



Designated Quality Body
in England

Degree Awarding Powers Assessment

University for the Creative Arts



Review Report

November 2021

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Summary of the assessment team's findings

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

About this report

This is a report of a Full Degree Awarding Powers (Full DAPs) assessment of the University for the Creative Arts conducted by QAA between January and December 2021 under the assessment method outlined in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

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

This assessment was undertaken for the purposes of providing advice on the award of time-limited Full DAPs for Research Degree Awarding Powers (RDAP) (Level 8 and research master's degrees at Level 7) and to provide advice in relation to the provider's existing Taught Degree Awarding Powers.

Provider information

Legal name	University for the Creative Arts
Trading name	University for the Creative Arts
UKPRN	10006427
Type of institution	Higher education institution

Date founded	1866 (as the Farnham School of Art)
Date of first higher education provision	Predecessor institutions established as art colleges in the mid-nineteenth century. First Bachelor's degree at a predecessor institution awarded in the mid-1970s
Application route	Full DAPs including research degrees
Level of powers applied for	Up to and including Level 8
Subject(s) applied for	All subjects
Current powers held	Taught Degree Awarding Powers
Date current powers granted	1992
Locations of teaching/delivery	<p>UK: Canterbury, Epsom, Farnham, Rochester Maidstone Studios (film and television), Hampton Court Palace (hand embroidery), London College of Creative Media (music), Open College of the Arts UK (creative arts and design; English studies; architecture, building and planning; performing arts), Open College of the Arts Overseas (creative arts and design; English studies; architecture, building and planning; performing arts)</p> <p>London School of Design Marketing/TALENT (online delivery), London Studio Centre, London College of Contemporary Arts, Oxford Business College</p> <p>China: Institute of Creative Innovation, Xiamen (digital media technology, visual communication, advertising, environmental design)</p> <p>Germany: Berlin School of Business and Innovation</p> <p>Singapore: Shelton College International</p> <p>Cyprus: The Cyprus Academy of Arts</p> <p>Hong Kong: The Hong Kong Management Association</p> <p>Pakistan: The Millennium Universal College</p>
Number of current programmes as at 13 January 2022 - updated provider information spreadsheet	<ul style="list-style-type: none"> • 52 master's degrees plus 10 master's degrees delivered by validated partners and 5 delivered under sub-contractual arrangements • 123 bachelor's degrees plus 23 delivered by validation partners and 20 delivered under sub-contractual arrangements

	<ul style="list-style-type: none"> • 1 foundation degree delivered by a validated partner • 2 Graduate Diplomas plus 1 delivered by a validated partner • 2 Postgraduate Certificates plus 1 delivered by a validated partner • 2 International Foundation programmes delivered by 2 validated partners 								
Number of students as at 13 January 2022 - updated provider information spreadsheet	11,059 (headcount) in total including 8,955 full-time and 2,104 part-time students								
Number of staff as at 1 March 2022 – HR Report of established staff, 1-03-22	<table> <tr> <td>Academic</td> <td>281</td> </tr> <tr> <td>Management</td> <td>26</td> </tr> <tr> <td>Professional Services</td> <td>573</td> </tr> <tr> <td>Total</td> <td>880</td> </tr> </table>	Academic	281	Management	26	Professional Services	573	Total	880
Academic	281								
Management	26								
Professional Services	573								
Total	880								
Current awarding body arrangement	The University of the Arts, London is the current research degree awarding body for UCA								

About the University for the Creative Arts

The University for the Creative Arts (UCA or the University hereafter) is a subject-specialist university, providing education in the creative arts, creative technologies and business for the creative industries. Its vision is 'to be recognised as a global authority on creative arts, creative technologies and business for the creative industries'.

The University's origins date back to the nineteenth century, to Farnham School of Art (1866), Maidstone School of Art (1867) and art schools established in Canterbury, Rochester (Medway), Guildford, and Epsom and Ewell in the 1870s, '80s and '90s. The Canterbury School of Architecture was founded in 1948.

In 1965 Guildford School of Art and Farnham School of Art merged to form the West Surrey College of Art and Design (WSCAD). In 1987 the amalgamation of the Maidstone College of Art, Medway College of Design, Canterbury Art College and the Canterbury School of Architecture led to the formation of the Kent Institute of Art and Design (KIAD). KIAD was granted the power to award University of Kent degrees in 1992, the same year WSCAD was granted the power to award its own taught degrees. In 1995 WSCAD changed its name to the Surrey Institute of Art and Design (SIAD) and in 1999 SIAD was granted 'University College' title by the Privy Council.

In 2005 KIAD and SIAD merged to form the University College for the Creative Arts at Canterbury, Epsom, Farnham, Maidstone and Rochester. Following the grant of university title in 2008, the University College became the University for the Creative Arts. The University opened its Business School for the Creative Industries in 2018 and, in 2020, it established the Institute of Creative Innovation in China, in partnership with Xiamen University.

UCA's higher education provision is delivered in six discipline-based schools (Architecture; Business for the Creative Industries; Crafts and Design; Fashion; Film, Media and Performing Arts; and Fine Art, Photography and Visual Communication) and its further education is delivered through the School of Further Education. There are also six research centres (Crafts Study Centre; the International Textiles Research Centre; the Centre for Sustainable Design; the Fine Art and Photography Research Centre; the Animation

Research Centre; and the Conflict and the Creative Arts Research Centre). In addition, the Open College of the Arts (OCA) is a wholly owned subsidiary of UCA which oversees and approves separate regulatory frameworks for the OCA and for the London School of Design and Marketing (LSDM), both of which deliver entirely distance learning provision.

UCA has been considering applying for research degree awarding powers since the 2015-16 academic year when it met the threshold of 30 PhD completions but the following year the University of Brighton reviewed all of its validating partnerships and gave notice of termination of the partnership with UCA (which ended in December 2019) as part of a process to reduce and rationalise the number of the University of Brighton's partnerships. This prompted the establishment of a new validating partnership with the University of the Arts, London (UAL) in 2017 and the decision to proceed to apply for research degree awarding powers by the end of the five-year agreement with UAL.

UCA's history of postgraduate research dates back to the late 1990s when its predecessor institutions in Kent (KIAD) and Surrey (SIAD) began to offer research degrees through validating partnerships with the University of Kent and the University of Brighton respectively. The first doctoral degree (a PhD) was awarded in 2002 and there was an active population of 55 doctoral students researching creative practice, art history, design history, design studies and related studies at UCA in the academic year 2020-21. New areas of research interest are also developing in the Business School for the Creative Industries.

UCA's submission to the Research Excellence Framework (REF) 2014 included outputs from 20.75 full-time equivalent staff (33 headcount); 88.5% of outputs were ranked world-leading, internationally excellent or internationally recognised for rigour, originality and significance. Impact case studies were submitted from three research centres which were located in a single school, Crafts and Design (Crafts Study Centre; the International Textiles Research Centre; and the Centre for Sustainable Design) leading to impact being found to be 40% in the world-leading category, with 50% of the submission being found to be internationally excellent in terms of reach and significance. Overall, UCA's quality profile was 93% in the categories of world-leading, internationally excellent, or internationally recognised. Since the REF 2014, the Centre for Sustainable Design has been moved to the Business School for the Creative Industries, the Fine Art and Photography Research Centre has been created, the Animation Research Centre has become active, the Conflict and the Creative Arts Research Centre has launched, and a new centre is planned in the area of Games Design. The REF 2021 submission includes 46.7 FTE staff and four impact case studies.

How the assessment was conducted

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

The OfS referred the University for the Creative Arts to QAA for a Full DAPs assessment on 9 October 2020 and the provider's submission and supporting evidence was received on 8 January 2021. An initial assessment was undertaken to assess the credibility of the provider's self-assessment and supporting evidence as the basis for a detailed assessment. This was conducted by two assessors who were independent from the assessment team (below) and culminated in a judgement on 29 January 2021 that the assessment should proceed to the next stage. The detailed assessment began on 5 February 2021, culminating in a final report to the Advisory Committee on Degree Awarding Powers on 6 April 2022 and final advice to the OfS.

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

Name: Professor Jeremy Bradshaw (until October 2021)

Institution: University of Bath

Role in assessment team: Institutional assessor

Name: Dr Pauline Brooks

Institution: Liverpool John Moores University

Role in assessment team: Institutional assessor and subject reviewer CAH21-02 Creative Arts and Design

Name: Dr Elizabeth Monk

Institution: University of Dundee

Role in assessment team: Institutional assessor

Name: Professor Karen Willis

Institution: Formerly University of Chester

Role in assessment team: Institutional assessor

Name: Dr Harry Williams

Institution: University of Keele

Role in assessment team: Student assessor

The QAA Officer was Dr Irene Ainsworth.

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 UCA's provision. Collectively, the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included a senior academic leader qualified to doctoral level. Details of team members were shared with UCA 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 in paragraphs 215-216 and in Annex C in the OfS regulatory framework. In accordance with the regulatory framework, the team took account of UCA contextualised data provided by UK Research and Innovation (UKRI). It also considered a commentary from UCA on the UKRI data. To support the clarity of communication between providers and QAA, the DAP criteria from the OfS regulatory framework have been given unique identifiers and are reproduced in Annex 4 of *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

The assessment period commenced on 1 February 2021 and continued to 15 December 2021.

Evidence

The evidence, and the stages in the assessment process when the evidence was submitted, are listed in the Annex to this report. Further details of the evidence the assessment team considered are provided in the 'Explanation of findings' below.

Observations

The team carried out 28 individual observations of events, all conducted online except for one learning and teaching observation undertaken during the second team visit. The observations and reasons for requesting them were as follows:

The following committees were observed in order to test how the University's mission, strategy, and policies are applied in practice; to assess the effectiveness of the governance arrangements; to test the differentiation of function and responsibility within the institution; to understand how the University governs and manages its interactions with partner institutions and to test whether the arrangements are effective; and to form a judgment on whether UCA would successfully manage the responsibilities that would be vested in it, were it to be granted full degree awarding powers:

- Board of Governors
- Academic Board
- Academic Quality Committee
- Research Committee
- Research Degrees Committee
- Access and Participation Committee
- University Executive Group
- Academic Strategy Development Group
- Graduate Forum
- School Boards (Architecture, Business, Craft & Design, Fashion, Fine Art Photography and Visual Communication, Film, Media and Performing Arts).

The team also observed the following validation events to test whether programme approval arrangements are robust, applied consistently, and ensure that academic standards are set at a level which meets UK threshold standards and are consistent with UCA's academic framework and regulations:

- Central Introduction Session to Academic Plan validation events
- Film, Media and Performing Arts validations
- Architecture validation
- Fine Art, Photography and Visual Communication validation
- Fashion and Textiles validation
- Central Validation Round up

Learning and Teaching Observations

- MA Acting and Performance Theory
- MA Acting and Performance Practical
- MA Filmmaking Learning Agreement Tutorials

Visits

One virtual visit and one on-site visit took place during the scrutiny period, both of which were held over two days, the first on 27 and 28 May 2021 and the second on 29 and 30 November 2021. These meetings included meetings with senior staff (members of the Leadership Team and the University Executive Group); UAL representatives; student representatives (including Student Union sabbatical officers and elected student representatives from different programmes/levels/stages of study across the different campuses); the Chair and members of the Board of Governors; Chairs and members

of key academic governance committees and groups; senior staff with research-related responsibilities; staff with programme/course level responsibilities and validation panel chairing and membership experience; and professional support staff. The visits concluded with clarification meetings.

Sampling

The team undertook sampling of the following types of documentation for the reasons explained under the relevant criteria:

- A representative sample of programme specifications, unit descriptors, unit handbooks and assessment tasks from each School (B1)
- A representative sample of seven home, international, undergraduate and postgraduate applications from two Schools (B1)
- A representative sample of 14 transcripts for students taught in partner organisations (B1)
- A random sample of minutes from annual Executive/Partner meetings and Link Liaison documents (B1)
- A representative sample of undergraduate and postgraduate unit descriptors, handbooks and assessment feedback sheets from each School (B2)
- A representative sample of external examiner forms from each School (B2)
- A specified risk-based sample of external examiner reports for partner organisations (B2)
- A random sample of minutes from annual Executive/Partner meetings and Link Liaison documents (B2)
- A risk-based, targeted sample of LSDM external examiner reports for 2020-21 (B2)
- A representative sample of undergraduate and postgraduate unit descriptors from each School (B3)
- A representative sample of external examiner reports (E)
- A representative sample of completed annual academic monitoring reports (E).

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

Explanation of findings

Criterion A: Academic governance

Criterion A1 - Academic governance

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

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

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

3 Specifically, the assessment team considered or assessed:

- a To test the effectiveness of academic governance, the team examined: the University's Strategic Vision 2018-28, [C111] Creative Education Strategy 2018-2028, [0111] Research Strategy, [C113] Internationalisation Plan, [C112] Academic Plan 2020/22 documentation, [0944, 1480] the Common Credit Framework for taught programmes, [0103] the Quality Assurance Handbook, [0029-44] Lecturer and Senior Lecturer Role Profile information, [000, 0799] Regulations for the Conferment of the Title of Reader or Professor, [0613] and the Terms of Reference of the Portfolio Review Group. [1411]

The team also observed meetings of the Board of Governors, [JPBOb04, JPBOb14] Academic Board, [KWOb12] University Executive Group, [JPBOb05] Academic Quality Committee, [HWOb09] Access and Participation Committee, [HWOb25] and consulted papers to those bodies, [0750, 0759, 1320-95, 1401-11, 1480-1, 1484, 1532, 1645-92, 3103, 3106, 21401] together with student number data. [0800, 3036] The team also observed Course Transformation Validation events [PBOb16, HWOb20, KWOb21, PBOb23] and considered how UCA uses stakeholder feedback to inform academic development within UCA. [1724, 1747, 1751, 1759; 1801, 1810, 1828, 1837, 1846, 1856, 1874, 1903, 1912, 1931, 1938, 1951, 1969; 2013, 2022, 2031, 2040, 2049, 2058] The team also met UCA staff and students. [TV1M1, TV1M2, TV1M4, TV1M6, TV2M1, TV2M2]

- b To test the differentiation of function and responsibility within UCA, the team examined the Articles of Government, [0001] an Academic Committee Structure

diagram 2020/21, [0040] the Terms of Reference of the Academic Board, [0041] and the Research Degrees Committee, [0604] the Quality Assurance Handbook and its Annexes, [0029-44] the Schedule of Delegation, [0822, 1689] Annual Quality Reports and their Annexes, [0010, 0015, 0021, 1331, 1336, 1343] University of the Arts London Research Degrees Annual Reports, [0705-7] UCA Annual Research Degree Monitoring Reports, [0708-10] UCA Postgraduate Research Annual Academic Monitoring process, [0726-7] UCA Draft Research Degree Regulations, [0729] and Academic Board Effectiveness Review papers. [0002, 0801-3]

The team also scrutinised papers from the: Academic Board, [0003-8, 0652, 0703-6, 0753, 1528-65, 3041-03] Board of Governors, [0750-2, 1320, 1394, 1646, 1673-75, 1686-7] Academic Quality Committee, [0757-60, 1770-94] and Research Degrees Committee, [0608-10, 1411-27, 1619-44, 1693-1710] and observed meetings of the Academic Board, [KWOb12] Board of Governors, [JPBOb04, JPBOb14] Academic Quality Committee, [HWOb9, KWOb17] and Research Degrees Committee. [KWOb06, JBOb13, KWOb15] The team also met members of the Board of Governors and senior staff. [TV1M5, TV2M1]

- c To understand the purpose, functions and operation of the University Executive Group, the team examined the Articles of Government, [0001] the role descriptions of its academic members [0805-12, 0816] and their curricula vitae, [0817-8, 1013, 1050, 1131, 1209, 1211-14, 1578] observed its meetings [EAMOb8, JPBOb05] and studied its papers. [0787, 1402, 1449]
- d To test whether UCA develops its policies in collaboration with staff, students and external stakeholders, the team reviewed the Terms of Reference and Membership of the Policies and Procedures Group, [0041] a description of the Curriculum Transformation Project, [0845] together with stakeholders' feedback on curriculum proposals, [1724,47,51,59; 1801,10,28,37,46,56,74,89; 1903,12,31,38,51,69; 2013,22,31,40,49,58] and updates on policy and procedure changes. [3033-5] The team also met UCA staff. [TV1M2, TV1M8, TV1M9, TV2M2]
- e In order to form a judgement on whether UCA would successfully manage the responsibilities that would be vested in it were it to be granted full degree awarding powers for research degrees, the team consulted papers from the former arrangement with the University of Brighton, [C127] draft Research Degree Regulations, [0729] observed [KWOb06, JPBOb13, KWOb15] and studied papers from the Research Degrees Committee, [1411-27, 1619-44, 1693-1710] and met representatives of the University of the Arts London [TV1M3] and senior UCA staff. [TV2M1, TV2M2, TV2M5]
- f To ensure that the University conducts its academic governance in partnership with students, the team consulted Annex 6 of the Quality Assurance Handbook, [0044] the Terms of Reference of the Academic Board, Academic Quality Committee, School Boards of Studies, Research Degrees Committee, Student Success Committee, Access and Participation Committee, Course Changes Group and Course Boards of Study, Research Committee and Boards of Examiners. [0041] The team also examined papers from the Board of Governors, [0750-2, 1320, 3044, 3047] a log of student Governor training, [3045-6] papers from Academic Board, [0703-06] University Executive Group, [0774-97] and Boards of Study. [0772-3] The team met UCA staff and students [TV1M4, TV1M6] and observed Board of Study meetings. [EAMOb26-028]
- g To understand how the University governs and manages its interactions with partner institutions, and to test whether the arrangements are effective, the team

examined: the Strategic Vision, [C111] Internationalisation Plan, [C112] the Quality Assurance Handbook [0031-2, 0832] and its Annex 3, [0041] Annex 4 AAM collaborative outcomes 2018-19 and 2019-20, including the Collaborative Provision Register 2020-21, [0014, 1330] documents describing link tutor responsibilities and training [0975-7] and the job description for the Director of Internationalisation, [0815] plans for a new Global Partnerships Office, [0979] Annual Academic Monitoring Reports for courses delivered in collaboration with partners, [0826-8] J4 Institutional Annual Monitoring Report documents, [0829-31, 1490-8] Partnership Agreements, [0823-5] and a document describing the responses of collaborative partners to the COVID-19 pandemic. [0008]

The team also observed meetings of the: Board of Governors, [JPBOb04, JPBOb14] University Executive Group, [EAMOb08, JPBOb05] Academic Board, [KWOb12] Academic Strategy Development Group, [KWOb07] Academic Quality Committee [HWOb09] and Access and Participation Committee, [HWOb25] and scrutinised papers from the Board of Governors, [0750-2, 1330, 1323, 1343, 1390, 1648, 1651-2, 3047] Academic Board, [1529, 1533] and Academic Quality Committee. [0757-9, 0829-31, 0990] The team also met UCA staff. [TV1M1, TV1M8, TV1M10, TV2M1, TV2M4]

How any samples of evidence were constructed

4 No sampling was undertaken for this criterion.

What the evidence shows

5 UCA's current position and plans in relation to this criterion are:

6 The University's Strategic Vision 2018-28 is 'To be recognised as a global authority on creative arts, creative technologies and business for the creative industries'. The vision is to be enabled through the delivery of a shared vision of high performing teams; a financially robust and resilient business model; the 'Business of Creativity'; international presence and influence and an enhanced educational offer. This offer will have three aspects: distinctiveness of curriculum; flexible, inclusive, and interdisciplinary learning; and a practice-based approach with embedded employability skills.

7 The assessment team's analysis of the evidence led to the following observations:

8 UCA's Creative Education Strategy [0111] indicates that the University intends to embed research, professional practice, employability and an international outlook into its provision through placing creative practice at the heart of its Learning, Teaching and Assessment Strategy. Its Research Strategy [C113] sets out the University's aspirations to become internationally recognised for research excellence in the creative arts, creative technologies and business for the creative industries. The vision is to 'achieve a research culture that springs from all schools and includes all of the disciplines, so that UCA is recognised as a unique global authority in research in the creative arts, creative technologies and business for the creative arts'. In order to achieve this, the University plans to support staff to produce research outputs that are internationally recognised and impactful; expand its postgraduate research community; and increase research income from external sources.

9 The Internationalisation Plan, [C112] developed in the context of a concern that home student fee income may fall, as noted, for example by the Board of Governors, [0750] sets out UCA's intention to 'become a leading force for innovation in international creative education' and to 'be clearly recognised as a successful and influential international university for the creative arts that combines strong roots in its locality and region with a substantial global presence'. To achieve its aspirations, the plan identifies two strategic

priorities, namely: student recruitment diversification and growth and the development of overseas partnerships. Supporting objectives include reference to enhanced internationalisation of the curriculum, increased international mobility opportunities for students and staff, and research collaborations as part of the plan.

10 Approved by the Board of Governors in July 2017, the Internationalisation Plan has [REDACTED] The University has set targets of [REDACTED] of its full-time, on-campus students being international students, and at least [REDACTED] students studying for UCA awards overseas, [REDACTED]. This would mean the number of international students would increase from [REDACTED] (as at July 2017) to [REDACTED] full-time, on-campus international students with international students at overseas campuses rising [REDACTED]. Updated student data provided for the team in March 2021 [0800] shows that there were 1,652 international student numbers on UCA's UK campuses, with another 465 at the Open College of Arts (OCA), and 1,414 on overseas campuses. A further update [3036 July 2021] records 2,569 full and part-time international students studying at UCA's UK campuses, with 387 at OCA, and 1,616 on overseas campuses of partner organisations. The team considered that the Internationalisation Plan demonstrated that UCA's decisions to work with other organisations are the result of a strategic rather than an opportunistic approach.

11 The University intends to implement its academic plan for all undergraduate programmes from September 2022. [0944, 1480] The Plan's educational philosophy is that every undergraduate course at UCA will: be practice-led and professionally contextualised; discipline-specific with interdisciplinary exposure; be technologically relevant; be employment focused; ensure internationalised learning for global citizenship; and offer a personalised learning experience to students. To ensure alignment with these guiding principles, the University has embarked on a review of its existing programmes (through a curriculum transformation project) with the intention of fully implementing the plan for all undergraduate programmes by September 2022 [AQC,1480] and the Deputy Vice-Chancellor has led consultation with Schools over implementation of the plan. [0759]

12 A May 2021 paper on Transformational Change [AQC, 1484] indicated that a key tenet of the academic strategy is to create Centres of Excellence bringing discipline-focused provision together in Schools and on the same campus; this includes the withdrawal from one UK campus. Academic Board considered a proposal for revisions to the School Structure for 2022-23 [1532, KWOb12] in June 2021 and, in November 2021, the Board approved a proposal to implement a School structure consisting of eight schools, including a Doctoral College, from academic year 2023-24. [3103, 3106] The detailed portfolio within each School was to be fully considered by the Academic Strategy and Development Group in December 2021.

13 Observations of meetings of the Board of Governors [JPBOb04, JPBOb14] and the University Executive Group (UEG), [JPBOb05] and the accompanying papers [1320-95, 1645-92, 1401-11, 21401] provide evidence that UCA's higher education mission and strategic direction are consistent with each other and are consistently applied by senior staff. For example, the Vice-Chancellor's report to the Board of Governors [JPBOb04] updated on steps being taken to implement the Internationalisation Strategy by increasing international student recruitment in the UK [REDACTED]. As a further example, the team noted discussion of a proposal presented to the UEG in April 2021 [1411] setting out the case for a review of the existing process for applicant portfolio submission and review by Admissions staff and Heads of School to ensure that this was consonant with the University's values relating to Respect and Trust and the need to give staff and students 'equal opportunity to reach their potential'. UEG minutes [0774-97] record Standing Agenda Items as including updates from the Deputy Vice-Chancellor (DVC) and Pro Vice-Chancellor

(PVC), International activity, inclusivity and diversity, and estates and facilities priority projects. The team considers that this mechanism enables all UEG members to be consistently informed and involved in activities reflecting UCA's strategic direction. UEG minutes [February 2021 0797] record discussion of a paper on the clarification of UCA core values and their contribution to UCA's identity, noting the need for alignment with UCA's strategies and marketing messages, and collating suggestions from UEG members. These examples demonstrate how mission and strategy are aligned and consistently applied by senior staff.

14 Senior staff explained that the management of complex major institutional change is undertaken and communicated to the University community through the delivery of separate projects, all forming part of UCA's overall strategy. [TV2M1] A member of the Leadership Team oversees each project, for example, the PVC (Global Engagement and Portfolio Development) leads the implementation of the Internationalisation Strategy and the DVC leads the Curriculum Transformation Project with Executive Team member support. Members of the Leadership Team, the University Executive Group and students [TV1M1, TV1M2, TV1M4] confirmed that the strategic direction to develop the distinctiveness of the curriculum in terms of flexible, inclusive, and interdisciplinary learning, and a practice-based approach incorporating embedded employability skills, is widely understood by staff at all levels, as well as by representatives of the Students' Union. The team considered that the mission and strategic direction were clearly communicated and understood by staff and students, and were underpinned by policies that are coherent, publicly available on the website, and consistently applied.

15 The Articles of Government [0001] and the Schedule of Delegation [0822, 1689] clearly define the responsibilities of the Board of Governors, the Vice Chancellor, and the Academic Board, together with the provisions for the delegation of authority to individuals or committees. In accordance with the Articles, the Board of Governors has established an Employment and Finance Committee, an Audit Committee, a Remuneration Committee and a Nominations Committee, the membership of which is drawn from the Board of Governors other than staff or student governors. The Articles of Government and the Schedule of Delegation show that there is clarity and differentiation of function and responsibility in governance structures and arrangements for managing UCA's higher education provision. The team found that this clarity and differentiation of function was manifest in practice through its observations of academic governance-related meetings at different levels within the University. [HWOb01-02, HWOb09, HWOb25; JPBOb04-05, JPBOb013-014; KWOb06-7, KWOb012, KWOb015, KWOb017; EAMOb08, EAMOb10, EAMOb26-28; PBOb016]

16 The Board of Governors [0750,0751,0752,1320, JPBOb04, JPBOb14] maintains oversight of the Strategic Plan, annual objectives and Key Performance Indicator targets, and routinely receives reports, papers, proposals, and minutes of the meetings of its committees. [0750-52,1320,1646, JPBOb04, JPBOb14] These include, for example, the Risk Management Strategy which is updated by the Audit and Risk Committee, and recommendations from the Employment and Finance Committee (for example, on senior management restructuring, and the Risk Sensitivity Matrix, piloted in the context of its consideration of international partnership proposals). [0752] In July 2021, the Board of Governors approved proposals for a revised approach to risk management [1673-5] which includes the establishment of a Core Oversight Group to oversee the process and review risks throughout the year. This group was subsequently re-named the Risk Management Group and is due to meet for the first time in January 2022. [Pre-second visit request for additional information] The team heard that regular meetings between the Chair of the Board of Governors and individual members of the Leadership Team provided additional checks and balances to ensure that the governance of UCA is effective and achieving agreed objectives. The team noted that the Audit and Risk Committee has worked closely with

external auditors to report on matters on which governors wished to receive more information. [TV1M5]

17 Board of Governors' meeting minutes show that the Board regularly conducts a review of its effectiveness. [0750-1] In March 2021, the Board agreed to adopt the revised Committee of University Chairs (CUC) Higher Education Code of Governance and commissioned the Clerk to the Board to conduct a mapping exercise against the CUC Code requirements and develop an action plan to address any anomalies. The Board received the Clerk's report and approved the action plan in July 2021. [1686-7] In addition, the Board approved a paper [1394] that considered the Board's approach to effectiveness review, which has been running in its current form since 2006. The paper cites revisions made to the Board and its operation in response to recommendations arising from the annual effectiveness review process.

18 The Board of Governors receives an Annual Quality Report [0010, 1343] and Board minutes evidence the Board's full assurances based on these annual reports. [0750-52, 1320, 1646] The report summarises and synthesises information from a number of sources, including student complaints and appeals, internal periodic reviews and annual monitoring of provision, student satisfaction surveys, external examiner reports and student performance data. The report is grouped into the themes: continuous improvement, teaching methodologies and standards of awards. It includes a Quality Action plan for the coming year, an update on actions taken against the preceding year's Quality Action plan, and a summary of headline figures against any national sector benchmarks (where available) with commentary.

19 The Annual Quality Report annexes include reports from each Head of School summarising course annual academic monitoring outcomes [0015,1331] and commenting on School performance using, for example, attainment data giving a breakdown against OfS metrics. An overview of external examiner reports, including confirmation of academic standards, is also presented. [0021,1336] The Annual Quality Report does not cover doctoral programmes and doctoral students, as annual monitoring reports relating to doctoral provision and delivery are made to the current validator, UAL. [0705-10] In preparation for the conferment of research degree awarding powers, UCA has introduced its own Postgraduate Research Annual Academic Monitoring (AAM) report process [PGR AAM [0726] and Research AAM report. [0727]

20 The mechanism of the Quality Report and its detailed annexes is designed to enable the Board of Governors to maintain full oversight of the University's provision and to be provided with assurances aligned with OfS conditions of registration. The team considers that the Annual Quality Report provides an effective means to provide assurance to the Board of Governors that academic governance at UCA is sound and that quality and standards continue to be maintained given the detailed nature of the report and its extensive coverage.

21 Academic Board is the senior academic authority and its responsibilities include confirming 'That the University's academic policies relating to teaching and learning, scholarship and research are consonant with the University's mission and strategic plan'. [002, 0040, 0801] The Board's Terms of Reference, and those of committees and boards which report to it (Research Committee, Academic Quality Committee, School Boards of Study, OCA Curriculum Quality Committee, Boards of Examiners and the OCA Board of Examiners) and subgroups reporting to Academic Board subcommittees (Research Degrees Committee, Student Success and Access and Participation Committees, International Foundation Assessment Committee, External Examiners, and Policy and Procedures, and Course Changes Groups, and Course Boards) are clearly articulated in the UCA Quality Assurance Handbook. [0041] The relationships between the bodies constituting UCA's

academic governance structure are clearly presented and differentiated. Minutes and observations of the Academic Board [0703-06, 1528-65, 3041-3, KWOb12] and Academic Quality Committee [0757-60, 1770-94, HWOb9, KWOb17] provide evidence that each routinely receives minutes, papers and recommendations for approval from its committees and groups.

22 In 2019-20, Academic Board demonstrated its authority and oversight by effectively coordinating the University's response to the potential disruption by the COVID-19 pandemic and taking appropriate steps to mitigate its impact on students. The Board approved a series of emergency measures in response to the COVID-19 pandemic. [0003-08, 0652] These related to the delivery and assessment of programmes to minimise impact and enable students to achieve outcomes without undue detriment. Schools were required to submit contingency plans, which also covered partner organisations.

23 The Chairs of the Academic Board and its subcommittees each complete an annual Committee Effectiveness Review to the Academic Board to review their effectiveness against their terms of reference, and that of their subcommittees and working groups. [0002, 0801-3] Committee members are surveyed for their views and satisfaction with effectiveness, and attendance and quoracy are reported. Academic Board [0753] and the Board of Governors [0752] consider the resulting report. The Effectiveness Review 2019-20 [0801] shows development in UCA's approach to self-evaluation. As well as indicating whether each of the Terms of Reference have been met, evidence is cited that supports each assessment. For example, in response to recommendations made the previous year, both the 2018-2019 and 2019-2020 Effectiveness Reviews [0002, 0801] record revisions to membership. Based on the evidence provided and its observations of the Academic Board and other committees constituting the academic governance of the University, the team found that the function and responsibility of the Academic Board is clearly articulated and consistently applied.

24 The Academic Quality Committee (AQC) is responsible for overseeing the academic standards and quality of all UCA's taught programmes and awards, [0041 Annex 3] as set out in the Quality Assurance Handbook [0029-44] including those delivered by collaborative partners. [0041 Annex 3] These responsibilities include mechanisms for the quality assurance and receipt of annual academic monitoring reports (AAMRs) for collaborative provision. AAMRs for courses delivered in collaboration with partners [0826-8] reveal a rigorous approach to annual review that includes consideration of survey data, external examiners' feedback, student performance data, and employability data. Potential risks are identified, and a rolling Course Action Plan summarises actions taken against recommendations from previous reports, together with new recommendations arising during the current year. The process is the same as that used for courses delivered on the University's own campuses and provides evidence that the arrangements for the governance and management of collaborative partnerships is effective.

25 UCA's Research Degrees Committee (RDC), which reports to the Research Committee, is responsible for monitoring and advising on the regulations, policy and procedures relating to research degrees at UCA, currently awarded under the UAL regulations. [Terms of Reference 2020-21 0604] A UAL link tutor sits on the UCA RDC, and UAL representatives confirmed that this had proved to be very helpful with parity between UAL and UCA processes and with staff involved learning from each other. [TV1M3] UAL representatives indicated that a good working relationship had been established between the two universities and noted that UCA has provided timely responses to UAL feedback. [TV1M3] Immediately pre-dating UAL's involvement, research degrees at UCA had been awarded by the University of Brighton (UoB). The team noted that, at the end of the partnership with UoB in 2019, UoB had expressed full confidence in the provision of research degrees at UCA. [C127] Minutes and papers considered, and meetings observed

by the team confirm, that UCA is fulfilling its responsibilities for research degrees delivered through its partnership arrangements. [0608-10, KWOb06, 1411-27, JBOb13, 1619-44, KWOb15, 1693-1710]

26 The Senior Leadership Team, supplemented by Heads of School and Heads and Directors of different functions within the University constitute the University Executive Group (UEG) which provides academic leadership within UCA. [1402, 1449] Job descriptions (the Articles of Government, in the case of the Vice Chancellor) provided for academic members [0001, 0805-12, 0816] and curricula vitae for senior post-holders [1013, 1050, 1131, 1209, 1211-14, 0817-8, 1578] provide evidence that there is appropriate depth and strength of academic leadership. The team found that post-holders have relevant experience and have held senior positions at other higher education institutions and are thus able to draw upon their wider knowledge of the sector and expertise to lead academic development at UCA.

