPs Plan [001, 068] and External Examiners Policy [119] outline that within the probationary period the School plans to appoint two external examiners per programme, to be reviewed thereafter. The External Examiner Policy [119] provides broad criteria for their appointment, such as competence and experience in fields covered by the programme of study, sufficient standing, credibility and breadth of experience. In Y3Q1 of the probationary period, in addition to programme-level reporting, the School plans for an annual external examiner overview report that will identify both programme-level issues and examples of good practice as well as common themes where the same or similar point is made by several examiners. [NDAPs Self-assessment 001, p36; NDAPs Plan; 068] To provide additional security for academic standards and support to the academic team, the

School plans to vary the requirement that external examiners approve only those summative assessments for modules which contribute to the classification of students' awards. In the first two years of probation, external examiners will scrutinise and approve all summative assessments, including those that do not contribute to the classification of awards. [External Examiners' Policy 119, NDAPs Self-assessment and Plan 001, p29]

142   The School's Governance Charter [074] identifies plans for oversight of external examiner arrangements. The governance arrangements for external examining lack clarity with some overlap in responsibilities in relation to proposing and reviewing nominations for external examiners in the School's Governance Charter [074] and External Examiners Policy. [035] The Governance Charter [074] outlines that PDRC, which reports to Academic Board, will review nominations for external examiners. However, the same Charter also states that the purpose and scope of the Examination Board includes 'recommend[ing] to the AB the appointment of external examiners, in line with the External Examiner Policy'. The team reviewed the External Examiners Policy, [119] which maintains that the Registrar will review nominations proposed by the Programme Director, and 'determine whether the external should be formally proposed to Academic Board for appointment'. Senior staff [M2] confirmed that PDRC would review external examiner nominations, which would be proposed to Academic Board for approval. This aligns with the NDAPs Plan [068] and will take place in Y0Q4 (July 2023). The team concluded that the School's plans for the scrupulous use of external examiners, including in the moderation of assessment tasks, are clear and detailed in the policies that outline the external examiner's role, their appointment and induction and how they will be used.

143   The School's plans for quality assurance of external examiner reporting are clearly defined and evidenced in the NDAPs Plan. [068] The Quality Assurance Framework [073] outlines that the external examiner will compile an annual post-assessment report for each programme, setting out their findings and recommendations. Approval of the templates for the external examiner report by PDRC are planned for Y0Q3. [NDAPs Plan 068] The Governance Charter [074] outlines that the Examination Board will receive external examiner reports and recommendations and note actions taken in response to previous external examiners' reports. These will also be presented to PDRC for further review and improvement actions where needed. This was confirmed in the terms of reference for PDRC which includes 'annual monitoring and review of existing programmes to ensure a high quality learning experience including external examining' and by staff at the visit. [M3,M4] The NDAPs Plan details that the first reports will be received and responded to in Y1Q4 (June/July 2024) and annually thereafter. In the third year of probation, the organisation plans to add an annual external examiner overview report in Y3Q1 (September). [NDAPs Plan, 068; NDAPs Self-assessment 001]

144   The School's plans for quality assurance of external examiner reporting are embedded into annual monitoring processes and evidenced in the NDAPs Plan. [068] The School plans to give consideration to external examiner comments and recommendations through annual monitoring as outlined in the Quality Assurance Framework [073] and the Annual Programme Monitoring Policy and Procedure. [037] These documents set out that the School plans to produce annual monitoring reports for each programme, under the responsibility of the Programme Director. The External Examiners Policy [119] also confirms that it is the Programme Director's responsibility to give detailed written feedback to the external examiner, but the policy does not indicate the timescales for this. The NDAPs Plan [068] confirms that this will happen in Y1Q4. The Quality Assurance Framework [073] and the Annual Programme Monitoring Policy and Procedure [037] state that annual monitoring reports will include the evaluation of reports from external examiners and will be considered and approved by the respective programme committee. The Quality Assurance Framework [073] and the Annual Programme Monitoring Policy and Procedure [037] outline that annual monitoring reports will be evaluated by PDRC and any issues that require improvement will be

included in a Quality Improvement Plan. Meetings with the School also confirmed that any resultant actions would feed into the School Quality Improvement Plan or Learning and Teaching Enhancement Plan, as appropriate, and may be actioned by the Registrar or Programme Directors. [M3]

145   Review of annual monitoring reports by Programme Committee and PDRC is outlined in the NDAPs Plan [068] from Y2Q1 and Y2Q4 and thereafter annually. Annual Monitoring Reports will then be submitted to Academic Board for consideration and the identification of any whole-School issues, as outlined in the Annual Programme Monitoring Policy and Procedure. [037] The first full annual monitoring of programmes in consideration of external examiner outcomes will take place in Y2Q4 (June/July 2025). [NDAPs Plan 068] The School states that it expects to fully meet criterion B3 in relation to external examining in Y3Q2, when at least one cohort has completed. [Statement on meeting criteria 069]

146   In considering how the School will give full and serious consideration to the comments and recommendations contained in external examiners' reports, two examples of external examiner feedback on the programme specification for the BBA programme were considered by the team. The External Adviser Reports [087, 091] included clear and comprehensive commentary by the external examiners on the programme aims and learning outcomes, curriculum, assessment, and learning opportunities. There was more limited commentary by externals on admissions processes, student support, staff expertise and resources, as one external was unable to comment on these areas. The BBA programme specifications [085] and module descriptors [082] demonstrated that the School had given consideration to the recommendations of the external adviser for example, in developing a curriculum map for learning outcomes and assessment methods, and in providing more details about the intended learning activities. No action plan or timeframe was provided for the School's response to external examiner comments, so the team was unable to evaluate if the responses had been timely, but the evidence did show that the School gave sufficient consideration to the comments and recommendations contained in external examiners' reports. The team concluded that the planned quality assurance arrangements outlined in the various policies and deliberative committee structure should enable the School to give full and serious consideration to external examiner comments and recommendations and provide them with considered responses.

Academic appeals and student complaints

147   The School has a Student Complaints Policy [006] which it plans to review to take full account of the OIA framework and recent sector developments in sexual assault and harassment in Y0Q4. [NDAPs Self-assessment 001 and NDAPs Plan 068] The current policy clearly outlines the complaints procedure which includes the process for early resolution of complaints, and for formal hearings. The policy differentiates between types of complaint, timeframes for making a complaint (within a month), the process for submitting a formal complaint (using a Student Complaints Form) and confirmation that the outcome of the investigation of the complaint would be confirmed within a month of submission. Limited information is provided in the current policy in relation to how a student can request a review of the complaint if they are dissatisfied with the outcome and follow up through the Office for the Independent Adjudicator (OIA). Staff further elaborated on plans to develop their complaints policy, citing a three-stage process compliant with the OIA framework, and the rights of students to request a review if not satisfied. [M1]

148   The School has a draft Appeals Policy, [135] which gives detail about the scope and grounds for appeal, the procedures to be followed on submission of an appeal, appeal panel membership and procedures, timeframes of outcomes, actions relating to appeal outcomes, and the circumstances in which students can request review by the OIA. The School plans to approve the Policy in Y0Q3 (April 2023). [NDAPs Plan 068] Staff [M3] confirmed that the COO

had experience in handling appeals and that support staff would be provided with training through the OIA.

149   In terms of how the School will ensure that its procedures for handling academic appeals and student complaints are accessible, brief information in relation to complaints is provided in the draft student handbook [043] and but there is no similar reference to appeals, although staff confirmed that the development of the handbook would include information about complaints and appeals, and that students would also be informed through the VLE. [M3] The handbook and appropriate student-facing information on the website is due to be finalised in Y0Q4 (July).

150   To enable enhancement, the consideration of appeals and complaints will form part of the annual review process [068] and annual reporting to the Board of Directors. [Quality Assurance Framework 073] This is outlined in the NDAPs Plan for Y2Q2 and annually thereafter.

151   The team concludes that, overall, the School has effective procedures in place for handling academic appeals and student complaints that are fair, accessible and timely.

Conclusions

152   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 the Designated Quality Body, July 2022.

153   The School's current and planned approaches and processes for the design and approval of its programme are credible, robust and are likely to be effective and enable the design and delivery of courses and qualifications that provide a high-quality academic experience to all students. The School already has an established programme development and approval process which has been shown to work effectively through the development and approval of its undergraduate BBA programme with oversight and monitoring provided by PDRC and Academic Board. Staff have an understanding of how the process works, and new staff members will be supported by Programme Directors who also have the responsibility for the annual report on the programme. Clear links between learning support services and programme planning and approval were not clearly evidenced, but Academic Board's oversight and scrutiny of programme resources gave the team assurance that appropriate services would be considered within the approval process.

154   The School has a credible draft Learning and Teaching Strategy which is supplemented by the Learning and Teaching Enhancement Policy, and which is based on student-centric and active learning methods and aligns with the School's strategic objective and their reasons for entry to the market. The School's policies regarding students' behaviour are intended to ensure that online and on campus, interactions are carried out safely and in the manner that promotes dignity, courtesy and respect in their use. The School has robust arrangements for ensuring learning opportunities provided to those of its students that may be studying at a distance from the School are effective. The student records system will allow students to have access to learning analytics and will provide students with the information that is needed to enable them to monitor their own progress.

155   The School has well developed processes and plans to ensure it operates valid and reliable processes of assessment, including for the recognition of prior learning, which will enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought. The Assessment Validation, Grading and Moderation Policy and Procedures covers all relevant aspects of the management of assessment and should ensure robust marking and moderation practice. The School has a range of policies to support staff and students engaging in dialogue to promote a

shared understanding of assessment and academic judgements, and academic skills development will include the promotion of these policies such as the Academic Integrity Policy and Procedure. Mechanisms are in place for identifying academic misconduct which should be effective once the School starts delivering provision.

156   The plans for the appointment and induction of external examiners are sound. External examiner roles are clearly defined, and the School sets out a clear plan for the use of external examiners, including in the moderation of assessment tasks and student assessed work. The School is likely to give sufficient consideration to the comments and recommendations contained in external examiners' reports which will be monitored at PDRC.

157   The School's planned arrangements for handling student complaints are comprehensive and transparent and are likely to be fair and deliver timely outcomes if implemented according to the policies.

158   Overall, the team agreed that the School's plans are clear and comprehensive across the criterion. The team concludes, therefore, that the School understands this criterion and that the NDAPs Plan is credible and should enable the criterion to be met in full by the end of the probationary period.

159   Although the team regards the NDAP Plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraph 284 of this report.

Criterion C: Scholarship and the pedagogical effectiveness of staff

Criterion C1 - The role of academic and professional staff

160   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 the team considered this evidence

161   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and the School's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess the School's understanding of this criterion and to test the credibility of the School's NDAPs Plan in relation to this criterion.