27 The team noted that an emergency meeting of the UEG was held in March 2020 [0787] to communicate action to be taken in immediate response to Government guidance relating to the COVID-19 pandemic. The team's observations [EAMOb8, JPBOb05] and minutes [1402, 1449] of the UEG demonstrate that this is an effective forum for regularly communicating and sharing strategy, policy, and other updates (such as budget, student recruitment, international collaborations, student experience, and human resource matters) to Directors, Heads of School and other managers, who are then charged with communicating these (as appropriate) to their staff.

28 A Policies and Procedures Group [TV1M9, 0041] comprising mainly professional support staff is responsible to the Academic Quality Committee for developing and enhancing UCA's academic-related policies and procedures that require cross-departmental consideration. [1792] The team noted major changes were discussed at School Board of Study meetings which were also attended by professional support staff to give updates on developments affecting staff and students in each School. Staff receive annual policy updates on changes to policy and procedure, [3033] with other updates circulated when necessary, for example on changes in response to COVID-19. [3034-5] Summaries are published on staff and student portals [TV1M2] and discussed at School Boards and Programme Director Forums. [TV1M8] The team found that UCA's use of formal and informal communication channels enable staff and students to contribute to the development of policies and procedures, promoting a shared understanding which serves to support the effective implementation of the University's policies and procedures. [TV2M2, EAMOb026-028] Furthermore, the team noted that the Curriculum Transformation Project, [0845] which aims to provide a practical, interdisciplinary curriculum that is technology-driven and provides an employment-focused experience which will be internationalised with a view to producing global graduates, also illustrates the way in which the University uses stakeholder feedback in developing policy to inform academic development within UCA. [[PBOb16, HWOb20, KWOb21, PBOb23, 1724, 47, 51, 59; 1801, 10, 28, 37, 46, 56, 74, 89; 1903, 12, 31, 38, 51, 69; 2013, 22, 31, 40, 49, 58]

29 UCA's draft Research Degree Regulations [0729] present a well-developed academic framework to enable it to discharge its research degree awarding responsibilities. Once full degree award powers for research degrees are achieved, the RDC will become the examination board for UCA's MPhil and PhD awards. The RDC will continue to report to the Research Committee and thence to Academic Board [1413, KWOb06] replacing current arrangements whereby, as the awarding body, UAL approves all progression and examination processes, with UAL's Research Degrees Committee acting as the examination board. Observed meetings of UCA's RDC [KWOb06, JPBOb13, KWOb15] demonstrated that the Committee's responsibilities were well understood by committee members. The meetings were well-organised and effectively chaired. Papers [1411-27, 1619-44, 1693-1710] and discussions evidenced appropriate oversight, both of the operation of research

degrees and of the steps underway to strengthen the research culture and training for both students and supervisors. The team noted the positive feedback from UCA's research degree validating universities indicating the validating partners' confidence in UCA's ability to successfully manage its responsibilities, should it be granted full degree awarding powers for research degrees. The team considered that appropriate academic governance plans are in place given the experience staff involved have of working elsewhere within the sector, the positive relationships established with their validating partners for research degrees, as confirmed by the partners concerned, and the research community that has been established and which continues to be developed.

30 Recognising that a successful application for full degree awarding powers, which includes authorisation to award research degrees, is expected to result in larger numbers of research students, the University plans to establish a Doctoral College. [KWOb15,1623] The College is intended to provide centralised support, monitoring and development functions for postgraduate research students [1623] providing scalable, interdisciplinary central services that both drive and support doctoral development. It is expected to link outwards to reinforced school structures and disciplinary clusters, in a hub-and-spoke structure. The team noted, at the time of the second visit, that the plans were at an early stage of development with discussions continuing on the relationship between the hub (proposed to be located at Canterbury) and the Schools and the appointment of a Professorial Fellow to take the College forward pending the appointment of a College Head. [TV2M1, TV2M2, TV2M5]

31 The University's student engagement strategy includes the principle that all senior academic committees, including the Board of Governors, periodic course reviews, the course representative system, curriculum development workshops, and internal and external student satisfaction surveys should embed student participation. [Quality Assurance Handbook 0044] Students are represented on the Academic Board, the Academic Quality Committee, School Boards of Studies, RDC, Student Success Committee, Access and Participation Committee, Course Changes Group and Course Boards of Study. [0041] The team noted that, although there is only one student representative (nominated by the Students' Union executive) on Academic Board, [0041] the Board's sub-groups do include provision for greater student representation and the team heard that the Board's task force approach also enables students to get involved in focused discussion of specific issues of interest to them. [TV1M6]

32 While students reported that the arrangements were working effectively in practice, [TV1M4] staff commented that it was sometimes difficult to achieve a consistent level of student representation on institutional-level committees. The Students' Union President presents a formal report to each meeting of the Board of Governors [0750-2, 1320] and Academic Board, [0703-6] and an update as a standing item at UEG meetings, [0774-97] and Boards of Study [0772-3] and is a member of the Academic Quality Committee. The team noted that Board of Study minutes [November 2020, 1320] record that discussion of the President's report included a question from the Board on student morale in the context of Covid-related restrictions. Additionally, the Board agreed that it should receive a presentation on the Students' Union work on issues beyond Covid, such as Black Lives Matter and decolonisation of the curriculum at a future meeting.

33 The University does not provide training for student representatives on its academic governance committees, though students stated that this is provided by the Students' Union. [TV1M4] However, the Board of Governors has approved a Governor Induction and Training Strategy [3044, 3047] and, in line with this, incoming student governors have met the President and Vice-Chancellor, and the Deputy Vice-Chancellor [3046] and had induction meetings with other Leadership Team portfolio-holders and the Clerk to the Board. [3045] Additionally, student governors have attended Advance HE Student Governor and

Safeguarding for Governors online training sessions. [3045, Pre-second visit request for additional information] The team found that students are engaged at different levels in the governance and management of UCA, enabling students' individual and collective needs to be taken into account in the development of policy.

34 The Strategic Vision [C111] and Internationalisation Plan [C112] make it clear that internationalisation is a key strand of UCA's strategy and this was confirmed by senior staff [TV1M1] through observations of the Board of Governors and the UEG, [JPBOb05, EAMOb08, JPBOb14] and consideration of papers. [1323, 1648] Senior staff spoke of the plans to adopt a distributed model across its campuses, with specialisation at offshore campuses reflecting local requirements in order to achieve the University's vision and support its internationalisation plan. [TV1M1] UCA's collaborative arrangements align with its Strategic Vision, [C111] which includes development of UCA's international presence and influence. A new Director of Internationalisation [0815] will report to the PVC Portfolio Development and Global Engagement. This post-holder will be responsible for project-based work focused on the development and implementation of UCA's internationalisation strategy.

35 A proposal to open a Global Partnerships Office (GPO) [0979] was reported to the Academic Strategy Development Group (ASDG) in April 2021 [KWOb07] outlining advanced plans intended to consolidate partnership activity and enable UCA to respond more rapidly to developments with partners. [TV1M10] These plans for the Global Partnerships Office (GPO) [0979] are currently being implemented to coordinate oversight of the University's sub-contractual and validated partnership activity, [TV2M4] Reporting to the PVC Portfolio Development and Global Engagement, GPO's activities will include the development of new opportunities, validation and approval, annual monitoring, and contract renewal. Staff assigned to GPO activity are line-managed by the GPO but embedded with other departments; for example, partnership officers will be part of Quality Team meetings, while also engaging with operational aspects of partner relationships, together with link tutors based in Schools. [TV2M4]

36 In June 2021, Academic Board received an overview [1533] of the academic and operational model of non-UK campuses, setting out the non-negotiable principles relating to UCA's legal and regulatory obligations, including its degree awarding powers, and key elements of the operational model, [REDACTED]

37 [REDACTED]

[REDACTED] Minutes of the Board of Governors, [0750-2] Academic Board [1529] and Academic Quality Committee [0758, 0990] report on an arrangement with Xiamen University in China for the delivery of dual awards, at a joint Institute of Creativity and Innovation (ICI). This is headed by an Associate Dean who reports to the UCA PVC Portfolio Development and Global Engagement, and is responsible for the tutors and curriculum at ICI. The Associate Dean is a member of the UEG and UCA Academic Quality Committee, and was setting up a Joint Management Committee at the ICI at the time of the second team visit. [TV2M4]

38 The PVC Portfolio Development and Global Engagement has management oversight of this type of activity, with operational oversight maintained by Schools and the

GPO. Senior staff commented that the experience gained from this initiative, in establishing UCA regulations in an overseas jurisdiction and different cultural context, would inform UCA's approach to future non-UK campus developments. [TV2M4] Challenges at Xiamen had included recruitment of appropriate staff (not helped by COVID-19 related restrictions), the integration of the English and Chinese teaching teams jointly delivering the provision, and particularly cultural and language issues in establishing the principles and operation of UCA's regulatory requirements. [TV2M4] [REDACTED]

[REDACTED] Governance arrangements would feed into central UCA committees, wherever possible under local legislative requirements, and UCA's Quality Office, in combination with link tutors, had a central role in managing quality and standards.

39 The team found that senior staff were open and clear about the challenges experienced and lessons learned from establishing the joint centre at Xiamen. [REDACTED]

[REDACTED] the team considered that the University's academic governance arrangements should enable UCA to maintain effective oversight of academic standards and the quality of programmes offered in partnership with other providers.

40 Observation of an ASDG meeting in March 2021 [KW Ob07] confirmed that ASDG's discussions of proposals gave full consideration to the context of institutional plans and strategic direction, with clear regard to risk factors. On the basis of the observation, the team considered that ASDG's handling of the processes relating to academic strategy and development is robust. The meeting was efficiently chaired and contributions from members were thoughtful and well informed. When ASDG deems the risk to be moderate to high, the full proposal is referred to the Board of Governors' Employment and Finance Committee for consideration. The Board of Governors approved this process following discussion and a pilot of the risk assessment matrix. [0752] When approval to proceed is granted, UCA's Department of Quality Assurance and Enhancement (QAE) arranges institutional approval and validation events. The team considered that these arrangements should ensure effective oversight reflecting the level of risk involved.

41 The Quality Assurance Handbook (QAH), Part C [0032] indicates that validation of collaborative provision must not take place until after the business case and due diligence for the partner have been approved. Where appropriate, for example for practical subjects, ASDG initiates a visit to review partner institution resources prior to validation. [KW Ob07] Partnership agreements [0823-5] reviewed by the team explicitly state that responsibility for academic standards lies with UCA and further define how that responsibility is exercised through the policies and procedures described in UCA's QAH. [Section J, 0832] The requirement for formal approval and regular reapproval of a partner institution is stated, together with the requirements for validation, monitoring and review of all courses covered by the collaborative arrangement. [0823-5] The requirements for the appointment of staff, admission, progression and assessment of students, and complaints and academic appeals are all covered in the Partnership Agreements, [0823-5] together with the division of responsibilities for course administration, management and operation.

42 The same quality assurance systems apply to partnership provision with oversight maintained through UCA's QAE. Link tutors, whose responsibilities include ensuring the maintenance of standards, quality and the delivery of collaborative courses, and effective liaison with each other and with key administrators in each institution, are appointed by the relevant Head of School. [TV1M1, 0975] Reporting to the Head of School, link tutors have

regular discussions with the Collaborative Provision Office (now the Global Partnerships Office) to ensure that the collaboration is adhering to the required standards. They receive training to prepare them for the role. [0976-7] Academic staff confirmed that the link tutors are trained to enable them to be effective in their role, with different levels of link tutor support depending on the nature of the partnership. [TV1M8] The team considered that the University's collaborative arrangements are based on a strategic approach with due consideration being given to the level of risk involved and partnership arrangements being subject to the same robust oversight and governance as the rest of its provision.

43 Annual Quality Reports for 2018-19 [0014 Annex 4] and 2019-20, [1330] include reports on collaborative provision, including lists of new partnerships approved, reapproved, expanded collaborations, and those that are terminating, together with the outcomes of annual academic monitoring of each current partner and an updated collaborative provision register. The overview report [J5] summarises the main issues arising from institutional annual monitoring reports for each partner [J4s] received at AQC [0829-31, 1490-8] and follow-up on actions identified the previous year. The document includes the updated collaborative provision register. [0014, 1330] Minutes of Board of Governors meetings [0750-1] and an observation [JPBOb04, 1343] provide evidence of the receipt and discussion of these reports, for example by highlighting the disproportionate cost of servicing low student number partnerships. [JPBOb04] The team found that the Board was robust and effective in its examination and interrogation of the strategic implications of such reports.

Conclusions

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

45 The evidence shows that UCA has effective academic governance, with clearly differentiated and appropriate lines of accountability for its academic responsibilities. The functions and responsibilities of the Academic Board, as the senior academic authority, and its supporting subcommittees and boards are clearly articulated through their terms of reference and are consistently applied. UCA works in partnership with its students who are engaged, and supported to engage, in academic governance and management of academic standards and quality at different levels within UCA.

46 While targets for international student recruitment, [REDACTED] [REDACTED] are ambitious and involve working with a number of overseas partner organisations, UCA has demonstrated a strategic approach to collaborative arrangements with partner institutions, underpinned by robust and effective governance and management. The principles and plans in place for progressing this strategy are sound.

47 UCA's mission and strategic direction and associated plans and policies are developed in collaboration with staff and students, and they are coherent, published, understood and applied consistently. Although a number of major changes are in progress, the implementation of these aims and objectives, for example under the Academic Plan and the Internationalisation Plan, are being managed in a staged approach with clearly designated responsibilities at senior level, where there is appropriate depth of experience and strength of academic leadership.

48 Both the University of Brighton and UAL, as UCA's research degree validating universities, have recorded their clear confidence in UCA's handling of its current responsibilities in relation to research degrees. This strongly supports the evidence for UCA's capability to provide and manage research degree awarding powers, should such authority be granted. The University has plans to strengthen further the research environment by establishing a Doctoral College to provide centralised support for schools

and services for postgraduate research students. The team found that UCA has demonstrated to its previous and current research degree-awarding bodies that it is able to discharge its responsibilities for research degree awarding powers fully and effectively, and that it has academic structures, processes and plans in place to successfully manage the responsibilities that would be vested in it should it be granted full degree awarding powers for research degrees.

49 Taken together, the evidence submitted and observations undertaken reveal clarity and differentiation of function and responsibility in the governance structures and robust arrangements for managing the University's higher education provision, wherever and however it is delivered. The team concludes, therefore, that this criterion is met.

Criterion B: Academic standards and quality assurance

Criterion B1 - Regulatory frameworks

50 This criterion states that:

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

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

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

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

52 Specifically, the assessment team considered or assessed:

a To determine whether the academic frameworks and regulations governing UCA's higher education provision are appropriate to its current status, and to identify how UCA seeks to ensure that they are effective and implemented fully and consistently, the team considered UCA Regulations for Conferment of Awards, [0112] the Common Credit Framework, [0103] the Quality Assurance Handbook and Annexes, [0029-0044, 0832, Assessment Policy, [0104] Academic appeals regulations, [0109] Mitigating circumstances regulations, [0106] Academic misconduct regulations, [0104] Internal verification policy, [0107] Admissions Policy for 2020-21 entry, [0101] UAL Research Degrees Handbook and Regulations, [0632] UCA Research Degrees Handbook, [1698] UAL Code of Practice on Research Ethics [0635] and Guidance for Research Ethics Approval, [0636] UCA Code of Practice for the Investigation of Research Misconduct, [0631] the Academic Plan Guidance Handbook, [0944] Access and Participation Plan. [0027]

The team scrutinised minutes and meeting papers of Academic Board, [0004-8, 0753-6, 0942, 1529, 1533, 1536-8, 1564-5, 3104, 3106] Board of Governors, [1325, 1357-66, 1646, 1651-2] Academic Quality Committee, [0757-60] Research Degrees Committee. [0604, 0608-10, 0725, 0761, 1419]

The team observed meetings of Academic Board, [KWOb12] the Board of Governors [JPBOb04] and Research Degrees Committee. [KWOb06, KWOb15]

The team reviewed Annual Quality Reports and annexes, [0010-27, 1327-1343] application records, [0834-41] external examiner reports. [0021, 0049, 0882-91, 1336, 3054-61]

The team examined a statement of the process for establishing progression

agreements with partners, [0957] completed agreements with overseas partners, [3048-9] approval documents and partnership agreement for the London School of Design and Marketing (LSDM), [0842-4, 0964] agreements with the University of the Arts London (UAL), [C129] University of Brighton [C125-126] and correspondence from the University of Brighton, [C127] annual reports to the University of Brighton and UAL, [0705-10, 1696] and UAL mid-term review. [0730]

The team scrutinised research degree student progress records [0902-3, 0895-0901] and the Research Degrees Action Plan. [1704]

The team also met senior staff, [TV1M2, TV2M1, TV2M4] representatives of the Board of Governors, [TV1M5] representatives of UAL, [TV1M3] student representatives [TV1M4] and members of professional support staff. [TV1M9, TV2M6]

- b To establish whether UCA has created, in readiness, one or more academic frameworks and regulations which will be appropriate for the granting of its own higher education qualifications, the team reviewed: Draft UCA Research Degree Regulations, [0729] minutes of Research Degrees Committee, [1413] minutes and papers of Academic Board, [1529, 3050-1] UAL Research Degrees Handbook and Regulations, [0632] UCA Research Ethics Code of Practice [0624] and Code of Practice for the Investigation of Research Misconduct, [0631] Academic Appeal Regulations, [0109] and the Student Code of Conduct and Disciplinary Policy. [0052] The team also observed meetings of the Research Degrees Committee [KWOb06] and met senior staff, [TV1M1, TV2M1, TV2M5] members of the research community [TV1M7] and representatives of UAL. [TV1M3]
- c To establish whether definitive and up-to-date records of each qualification to be awarded and each programme being offered by the University are being maintained and used as the basis for the delivery and assessment of each programme, and to determine whether students and alumni are provided with records of study, the team reviewed: the Quality Assurance Handbook Section C Validation, [0032] Section E Changes to courses, [0034] Section H Periodic review of courses [0037] and Annex 5 Definitive Course Documentation, [0043] notes and actions from validation scrutiny processes, [3062-5] a periodic review event report, [0117] a Request for material change through the Course Changes Group, [0019] programme specifications, unit descriptors, unit handbooks and assessment tasks, [0846-75, 1588-95, 1597-1603, 1605-11] the Regulations for Conferment of Awards, [0112] partner organisation transcripts. [0876, 0958] The team also observed validation events [KWOb11, KWOb21, PBOb23] and met student representatives. [TV1M4]

How any samples of evidence were constructed

53 The team requested a representative sample of seven home, international, undergraduate and postgraduate applications from two Schools, in order to examine the implementation of the admissions process; a representative sample of programme specifications, unit descriptors, unit handbooks and assessment tasks from each School, in order to assess the consistency and alignment of definitive programme documentation; and a representative sample of 14 transcripts for students taught in partner organisations, to assess the fulfilment of regulatory requirements for these documents.

What the evidence shows

54 UCA's current position and plans in relation to this criterion are:

55 UCA has experience of awarding taught degrees, as a predecessor organisation West Surrey College of Art and Design was granted taught degree awarding powers in 1992. It therefore has long-established experience of operating its own academic frameworks and regulations to govern its taught higher education provision. UCA has delivered research degrees leading to awards of the University of Brighton until these arrangements ended in 2019. In preparation for this change, UCA entered into a validation agreement with UAL which has operated since 2017. UCA therefore operated research degree regulations for two awarding bodies during the transition period 2017-19.

56 UCA has drafted its own Research Degree Regulations in preparation for the award of full degree awarding powers for research degrees. If successful in its application, UCA intends to operate these regulations, which closely parallel those of UAL, pending indefinite approval of these powers being granted.

57 The assessment team's analysis of the evidence led to the following observations:

58 UCA's Regulations for the Conferment of Awards [0112] are appropriate to its current status because they set out the scope and conditions for the award of a qualification by Academic Board, which authorises boards of examiners to make recommendations for the conferment of taught awards. These regulations are comprehensive because they also encompass the University's authority for honorary awards, revocation of an award, qualification levels and classification, the use of *aegrotat*, posthumous qualifications, approval of new qualifications, dual awards, and certificates and transcripts. Annexes list the qualifications approved by UCA and programmes of study, including research degrees awarded by the University of Brighton and UAL.

59 In conjunction with these regulations, UCA's Common Credit Framework (CCF) [0103] is appropriate because it clearly determines the specific rules governing the award of taught qualifications. [0112] These are comprehensive because they include regulations on assessment, progression, the calculation and classification of awards, transfer of academic credit and boards of examiners, minimum and maximum periods of enrolment and regulations for interruption of studies. The CCF stipulates the numeric rules determining the basis for awards and classifications, and the number of reassessment attempts permitted to a student, which School Boards of Examiners, reporting to Academic Board, have no discretion to vary. [CCF 0103] Minutes of Academic Board [0753-6,1565] record confirmation of consistent completion of Boards of Examiners' processes.

60 The CCF lists UCA taught awards appropriately aligned by level with reference made to the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ) (August 2008) and presents staged progression points and prescribed credit values consistent with the FHEQ *Annex C: Illustrative Table of Credit*. The framework structure is based on units of study and credits, with credit levels of units to be assigned with reference to the national Credit Level Descriptors in the *Higher Education Credit Framework for England* (Appendix B, August 2008). An appendix presents a table of generic mark descriptors for each Level (3-7), to be used in the assessment of student work in order to promote consistency in the award of marks across the institution. The CCF specifies the information to be published in each programme specification. [0103] The team considered that the academic frameworks and regulations governing UCA's higher education provision are therefore appropriate to its current status because they set out in detail the regulatory requirements applying to all taught courses leading to undergraduate or postgraduate awards or higher education credit allocated at Level 3-7 of the FHEQ.

61 Meeting minutes provide evidence that Academic Board exercises its responsibilities appropriately in its approval of changes and updates to the CCF. [1538, 0754, KWOb12] For example, in 2019-20 Academic Board responded promptly to mitigate the impact of disruption to academic delivery caused by the COVID-19 pandemic. The Board approved [0004-08] both regulatory and operational measures to ensure flexibility of timing for assessment and re-assessment, and to adjust the classification algorithms for honours and master's degrees to focus on the best credits achieved by students in the academic year affected. These measures emphasised that there would be no reduction in the number of credits required for awards, no change to the compensation regulations and that all learning outcomes for a course must be met, in order to ensure that academic standards and compliance with the FHEQ would be effectively maintained. [Paper AB-32-20 0005] The Board also oversaw operational contingency plans from Schools [0006] and reports on the status of delivery and assessment at partners due to disruption caused by the pandemic. [0004, 0008] The annex to the Annual Quality Report summarising responses in external examiner reports for 2019-20 [1336] indicates that they consistently confirm these exceptional measures are appropriate and that the processes for assessment, examination and the determination of awards were sound and fairly conducted.

62 A report to the Board of Governors in March 2021 [1325] noted the continuation in 2020-21 of adjustments to the academic regulations, including the degree classification algorithm, to minimise a negative impact on students. For 2021-22, Academic Board approved the removal of extraordinary measures and reinstated the operation of assessment regulations as articulated in the CCF, with the exception of a minor adjustment to the undergraduate award calculation method to mitigate any impact to students of disruption in the previous year. [3104, 3106] The team found that the steps taken to amend the regulations were appropriate and proportionate to the changing circumstances.

63 The team heard from UEG members that UCA intends to review aspects of the CCF to take account of its ongoing major curriculum review [TV1M2] and the Academic Plan Guidance Handbook [0944] 2020-22 refers to the prospective benefits of potentially further improving assessment practices. Unconfirmed notes of the November 2021 Academic Board meeting [3106] also refer to an intention to redraft the academic regulations in the context of UCA's changing undergraduate curriculum and the expectation of emerging sector guidance on degree algorithms. The team considered that this indicates the Board's managed approach to reflecting changing circumstances appropriately in its regulatory framework.

64 The QA Handbook [0029-0044] sets out the mechanisms UCA uses to assure the standards of its awards and the operation of its regulatory frameworks. This comprehensively encompasses quality assurance requirements for all aspects of approval, monitoring and review of UCA's taught provision, with procedures clearly set out in separate annexes respectively for Approval of New Qualifications, [0030] Portfolio Planning, [0031] Validation of Courses, [0032] Arrangements for Professional, Statutory and Regulatory Body (PSRB) Recognition, [0033] Modifications to Courses, [0034] Annual Academic Monitoring, [0035] External Examining, [0036] Periodic Course Review, [0037] Accreditation of Prior (Experiential) Learning (APEL/APL), [0038] and Collaborative Provision. [0832] UCA also publishes related academic policies, for example the Assessment Policy, [0104] which references other documents for procedural details, including the Academic Appeals Regulations, [0109] the Mitigating Circumstances Regulations, [0106] the Academic Misconduct Regulations, [0104] and the Internal Verification Policy. [0107] The team considered that these documents collectively are appropriate to UCA's current status in awarding its own taught degrees as they set out transparent and coherent academic frameworks and regulations embodying the principles and rules governing the operation of UCA's taught higher education provision leading to the award of academic credit and qualifications.

65 Academic Board is ultimately responsible [0041] for ensuring that the regulations governing the assessment and examination of students are appropriate and fairly operated and that the quality and standards of provision are routinely monitored through annual academic monitoring, validation and review processes. Evidence of this oversight is provided by minutes [0753-0756] of the Board's consideration and approval of the 2018-19 Quality Report and its annexes. [0010-27] This annual report provides assurances to the Governing Body [2019/20 report 1327-1343] on the implementation of UCA's frameworks, regulations and procedures, and the maintenance of standards of awards. The 2018-19 and 2019-20 report annexes provide extensive detail and data on, respectively, student complaints, [0011,1327] academic appeals, [0012,1328] periodic review outcomes, [0013,1329] collaborative provision, [0014,1330] annual academic monitoring, [0015,1331] student satisfaction surveys, [0016-20,1332-35] external examiners, [0021,1336] student retention, [0022, 0023,1337,1338] achievement, [0024, 0025,1339,1340] employability, [0026,1341] and access and participation. [0027,1342] The team found that UCA maintains effective oversight of its mechanisms for ensuring that the academic frameworks and regulations governing its higher education provision are appropriate to its current status and implemented fully and consistently.

66 Academic Board delegates authority to Academic Quality Committee (AQC) [QAH 0029, 0041] to carry out detailed consideration of matters relating to academic standards, quality assurance and enhancement. Minutes and papers of AQC meetings [0757-60,1770-1794] evidence regular and consistent oversight of the operational implementation of the academic frameworks and regulations. This includes approving updates to the QAH; annual consideration of the validation and periodic review processes and outcomes; updates on collaborative provision, including new institutional approvals and conditions; updates on PSRB accreditations and reviews; recommending updates and changes to regulations to Academic Board; oversight of the status of withdrawn courses and exit strategies; and receiving minutes, papers and proposals from AQC's subcommittees and groups.

67 Academic Board is responsible for confirming criteria for the admission and recruitment of students [0041] and the Student Recruitment Group is responsible for monitoring the operation and effectiveness of the Admissions Policy, [0101] which commits UCA to 'providing a fair and transparent admissions system that is consistently applied across the institution'. Student representatives who met the team agreed that, overall, the admission process had been explained to them well. [TV1M4] They reported receiving 'helpful, speedy replies', with a general consensus that the administrative team had responded very promptly. Through its consideration of the academic framework as it applies to admissions and its discussions with students, [TVIM4] the team was able to confirm that the admissions system is fair and transparent, and implemented fully and consistently in line with the University's values.

68 A statement on the process used for mapping a partner's own programme as an appropriate basis for student progression/articulation to a UCA-approved Level 6 top-up course included a Progression Agreement [0957] to support student recruitment in the recognition of study credits gained at overseas institutions. The agreement sets out the documents UCA requires from the proposed partner to enable the University to undertake quality assurance assessment and curriculum mapping of courses for articulation. A random sample of two completed agreements [3048-9] evidence the effective implementation of the process. The team considered that this process, together with the specification of articulation entry criteria for individuals, enables UCA to ensure that students admitted under Progression Agreements import credit at the appropriate level and volume to a relevant UCA programme, thereby conforming to the academic framework and protecting the standards of the final UCA award.

69 UCA's CCF and regulations apply to all taught courses at partner institutions, unless otherwise agreed at validation and approved by UCA's Academic Board. [QAH 0832] For example, the report [0986] of the approval in July 2020 of programmes for delivery by the London College of Creative Media, [LCCM] under a sub-contractual, franchised arrangement, confirms alignment of the proposed programmes to the FHEQ and the UCA regulatory context and includes an action for 'UCA to ask Academic Board to approve the inclusion of MMus and BMus to the Awards of the University', as an amendment to UCA's academic framework. Academic Board has approved two organisations to deliver UCA awards under their own respective regulatory frameworks, the Open College of the Arts (OCA), currently a wholly owned subsidiary of UCA, [Open College of the Arts – OCA Regulatory Framework 0115, 0942] and the London School of Design and Marketing. [London School of Design and Marketing LSDM Academic Regulatory Framework 0114]

70 The Open College of the Arts (OCA) received institutional approval in 2010 to deliver postgraduate courses under the UCA academic framework [0942] and, in 2012, UCA subsequently validated OCA undergraduate provision under OCA's own Academic Regulatory Framework. Recently, Board of Governors' minutes [March 2021, 1646] record approval, following strategic discussion, for proposals to separate from and support OCA in its search for a new validating partner, [1357-66] a decision made in the context of UCA's ambition to provide distance learning provision itself on an international scale. A paper on the quality assurance of OCA during the period of transition leading to termination of the agreement between OCA and UCA [1358] affirms that key principles include protection of the standards of UCA degrees, and that OCA will continue to follow UCA requirements, as detailed in the OCA Academic Regulations and the UCA Quality Handbook for all programmes leading to UCA awards. Meeting minutes [0754-5, 0942, 1536-7, 1564, 3106] led the team to conclude that the Academic Board continues to oversee OCA's regulations effectively, ensuring that they are implemented fully and consistently and approving any amendment, demonstrating UCA's ongoing exercise of responsibility for oversight of OCA provision delivered under OCA's own academic framework.

71 In 2016, Academic Board also approved [0842] the LSDM to operate its own academic regulations, closely based on UCA's CCF, under a partnership agreement. [0964] In 2020, a paper to Academic Board [0843] reported Chair's action [0844] taken to approve minor amendments to the LSDM Academic Regulatory Framework to align further with that of UCA, in relation to the number of student entry points per annum and updating regulations on re-sit opportunities. This demonstrates Academic Board's oversight of the implementation of these regulatory arrangements.

72 External examiners of all courses consistently confirm in their reports that the processes for assessment, examination and determination of awards are soundly and fairly conducted, including those at OCA and LSDM. [0021, 0049, 0882-91, 1336, 3054-61] This provides external assurance that the academic frameworks and regulations leading to UCA awards are implemented fully and consistently. In 2019-20, 100% of external examiner reports confirmed that appropriate measures were put in place to enable students to achieve awards and progression within the context of COVID-19. [0049, 1336]

73 In September 2020, UCA commenced a dual degree arrangement at the Institute for Creativity and Innovation (ICI), a joint centre with Xiamen University where students are taught in both Chinese and English. Although delivery of UCA awards at the ICI was initially approved under full CCF regulations, Academic Board minutes record subsequent receipt of draft academic regulations for the ICI in March 2021. [1529] Senior staff who met the team explained that the amendments reflected a change in requirements under Chinese law in November 2020. [TV2M1] The team heard [Academic Board observation, June 2021 KWOb12] that the CCF regulations for assessment and marking would apply fully to UCA awards at the ICI, and that UCA was working closely with ICI staff on operational matters

including training in marking, progression and reassessment requirements. This was confirmed by senior staff with responsibility for the ICI provision in November 2021 [TV2M4] and demonstrates UCA's activity to support the consistent implementation of regulations relating to awards managed within the context of an overseas jurisdiction.

74 Academic Board has approved key principles of an academic model [REDACTED], [KWOb12] [REDACTED]. These include the affirmation of requirements that UCA academic standards and quality must be upheld at all times, and that UCA must retain rights to its name and degree awarding powers. [REDACTED]

[REDACTED] The team considered that these principles affirm UCA's understanding of its responsibilities for the academic frameworks and regulations governing its awards, regardless of where they might be developed and delivered under its current strategy, and evidence UCA's continuing commitment to exercising its taught degree awarding powers with integrity in all contexts.

75 Since 2017, UCA has delivered research degree provision validated under an agreement with UAL, [C129] operating under academic regulations set out in UAL's Research Degrees Handbook and Regulations. [0632] The UAL regulations encompass requirements for all postgraduate research students registered for its awards, including registration periods, supervision, confirmation, annual progress reports, the thesis, examination, the viva voce and the right of appeal. UCA produces its own Research Degrees Handbook, [1698] approved by its Research Degrees Committee (RDC) which is to be read in conjunction with the UAL Research Degree Regulations under the current research degree awarding partnership arrangements. Prior to the partnership with UAL, the University of Brighton (UoB) validated research degrees studied at UCA. At the end of its agreement with UCA in 2019, UoB testified to having full confidence in the provision of research degrees at UCA [C127] citing the outcomes of formal partnership reviews in 2003 and 2013. UoB confirmed that minimum input was needed because UCA had full control of all processes up to examination and that, while the UoB oversaw the approval of examiners, results and award conferment, UCA ran all the practical processes and the arrangement had run smoothly.