162   Specifically, the assessment team considered or assessed:

a   To determine whether the School has made a rigorous assessment of the skills/ expertise required to teach all students and the appropriate staff/student ratios, the team examined the NDAPs Self-assessment document, [001] Academic Job Descriptions, [008] Business Plan, [019] Job Descriptions for Student Support, [086] and met senior staff. [M1, M4]

b   To determine whether the School has appropriate staff recruitment practices, the team considered the NDAPs Self-assessment document, [001] the NDAPs Plan, [068] Academic Staff Recruitment Policy, [123] Staff Recruitment, Selection, Induction, Performance Review and Promotion Policy and Procedures, [127] UK Project Plan, [136] and met senior staff. [M1]

c   To determine whether staff have or will have academic and (where applicable) professional expertise, the team examined the NDAPs Plan, [068] CVs of currently employed staff [041-094], Governance Charter, [Appendix 3, 074] Academic Job Descriptions, [008] UK Project Plan [136] and met senior staff. [M1, M4]

d   To determine whether the School has relevant learning, teaching and assessment practices that are informed by reflection, evaluation of professional practice and subject-specific and educational scholarship, the team considered the NDAPs Self-assessment document [001] NDAPs Plan, [068] Academic Regulations, [012] Student Feedback Policy, [103] Governance Charter, [074] Programme Committee Terms of Reference, [055] Quality Assurance Framework, [073] Learning and Teaching Enhancement Policy, [112] Scholarship for Learning and Teaching Policy, [114] Staff Recruitment, Selection, Induction, Performance Review and Promotion Policy and Procedures, [127] Assessment Validation, Grading and Moderation Policy and Procedures, [111] Programme Monitoring Policy and Procedure [121] and met senior staff. [M1]

e   To determine whether the School's staff are or will be supported to develop academically and are actively engaged in professional practice, current research and advanced scholarship in their discipline, and to verify staff are or will be provided with development opportunities aimed at enabling them to enhance their practice and scholarship and ensure active engagement with the pedagogic development of their discipline knowledge, the team considered the NDAPs Self-assessment document, [001] the NDAPs Plan, [068] Staff Development Policy, [115] Scholarship for Learning and Teaching Policy, [114] Staff Promotion Policy, [126] Learning and Teaching Enhancement Policy, [112] Staff Recruitment, Selection, Induction, Performance Review and Promotion Policy and Procedures, [127] and met with senior staff. [M1]

f   To determine whether the School will provide staff with opportunities to engage in reflection and evaluation of their learning, teaching and assessment practice, the team examined the NDAPs Self-assessment document, [001] NDAPs Plan, [068] Staff Recruitment, Selection, Induction, Performance Review and Promotion Policy and Procedures, [127] Staff Promotion Policy [126] and met with senior staff. [M1]

g   To determine whether the School will provide staff with opportunities to gain experience in curriculum development and assessment design, the team considered the Assessment Validation, Grading and Moderation Policy and Procedures, [111] Staff Development Policy, [115] and met with senior staff. [M1]

h   To determine whether staff have or will have expertise in providing feedback on assessment, which is timely, constructive and developmental, the team examined the Assessment Validation, Grading and Moderation Policy and Procedures, [111] Programme Director job description [049] and met with senior staff. [M1]

How any samples of evidence were constructed

163   No evidence was sampled as the School had yet to commence delivery and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

164   The School is currently in the process of recruiting staff, both academic and professional, to deliver programmes commencing September 2023, comprising one undergraduate programme (BBA) and four postgraduate programmes (EMBA, GMBA, MGB and MFT) with an initial intake of approximately 226 students (including online and on-campus cohorts). The UK Project Plan details milestones of recruiting UK academic staff by March 2023, priority professional staff by June 2023, remaining professional staff by September 2023 and staff onboarding, training by September 2023. The School's plan includes appointing two Programme Directors to start in April 2023. The School is developing a database of UK visiting lecturers and currently has approximately 10-15 potential academics from a recent recruitment round.

165   The NDAPs Plan outlines development of a workload model and academic contracts to be finalised by Y0Q4. Staff guidance on academic standards will be available from Y0Q3 and the academic staff induction programme available from Y0Q3. Teaching observation processes and procedures are to be developed in Y1Q2. The School's probationary period details staff probation meetings commencing from Y1Q1 and annual developmental reviews and promotions for eligible staff from Y1Q4 throughout the three years of the probationary period. Scholarship and research activities, including the research roundtable, are scheduled for Y2Q2, teaching observations from Y1Q4, the annual learning and teaching conference from Y2Q3 and scholarship activities from Y2Q4. During Y0Q4, staff training for Engaged

Learning Online will be available, inductions will be held for new staff and all policies will be available to staff on the website.

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

167   The School has well developed plans for the rigorous assessment of the skills/expertise required to teach all students and to ensure that everyone involved in teaching or supporting student learning is appropriately qualified. This is evidenced through the development of Academic Job Descriptions [008] which detail the level of qualification and experience required. Required qualifications and experience include a PhD or equivalent experience of teaching in a higher education environment, and research and outputs at the levels of professor, associate professor, and assistant professor. In addition, detailed person specifications set out clear requirements for staff skills and experience. The NDAPs Plan [001] sets out the expectation that academic staff will number 10 in 2023-24, 15 in 2024-25, and 26 in 2025-26. Alongside this, student numbers are estimated to be 226 (2023-24), 322 (2024-25) and 541 (2025-26). This equates to student staff ratios as 1:23, 1:21, and 1:20 respectively, which the team considered reasonable given average student benchmarking ratios of 1:30 and 1:40 are generally given at other institutions.

168   Staffing needs were evaluated as part of business planning. [019 Business Plan] This determined that approximately 16 members of support staff would be required. The School has identified and drawn up job descriptions [Job Descriptions for Student Support 086] for a number of non-academic posts, including Registrar, Head of Student Services, Student Welfare Advisor, IT Manager, Careers Advisor, Librarian and Corporate Relations Manager. In terms of broader professional services support, the team reviewed job descriptions and person specifications for General Manager (Finance), Student Recruitment Manager, Admissions Manager, Recruitment Manager, Communications Manager, Audit and Finance Manager, Human Resources Manager and Marketing Manager. Additionally, senior staff [M1, M4] confirmed that the School planned to recruit a receptionist/administrator to provide front of house support to students, although no job description for this role was provided. Job descriptions and person specifications, which detail appropriate skills and experience, evidence that these roles would encompass a range of support services aimed at managing the student experience. Senior staff [M1, M4] confirmed that in the recruitment of professional services leaders, the School would seek to recruit candidates with both strategic and operational skills and leadership abilities, who were flexible 'self-starters' and very experienced.

169   The recruitment of professional staff is still underway and key priority appointments are not scheduled for completion until July 2023. These include Head of Student Services, Student Welfare Advisor, Registrar, Librarian and IT Manager. Senior staff [M4] explained that the rationale for recruiting professional staff at a later stage than academic staff was due to the variance of time needed for orientation in these areas. Senior staff agreed that validation processes for programmes required more time and so academic staff would be recruited at an earlier stage. In contrast, professional staff would require less time as policies would already be in place. As the aim of recruitment was to appoint experienced professional staff, the amount of time planned for orientation was deemed sufficient by the SMT. The team agreed that, once appointed, the School would have appropriate numbers to teach its students. However, the team considered that the timescales in respect to the recruitment of key professional staff could prove problematic, given recruitment for these roles is scheduled for July 2023 and delivery of programmes is set to commence in September 2023. This issue is further discussed under Criterion D.

170   The School has robust and detailed staff recruitment practices as detailed in the Academic Staff Recruitment Policy [123] and the Staff Recruitment, Selection, Induction, Performance Review and Promotion Policy and Procedures. [127] The Academic Staff

Recruitment Policy outlines the criteria for level of appointment, for example, qualifications and records of research, the selection process which includes long and shortlisting, and the criteria for assessing professional equivalence. The Staff Recruitment Selection, Induction Performance Review Policy, [127] which applies to all staff, confirms that all posts will be advertised and details the stages of selection and appointment through an interview and checking process of qualifications and experience against the job criteria. The Policy also includes details of staff induction which will take place in the first week of employment and will include the introduction of the main policies at the School. The Policy also refers to the probation and performance review processes. Senior staff [M1] clearly articulated the practices which reflect processes given in the documentation. The team considers that, together, both policies should enable appropriate staff recruitment practices. The NDAPs Self-assessment [001] includes the establishment of a Resource Working Group to manage academic staffing requirements. Plans for staff recruitment are clearly given in the NDAPs Plan [068] and UK Project Plan. [136] Academic staff recruitment is planned to be complete by April 2023 and the recruitment of professional priority roles by July 2023, with the remainder of professional service staff to be in post by September 2023. Academic Staff contracts will be available from Y0Q2.

171   The School has plans for the recruitment of academic and professional staff with the relevant expertise. Current appointments have been made at the senior management team (SMT) level. The School has an experienced SMT with relevant experience in the various roles and in the UK higher education sector. [CVs 041, 050, 053, 056] Additional experience and support from SPJ Global staff in developing the UK School [057, 062] is clearly evident, as demonstrated at the staff meetings and from an examination of their CVs. The current UK SMT comprises the Dean, Admissions Manager, COO, Academic Board Chair and Deputy Director Accreditation and Registration Compliance. Reviewing the range of CVs, [041, 050, 053, 056, 057, 062, 067] the team agreed that all staff are experienced in their roles and are in a strong position to provide clear leadership and expertise. All have extensive experience working at a senior level across a range of higher education institutions, ranging from Russell Group to post-1992. The School additionally draws on professional (industry) expertise from the IAB, which has been established to provide strategic industry advice to the Board of Directors and Academic Board. [Governance Charter Appendix 3, 074]

172   A number of academic appointments are still to be made, including Programme Directors, module convenors and teaching staff. However, recruitment to these posts is clearly detailed in the NDAPs Plan [068] and UK Project Plan [136] and is set to be complete in April 2023 (Y0Q3). Senior staff [M1] confirmed that appointment of two Programme Directors was imminent and on schedule to be completed in April 2023. Senior staff further clarified that the School was specifically looking for individuals with experience of programme management and had selected two qualified and skilled academics at a professorial level. Similarly, while there were no module convenors or teaching staff to meet with at the visit, the School has clear plans to recruit teaching staff at assistant, associate and professorial level and in line with detailed criteria given in the academic job descriptions. [008] Senior staff confirmed that a database of potential visiting lecturers is being developed and up to 15 staff have been identified as suitable and shown an interest in the positions. [M1, M4] This suggested to the team that plans are in place to ensure academic recruitment is complete by April 2023 and that academic staff would have enough time to be inducted and prepare before the start of teaching. The appointment of professional staff has been discussed above.

173   The School has a range of polices and frameworks to support learning, teaching and assessment practices that are informed by reflection, evaluation of professional practice and subject-specific and educational scholarship. The Quality Assurance Framework [073] provides a detailed overview on the approach and processes to be used in ensuring the quality of learning, teaching and assessment. The framework highlights the use of self-reflection, listening to the student voice and continuous improvement through the PIRI

framework (plan, implement, review, improve), highlighting an iterative approach to learning, teaching and assessment practices.

174   The Quality Assurance Framework is underpinned by a range of policies that are clearly articulated and consistent in their support of the Framework. [073] The Learning and Teaching Enhancement Policy [112] outlines the development and monitoring of a Learning and Teaching Strategy, [059] through the Learning and Teaching Plan which is developed and monitored by the Teaching and Learning Committee. Oversight of this Committee will be by Academic Board, who will review regular progress reports and an Annual Report guided by the Annual Monitoring Policy. [121] The Annual Report will take into consideration learning (student participation, student experience and achievement), teaching (staff practice and scholarship) and infrastructure (administrative, physical environment and technological), and develop strategies to address areas of improvement guided by evaluation feedback, student performance and other KPIs. These policies provide a clear mechanism to monitor and evaluate learning and teaching quality.

175   The School's approach to assessment practices is detailed in the Assessment Validation, Grading and Moderation Policy and Procedures. [111] Detailed guidance is provided on assessment design, formats of assessment briefs, the use of summative and formative assessments and the validation of external assessments. All assessments/ examinations will be subject to internal validation through the Programme Director and validation by an external examiner. Although no examples of assessments have currently been provided, senior staff [M1] clearly articulated how assessments would be reviewed and evaluated by experienced Programme Directors who would be specifically appointed according to their experience and expertise in programme development and management. In addition, assessment briefs would be adapted from existing SPJ Global modules and programmes that have been well established and running for a number of years and will be adapted for the UK audience.

176   The School has a number of initiatives to promote active engagement in pedagogic development as set out in the Staff Development Policy [115] and the Scholarship for Learning and Teaching Policy. [114] For example, these policies detail the use of personal development plans to support and encourage continuous learning, the allocation of budgets to fund developmental activities and the role of department heads in implementing, monitoring and reporting on developmental plans. In addition, staff will be required to take part in an annual performance appraisal which will be available in Y0Q4 [NDAPs Plan 068] and is documented in the Staff Recruitment, Selection, Induction, Performance Review and Promotion Policy and Procedures. [127] The NDAPs Plan [068] further explains the development of a workload model to incorporate time to allocate for scholarship and continuing professional development. This is planned to be agreed with staff teaching in year one in Y0Q4.