76 UCA has prepared draft research degree regulations [0729] to be enacted if successful in gaining full degree awarding powers. The preface emphasises that UCA 'have taken the opportunity to create regulations in which creative practice research stands clearly on an equal footing with research focused solely on written outcomes', rather than the practice-based route being presented as alternative or secondary. This intention - to ensure parity of practice-based with solely written research activity - was affirmed by members of the research community who met the team, [TV1M7] who also emphasised the significance of the Master of Philosophy award as a degree in its own right.

77 The draft regulations [0729] set out UCA's approach for the management and award of research degrees, setting out the award criteria and the proposed duties and responsibilities of students, supervisors and the University. They have been developed through consultation and collaboration involving UCA's Research Office, QAE, Leadership Team and experienced research degree supervisors. The requirements relating to all stages of a student's research degree experience, from admissions through annual progress reviews to examination, are comprehensively set out. The draft document [0729] also includes links to the Research Ethics Code of Practice, [0624] the Code of Practice for the

Investigation of Research Misconduct, [0631] the Academic Appeal Regulations, [0109] and the Student Code of Conduct and Disciplinary Policy. [0052]

78 UCA's RDC is responsible, on behalf of the Research Committee, for monitoring and advising on the regulations, policy and procedures relating to research degrees. [0604] The draft regulations initially proposed that UCA's RDC, as the examination board for all research degree processes, would report directly to Academic Board, under whose authority it would confer awards. A subsequent RDC meeting noted [1413, KWOb06] that, while approving the draft regulations, Academic Board had decided that RDC would continue to report to Research Committee and thence to Academic Board. Senior staff who met the team explained the rationale for this was to treat RDC as part of the research environment rather than as separate from Research Committee. [TV2M1] Academic Board meeting minutes [March 2021, 1529] show that members discussed the draft regulations in detail and agreed minor amendments. Academic Board has monitored the development of the regulations, [matters arising 3050, 3051] which are to be considered in their final draft form in March 2022 before progressing to the Board of Governors for approval. [Pre-second visit request for additional information 26 October 2021] The team considered that this indicates thorough consideration and sustained oversight by Academic Board of these regulatory proposals.

79 Senior staff and members of the research community [TV1M1, TV1M7] told the team that, should UCA's application for full degree awarding powers for research degrees be successful, any changes to the regulatory framework for research degrees following the initial period of approval would be carefully considered to ensure that the regulations continued to be relevant, suitable and appropriate to UCA students. A UAL representative on UCA's RDC confirmed the strong parity between UAL and UCA processes and endorsed the agreed principles of an extended transition from UAL to UCA regulations. UAL representatives told the team that UCA's supervisory capacity has grown considerably and that UAL was confident that UCA, building on its existing training programme, would have the capacity to train its own supervisors. UAL representatives also expressed full confidence that UCA's current research degree administration practices would continue to be effective. [TV1M3]

80 The team concluded that the academic frameworks and regulations created by UCA, in readiness for full degree awarding powers, would be appropriate for granting its own research qualifications. This is because, while introducing a distinctive parity for practice-based research, the draft regulations are otherwise modelled largely on current UAL regulations, reflecting UCA's stated plans for both continuity and a staged approach to change, reflecting UCA's transition to research degree awarding powers being awarded on an indefinite basis. [TV2M5] Senior staff told the team they anticipated that the academic regulations would evolve over time to reflect UCA's institutional commitment to inclusivity and internationalisation, but that there were currently no plans for UCA to use its authority to award research degrees, if granted, in the context of its overseas provision. [TV2M1] In the team's view, this reflects an appropriately well considered and measured approach to the creation and proposed use of UCA's own research degree regulations, should full degree awarding powers for research degrees be granted.

81 As a mechanism for UCA's own internal oversight of its research degrees provision, minutes [0609-10] show that RDC prepares annual and other monitoring reports for submission to UCA's research degree awarding body. The team reviewed examples of annual reports to both the UoB and UAL respectively. [0705-10] These documents highlight that the transition from UoB to UAL as awarding body was well handled and that UCA successfully operated two sets of regulations in parallel over that period. Governing Body members who met the team confirmed that postgraduate research degree provision was considered within UCA's own established quality monitoring processes. [TV1M5] Under the

current agreement with UAL [C129] and the previous agreement with the UoB, [C125, C126] the awarding body has been ultimately responsible for all aspects of research degree examination, including approval of examiners and academic appeals. While the UoB had organised examinations, UCA now operates these processes itself. UAL representatives told the team that UCA undertakes this well, with panels running smoothly and effectively. [TV1M3]

82 Recent annual monitoring reports to UAL [0708-10] include data and commentary on research student numbers and recruitment; student progress; student feedback through the internal survey; continuing professional development and training for supervisory staff and for research students; resources; academic administration and leadership; research ethics and integrity; equality and diversity and health and safety issues; risks to the quality of research degree provision; and the strategy for research degree awarding powers. The detailed commentaries prepared by UCA are self-critical and clearly identify strengths and areas for improvement, for example increasing recruitment and developing the research culture across the University. [0708-0710] UCA's report for the mid-term review of the partnership with UAL [0730] similarly included critical evaluation of strengths and weaknesses and emphasised the priority of maintaining a stable environment for students, should research degree awarding powers be granted, with few changes anticipated until such time as indefinite powers might be confirmed. These reports indicate that UCA is implementing UAL's academic frameworks and regulations relating to research degrees fully and consistently.

83 UCA's Research Degrees Handbook [1698] notes that all students are required to adhere to UAL's Research Degrees Regulations and Code of Practice on Research Ethics. [0635-6] Students' ethics applications are scrutinised by UCA's Research Degrees Committee and are referred to UAL if they are found to require further formal ethical approval. UCA's Code of Practice for the Investigation of Research Misconduct [0631] applies to all UCA staff and students undertaking research. Research ethics and integrity training is provided for both students and supervisors; the annual monitoring report to UAL 2020-21 [1696] notes that no ethical issues arose.

84 In a paper to RDC, [0725] UCA mapped its research degree provision and practice to the principles in QAA's Research Degrees Advice and Guidance (November 2018), identifying actions for improvement. The team found that this self-audit exercise, undertaken as part of UCA's annual academic monitoring of research degrees 2018-19 and in preparation for applying for research degree awarding powers, is an example of how UCA seeks to ensure that its operation of regulations and codes of practice in this area are fully implemented and effective. RDC minutes [0608-10, 0761] evidence the consistent implementation of regulations governing research degrees and processes. At an observed RDC meeting, a UAL representative reported that a recent UAL Research Degrees Sub-Committee [minutes 1419] had processed UCA registrations and confirmations and confirmed that the process was working well. [KWOb06] The conduct, business and papers of the observed RDC meeting demonstrated the consistent operation of admissions, registration and confirmation processes within the current UAL regulatory framework for research degrees. Specifically, examples (unspecified) provided by UCA of individual student annual reports, confirmation reports, and supervisory meeting records [0902-3, 0895-0901] show that the current arrangements operate effectively. UAL representatives who met the team viewed the marked reduction in queries over time as indicative of the increased maturity of UCA in managing research degrees. [TV1M3]

85 The team examined the implementation of the admissions process for research degree applicants. Details of academic qualifications and English language entry requirements, and how applications will be assessed, are published on the website. All students offered a place are interviewed by a member of the Research Degrees Office team

and a school representative. [1696] A decision to accept an applicant is based on the research proposal, qualifications, performance at interview and fulfilment of English language requirements. [0730] In a representative sample of seven home, international, undergraduate and postgraduate applications from two Schools, [0834-41] the team found that all show details of applicant qualifications, supporting evidence considered (interview/portfolio), and offers made. Where relevant, prior learning is considered, [0836-7] and one example evidences that the 2021-22 requirement for an International English Language Testing System score of 6.5 for postgraduate programmes has been applied. [0838]

86 The 2019-20 and 2020-21 annual monitoring reports to UAL [0710, 1696] and mid-term review 2020 [0730] referred to issues with the use of UCA's online admission system by research degree students, and students who met the team reported finding the system 'a little awkward'. [TV1M4] Professional services staff members explained steps taken to address initial delays in processing postgraduate research student applications, which had arisen from the introduction of a new online system at the same time as IT resources were diverted in response to the impact of the pandemic. [TV1M9, TV2M6] The Research Degrees Action Plan [1704] and discussion observed by the team at RDC in September 2021 [KWOb15] confirmed that Research Office staff continue to work with Admissions and International Admissions staff to ensure parity of process and communication with all applicants. The team heard that UCA has established a systems development group to progress matters and ensure systematic monitoring [TV2M6] and found that UCA is taking appropriate steps to address any outstanding technical issues and ensure consistent implementation of all aspects of the admissions process. The team concluded that the academic frameworks and regulations governing UCA's higher education provision are appropriate to its current status and are implemented fully and consistently.

87 The team found that UCA has clear procedures for establishing and maintaining definitive and up-to-date records of each programme and of each qualification to be awarded, through the processes for validation, [QAH C 0032] course changes [QAH E 0034] and periodic review [QAH H 0037] in the QAH. [QAH] The procedure for validation describes the process for approving a new course and its definitive documentation, including programme specification and unit descriptors for which there are standard templates in the QAH. [Annex 5 Definitive Course Documentation 0043] Approved programme specifications are published on the UCA website and are also available, with unit descriptors, to enrolled students on the myUCA student portal course pages.

88 The team saw evidence of the detailed work on programme and unit documentation undertaken by Quality Office staff with programme teams under the pre-validation event scrutiny process. [3062-5] In the team's view, this is effective in producing definitive documentation because the scrutiny process generates thorough lists of matters to be addressed before documents can be finalised as definitive and approval signed off by the validation Chair. At validation events observed by the team, [KWOb21, PBOb23] the Chair emphasised that the programme team must address all 'technical conditions' identified in the documentation by the Quality Office for attention, in addition to conditions agreed by the panel at the validation event before the programme could be formally approved. The team considered that this process ensures that the final definitive documentation is accurate and complete, and consistently aligned to UCA's regulations and academic framework.

89 Periodic review is UCA's main mechanism for ensuring that programmes and the associated definitive programme documentation are updated, and normally held every five years. [QAH H 0037] To amend definitive documentation at any other time, a programme team must complete a process either for 'material' or 'non-material' changes. [QAH E 0034] Changes to programme specifications must be made through the Course Changes Group, whereas School Boards of Study may approve changes to units. The team considered that

these processes, the outcomes of which are reported to the Academic Quality Committee, should ensure that definitive programme documentation is maintained.

90 The team saw evidence of these processes operating effectively. The report of a periodic review of the PG Certificate in Creative Education [0117] details the scrutiny given by the panel to the programme specification and unit descriptors. The team also saw an example of a completed proposal for material changes submitted to the Course Changes Group. [0019] At a postgraduate validation event, the team observed the scrutiny and approval of definitive programme documentation (including programme specifications and unit descriptors [1588-1595, 1597-1603, 1605-1611]) which detailed all necessary regulatory information and complied with the UCA academic framework. [KWOb11] A representative sample of programme documentation from each School shows a consistent approach to the presentation of programme specifications and unit descriptors based on standard templates, with unit handbooks and assessment tasks aligned with these. [0846-0875] Programme handbooks give relevant information about course content, assessment, timetable and staff contacts. Student representatives who met the team confirmed that course information provided to them at the start of their units is clear and accurate. [TV1M4]

91 UCA's Regulations for the Conferment of Awards [0112] state that the University will produce a certificate confirming that it has conferred a particular qualification on a student, and a transcript including details of the mode of study; marks, grades and credits achieved; qualification achieved; an explanation of the grading system; and also indicate any partner organisation involved in an award, where relevant. The team considered that this requirement should ensure that all students and alumni are provided with records of study.

92 The team reviewed a representative sample of 14 transcripts [0876, 0958] for students taught in seven different partner organisations. Each transcript records the partner institution and the language of teaching and assessment. A transcript for an MA in Marketing at the LSDM indicated the language of instruction and assessment to be Portuguese. One transcript, for a BA (Hons) Fine Art (Franchise), did not indicate the teaching institution [0876] although an MA Fine Art (Franchise) transcript identified the teaching institution as Cyprus Academy of the Arts. Notwithstanding this single omission, the team found that these transcripts otherwise demonstrate that all requirements set out in the regulations are fulfilled and demonstrate the completeness of records of study provided to students and alumni, including those taught in partner organisations.

Conclusions

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

94 The team concluded that UCA has transparent and comprehensive academic frameworks, regulations and policies in place to govern how it awards academic credit and qualifications. These are appropriate to UCA's current status because they set out in detail the regulatory requirements applying to all taught programmes leading to undergraduate or postgraduate taught awards or credit at FHEQ Level 3 to 7.

95 The team found the academic governance arrangements to be effective in providing oversight of UCA's academic frameworks and regulations to ensure that the academic standards of UCA qualifications awarded are secure, wherever and however provision leading to UCA awards is delivered. External examiners provide external assurance that the frameworks and regulations are enacted consistently and confirmed that exceptional amendments to the regulations for progression and awards, introduced to mitigate the impact on students of the pandemic, were appropriate and maintained standards. The team also concluded that UCA's stated approach [REDACTED]

[REDACTED] was credible and evidenced its commitment to fulfilling its responsibilities for the academic frameworks and regulations governing its awards.

96 In terms of research degrees, the team concluded that UCA implements fully and consistently the regulations of its awarding body, currently UAL and previously the University of Brighton. The team found that monitoring and review reports, and statements from the awarding bodies, provide evidence of confidence in UCA's fulfilment of the universities' requirements, including during transition between awarding bodies, and increased maturity in managing current arrangements. This is supported by the team's direct observations of the activity of the Research Degrees Committee, and of the Research Office's active engagement with Schools and other teams, for example to ensure consistency of implementation of the admissions process.

97 The team concluded that the draft regulations, created in readiness for full degree awarding powers, will enable UCA to govern and manage the award of research qualifications in its own name. The draft regulations are comprehensive and cover the different stages of the research student experience and they have been developed to reflect UCA's distinctive approach to parity for practice-based research. The team found that UCA's proposed staged approach to further evolution of these regulations, following the initial defined period of approval that would apply with regard to research degree awarding powers, should its current application be successful, was measured and credible.

98 The team also concluded, from assessing established processes and samples of documents, that definitive and up-to-date records of each qualification to be awarded and each programme being offered by UCA are being maintained. These records are used as the basis for the delivery and assessment of each programme and students and alumni are provided with transcripts as records of study.

99 On the basis of the above, the team therefore concludes that this criterion is met.

Criterion B2 - Academic standards

100 This criterion states that:

B2.1: An organisation granted degree awarding powers has clear and consistently applied mechanisms for setting and maintaining the academic standards of its higher education qualifications.

B2.2: Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that meet the threshold academic standards described in the Framework for Higher Education Qualifications (FHEQ). Organisations with degree awarding powers are expected to demonstrate that the standards that they set and maintain above the threshold are reliable over time and reasonably comparable to those set and achieved by other UK degree awarding bodies.

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

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

102 Specifically, the assessment team considered or assessed:

- a To test whether UCA's higher education qualifications are offered at levels that correspond to the relevant levels of the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies; the team scrutinised UCA's Quality Assurance Handbook, [0029-43,0832] the Common Credit Framework, [0103] validation guidance and documentation, [0994-5] processes for programmes with professional, statutory or regulatory body (PSRB) recognition, [0033, 0120] London School of Design and Marketing (LSDM) and Open College of the Arts (OCA) Academic Regulatory Frameworks, [0114-15, 0842-44] UCA Research Degree Handbook and UAL Regulations, [0632] and UCA Draft Research Degree Regulations. [0729]
- b To determine whether UCA's mechanisms for setting and maintaining the academic standards takes appropriate account of relevant external points of reference and external and independent points of expertise, including students, the team examined the Quality Assurance Handbook [0029-43,0832] and approved amendment, [0983-4] validation guidance, [1569] panel member documents, [1567, 1618, 1712] stakeholder input records, [0997, 1724,47,51,59; 1801,10, 28, 37, 46,56,74,89; 1903,12,31,38,51,69; 2013,22,31,40,49,58] validation and periodic review reports, [0121,1525, 0981-2,0986] and validation programme documentation. [1587,1583-1618, 1711-69, 1795-1895, 1896-2007, 2010-88] The team also observed validation events. [KWOb11, PBOb16, HWOb20, KWOb21, PBOb23]
- c To test whether programme approval arrangements 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, the team scrutinised UCA's Academic Plan, [1480] validation guidance, [1713, 1999] validation programme documentation,

[1583-1618, 1711-69, 1795-1895, 1896-2007, 2010-88] validation and periodic review reports, [1525, 0881, 0986, 0987, 0989, 0992, 0117] notes from validation pre-scrutiny processes, [3062-65] the Common Credit Framework, [1584] the QAA Master's Degree Characteristics Statement, [1585] panel member documents, [1614-7] the Quality Assurance Handbook, [0029-43,0832] partnership agreements, [0964, 0823-5] Board of Governors meeting minutes, [0750-2] the register of collaborative provision, [1330] and Academic Quality Committee meeting minutes. [0757-0760, 0990]

The team also observed validation events [KWOb11, PBOb16, HWOb20, KWOb21, PBOb23] and a meeting of the Academic Strategy Development Group [KWOb07] and met members of the University Executive Group [TV1M2] and senior staff involved in management and oversight of partnership arrangements. [TM2M4]

- d To test whether credit and qualifications will be awarded 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 scrutinised UCA's submission to the OfS on the approach UCA takes to securing degree standards, [0051] the Assessment Policy, [0104] the Common Credit Framework, [0103] Academic Quality Committee meeting minutes, [0757] unit descriptors, handbooks and assessment feedback sheets, [0847-75] external examiner reports, [0049, 1336, 3056] Policy for Submission, Retention and Return of Student Work, [3007] a statement on the use of Turnitin, [3006] assessment cover sheet, [3008] notes of Academic Board meeting, [3106] LSDM partnership agreement, [0964] paper to Academic Board on COVID emergency measures, [0005] UCA Research Degree handbook and UAL Regulations, [0632] and UCA Draft Research Degree Regulations. [0729]

The team also met student representatives, [TV1M4] members of academic staff [TV1M8] and senior staff. [TV2M2]

- e To examine whether 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 required by the individual degree-awarding body are being maintained, the team examined the Quality Assurance Handbook Section F Annual Academic Monitoring [0035] and Section H Periodic review of courses, [0037] undergraduate and postgraduate Annual Academic Monitoring Reports, [0045-7, 0826-8] Annual Academic Monitoring Reports on collaborative provision, [1488-98] School Boards of Study minutes, [0772-3] Annual Quality Reports [0010, 1343] and annexes, [0013-15, 0024-5, 1329-31,1339] paper on revised annual academic monitoring process, paper to Academic Board on COVID impact on collaborative partners, [0004] Link tutor role description and evidence of training, [0975-7] link liaison documents, [0971-4] Academic Quality Committee meeting minutes, [1555, 0985] minutes of annual Executive/Partner meetings, [0959-61] paper on Global Partnerships Office, [0979] report to AQC on ICI Xiamen, [1519] periodic review reports, [0117] Academic Board minutes, agenda and notes, [2021, 1528-9, 3106] Board of Governors meeting minutes, [0750-1] and Degree Outcomes Statements. [0050,1342, 1540]

The team also observed meetings of School Boards of Studies, [EAMOb26-28] Academic Quality Committee, [HWOb09] Academic Board [KWOb12] and the Board of Governors. [JMOB04] The team also met with members of the Leadership

Team, [TV1M1] members of the University Executive Group, [TV1M2] members of Academic Staff, [TV1M8] with senior staff involved in management and oversight of partnership arrangements [TM2M4] and with institutional facilitators. [TV2M7]

- f To determine whether, in establishing and then maintaining threshold academic standards and comparability of standards with other providers of equivalent level qualifications, UCA makes use of appropriate external and independent expertise, the team scrutinised the Quality Assurance Handbook Annex 3 Academic Committee TOR, [0041] Section G External Examining, [0036] Section J on Collaborative Provision, [0832] Academic Quality Committee minutes, [0757-60] annual academic monitoring report, [0047] external examiner report template [0036] and completed reports, [0049, 1336] a paper to Academic Board on COVID measures, [0005] Annual Quality Reports, [0010, 1343] Annex 7 External Examiners, [1336] Board of Governors meeting minutes, [0750-2] Link tutor role description and evidence of training, [0975-7] annual academic monitoring report on collaborative provision Cyprus Academy of the Arts, [1490] statement on comparability of standards, [0978] statement on LSDM external examining, [3053] UCA Research Degree handbook and UAL Regulations, [0632] UCA Draft Research Degree Regulations, [0729] and research degree examination documents. [0719-24]

The team also observed a meeting of the Board of Governors [JMOb04] and met members of the Leadership Team, [TV1M1] members of the University Executive Group, [TV1M2] members of academic staff, [TV1M8] with senior staff involved in management and oversight of partnership arrangements. [TM2M4]

How any samples of evidence were constructed

103 The team requested a representative sample of undergraduate and postgraduate unit descriptors, handbooks and assessment feedback sheets from each School, [0846-0875] in order to test understanding and consistency of alignment between learning outcomes, assessment and marking criteria; three representative examples from different Schools of evidence or notes from pre-validation scrutiny meetings, to understand this aspect of programme approval arrangements and test its consistency; a representative sample of external examiner forms from each School to establish that the process for confirmation of marks is consistently implemented; a specified risk-based sample of external examiner reports for partner organisations to gain further information; random samples of minutes from annual Executive/Partner meetings and Link Liaison documents to further understand oversight of partner organisations' implementation of academic frameworks and maintenance of academic standards; and 2020-21 LSDM external examiner reports, as a risk-based, targeted sample to understand the use of external expertise in maintaining standards under particular arrangements for this partner.

What the evidence shows

104 The University's current position and plans in relation to this criterion are:

105 The University currently ensures that the higher education qualifications it awards under its existing taught degree awarding powers correspond to the relevant levels of the FHEQ. Its Regulations for the Conferment of Awards, Common Credit Framework (CCF), QAH and other policies, including the Assessment Policy, set out the requirements relating to the University's requirements for setting and maintaining academic standards. Although UCA plans to review aspects of the CCF following its current round of curriculum transformation validations designed to implement the principles of its Academic Plan, it has no plans to change its current mechanisms for setting and maintaining academic standards,

and for ensuring that these remain reliable over time and reasonably comparable to those of other UK degree awarding bodies. UCA currently delivers research degrees under the regulations and standards set by the University of the Arts London (UAL).

106 The assessment team's analysis of the evidence led to the following observations:

107 The team found that UCA publishes clear and comprehensive mechanisms for setting and maintaining the academic standards of its higher education qualifications in its QA Handbook. [QAH 0029-0043, 0832] These are overseen by the Academic Quality Committee which is responsible to the Academic Board for oversight of the academic standards and quality of all the University's taught programmes and awards, including those delivered by collaborative partners. [QAH 0041] Clear guidance on procedures is presented in separate, well defined sections of the QAH, which also include relevant document templates to be used by staff implementing these procedures. The team considered that UCA has comprehensive procedures in place, encompassing an appropriate range of activities to assure the standards of awards. These include validation, monitoring and periodic review of programmes, and the external examination of standards of assessed work. UCA's CCF Regulations 2020-21 [0103] are designed to promote consistency in maintaining academic standards and, to that end, include the use of generic mark descriptors. The generic characteristics provide a common reference point, with differentiated bands enabling recognition of student achievement beyond the threshold. Assessment criteria published in each unit descriptor are used to assess each component and award a mark between 1 and 100 in accordance with the generic mark descriptors. [0103]

108 Validation and periodic review panel remits [QAH 0032, 0037] include the requirement to consider the alignment of new course proposals to the FHEQ, as evidenced in a pre-event questionnaire to be completed by each panel member. [0995] UCA taught awards comply with the structure set out in its CCF, [0103] which lists all awards by level with reference to the FHEQ. Validation guidance [0994] advises panel members that the Chair and internal members, together with a validation officer, scrutinise regulatory issues such as consistency with the CCF. UCA's quality assurance processes [QAH 0043] also require definitive programme documentation to be mapped to Subject Benchmark Statements as external reference points.

109 The team observed curriculum transformation validation events for the Schools of Architecture; [1711-1769, PBOb16] Fine Art, Crafts and Visual Communication; [1795-1895, HWOOb20] Film, Media and Performing Arts; [1896-2007, KWOb21] and Fashion and Textiles, [2010-2088, PBOb23] and found that UCA's mechanisms for setting academic standards were consistently implemented and supported by specific guidance on the conduct of these events [1999] and by continuity in the internal membership of panels, which are chaired by the Deputy Vice-Chancellor and include the same three senior postholders, together with a head of another School and at least one student panel member.

110 Each School submitted the appropriate documentation [QA Checklist 1713] for consideration by the respective panels, including a programme transformation declaration confirming how each programme integrates the five principles of the Academic Plan, course information/programme specifications, samples of unit descriptors, assessment maps and Subject Benchmark maps. [1711-1769, 1795-1895, 1896-2007, 2010-2088] Panels used this documentation as the basis for discussing the levels of programmes in relation to the FHEQ to ensure that, in each case, academic standards were set at a level which meets sector-recognised standards. For example, one condition of the validation of Film, Media and Performing Arts programmes was that the School should review and update proposed unit outlines to express more explicitly a wide range of theoretical bases, including learning outcomes in relation to the FHEQ, to articulate graduate learning outcomes more clearly.

[KWOb21 The validation report for Business programmes [1525] records the panel's confirmation that proposals were appropriately aligned to the FHEQ and the UCA regulatory context. As a condition of approval, the proposing team was asked to produce an overarching document mapping learning outcomes to the applicable Subject Benchmark Statement(s) for all undergraduate and postgraduate courses.

111 The team observed that UCA managers and staff engaging in validation processes conduct these robustly and effectively. Under the pre-event scrutiny process outlined in the QAH on Validation, [0032] a validation officer from QAE thoroughly interrogates technical aspects of validation documentation, relating to compliance with the FHEQ, the CCF and other UCA policies such as the Academic Plan, with the School in advance of the validation event. Meticulously detailed notes and emails follow up on validation pre-scrutiny discussions, providing evidence of scrupulous attention paid to setting standards at the relevant level of the FHEQ. [3062-65] Events were well chaired by senior staff, and internal panel members, including QAE staff, were sufficiently knowledgeable to fulfil their responsibilities for raising matters relating to the requirements of the CCF and the Academic Plan, to ensure that academic standards are also set in accordance with UCA's own academic frameworks and regulations. [PBOb16, HWOb20, KWOb21, PBOb23] The team considered that this process works well, by allowing time to consider and check all programme documents in detail to ensure compliance with the regulatory framework and FHEQ, and ensure that definitive documentation is accurate and complete, thereby demonstrating the consistent and thorough application of mechanisms for setting and maintaining academic standards. The team concluded that UCA's higher education qualifications are offered at levels that correspond to the relevant levels of the FHEQ.

112 Validation and periodic review panels must include appropriate external expertise in the form of subject specialists from other institutions and industry or practice-based representation, as appropriate to the provision. [QAH 0032, 0037] External panel members must be independent of any association with UCA within the last five years. The team's observations of several validation events [KWOb11, PBOb16, HWOb20, KWOb21, PBOb23] and a report of the OCA periodic review and validation of MA courses [0121] confirmed that panels all included relevant external experts for each specialist area, from other academic institutions and, where appropriate, an industry professional. When one external expert for a validation event had become unexpectedly unavailable, [KWOb21] feedback from the relevant external examiners had been obtained instead, ensuring that an appropriate level of external advice on these programmes was secured. The team considered that this demonstrates that UCA takes appropriate account of external and independent points of expertise in its programme approval arrangements and the setting of academic standards.

113 UCA's processes for the approval, annual monitoring and five-yearly reapproval of Institutional Collaborative Partners are set out in the QAH. [0832] Institutional agreements with collaborative partners assert UCA's responsibility for all academic awards granted in its name and state 'that academic standards of awards made under a collaborative agreement shall be equivalent to comparable awards delivered by the University'. [0823-5, 0964] Provision is made for UCA intervention, should concerns arise over quality or standards. All UCA awards delivered under partnership agreements [0964,0823-5] are subject to the same quality assurance arrangements as those delivered directly by UCA, as described in the QAH [0832] and include validation, annual monitoring and periodic review.

114 UCA's academic planning processes include consideration of factors relating to academic standards in relation to programmes to be delivered by partner organisations in the UK and overseas. Prior to any validation, the Leadership Team approves initial proposals taking account of strategic and resource issues, and the Academic Strategy Development Group (ASDG) then scrutinises these for alignment to UCA's Academic Strategy. [QA Handbook Portfolio Planning 0031] The team observed [KWOb07] that ASDG

gave due attention to matters relating to academic standards in their discussions of proposals from partner institutions. Examples of matters discussed included the need to: consider a new partner's performance under the first round of quality assurance processes before making further commitments to a new site; conduct visits to review resources and facilities (with an external) where new areas of provision were proposed; and consult students about changes and communicate with students accordingly. Other discussions related to the experience of partner staff of UK HE systems and UCA's subject capacity to support partner provision. The team found that ASDG discussions demonstrated awareness of the potential reputational and standards-related risks of being pressured into making commitments too quickly, while balancing consideration of proposals in the context of UCA's ambitions to expand its partnerships, with evidence that it instigates due diligence appropriately.

115 The team noted that the reports of some programme approval events for partner organisations record the participation of only one external panel member at a time when the Quality Handbook required two. [0032,1569] For example, the validation reports for London College of Contemporary Arts (LCCA) provision [0986,1525] refer to a range of courses spanning several disciplines but record the involvement of only one external. No external member was recorded as present at a subsequent sub-validation event; [0986,1525] however, one external panel member attended a second sub-validation event. [0986,1525] The reports make clear that, as these courses were proposed under a franchised (sub-contractual) arrangement, the panel was assessing only LCCA's ability to deliver courses already confirmed as aligned to the UCA regulatory context and FHEQ. Similarly, the reports of the validation and sub-validation events for courses to be delivered by the Berlin School of Business and Innovation (BSBI) [0981,0982, 0986,1525,] show that the panels included only one external member, the same individual as for the LCCA approval events. The report of a subsequent BSBI sub-validation meeting notes that UCA requested approval of final versions of documentation from the external panel member to ensure courses were at the relevant level. [0982, 1525, 0986] In contrast, the validation report of the event held in July 2020 to approve programmes for delivery by the London College of Creative Media [LCCM], also under a sub-contractual, franchised arrangement, [1525, 0986] records two external panel members, including an academic, in accordance with the validation procedures at that time. [0032, 1569]

116 Senior managers explained that due to COVID-19 it had been difficult to secure external members for some panels. [TV2M4] They affirmed the importance of the principle of externality and indicated that it was intended that in-person visits to partners should take place to follow up on initial validation events. The team accepted that, although UCA did not follow its procedure with regard to externality in approving programmes for delivery by LCCA and BSBI, this was a judgement taken in response to an extreme context and not an oversight. The team accepts that institutional pressures on academics across the sector at this time due to the pandemic were likely to have contributed to UCA's difficulty in recruitment of externals. Furthermore, the team noted that the events concerned took account of external expertise in setting standards for this provision, and that the relevant QAH procedure has subsequently been formally revised by action of the Chair of AQC to require a minimum of one external panel member. [0983-4] The team's observations of approval events indicated that the number of external and independent points of expertise exceeded the minimum number required by UCA.

117 Annual Executive-Partner meetings, normally chaired by a member of the Senior Leadership Team and including the Director of Quality Assurance and Enhancement or nominee, Head of School and Collaborative Provision Manager, also help to maintain oversight of partner organisations' implementation of UCA's academic frameworks and the maintenance of academic standards. Example minutes from these meetings [0959, 0960, 0961] demonstrate that discussions include matters relating to assessment, for example

discussion of internal verification and external examiners. [0960] The team considered that these meetings provide an effective further mechanism for ensuring the maintenance of academic standards in provision delivered at partner organisations.

118 The team noted that a report to AQC in May 2021 [1519, 0985] highlighted concerns regarding two courses delivered at the joint Institute of Innovation and Creativity (ICI) with Xiamen University, for which 292 students were registered. These included the failure to enforce the entry requirement of an IELTS score of 4.5 or higher in all sub-components. An IELTS test had subsequently been administered to the recruited students, and remedial action then taken to address those who did not reach the required score. The report also notes that ICI-XMU and ICI-UCA staff had not been able to co-teach units in the dual awards as expected, 'largely because of the lack of English proficiency among ICI-XMU teaching staff'. [1519] AQC minutes [0985] record AQC's concern and its stipulation that 'standards must be achieved and maintained in accordance with the agreement with Xiamen University' and that the DVC (the AQC Chair) 'requested to be informed immediately on an aspect that would impact on standards of UCA'.

119 Senior UCA managers, including the UCA Associate Dean in Xiamen, responsible for the ICI provision in China, spoke of ICI being treated as a quasi-School with its programmes subject to the same quality and standards requirements as UCA's home-based provision. [TM2M4] They indicated that UCA had provided training on the FHEQ and on assessment and progression for staff at Xiamen to support the maintenance of academic standards. This, and the recent appointment of a designated Quality Officer to the Global Partnerships Office, demonstrate UCA's commitment to ensuring the systematic implementation of procedures for ensuring the quality and standards of the ICI provision, [TM2M4] for which management oversight in the UK lies with the PVC (Portfolio Development and Global Engagement) and operational oversight with the relevant Schools [0979]. The team considered that AQC's discussion of, and response to, the report on ICI indicate that AQC is effectively monitoring issues that may potentially impact upon the maintenance of academic standards in ICI provision. [1519] The team further considered that these arrangements should enable UCA to monitor and maintain academic standards at ICI, consistent with UCA's home provision and sector-recognised standards in the UK.

120 An annual academic monitoring (AAM) collaborative outcomes overview report considered by AQC [1488] also considered at the May 2021 meeting, identified that, at The Millennium Universal College, Pakistan (TMUC), no major issues were highlighted by the external examiner's report, but the internal verification process had shown disparities around the grading bands used by TMUC. In response, UCA provided staff development for TMUC through an online conference in course design, including incremental progression between levels, and grading work in line with the generic marking descriptors. [0976] This included reference to the scope and structure of the CCF and to the generic credit-level descriptors in the national HE Credit Framework for England 2008. [0977] In a further example, the overview [1488] extracts from the 2019/20 AAM for Cyprus Academy of the Arts [1490] indicate that a concern was raised in the external examiner's report for the BA (Hons) Animation, highlighting some inconsistencies in the grades of students in comparison to students on the home course, and records that the UCA link tutor and collaborative provision officer have set up regular meetings with the academic team to ensure that standards are monitored closely. AQC minutes [1555] record that, while AQC agreed the majority of report recommendations, the recommendations for four partnerships were changed to better reflect the reports presented. The team considered that detailed Link Liaison documents comprehensively set out operational information, requirements and responsibilities for each approved course [0971-4] and concluded that the scrutiny given by AQC to AAM reports and the role of link tutors in supporting the maintenance of academic standards in partner organisations enables UCA to exercise effective oversight of its collaborative partners with regard to the maintenance of academic standards. [HWOb9, 0975]

121 The QAH sets out the procedures for the periodic review of programmes. [0037] Before a periodic review event, the relevant School Board of Study must approve the required documentation following a detailed scrutiny meeting, including the Head of School and Senior Quality Officer, to assure the quality of the documentation including its alignment with UCA's policy and regulations. As with validation, the panel's remit includes the requirement to consider the alignment of proposals to the internal regulations and the FHEQ. [0037] The team considered that this should enable the periodic review panel to ensure that academic standards are set and maintained at a level which meets UK threshold standards for qualifications to be awarded. The team noted that, while a periodic review report of the Postgraduate Certificate in Creative Education [0117] confirmed alignment to the FHEQ and to UCA's regulations, a panel report on the periodic review of OCA's MA Fine Art and the validation of an MA Graphic Design noted that the assessment criteria in the unit descriptors are the same as those across all levels of each of the BA as well as MA courses and therefore should be revised to demonstrate expectations for the different levels of award, demonstrating the panel's attention to academic standards. [0881]

122 Details of the outcomes of all periodic reviews, [0013, 1329] some of which relate to learning outcomes and assessment, are included in the Annual Quality Report to Governors. [0010,1343] This is also received by Academic Board to enable the Board to assure itself that the periodic review process is being applied robustly and consistently to ensure the maintenance of academic standards. [March 2021,1529] Minutes of Board of Governors meetings [0750, 0751] note receipt and discussion of the Quality Reports 2017-18 and 2018-19, with their annexes. An observation of the March 2021 Academic Board meeting [JPBOb04] demonstrates that the Board robustly discussed the Quality Report 2019-20 [1343] and noted, in relation to collaborative provision, [1330] that quality and standards needed to be maintained for all sizes of partnerships, including those with low student numbers where the cost may be disproportionate.

123 For periodic review panels, wherever possible, a panel is expected to include a student representative from another course as a member and documentary evidence is required of student consultation and feedback on any proposed changes to a course. [0043] In the initial planning stage for periodic review, the Head of School is required to organise a form of 'co-creation engagement' [0037] involving students and alumni of the course and industry professionals. Notes of a Co-Creation Graphic Design event held in October 2018, involving academics, students, alumni and representatives from industry provided evidence of stakeholder feedback on curriculum review and development. [0997] Students who met the team confirmed that courses are developed in response to student views and that student feedback from previous years had informed changes to courses. [TV1M4]

124 School Boards of Study exercise oversight of the maintenance of academic standards by scrutinising all course monitoring reports and confirming that proposed actions are appropriate, and that those from the previous year have been addressed. [0772-3] Each School Board produces a report confirming receipt and approval of all course monitoring reports and confirming that appropriate actions have been identified to address below threshold data outcomes, together with any other concerns. This report also analyses and benchmarks the School's performance data overall against institutional and, where appropriate, sector averages. [0035]

125 School reports in the Annual Quality Report show that appropriate actions are being planned and monitored. [0015, 1343, 1331] The Annual Quality Report 2018-19 [0024,0025,1339] benchmarks UCA student achievement data against both higher education as a whole and the creative art and design sector for the previous year. Programme annual academic monitoring reports (AAMRs) detail external examiners' comments who are required to confirm that academic standards at UCA conform to the FHEQ and that academic standards are being maintained. [QAH 0036] Monitoring reports also outline any

appropriate actions to be taken in response to external examiners' comments. Samples of undergraduate and postgraduate course AAMRs, including those from courses at partner organisations, confirm that this process is being applied consistently. [0045-0047,0826-8] Overall, the team considers that these structures and processes enable UCA to ensure that academic standards are set and maintained at a level which meets UK threshold standards for the qualifications awarded by UCA consistent with UCA's academic framework.

126 In response to the pandemic, Academic Board [0005] approved measures to mitigate any detrimental impact on students' assessed outcomes in 2019-20. These included some regulatory and operational changes but affirmed the principle that academic standards must be maintained; there would be no reduction in the number of credits required for awards; there would be no change to the compensation regulations; and that all learning outcomes for a course must be met. The team noted that external examiners had found the measures put in place to be appropriate, confirming that assessment schemes were consistent, aligned with the learning outcomes in the programme specification and did not compromise academic standards. [0049, 1336]

127 Principles set out in the UAL regulations under which UCA's research degrees are currently awarded include brief statements of characteristics of achievement in recognition of which the qualifications of PhD and MPhil are awarded. [0632] These statements are brief but consistent, respectively, with the Level 7 and Level 8 FHEQ qualification descriptors. The corresponding statements in the UCA Draft Research Degree Regulations [0729] also broadly reflect the FHEQ descriptors, with a particular emphasis on an understanding and knowledge in disciplinary contexts. UCA's draft regulations also specify that examiners' preliminary reports and viva voce examinations consider student work in relation to the criteria to be satisfied, which are consistent with the FHEQ qualification descriptors.

128 Under the UAL regulations for research degrees currently operated by UCA, one internal and one independent external examiner normally examine a candidate. The external examiner is normally an academic from another higher education institution experienced in examining research degree students. [0632] UCA's draft research degree regulations include similar criteria for the experience and expertise of external examiners, [0729] thus promoting comparability of academic standards. Completed documentation demonstrates the fulfilment of required stages of administration and the successful examination of a UCA candidate under UAL regulations and oversight, [0719-24] and the external examiner confirmed the standard of the first UCA PhD to be examined under UAL regulations in September 2020 by recommending an unconditional award. [0723-4]

129 Overall, and based on the evidence available, the team considers that UCA's mechanisms for setting and maintaining the academic standards of its higher education qualifications are clear and consistently implemented and include independent points of expertise, including students. While there have been instances where UCA has not followed its procedures for two external panel members for approval events involving collaborative activity, the team accepted the reasons for the actions taken, noting the impact of the pandemic on the availability of external panel members, the formal amendment made to the procedure to reflect that there should be at least one rather than two external members on approval panels, UCA's intention to take follow-up action through in-person visits and the fact that members had observed that, in practice, UCA used more than one external member on approval panels.

130 The team's assessment of the evidence provided confirmed UCA's ability to design and deliver programmes and qualifications leading to awards which meet UK threshold standards as described in the FHEQ, and that standards maintained above the threshold are reliable over time and are reasonably comparable to those set and achieved by other UK degree-awarding bodies. The Assessment Policy [0104] requires that the assessment

criteria published in each unit descriptor are set in accordance with national standards, with reference to the FHEQ and Subject Benchmark Statements. It also refers to the CCF regulations for taught awards [0103] on progression, award and classification, type and nature of reassessment, penalties for late or non-submission, and arrangements for deferred submission or examination.

131 The Assessment Policy [0104] distinguishes between assessment criteria and learning outcomes, with assessment criteria being the key characteristics against which learning outcomes will be judged and cites a South East England Consortium for Credit Accumulation Transfer (SEEC) example to illustrate the distinction to be made. Assessment criteria published in each unit descriptor are used to assess each component and award a mark between 1 and 100 in accordance with the generic mark descriptors. [0103] In a representative sample of undergraduate and postgraduate unit descriptors from each School, [0846-0875] the team found that unit assessment criteria are generally mapped to learning outcomes although it also found instances where the assessment criteria used were not clearly distinct from the stated learning outcomes. [0847, 0849, 0857, 0855, 0863] The Assessment Policy [0104] includes different assessment methods that may be used and refers to the wider range of UCA mechanisms used to assure academic standards, including validation and periodic review of courses, annual academic monitoring, internal verification and external examiner processes, demonstrating, in the team's view, coherence and consistency with other UCA policies relating to academic standards.

132 UCA's Policy for the Submission, Retention and Return of Student Work 2020-21 [3007] requires students to submit their work electronically through Turnitin [3006] (which provides similarity reports to support staff in detecting plagiarism), thereby helping to provide a safeguard that the award of credit and qualifications are made only when students have demonstrated achievement of learning outcomes through their own assessed work. This requirement is also specified in unit descriptors sampled by the team. [0849,0853-54,0857,0866,0869,0872] The team noted a UCA statement on LSDM external examining indicating how UCA seeks to ensure comparability of standards [3053] and further noted that an external examiner report for LSDM Marketing provision [3056] had commented on some pass marks being awarded despite high Turnitin similarity scores. Although LSDM is responsible for following its own processes for any suspected cases of academic misconduct, the team's discussion with UCA staff indicated a lack of clarity about what action had been taken by whom and when in relation to these high similarity reports. [TV2M2] The team also had some concern about when UCA might have become aware of this issue, which potentially might have affected the standards of certain awards had it not been raised by the external examiner's report. UCA staff told the team that some development work had been undertaken for LSDM staff and students, but the team considered that the lack of evidence of earlier intervention by the School at the moderation stage suggested a possible lack of proactive internal scrutiny of LSDM processes to maintain UCA's award standards in this instance. However, the team noted that this appeared to be an isolated case.

133 The team noted that the approval of programmes for delivery by partner organisations ensures that academic standards are set at an appropriate level, as reflected in the report of a July 2020 event to approve programmes for delivery by the London College of Creative Media (LCCM), under a sub-contractual, franchise arrangement, [1525, 0986] which confirmed that the proposed courses were appropriately aligned to the FHEQ, and in the report of a Berlin School of Business and Innovation (BSBI) sub-validation meeting in August 2020, [0986] which included a condition regarding the alignment of four postgraduate courses to the FHEQ and relevant Subject Benchmark Statements. Other organisations with approval to award UCA qualifications under their own regulatory frameworks [0114-1005, 0842-0844] also stipulate the need for the qualifications to be set at the appropriate level.

134 An observed postgraduate validation event [KWOb11] also demonstrated that academic standard-setting for new programmes takes appropriate account of the FHEQ, the Master's Degree Characteristics Statement [1585] and the CCF, [1584] which were provided to the panel for reference alongside programme specifications and unit descriptors. [KWOb11,1583-1618] Academic external panel members commented in their pre-event questionnaires on the alignment of courses to the FHEQ, [1614-17] the panel and programme team then discussed how students would demonstrate Level 7 outcomes, and how practical work would prepare them for progression to doctoral study, matters which the programme team reported had also been fully considered at the pre-validation scrutiny meeting. [KWOb11]

135 UCA prepares an annual Degree Outcomes Statement for approval by Academic Board and the Board of Governors, as evidence that it meets national expectations for degree standards [0050,1342,1540] and maintains comparability of standards with other providers [0978]. The initial statement on 2018-19 graduates [0050,1342] was derived from evidence presented for degree classifications and their algorithms, assessment and marking practices, academic governance, teaching practices and learning resources, good practice and risks and challenges, in the context of student performance over the last five years. Based on this evidence, UCA explained an increase in classification profile as a reflection of improving standards of student performance and increased professionalism in teaching and learning approaches. This explanation was supported by reference to the award of TEF Gold, reflecting improved performance against a range of outcome metrics, together with an increase in the entry profile of students. In its 2019 response to a letter from the OfS requesting information on the approach taken to securing degree standards, UCA provided detailed explanations and supporting evidence of its mechanisms for assurance and scrutiny. [0051] This included reference to papers and minutes of Board of Governors meetings from 2015-16 to 2018-19, and evidence that the governing body considered increases in degree classifications. The team found that this demonstrated UCA's scrutiny of the increase in its classification profile at that time.

136 An annex of the Quality Report 2019-20 relating to Achievement considered at the March 2021 Board of Governors meeting [1339] reports the amendments made to degree classification algorithms in 2019-20 in order to mitigate the effects of the pandemic and minimise disadvantage to students. For undergraduate degrees, all marks at Level 5 (25%) and the best 60 credits only at Level 6 (75%) contributed to classification; at Level 7, unit marks from the best 120 credits were counted. In this context, UCA good degree (combined first class and upper second) outcomes in 2019-20 were reported at 85.9%, almost a 12% increase from 2018-19. This was higher than the given national averages for Creative Arts and Design (82.9%) and for all subjects (81.9%), which had also risen from 2018-19. The UCA increase included a 10.5% increase in first class awards. The report recommends that an analysis of why UCA's good degrees increased by this margin should be undertaken.

137 AQC [1555] and Academic Board [1528, KWOb12] also approved an internal Degree Outcomes Statement relating to 2019-20 graduates. [1540] This statement re-affirmed that 'The credit required to achieve an award at UCA remained unchanged and in accordance with the Framework for Higher Education Qualifications. All credits were still required to be passed in order to achieve an award and learning outcomes at programme and unit level were required to be demonstrated within the programme'. Although this statement reports that UCA's change in degree outcomes broadly mirrors that of the sector and specifically that of the Creative Arts and Design sector, it also states that good degrees are 3.4% higher than the Creative Arts sector and does not comment on the number of UCA first class degrees awarded being 8% higher in comparison.

138 At the June 2021 meeting of Academic Board, it was reported that an updated Degree Outcomes Statement based on 2020-21 data would be prepared in the autumn.

[KWOb12] Evidence of this statement, or of a headline analysis of outcomes of 2020-21 graduates, was requested by the team before and during its second visit in November 2021, but not received. A senior member of staff who met the team indicated [TV2M7] that the combined number of first and upper second class degrees awarded had been 'in the region of 87 per cent', and that these results were related to the continuing measures taken by UCA to mitigate any detriment to students caused by the impact of COVID-19. Unconfirmed notes of the November 2021 Academic Board [3106] refer to a robust discussion about degree outcomes and consideration of 'the University's data in relation to outcomes for 2020/21 and 2019/20 compared to pre-COVID outcomes', 'changes made to assessment in the past two years in light of COVID', 'current activity in the sector related to degree standards' and 'pedagogic principles in relation to the FHEQ'. This indicates that Academic Board has given consideration to the headlines and trends in academic standards of degrees awarded and suggests an interrogation of these at institutional level. This would be an appropriate approach to demonstrating that the standards set by UCA are reliable over time and reasonably comparable to those set and achieved at other UK degree-awarding bodies.

Conclusions

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

140 The team concluded that UCA has clear and consistently applied mechanisms for setting and maintaining the academic standards of the higher education qualifications it currently awards. The team further concluded that UCA is able to design and deliver courses and qualifications that meet academic standards at threshold and above threshold level. The academic governance arrangements provide effective oversight and monitoring and programme approval, monitoring and review mechanisms are clearly documented and underpinned by support mechanisms provided by QAE and through link tutors who support effective partnership working. UCA's procedures for ensuring that qualifications are offered at levels corresponding to the FHEQ are robust, applied consistently and ensure that UK threshold standards are met consistent with the University's academic and regulatory framework.

141 Thorough and clear guidance is provided to Schools and approval panels on the requirements for setting and maintaining standards of UCA awards, in order to ensure institutional consistency and the alignment of programmes to both the FHEQ and other external reference points as appropriate to the nature of the provision to be approved. The team observed that these events were conducted robustly and effectively, and that their outcomes were followed up and reported appropriately. Approval and oversight mechanisms enable UCA to ensure that courses and qualifications offered in its name through collaborative arrangements meet and maintain the threshold standards described in the FHEQ.

142 UCA uses relevant external and independent points of reference, including external advisers, industry representatives and students in establishing and maintaining academic standards through its programme approval processes. Although the team found a few limited instances in which panels validating partner provision included one, rather than the two external advisers required under the procedures that applied at the time, it accepts that this was a judgement taken by UCA in the exceptional context of pandemic constraints on sector-staff availability, not an oversight, and that externality was maintained.

143 UCA has clear procedures for ensuring that credit and qualifications are awarded only where the achievement of relevant learning outcomes has been demonstrated. In general, published assessment criteria are mapped to unit learning outcomes and student

work is marked in alignment with the CCF's generic marking criteria, to promote consistency of standards. Although the team saw a few instances where assessment criteria used were not clearly distinct from the stated learning outcomes, UCA acknowledges and understands the importance for standards of ensuring clarity in assessment and feedback to students. Overall, the team found that information on demonstrating achievement of learning outcomes through assessment is clear and comprehensive.

144 UCA requires students to submit their work electronically through Turnitin, thereby helping to provide a safeguard that the award of credit and qualifications are made only when students have demonstrated achievement of learning outcomes through their own assessed work. This requirement is also specified in unit descriptors sampled by the team. Although the team found no evidence of systematic oversight at institutional level, a report to Academic Board of an investigation of cases in one School provides evidence of UCA's capacity and commitment to follow up on academic misconduct concerns and take action to safeguard academic standards in this context when necessary.

145 School Boards of Study effectively exercise their oversight of the maintenance of academic standards by scrutinising performance data and actions in programme AAMRs, including those delivered at partner organisations, and consideration of external examiner comments. The Annual Quality Report to the Board of Governors, approved by Academic Board, includes thorough and comprehensive institutional oversight of data and analysis of validations, periodic reviews, annual academic monitoring of home and collaborative provision, external examiners, and student achievement outcomes.

146 Although the team did not see direct evidence of UCA's analysis of the impact of exceptional measures on its improved profile of good degrees in comparison to the sector, notes of a recent Academic Board meeting give a strong indication of the Board's consideration and interrogation of these trends at institutional level. This indicates an appropriate approach to ensuring that the standards set and maintained above the threshold by UCA are reliable over time and reasonably comparable to those set and achieved at other UK degree awarding bodies. External examiners consistently confirm reliability and comparability in the setting and maintenance of academic standards in their annual reports.

147 The team concluded that UCA understands its responsibilities for the taught degree awarding powers it currently holds and discharges these powers appropriately and that its track record to date suggests that it would effectively discharge its future responsibilities for research degree awarding powers, should these additional powers be granted. The University fulfils its current responsibilities for the maintenance of academic standards of its research degrees under UAL regulations. UAL representatives confirm satisfaction with the UCA's operation of processes for student registration and confirmation, and the external examiner confirmed the standard of the first UCA PhD to be examined under UAL regulations by recommending an unconditional award.

148 Based on the above, the team therefore concludes that this criterion is met.

Criterion B3 - Quality of the academic experience

149 This criterion states that:

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

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

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

151 Specifically, the assessment team considered or assessed:

Design and approval of programmes

- a To assess whether the University operates effective processes for the design, development and approval of programmes to secure and maintain coherence of programmes with multiple elements or alternative pathways, and that responsibility for approving new programme proposals, including the involvement of external expertise, where appropriate, and subsequent monitoring is clearly assigned, the team reviewed the Quality Assurance Handbook [0029-44, 0508, 0832] (which includes portfolio planning) [0031] and approved amendment, [0983-4] examples of validation proposal documents, [1587, 1596, 1604] Validation Process - Guidance for Panel Members, [1569] a Notification of Validation [0987], the PSRB Register, [0120] Panel membership example, [1567] Stakeholder feedback, [1724,47,51,59, 65; 1801,10,28,37, 46, 56, 74,89; 1903,12,31,38,51,69; 2013,22,31,40,49,58] example of a validation report (business programmes), [1525] Annex 3 of the Annual Quality Report 2018-19, [0013] an overview of validation and review events - UCA and OCA courses 2018-19, [0510] a Validation and Periodic Review with Outcomes Spreadsheet 2018 -2019, [0881] AQC V R reports 201920 and 202021, [0986] Co-creation Graphic Design event, [0997] Postgraduate Research Annual Academic Monitoring (AAM) Report 2019-20, [0727] Example of a populated postgraduate course level AAM 2019-20 [0047] The team also observed course validation events. [KWOb11, PBOb16, HWOb20, KWOb21, PBOb23]
- b To test whether close links are maintained between learning support services and programme planning and approval arrangements, and that relevant staff are informed of, and provided with guidance and support on, UCA's requirements and staff roles and responsibilities relating to the design and approval of programmes, the team considered the Academic Plan, [1480] a Quality Office Curriculum Review Submission checklist for Schools, [1713] Guidance notes for panel members – Course Transformation Validation. [1999, 3071] The team met Chairs and members of deliberative committees and groups, [TV1M6] programme leaders/directors of courses [TV1M8] and professional support staff members. [TV1M9] The team also considered supporting documentation for curriculum transformation validation events course (information/ programme specifications,

samples of unit descriptors, assessment maps and subject benchmark maps), 1711-1769, PBOb16] Fine Art, Crafts and Visual Communication; [1795-1895, HWOb20] Film, Media and Performing Arts; [1896-2007, KWOb21] and Fashion and Textiles. [2010-2088, PBOb23]

Learning and teaching

- c To test how UCA articulates and implements a strategic approach to learning and teaching, consistent with its stated academic objectives, the team reviewed documentation relating to the implementation of the Academic Plan, [1480] including a draft academic plan guidance handbook March 2021 in progress [0944], an AQC paper on the Curriculum Review Process - summer 2021, [1481] Guidance notes for panel members - Course Transformation Validation, [1999] Pre-event questionnaire - Course Transformation Validation. [2000] Team members also observed Curriculum Transformation validation events for the Schools of Architecture; [1711-1769, PBOb16] Fine Art, Crafts and Visual Communication; [1795-1895, HWOb20] Film, Media and Performing Arts [1896-2007, KWOb21]; and Fashion and Textiles. [2010-2088, PBOb23]
- d To demonstrate that the University offers learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use, the team considered the Student Code of Conduct and Disciplinary Procedure 2020/21, [0052] the COVID-19 Student Code of Conduct Addendum, [0053] briefing information Reporting Student Misconduct, [0054] the Student Wellbeing Strategy 2018-2021 [0321] and associated action plan, [0322, 0324] guidance for UCA staff on when to refer students [0320, 0323] Access and Participation Committee minutes, [0918 and 2119] and Students' Union updates to School Boards of Study in December 2021. [2129, 2159, 2187] The team met students, [TV1M4, TV2M2] programme leaders/directors of courses [TV1M8] and professional support staff. [TV1M9]. The team also observed a December 2021 meeting of the Access and Participation Committee. [HWOb25]
- e To determine whether the University has robust and effective arrangements in place for ensuring that learning opportunities for students, including those students studying at a distance, are effective, the team reviewed Academic Board papers relating to student support and outcomes, Covid impact on collaborative partners and a Covid emergency measures update, [0003-0006] the University's process of annual academic monitoring as detailed in the Quality Assurance Handbook [0035] and considered Annual Academic Monitoring Reports for Postgraduate Programmes. [0708-10] The team also met members of the Leadership Team, [TV1M1] the University Executive Group, [TV1M2, TV2M1 and TV2M2] UAL representative(s) [TV1M3] and programme leaders/directors of courses [TV1M8] and observed meetings of the Research Degrees Committee, [KWOb06] Academic Board, [KWOb12] the Board of Governors [JMOB04] and School Boards of Study. [HWOb1, HWOb2, EAMOb26, EAMOb27, EAMOb28]
- f To establish how students are enabled to monitor their progress and further their academic development, the team considered the University's approach to maintaining the quality of the student academic experience in its response to COVID-19, the team reviewed copies of emails sent regarding changes due to COVID, [3034 and 3035] a standard assessment feedback form, [0116] the results of PRES Survey results for 2018-19 [0910] and 2019-20, [0911] the UCA Research Degree Handbook and UAL Regulations 20-21, [0632] and UCA Draft Research Regulations. [0729] The team also met student representatives [TV1M4] and professional support staff members. [TV1M9]

Assessment

- g To confirm that UCA operates valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought, the team considered the Quality Assurance Handbook, [0038] UCA Assessment Policy, [0104] the Assessment Feedback Policy [0105] and Assessment Feedback Form, [0116] the Internal Verification Policy, [0107] the Policy for the Submission, Retention and Return of Student Work [3007] and the UCA Research Degrees Handbook and UAL Regulations 20-21. [0632] The team also considered a Summary of Academic Misconduct Cases over the last three years, [0893, 3009] Academic Appeals 2017-18, [0012] a Report into Academic Misconduct (Academic Board Paper), [3105] Notes of Academic Board, [3106] Mitigating Circumstances Regulations, [0106] Mitigating Circumstances Changes previous to current [0894] UCA Code of Practice for the Investigation of Research Misconduct, [0631] an audit of UCA's research ethics processes in August 2019, [0622] and Supervisor Development Webinars and Training. [0615]]
- h To establish that staff and students engage in a dialogue to promote a shared understanding of the basis on which academic judgements are made and provides students with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice, the team considered the Academic Misconduct Regulations [0055] and a Summary of an Academic Misconduct report. [0893] The team reviewed course descriptors, [0846--0875] UAL's Research Ethics Code of Practice, [0624] a checklist for ethical approval for Tier 1 [0626] and Tier 2, [0627] Researcher Development activity [0612, ██████████] and met student representatives. [TV1M4]
- i To determine the nature of the processes in place for preventing, identifying, investigating and responding to unacceptable academic practice, and to confirm that processes for marking assessments and moderating marks are clearly articulated and consistently operated by those involved in assessment, the team reviewed the Quality Assurance Handbook and considered the Academic Misconduct Regulations [0055] and a Summary of an Academic Misconduct report. [0893] The team also reviewed the Internal Verification Policy [0107] Use of Turnitin, [3006] and an Assessment Cover Sheet. [3008]

External examining

- j To demonstrate that the University makes scrupulous use of external examiners and considers their recommendations, the team considered the Creative Education Strategy, [0111] the Academic Plan 2020-22, [0944] the Curriculum Transformation Process, [3074], a Covid emergency measures update, [0005] an update on revised processes – Summer 2021, [0943] the Quality Assurance Handbook, [0036] Annex 7 of the Quality Report: External Examining Process 2018/19, [0021] the Quality Report 2019-20, [1343] external examiner report-related documentation, [0007, 0048-0049, 0716, 0882-91, 3000-05, 3054-61] External Examiner Group minutes, [0770] and a report to the Board of Governors (March 2021) on the external examining process 2019-20, [1336] minutes of meetings of the Board of Governors, [0750, 0751, 0752] and observation of a Board of Governors meeting [JPBOb04] and a statement on comparability of standards. [0978] The team reviewed an external examiner LSDM statement, [3053] a Chief External examiner's report [3108], completed Annual Academic Monitoring Reports [0045-0047] and observed School Boards of Study. [EAMOb26, EAMOb27, EAMOb28]

The team considered UCA's Research Degree Handbook covering PhD examination, the UAL Regulations 2020-21, [0632] UCA's Draft Research Degree Regulations, [0729] a preliminary research degrees examiner report form, [0717] an Examiners Final Joint Report form [0718] and a redacted populated set of forms. [0719-0724] The team also met staff involved in the international partnerships [TV2M4] and senior staff involved with postgraduate admission. [TV2M6]

Academic appeals and student complaints

- k To demonstrate that the University has effective procedures for handling academic appeals and student complaints, and that appropriate action is taken following an appeal or complaint, the team considered the Quality Reports 2018-19 and 2019-20 and the relevant annexes relating to student complaints and academic appeals, [0010- 0012, 0845, 0878] the Student Complaints Policy, [0108] Academic Appeals Regulations, [0109] and the Student Complaints Form, [0877]. The team also met members of the University Executive Group. [TV1M4]

How any samples of evidence were constructed

152 The team considered a representative sample of undergraduate and postgraduate unit descriptors from each School [0846-0875] to assess how these would enable students to understand what is expected of them in terms of learning outcomes.

What the evidence shows

153 The University's current position and plans in relation to this criterion are:

154 UCA has embarked on a series of curriculum transformation validation events with a view to enabling it to realise the Academic Plan which is to be implemented from 2022-23. The guiding principles of the plan include the provision of a personalised learning experience, based on a curriculum that incorporates a practice-led, knowledge-applied education; interdisciplinarity; technological relevance; employability; and internationalisation. The Quality Assurance Handbook provides a key point of reference governing the University's arrangements for ensuring the quality of the student academic experience. UCA has developed draft research regulations which will provide the regulatory framework to be applied to research students, should it be authorised to award its own research degrees.

155 The assessment team's analysis of the evidence led to the following observations:

Design and approval of programmes

156 The mechanisms and processes used to ensure that course design and delivery lead to students having a high quality learning experience are set out in the Quality Assurance Handbook (QAH) [0029-0044, 0832] comprising a comprehensive suite of documents detailing the processes for new programme approval and for continuous improvement. Portfolio Planning [0031] was reviewed as part of a 2018 internal audit to provide assurance relating to the effectiveness of controls for the development and evaluation of prospective new undergraduate programmes. The audit confirmed the adequacy of the design and effectiveness of the system in operation at that time and recommended that the QAH should be updated to explain the reasons for differences in the hierarchy for approving new courses, course suspensions and the withdrawal of courses, and that market research should support the institutional strategy. [0508]

157 The recommendations from this audit report have been adopted within the current QAH which details clear lines for approval, highlighting the need for detailed market research

within the new course approval process and the responsibilities of staff involved. The early stages are owned by the School or Department Lead and culminate in the completion of a business case, a due diligence report and a risk matrix that are submitted to the Academic Strategy Development Group (ASDG), which considers each new partnership and programme proposal in terms of its alignment to UCA strategy and risk factors. ASDG has delegated authority of portfolio planning from the UEG and Academic Board for the business and academic aspects respectively. [0031] Validation of a new course can only take place after approval to proceed has been given by the ASDG which scrutinises initial proposals for alignment to the Academic Strategy and considers student number planning and marketing information. [0032] Approval is also required from the Leadership Team, which will consider proposals for new courses in light of strategic and resource issues. [0031]

158 The process for the validation of collaborative provision overseas requires a pre-validation event visit to the partner by a panel that includes an external with relevant expertise (academic and overseas delivery experience) and a validation officer from UCA's QAE. The subsequent validation event is then held with the validation panel considering the pre-validation event visit report as evidence of resources and student experience at the overseas partner institution. [0032] Following validation, Notifications of Validation are circulated to relevant senior, academic and administrative staff, indicating that conditions have been met and listing the programme(s) approved to run (see BSBI Notification of Validation for example). [0987]

159 The team found the processes for course design and approval to be clear and that staff involved were informed of, and provided with, guidance and support on the processes and their roles and responsibilities in relation to them. The processes included the involvement of external expertise and guidance was issued to inform panel members about UCA's requirements. [0032, 1569] Panels are normally chaired by a trained Chair, not connected to the School or the courses to be considered, from a register maintained by QAE and approved by the Academic Quality Committee (AQC). Briefings for new Chairs are arranged, as required, by QAE before their first event and panel members are briefed about the validation process. Guidance notes for panel members - Course Transformation Validation [3071] indicate that School-level panels are expected to engage with key stakeholders, including students, in co-creating the curriculum. The team's observations of these events [KWOb11, PBOb16, PBOb20, KWOb21, PBOb23] provided strong evidence that the University's strategic approach to practice-led and professionally contextualised learning, as well as employability embedded within its provision as part of a high quality learning experience for students, is being realised and supported through engagement with industry in programme design. [KWOb11, PBOb16, PBOb20] The team noted that all events showed active engagement between the teaching staff and the approval panel and pre-meeting documentation prepared for approval events was consistent with UCA's requirements.

160 Staff involved in designing, developing and approving courses and qualifications confirmed that guidance and support on UCA's requirements, relating to both the course design process and the quality assurance process to be applied is provided to ensure that they understand their responsibilities in designing and approving courses that provide students with a high quality academic experience. [TV1M6, TV1M8, TV1M9] Pre-validation scrutiny meetings are held between course proposers and validation officers to ensure that UCA's requirements are clearly understood and consistently applied and a QAE validation officer is assigned to each validation event to oversee the process and ensure compliance with UCA's regulations, policies and procedures. [0032] Course leaders and teaching staff [TV1M8] confirmed that professional support staff, including technical support and academic services staff, were involved in discussions relating to the design and development of the curriculum, reflecting the different stakeholder needs to be addressed. The team's observations of approval events confirmed that teaching staff and professional support staff

collaborate to ensure that UCA's requirements for the design and approval of programmes operate as intended and lead to the provision of a high-quality academic experience for students. The team considered that UCA operates effective processes for the design, development and approval of courses, underpinned by guidance and support for the parties involved to ensure that they are clear about their roles and responsibilities in relation to the design and approval of programmes.

161 Validation and periodic review panels [QAH 0032, 0037] consider course proposals or review existing courses with reference to such external factors as sector practice, professional or industry requirements, currency of curriculum, employability and, where appropriate, alignment with professional, statutory and regulatory body (PSRB) requirements. A number of UCA courses have PSRB accreditation, for which there is a distinct regulatory process; [QAH 0033] these are listed in the PSRB register. [0120] The team found evidence of consideration of wider internal and external feedback on curriculum development at validation events through summaries of stakeholder input, including from students, relating to each programme presented for validation. [1724,47,51,59; 1801,10,28,37,46,56,74,89; 1903,12,31,38,51,69; 2013,22,31,40,49,58] The team noted that external panel members had commented favourably on the documented consultation with industry and stakeholders, students and external examiners at the validation of provision in the School of Architecture and Design. [PBOb16,1724,47,51,59, 1765] It concluded that UCA makes good use of external expertise in its course design and approval processes.