177   The School has detailed developmental opportunities for staff to engage in scholarly activities and enhance their practice and scholarship. The Scholarship for Learning and Teaching Policy [114] provides clear guidance to academic staff on ways to engage in scholarly activities, including undertaking formal study, review and presenting findings on current research or emerging practice, attendance and presenting at academic conferences, and reflections on participation in curriculum and assessment reviews. The Staff Development Policy [115] sets out clear activities through personal development and discusses both academic and professional services staff opportunities. For example, regarding academic staff, the policy highlights individual or collaborative research, writing academic and practitioner papers, attendance and organisation of conferences, participation in short programmes and academic staff exchanges. For professional services staff, opportunities detailed include undertaking formal relevant qualifications, attending professional body events, encouragement to take up professional memberships and joining networks. An Education Support Allowance is available to staff to undertake these opportunities and is given at the

discretion of the School. A number of these are further reflected in the Scholarship for Learning and Teaching Policy. [114] Senior staff discussed opportunities for adjunct staff and stated they would receive similar opportunities, for example part-time PhD access and opportunities to apply for Fellowship of the Higher Education Academy (FHEA). [M1]

178   The NDAPs Plan [068] notes the central role of research and scholarship in continuing improvement in academic practice and in maintaining cutting edge learning and teaching programs. The School is yet to develop a detailed research plan, and this is planned to be available in Y3Q2 as outlined in the NDAPs Plan. [068] Additional plans to foster a research community include the establishment of a Research Roundtable in Y2Q2 for academic staff to present and discuss ideas and experiences regarding research, the use of external speakers at research seminars and leveraging connections with other London management and business schools. [NDAPs Plan 068] To further support research, the School plans to develop a Research Ethics and Integrity Policy to be drafted and approved in June 2023. [Policy Schedule 123, NDAPs Plan 068] The School [M1] has stated that as part of its plan to build a strong research community the two Programme Directors will be research active. In addition, plans include developing internal research workshops and building the community with the Schools networks. The School plans to share practice and experience through the establishment of 'brown bag lunches', research roundtables and knowledge exchange events. [NDAPs Plan 068]

179   Senior staff [M1] clearly articulated a range of research and scholarship activities and discussed the plans for introducing an annual learning and teaching conference, a learning and teaching fund to support developmental activities, internal seminars, attendance and workshops and knowledge exchange activities. These activities are clearly articulated across a range of policies, including the Scholarship for Learning and Teaching Policy, [115] Staff Development Policy, [115] and NDAPs Self-assessment [001] demonstrating the School's understanding of the importance of a research and advanced scholarship focus to enhance teaching. In addition, the School clearly states in the NDAPs Plan [068] that academic staff are expected to have a doctoral degree in a relevant discipline or an equivalent, with expertise in specific subject areas with notable professional achievements or research publications. This is confirmed with detailed academic job descriptions that articulate expectations in relation to research and scholarship activities at the professorial (academics with substantial teaching and research experience or equivalent professional practice experience), associate professor (mid-level academics with a high level of teaching and research experience and/or equivalent professional practice experience), and assistant professor (early career academics) levels. The team agreed the School has a clear strategy for recruiting staff with a minimum PhD or equivalent requirement to contribute to the research community.

180   The School details opportunities for staff to engage in reflection, evaluation of their learning, teaching and assessment practice in its NDAPs Plan. [068] The Plan outlines the development of a teaching observation policy to be completed by Y0Q4. Staff will be involved in teaching observations at least once a year, both being observed and in observing others, thus providing them with the opportunity to gain feedback on their teaching practices and to evaluate other colleagues. New staff will be involved in a six-month probation featuring written objectives, regular reviews and a summative review on their performance as detailed in the Staff Recruitment, Selection, Induction, Performance Review and Promotion Policy and Procedures. [127] Once probation is completed, staff will be involved in an annual performance review undertaken by the Dean or Programme Director. [Staff Promotion Policy 126] The review will be based on teaching performance, feedback from student surveys, research output and other academic activities, allowing staff to discuss and reflect on their academic practice and performance. The annual monitoring of these processes is clearly stated in the NDAPs Plan, [001] suggesting the School has an iterative approach in providing opportunities to engage in reflection and evaluation of learning and teaching. Opportunities to engage in reflection and evaluation of assessment practices is not as clearly documented.

However, senior staff discussed opportunities through training for staff in writing assessments and gaining feedback from Programme Directors on assessment practices. [M1]

181   The School does not have clear plans around opportunities for staff to gain experience in curriculum development and assessment design. However, senior staff [M1] stated staff would be trained in these areas through workshops and training provided by the Programme Directors. The Assessment Validation, Grading and Moderation Policy and Procedures [111] articulates the principles of assessment, assessment requirements, use of formative and summative assessments, assessment design, assessment brief formats and validation of assessment briefs. There is, therefore, some evidence to suggest staff would have opportunities available through the successful practical translation of the Assessment Validation, Grading and Moderation Policy and Procedures. [111] Opportunities to engage with other higher education providers is more clearly detailed in policies. For example, the Staff Development Policy [115] details the encouragement of staff to take up external examiner roles and to take part in appropriate subject associations and networks.

182   Details on providing assessment feedback are outlined in the Assessment Validation, Grading and Moderation Policy and Procedures. [111] The policy states feedback should be timely and given within a 15-day turnaround period. It should be relevant and meaningful to students and judged against clear marking criteria, having a balance of encouraging comments and constructive feedback. Senior staff [M1] confirmed that the Programme Directors would be responsible for providing training and guidance to academic staff and module convenors which would also include training in providing assessment feedback. Working with module leads and the Dean, Programme Directors are to be responsible for delivering the programme using appropriate learning, teaching and assessment methods. The Programme Director Job Description [049] contains information on the role and responsibilities but does not provide any detail on the required skills and experience. Thus, there was limited evidence in support of the requirement for experience of curriculum development and assessment design and engagement with external higher education providers. Given the experience and skills of the appointees confirmed by the School, the team was given some assurance that the School is recruiting Programme Directors who will have experience of curriculum and assessment design and engagement with external higher education providers because they would have had this experience in previous posts.

Conclusions

183   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 the Designated Quality Body, July 2022.

184   The School has policies and plans in place to ensure that prior to delivery of its provision in September 2023 it will have the appropriate numbers of staff to teach its students, and to ensure that everyone involved in teaching or supporting student learning and the assessment of student work will be suitably qualified, supported and developed to the level and subject of the qualification being awarded. The School has made a rigorous assessment of skills and expertise of its academic and non-academic staff evidenced through the development of job descriptions, and appropriate and realistic planned staff:student ratios.

185   The School's staff recruitment practices are credible and have been implemented effectively with the current appointments of the Senior Leadership Team. Policies relating to staff recruitment clearly define stages of recruitment and appointment. Plans for academic staff recruitment are credible, although the team has concerns about the timeframes of recruiting key professional staff.

186   The School has credible plans for promoting active engagement with pedagogic development of academic staff as well as active engagement with research activities as highlighted in the Staff Development Policy and the Scholarship for Learning and Teaching Policy. There are planned opportunities for staff to engage in reflection and evaluation of their learning and teaching practice through teaching observation and performance reviews that will also take into consideration student surveys and research output. Evidence of plans for reflection on assessment practices is less clear although the team was assured that there will be informal opportunities through the writing of assessments and feedback from Programme Directors. The School has planned development opportunities for all staff detailed in its Staff Development Policy, including for adjunct staff. The policy also encourages staff to engage with activities of other providers in higher education such as taking up external examiner roles and to take part in appropriate subject associations and networks.

187   The team concludes, therefore, that the School understands this criterion and that the NDAPs Plan is credible and should enable the criterion to be met in full by the end of the probationary period.

188   Although the team regards the NDAP Plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraph 284 of this report.

Criterion D: Environment for supporting students

Criterion D1 - Enabling student development and achievement

189   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 the team considered this evidence

190   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and the School's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess the School's understanding of this criterion and to test the credibility of the School's NDAPs Plan in relation to this criterion.

191   Specifically, the assessment team considered or assessed:

a   To determine whether the School will take 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 the Learning and Teaching Strategy, [059] Access and Participation Plan, [031] Student Equity, Diversity and Fair Treatment Policy, [032] UK Project Plan, [136] Student Support Policy, [096] Wellbeing Policy, [021] Students with Disability Policy, [030] Students at Risk Policy, [098] a Fitness to Study Policy, [033] a Work Based Learning Policy, [025] a Library Resources Collection Development Policy, [020] Policy Schedule [134] and the Learning and Teaching Enhancement Policy. [009]

b   To determine the School's plans for advising students about, and inducting them into, their study programmes in an effective way and that account will be taken of different students' choices and needs, the team considered NDAPs Self-assessment, [001] Statement on Student Support, [095] Admissions Policy, [002] Access and Participation Plan, [031] Student Support Policy, [096] Student Code of Conduct, [029] Draft Student Handbook, [043] Students with Disability Policy, [030] Student Equity, Diversity and Fair Treatment Policy, [032] systems demonstration, [MDemo] NDAPs Plan, [068] Job Descriptions and Person Specifications [108] and met with senior staff. [M1, M4]

c   To determine the School's plans for effectively monitoring student and staff advisory, support and counselling services and for the consideration of any resource needs arising, the team reviewed the Learning and Teaching Enhancement Policy, [009] Governance Charter, [074] Student Support Policy, [096] Access and Participation Plan, [031] Health and Wellbeing Policy, [021] Students with disability policy, [030] a Students at Risk policy, [098] Student Equity Diversity and Fair Treatment policy, [032] NDAPs Plan, [068] Quality Assurance Framework, [209] Job descriptions, [108] Statement on Student Support, [095] Draft Student Survey Template, [097] NDAPs Self-assessment, [001] Job Descriptions for Student Support, [086] Students with Disabilities Policy, [030] Admissions Policy [002] and met with senior staff and members of the Board of Director and Academic Board. [M1, M2, M3, M4]

d   To determine the School's plans for its administrative support systems to 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 systems demonstration [MDemo], Statement on Student Support, [095] Job Descriptions, [086] UK Project Plan schedule, [136] NDAPs Plan, [068] and met with senior staff. [M4]

e   To determine the School's plans for providing opportunities for all students to develop skills that enable their academic, personal and professional progression, the team considered Learning and Teaching Strategy, [059] Student Support Policy, [096] NDAPs Plan, [068] Academic Manager Job Descriptions, [106] Statement on Student Support, [095] Job Descriptions for Student Support, [086] Work based Learning Policy [025] and met with senior staff. [M1, M4]

f   To determine whether the School's approach is guided by a commitment to equity, the team considered the Access and Participation Plan [031] and Student Equity Diversity and Fair Treatment Policy. [032]

g   To determine the School's plans to recruit staff to effectively support students, the team considered Job Descriptions for Student Support, [086] NDAPs Plan, [068] Risk Register [080] met with senior staff. [M1, M4]

How any samples of evidence were constructed

192   No evidence was sampled as the School had yet to commence delivery and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

193   The School's plans in relation to this criterion are set out below.

194   The NDAP self-assessment document states that the School is currently in the process of recruiting staff both academic and professional staff to deliver programmes commencing September 2023, comprising one undergraduate programme (BBA) and four postgraduate programmes (EMBA, GMBA, MGB and MFT) with an initial intake of approximately 226 students (including online and on-campus cohorts). The updated SPJ UK Project Plan details milestones of recruiting UK academic staff by March 2023, priority professional staff by June 2023, remaining professional staff by September 2023 and staff onboarding, training and working by September 2023. The NDAPs Plan outlines the recruitment of a Registrar, IT Manager, Head of Student Services and Student Welfare Advisor in Y0Q4.