162 The team further noted that the panel for a taught postgraduate validation event observed by the team [KWOb11] was also constituted consistent with UCA guidance [1569] and included six external panel members comprising one academic and one industry-based external for each proposed programme. [1567]. All made strong, informed contributions to the meeting. The event was well-chaired and was strongly supported with advice from the QAE Officers. Proposal documents indicated that feedback from industry contacts had been incorporated into the programme design. [1587, 1596, 1604] In approving the programmes, the team noted that panel members were very positive about the prominence given to practice-based study and the integration of practice and research elements at this level, reflecting the University's strategic approach to practice-based study and employability. The team found that the programme teams involved in the validation event gave thoughtful and lively responses to externals' comments and queries, engaging fully and clearly explaining their thinking and perspectives. While there was no direct evidence of student contribution to programme design, the team found that, overall, this postgraduate validation took appropriate account of external and independent points of expertise in the setting of academic standards.

163 To demonstrate consistent alignment of all revised programmes to the Academic Plan, [1480] every new programme is mapped against five key principles: practice-led and professionally contextualised; discipline-specific with interdisciplinary exposure; technologically relevant; employment focused; and promotion of internationalised learning. A QAE Office checklist of documentation [1713] to be produced by the School for each event is designed to ensure completeness in the material provided to panels. To ensure consistency, UCA gives panels specific guidance on the conduct of these particular events, [1999] which includes the requirement for panels to confirm alignment of programme proposals to Subject Benchmark Statements and the FHEQ. To further promote consistency between events, the guidance also specifies continuity in the internal membership of panels, which are chaired by the Deputy Vice-Chancellor, and include the head of another school and at least one student panel member.

164 The team observed curriculum transformation validation events for the Schools of Architecture; [1711-1769, PBOb16] Fine Art, Crafts and Visual Communication; [1795-1895, HWOb20] Film, Media and Performing Arts; [1896-2007, KWOb21] and Fashion and

Textiles. [2010-2088, PBOb23] In each case, the team found that UCA's mechanisms for setting academic standards were consistently applied. As required by the guidance for these events, [1999] each School submitted the appropriate documentation [QA Checklist 1713] for consideration by the respective panels, including a programme transformation declaration confirming how each programme integrates the five principles of the Academic Plan, course information/programme specifications, samples of unit descriptors, assessment maps and subject benchmark maps. [1711-1769, 1795-1895, 1896-2007, 2010-2088] The team's observations of the curriculum transformation events led it to conclude that programme coherence, where multiple elements or alternative pathways are involved, is secured and maintained.

165 Panels used the programme documentation as the basis for discussing the levels of programmes in relation to the FHEQ. For example, one condition of the validation of Film, Media and Performing Arts programmes was that the School should review and update proposed unit outlines to express more explicitly a wide range of theoretical bases, including learning outcomes in relation to the FHEQ, to articulate graduate learning outcomes more clearly. [KWOb21] The validation report for business programmes [1525] records the panel's confirmation that proposals were appropriately aligned to the FHEQ and the UCA regulatory context. As a condition of approval, the proposing team was asked to produce an overarching document mapping learning outcomes to the applicable Subject Benchmark Statement(s) for all undergraduate and postgraduate courses by a deadline of 28 May 2021. The assigned validation officer follows up on all validation actions and conditions set by the panel in line with their given time limits. Chairs of validation events are responsible for considering responses to these outcomes and conditions arising from the pre-scrutiny process, and for signing off final notification of validation forms once all conditions have been met. [0032, TV1M2, KWOb21] Validation reports detail all conclusions and recommendations, together with the rationale for each, supported by a summary of issues discussed by the panel and the outcomes and responses to these. [1525, 0986] A table summarising validation and periodic review activity outcomes [0881] shows detailed scrutiny of programme and unit documentation by panels, reflected in the listed conditions and recommendations. Validation and periodic review outcomes are reported to AQC. [1525, 0986] The team considered, on the basis of the evidence provided, that UCA's programme approval arrangements are robustly applied, reported consistently and are monitored, thus enabling UCA to exercise effective oversight of its arrangements for programme design and approval.

166 Scrutiny of the course curriculum, aims, learning outcomes and learning, teaching and assessment strategies also occurs through periodic review and through annual academic monitoring data relating to courses since they were validated or last subject to periodic review. The team noted that an overview of validation and review of UCA and OCA courses 2018-19 [0510] included a recommendation arising from pilot activity arising from a review of Graphic Design provision. The recommendation concerned the principle of co-creation of the curriculum involving students, alumni, industry professionals and internal professional departments in discussion of the curriculum, taking account of developments in the industries students hope to join following graduation. [0997] The recommendation proposed that other schools should adopt similar principles of co-creation engagement to inform periodic review.

167 The report on Periodic Review Outcomes for 2018-19 (Annex 3 of the Annual Quality Report 2018-19) [0013] itemises the outcomes of each programme reviewed (2018-19), listing both commendations (good practice) and conditions (areas of concern/issues) to be met to achieve revalidation approval specific to each programme. The team noted reference to, and acceptance of the recommendation that the principles of co-creation engagement should inform the curriculum of all courses due for periodic review. [0013, 0037] The team further noted that annual monitoring of postgraduate research provision is also

undertaken, with a new internal process for this introduced as part of the Postgraduate Research Annual Academic Monitoring (AAM) Report 2019-20. [0727] The template AAM for 2019-20 included a specific request to consider the impact of COVID-19 on course delivery and the educational experience, [0047] thus enabling the University to monitor the effectiveness of actions taken to mitigate the effects of the pandemic on the quality of the students' academic experience. The team considered that the University's approach to programme design and approval is effectively monitored to ensure that students benefit from a high quality academic experience and that learning opportunities are consistently and rigorously quality assured.

Learning and teaching

168 UCA's Academic Plan, [0944] which was approved by the Board of Governors and the Academic Board during 2019-20, and is to be implemented from 2022-23, aims to enhance UCA's standing globally and within the UK higher education sector. This is to be achieved 'through clarity about the distinctiveness of a UCA education, delivered through excellent teaching, the foregrounding of a co-created curriculum developed in partnership with students and employers, and provision of a personalised learning experience for UCA students'. Implementation of the plan is being realised through the curriculum transformation project [TV1M1, TV1M2, TV1M6, 1481] involving all schools and departments in reviewing and redefining their provision, consistent with the University strategy, mission and vision 'to be recognised as a global authority on creative arts, creative technologies and business for the creative industries'.

169 The curriculum transformation project includes the generation of new credit-bearing industry or employer-focused units at Level 4 and placement units at Level 5. Course Transformation Validation events [PBOb16, HWOOb20, KWOb21, PBOb23] demonstrated the engagement of the Schools with the University's Curriculum Transformation principles and activities, and with the five key principles of the Academic Plan, reflecting UCA's strategic approach to learning and teaching consistent with the University's stated academic objectives.

170 UCA is committed to inclusivity and diversity and to meeting the requirements of the Equality Act. The Student Code of Conduct and Disciplinary Procedure 2020-21 [0052] has been developed to ensure that UCA provides a safe environment, conducive to teaching, learning, research, study and work. The Code and its associated procedure cover alleged student misconduct on or off-campus, including through social media and in an online environment. The COVID-19 Student Code of Conduct Addendum [0053] identifies five principles: priority will be given to the health, safety and wellbeing of students, staff, visitors and the wider community; changes made will reflect public health advice; flexibility in the delivery of services to enable a high-quality experience and to support students to achieve their learning outcomes in a safe manner; maintaining and reviewing student wellbeing and mental health needs; and seeking to minimise risk and instil confidence in UCA's ability to provide a COVID-secure environment. Guidance on the safe return of students on campus was also provided.

171 The team considered the COVID-19 adjustments made and how this impacted on the learning environment for students and found that the adjustments are clearly detailed in papers submitted to Academic Board. [0003-006] Changes to assessment and mitigating circumstances were communicated to all staff and students. [3034-3035] Postgraduate Research Experience Survey (PRES) results in 2019-20 [0911] indicate positive student responses to COVID-specific questions. Students who met the team [TV1M4] spoke positively about the assignment of wellbeing officers and the support provided during the first lockdown. The team noted that UCA had given careful consideration to the needs of students studying at a distance.

172 The team noted from a Students' Union Update to School Boards of Study that there had been an increase in the number of alleged spiking cases and incidents of sexual harassment on the Farnham campus. While it was reported that there had yet to be many formal complaints, the Students' Union had taken action including a hotline service and was collaborating with UCA to strengthen communications relating to reporting sexual violence/harassment on all campuses. [2129, 2159, 2187] UCA has produced briefing information to be given to students who are considering reporting an incident of misconduct. [0054] This guidance includes information about support available to students from the University's Gateway Support Services and the Students' Union - Advice and Representation Coordinator during an investigation. The team noted that the nature of the community at UCA is such that students may prefer to raise issues with a teaching staff member in the first instance [TV1M8] and further noted that students receive technical instruction in the use of equipment they need as part of their studies, thereby contributing to a safe learning environment. [TV1M9] The team considered that guidance for UCA staff on when to refer students [0320, 0323] provided helpful guidance on signposting to a range of support services available for students who present different concerns.

173 The team reviewed the Student Wellbeing Strategy 2018-2021 [0321] and tracked the development of an action plan [0322, 0324] noting that the implementation of the plan moved from the Library and Student Service to the Access and Participation Committee (APC), with the latest update tabled at a meeting of the APC in December 2021. [0918, 2119] Student representatives who met the team confirmed that there had been clear communication about the wellbeing action plan and the associated application which was delivered by the Gateway Support and Wellbeing Services (part of the Library and Student Service). [TV1M4] The team followed up on the status of the Student Wellbeing Strategy at the second visit where it was reported that implementation of the strategy had been impacted by COVID-19 but that all campuses now had a fixed term student support post which would be key to the future implementation of the strategy. [TV2M6] The team considered that UCA maintains physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use. UCA is responsive to its students' needs and is working with the Students' Union to address issues arising from concerns raised by students.

174 Annual monitoring reports for research degrees from UAL for 2017-18 [0708] 2018-19 [0709] and 2019-20 [0710] contain reviews of the Postgraduate Experience Survey (PES). The 2017-18 report [0708] notes lower scores in research space, engagement with the wider research community, and teaching opportunity. Most of these issues were resolved by 2018-19 although scores for research community are still low. [0709] 2018-19 results of the PRES [0910] represent an increase on previous years and is noted as being in line with the sector. The survey results in 2019-20 [0911] include positive student responses to COVID-19 adjustments. The low score in research community was discussed at the Research Degrees Committee (April 2021) [KWOb06] and actions to improve this, such as the move to online activities and a new writing theory group, were discussed indicating that UCA is acting on feedback. The success of a Research Network provided through the partnership agreement with UAL was also noted in the AAM. Senior staff responsible for research told the team that UCA students would continue to be part of this network which provides social learning space for research students of both universities. [TV2M5] Although no detailed plans regarding the establishment of UCA's Doctoral College were forthcoming, the team noted UCA's expectations that the College would be resourced to reflect growth in the number of research students and would serve to reinforce research student monitoring, progression processes, research methods training, supervisor support and development and research culture-building activities.

175 Overall, and noting the University's response to COVID-19, the team considered that UCA demonstrated that the learning opportunities it provides for students studying at a distance are effective and are monitored to ensure that they remain so over time.

176 In a representative sample of undergraduate and postgraduate unit descriptors from each School, [0846-0875] the team found that unit assessment criteria are generally mapped to learning outcomes. The team also found that unit handbooks are generally comprehensive and include full details of learning and assessment tasks. [0846-0875] A standard assessment feedback form [0116] enables course tutors to give feedback against the assessment criteria published in each unit descriptor. Academic staff representatives who met the team confirmed that the generic marking descriptors were useful, both within and across units, and could be adapted appropriately to their disciplines. [TV1M8] The team found that assessment feedback sheets sampled [0846-0875] were mostly very detailed and constructive and should enable students to monitor their progress and further their academic development. In most cases, comments were aligned to the assessment criteria but the team found instances where the assessment criteria used were not clearly distinct from the stated learning outcomes which could be confusing for students. [0847, 0849, 0855, 0857, 0863]

177 Student representatives who met the team confirmed that course information provided to them at the start of units is clear and accurate, that handbooks include details about course content and assessment, and they receive full briefings, including clarification of aims and assessment criteria. [TV1M4] The students confirmed that marker feedback made it clear why the marks they received were awarded, including an example of feedback being broken down for each section of a project. Research degree students are enabled to monitor their progress and further their academic development through their supervisors and through Research Office support and monitoring, both formal and informal, of students. [0729] Support is also provided through peer interaction with the wider research community of students and staff at UCA and at UAL. [0632, 0729] The team considered that information, guidance and feedback given by UCA to students on requirements for demonstrating achievement of learning outcomes through assessment is clear and comprehensive, enabling students to monitor their progress and further their academic development.

Assessment

178 The QAH [0038] includes a section on UCA's requirements with regard to assessment of prior learning for students seeking admission through credit transfer or the accreditation of prior experiential learning. The requirements and responsibilities of the staff (admissions tutor, course leader, head of school) involved in determining whether accreditation of prior learning should be granted are clear. The results of any formal assessment carried out by the University as part of the admissions process is presented to the relevant Board of Examiners for confirmation. UCA applies UAL's regulations relating to admissions. [0632] The team considered that the assessment process, which sets out what students must demonstrate in relation to prior achievement for the recognition of prior learning was sound as it enables students to demonstrate the extent to which they have achieved the intended learning outcomes for the credit and qualification being sought.

179 UCA's Assessment Policy [0104] sets out the regulations on assessment and the quality assurance processes that support this. Examples of assessment types or methods are included in this policy to support staff. The Assessment Feedback Policy [0105] outlines guidance on providing constructive feedback for successful learning, and the Internal Verification Policy [0106] outlines the processes to ensure that assessment is appropriate, consistent, transparent and fair. The Assessment Feedback Form [0116] shows how this is communicated to students. Details of assessment are clearly set out in individual unit

descriptors. [0846-0875] Further information on assessment is shared with students in the Policy for the Submission, Retention and Return of Student Work. [3007]

180 The team's consideration of a representative sample of undergraduate and postgraduate unit descriptors from each School [0846-0875] confirmed that these should enable students to understand what is expected of them in terms of learning outcomes and that learning outcomes are generally mapped to assessment criteria. The team also found that assessment feedback sheets sampled [0846-0875] were mostly very detailed and constructive, with comments in most cases aligned to the assessment criteria, leading the team to conclude that students are enabled to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought and there is a shared understanding between staff and students of the basis on which academic judgements are made.

181 UCA has detailed Academic Misconduct Regulations [0055] in place, setting out what academic misconduct is and the penalties that can be applied. Its Policy for the Submission, Retention and Return of Student Work 2020-21 [3007] requires students to submit their work electronically through Turnitin (which provides similarity reports to support staff in detecting plagiarism), thereby helping to provide a safeguard that the award of credit and qualifications is made only when students have demonstrated achievement of learning outcomes through their own assessed work. This requirement is also specified in unit descriptors sampled by the team. [0849,0853-54,0857,0866,0869,0872] Support to help students to avoid inadvertent plagiarism is detailed in the policy on the use of Turnitin to ensure good academic practice [3006] which students acknowledge in an Assessment Cover Sheet [3008] where they must give the Turnitin reference number and confirm that they have read the Academic Misconduct Regulations. [0055] A UCA statement [3006] explains that 'Turnitin is used as a tool in the detection of plagiarism but is not exclusively relied on to determine whether a student has plagiarised', as staff will also draw on their own knowledge of sources and of a student's previous work. The team considered that the support mechanisms and staff-student interactions contribute to promoting a shared understanding of the basis on which academic judgements are made, providing students with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice.

182 The Academic Misconduct regulations [0055] state that the outcome of Academic Misconduct cases and the operation of the policy and procedure are formally monitored and an annual report presented to the AQC. However, the team noted that this is not part of the Annual Quality Report, nor is there evidence of a report in AQC minutes provided. The team therefore queried how UCA exercises institutional, in addition to School, oversight of academic misconduct and uses this data to encourage good academic practice. Senior staff indicated that the current policy is under review by the Policies and Procedures Group (PPG), and subject to amendment. [TV2M2]

183 A Summary of Academic Misconduct Cases over the last three years [0893, 3009] showed that the highest number (27) in 2020-21 occurred in the Business School for the Creative Industries with the majority involving plagiarism, although 10 cases since 2017-18 involved 'essay mills' or third parties, for which the penalty is automatic withdrawal from the programme. [3009] The team was provided with a report presented to Academic Board in November 2021, on a high number of cases of academic misconduct reported in the Business School for the Creative Industries from the same unit. [3105] Notes of Academic Board [3106] record that the Campus Registry and QAE staff had investigated the process and nature of these cases and that the School had investigated how the programme prepared students for assessment. Although the team found a current lack of systematic oversight of academic misconduct cases at institutional level, this example provides evidence of UCA's capacity and commitment to follow up and report centrally on exceptional

patterns of academic misconduct, and the actions it takes to safeguard academic standards. The team considered that, on the basis of the evidence available, UCA staff are alert to the risks of students being awarded credit when they have not themselves produced the assessment outcomes, and UCA takes active steps to detect and penalise any such activity.

184 UCA has improved the information on academic integrity made available to students and the library website now includes a section on Academic Skills [REDACTED]. Students completing the Academic Integrity toolkit can download a certificate to submit with coursework. Observation of the Business School for Creative Industries School Board of Study in December 2021 [EAMOb28] indicated that the library representative reported that a large number of students had completed the academic integrity toolkit and downloaded the certificate indicating that students were making use of this before an assignment was due. The team considered that the development of this toolkit should help students to develop and understand the importance of good academic practice.

185 Extenuating student circumstances are considered through Mitigating Circumstances Regulations. [0106] The policy has been recently reworked to make it more accessible as a response to the appeals process relating to mitigating circumstances. The report for 2017-18 [0012] noted that successful mitigating circumstances appeals were upheld in part due to students' inability to engage with the mitigating circumstances process. To improve the accessibility of the process, a number of revisions have been made including, for example, making evidence requirements for cases of bereavement less stringent and clarifying that course leaders may use their discretion when accepting evidence in these cases. [0894] The team's discussion with student representatives [TV1M4] demonstrated that they were familiar with the mitigating circumstances application process, and they told the team that the revised process was simple and straightforward, and that staff were helpful in explaining and supporting the process.

186 UCA has a Code of Practice for the Investigation of Research Misconduct [0631] which states that, while primary responsibility for good research conduct rests with individual researchers, UCA 'is responsible for supporting researchers to act according to the expected standards'. The Code of Practice has been largely based on the UK Research Integrity Office (UKRIO) Procedure for the Investigation of Misconduct in Research (August 2008). The Code sets out different types of misconduct in research and the procedure to be followed for the investigation of research misconduct. Postgraduate research students are also expected to abide by UAL's Research Ethics Code of Practice. [0624] A checklist for ethical approval for Tier 1 [0626] and Tier 2 [0627] details the requirements or steps to be taken to obtain this approval. An internal audit of UCA's research ethics processes in August 2019 [0622] indicated that this process is generally followed but noted recommendations to tighten the process as this passes to UCA to monitor, should UCA's application for full degree awarding powers for research degrees be successful. No issues of ethical misconduct were raised. The team noted that there has been discussion at the Research Committee about revising the Research Ethics - Code of Practice to include a step-by-step guide of the ethical approval process and the need to maintain attendance records of research-related training events. Training webinars have been held, for example a Researcher Development Webinar document [0612] lists an ethics webinar held in July 2020, and links to research ethics webinars in Supervisor Development Webinars and Training [0615] including a session held in October 2019. [REDACTED] The team considered that such activities should enable supervisors to support their research students in developing good academic practice in their research studies.

External examining

187 The QAH [0036] states that external examiners are the auditors of the assessment process. Their role is to monitor the academic standards of UCA awards and they are required to confirm that: the standards for courses/awards are set and maintained at an appropriate level as described by appropriate sector and professional reference points; are comparable with similar courses/awards within the sector; the structure and nature of the assessment permits students to demonstrate their level of achievement; the processes for assessment, examination and the determination of awards are sound and fairly conducted; and there is consistency between the University regulations and the UK Quality Code.

188 External examiners audit a sample of students' assessed work at each level of study, which normally involves a visit to UCA in order to sample practical work. In 2019-20, when physical visits were not possible, external examiners were required to digitally review an appropriate sample. [0047] External examiners are asked to confirm that standards are comparable with similar courses and awards within the sector, that the assessment permits students to demonstrate their level of achievement, that marking is satisfactory and that the processes for assessment, examination and the determination of awards are sound and fairly conducted. [0048] Additional requirements apply for examiners of some courses accredited by some professional bodies, for example the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA). The QAH [0036] also sets out steps to be taken by the Chair of the Board of Examiners, should an external examiner express any concerns that are found to be justified. Examples of completed external examiner reports show that the external examining process is implemented robustly [0049,0882-91, 3000-05,3054-61] and demonstrated that UCA makes scrupulous use of external examiners in relation to student assessment.

189 UCA has a number of awards and courses with the same title but delivered at different campuses (or partner organisations) with a different approved curriculum. Academic staff representatives [TV1M8] reported that, where the curriculum content is different, for example in MA Fine Art courses, there are different external examiners. However, they stated that Programme Directors in the same subject area share curriculum development activity, and confirmed that, where the same curriculum is delivered in different locations, it will have the same external examiner. In a position statement submitted as evidence, [0978] UCA sets out its approach to ensuring that external examiner appointments maintain consistency of academic standards across courses delivered at multiple sites, and across units shared between different courses. Heads of School managing courses in cognate subject areas decide, with QAE staff, the appropriate balance of external examiners. UCA gave examples of a shared theory external examiner for BA (Hons) Advertising at Epsom and BA (Hons) Graphic Design at Farnham, [see also External Examiner Group minutes 0770] and a shared practical external examiner for BA/BSc Fashion Business & Management at Epsom and the Graduate Diploma in Creative Business & Management at Farnham. The team considered that these arrangements were appropriate and reflected a pragmatic approach to ensuring consistency across the provision involved.

190 All external examiners complete a report using a standard template [0048] in which they are asked to confirm, in the case of each course examined, that standards have been maintained at an appropriate level with reference to the FHEQ, and that they are comparable with their experience of other similar courses within the sector. [0036, form G2] The Creative Education Strategy [0111] states that 'Research and experimentation is embedded throughout all courses', the curriculum is 'research-informed', and 'research skills are taught to students to enable and inform self-directed creative practice'. The team noted that 13 of 126 (some 10%) of external examiner reports in 2018-19 noted a concern that research elements of students' work needed to be 'stronger' and more 'rigorous' in order to 'contextualise ideas and inform concepts', [0021] suggesting that not all courses have

research effectively embedded as indicated in the Strategy. Academic staff confirmed that permanent members of staff (specialist tutors) led on delivering the development of students' critical thinking on courses as part of the embedding of theory with practice. [TV1M8] The team noted that, in its response to external examiner reports, [0021] UCA outlined its plans to address the issues raised with regard to students' learning of critical thinking, reflection and the ability to contextualise ideas and concepts through the periodic review process, [0021] an outcome of which became the Academic Plan 2020-22 [0944] and the Curriculum Transformation Process. [3074]

191 A summary of all external examiner comments, including confirmation of standards, forms an Annex [0021,1336] to the Annual Quality Report [0010,1343] scrutinised by Academic Board and the Board of Governors, [0750, 0751, 0752, JPBOb04] providing assurance that external and independent expertise is used in maintaining threshold academic standards and comparability of standards with other providers of equivalent qualifications. The team noted that external examiner reports sampled for the BA Architecture [0887,0888] confirmed that Architects Registration Board (ARB) criteria are met and that annual academic monitoring reports provide evidence of consideration being given to external examiners' comments. [0046, 0047, EAMOb26, EAMOb27, EAMOb28] The team confirmed that UCA does make scrupulous use of external examiners, gives full and serious consideration to external examiners' reports and responds to external examiners in a timely and appropriate manner.

192 During academic year 2019-20, Academic Board approved a preface to the external examiner report form [0007] outlining the changes to assessment and delivery from March 2020 (due to the pandemic), and the measures taken to mitigate the impact on students. The template for 2019-20 and 2020-21 reports specifies these measures, [0005, 0049] explicitly informing external examiners that all credits must be passed, and all learning outcomes at programme and unit level demonstrated at least once in the programme. The team found that external examiner reports sampled for 2019-20 confirm the robustness of the University's assessment processes, and that the measures put in place to enable students to achieve awards and progression in the context of COVID-19 were appropriate. [1336, 0049, 0882-91]

193 An Update on Revised Processes - Summer 2021 [0943] states that the conduct of Boards of Examiners, introduced in 2019-20 during the pandemic, would remain in place for 2020-21. The paper outlines the processes undertaken for robust safeguards and accuracy checks at pre-board, board and post-board stages. Minutes of the External Examiner Group [0770] note that the adjustments to the process had worked well, maintaining the required rigour whilst achieving efficiencies. Samples of external examiner reports from each School for 2020-21 also comment favourably on the measures taken by UCA to avoid disadvantaging students. [3000-5] They confirm that assessment processes, including mark sheets and evidence of internal verification, had been fair and rigorous, conducted in accordance with UCA regulations, and that standards had been maintained at an appropriate level in relation to the FHEQ.

194 The Quality Report: External Examining Process 201819 [0021] records that low language skills are mentioned in seven (out of 127) external examiners' reports which could result in students being unable to achieve at the required academic level due to poor language skills. Staff involved in international partnership activity reported that the level of English required was being increased incrementally from 90 points which were found to be insufficient. UCA approved an increase in IELTS score to 6.5 for all postgraduate courses from 2021-22. [1336] Staff involved in postgraduate student admissions who met the team [TV2M6] confirmed that students were only accepted if they met the required language skills, but that students who did not meet the required level were informed of a pre-sessional language course that they could complete and could then apply again for admission.

195 For LSDM, a partner that runs online provision with multiple entry points, UCA identified difficulties in managing the processes of frequent examination boards and the workload of the two subject external examiners. [3053] To address this, UCA appointed a Chief External Examiner to oversee and support the processes and ensure adherence to appropriate guidance across all courses. The team noted that this intervention has led to more timely verification of assessed work, improved workflows between UCA link tutors and external examiners and streamlined the processes to ensure standards are maintained. [3053] The Chief External Examiner's report [3108] details the actions taken to increase efficiency and effectiveness and confirms that 'at all times the External Examiner scrutiny has been more than sufficient to make assurance that the requisite quality and standards are being upheld'. LSDM subject external examiner reports for 2020-21 [3054-3061] also all confirm standards are set and maintained at an appropriate level, comparable with other courses in the sector.

196 At the joint ICI centre with Xiamen University delivering a dual degree structure, UCA awards are governed by the CCF and UCA appoints external examiners and link tutors. Assessments are either marked or second marked by UCA staff and marks confirmed through the UCA examination board system. [TV1M1] Regular meetings with staff at Xiamen are held to embed understanding and support the implementation of UCA academic practices and standards at the joint centre. [TV1M2, TV2M4]

197 UCA's Research Degree Handbook covers PhD examination. UAL Regulations 2020-21 [0632] and the UCA Draft Research Degree Regulations [0729] are very similar. UAL's regulations give guidance on selecting an appropriate examiner and contain details of the examination process, and an identical process is adopted in the UCA draft regulations. An example approval form [0716] indicates that a clear justification for the examiner chosen is required before approval. The expectations of the examining panel are also clearly defined in the regulations. Research degree examiner report forms show the level of detail required. [0717-0724] The team noted that expectations of the examining panel are also clearly defined in the regulations.

Academic appeals and student complaints

198 The Student Complaints Policy, [0108] which can be accessed through the UCA website, sets out the process that students should follow in order to register a complaint. The policy indicates that student complaints are treated seriously and that UCA aims to deal with complaints promptly, fairly and consistently. The policy also states that complaint outcomes are used to improve services provided and to enhance the student experience. The policy gives examples of the type of complaints that can be considered, signposting students to other UCA documents should the matters they wish to draw to UCA's attention not be eligible for consideration under the Complaints Policy. It also refers to the possibility of mediation/conciliation, sources of advice and support available to students, an explanation of the process, timeframes involved and refers to external bodies, including the Office of the Independent Adjudicator for Higher Education (OIA). Research students are also referred to UAL's Research Degrees Handbook and Regulations.

199 In the first instance, complaints must be raised locally with the Assistant Campus Registrar (stage 1 - local resolution stage of a three-stage process). The Student Complaints form [0877] is to be used at stage 2 (formal investigation by an independent third party) once the local stage has been completed and an outcome letter has been received. Stage 3 involves a review by the Vice-Chancellor's nominee following a stage 2 investigation. The Quality Report 2018-19: Annex 1 Student Complaints [0011] cites the number of complaints at each stage (21 at stage 1, seven at stage 2, and three at stage 3) and are reported as similar to the preceding year. The type of complaint is given in broad detail in an accompanying table. The annex also breaks down complaints by School, and by protected

characteristics. The report notes that no complaints had been raised to the OIA for 2018-19, demonstrating the effectiveness of UCA's process for resolving student concerns. Complaint numbers are spread fairly evenly across the Schools and University services. Of the 21 complaints raised at stage 1 in 2018-19, seven cite issues relating to staff conduct, at stage 2 four complaints related to staff conduct, associated with 'challenging interactions'. The Quality Report Annex 1: Annual Report on Student Complaints 2019-20 [0878] for the Board of Governors March 2021 meeting indicates a lower number of student complaints (13 at stage 1, six at stage 2 and four at stage 3). The report notes that one complaint had been submitted to the OIA for 2019-20. The report also records the fact that most complaints arose in two schools with five in one school and four in the other. Of the 13 complaints raised at stage 1, seven related to course organisation and management. Of the six complaints escalated to stage 2 in 2019-20, four referred to course organisation and management, citing poor communication from staff as one of the main reasons for complaint. No complaints were received from postgraduate students. The team concluded that the complaints procedures are effective in handling student complaints about the quality of their academic experience. The procedures are fair, accessible and timely and inform subsequent enhancement, as appropriate.

200 Academic Appeals Regulations [0109] are also available on the UCA website and set out the process of appeal, clearly stating the grounds that can be used for appeal, namely significant administrative or procedural error which has materially disadvantaged the students and student performance being adversely affected by circumstances outside a student's control. The various stages of appeal are also listed and a flowchart of the process is provided. Further guidance and the form to appeal are available on the website. The team considered that the process, as outlined, is fair, accessible and the timeframes included in the regulations should allow for timely resolution of appeal.

201 A breakdown of appeals in the 2018-19 Quality Report [0012] shows that 39 appeals were received, of which four were from international postgraduate students; 14 related to mitigating circumstances, of which eight were upheld; 14 related to administrative or procedural error with only one upheld. The Quality Report Annex 2: Annual Report on Academic Appeals 2019-20 [0878] reports 28 appeals, including five from postgraduate students. The majority of appeals related to mitigating circumstances, and the report notes that the impact of the changes to these regulations (paragraph 185) will be monitored. Students who met the team confirmed that they were aware of the changes to the regulations and that the revised wording was clearer, [TV1M4] confirming that appropriate action is taken following an appeal or complaint. They also reported that staff were supportive and helpful in aiding students to complete the form. Overall, the team considered that the appeals and complaints procedures and the monitoring of these procedures contribute to enhancement on the basis of the learning that occurs from the experience of operating the procedures.

Conclusions

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

203 The team found that the detailed and comprehensive Quality Assurance Handbook provides clear guidance relating to the design, development, approval and subsequent monitoring and review of programmes. The Handbook, combined with guidance and support from QAE staff to staff involved in programme design and approval, ensures that staff are aware of their responsibilities for programme design and approval and that the processes are effective and implemented consistent with UCA's requirements. UCA's approach to the Curriculum Transformation Project involving programme approval activity across the

University demonstrated a considered approach to informing staff understanding of the relationship between the project and UCA's Academic Plan, thus ensuring that UCA's strategic approach to learning and teaching and operational objectives are aligned with each other.

204 Responsibility for approving new programmes is clearly assigned and external expertise, in the form of members drawn from other higher education institutions and from industry or professional practice are involved in the design, development and approval processes to ensure that programmes provide a high-quality experience for students and meet sector-recognised standards. Students are also involved in programme design, development and approval, reflecting adherence to the principle of 'co-creation'. UCA has long-standing experience of programme design, development and approval, including experience of ensuring that the coherence of programmes with multiple elements or alternative pathways is secured and maintained. In addition to the close links between Schools and QAE staff in programme planning and approval, technical services and academic services staff ensure that all aspects of the student experience are taken into account in programme design and development.

205 Once approved, effective annual monitoring takes place at programme, School and University level through the annual monitoring processes, which also include external examiners' comments on the quality and standards achieved on programmes. External examiners' feedback generally confirms that quality and standards are maintained. Negative feedback received from external examiners has led to UCA taking action including follow-up discussions between staff of the University and an external examiner, a quality enhancement review of provision, and action taken to address concerns raised in relation to the level of English required for international students.

206 The University is committed to providing an inclusive learning environment and its Student Code of Conduct has been developed to ensure that UCA provides a safe environment conducive to teaching, learning, research, study and work, promoting dignity, courtesy and respect in the process. The Code covers alleged student misconduct on or off-campus, including through social media and in an online environment. The University also works with the Students' Union in responding to needs or concerns identified by students. The team noted too the contribution of technical services staff in providing support to students in the use of specialist equipment, thus contributing to ensuring a safe learning environment.