195   The NDAPs Plan shows that the School plans to develop the first Learning and Teaching Plan to be approved by the inaugural Learning and Teaching Committee in Y0Q4 (June 2023). Thereafter the Learning and Teaching Committee will meet quarterly with three meetings per year to consider the Enhancement Plan. Within the cycle of meetings outlined in the NDAPs Plan the Learning and Teaching Committee will review the following aspects of provision: student feedback (Y1Q3), learning resources (Y2Q1, Y3Q1), internships (Y2Q3), academic experience of first cohort (Y2Q3), student support services (Y2Q4, Y3Q4), and the research plan (Y3Q3).

196   In terms of documentation for supporting students, the NDAPs Plan confirms the development of the Learning Support Plan templates to be completed in Y0Q3 with the development of student induction material in Y0Q4. The review pro forma for student support is also planned for Y0Q4, with the first report to Academic Board in Y2Q4.

197   The new student records systems is to be launched in Y0Q3. Delivery of English language support is planned for Y1Q2. Planned work-based learning will start in Y2Q3 and a trial one-to-one careers service will begin in Y2Q4 with a review of the service the following year.

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

199   The School outlines its strategic approach to determining and evaluating how it plans to enable its diverse body of students to develop their academic, personal and professional potential in its draft Learning and Teaching Strategy. [059] This sets out its commitment to develop and support students to fulfil their academic, personal and professional potential through developing and improving activity across the School in respect of learning and teaching, professional skills development for students, the learning environment and infrastructure, and through staff support and development. The Learning and Teaching Enhancement Policy [009] relates to the procedures for the development and enhancement of learning and teaching and associated learning and support services. The School sees this process as a key element of how the School will ensure the quality of the student learning opportunities and have in place sufficient resources to support them. The Policy provides a clear outline of the School's intention to oversee arrangements and resources which enable students to develop their academic, personal and professional potential.

200   The School's Access and Participation Plan [031] sets out the School's aims in relation to enabling students from different backgrounds to reach their full potential through having in place strategies to identify students who require additional support. These will include remedial classes and additional lecture hours; counselling and mindfulness sessions and links to support networks; undertaking analysis of admissions data or entry pathway to identify cohorts who may require additional support; undertaking cohort analysis of progression, completion and attrition rates to identify strategies supporting student success; making available information about support services to staff and students; and encouraging students with academic or personal support needs to access support from relevant internal and external support services.

201   Underpinning its draft Learning and Teaching Strategy, [059] Learning and Teaching Enhancement Policy [009] and Access and Participation Plan, [031] the School has in place a range of policies to enable its diverse body of students to develop their academic, personal and professional potential, including: a Student Support Policy [096] and a Health and Wellbeing Policy; [021] a Student Equity Diversity and Fair Treatment Policy, [032] a Student Feedback Policy, a Disciplinary Policy, a Student Representation Policy, Student Terms and Conditions Policy, Students with Disability Policy, [030] Students at Risk Policy, [026, 098] a Fitness to Study Policy; [033] a Work-Based Learning Policy, [025] and a Library Resources Collection Development Policy. [020] Some of these policies, such as the Health and Wellbeing Policy, [021] Students with Disability Policy [030] and Library Resources Collection Development Policy, [020] are generalised and provide only a limited overview of the School's intentions. The Health and Wellbeing Policy, [021] for example, outlines the purpose, scope, and principles of the policy, together with a broad statement about roles and responsibilities. It does not, for example, explain how health and well-being responsibilities will be delegated through governance structures, or the senior leadership responsibility for aspects of health and well-being, and it does not outline the expected actions and behaviours to assure the health and well-being of its staff, students and stakeholders. However, the Policy Schedule [134] clearly outlines the timeframe for approval or re-approval of policies during Y0, although these timeframes are not precisely detailed on the NDAPs Plan, which refers to the approval of a 'key policy framework for students' by Academic Board.

202   The team saw some examples of coherence and alignment between these stated intentions, and the School's policies and plans. The School's plans for monitoring students at

risk, for example, are detailed in the draft Learning and Teaching Strategy [059] through the prioritisation of digital infrastructure, and in the Access and Participation Plan [031] through Strategic Measure 4: Student Support [031] and set out in the School's Students at Risk Policy. [026, 098] The School has plans to implement a comprehensive dashboard in its learner management system for monitoring at risk students as outlined in its strategic and policy documentation. [visit] The team considered that the School's approach to determining and evaluating student development and achievement for its diverse body of students is consistent in relation to the intentions outlined in its strategic plans and policies. The alignment between the stated intentions in strategic and policy documents provided evidence that the School takes a considered and coherent strategic approach to determining how it enables its diverse body of students to develop their academic, personal and professional potential.

203   However, although the School has a wide range of policies in the process of being developed and approved, the team was provided with limited evidence of how these policies will be operationalised, for example, through process mapping or project management activity or the detailing of steps within the processes, task owners and expected timelines. The team saw no evidence of process mapping or project management plans for key services such as student disability and support or work-based learning activity. Additionally, limited information was supplied about how policies relating to the student experience will be operationalised through procedures, for example, only one outline of procedures associated with disability support was provided, upon request. Only very limited details were provided in relation to policy implementation in the NDAPs Plan, for example, the development of student representation training materials to support the Student Representation Policy, and the development of student induction materials in Y0Q4 to disseminate key policies to students. Some operational processes were outlined in the UK Project Plan [136] including, for example, admissions, registration, enrolment and examination systems. However, the Project Plan also contained some gaps, for example, no information was provided in the Plan about student support or work-based learning systems and procedures. The team formed the view that the School had given limited consideration to how the key policies would be operationalised through procedures, in terms of the timeframe, the activities and the delegated responsibility areas, because these details were omitted from the NDAPs Plan, and the evidence provided elsewhere in the documentation was limited.

204   The School plans to inform students about their study programmes through a variety of means, including recruitment materials, orientation and induction sessions, student enrolment, student handbooks and information on the School VLE. [095 Statement on Student Support, M1] The School's Admissions Policy [002] outlines that the marketing department will be responsible for providing information, advice and guidance to prospective students, and ensuring that information is accurate, up to date and in line with the Competition and Marketing Guidance for Higher Education. The School makes a commitment in the Access and Participation Plan [031] to an engaged and welcoming transition-in, including the provision of a pre-induction 'starter pack' available online, providing key information and support in relation to attendance, student finance, timetabling, advice and well-being, library services, academic life and assessment.

205   The School's Student Support Policy [096] details broad arrangements for student orientation and induction, which is planned to take place in the week preceding the commencement of classes. In addition to orientation with the academic team and cohort, induction will include information about academic and library resources, IT services safety information, international student services, academic, language and personal support services. Students will also be provided with information that sets out student responsibilities and code of conduct, including expectations of behaviour, academic integrity, academic progress and attendance. [Student Support Policy 096, Student Code of Conduct 029] A sample induction programme was provided in the student handbook. [043 Student Handbook

Draft] Online students will receive a bespoke induction, [001, M1, M4] including the requirements for online delivery and IT training.

206   The Student Support Policy [096] outlines that before and during orientation, all international students will be provided with information about the School, living in the UK, including geography, culture, lifestyle, currency and other important information, to enable successful transition and experience such as information about housing, visas, finances, local laws and customs, and insurance, as detailed in the Student Support Policy. [096]

207   The Students with Disability Policy [030] outlines the School's commitment to ensuring that students with disabilities feel supported and that any barriers to their learning have been identified and understood and suitable steps have been taken to reduce their impact; ensuring that the environment is as inclusive as possible. The policy provides a broad statement about disclosure, support and reasonable adjustments. The NDAPs Self-assessment and NDAPs Plan [068] refer to the process of identifying and managing student needs through Individual Learning Support Plans (ILSPs) with reference made in the NDAPs Plan to the development of templates in Y0Q3 (February to March 2023), and senior staff [M4] confirmed that external consultancy would be procured to develop these.

208   The Admissions Policy provided only limited details about how support for students with disabilities will be managed through the admissions process. Meetings with the School [M2] confirmed that staff with expertise in providing support around disability would be recruited to the admissions team, but a timeline for recruitment to these roles was not stated. Upon request, a procedure for supporting students with disabilities was provided [032] which outlines how students with disabilities and learning needs will be supported through admissions, induction and on programme. The procedure provides a broad procedural outline but does not detail how procurement of external services will be managed, how the support needs of learners will be monitored to ensure that interventions are effective, and how the cost of initial disability assessment will be met. Overall, the team considered that the processes and procedures which underpin disability disclosure and support were not clearly articulated in the documentation, NDAPs Plan or meetings.

209   The School outlines strategies to identify students at risk of non-progression, detailed in the Students At Risk Policy. [026] The policy states that the School will implement processes to identify students needing additional support so that the intervention is respectful, timely, equitable, consistent and procedurally fair. Broad strategies outlined in the Policy include: identifying and addressing additional support needs through remedial classes and additional lecture hours; supporting mental health and well-being; analysis of admission data and progression, completion and attrition rates to identify students and cohorts who may require additional support; communicating information about support services to students and staff; and encouraging students with academic or personal support needs to access support from relevant internal and external support services. The School plans to use learning analytics to create a dashboard to monitor risk [Access and Participation Plan 031] and demonstration of the new student records system [MDemo] verified that the School had plans in place for this. This gave assurance to the team that the School would be able to identify and monitor at risk students effectively.

210   The School plans to issue student handbooks for each student, available on the VLE and School website from Y1Q1. [NDAPs Self-assessment and Plan 001, Draft Student Handbook 043, M1] The draft handbook broadly covers core information required by students but was underdeveloped as a comprehensive resource. Senior staff [M1] confirmed that they planned to include policies in the handbook in 'student-friendly language'.

211   The NDAPs Plan outlines the School's intention to develop induction materials in Y0Q4 (May/June 2023) and annually thereafter. [068] However, this is prior to the

appointment of the Registrar, who is accountable for ensuring that 'all students have a comprehensive orientation and full access to various update handbooks and academic policies' [Job Descriptions and Person Specifications 108, the Student Support Policy 096] and whose appointment is planned for July 2023. On balance, however, the team considered that the School's plans in relation to information provided to students are detailed, and that credible plans were in place to ensure that students are advised about, and inducted into, their study programmes in an effective way which takes account of different students' choices and needs.

212   Oversight and monitoring of student and staff advisory support services and resources will be through the Teaching and Learning Committee whose role is to monitor, support and enhance learning and teaching at the School and associated learning and other resources supported by the Learning and Teaching Enhancement Policy. [009] The Teaching and Learning Committee also promotes and manages the care, well-being, and development of students and staff, including the improvement and maintenance of the services and environment. [Governance Charter 074] The provision of learning resources, and student support services, including disability and well-being support, will be monitored at least annually by the Teaching and Learning Committee [095 Statement on Student Support, NDAPs Plan 068] who will receive annual reports from February 2024 (Y1Q3), reporting to Academic Board and Board of Directors. These include an annual review of the effectiveness of student support and learning resources, the effectiveness of administrative support systems, the Student Equity, Diversity and Fair Treatment Policy [032] and a review of delivery against the Access and Participation Plan. [073 Quality Assurance Framework]

213   The team agreed that the planned reporting is robust because each service will be required to produce an annual Student Support Report to the Teaching and Learning Committee outlining how they have contributed to a positive student experience, an analysis of the support provided and identification of any areas of improvement. Each report is to include how the service meets the vision and mission of the School; how the service is supporting programme requirements; the numbers using the service; responses to feedback received from student consultation; how the service is meeting the needs of the students, particularly those who face barriers to progression; how the service supports equality, diversity and inclusion; any needs which are emerging or which were not provided for; an assessment of the sufficiency of the resources available; and an assessment of any complaints or issues with the services. In terms of the timeframe, the development of the review pro forma for student support is planned for Y0Q4, with the first reporting to Academic Board in Y2Q4. [095 Statement on Student Support]

214   Changes to provision made based on the identification of gaps or proposed enhancements will be tracked through a Teaching and Learning Enhancement Plan, with the inaugural meeting of the Teaching and Learning Committee and first iteration of the Teaching and Learning Enhancement Plan in Y0Q4. [068 NDAPs Plan] The School plans to update this to include student feedback on support services in Y1Q2 following the first round of module evaluation and student experience surveys. [095 Statement on Student Support] Subsequent reviews of the plan by the Teaching and Learning Committee will take place three times per year, and by Academic Board annually, as detailed in the NDAPs Plan. [068] Resource requirements will feed into the budget allocation process for the School to be approved by the Board of Directors. [095 Statement on Student Support]

215   The Statement on Student Support [095] outlines that the views of students on learning resources, the environment and student support will be collected through student surveys and themed student council meetings, and this was confirmed in meetings. [M2, M3]

216   The Draft Student Survey Template [097] covers student views on the facilities, learning resources, information technology, and support services including welfare and

careers. The School plans to review this template to ensure that it also takes into account the UK sector practice such as NSS and PTES to ensure effective benchmarking. [Statement on Student Support 095, NDAPs Plan Y0Q3 068] The team concluded that the planned oversight is robust, and the planned reporting will be comprehensive because it included detailed student support reporting and improvement tracking through a Teaching and Learning Enhancement Plan at Teaching and Learning Committee. The School has plans to put in place appropriate mechanisms to capture, review and respond to student feedback as part of these processes.