207 The team found that learning opportunities provided for students studying at a distance were generally sound. It noted that an issue relating to the level of English of some students had resulted in the need for remedial action to be taken to enable students to progress and it has reviewed and raised the English language requirements to prevent a recurrence of this situation. The team noted that UCA has learned from this experience and has taken appropriate action to ensure that standards are maintained. In general, the team found that students are enabled and supported to monitor their progress and further their academic development through the clear articulation of requirements to demonstrate achievement at the appropriate level, the constructive relationships established between staff and students, and the University's responsiveness to student needs.

208 The team confirmed that UCA's assessment processes are valid and reliable and the learning opportunities provided enable students to demonstrate the extent to which they have achieved intended knowledge and skills-related learning outcomes for the credit or qualification being sought. Detailed information included in programme documentation and information provided to students on good academic practice promotes a shared understanding of the basis on which academic judgements are made. Information on academic skills has been developed and is available on the UCA library website. The

University's processes for preventing, identifying, investigating and responding to unacceptable academic practice is clear.

209 UCA makes scrupulous use of external examiners in the assessment of student work and gives careful consideration and is responsive to the views of its external examiners. Where negative comments have been made, these have been followed up with the examiners concerned and appropriate action has been taken.

210 The University's procedures for handling academic appeals and student complaints about the quality of their academic experience are fair, accessible and detailed. Appropriate action is taken following appeals or complaints and lessons learned from implementing the procedures are used to inform enhancement.

211 The team found that UCA is able to design and deliver courses and qualifications that provide a high quality academic experience to all students from all backgrounds, irrespective of their location, mode of study, academic subject, protected characteristics, previous educational background or nationality and that learning opportunities are consistently and rigorously quality assured. The team concludes, therefore, that this criterion is met.

Criterion C: Scholarship and the pedagogical effectiveness of staff

Criterion C1 - The role of academic and professional staff

212 This criterion states that:

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

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

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

214 Specifically, the assessment team considered or assessed:

- a To understand the learning, teaching and assessment practices of UCA and to determine if they are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship, the team considered UCA's Creative Education Strategy, [0111] the Strategic Vision, [C111] the People Strategy 2019-23, [0202] the Annual Review of Accredited Continuing Professional Development (CPD) Schemes 2018-19, [0213] the List of UCA Staff Gaining HEA Recognition 2017-2020, [0205] the PG Cert CAE Unit 1 Handbook 20-21, [0207] the PG Cert CAE Unit 2 Handbook 20-21, [0208] the Associate Fellow CPD Handbook, [0209] the Fellow CPD Handbook, [0210] the Senior Fellow CPD Handbook, [0211] UCA's Yr 4 TEF Provider submission document, [0009] the Overview of The Creative Education Network (CEN), [0214] the Assessment Policy, [0104; Lecturer and Senior Lecturer role profile masters qualification, [0799] and an example of a redacted offer email letter to an academic member of staff. [0203]
- b To evaluate UCA's academic and professional expertise the team considered UCA's Yr 4 TEF Provider submission document, [0009] the TEF Gold Award: Summary Statement of Findings, [0056] the Quality Report 2018-19 Annex 6B NSS results by question, [0018] the Papin Short Prize Letter, [0057] the Annual Staff Equality, Diversity and Inclusivity Report 2018-19, [0201] the People Strategy, [0202] the Academic Plan 2020-22, [0944] the Creative Education Strategy. [0111] The team also held meetings with UCA staff, [TV1M10;] [TV2M3] undertook observations of teaching, [PBOb19; PBOb22; PBOb23;] and observed validation events for the School of Film, Media and Performing Arts [KWOb11] and course transformation validation events for the School of Film, Media and Performing Arts, [KWOb21] the School of Architecture [PBOb16] and the School of Fashion and Textiles. [PBOb20]
- c To determine UCA's approach to ensuring staff are actively engaged with the pedagogic development of their discipline knowledge, the team considered the TEF Gold Award: Summary Statement of Findings, [0056] the UCA Annual Review of

Accredited Continuing Professional Development (CPD) Schemes 2018-19, [0213] the PG Cert CAE Unit 1 Handbook 20-21, [0207] the PG Cert CAE Unit 2 Handbook 20-21, [0208] the Associate Fellow CPD Handbook, [0209] the Fellow CPD Handbook, [0210] the Senior Fellow CPD Handbook, [0211] the List of Staff gaining HEA Recognition 2017-20, [0205] the Overview of The Creative Education Network (CEN), [0214] the Performance and Development and Review, [0206] the Performance Development Review Process, [0509] the Academic Career Fields (ACF) document, [C119] the Academic Career Fields Guide for Staff June 2020, [C120] the example of a redacted email of a letter to an academic member of staff, [0203] the Contract Academic Permanent Grade 9-11, [0204] the Learning and Development Policy, [0216] and the list of Internal Research Funds awarded between 2017 and 2020. [0617]

The team also held meetings with Programme Directors [TV1M8] and considered the Staff Development Events Calendar 2020-21, [0215] the Inclusive Working and Inclusive Leadership online sessions-email [0218] and the Slides for an Inclusive Teaching Workshops presentation. [0219]

- d To determine if staff have understanding of current research and advanced scholarship in their discipline and that such knowledge and understanding directly informs and enhances their teaching, and to establish whether staff are actively engaged with research and/or advanced scholarship to a level commensurate with the level and subject of the qualifications being offered, the team considered the Periodic Programme Review of the PG Cert in Creative Education, [0117] UCA's Yr 4 TEF Provider submission document, [0009] the Academic Career Fields (ACF) document, [C119] the Creative Education Strategy, [0111; 1583] the Quality Report: External Examining Process 2018/19: Annex 7. [0021]

The team met Programme Leaders/Directors [TV1M8] and undertook observations of teaching. [PBOb19; PBOb22] The team considered the Curriculum Transformation Process, [3074] the Academic Plan 2020-22, [0944] and the Creative Education Strategy. [0111; 1583] The Team undertook Validation Event Observations: Film, Media and Performing Arts; [KWOb11] Architecture and Design cluster; [PB Ob16] School of Fine Arts, Crafts and Visual Communication; [HWOb20] Course Transformation Validation of Film, Media and Performing Arts; [KWOb21] School of Fashion and Textiles. [PBOb23]

The team considered UCA's Strategic Vision for 2018-2022, [C111] UCA's Research Strategy, [C113] School Research Plans, [0925-0938; and 1468] UCA's RDAP staff spreadsheet, [0655] a REF Working Group FTE Analysis, [0641] the School of Crafts and Design Research Plan for 2020-21, [0935] and two REF3 impact case studies [0948, 0950]

- e To establish if UCA provides opportunities for staff to engage in reflection and evaluation of their learning, teaching and assessment practice, the team considered an example of a redacted offer email letter to an academic member of staff, [0203] the PG Cert CAE Unit 1 Handbook 20-21, [0207] PG Cert CAE Unit 2 Handbook 20-21, [0208] the Associate Fellow CPD Handbook, [0209] the Fellow CPD Handbook, [0210] the Senior Fellow CPD Handbook, [0211] the Summary of the TEF Gold award, [0056] the Quality Assurance Handbook 2020/21 section H Periodic Programme Review, [0037] UCA's Academic Plan 2020-22, [0944] the Internal Verification Policy [0107] and the Guidance Notes for Panel Members Course Transformation Validation. [3074]

The team observed validation events for Film, Media and Performing Arts;

[KWOb11] Architecture and Design cluster; [PB Ob16] School of Fine Arts, Crafts and Visual Communication; [HWOb20; Course Transformation Validation of Film, Media and Performing Arts; [KWOb21] School of Fashion and Textiles [PBOb23]. Overview of The Creative Education Network (CEN). [0214]

- f To establish the development opportunities provided by UCA to enable staff to enhance their practice and scholarship, the team considered The Annual Review of Accredited Continuing Professional Development (CPD) Schemes 2018-19, [0213] the PG Cert CAE Unit 1 Handbook 20-21, [0207] the PG Cert CAE Unit 2 Handbook 20-21, [0208] the Associate Fellow CPD Handbook, [0209] the Fellow CPD Handbook, [0210] the Senior Fellow CPD Handbook, [0211] the Academic Career Fields Framework, [C119] the Performance and Development Review (PDR) Policy, [0206] the Example redacted offer email letter to an academic member of staff, [0203] and the Contract Academic Permanent (grade 9 - 11). [0204] The team also met Programme Leaders/Directors. [TV1M8]

The team considered UCA's Yr 4 TEF Provider submission document, [0009] the Regulations for the Conferment of the Title of Reader or Professor, [0613] the Performance and Development Review (PDR) Policy, [0206] the Quality Report 2018-19, [0010] the People Strategy, [0202] the Policy for Staff Undertaking a Research Degree, [1547] and the Academic Board minutes Matters Arising AB-56-21. [3051]

- g To establish the opportunities that UCA provides for staff to gain experience in curriculum development and assessment design and to engage with the activities of other higher education providers, for example, through becoming external examiners, validation panel members or external reviewers, the team considered the Creative Education Network, [0214] the PG Certificate in Creative Education, [0207; 0208] and the UCA Creative Education CPD route, [0209; 0210; 0211] the Quality Assurance Handbook - appendix C Validation, [0032] the Quality Assurance Handbook - appendix H Periodic Review. [0037] Observations were undertaken by team members of validation events. [KWOb11; PBOb16; HWOb20; KWOb21; PBOb23] The team considered the Self-Assessment Document [000] and scrutinised the UCA staff spreadsheet (updated) [0655] and the individual Staff CVs. [1000-1217]

- h To determine if UCA ensures that staff have the expertise in providing feedback on assessment, which is timely, constructive, and developmental, the team considered UCA's Assessment Feedback Policy, [0105] the Quality Report 2018-19 Annex 6B NSS results by question; [0018] Annex 7 of the Quality Report: External Examining Process 2018-19, [0021] and the team met Programme Leaders/Directors. [TV1M8]

- i To establish how the University ensures that staff with key programme management responsibilities have experience of curriculum development and assessment design, the team considered UCA's Assessment Policy, [0104] the Annex 7 of the Quality Report: External Examining Process 2018-19, [0021] the PG Cert CAE Unit 1 Handbook 20-21, [0207] the PG Cert CAE Unit 2 Handbook 20-21, [0208] the Associate Fellow CPD Handbook [0209]; the Fellow CPD Handbook [0210]; the Senior Fellow CPD Handbook, [0211] the Annual Review of Accredited Continuing Professional Development (CPD) Schemes 2018-19, [0213] the Creative Education Network, [0214] the Course Leaders Away Day, [3066] the Programme Director Development July 2019, [3067] the Programme Director Development July 2020. [3068] The team also met Programme Leaders/Directors [TV1M8] and observed validation events. [HWOb20; KWOb11; PBOb16]

j To determine how the University ensures that staff with key programme management responsibilities engage with the activities of providers of higher education in other organisations (through, for example, involvement as external examiners, validation panel members, or external reviewers) the team considered the Quality Report 2018-19: Annex 3 Periodic Review Outcomes, [0013] the Annex 7 of the Quality Report: External Examining Process 2018-19, [0021] the Quality Assurance and Enhancement process, [0035] the Quality Assurance Handbook 2020-21 section H Periodic Programme Review, [0037] the Academic Quality committee: Overview of Validation & Review events - UCA and OCA courses 201819. [0510] The team undertook Observations of Validations: Film, Media and Performing Arts; [KWOb11] Architecture and Design cluster; [PBOb16] School of Fine Arts, Crafts and Visual Communication; [HWOb20] Course Transformation Validation of Film, Media and Performing Arts; [KWOb21] School of Fashion and Textiles. [PBOb23]

The team also considered examples of populated undergraduate course level AAM Reports for 2017-18 and 2018-19, [0045, 0046] a populated postgraduate course level AAM Report 2018-19, [0047] and CVs. [1000; 1054; 1066; 1085; 1205; 1577]

k To establish if and how UCA has made a rigorous assessment of the skills/expertise required to teach all students and the appropriate staff/student ratios, the team considered the Quality Assurance Handbook 2020-21 F 1 Section F: Annual Academic Monitoring, [0035] the Performance and Development Review (PDR) Policy, [0206] an Internal Audit Report- Final: Management Information and KPI Reporting February 2020, [0505] the Performance Development Review Process: Internal Audit Final Report, [0509] the Staff Gaining HEA Recognition 2017-20, [0205] the Annual Review of Accredited Continuing Professional Development (CPD) Schemes 2018-19, [0213] the Feedback Report from the Subpanel Ref 2014. [0640]

The team observed a meeting of the Research Degrees Committee [JPBOb13] and considered an RDAP staff spreadsheet, [0655] the RDAP staff spreadsheet summary updated, [0656] the Creative Education Strategy, [0111] the School of Crafts and Design Research Plan for 2020-21, [0935] the Annual Monitoring Report 2018-19 for Bachelor of Arts (Honours) Architecture – Canterbury, [0046] the EE Report for MA Architecture - Canterbury 2019-20, [0049] the 2018-19 Annual Monitoring Report for the PG Cert of CE, [0212] the PG Cert CAE Unit 1 Handbook 20-21, [0207] the PG Cert CAE Unit 2 Handbook 20-21, [0208] the Supervisor Register, [0637] the RDC 46 21 Supervisor Register, [1639] the RDC 64 21 Supervisor Register, [1710] and the People Strategy 2019-23. [0202] The team also met senior University staff. [TV2M2]

l To determine how UCA ensures it has appropriate staff recruitment practices, the team considered the Annual Staff Equality, Diversity and Inclusivity Report 2018-19, [0201] the People Strategy 2019-23, [0202] the CMI Level 5 Diploma in Management and Leadership, [0217] screenshots of Inclusive working and inclusive leadership online sessions, [0218] the Recruitment Policy and Guidance for Managers, [0798] an example of a redacted email offer letter to an academic member of staff, [0203] and the Contract Academic Permanent (grades 9-11). [0204]

How any samples of evidence were constructed

215 No sampling for this criterion was undertaken.

What the evidence shows

216 The University's current position and plans in relation to this criterion are:

217 UCA's current position and plans in relation to this criterion is shown through its People Strategy 2019-23 which has a vision for 'Shaping and realising the University's potential through its people, enabling UCA to be recognised as a global authority on creative arts, creative technologies and business for the creative industries'. The Strategy sets out three key strategic aims: Attract and Recruit - a diverse community of skilled staff; Support, Develop and Sustain High-Performing Teams - through a culture of continuous development, engagement and collaboration; Retain, Recognise and Reward - by encouraging and nurturing everyone's potential and to celebrate success. It has two underpinning aims, namely, to ensure: Excellent Leadership and People Management, and a Healthy and Collaborative Working Environment.

218 UCA provides two routes for staff to achieve fellowship of Advance HE (formerly the Higher Education Academy): a Postgraduate Certificate in Creative Education which is accredited by Advance HE and an experiential route through UCA's Creative Education Professional Development activity. It has also adopted a framework comprising three Academic Career Fields (Professional Practice, Creative Education, Research).

219 The assessment team's analysis of the evidence led to the following observations:

220 Creative practice lies at the heart of UCA's Creative Education Strategy for teaching, learning and assessment [0111] which describes how UCA intends to embed research, professional practice, employability and an international outlook into its provision. The People Strategy 2019-23 [0202] is aligned with the Creative Education Strategy and has clearly identified key performance indicators through which it will measure success, one of which is the number of staff with teaching qualifications/Higher Education Academy (HEA) accreditation. [0202] The team found that UCA regularly reviews the number of staff gaining HEA accreditation and its Postgraduate Certificate in Creative Education (PGCert CE) teaching qualification [0213, 0205] to ensure that it supports and has sufficient staff with the requisite skills to reflect on and develop their professional practice and maintain an understanding of current developments in the subjects they teach.

221 Consistent with the University's Strategic Vision, [C111] under the current recruitment policy all new academic staff are required to either hold a teaching qualification, HEA Fellowship or undertake the PGCert CE [009] and the Assessment Policy [0104] indicates that new staff are encouraged to gain certification. The team saw correspondence relating to an offer of academic employment [0203] which indicated the need for staff to hold a teaching qualification or HEA membership, and that if not, UCA would fund completion of its own PGCert CE, demonstrating UCA's commitment to ensuring that its staff are appropriately qualified to teach in higher education. Lecturers and senior lecturers must have either a master's degree or equivalent professional practice in a relevant discipline or field. The lecturer and senior lecturer role profile [0799] includes a master's degree and 'industry experience/professional practice in the discipline' as criteria in the selection matrix. Regulations for the Conferment of the Title of Reader or Professor [0613] also align with the University's Strategic Vision [C111] by setting criteria for promotion based on at least two of the following: achievement in research; contribution to creative education; and contribution in the professional practice of a discipline that results in knowledge exchange and engagement between industry and the academy. The team found these criteria to be appropriate in the context of UCA's Strategic Vision [C111] and priorities.

222 UCA's Teaching Excellence Framework (TEF) submission [009] states that 20% of teaching hours are to be delivered by professional industry-related staff. The team considered this to be an appropriate strategy for ensuring some flexibility of staffing

appointments to achieve the five guiding principles of its Academic Plan 2020-22: [0944] Practice-led, knowledge-applied curriculum; Interdisciplinarity in the curriculum; Technologically relevant provision; Employability; and Internationalisation as a mean to ensure the global citizenship of its graduates. Evidence of such appointment strategies which include sessional staff being appointed to bring their professional expertise to enrich teaching and learning was observed in the validation event for the School of Film, Media and Performing Arts. [KWOb21] Additionally, senior staff confirmed [TV2M3] a 70:30 split of permanent/sessional staff with allowances for adjustments to be made, as necessary, to ensure that the University has sufficient staff to teach students in different areas of study. The annual course monitoring processes, which include external examiners' feedback, also provide a means to monitor staff sufficiency at course level.

223 Staff CVs [1000-1217] and a staff spreadsheet [0655] provide evidence of staff members' academic and professional expertise and their engagement in external networks relating to research, practice, creative and professional communities (see section F for further detail). The team further noted, from its consideration of staff CVs, that staff members' professional practice, experience and advanced scholarly activity inform teaching and learning, as demonstrated through observation of a validation event in the School of Architecture which confirmed that learning, teaching and assessment practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship. [PBOb16] This showed that the Programme Directors were experienced in both academic and professional practice and engaged effectively with the panel of internal and external members, providing assurance that careful consideration was given to the balance of permanent and sessional staff in the appointment of staff in order to broaden and deepen the currency of the courses, through staff members' industry links and tutor specialisms.

224 UCA is seeking collaboration with the National Centre for Technician Development and the Institute of Science and Technology to establish a professional registration scheme for arts technicians [0009] providing additional evidence of its constructive approach to ensuring that students are supported by staff with relevant and appropriate levels of academic and professional expertise. The team noted that a technician had been a shortlisted finalist in the teaching category for the 2019 Papin Prize, [0057] and the UCA Technical Team at Farnham were runners up in the 'Best Technical Team in the UK' 2017 Papin Prize [0057] attesting to the excellent practice of the staff members involved.

225 Observations of teaching undertaken showed that academic and professional practitioners worked alongside each other, bringing their academic and practice-based experience to bear to ensure the currency of teaching and industry-relevance while also providing employability advice to (postgraduate) students. [PBOb19; PBOb22; PBOb23] Observation of the validation event for the School of Fashion and Textiles [PBOb20] also provided evidence of a School designing a curriculum bringing together academic and professional expertise and ensuring that theory and practice were blended to enable students to learn about what it means to be a reflective practitioner. The team noted that this observation demonstrated strong alignment with the practice-led, knowledge-applied curriculum principle contained in UCA's Academic Plan. [0944] Other observations undertaken by the team also noted the contributions made by staff who were highly experienced in both academic and professional practice terms. [KWOb11; PBOb16; PBOb20] The team concluded that staff involved in teaching or supporting student learning, and in the assessment of student work, have appropriate academic and professional expertise in line with UCA's curriculum offer.

226 UCA achieved a TEF Gold award in 2019 and the TEF Panel's Statement of Findings [0056] noted, in particular, the University's culture which facilitates, recognises and rewards excellent teaching and is embedded institution-wide. The team also noted that the National Student Survey results for 2018-19 indicate that 84.77% (just above that of the

sector at 84.13%) of UCA students rated teaching positively. [0018] The University's Creative Education Professional Development Framework provides routes to teaching development for both new and experienced teaching staff. [0213] The framework is embedded in recent revisions to the teaching qualification and professional recognition policy [0213] and confirms how UCA encourages its staff to undertake pedagogic development to achieve membership of the HEA (Advance HE). This is demonstrated by the two routes that UCA provides for its staff to gain membership: a taught route through its own PGCert CE accredited by Advance HE (formerly HEA), [0207; 0208] and an experiential route for experienced teaching staff to achieve the same levels of Advance HE recognition through UCA's Creative Education Continuing Professional Development activity [0209; 0210; 0211] involving staff reflecting on their teaching, learning and assessment practices against the UK Professional Standards Framework.

227 UCA reviews the number and percentages of staff who achieve HEA accreditation. The team noted that from 2017-20: 20/27/23 staff per each respective academic year or 67% by 2019 were successful in gaining such accreditation (compared to a sector norm of 47% achieving that in 2019) [0205; 0213] showing evidence of the University's positive approach to ensuring that staff are actively engaged in pedagogic development. Support for gaining teaching recognition is tied to UCA's Performance and Development and Review (PDR) process [0206] where personal development needs and an action plan are identified and discussed. An internal audit of this process [0509] found that UCA procedures were being implemented as intended and provides confirmation that staff development is enabled through the PDR process.

228 All permanent staff are contracted to undertake research/scholarly activity; [0009] however, UCA has adopted a framework comprising three Academic Career Fields (Professional Practice, Creative Education, or Research) [C119, C120] with academic staff members selecting their field of choice. This approach enables the University to manage and support staff activities undertaken in the research and scholarly activity time identified in all academic contracts [0203; 0204] to ensure staff members' active engagement with the pedagogic development (creative education) of their discipline knowledge (professional practice). Academic staff confirmed that they found this approach to be effective [TV1M8] in enabling career progression, acknowledging the value of professional practice in their discipline and providing staff with a choice in line with their interests and what they do best. The team noted that the criteria for which outstanding achievement in research, creative education or professional practice will be assessed for the conferment of the title reader or professor are clearly outlined in the conferment regulations, [0613] indicating that UCA ensures that staff in any one of the three academic career fields has the potential for career progression. The team concluded that staff are actively engaged with the pedagogic development of their discipline knowledge, and that staff have understanding of current research and advanced scholarship in their discipline and use such knowledge and understanding to inform and enhance their teaching. The team noted from its findings in relation to section F of this report that staff are actively engaged with research and/or advanced scholarship to a level commensurate with the level and subject of the qualifications being offered.

229 The periodic review report on the PGCert CE [0117] noted that the 'skills and techniques learned by students [UCA staff] on the course [are applied] in their own teaching' and opportunities provided by the research elements on the course to publish in 'JUICE' (see paragraph 233). [0117] Observations of teaching provided evidence of how tutors drew upon current research and advanced scholarship in their discipline and used that knowledge and understanding to directly inform and enhance their teaching in one-to-one tutorials and lecture-seminars. [PBOb19; PBOb22] Observations of course transformation validation events [KWOb11; PB Ob16; HWOb20; KWOb21; PBOb23] confirmed that the Curriculum Transformation Process [3074] had engaged teams in reviewing their curriculum and the

embedding of critical and contextual studies. Panel members [KWOb11] were very positive about the prominence given to practice-based study and the integration of practice and research elements providing evidence of staff using their knowledge and understanding of research and scholarship to strengthen and align those parts of the curriculum with the Creative Education Strategy. [0111; 1583]

230 Schools are required to produce Annual Research Plans [0925-0938; 1468] that map their research plans and actions for the School against the development objectives of UCA's Research Strategy [C113] and provide a short statement of the School research vision, setting out the particular character, challenges, and goals of the School. The team noted a statement in the School of Crafts and Design Research Plan for 2020-21 [0935], for example, indicating that its research character is informed by two successful research centres (the Craft Study Centre and the International Textiles Research Centre) each led by a professor and a body of academic teaching staff with research outputs focused on practice, in some cases of a high order. [0935] Ten out of 32 of the School submissions had been selected for submission to REF 2021. [1000; 1014-1015; 1017; 1021; 1023-1024; 1026; 1028; and 1031] Each of the two Research Centres in the School was selected to provide an impact case study for UCA's Ref 2021 submission. [0948, 0950]

231 UCA's TEF submission [0009] also provides examples of the range of successful outputs by staff, providing evidence demonstrating staff members' active engagement with scholarship in pedagogical practice, professional practice and/or discipline-based research. UCA's RDAP staff spreadsheet [0655] provides further evidence of active engagement with research and/or advanced scholarship for each member of staff in every School. All demonstrate that staff are actively engaged in research and advanced scholarship related to their professional practice and discipline. Furthermore, the team noted more than a doubling of UCA submissions to REF 2021 from REF 2014 (from 33 (20.75 FTE) in REF 2014 to 72 staff (46.7 FTE) submitted to REF 2021) [0641] leading the team to conclude that the research community at UCA is continuing to develop, reflected in an increasing number of staff being actively engaged with scholarship in pedagogical practice, professional practice and/or discipline-based research.

232 Staff are encouraged to undertake pedagogic development to achieve membership of the Advance HE. Handbooks on the routes available to achieve such accreditation show that these routes involve staff undertaking reflection and evaluation of their professional practice, and include educational scholarship that is discipline-based. [0207; 0208; 0209; 0210 and 0211] The curriculum transformation and periodic review processes also provide a means for staff to reflect on curriculum design through discussion with internal and external stakeholders including students, alumni, industry representatives and professional practitioners in the spirit of 'co-creation', involving evaluation of teaching, learning and assessment on the courses they teach to ensure alignment with the new Academic Plan. [0037, 3074] Observations of Course Transformation Validation events [KWOb11; PBOb16; HWOb20; KWOb21; PBOb23] confirmed that the process is effective in promoting the reflection and evaluation expected.

233 UCA also encourages reflection, evaluation of professional practice, and subject-specific and educational scholarship through its own peer-reviewed journal JUICE (Journal of Useful Investigations in Higher Education) and through its Creative Education Network (CEN). [0214] CEN has grown out of a community of staff who have achieved a teaching qualification through one or more of UCA's professional development routes (PGCert CE, HEA Fellowship) and its digital platform provides opportunities for staff to share good pedagogic practice, discuss issues, access resources and information about workshops as well as information on the staff peer review process which enable staff to reflect on their teaching. [0214]

234 Development opportunities in teaching, learning and assessment are enshrined in the University's Creative Education Professional Development Framework, which provides routes for pedagogic development for both new and experienced teaching and technical staff involved in supporting teaching and learning [0213] either through a PGCert in CE [0207;0208] or a CPD route. [0208; 0209; 0210; 0211] Ongoing professional development is supported through a programme of formal teaching and learning development opportunities (for example, enhancing assessment and feedback; supporting teaching and learning for equality, diversity and inclusion; personal development tutoring; unconscious bias; undertaking complaint investigations; developing understanding of equality in dealing with students with disabilities), [0010; 0213] all of which demonstrate that staff are able to enhance their practice and scholarship through the development opportunities provided by UCA.

235 The team noted that UCA has a Learning and Development Policy [0216] whereby a Professional Qualifications Funding Award Panel meets termly to consider applications by staff for funding for professional development, as well as internal funding opportunities to support staff for pedagogical research, professional practice, and research. Examples provided [0009] include 31 members of staff who have been supported with funding to undertake their PhD (in 12 different universities), and 10 members of staff who have undertaken scholarly activities related to their professional practice. More detailed evidence is provided in a list of Internal Research Funds awarded between 2017 and 2020 [0617] which identifies that over that period 34 staff from five faculties were made awards for research projects of between £500 to £5,000, that seven staff received support to attend conferences ranging from £170 to £500 and that one member of staff was granted £14,915 for a sabbatical project. Due to the global pandemic, six members of staff were unable to take up the awards. The fact that UCA has the Learning and Development Policy in addition to, and separate from, its Creative Education Professional Development Framework (which funds staff to gain HEA accreditation and a PGCert CE), demonstrates the broadening of support that UCA provides for staff development across their discipline in support of their teaching.

236 UCA is seeking to increase the number of staff with a PhD. A discussion paper to the June 2021 meeting of Academic Board [1547] noted that arrangements for staff undertaking a research degree have been considered at School level previously, and that given the University's research degree awarding powers aspirations, the growth of the UCA PhD community, the proposed establishment of a Doctoral College and increased research intensity, it was 'timely to consider frameworks and expectations for staff undertaking a PhD, and the support offered by the University to such staff'. It was agreed that the Director of Research would take the results of the Academic Board discussion [1547] forward into further consultation with the DVC, the Director of Human Resources and Heads of Schools, and bring a draft policy back to Academic Board for consideration to the Academic Board in March 2022. [3051]

237 The Creative Education Network [0214] was set up at UCA as a forum and an online resource to provide support for staff and to share good practice with regard to curriculum design, assessment, feedback and to contribute to the enhancement of teaching. Another approach adopted to ensuring that staff gain experience in curriculum development and assessment design is demonstrated through serving as internal academic panel members on UCA validation and periodic review panels. [0032, 0037] The team's observations of validation events [KWOb11; PBOb16; HWOb20; KWOb21; PBOb23] demonstrated effective and professional engagement of UCA staff with external higher education providers, and the inclusion of an internal academic member from another School on each panel.

238 The self-assessment document [000] explains how UCA delivered the Advance HE certified external examining training to 15 new and continuing external examiners in 2020, nine of whom were UCA members of staff, the other six were external to UCA. This demonstrates that UCA delivers opportunities for staff to gain relevant experience and training for external examining, including engaging with external peers. Information on UCA staff with experience of external examining for research degree provision is provided in the detailed UCA staff spreadsheet (updated) [0655] and/or noted in their individual staff CV and each one has been scrutinised and confirmed by the team. Listed by school these are Architecture and Craft Design, [1000; 1021; 1024; 1026] Business, [1037; 1039; 1045] Fashion, [1063] Fine Art and Photography, [1107; 1125; 1131; 1137; 1145-1146] Film, Media and Performing Arts, [1158; 1171; 1184] and Senior Executive. [1205; 1207; 1208; 1209; 1211; 1213-1214; 1217]

239 The team noted staff with experience in curriculum and assessment design through the process of external examining at other institutions or, as external advisers for the preparation of validation documents, or as external panel members on other institutions' periodic review/validation and who have clearly identified having done so in their individual staff CV, as follows: Architecture and Craft Design: External Examiner experience. [1000-1001; 1008; 1011; 1013; 1023] Business: External Examiner experience, [1037; 1039; 1050; 1055] External Validation Panel experience, [1054] External Advisor experience. [1036; 1044] Fashion: External Examiner experience, [1063; 1066-1067; 1072; 1082; 1084-1085] External Validation Panel experience. [1066; 1072; 1085] Fine Art and Photography: External Examiner experience, [1088; 1090; 1095; 1099; 1102; 1105; 1113; 1116; 1118; 1124; 1127; 1129; 1131; 1134; 1144; 1146; 1149; 1152] External Validation Panel experience, [1088; 1102; 1134; 1137] External Advisor experience. [1090; 1136] Film, Media and Performing Arts: External Examiner experience, [1155; 1159; 1164; 1167; 1171; 1174; 1179; 1182; 1184; 1191; 1192] External Validation Panel experience, [1155; 1171; 1174] External Advisor experience. [1155; 1160; 1192] School of Further Education: External Examiner experience, [1199] and Senior Executive Team members: External Examiner experience [1205; 1206; 1208; 1211; 1213] and external validation panel member experience. [1206] From the evidence in individual staff CVs and/or or in the staff spreadsheet, [0655] the team noted that every faculty has staff members who have experience of engaging with the activities of other higher education providers through a variety of external examining arrangements.

240 UCA's Internal Verification Policy [0107] outlines the processes to ensure that assessment is appropriate, consistent, transparent and fair, and an example of the UCA Assessment Spreadsheet Template for recording unit marks with Campus Registry [0107 Appendix 2] demonstrates that the policy is implemented in a consistent manner across the University. The Assessment Feedback Policy [0105] provides guidance on giving constructive feedback for successful learning and the team noted that 81.57% of UCA undergraduate students agreed that feedback on their work had been timely (compared to a sector rating of 73.59%). [0018] Academic staff confirmed [TV1M8] that the PGCert CE and the learning support team provided strong support for assessment design and feedback on assessment. The Quality Report: External Examining Process 2018-19 [0021] also provides evidence of the effectiveness of the assessment and degree awarding processes, showing that 99.2% of external examiner reports confirmed that standards for courses in 2018-19 were set and maintained at an appropriate level, comparable with the sector, and were found to be fair and sound. [0021] On the basis of the evidence considered by the team, it concluded that the provision of staff feedback on assessment is timely, constructive and developmental.

241 The team found from its scrutiny of UCA's Advance HE Annual Review of CPD 2018-19 [0213] that staff with key management responsibilities have experience of curriculum development and design and contribute to the enhancement of teaching,

assessment and feedback. Training and away days, specifically for Course Leaders/Programme Directors, include assessment and curriculum design [3066; 3067; 3068] and Programme Directors and Course Leaders [TV1M8] confirmed that there was strong support for assessment design through their engagement with the PGCert CE and from the learning support team, and that staff new to UCA received one-to-one mentoring for assessment design. The team's observations of programme approval events and CVs provided as part of the approval process confirmed that staff with programme management responsibilities were highly experienced in academic and professional practice and engaged well with approval panels in responding to queries raised. [KWOb11; PBOb16] Confirmation that UCA ensures that staff with key programme management responsibilities have experience of curriculum development and assessment design is also demonstrated in the high percentage of external examiners who confirm that course standards are set and maintained at an appropriate level, comparable with the sector, [0021] as mentioned in paragraph 240.

242 The Quality Report: Annex 3: Periodic Review Outcomes 2018-19 [0013] and the Academic Quality Committee's Overview of Validation and Review Events for 2018-19 [0510] have established the principle of co-creation engagement as part of the preparation for periodic review at UCA because it provides the opportunity for programme teams 'to explore ideology and pedagogical enhancement with industry professionals, current students, alumni and external examiners'. [0510] Demonstration of such co-creation and external engagement as part of validation preparation was provided through UCA's co-creation template document [KWOb11; PBOb16; HWOb20; KWOb21; PBOb23] demonstrating adherence to expected practice and the principle of co-creation across the University. The team's review of individual staff CVs confirmed that UCA demonstrates how every faculty has staff members who have key programme management experience who are engaging with the activities of other higher education providers through a variety of external examining arrangements.

243 The University's annual review of its Creative Education Strategy demonstrates its commitment to ensuring that everyone involved in teaching or supporting student learning and assessment is suitably supported to gain teaching qualifications in line with its People Strategy 2019-23. [0202] UCA monitors its academic provision through a cyclical analysis of performance data to 'form a picture of the health of its academic provision at any point, and to analyse the performance of its academic provision over time...' and includes Course, School and institutional Annual Academic Monitoring and analysis of data. [0035] The PDR process aims to 'continually enhance the quality, efficiency and effectiveness of the delivery' of UCA's vision and strategic objectives. [0206] The University's internal auditors [0509] found that UCA's procedures were followed, confirming that UCA regularly assesses staff skills and expertise through the PDR process. The team also noted that UCA annually monitors the number of staff who achieve HEA qualifications [0205; 0213] and has raised its goal for the percentage of staff achieving such recognition to ensure that it has sufficiently well qualified staff to support and assess student learning. The REF 2014 Feedback report from the Sub-panel [0640] confirmed that 'PGR students [at UCA] are well-supported in terms of resources, grants, supervision and mentorship'.

244 The team noted that staffing pressures on a course attracting strong recruitment were highlighted in both the annual monitoring report 2018-19 for BA (Honours) Architecture - Canterbury [0046] and the External Examiner Report for MA Architecture – Canterbury 2019-20. [0049] Senior staff confirmed that the undergraduate staff/student ratio (SSR) was 1:25 but told the team that staffing adjustments were possible, where necessary, to maintain the quality of the student experience. The team noted that the 2018-19 annual monitoring Report for the PGCert CE [0212] also notes that the loss of a 0.4FTE member of the course team had been challenging, leaving only one permanent member of the course team and significantly reducing opportunities for discussion and planning. The team noted that two

members of staff had been recruited to address this. [0207; 0208] The team concluded that UCA keeps under review the skills and expertise required to teach all students and maintain appropriate staff/student ratios.

245 UCA's 2018-19 Annual Staff Equality, Diversity & Inclusivity Report [0201] demonstrates a commitment to Equality, Diversity and Inclusivity in staff recruitment and it has appointed an Equality, Diversity and Inclusivity Manager and upgraded its recruitment system to enable 'blind selection' of candidates. The People Strategy 2019-23 [0202] includes as its first core aim the recruitment of a diverse community of appropriately skilled staff. The strategy provides a clear four-year plan to embed its core aims and objectives and outlines its goals and the performance indicators against which the successful implementation of the strategy will be measured.

246 UCA offers the Chartered Management Institute Level 5 Diploma in Management and Leadership for its middle managers which includes studying managing recruitment, selection and induction. This development, in conjunction with its Inclusive working and Inclusive Leadership online sessions, [0218, 2019] provide evidence of its plans to increase staff awareness of unconscious bias and to prepare staff for more inclusive recruitment and people development approaches. Clear guidance is provided for managers on the recruitment of staff through a handbook on the Recruitment Policy & Guidance for Managers which clearly outlines 13 principles of UCA's recruitment policy and the procedural guidance all UCA managers are required to follow. [0798] The University's Recruitment Policy and Guidance for Managers [0798] and examples of a (redacted) offer letter [0203] and an Academic Permanent Contract (grade 9-11) [0204] further demonstrate that UCA has appropriate staff recruitment practices. [0798]

Conclusions

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

248 The team concluded that UCA ensures that all staff involved in teaching or supporting student learning and in the assessment of student work have relevant learning, teaching and assessment practices that are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship. The University's Creative Education Professional Development Framework provides routes to teaching development for both new and experienced teaching staff and demonstrates the encouragement given to staff by UCA to undertake pedagogic development to achieve membership of the HEA (Advance HE).

249 The University also offers its own Postgraduate Certificate in Creative Education (PGCert CE) teaching qualification in support of staff understanding of good practice in teaching, learning and assessment to ensure that it has sufficient staff with the requisite skills to support effective student learning which is informed by timely, constructive and developmental assessment feedback to students. The number of staff gaining accreditation and successfully completing the PGCert CE is regularly reviewed. The University also offers continuing professional development activity and staff also have opportunities to reflect on, and evaluate, their learning, teaching and assessment practice through the performance development and review process.

250 All permanent staff are contracted to undertake research/scholarly activity and the University's framework of Academic Career Fields (Professional Practice, Creative Education, or Research) provides scope for staff to select their field of choice in line with staff strengths and interests. This approach enables the University to manage and support staff activities undertaken in the research and scholarly activity time identified in all academic

contracts to ensure staff members' active engagement with the pedagogic development (creative education) of their discipline knowledge (professional practice).

251 The University's own peer-reviewed journal (Journal of Useful Investigations in Higher Education) also provides a means for staff to engage in reflection and evaluation of their learning, teaching and assessment practice through discussion and shared good practice. Opportunities for staff to gain experience in curriculum development and assessment design are also available through the University's Creative Education Network which provides an online resource to support staff and share good practice. The University has a Professional Qualifications Funding Award Panel which considers staff professional development funding applications, and internal research funding awards have also been made to staff.

252 The team noted that training and away days provided for course leaders and Programme Directors included sessions on assessment and curriculum design and the team concluded that the policy framework, recruitment strategy, development opportunities, and funding provided for staff should ensure that students are well taught and supported to achieve the intended learning outcomes for the credit or qualifications being sought.

253 The team concludes therefore that UCA assures itself that it has appropriate numbers of staff to teach its students and that everyone involved in teaching or supporting student learning, and in the assessment of student work, is appropriately qualified, supported and developed to the level(s) and subject(s) of the qualifications being awarded and that this criterion is met.

Criterion D: Environment for supporting students

Criterion D1 - Enabling student development and achievement

254 This criterion states that:

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

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

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

256 Specifically, the assessment team considered or assessed:

- a To understand the University's strategic approach to enabling student development and achievement and how it exercises oversight to ensure that the learning environment provided for students is aligned with the University's aims and objectives, the team considered the University's Strategic Vision for 2018-2028, [C111] Access and Participation Plan, [0027] Student Protection Plan, [0113] Creative Education Strategy, [0111; 1583] the Student Wellbeing Strategy and Action Plan, [0321-0322; 0918] Student Engagement Strategy, [0044] the Admissions Policy [0101] and Draft Research Degree Regulations. [0729] The team also met senior staff to hear about their experiences overseeing those services. [TV1M1-M2, M5 and M10; TV2M1-2 and M4-7]
- b To explore the implementation of University's strategies and plans as they relate to this criterion, the team observed key committees, including: School Boards of Studies, [HWOb1, 1300-1310a; HWOb2, 1311-1319a; EMOB26, 2123-2149; EMOB27, 2151-2179; EMOB28, 2180-2206] the Academic Quality Committee, [HWOb9, 1457-1472; KWOb17, 1770-1794] Academic Board, [KWOb12, 1528-1565] University Executive Group [JPBOB5, 1401-1411; EMOB10, 1473-1527], the University's Board of Governors [JPBOB4, 1320-1411; JPBOB17, 1645-1692] and considered the draft terms of reference of the Student Experience Committee. [3109] The team also met students and student representatives, [TV1M4; TV2M3] academic and professional support staff, [TV1M6- M9] representatives from the University's awarding partner (University of the Arts, London), [TV1M3] and senior staff. [TV1M1-M2, M5 and M10; TV2M1-2 and M4-7]
- c To assess the appropriateness of the arrangements for the induction of new students and how the University monitors the effectiveness of these arrangements, the team considered the University's induction programme materials, [0123-0124; 0308] UG/PGT Induction Checklists from 2019-20 and 20-21, [0301- 0302] the PGR Induction Programme and Checklist from 2020/21, as well as the draft plans for 21/22, [0653-0654; 1626], alongside examples of programme-specific induction materials. [0303-0305] The team considered the minutes and final report from the University's Induction Working Group [0906-0907] and papers from the Student Access, Inclusion and Wellbeing Advisory Group [0766-0768] and Student Success Committee [0763-0765] and BAME working group notes to date. [0769] The team

also met students [TV1M4] and academic and professional support staff. [TV1M6-M9]

- d To better understand the nature of technical support and induction provided for students, the team reviewed the operation of the technical support service which oversees the University's technical workspaces and provides student induction to these spaces. The team reviewed the job descriptions of the Director of Technical Learning, [3092] Technical Services Manager, [3093] and Technical Tutor - Digital Post Production. [3094] The team also reviewed completed examples of the University's health and safety briefing/induction, also known as the Personal Induction Passport. [3099] During the first and second team visits, the team met technical support staff who support the delivery of the University's technical material and support students in the technical workspaces. [TV1M1; TV2M6] The team also undertook a physical tour of the University's main campus at Farnham. [TV2]
- e To better understand how the University monitors the effectiveness of its student and staff advisory and support services, to confirm active engagement with the Student Wellbeing Strategy/Action Plan and to support the team's evaluation of the monitoring systems in place, the team considered the Student Wellbeing Strategy and Action Plan, [0321-0322; 0918], the Library and Student Services Annual Reports from 2018-19 and 2019-20, [0310; 0905] a Welcome to Gateway Support and Learning Services module, [0319] and the papers and operation of the Access and Participation Committee. [0768, QAH 0041] A meeting of the APC was observed. [HWOb25, 2110-2122] The team also met students. [TV1M4; TV2M3]
- f To evaluate the effectiveness of the University's administrative support systems to monitor student progression and performance accurately and provide timely, secure and accurate information to satisfy academic and non-academic management needs, the team reviewed the Quality Assurance Handbook with specific reference to Annex 9 and 9A, as these are the specific annexes to the Annual Quality Report which contain UG/PGT student progression and performance data derived from the Annual Academic Monitoring (AAM) reporting process. [0015; 0024-0025; 0045-0047; 0212; 0726-0727; 0826-0828; 1330-1331; 1488-1489] The team assessed the final Quality Report from 2019-20 [0010; 0845; 1343; 1486] alongside papers from committees at which UG/PGT progression and performance data was discussed, including School Boards of Studies, [0772-0773; 1300-1319a; 2123-2149; 2151-2179; 2180-2206] Academic Quality Committee, [0757-0760; 0985; 0990; 1473-1527; 1770-1794] Academic Board, [0753-0756; 1528-1565] and Board of Governors. [0750-0752; 1320-1411; 1645-1692] Observations of the University's Research Degrees Committee [KBOb6, 1411a-1427; JPBOb13, 1619-1644; KWOb15, 1693-1710] were also undertaken.
- g To evaluate the extent to which students' academic and professional skills development is embedded in the University's curriculum, the team scrutinised programme specifications and unit descriptors from a range of undergraduate and postgraduate programmes of study, including: BA Architecture, [0846-0849] BA Fashion Design, [0850-0853] BA Film Production, [0854-0857] BA Illustration, [0858-0861] BA Interior Architecture, [0862-0865] BA Fashion Management and Marketing, [0866] BA Marketing, [0867] BA Business Innovation and Management, [0868] BA Fashion Journalism, [0869] MFA Photography, [0833] MA Architecture, [0870] MA Fashion Design, [0871] MA Filmmaking, [0872] MA Jewellery, [0873] MA Visual Communication, [0874] MA Fashion Business and Management, [0875] MA Writing for Screen, [1605; 1607-1610] MA Screen Acting and Performance, [1588; 1590-1594] MA Experimental Film. [1597; 1599-1602]

- h To evaluate the breadth and depth of careers support at the University, the team reviewed the online platform through which students can access careers information, [0329] alongside opportunities for PGR students to develop professional skills, [0916- 0917; 3019] including reviewing the Advanced Research Method Programme from 2021-22. [3090-3091] The initial findings and recommendations arising from a review of careers, employability and enterprise activity to ensure that UCA develops approaches to employability that are fit for purpose and tailored to the nature of employment practices in the creative industries [0514; 0945; 1410] were also evaluated to explore the University's future plans for enhancing the professional skills development.
- i To determine the progress of the University's review into employability, the team observed School Boards of Study meetings [HWOb1, 1300-1310a; HWOb2, 1311-1319a] and the Research Degrees Committee. [KBOb6, 1411a-1427; JPBOb13, 1619-1644] The team met students [TV1M4; TV2M3] to hear about their experiences of careers support and the University. The team also met academic staff, [TV1M6-8; TV2M2] professional support staff, [TV1M9] and senior staff of the University [TV1M1-M2, M5 and M10; TV2M1 and M4-6] to hear about future plans for enhancing the provision of careers and employability support.
- j To have a clear understanding of the range of the learning resources provided, their suitability and appropriateness, and the level of student satisfaction, the team reviewed the TEF Year 4 Provider Submission, [0009] as well as a range of AAM Reports [0015; 0024-0025; 0045-0047; 0212; 0726-0727; 0826-0828; 1330-1331; 1488-1489] and External Examiner Reports. [0049; 0882-0888; 0891] The team also met students [TV1M4; TV2M3] to assess whether they felt the arrangements in place allowed them to make effective use of the learning resources provided and also met with professional support staff [TV1M9; TV2M5-6; 0308] to clarify the arrangements in place for the supervision and training of students in the University's workshop spaces.

How any samples of evidence were constructed

257 No sampling was undertaken for this criterion.

What the evidence shows

258 The University's current position and plans in relation to this criterion are:

259 UCA's vision 'to be recognised as a global authority on creative arts, creative technologies and business for the creative industries' and its Internationalisation Plan reflect its intention to have 'a greater outward-looking global reach'. The University's self-assessment document indicated that 17% of its students were international and drawn from 91 countries. To realise its vision, the University plans to put creative practice at the heart of teaching and learning and to use a wide range of technologies and facilities to enable student development and achievement.

260 The University has a significant footprint in London and the south-east with teaching and learning taking place at its four campuses in Canterbury, Epsom, Farnham, and Rochester with some specialist programmes taught off-campus. It has established partnership arrangements in the UK [REDACTED].

261 While UCA does not currently have research degree awarding powers, it has developed several plans, should its application for full degree awarding powers for research degrees be successful. For example, it has developed a draft set of academic regulations for

its own postgraduate research awards. It has also taken the strategic decision to re-model the Research Office, which currently oversees the implementation of research degrees, into a Doctoral College to be based at the UCA Canterbury campus. The new Doctoral College, which is still in a very early stage of development, will be responsible for the administration and monitoring of research degrees and, where necessary, enhancing the postgraduate research student experience.

262 The assessment team's analysis of the evidence led to the following observations:

263 The Strategic Vision for 2018-2028 [C111] and Creative Education Strategy [0111] frame UCA's approach to the delivery of high-quality education with an important focus on creative practice. Central to this approach is course design using a 'variety of technologies and facilities to enhance teaching, learning, and assessment'. [0111] The Creative Education Strategy reflects the University's commitment to embedding employability, enterprise, and professional practice skills in its curriculum, thereby ensuring that students and graduates have the skills that employers need. [0111] An annual resource planning process and the University's partnership arrangements ensure that appropriate facilities and resources, which are of industry-standard, are available to support student development and achievement. The team's tour of facilities, including studios, workshops, technical and library resources at the Farnham campus confirmed that the facilities and resources available to students are of a high quality and should contribute to their academic, personal and professional development.

264 The University's Access and Participation Plan 2020-2121 to 2024-25 [0027] highlights the University's commitment to widening access to art education and progression to careers in the creative arts. It notes the initiatives, such as Saturday art and design clubs and further education courses at each campus in an effort to encourage diversity in the student population. Closely supporting UCA's mission and strategic aims, the plan is overseen by a recently established Access and Participation Committee with extensive representation across departments. [HWOb25] Academic policies also support the University's higher education mission. For example, consistent with the aim of enhancing the educational offer, described in the Strategic Vision, [C111] the Admissions Policy [0101] re-affirms the University's commitment to equality and widening participation in its admissions and active encouragement of applications through a wide range of routes. The team found the strategic framework for enabling student development and achievement to be clear and designed to support inclusivity, based on an understanding of different student needs.

265 UCA's Student Access, Inclusion and Wellbeing Advisory Group (SAIWAG) was established in May 2018 [0766] to 'advise and challenge the University through contribution of expert research and knowledge to the areas of access, inclusion and wellbeing in relation to the Student Success Strategy and associated initiatives'. An early issue identified was the need to explore differential achievement between BAME students and the total student population, leading to the BAME achievement being included in the course-level annual monitoring reports to ensure targeted specific actions to address the attainment gap, the establishment of a BAME Attainment Gap Working Group in January 2019 [0769] and the identification of School BAME Attainment Enhancement Leads. The University believes that wellbeing is fundamental to a positive student learning experience and its Student Wellbeing Strategy [0321] states that a 'key principle for informing an effective wellbeing strategy should be to promote a safe and supportive environment for students, which celebrates equality, diversity and inclusivity'. The University has identified areas for development with specific actions for six themes: mental health; social engagement and belonging; behaviour and tolerance; physical health; physical environment; and personal finances/hardship, which are operationalised in the Student Wellbeing Action Plan. [0322; 0918] The action plan is overseen by the Access and Participation Committee (APC) and is one of the key mechanisms by which the University evaluates how it enables student development and

achievement. The team's observation of the APC in the second half of the scrutiny period demonstrated that the committee was cognisant of its role in overseeing the implementation of the Student Wellbeing Action Plan but progress had been thwarted by the COVID-19 pandemic. [HWOb25, 2110 – 2122] The team's consideration of SAIWAG minutes and observation of the APC [HWOb25] demonstrated a commitment to equality and equity, reflecting its responsiveness to the different needs of its diverse student population to enable all students to achieve the intended learning outcomes.

266 Meetings during the first team visit with senior staff [TV1M1-M2, M5 and M10] and academic and professional support staff [TV1M6-9] confirmed that UCA's strategic approach to determining and evaluating student development and achievement of its diverse student body was well understood and embedded throughout the institution. The team's observations of key committees, including School Boards of Study, [HWOb1; HWOb2] the Academic Quality Committee, [HWOb9] the APC [HWOb25] and Academic Board [KWOb12] further confirmed that the University takes a comprehensive strategic and operational approach to determining and evaluating how it enables student development and achievement.

267 Students enrol on programmes of study with separate induction arrangements in place for taught students and postgraduate research students [0301-0302; 1626; 0653-0654] who are inducted into their programme of study after registration. Following a review by the SAIWAG [0766-0767] and then the Student Success Committee (SSC) in 2017-18, undergraduate student induction was identified as an area in need of development. [0763-0765] Student representatives on the SSC had fed back that the induction week had 'felt disorganised, perhaps too casual' and commented on the lack of timetable information provided (February 2018). SSC noted that, while some courses implemented a structured dialogue with new students prior to their arrival, this good practice was not universal across the institution. As a result, the University constituted an Induction Working Group, with representation from academics, technicians, admissions staff, Academic Services staff and the Students' Union.

268 The Working Group proposed several changes to the current undergraduate induction programme, including a new 'Induction Checklist'. [0906-0907] The checklist outlines the basic requirements for all induction activities, regardless of the programme. [0301-0302] The checklist states that induction serves a three-fold purpose: enrolment; programme readiness; community, and provided key principles for the delivery of induction to students in the blended and remote delivery environment of 2020. This included: extended induction; induction in one place: myUCA (the University's online learning environment); by students for students; short videos; online resources followed by 'so what?' activities; and a mix of synchronous and asynchronous activities. The team considered that the changes made by the University demonstrate its responsiveness to student feedback which has served to inform future development of its induction process to more effectively address students' needs.

269 Papers from the Student Success Committee, [0763-0765] Student Access, Inclusion and Wellbeing Advisory Group, [0766- 0768] University Executive Group [JPBOb5, 1401-1411; EMOB10, 1473-1527] and Academic Board [KWOb12, 0753- 0756; 1528-1565] show that the changes have been positively received across UCA. During the first team visit, the team heard from undergraduate and postgraduate taught students that they were largely happy with the induction they received and provided examples of induction including workshops on the use of machinery, as appropriate to their study needs. [TV1M4]

270 The induction arrangements for new postgraduate research students include a series of pre-recorded videos covering key pieces of information [0653; 1626] and a checklist [0654] requiring the student to visit specific departments for a face-to-face

introduction. During the pandemic, face-to-face inductions have largely been completed online. [TV2M3] By comparison to the induction programme for taught students, the team felt the arrangements for research students were less well developed. During the first team visit, UCA staff explained that plans were being developed for a new Doctoral College, which will be responsible for overhauling the research student induction programme. [TV1M1-2, TV1M6- M10] However, by the time of the second team visit, those plans remained at an early stage with no real details available about what the Doctoral College would do to enhance research student induction. [TV2M1; TV2M5] Nevertheless, the team concluded that the current arrangements for research student induction were sufficient, albeit limited.

271 There are established student and staff advisory, support, and counselling services at the University. A Welcome to Gateway Support and Learning Services module [0319] introduces students to advice and resources relating to support available in relation to finance; housing; health and wellbeing; general welfare issues; disability and dyslexia support. Evaluation and monitoring of these services is a key part of the Student Wellbeing Strategy and Action Plan [0321-0322; 0918] and the Academic Services Annual Report. [0310; 0905] The Student Wellbeing Strategy/Action Plan outlines several high-level goals for the University, including 'adopt a whole University approach to wellbeing' and 'review policies, processes and procedures that impact wellbeing'. [0321-0322; 0918] Progress against the Student Wellbeing Strategy/Action Plan is monitored by the APC. [QAH 0041]

272 Papers from the APC demonstrate active engagement with the principles outlined by the Student Wellbeing Strategy and demonstrate that UCA is actively monitoring its implementation. [0766-0768] While several areas of the action plan are outstanding, such as 'identify benchmarks and performance indicators for wellbeing', [0918] the team understands this is a living document, having received several versions of the Student Wellbeing Strategy/Action Plan during the course of the scrutiny period. Exploring this further during the second team visit, the professional support staff explained that, while significant progress was being made on implementing the Student Wellbeing Strategy, the pandemic had led to staffing resources being diverted to support the move to online provision. [TV2M6] The team noted that this ultimately meant that several areas of the Student Wellbeing Strategy had yet to be finalised. [0766-0768; 0918]

273 Operationally, UCA monitors the effectiveness of its student and staff support services through its annual reporting processes. The Academic Services Annual Report (2019-20) includes a reflection on the key challenges from the reporting period including the strain placed on services by COVID-19 (Sections 1-3), an outline of income and expenditure (Section 4) as well as key usage and satisfaction statistics, organised by service, namely Advice and Finance; Gateway Services; Counselling and Wellbeing; Discovery and Liaison Services; and Accommodation (Appendix A-E). [0905] The Academic Services Annual Report is considered in tandem by the Student Success Committee and APC, and then finally the Academic Quality Committee. When the Student Success Committee was discontinued in 2019-20, the Academic Services Annual Report was then only received by the APC and Academic Quality Committee. The team noted that the minutes of these committees show that due consideration is given to the detailed and comprehensive annual report. [0757-0760; 0768; 0985; 0990; 1473-1527; 1770-1794; 2110-2122]

274 During the second team visit, the University highlighted a new senior appointment, a new Pro Vice-Chancellor (Student Experience). [TV2M1, 6-7] This new post will lead a small reorganisation of the committee structure, whereby the Student Success Committee will be reconstituted as the Student Experience Committee. [TV2M1, 6-7] The draft terms of reference for the proposed Student Experience Committee indicate that the committee will become 'responsible for the enhancement of all aspects of the student experience. Its primary focus is to promote student engagement and a safe, equal environment for students to study within, a sense of community and to review, monitor and enhance student

satisfaction'. [3109] Some monitoring and oversight responsibilities from the Academic Quality Committee will be delegated to the new Student Experience Committee, which will also absorb the currently informal meeting of Heads of Schools, known internally as the Student Experience Board. [TV2M1, 6 – 7; 3109] These changes occurred towards the end of the scrutiny period, therefore the team was not able to test their effectiveness or impact.

275 The University's administrative support systems enable it to monitor student progression and performance data, primarily via the Annual Academic Monitoring (AAM) process. [0015; 0045-0047; 0212; 0726-0727; 0826-0828; 1330-1331; 1488-1489] Taught degree reports include an evaluation of the key challenges and achievements in the reporting period (Part 1), student satisfaction data (Part 2) and external examiner feedback (Part 3). [0015] Data relating to achievements and progression are reported in Part 4 of the undergraduate/postgraduate research report. [0015] The structure of the AAM for the University's postgraduate research provision is different but contains the same basic information with student data on completions (Section 4), enrolment and progression (Section 5) included. [0726-0727] While taught degree AAM reports are considered by the relevant School Board of Study and then AQC, [0015] the AAM for the University's postgraduate research provision is considered by the Research Degrees Committee and then Research Committee. [0726 – 0727] Ultimately, the AAM reports feed into Academic Board through the Quality Report and are also reported to the University Board of Governors via the same mechanism.

276 Papers from the University's School Boards of Study, [0772-0773; 1300-1319a] AQC, [0757- 0760; 0985; 0990; 1473-1527] Research Degrees Committee, [0608- 0610; 0761; 1411a-1427; 1619-1644] Research Committee, [0605- 0607; 1457-1472] Academic Board, [0753-0756; 1528-1565] and the University's Board of Governors [0750- 0752; 1320-1411; 1645-1692] show active consideration of student progression and performance data demonstrating the University's administrative systems enable the monitoring of student progression and performance data. Observations of the University's Research Degrees Committee [KBOb6, 1411a-1427; JPBOb13, 1619-1644] further demonstrated the University's ability to provide full reports on PGR student status and progress.

277 The library (represented on each campus) supports students to realise their academic, personal and professional potential. In response to the pandemic, the library has invested in new electronic resources, established an online enquiry service, developed a knowledge base to help students to become independent learners, developed a webinar programme to help students to take responsibility for their own learning, developed video guides and interactive tutorials, set up click and collect, scan and deliver services, and launched a pandemic guide to let students know about library services and resources. [REDACTED] The University's online learning environment, myUCA, enables students to view and share information and documents relevant to their course in addition to accessing library, learning and support resources, updating their personal information, and getting announcements and accessing their UCA email. Students also have access to their marks and grades through myUCA and are therefore able to monitor their progress. Research degree students have their own course area in myUCA, which is used as a repository of documents and materials as well as a noticeboard. Students also benefit from the support provided by technical services staff to enable them to have safe access to, and use of, equipment and facilities they need.

278 The Strategic Vision for 2018-2028 [C111] and the Creative Education Strategy [0111] place a clear emphasis on developing transferable skills that will benefit students in the workplace. In the Strategic Vision for 2018-2028, UCA aims to develop a 'distinctive curriculum' which relies on 'flexible, inclusive and interdisciplinary learning' that is centred on a 'practice-based approach with embedded employability skills'. [C111] These principles are reinforced by several parts of the Creative Education Strategy, for example, Aim/Goal 7

which states that 'employability, enterprise and professional skills are taught in all courses'. [0111. Programme specifications from the BA Architecture, [0847] BA Fashion Design, [0850] BA Film Production, [0854] BA Illustration, [0858] BA Interior Architecture, [0862] BA Fashion Management and Marketing, [0866] BA Marketing, [0867] BA Business Innovation and Management, [0868] BA Fashion Journalism, [0869] MFA Photography, [0833] MA Architecture, [0870] MA Fashion Design, [0871] MA Filmmaking, [0872] MA Jewellery, [0873] MA Visual Communication, [0874] MA Fashion Business and Management, [0875] MA Writing for Screen, [1605] MA Screen Acting and Performance, [1588] MA Experimental Film [1597] all refer to the development of academic knowledge in tandem with professional skills, principally in the course overview but also in the course aims and course outcomes.

279 Unit descriptors contributing towards the following courses BA Architecture, [0846; 0848- 0849] BA Fashion Design, [0851-0853] BA Film Production, [0855-0857] BA Illustration, [0859-0861] BA Interior Architecture, [0863-0865] MA Screen Acting and Performance, [1590-1594] MA Experimental Film [1599-1602] and MA Writing for Screen [1607-1610] also contain explicit references to the development of academic and professional skills. The team concluded therefore that the University has taken clear steps to operationalise the Strategic Vision for 2018-2028 [C111] and Creative Education Strategy [0111] by embedding employability and professional skills, alongside personal skills that UK graduate and postgraduate degree students are expected to demonstrate on completion of their studies.

280 While academic and professional skills feature prominently in UCA's curricula, during the first team visit the University Leadership Team explained that it had commissioned a comprehensive review into employability at the University. [TV1M1] The review itself was conducted during the scrutiny period and observations of School Boards of Study [HWOb1, 1300-1310a; HWOb2, 1311-1319a] and the Research Degrees Committee [KBOb6, 1411a-1427; JPBOb13, 1619-1644] allowed the team to track progress of the exercise. The review was led by a newly appointed Assistant Deputy Vice-Chancellor (ADVC). It concluded that there was 'no formal careers and employability strategy' for the University and 'no monitoring or evaluation strategy' for careers and employability. [0514; 0945; 1410] The review also reported concerns relating to staffing levels with regard to the careers service, which offers students support with completing applications and conducting mock interviews either on a one-to-one basis or as part of wider group sessions. [0329; 0514; 0945; 1410] The review led to several recommendations including the establishment of a 'Professional Practice Hub' that will comprise the central careers team and several new school-specific hubs with 'student engagement opportunities through formal for-credit unit delivery, induction/orientation and Bootcamps'. [1410] While the team could track the progress of the review itself, the implementation of the review's recommendations will take place outside of the scrutiny period, therefore it is not possible to comment on how effective these interventions will be in practice.

281 For postgraduate research students, an established Advanced Research Methods (ARM) programme covers academic skills appropriate to research degrees, for example, writing an abstract for a conference. [3019; 3091 – 3091] Technical skills are developed as postgraduate research students' progress through their research topics, and the University supports the attendance of postgraduate students at conferences and workshops to support the development of professional skills. [3019] The team saw several examples of postgraduate students presenting their work internally through the regular Graduate Forum. [0916-0917] Observations of two Graduate Forums confirmed the active participation of postgraduate research students who presented progress on their research topic to other interested parties, mostly postgraduate research students and faculty. [HWOb3; PBOb18]

282 Currently, postgraduate research students also have access to the UAL Research Network (UAL-RN). [3019] During the first team visit, UAL representatives told the team that

should UCA be awarded full degree awarding powers, access to UAL-RN may come to an end. [TV1M9] Exploring this with UCA at the first team visit, the team heard that plans for a Doctoral College, which would have the broader role of coordinating the postgraduate research student experience, were currently being developed. [TV1M1-M3 and TVM6-10; 3019] However, at the time of the second team visit, the University's formal plans had yet to be put in place for its Doctoral College. [TV2M1 and TV2M5]

283 The Creative Education Strategy proposes that all 'Courses use a wide variety of technologies and facilities to develop, enhance and organise learning, teaching and assessment. This is enshrined in the technical, technological and library environment via an ethos of collaboration between disciplines'. [0111] UCA has a range of learning resources, including specialist facilities and workshops. [0009; 0045-0047; 0049] An examination of AAM reports from a range of programmes, at all levels, report general student satisfaction with access to the learning resources, which includes equipment, facilities, software, and collections. [0015; 0024-0025; 0045-0047; 0212; 0726-0727; 0826-0828; 1330-1331; 1488-1489] Analysis of external examiner reports from a range of taught programmes, including BA Architecture, [0887 – 0888] BA Animation, [0882] BA Fashion (Practice), [0885] BA Fashion (Theory), [0886] MA Fine Art [0883] and MA Illustration [0884] confirm the learning resources provided are suitable and appropriate. This is also true for external examiner reports from programmes delivered by UCA's commercial entity, OCA. [0891]

284 A comprehensive Health and Safety induction is included in UCA's induction programme. This covers the basic principles of first aid, security, and lone working. [0123-0124] In meetings during the first team visit, the team heard from professional support staff [TV1M9; 0308] about the arrangements for the maintenance and supervision of the workshops and technical spaces. The Director of Technical Learning is responsible for providing strategic oversight of UCA's technical capabilities. [3092; TV1M9] Each campus has a Technical Service Manager [3093] and team of Technical Tutors, [3094] who together maintain the workshop environments and provide a comprehensive health and safety induction to new users. [TV1M9; 0308; 3095 – 3098] Students confirmed during the first team visit that they had a 'full induction week including workshops on the use of machinery and dyes' [TV1M4] allowing them to make effective use of the learning resources. Completed induction logs, also known as a Personal Induction Passport, demonstrate that students receive a comprehensive induction before being allowed to use equipment or machinery. [3099] The team concluded that the University provides students with opportunities to access a range of specialist facilities and digital resources and does this in a manner which is conducive to the provision of a safe and effective learning environment.

Conclusions

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

286 The team concluded that the University takes a strategic approach to determining and evaluating student development and achievement aligned with the Strategic Vision for 2018-2028 and Creative Education Strategy. Throughout the scrutiny period, the team found that the University's strategies and other key policies were fully embedded throughout the University.

287 The current arrangements in place for student induction are sufficient and allow students to engage fully with their studies, although the arrangements for postgraduate research student induction are much less developed than the arrangements for taught students. There are plans for the development of a Doctoral College that will be ultimately responsible for enhancing the postgraduate research student experience, and this will

include reviewing the induction arrangements for postgraduate research students; however, at the time of the scrutiny these plans were in a very early stage. There are appropriate student support and staff support services which reflect the University's commitment to equity, and these are monitored in established review processes which ultimately feed into the University's deliberative committee structure via the Access and Participation Committee and the Academic Quality Committee.