217   The School's intends to make use of a tailored student records system, which is currently under development. [Statement on Student Support 095; MDemo] The platform uses the Salesforce framework and is built around the student lifecycle. An administrative user dashboard provides a view of the student lifecycle and performance and is able to display if students are on track or at risk, based on a range of learning analytics. The academic user dashboard will contain student progress outcomes, assessments, results and exam information. A student user dashboard permits students to view their attendance and completed study, daily schedules and events and attendance. This system will also enable the School to record correspondence, interventions and case notes for students so that progression and any indicators of concern can be monitored. The system will be integrated with other platforms such as Blackboard, and it will be auto populated from external data sources such as UCAS and will allow users to track the admissions process, including checking applications and qualifications, setting up interviews, and offer letter management. The NDAPs Plan notes that the new system is due to be finalised by Y0Q3 (March 2023) and this was confirmed in the UK Project Plan [136] which provided a detailed and realistic timeframe for development (Y0Q1), testing (Y0Q2), implementation (Y0Q3) and training (Y0Q4).

218   Data records and management falls under the responsibility of the Registrar, supported by the IT Manager. [Job descriptions 086] In the interim before the anticipated appointment of the Registrar in July 2023, the new system is being overseen by the Chief Operating Officer. [MDemo] At meetings, [M4] the team queried the timeframe for training in relation to the appointment of core professional services staff in July 2023. The School confirmed that the system would have been thoroughly tested by this point, and this was backed up by the UK Project Plan schedule. [136] The School assured the team that the system was intuitive, and that one week's intensive training would be sufficient to allow new staff to be able to use the system. The team formed the view that the completed development of the student records system would provide a comprehensive administrative support system to enable the School to monitor student progression and performance accurately and provide timely, secure and accurate information to satisfy academic and non-academic management information needs.

219   The School sets out a commitment to enabling academic, personal and professional development in the draft Learning and Teaching Strategy, [059] through a focus on professional and skills development; in its Access and Participation Plan [031] which focuses on well-being support, the identification of students at risk, and financial support and advice; and the Student Support Policy [096] which commits to the provision of timely and targeted support for students. Additionally, the School has a Work-Based Learning Policy, [025] Health and Wellbeing Policy, [021] Students with Disability Policy, [030] Students at Risk policy, [026, 098] and a Student Equity Diversity and Fair Treatment Policy [032] in support of this commitment.

220   In respect to academic progression, the School's Student Support Policy [096] details plans to provide all students with access to an identified Academic Manager whose role will be both academic and pastoral. [M1, M4] The Academic Manager will act as the first point of contact for academic queries and provide guidance on knowledge and understanding, skills

development and assessment requirements. They will also support students to identify their learning needs and develop appropriate strategies to achieve them; help students to make the most of the learning resources and other forms of learning support available to them; and support students in academic, professional and career planning, including mentoring them in projects. They will also take a pastoral role to advise and guide students on issues or problems arising, directing them to the broader range of support services. [NDAPs Self-assessment and NDAPs Plan, 001; Academic Manager Job Descriptions, 106] The School expressed the hope that Academic Managers would be appointed within the first year of delivery (Y1); however, this was not confirmed. In the interim, the School planned for academic staff to provide this level of support, supported by the Head of Student Services (who is yet to be appointed), with training procured externally as required. The team considered that the delay in appointing Academic Managers may limit the School's ability to provide opportunities for all students to develop skills that enable their academic, personal and professional progression in the first year of delivery.

221   The School plans to use its library and its VLE to provide students with face-to-face study support and online study support resources, for example, supporting students in developing their skills in research, academic writing, referencing, presentation, revision and examinations. [NDAPs Self-assessment and NDAPs Plan, 068] The Student Support Policy [096] notes that the School will provide English language support workshops that will be available for all students, as well as specific additional language support as required. The delivery of English language support is planned for Y1Q2 (Nov-Jan 2023). No details were provided in the NDAPs Plan in relation to the timeframe for developing language resources or recruiting specialist staff. The School confirmed that the Registrar would be responsible for identifying students who may need additional language support and that this would be procured externally.

222   In respect to professional progression, the Student Support Policy [096] states that the School's approach is to embed employability skills into the curriculum and provide additional support to students through a Professional Readiness Programme and the opportunity to undertake internships in some programmes. [NDAPs Self-assessment and Plan 001] In the first year of probation the School will develop a new careers review service, overseen by the Corporate Relations team. [NDAPs Self-assessment and Plan 001] This team will comprise a Corporate Relations Manager, responsible for sourcing internships as well as supporting students into graduate employment, and a Careers Advisor who will support students with employability through the curriculum and one-to-one support. [Statement on Student Support 095, 086 Job Descriptions for Student Support] The NDAPs Plan showed recruitment for these positions in Y0Q4. The team saw evidence of plans for a Professional Readiness Programme, designed to prepare students for job opportunities through sessions which equip them with interview skills. The School plans to trial a one-to-one careers service in Y2Q4 with a review of the service in Y3. [NDAPs Plan, 068]

223   The Work-Based Learning Policy [025] details that two types of work-based learning are offered as part of the programmes. These are placements and internships, and projects and data collection activities. The Corporate Relations Manager will be responsible for oversight of work-based learning; where work-based learning contributes to assessment this will be managed by academic teams. The Corporate Relations office will be responsible for sourcing work-based learning opportunities, [Job Descriptions for Student Support 086] which will be risk-assessed by the Dean. The NDAPs Plan [068] details that work-based learning will start in Y2Q3 for September 2023 cohorts and be offered biannually (in February and September). The Work Based Learning Policy [025] outlines that every student undertaking a work-based placement or project will have an academic mentor who will provide orientation of the responsibilities of students at the workplace, and a corporate mentor representing the work-based provider. The corporate mentor will provide a formal workplace induction and oversee the work-based learning activity, ensuring opportunities are provided in line with the

learning outcomes of the programme and assuring safeguarding. [Work Based Learning Policy 025] [M1] The team considered that the School's plans to develop careers and employability support and to embed work-based learning opportunities were credible and realistic.

224   In support of personal development, the Student Services department will provide general advice and welfare support, well-being support as well as access to more specialist services, as required. [NDAPs Self-assessment and NDAPs Plan, 001, Student Support Policy 098, M1, M4] The School has plans to provide well-being services and intends to recruit a Student Welfare Adviser in Y0Q4 (July 2023) whose role is to provide welfare support services to students, to deliver sessions on well-being to students throughout the year and to refer students to professional counsellors where appropriate. [Job Descriptions for Student Support, 086] Well-being support will be reviewed bi-annually. [NDAPs Plan 068]

225   The School also plans to recruit a Head of Student Services in Y0Q4 (July 2023), reporting to the COO [Job Descriptions 086], who will oversee the Student Support department. [NDAPs Plan 068; Statement on Student Support 095] The Head of Student Services role is wide-ranging and includes leadership and operational implementation of student support services, including careers, welfare support, counselling, financial aid and disability support, as well as overseeing the School's safeguarding processes, including Prevent. [Job descriptions, 108]
In addition, the post holder will be required to work in partnership with academic teams and external agencies to coordinate and oversee the delivery and integration of support. [DAPs Self-assessment and NDAPs Plan, 001; M1, M4]

226   The School's approach is guided by a commitment to equity. The School's Access and Participation Plan [031] outlines a strategic commitment to ensuring equality of opportunity to participate in higher education for all learners, regardless of background. The Plan details a range of measures that the School plans to put in place to ensure equity in the student experience, and identifies specific targets for the recruitment of disadvantaged, Black and minority ethnic students. Key strategic measures set out in the Plan include: the development and launch of a targeted schools, colleges and community outreach programme; excellence, flexibility and inclusivity in teaching, learning and curriculum; and effective student support, including financial support for disadvantaged learners.

227   The Student Equity, Diversity and Fair Treatment Policy [032] further articulates the School's commitment to promote and support an environment which values and affirms equal opportunity, diversity and inclusivity in accordance with universal principles of equity, fairness and social justice and to maintaining practices which attract and support students from a diverse range of backgrounds, including those who may have encountered disadvantages. The School aims to embed practices in course design and support to ensure students from diverse backgrounds are enabled to succeed in their studies.

228   At the visit, the team also explored the credibility of the plans the School has in place in relation to key priorities for core professional support staff noting that, while the Interim Head of Admissions has been in post since Y0Q1, Academic Managers, the Head of Student Services, Student Welfare Advisor, Registrar, Librarian and IT Manager will not be recruited until Y0Q4 during the two months before students begin their studies. Senior staff [M1] confirmed that the Registrar and IT Manager would be the 'champion' for the new student record system and essentially be the first port of call for staff regarding any issues or queries with the system. The IT Manager would additionally be responsible managing any issues regarding the VLE and ELO. The team found that arrangement for the recruitment of the remaining professional services staff is confirmed in NDAPs Plan [068] in Y0Q4.

229   The team found that failure to recruit, develop and retain a high-quality team is flagged as a high risk in the School's Risk Register. [080] The School cites mitigations against this risk, including 'recruitment is taking place well ahead of time to ensure that an appropriate academic team can be developed; support is being provided by SPJ Global which can deploy staff to teach (subject to UKVI regulations) and also provided experience student support; staff development systems are being developed for both academic and professional support staff'. [Risk Register, 080] Staff [M4] confirmed that mitigations included reliance on SP Jain Global and external consultancy, should recruitment gaps arise, for example for disability assessment and support. The team considered that while the recruitment of academic staff had been planned ahead of time in Y0Q2 and Y0Q3, the same mitigations have not been applied to the recruitment of core professional support staff. This, together with a reliance of SP Jain Global staff and external consultants, presented a risk that professional support and academic activities would not be fully integrated at the start of delivery in September 2023 and that this may compromise the student experience.

230   Senior staff [M4] explained that two months was sufficient time because there would be no students on the programme in July and August, that policies would be fully developed and approved, and IT systems (VLE, ELO and student records system) would be in place before staff were appointed. This, they confirmed, would limit the workload, and expectations on new staff in these areas would be realistic as no development work would be required and new staff would only need to be familiar with policies and systems which would be achieved through induction and intense training courses. Senior staff confirmed that priority activities for the newly recruited professional staff during the two months would be familiarisation with core policies, priorities led by the student life cycle (such as induction, examinations, complaints), and the implementation of policies into practice, for example, through handbooks.

231   The team noted that the timing of associated activities detailed in the NDAPs Plan, such as the induction of academic staff, the planning of an induction programme for students, the development of module evaluations, student surveys and student representative training materials, were planned for Y0Q3, and preceded the appointment of professional services staff and it was not clear who would be undertaking these activities in the interim. This caused the team to question whether professional support activity would be effectively embedded in the student life cycle and academic activity.

232   Based on the evidence provided, the team considered that within this two-month timeframe, the activities of newly recruited senior professional support staff would likely include staff induction and relevant organisational and department-specific training (such as on the new student records system); familiarisation with the organisation, staff and prospective students; developing understanding of policies; mapping and implementation of the procedures and processes associated with their function; induction and training of staff within their teams and within academic departments; and team-building and liaising across and outside the organisation, for example to undertake external procurement of services. The team considered that this timeframe may be realistic if the School were to recruit according to its stated aims in securing highly experienced, 'self-starter' staff within the July timeframe. However, in relation to professional services staff recruitment, the team agreed with the School's assessment in its Risk Register that a failure to recruit, develop and retain a high-quality team of professional services staff was a high risk which, from the evidence the team reviewed, was not fully mitigated.

233   The School identified a range of services that may be procured externally to enable its diverse body of students to develop their academic, personal and professional potential, such as counselling and disability support, and identified that the procurement and management of subcontracts would fall under the responsibility of the Head of Student Services. [M2, M4] This is detailed in the job description provided. [Job Descriptions for

Student Support, 086] However, the team did not see evidence of the School's approach to the procurement, management, oversight and evaluation of external support services.

234   Given that the School intends to place reliance on external procurement during the probationary period, both within its operational planning and to mitigate risks, the team formed the view from the evidence provided, that the School had not given due consideration to this element of operational planning, and that this posed a risk to the student experience. As noted above, the team considered that the School was placing reliance on external agencies and networks and since no details were provided in the NDAPs Self-assessment, NDAPs Plan or documentation about how external services would be procured, managed, overseen or evaluated this meant that the team was unable to verify if the School had credible plans in relation to this provision.

Conclusions

235   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 the Designated Quality Body, July 2022.

236   The School's approach to determining and evaluating student development and achievement for its diverse body of students is consistent in relation to the intentions outlined in its strategic plans, including in its Learning and Teaching Strategy and Access and Participation Plan. These are aligned with, and supported by, a range of policies, such as Student Support Policy, Student Equity, Diversity and Fair Treatment Policy and the Students at Risk Policy and provide an assurance that the School plans to take a considered and coherent strategic approach to determining how it enables student development and achievement.

237   The School has credible plans to advise students about, and induct them into, their study programme. The School's Admissions Policy outlines that the marketing department will be responsible for providing information, advice and guidance to prospective applicants and the Student Support Policy details broad arrangements for student orientation and induction. While the processes and procedures which underpin disability disclosure and support were not clearly articulated, the team saw evidence that the School had sufficient plans for identifying students at risk of non-progression and to identify potential needs through its student record platform.

238   The School has developed a range of policies for the purposes of implementing, monitoring and evaluating arrangements and resources which should enable students to develop their academic, personal and professional potential. Some of these policies are underdeveloped and the team was provided with limited evidence of how these policies will be operationalised and therefore formed the view that the School had given limited consideration to how the key policies would be operationalised.

239   The School's plans to monitor and evaluate its student support arrangements and resources are outlined in its Learning and Teaching Enhancement Policy. Monitoring and evaluation will be overseen by the Teaching and Learning Committee as part of the governance structure. The planned oversight is robust, and the planned reporting is comprehensive because it includes detailed student support reporting and improvement tracking through a Teaching and Learning Enhancement Plan at Teaching and Learning Committee.

240   A tailored student records system should provide a comprehensive administrative support system to enable the School to monitor student progression and performance accurately and provide timely, secure and accurate information to satisfy academic and non-academic management information needs.

241   The School will offer a range of opportunities for students to develop their academic, personal and professional progression. These include support from Academic Managers, offering work-based learning opportunities and plans to develop careers and employability support. However, the team considered that the delay in appointing Academic Managers may limit the School's ability to provide opportunities for all students to develop skills that enable their academic, personal and professional progression in the first year of delivery. The School has demonstrated a commitment to equity through its Access and Participation plan, Student Equity, Diversity and Fair Treatment Policy.

242   In relation to professional services staff recruitment, the team agreed with the School's assessment in its Risk Register that a failure to recruit, develop and retain a high-quality team of professional services staff was a high risk which, from the evidence the team reviewed, is not fully mitigated. This, together with a reliance of SP Jain Global staff and external consultants presented a risk that professional support and academic activities would not be fully integrated at the start of delivery in September 2023 and that this may compromise the student experience.

243   Furthermore, no details were provided in the NDAPs Self-assessment, NDAPs Plan or documentation about the scope of the outsourcing or how external services would be procured, managed, overseen or evaluated.

244   Moreover, the team did not see evidence of the School's approach to the procurement, management, oversight and evaluation of external support services. Given that the School intended to place reliance on external procurement during the probationary period, both within its operational planning and to mitigate risks, the team formed the view from the evidence provided, that the School had not given due consideration to this element of operational planning, and that this posed a risk to the student experience.

245   Despite the areas of concern noted the team concludes that, on balance, the School understands this criterion. However, the team finds that the NDAPs Plan is not credible and would not enable the criterion to be met in full by the end of the probationary period.

246   There are some areas where the team considers the NDAPs Plan would benefit from additional detail or changes. These are explained in paragraph 284 of this report.

Criterion E: Evaluation of performance

Criterion E1 - Evaluation of performance

247   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 the team considered this evidence

248   The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and the School's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely to assess the School's understanding of this criterion and to test the credibility of the School's NDAPs Plan in relation to this criterion.

249   Specifically, the assessment team considered or assessed:

a   To evaluate whether critical self-assessment is integral to the operation of the School's higher education provision and that action is taken in response to matters raised through internal or external monitoring and review, and to test that clear mechanisms exist for assigning and discharging action in relation to the scrutiny and monitoring of its academic provision, the team considered the NDAPs Self-assessment, [001] Governance Charter, [074] Academic Regulations, [012] Programme Development, Approval, Review and Discontinuation Policy, [004] Quality Assurance Framework, [073] NDAPs Plan, [068] Programme Monitoring Policy and Procedure, [037] Learning, Teaching and Enhancement Policy, [009] Statement on meeting criteria, [069] Access and Participation Plan, [031] systems demonstration [MDemo] and spoke to senior staff, members of the Board of Governors, Academic Board and the Programme Development and Review Committee. [M1, M2, M3]

b   In considering how ideas and expertise from within and outside the School (for example on programme design and development, on teaching, and on student learning and assessment) are drawn into its arrangements for programme design, approval, delivery and review, the team considered the Student Feedback Policy, [023] NDAPs Self-assessment, [001] NDAPs Plan, [068] Governance Charter, [074] Quality Assurance Framework, [073] Risk Register [080] and spoke to senior staff and members of Academic Board and Board of Governors. [M2]

How any samples of evidence were constructed

250   No evidence was sampled as the School had yet to commence delivery and the volume of material was such that all evidence could be reviewed by the team.

What the evidence shows

251   The School's plans in relation to this criterion are set out below.

252   The School has an established Academic Board and has established further subcommittees of the Academic Board with inaugural meetings set out in the NDAPs Plan and scheduled during the probationary period, including Examinations Board (from Y1Q4), Learning and Teaching Committee (from Y0Q4), Access and Participation Committee (Y1Q3), and Student Council (from Y1Q2).

253   The NDAPs Plan sets out a schedule of relevant governance meetings, planned reporting and internal and external reviews from 2022 to 2026 which the School intends to use to evaluate its performance. Relevant key milestones are identified and include a cycle of policy review and approval from year 0 to 3 (for example, Annual Monitoring, External Examining, Student Equity and Fair Treatment policies). In years 1, 2 and 3 (2023-26), the School's governance mechanisms through the Academic Board include the evaluation of annual reports (for example, Prevent and Equality and Diversity from year 1; admissions, recruitment, retention, progression and achievement; and complaints and appeals from year 2; and student support from year 3); governance self-evaluation activity (for example, of Board of Directors in year 1); programme monitoring and quality assurance planning (for example, annual programme monitoring and the development of a quality improvement plan; and annual review of regulations and frameworks from year 1; annual quality assurance report from year 2); review of delivery against the Access and Participation Plan by the Academic Board (Y1Q3, Y2Q2 and 4, Y3Q2 and Q4); and risk management (development of a risk management plan from year 0; and risk register from year 1).

254   By the end of the probationary period the School intends to have conducted the following reviews by Academic Board: three reviews of its general policies and procedures, three reviews of academic regulations and frameworks, their implementation and effectiveness; three reviews of the Access and Participation Plan; and three reviews of governance effectiveness in relation to Academic Board. Recommendations for improvement will be made through a Quality Improvement Plan, and to the Board of Directors under reporting protocols. By the end of the probationary period, the School will have completed one independent review of the effectiveness of the Board of Directors and its subcommittees with further reviews planned every three years thereafter. The School expects to meet this criterion in full by Y2Q2.

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

256   The School acknowledges in its NDAPs Self-assessment [001] that evidence demonstrating that it takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths 'has largely been confined to the development of the governance structure, the regulatory and policy framework and programme development' and the team accorded with this view, as outlined below. The School states in its NDAPs Self-assessment [001] that it has in place 'a fully developed vision and mission with an appropriate policy framework' internationally, but it acknowledges work is needed to align this to the UK higher education context. [001 p55]

257   The School has established a framework for critical self-assessment and internal and external monitoring and review through the development of a Governance Charter, [074] Academic Regulations [012] and a Quality Assurance Framework. [073] The Governance Charter [074] provides an overview of how the Board of Directors will undertake its duties, including a broad scheme of delegation and committee terms of reference. The School's Governance Charter [074] outlines that the School's plan to establish four committees reporting to the Board of Directors as mechanisms for critical self-assessment and internal and external monitoring and review, comprising Academic Board, the Audit and Risk Committee, the Industry Advisory Board, and the Nominations Committee as detailed in Criterion A.

258   The Governance Charter [074] outlines a clear remit for each committee, providing assurance that the School demonstrates understanding of the DAPs criteria and has appropriate governance mechanisms in place for oversight, scrutiny and monitoring. The team considered that these responsibilities are clearly delineated and are detailed in Criterion A. Regular reports will be made to the Board of Directors by Academic Board, including an annual report on how Academic Board oversees the Quality Assurance Framework, comprising an overview of the development and review of academic regulations and policies; [from Y2Q2 NDAPs Plan 068] a summary of annual monitoring processes, including external examining and an update on the quality improvement plan; [from Y2Q2 NDAPs Plan 068] updates on the Learning and Teaching Plan; [not detailed on NDAPs Plan] a summary of student outcomes; [from Y2Q3 NDAPs Plan 068] and a summary of complaints and appeals. [from Y2Q2 NDAPs Plan 068] The team considered that the School's planned reporting to the Board of Directors was sufficiently broad in scope. The Quality Assurance Framework [073] notes that responses, comments and feedback will be circulated back to the respective committees to ensure that feedback loops are maintained.

259   The Governance Charter [074] sets out that the School plans to engage in external review of the effectiveness of its Board of Directors after the first two years of operation, and then every three years thereafter, demonstrating the School's understanding of mechanisms for critical self-assessment and the use of external expertise for improvement, as outlined in Criterion A1. External input to the governance self-evaluation process was confirmed by senior staff. [M2 and M3] This is planned for Y1Q3 (Feb-April 2024) in the NDAPs Plan. [068] The review of Academic Board will take place annually in Q2 (Nov-Jan) from Y1 (2023-24) as noted in the NDAPs Plan. [068]

260   Responsibility for critical self-assessment and internal and external monitoring and review are divided between Academic Board and its subcommittees as outlined in the Governance Charter [074] and confirmed by senior staff. [M1] The approval, monitoring and review of academic regulations and policies is through Academic Board, reporting to the Board of Directors. Oversight of programme review processes, internal monitoring of programmes and monitoring external review processes is the responsibility of Academic Board, with the annual and periodic review processes delegated to PDRC who also develop and monitor the annual quality improvement plan, reporting to Academic Board.

261   Development and review of the Learning and Teaching Enhancement Plan is the responsibility of the Teaching and Learning Committee, and review and monitoring of student feedback is the responsibility of the Teaching and Learning Committee and Student Council, both reporting to Academic Board. The Access and Participation Committee is responsible for monitoring progress on behalf of Academic Board with the implementation of the Access and Participation Plan. [Governance Charter 074]

262   Senior staff [M2] clearly articulated the differing remits of the planned improvement mechanisms: the Quality Improvement Plan will focus on academic and programme-related issues; the Learning and Teaching Enhancement Plan will focus on the student experience and student feedback; and the Access and Participation Plan will focus on widening participation and equality, diversity and inclusion. The team formed the view that the School's plans represent clear mechanisms for assigning and discharging action in relation to the scrutiny and monitoring of its academic provision because the Governance Charter [074] is comprehensive, responsibilities are clearly delineated, and the School is able to explain how these are sufficiently differentiated.

263   The School has in place a Quality Assurance Framework, [073] Programme Development, Approval, Review and Discontinuation Policy [004] and a Programme Monitoring Policy and Procedure. [037] These set out the mechanisms that the School will use for the monitoring and quality improvement of programmes, aligned to that of its current

validating partner, ██. The Quality Assurance Framework [073] includes a broad overview of guiding principles, the governance and policy framework, key elements (of teaching, learning, assessment and support), arrangements for monitoring and reporting to Academic Board and the Board of Directors.

264   The School plans to operate a PIRI model of continuous improvement (plan, implement, review, improve). [Quality Assurance Framework 073] The Quality Assurance Framework describes how the School will monitor academic quality and standards through a Quality Improvement Plan (QIP), drawn up by PDRC. The first QIP will be developed in Y1Q3 and will be reviewed in Y1Q4, and annually thereafter in Q3 by PDRC and Q4 by Academic Board. [Statement on meeting criteria 069, NDAPs Plan 068]

265   The School plans to monitor and evaluate teaching and the delivery of learning resources and support services through a Teaching and Learning Enhancement Plan, drawn up by the Teaching and Learning Committee, [074 Governance Charter] and outlined in the Learning, Teaching and Enhancement Policy. [009] This will focus on learning and teaching goals and will provide a framework for the development of learning opportunities. [073 Quality Assurance Framework] The first Learning and Teaching Enhancement Plan will be developed in Y1Q1 and will be approved at the inaugural meeting of the Teaching and Learning Committee in Y0Q4. [NDAPs Plan 068] Thereafter it will be reviewed annually in Q1 and Q3 by the Teaching and Learning Committee and annually in Q4 by Academic Board [NDAPs Plan 068] and take into account the student feedback cycle. [Statement on meeting criteria 069]

266   The School has in place an Access and Participation Plan. [031] This details a range of measures that the School plans to put in place to ensure equity in the student experience, and identifies specific targets for the recruitment of disadvantaged, Black and minority ethnic students. Key strategic measures set out in the Access and Participation Plan include the development and launch of a targeted schools, colleges and community outreach programme; excellence, flexibility and inclusivity in teaching, learning and curriculum; and effective student support, including financial support for disadvantaged learners. The School plans to review delivery against the Access and Participation Plan by Academic Board in Y1Q3, Y2Q2 and 4, Y3Q2 and 4. [NDAPs Plan 068] The team formed the view that the School's plans for quality assurance monitoring and scrutiny were robust because they include differentiated improvement plan mechanisms and a regular cycle of reporting and review through its clear and comprehensive committee structure.

267   The Quality Assurance Framework [073] and the Annual Programme Monitoring Policy and Procedure [037] set out that the School plans to produce annual monitoring reports for each programme, under the responsibility of the Programme Director reporting to the Dean, and this was confirmed by senior staff. [M2] Annual Programme Monitoring Reports will be considered and approved by the respective Programme Committee before review and approval by the Programme Development and Review Committee. The School's planned annual monitoring reporting is thorough because reports will draw on a range of evidence, including student numbers, data on student continuation, completion, progression and employment, data on student achievement, experience of delivery by academic staff, feedback from students, and external examiners' reports. Senior staff [M2] confirmed that reports will draw on a range of qualitative and quantitative metrics. A demonstration of the proposed student records system confirmed that the School would be able to capture a range of data to support this aim. [MDemo]

268   The Quality Assurance Framework [073] and the Annual Programme Monitoring Policy and Procedure [037] outline that annual monitoring reports will be evaluated by PDRC and any matters that require improvement will be included in an institutional Quality Improvement Plan. Review of annual monitoring reports by programme board and PDRC is

outlined in the NDAPs Plan [068] from Y2Q1 and Y2Q4 and thereafter annually. Annual Monitoring Reports will then be submitted to Academic Board for consideration and to allow Academic Board to identify issues or themes which are common to different programmes and may require addressing at the level of the whole School. The team considered that the School's plans for programme annual monitoring are clear and credible.

269   The School's Student Feedback Policy [023] states that student feedback will be collected by surveys (modules, terms, programmes), Town Hall events with the Dean, Student Council meetings, individual student meetings and graduating students on their destinations. Academic survey feedback will be reviewed by the Dean, Chief Operating Officer, Programme Directors, Registrar and academic staff and non-academic feedback will be reviewed by the Chief Operating Officer and key administration staff. This will take place at the end of each semester/term and precede improvement planning. [Student Feedback Policy, 023] Consideration of student feedback by Programme Committees is included in the NDAPs Plan (Y2Q1 and Y2Q3 and Y3Q3). Student feedback will feed into annual monitoring and inform the annual Student Support Report. [NDAPs Self-assessment and Plan 001] Senior staff [M2] confirmed that programme committees will receive detailed student feedback mid-semester in order to respond promptly and make changes, as appropriate. The team considered that the School's approach to including student feedback in its review processes contributed to how ideas and expertise from within the organisation would be drawn into its arrangements for programme review.

270   Risk is managed through the School's Audit and Risk Committee which reports to the Board of Directors [074 Governance Charter] and has the remit of establishing a risk management framework to identify and manage risks, oversee implementation and review the effectiveness of the risk management framework. Monitoring of risk through the Audit and Risk Committee takes place quarterly. [074 Governance Charter; 068 NDAPs Plan] The Board of Directors has responsibility for overseeing risk management and reviewing risk management and assessment plans annually [074 Governance Charter] and this was confirmed by staff at the visit. [M2] The Quality Assurance Framework [073] notes that the School has a Risk Management Policy and a Risk Register. [080] The Risk Management Policy was not provided but reference was made to its review in Y0Q3 in the NDAPs Plan. The Risk Register [080] is comprehensive because it covers a wide range of potential risks, including, for example, governance, staffing, quality assurance and premises, which are RAG-rated in relation to impact and likelihood, with mitigations clearly stated and delegated responsibility allocated. Mitigations included pre-emptive actions to be taken by the School which were clearly articulated. However, the team noted a reliance on external consultants and SP Jain Global as stated mitigations in some areas of risk, such as in the development of a staff team, academic quality and standards, and in systems and information management. In respect of the School's acknowledgment that work is needed to align plans to the UK higher education context, the team did not see evidence in its Risk Register of how the School might ensure that its frameworks, systems and processes will be appropriately contextualised for the UK, or sufficiently embedded and owned by stakeholders within the School, in the event that the School draws on SP Jain Global staff.

271   In considering how ideas and expertise from outside the organisation are drawn into the School's arrangements for programme design, approval, delivery and review, the team reviewed the School's governance structure, which includes external advisers who support the School to reflect and act as 'critical friends'. [M2] Experts from business will feed into the School's strategic planning and overall development through the Industry Advisory Board [NDAPs Self-assessment and NDAPs Plan 001; Governance Charter 074] as outlined in Criterion A. Externality will also be built into committees' consideration of new programmes by having external members on both PDRC and Academic Board [NDAPs Self-assessment and Plan 001] as outlined in Criterion A1. The team agreed that the School's plans included

mechanisms through which ideas and expertise from within and outside the organisation could be drawn into its arrangements for programme design, approval, delivery and review.

Conclusions

272   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 the Designated Quality Body, July 2022.

273   The School's planned governance arrangements are comprehensive and represent clear mechanisms for assigning and discharging action in relation to the scrutiny and monitoring of its academic provision. Committee remits are clearly delineated, and the School was able to explain how they were sufficiently differentiated in terms of their roles and responsibilities. The team considered that the School's planned reporting to the Board of Directors was sufficiently broad in scope and most, although not all, activities were detailed on the NDAPs Plan.

274   The School's plans for quality assurance monitoring and scrutiny are robust because they include differentiated improvement plan mechanisms and a regular cycle of reporting and review through a clear and comprehensive committee structure. In managing current and future risks, the School has in place clear mechanisms for identifying, assigning and discharging actions. This includes establishment of a Risk and Audit Committee and the development of a detailed Risk Register with evidence of monitoring confirmed during meetings with the School. However, the team considered that a reliance on external consultants and SP Jain Global as stated mitigations in some areas may also pose a risk that some of its frameworks, systems and processes will not be appropriately contextualised for the UK, or sufficiently embedded and owned by stakeholders within the School. On balance, the School's approach to critical self-assessment through its governance and quality improvement arrangements demonstrates understanding of the criteria and presents a clear and credible plan to assess its performance, respond to identified weaknesses and further its strengths during the probationary period.

275   The team found sufficient evidence that the School's plans included mechanisms through which ideas and expertise from within and outside the organisation could be drawn into its arrangements for programme design, approval, delivery and review. This included the development of an Industry Advisory Board, with a clear remit to foster partnerships and contribute to new programme development; evidence of the use of external advisers in the design of new programmes; and clear plans for the development of student feedback mechanisms. The School's current and planned arrangements for the inclusion of ideas and expertise from within and outside the organisation are sound and likely to enable the organisation to engage effectively with internal and external stakeholders in the development, approval, delivery and review of programmes.

276   The team therefore concludes that the School understands this criterion and that the NDAPs Plan is credible and should enable the criterion to be met in full by the end of the probationary period.

277   Although the team regards the NDAPs Plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraph 284 of this report.

New Degree Awarding Powers overarching criterion

278   The New DAPs overarching criterion is that 'the provider is an emerging self-critical, cohesive academic community with a clear commitment to the assurance of standards supported by effective (in prospect) quality systems'.

Conclusions

279   The School has in place comprehensive and credible plans for critically assessing its own performance. It aims to do this through a regular cycle of monitoring and review of programmes and quality improvement plans as well as planned governance reviews to ascertain effectiveness of the governance arrangements. The School has a risk register, monitored by the Audit and Risk Committee, which identifies areas for targeted action and considers mitigation.

280   The School has an emerging, cohesive academic community. Guided by its Quality Assurance Framework, the School's planned and appropriate academic governance structure, policies and regulations are likely to support a robust framework for managing academic standards and quality as well as supporting its mission, aims and values. There is clarity and differentiation of function and responsibility at all levels at the School in relation to its governance structures and arrangements for managing its higher education provision. Appropriate depth and strength of academic leadership support the School's development, with wide and appropriate expertise and experience evident from staff CVs. Staff already recruited are appropriately qualified and have the required skills and expertise for their role and there are clear plans and requirements for the calibre of academic and non-academic roles to be recruited. However, the team was concerned that the plans for the recruitment of certain professional staff had the potential to affect the effectiveness of the School's plans for supporting students. The School has appropriate plans in place to become a cohesive academic community. Staff and students will be members of deliberative committees enabling discussion and challenge. The School has plans for academic staff to be involved in curriculum development and there will be opportunities to enable reflection and evaluation of teaching, although these appear less formal around assessment practices. The School has credible plans for promoting active engagement with pedagogic development of academic staff and research activities and the Staff Development Policy outlines the opportunities and expectations for all staff to engage with professional development activities.

281   The School demonstrates a clear commitment to the assurance of academic standards. Its regulatory framework and quality systems are well designed and have the potential to be effective. The School has developed a Quality Assurance Framework based on planning, implementing, reviewing and improving that is fit for purpose and enables the identification of risk and deficiencies and subsequent actions as well as including principles for continuous improvement. Responsibilities for the management, oversight and review of regulations, policies and procedures are clearly articulated. The School's approaches and processes for the design, approval and monitoring of programmes are credible and robust and should ensure that appropriate academic standards are being set and maintained. The School's plans for the use of external reference points and external input in programme design, assessment and confirmation of credits and qualification are credible and are likely to ensure scrupulous use of external examiners to ensure that standards are fully maintained. Their role is clear and the activities they are expected to engage in are clearly defined. Programme approval arrangements include the use of external and independent expertise and are expected take account of external reference points to ensure that standards are set at levels that correspond to the relevant levels of the FHEQ. Credit and qualifications are likely to be awarded only where the achievement of learning outcomes has been demonstrated through assessment. The approaches to assessment should ensure that they are fair, reliable

and secure. The planned process for handling academic appeals and complaints is clear and transparent and is likely to be fair and deliver timely outcomes for students.

282   The team therefore concludes that the School is an emerging self-critical, cohesive academic community with a clear commitment to the assurance of standards supported by effective (in prospect) quality systems.

Required changes to the NDAPs Plan

283   The School's New DAPs Plan is generally credible and provides information on planned actions and developments for each criterion. However, as noted in Criterion D, the team considered that changes are necessary to enhance the coherence of the plan for this criterion that will ensure that the plan contains complete information and consideration for the plans for supporting students. In addition to Criterion D, the team found minor omissions in other criteria that should be included in the plan. Therefore, the plan should include:

- confirmation of when the following reports would be submitted to the Board of Directors in its reporting cycle:
    - updates on the Learning and Teaching plan
    - updates on the Research Plan
- transitional arrangements from ███ regulations to the School's regulations, including for students
- details of when the learning support services would engage with programme planning and approval process
- how the School intends to provide opportunities for staff to gain experience in curriculum development and assessment design.

Specific to Criterion D

- The Plan should include the timeframes of the approval or reapproval of policies as outlined in the Policy Schedule. Policies relating to student support, development and achievement should be clearly stated in the NDAPs Plan, including details of the School's timeframe and governance oversight during the probationary period.

- The School should map, within the NDAPs Plan, its plans to operationalise procedures relating to student support, development and achievement, including details of specific activities, the timeframes and responsibility areas.

- The NDAPs Plan should clearly articulate the planned timeframe for the appointment of all professional services staff that the School plans to recruit during the probationary period, and for the Academic Managers, as this information is not currently included.

- No details are provided in the NDAPs Plan about how external services would be procured, managed, overseen or evaluated. The plan should detail the scope of potential outsourcing of services related to student support, development and achievement, and include relevant timelines, responsibility areas and how oversight, monitoring and evaluation will be managed.

Annexes

Evidence

001 NDAPs SELF ASSESSMENT DOCUMENT.pdf
002-ADMISSION-POLICY.pdf
073 QUALITY ASSURANCE FRAMEWORK.pdf
004 Programme Development Approval Review &Discontinuation Policy.pdf
005 ASSESSMENT VALIDATION GRADING MODERATION POLICY.pdf
006 STUDENT COMPLAINTS POLICY.pdf
007 ADMINISTRATIVE JOB DESCRIPTION.pdf
008 ACADEMIC JOB DESCRIPTIONS.pdf
009 LEARNING AND TEACHING ENHANCEMENT POLICY.pdf
010 STAFF RECRUITMENT SELECTION INDUCTION PERFORMANCE REVIEW.pdf
011 ACADEMIC INTEGRITY POLICY.pdf
012 ACADEMIC REGULATIONS.pdf
013 BENCHMARKING POLICY AND PROCEDURES.pdf
014 SCHOLARSHIP FOR LEARNING AND TEACHING POLICY.pdf
015 STAFF DEVELOPMENT POLICY.pdf
016 STAFF PROMOTION POLICY.pdf
017 ACADEMIC STAFF RECRUITMENT POLICY.pdf
018 Student Recruitment Numbers.xlsx
019 BUSINESS PLAN.pdf
020 LIBRARY RESOURCES COLLECTION DEVELOPMENT POLICY.pdf
021 HEALTH AND WELLBEING POLICY.pdf
022 STUDENT SUPPORT POLICY.pdf
023 STUDENT FEEDBACK POLICY.pdf
024 STUDENT REPRESENTATION POLICY.pdf
025 WORK BASED LEARNING POLICY.pdf
026 STUDENTS AT RISK POLICY.pdf
027 MITIGATING CIRCUMSTANCES POLICY.pdf
028 RPL POLICY.pdf
029 STUDENT CODE OF CONDUCT POLICY.pdf
030 STUDENTS WITH DISABILITY POLICY.pdf
031 ACCESS & PARTICIPATION PLAN.pdf
032 STUDENT EQUITY DIVERSITY & FAIR TREATMENT POLICY.pdf
033 FITNESS TO STUDY POLICY.pdf
034 STUDENT MISCONDUCT POLICY.pdf
035 External Examiners Policy and Procedure.pdf
036 Programme Change Policy and Procedure.pdf
037 Programme monitoring policy and procedure.pdf
038 BOD MEETING MINUTES 25.4.2022.pdf
039 BOD MEETING MINUTES 17.8.2022.pdf
040 ACADEMIC BOARD MEETING MINUTES 3.8.2022.pdf
041 CV DEAN KIM SOIN.pdf
042 Governance Charter.pdf
043 STUDENT HANDBOOK.pdf
044 HX Tower 2nd Floor Proposed Plan.pdf

045 Minutes of Academic Board Meeting 21.09.2022-Draft.pdf
046 ▮▮ Program Specifications.pdf
047 INSTITUTIONAL APPROVAL REPORT.pdf
048 SPJ Global Feedback Comparison f2f and Online EMBA.XLS
049 Job Description Programme Director.pdf
050 CV Admissions Manager Andrea Paula Robertson.pdf
051 ELO Training.pdf
052 SP Jain UK External Adviser Report.pdf
053 CV COO Marion Lowe.pdf
054 ▮▮ MOA TEMPLATE.pdf
055 Programme Committee TOR.pdf
056 CV PAUL WILLMAN.pdf
057 CV BALAKRISHNA GRANDHI.pdf
058 Staff code of conduct.pdf
059 Learning and Teaching Strategy.pdf
060 ACADEMIC BOARD MEETING MINUTES 14.2.2022.pdf
061 Minutes - Academic Board Meeting 26.11.2021.pdf
062 CV Vaidyanathan Jayaraman.pdf
063 SP Jain UK Project Plan.xlsx
064 VLE TRAINING.pdf
065 Professional Readiness Program.pdf
066 BBA PROGRAMME SPECIFICATIONS DRAFT.pdf

Additional evidence submitted 28 October 2022
067-SP Jain Request for additional information-28th Oct.pdf
068-UPDATED NDAPs PLAN.pdf
069-STATEMENT ON MEETING CRITERIA.pdf
070-Statement on meeting the overarching criterion for NDAPs.pdf
071-ACADEMIC BOARD MEETING MINUTES 19.10.2022.pdf
072-PDRC MEETING MINUTES 19.10.2022.pdf
073-REVISED QAF.pdf
074-REVISED GOVERNANCE CHARTER.pdf
076- STATEMENT ON STUDENT REPRESENTATION.pdf
077 STUDENT REPRESENTATION POLICY REVISED.pdf
078-STATEMENT MISSION.pdf
079- SPJL STUDENT PROTECTION PLAN.pdf
080- RISK REGISTER.xlsx
081- STATEMENT ON CONTINGENCY PLAN.pdf
082- BBA MODULE SPECIFICATIONS.pdf
083- ASSESSMENT BRIEF SAMPLE1.pdf
084- ASSESSMENT BRIEF SAMPLE2.pdf
085- REVISED BBA PROGRAM SPECIFICATIONS.pdf
086-JOB DESCRIPTIONS FOR STUDENT SUPPORT.pdf
087- SP Jain UK External Adviser Report pdf
088- Programme Development, Approval, Review and Discontinuation Policy – updated.pdf
089-Proforma for Program Development Approval.pdf
090-Proforma for Program Outline Proposal.pdf
091- SP Jain UK External Adviser Report and SPJUK response.pdf
092-DISCIPLINARY POLICY.pdf
093- Student Portal Overview.pdf
094-CV Dep Director Accreditation and RegCompliance Malathi Govind.pdf

095-STATEMENT ON STUDENT SUPPORT.pdf
096 STUDENT SUPPORT POLICY UPDATED.pdf
097- DRAFT- STUDENT SURVEY TEMPLATES.pdf
098-STUDENTS AT RISK POLICY -updated.pdf
099-ADDITIONAL STATEMENT ON WORK-BASED LEARNING.pdf
100-WBL POLICY UPDATED.pdf
101-WBL HANDBOOK.pdf
102- RISK MANAGEMENT POLICY.pdf
103-STUDENT FEEDBACK POLICY- Updated.pdf
104-INTERNSHIP MODULE SPECIFICATION.pdf

Additional evidence submitted 1 December 2022
105-SP Jain Request for additional information-1st Dec.pdf
106-Academic Manager-JD.pdf
107- Person Specifications for Professional Staff.pdf
108- Updated Person specifications for Student Support Posts.pdf
109- Multi-city Model Briefing Paper.pdf
110 ADMISSION POLICY-Approved.pdf
111 ASSESSMENT VALIDATION GRADING MODERATION POLICY-Approved.pdf
112 LEARNING AND TEACHING ENHANCEMENT POLICY-Approved.pdf
113 ACADEMIC INTEGRITY POLICY-Approved.pdf
114 SCHOLARSHIP FOR LEARNING AND TEACHING POLICY-Approved.pdf
115 STAFF DEVELOPMENT POLICY-Revised and approved.pdf
116 LIBRARY RESOURCES COLLECTION DEVELOPMENT POLICY-Approved.pdf
117 RPL POLICY-Updated and Approved.pdf
118 STUDENT EQUITY DIVERSITY & FAIR TREATMENT POLICY-Approved.pdf
119 External Examiners Policy and Procedure-New and approved.pdf
120 Programme Change Policy and Procedure-Approved.pdf
121 Programme monitoring policy and procedure-Approved.pdf
122 Policy Procedures and Guidelines Framework Policy-New and Approved.pdf
123 ACADEMIC STAFF RECRUITMENT POLICY-Revised and approved.pdf
124 STAFF CODE OF CONDUCT-Revised and Approved.pdf
125 STAFF EQUITY DIVERSITY AND INCLUSION POLICY-New and Approved.pdf
126 STAFF PROMOTION POLICY -Revised and approved.pdf
127 STAFF RECRUITMENT SELECTION INDUCTION PERFORMANCE REVIEW - Revised
 and Approved.pdf
128 STAFF SOCIAL MEDIA POLICY- NEW AND APPROVED.pdf
129 STAFF STUDENT RELATIONSHIPS POLICY-NEW AND APPROVED.pdf
130 STUDY ABROAD POLICY-NEW AND APPROVED.pdf
Changes to Plan Statement 2 December 2022.docx

Additional evidence submitted 8 December 2022
131-SPJ London Final evidence submission-8th Dec 2022.pdf
132-Process for supporting students with disabilities.pdf
133-Programme Director Operational Delivery Timeline.pdf
134-Policy schedule.xlsx
135-Appeals policy.pdf
136-SP Jain London School of Management Project Plan updated.xlsx
137-Changes to Plan Statement 2 December 2022.docx

Meetings
M1 with senior SP Jain London staff
M2 with senior SP Jain London staff, members of Academic Board and Board of Governors
M3 with senior SP Jain London staff, members of Academic Board and Programme Development and Review Committee
M4 final meeting with senior SP Jain London staff
MDemo demonstration of the student record system and the online teaching platform

Glossary

[Terms, Abbreviations and Acronyms to be listed here]

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