288 UCA's emphasis on flexible, inclusive, and interdisciplinary learning ensures that there are ample opportunities for students to develop both academically and professionally. The team's tour of the physical learning resources at the Farnham campus showed that students have access to a range of equipment, facilities, workshops and resources, including some of industry-standard, that contribute to supporting student development and achievement. The team noted the strong focus on health and safety and concluded that the arrangements for student induction into the University's specialist and technical spaces are robust and allow students to make effective use of the learning resources provided.

289 On the basis of the above, the team concludes that UCA has in place, monitors and evaluates arrangements and resources which enable students to develop their academic, personal and professional potential and that this criterion is met.

Criterion E: Evaluation of performance

Criterion E1 - Evaluation of performance

290 This criterion states that:

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

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

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

292 Specifically, the assessment team considered or assessed:

- a To understand the current arrangements in place for self-assessment and evaluation, the team considered the University's Quality Assurance Handbook (QAH) [0029-0044; 0832; 0983-0984], Annual Quality Reports, [0010, 0845, 1343, 1486] and its Internal Audit Plan for 2020-2023. [0502] The team also met senior staff, teaching staff, and professional support staff throughout the scrutiny period. [TV1M2 and 5; TV2M1 and 2, 4-6]
- b To understand how the external examining arrangements should work and how the University uses external examiners in practice, the team considered the external examining arrangements, as set out in the QAH [0036 QAH Section G], External Examiner report form 2019-20, [0007] School Boards of Study consideration and nomination of external examiners, [0772-0773; 1304; 1315] External Examiners Group Minutes, [0770] AQC Minutes, [0757] and reviewed a sample of external examiner reports. [0049; 0884-0888; 3000-3005] Reports from several of the University's validated and franchised programmes formed part of this analysis, including courses delivered by the Cyprus Academy of Arts, [0882-0883] the Open College of Arts, [0891] and the London School of Design and Marketing (LSDM). [0889-0890; 3054-3061; 3108]
- c To see how the University conducts validation and review events in practice, the team scrutinised documentation relating to the validation [0031; 0032; 0512; 0992] and periodic review [0037] of programmes, including the papers from validation events [0121; 0981- 0994; 3062; 3065; 3069-3074] and periodic reviews [0013; 0117; 0121; 0513; 0829- 0831; 0881; 3072] conducted prior to the scrutiny. Several courses were revalidated during the scrutiny period and these were observed by the team. [KWOb11, 1565-1618; PBOb16, 1711-1769; HWOb19, 1795-1895, 2080-2090; KWOb21, 1896-2007; PBOb23, 2010-2079]
- d To understand how annual academic monitoring, including course-level monitoring should operate and how the process works in practice, the team reviewed the arrangements for annual academic monitoring [0015 and 0035 QAH Section F and Annex 5] and a sample of complete Annual Academic Monitoring Reports from 2017-18, [0045; 0708] 2018-19, [0046; 0212; 0709] and 2019-20. [0047; 0710; 0727; 0826-0828]

- e To evaluate the effectiveness of the deliberative committee structure in evaluating the University's performance, the team considered a progress report on internal audit findings [0501] and assessed the constitution, papers, and operation of key committees involved in evaluating the University's performance, including Academic Board, [0003- 0006; 0028; 0504; 0514; 0753- 0756; 0965- 0969; 3043; 3050- 3051; 3082; 3086; 3088-3089] Audit and Risk Committee, [1672] and the University's Board of Governors. [1348; 1351; 0503; 0750-0752; 0878; 0892; 3047] Observations of these committees throughout the scrutiny period assisted in this analysis. [JBOb04, 1320-1400; KWOb12, 1528-1552, 1554-1557, 1559-1565; JBOb14, 1645-1692]

How any samples of evidence were constructed

- 293 No sampling was undertaken for this criterion.

What the evidence shows

- 294 The University's current position and plans in relation to this criterion are:

295 The University's approach to self-evaluation is outlined in the Quality Assurance Handbook. There are arrangements in place to validate new provision and to periodically review current programmes. These processes include significant engagement with key stakeholders, including students and student representatives as well as external experts and practitioners who contribute ideas and expertise from their different perspectives to inform programme design and development. All programmes are subject to annual academic monitoring processes, the results from which ultimately feed into the University's deliberative committee structure with the University's Academic Board acting as the senior academic body. The arrangements in place for external examining are comprehensive and mature. The University has additionally appointed an external agent to conduct a rolling programme of internal audits focusing on specific areas of the University's management and operation, for example, internationalisation, partnerships and the quality assurance framework.

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

297 The Quality Assurance Handbook (QAH) [0029- 0044] outlines the University's approach to validation, periodic review, and annual academic monitoring of its higher education provision. The QAH Section F Annual Academic Monitoring [0035] includes the annual timeline for gathering, analysing, and presenting the data required for annual academic monitoring (AAM) reporting purposes. AAM reports include course-level, school-level, and institution-level analyses of student feedback, external examiner comments, access and participation data, and student performance data. Analysis of complete course-level AAM reports show clear engagement with the process at all levels of the University. [0015; 0035; 0045-0047; 0708- 0710; 0727; 0826- 0828] Course-level and school-level data is submitted to the Academic Board through the Annual Quality Report. [0010; 0845; 1343; 1486] The Annual Quality Report is then submitted to the Board of Governors. Minutes from both Academic Board [0753-0756] and the Board of Governors [0750-0752] confirm both bodies receive the Annual Quality Report and that there is robust discussion of the findings.

298 The QAH [Section F Annual Academic Monitoring, 0035] also describes the Quality Enhancement Review (QER) process, which may be convened at any point in the academic year where the performance of a programme is significantly or consistently below an agreed target, for example, on student satisfaction. Programmes undergoing QER develop a Quality Improvement Plan (QIP), the implementation of which is monitored by specially constituted QER Panels, which are composed of representatives across the University. [1348; 1351] Evidence collected during the scrutiny period showed limited use of QER intervention but where it was deployed, this was largely due to significantly reduced student satisfaction

metrics. [1348; 1351] The team concluded that this additional layer of monitoring and evaluation allowed the University to quickly identify at-risk courses and put in place enhancements ahead of significant issues developing.

299 The QAH [Section C Validation, 0032] describes the process for the validation of new programmes. While external input into the design of new courses is not an absolute requirement, [0031 QAH Section B] the New Course Proposal Form [0512] does ask programme teams to explain how employers and other external parties have contributed to the design of the programme. Completed examples provided to the team demonstrate that programme teams seek external advice when designing new programmes. [0513] The New Course Proposal Form, which also includes market analysis and a consideration of how the new programme will fit alongside other programmes, is considered by a Validation Panel, which is convened on behalf of AQC by the QAE. All validation panels must include 'sufficient external expertise to cover the subject area(s) under consideration'. [0032] Specifically, the QAH states that validation panels must have at least two external members and at least one internal academic member from outside of the school within which the new programme sits. [0032] Reports from validation events conducted prior to the scrutiny period showed active engagement from panel members and that the panels themselves were properly constituted. [0121; 0992]

300 The periodic review process [QAH Section H Periodic Review of Courses 0037] requires all courses to be reviewed at least once every five years, as part of a rolling schedule of reviews maintained by QAE. The process involves consideration of a standard dataset, effectively the same as that reported in the school-level AAMs, by a panel appointed by the QAE. Panels are normally chaired by a trained person from a register maintained by QAE and approved by the Academic Quality Committee (AQC). [3072] During the scrutiny period the team observed several periodic reviews/revalidation events which were chaired by the Deputy Vice-Chancellor (DVC), who at the time was not listed on the approved register. [KWOb11; PBOb16; HWOb19; KWOb21; PBOb23] The revalidation events in question formed part of the University's curriculum transformation project, which the DVC is responsible for implementing, so while the DVC may not have been an approved Chair at the time, the team agreed with the University that the DVC was the most appropriate person to lead these particular events.

301 The constitution of periodic review panels is similar to that for programme validation, with panels consisting of at least one internal academic, two external members and, wherever possible, representatives from relevant PSRBs. In addition, unlike validation panel for which there is no requirement to include a student representative, the regulations state that periodic review panels must include at least one student representative. [0037] Observations of periodic reviews/revalidations conducted during the scrutiny period showed these requirements were routinely followed and that the constituted panels executed their roles fully. [KWOb11; PBOb16; HWOb19; KWOb21; PBOb23] Thus, the team concluded that the University draws appropriately on expertise both within and outside the organisation during its programme design, approval, and monitoring processes.

302 Recommendations from both validation [0032] and periodic review events are tracked by QAE [TV1M2] with the outcomes from periodic review events also reported to Academic Board [0753-0756] and the Board of Governors [0750- 0752] through the Annual Quality Report. [0010; 0013; 0845; 1343; 1486] Minutes from these committees confirm active consideration of the key findings and recommendations for improvement. Prior to Academic Board and the Board of Governors, the Annual Quality Report is also considered by AQC. [0757-0760] Validation and periodic review panels are supported by an assigned validation officer from QAE, who is responsible for overseeing the process and ensuring compliance with the University's regulations, policies, and procedures. [TV1M2; 0032; 0037]

303 The Annual Quality Report 2019-20 [0010; 0013; 0845; 1343; 1486] is largely mapped to the OfS' Ongoing Conditions for Registration. Together with its annexes, the Annual Quality Report provides a comprehensive appraisal of the University's performance based on reports, statistics (including KPIs), and analysis. The report covers student complaints (Annex 1), academic appeals (Annex 2), periodic review outcomes (Annex 3), collaborative provision (Annex 4) and the outcomes of the course-level AAM process (Annex 5), student satisfaction surveys (Annex 6A-D), external examiner reports (Annex 7), student retention (Annex 8) and achievement data (Annex 9), insights into employability (Annex 10), as well as progress on the University's access and participation plan (Annex 11). The Annual Quality Report also includes a Quality Action Plan for the subsequent year arising from the recommendations made in each annex, and an update of action taken against the agreed Quality Action Plan for the year of the report. The team found this process to be implemented in a robust manner and, importantly, allowed the University to take a holistic view of its performance.

304 There are established processes in place for the external examining of the University's programmes. [0036] External examiners are nominated after discussion by the relevant School Board of Study [0772-0773; 1304; 1315] and then approved by the External Examiners Group [0770] which reports to the AQC. [0757-0760] Although observations of School Boards of Studies during the scrutiny period revealed that there was a variable engagement with the nomination process, with some School Boards of Study actively discussing proposed external examiners whereas others did not, [HWOb1; HWOb2] the team concluded that, since the prescribed process was followed, this apparent lack of engagement was a relatively minor issue.

305 External examiners are asked to complete a form for each programme or subject area. [0007; QAH Section G 0036] Specifically, external examiners are asked to comment on the standard of student work, the assessment process and are also invited to comment on the strengths and weakness of the specific cohort of students. [0007] External examiners are explicitly asked to compare the standard of the award(s) with other such programmes delivered in the UK. [0007] The team noted that, while examiners are asked to provide a summary of the strengths of the particular course in question, they are not explicitly asked to identify any weaknesses or areas for development. [0007] Exploring this with the University during the scrutiny period, the team was reassured that even though examiners were not explicitly asked to identify weaknesses in provision, that did not stop external examiners from commenting on these in other areas of their report. [TV1M6] A review of complete external examiner reports demonstrated that this was indeed the case and confirmed to the team that the University seeks external input in the evaluation of its higher education provision. [0049; 0884-0891; 3000-3005; 3054-3061; 3108]

306 External examiner reports are returned to QAE and then forwarded onto the relevant course team and the appropriate Head of School. [0007; 0036] The Programme Director must consider and respond to the external examiner report as part of the AAM process [0015; 0035; 0045-0047; 0708-0710; 0727; 0826-0828] and external examiners are provided with the course-level AAM report. [0036] Ultimately, all external examiner reports are considered as part of the Annual Quality Report, [0010; 0845; 1343; 1486] which is received by the Academic Quality Committee, Academic Board, and finally the Board of Governors.

307 In addition to the University's robust internal self-evaluative practices, the Board of Governors took the decision to also appoint an external agent to conduct a rolling programme of internal audits [0502] and to provide an independent report on each area under consideration. The reports from these internal audits are sent to those with direct responsibility for the areas under review and are then followed up to ensure that any necessary actions have been taken. A progress report on internal audit findings [0501] is

received by the Audit and Risk Committee, which reviews progress on recommendations at each meeting and signs off completed recommendations. [TV1M2; TV1M5] This is confirmed by the Audit and Risk Committee papers. [1672] The progress report [0501] provides evidence of action being taken in response to issues identified in the internal audit reports with several interventions signed off by the external agent - for example, in relation to the performance development review process, management information and KPI reporting, IT service delivery and UKVI.

Conclusions

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

309 The Quality Assurance Handbook is the central point of reference for all parties involved in evaluating the University's performance with Sections C (Validation) and H (Periodic Review), F (Annual Academic Monitoring), and G (External Examining) particularly relevant to this criterion. The team concluded that the processes themselves, as outlined in the Handbook, allow the University to evaluate its own progress against key performance indicators.

310 The team found that the arrangements described in the Quality Assurance Handbook were implemented fully and robustly, with staff from the QAE providing help and support to academic colleagues. The annual academic monitoring process allows the University to monitor the health of individual programmes and, in the Quality Enhancement Review process, the University can quickly identify at-risk programmes and put in place interventions before significant issues develop. The arrangements in place for validation and periodic review are comprehensive and include a significant degree of externality, which is reinforced by the established system for external examining. The reports and data from all of these activities ultimately feed into the Annual Quality Report, which is considered by Academic Board and then the Board of Governors, and which importantly allows the University to take a holistic view of its performance. In addition to this, the University's appointment of an external agent to conduct a rolling programme of internal audits has led to recommendations which have in turn led to several improvements to the University's operation. The team concludes that the evidence shows that the University takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths and, therefore, that this criterion is met.

Criterion F: Academic staff

Criterion F1 - Academic staff

311 This criterion states that:

F1: An organisation's supervision of its research students, and the teaching it undertakes at doctoral level, is underpinned by academic staff with high levels of knowledge, understanding and experience of current research and advanced scholarship in their subjects of study.

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

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

313 Specifically, the assessment team considered or assessed:

- a To determine whether UCA's policies and procedures relating to research, advanced scholarship, and research degree programmes are appropriate, effective and reflect sector best practice, and are understood and applied consistently, the team reviewed the UAL Research Degree Programme Partnership Agreement, [C129] the UoB Memorandum of Co-operation 14-18, [C125] the UoB MoC 14-18 annex, [C126] the UOB Letter at Conclusion of Partnership, [C127] UoB's Research Degree Regulations 2018-19, [0633] the UoB Research Degrees Code of Practice 2018-19, [0634] the UCA Research Degrees Handbook and UAL Regulations 2020-21, [0632] the UCA Research Degrees Handbook (Draft), [1698] the UCA Research Plan and Report October 2020, [0618] the School Research Plan and Report Template, [0619] the Research Ethics Audit, [0622] the Code of Practice for Research Ethics and Integrity, [0623] the Statement of compliance with Concordat for Research Integrity, [0625] the UAL Code of Practice on Research Ethics, [0635] the UAL Guidance for Research Ethics Approval, [0636] the Research KPIs, [0620] the REF Working Group ToR, [0621] and UCA's REF 2021 Code of Practice. [C121]

The team considered the Terms of Reference of the Research Committee, [0603] Research Degrees Committee, [0604] Research Committee Minutes 2017-18, [0605] 2018-19, [0606] and 2019-20, [0607] Research Degrees Committee Minutes 2017-18, [0608] 2018-19, [0609] and 2019-20, [0610] School Annual Research Reports, [0925-0938,1469] the Role Profile and job description of the Director of Research and Education, [0601, 0816] Role Profiles of key Research Office Staff [0602] and a Research Activities Update paper. [1461]

The team met the UAL Link Tutor and UAL Research Manager (PGR), [TV1M3] UCA Programme Directors, [TV1M8] PGR students, [TV2M3] Staff from the Research Office and the Assistant Deputy Vice-Chancellor, [TV2M5] and undertook observations of meetings of the Research Committee [EAMOb10] and the Research Degrees Committee. [JPBOb13; KWOb15]

- b To determine if UCA has a strong and sustainable research culture, which directly informs and enhances the supervision and teaching of research degree students, the team examined the REF 2014 Feedback Report from the Sub-panel, [0640]

UCA's REF Working Group FTE Analysis, [0641] UCA Self-Assessment Document, the Academic Career Fields document, [C119] the Academic Career Fields Guide for Staff, [C120] UCA's REF Code of Practice, [C121] the UCA Self-Assessment Document, List of Exhibitions Farnham and Epsom, [0638] List of Exhibitions Canterbury and Rochester, [0639] the REF21 outputs, [0946] the REF5a Institutional Level Environment statement, [0951] the Ref 5b Unit Level Environment Statement [0952] and School Research Plans. [0925-0938 and 1469]

The team met staff [TV1M7; TV1M2; TV1M7; TV1M8; TV2M2; TV2M5; TV2M7] and observed the Graduate Forum [HWOb3; PBOb18] and the Research Committee. [EAMOb10].

The team also considered a UCA Research Centres and Clusters document, [3111] the Centre and Clusters definition document, [3112] the Research Centre Reports/ Mission Statement, [0919-0924] the Application for Culture, Conflict and Creativity Research Centre to the Research Committee, [1463] Professor, Professorial Fellow and Reader Register, [C122] Professors and Readers 2014 and 2020, [C123] Professors and Readers Forum, [1464] the Supervisor Register, [0637] the Compilation of Evidence from 30 November, [3113] UCA PhD Studentships Statement, [3013] the Research Centre Report, [0923] the Doctoral College Draft Plan, [1623] the UCA-funded PhD studentships [3013] and the School Research Plans for 2017-19/2018-19. [0925-0938 and 1469]

- c To verify if UCA has a critical mass of research staff and students, representing a viable and sustainable research community, the team examined the REF 2014 Feedback Report from the Sub-panel, [0640] the Supervisor Register, [0637] the REF Working Group FTE Analysis, [0641] the Research Degree Completions at UCA, [C109] the List of Students 2020-21, [C110] the Ref 5b Unit Level Environment Statement, [0952] UCA's REF 2021 Code of Practice, [C121] Professors and Readers 2014 and 2020, [C123] the Professor, Professorial Fellow and Reader Register, [C122] PGR Status of students, [3102] Graduate Forum Programme, [0642] the ARM programmes, [0643] Guidelines for Student Events, [0644] the 2016-17 Research Student Conference Somatic Shifts, [0645] the 2017-18 Research Student Conference Temporal Connections, [0646] the 2018-19 Research Student Studio Crit poster and programme, [0647] the 2019-20 Research Student Conference Futurity, [0648] the Futurity Online Meet Ups Schedule, [0649] the PGR Full Programme of Events. [0651]

The team also considered the UCA Research Community Principles, [0650] reviewed the University of Brighton Quinquennial Review of Partnership with UCA 2013 [0701] and the Partnership Review Report, [0704] examined School Research Plans for 2017-19/2018-19 [0925-0938 and 1469] and undertook observations of the Graduate Forum [HWOb3; PBOb18] and met PGR students. [TV2M3]

- d To determine if UCA actively engages in discipline-based and broader based communities of researchers and scholars external to the organisation and takes steps to engage the public at large with the research it undertakes, the team considered the REF 2014 Feedback Report from the Sub-panel, [0640] Ref 5b Unit Level Environment Statement, [0952] [REF3: [0949]; REF3 [0950]; REF3 [0948]; REF3 [0947]]; School Research Plans, [0925-0938, 1469] an updated staff spreadsheet, [0655] an updated staff spreadsheet summary [0656] and staff CVS, [1000-1217] and UCA's online research repository, UCARO, <https://research.uca.ac.uk/>.
- e To determine if UCA has established productive research-relevant links, formal or

informal, with other higher education and specialist research institutions through, for example, joint research activities, the team reviewed the staff spreadsheet - updated [0655] and scrutinised individual CVs, [1000-1217] the Ref 5b Unit Level Environment Statement, [0952] [REF3, [0947] REF3, [0948] REF3, [0949] and REF3, [0950]] and the Business School Annual Research Plan 2021-21. [0934]

- f To verify if UCA has a critical mass of research leaders to support the development of research and an effective research culture, the team considered the Professors, Professorial Fellows and Readers, 1 December 2020, [C123] the Professorial Fellow and Reader Appointments Register, [C122] Professors, Readers and Professorial Fellows CVs. [1000-1217] The team observed meetings of the Research Committee [EAMOb10] and the Research Degrees Committee, [KWOb15] and met Programme Directors, [TV1M8] the Director of Research, Research Degrees Leader and the Assistant Deputy Vice-Chancellor. [TV2M5] The team reviewed the Supervisor Register, [0637; 1710] the Professors and Readers' Forum, [1464] Heads of Schools' Job Descriptions, [0807-0812] and School Research Plans. [0925-0938 and 1469]
- g To determine if staff involved in the delivery of research degree programmes in a teaching and/or supervisory capacity are themselves active researchers who produce externally recognised outputs in research and advanced scholarship, the team reviewed a UCA staff spreadsheet (updated), [0655] UCA staff spreadsheet summary updated November 2021, [0656] and CVs. [1000-1217]
- h To determine if staff are examiners of research degrees, appointed as internal examiners by the awarding institution or as external examiners elsewhere, the team reviewed the UCA staff spreadsheet, [0655] the UCA RDAP staff spreadsheet summary, [0656] and CVs. [1000-1217]
- i To determine if staff command the respect and confidence of academic peers across the sector as reflected, for example, in Research Excellence Framework (REF) outcomes, other authoritative external reviews, awards of distinction, through research contracts and/or funding, as invited/keynote speakers at national and international research events and conferences, as members of national and international research committees or bodies, the team reviewed the UCA staff spreadsheet summary [0656] and individual staff CVs. [1000-1217]
- j To determine if staff have current knowledge of developments within the higher education sector relating to research and research degrees, the team reviewed the UCA staff spreadsheet summary, [0656] the Professors and Readers Forum, [1464] Research Committee Terms of Reference and Constitution, [0603] Research Degrees Committee Terms of Reference and Constitution, [0604] UAL Research Degree Programme Partnership Agreement, [C129] UAL Research Degrees Handbook and UAL Regulations 2020-21, [0632] and individual CVs. [1000-1217]
- k To determine if staff have access to a systematic and effective approach to staff development and appraisal that enables them to develop and enhance their knowledge of current research and advanced scholarship, the team reviewed Academic Career Fields, [C119] Academic Career Fields - a guide for staff, [C120] an example redacted offer email letter to an academic member of staff [0203] and the Contract Academic Permanent Grade 9-11, [0204] the Performance and Development Review (PDR) Policy, [0206] and the UCA research planning template. [0611] The team examined Yr 4 TEF Provider submission document, [0009] the Regulations for the Conferment of the Title of Reader or Professor, [0613] the Regulations for the Conferment of the Title of Reader or Professor -

Guidance on the Format of Applications, [0614] UCA's People Strategy, [0202] AB-39-21 Policy for Staff Undertaking a Research Degree, [1547] Learning and Development Policy, [0216] the Researcher Development Events, [0612] the PGR supervisor training and development, [0602] the Supervisor development Webinars, [0615] Advanced Research Methods Training, [0643] and Staff Development Events Calendar 2020-21. [0215] The team held meetings with staff. [TV1M8; TV2M5]

- l To determine if a significant proportion (normally around a half as a minimum) of its academic staff are active and recognised contributors to at least one organisation such as a subject association, learned society or relevant professional body. Such contributions are expected to involve some form of public output or outcome, broadly defined, demonstrating the research-related impact of academic staff on their discipline or sphere of research activity at a regional, national or international level. The team reviewed the RDAP staff spreadsheet Level 8 (updated), [0655] UCA RDAP staff spreadsheet summary (updated), [0656] and individual CVs. [1000- 1217]
- m To verify if a significant proportion (normally around a third as a minimum) of its academic staff have recent personal experience of research activity in other UK or international higher education or specialist research institutions by, for example, acting as external examiners for research degrees, serving as panel members for the validation or review of research degree programmes, or contributing to collaborative research projects with other organisations (other than as a doctoral student) the team reviewed the staff spreadsheet (updated), [0655] the staff spreadsheet summary updated November 2021, [0656] and individual CVs. [1000-1217]
- n To verify if a significant proportion (normally around a third as a minimum) of its academic staff can demonstrate recent achievements that are recognised by the wider academic community to be of national and/or international standing, the team reviewed the UCA Self-Assessment Document; RDAP staff spreadsheet Level 8 (updated), [0655] UCA RDAP staff spreadsheet summary (updated), [0656] and individual CVs. [1000-1217]

How any samples of evidence were constructed

314 No sampling was undertaken for this criterion.

What the evidence shows

315 The Research Strategy 2018-28 identifies five areas of development, including support for staff to produce work that is externally recognised as excellent, in terms of both output and impact. Research will become more global with extended international connections and reputation. The University expects to develop new capacity in the areas of business for the creative industries and creative technology. Increased external research income is planned through support and training for staff researchers to produce successful bids and through networking and events such as major international conferences. Research is to be positioned as one strand of a culture of enhancement to support staff career development. UCA has drafted postgraduate regulations to be applied to its research degree provision, should its current application to be authorised to award its own research degree awarding powers alongside its taught degree awarding powers be successful.

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

317 Procedurally, matters relating to applications/admissions, student records and monitoring, progression, responsibilities and the final award of research degrees are clearly set out in the UAL Research Degree Programme Partnership Agreement [C129] as to the responsibilities of UCA and those of UAL. UCA has previous experience of working in partnership in relation to research degrees with the University of Brighton (UoB). [C125, C126] The collaboration with UoB had been positive and a letter from UoB at the end of its partnership with UCA [C127] states that 'UCA provides a rich environment for postgraduate research students and administers the degrees with the utmost efficiency', and that the partnership has led to the 'development of a high-quality research degree programme at the University for the Creative Arts'. [C127] These sentiments were echoed by UAL representatives who spoke of the constructive relationship and strong parity between UCA and UAL processes. [TV1M3]

318 UCA's experience of working with the policies and procedures of UoB [0633, 0634] and now UAL [0632] have enabled UCA to develop its understanding of the policies and procedures it needs to have in place to be able to award degrees for its research students. A draft UCA Research Degrees Handbook for 2021-22 [1698] which sets out how research is structured and supported at UCA was presented to the UCA Research Degrees Committee in September 2021 when it was noted that there were no significant changes from the previous year's handbook, thus providing continuity for students.

319 The team reviewed documents presented to the Research Committee and the Research Degrees Committee such as the annual Research Plan and Report, the Research Plans and Reports from each School, [0618; 0619] Research Ethics processes (audited and updated in 2019-20, [0622; 0623] compliance with UK Research Integrity (UKRI)'s new Concordat to Support Research Integrity, [0625] support planning for the next REF cycle and development of research degrees after RDAP, [0620] establishment of a REF Working Group [0621] and UCA's REF Code of Practice (approved by Research England in 2019) and on Research Ethics, [C121; 0635] and the UAL Guidance for Research Ethics Approval. [0636] The team considered that these documents demonstrated that appropriate and effective policies and procedures relating to research and research degrees exist and that they reflect good sector practice.

320 Observations of the Research Committee [HWOb9] and the Research Degrees Committee [KWOb6, JPBOb13, KWOb15] meetings confirmed committee activities and discussions in relation to research policies and practice, and making decisions and moving forward with plans and developments regarding research activity and research degrees at UCA. For example, School representatives were actively contributing in the meeting and involved in discussions related to how to further develop the research culture across Schools and the Institution, as well as giving updates on research activities. [EAMOb10; 1461] The team noted that PhD applications would only be progressed to interview and acceptance where suitable supervisory teams were available, [JPBOb13] and that, as part of the research degree preparation, Professorial Fellows would be allocated to the Research Office in order to have a resource base of experienced supervisors to provide support across the Schools, while plans for a Doctoral College were in discussion and development as part of UCA's transformation process. [KWOb15]

321 School level Annual Research Reports 2017-18/2018-19 demonstrate how Schools are developing research strategies and practices that are aligned to UCA's research vision. [0925-0938 and 1469] Programme Directors confirmed [TV1M8] that they were aware of policy and procedures because they filtered back and forth through a 'chain of command', while senior staff [TV2M5] explained how the UCA Research Committee and the UCA Research Degree Committee each have representatives from every School so that discussion and information-sharing regarding research degree procedures, policies and practice is undertaken with every School, thus ensuring understanding and consistency of

application across the University. The team confirmed, through observation, the practice of School-wide representation in the Research Committee, [EAMOb10] and the minutes of the Research Degrees Committee [0608; 0609; 0610] confirm that a research degree student is in attendance, [0604] that the student representative's report is a standing item on the agenda of the Research Degrees Committee, and that the minutes note the active contribution by the student representative through their reporting.

322 The Research Office comprises the Director of Research and Education, and a team whose roles and responsibilities include providing support to research students and supervisors, contributing to training and development of research students and staff and to the processes for committees which are part of the research governance structure. It is a centralised unit and resource where the policies and procedures relating to research and research degrees sit. [0601; 0602] The team noted that postgraduate research students found that it was helpful to have a central resource in the Research Office [TV2M3] as they knew where to go to if they were having any issues. The Research Office operates under the authority of UCA's Research Committee and Research Degrees Committee (RDC), whose terms of reference, membership details, regularity of meeting and quoracy are clear and appropriate and includes members from across the University with relevant experience and expertise.

323 The membership of the Research Committee and the RDC demonstrates that each School is represented; professional services and Research Office staff attend to ensure that appropriate resources are provided at UCA for research degrees and postgraduate research students, and the postgraduate research student voice is present and consulted. The UAL Link Tutor sits on the UCA RDC and spoke of the constructive relationship between UCA and UAL [TV1M3]. The minutes of meetings from 2017-2020 [0605-0610] and observation of the two committees [EAMOb10; JPBOb13; KWOb15] confirmed active participation by members in discussing research activities and development plans for UCA and matters regarding research degrees provision, development and support. The team considered that the current arrangements for the management of research and research degrees enables the relevant policies and procedures to be understood and consistently applied with effective oversight provided at institutional level.

324 The REF 2014 Feedback Report [0640] described UCA's research environment as 'strong, collaborative, sustainable and vital' and the team noted that a recently formed Professors and Readers Forum [1464] includes all Professors and Readers whose role is to develop the research culture, research activity and PhD supervision across UCA. Evidence of UCA's strategy to further develop its research culture is provided in the documents that identify its Research Centres and Clusters [0919-0924; 3111; and 1463] because they illustrate the mission statements and research plans, research activities and outputs, and also the successful growth in the number of Research Centres at UCA, from three in one School (Crafts and Design) in REF 2014, to five across four Schools for REF 2021, [C121; 0952] and with a further Centre at the proposal stage. [1463] The Centre and Clusters definition document presented to the Research Committee 21 May 2020 [3112] explains the purpose of a Research Centre is to take 'an enterprising role within the life of UCA, initiating opportunities for research, enquiry, debate and reflection on a national and international stage' while a Cluster involves collaboration between individual UCA researchers and fosters 'the research culture of UCA'.

325 The REF 2021 submission (as noted above) indicates that its submissions from Research Centres is now spread across five Schools, demonstrating the development and increase in the research culture which is becoming more evenly distributed across UCA. Further evidence of the growth of the research culture at UCA is seen, for example, in the Annual School Research Plan for 2020-21 for the School of Film, Media and Performing Arts where it notes the external funding bids being submitted from staff in its Research Centres

and Clusters, and an increasing number of Research Clusters - the Audio Research Cluster was already in existence, a new (approved) second Research Cluster began in October 2020 (X10DD (Extended) Senses Laboratory), and a third new Cluster for Cinema/Affect/Place (CCAP) was in development at the time of the assessment. [1469]

326 Through the creation of the Academic Career Fields, the framework for managing and supporting the activities that staff undertake in the research and scholarly activity time that is identified in all academic contracts, UCA has broadened the scope of research and scholarship activity and the research culture at the University by the inclusion of staff from the Creative Education and Professional Practice fields. [C119, C120, 0641] In its REF Code of Practice 2021, [C121] UCA draws attention to the fact that staff of the University also have more significant responsibility for other activities, including knowledge exchange, professional practice, and scholarship and that research is thus located in a wider culture of staff at UCA, as reflected by its creative arts and design specialism and the pedagogic mission of its Academic Career Fields. Evidence of discussion regarding activities by Schools to promote the growing research culture across UCA was confirmed at a meeting of the Research Committee where Heads of School were asked, for example, to encourage their staff to make use of the new UCA Events page on the UCA website (<https://www.uca.ac.uk/Events/>) as a means to publicise the research events that are taking place. [EAM Ob10]

327 The UCA self-assessment document [0000] refers to an increase in and range of research conferences, symposia and workshops run by the UCA's researchers across the six Schools, and of the list of the exhibitions held at the James Hockey and Foyer Galleries [0638] and the Herbert Read Gallery. [0639] These galleries, plus the off-site gallery/project space in Folkestone, the Brewery Tap, have also hosted exhibition events for UCA PhD and final year students. Further evidence of the 115 outputs submitted for REF 2021 (from a short-list of 250) is provided in examples of REF21 outputs [0946] and include exhibitions (in 26 countries), articles, books, chapters, and digital/visual outputs. The team considered that the actions taken by the University in the development of the research culture since the last REF demonstrates the progress it is making to further strengthen and ensure that the culture is sustainable. Documentation of other research events are provided at a School-by-School level in the School Research Plans [0925-0938 and 1469] and include exhibitions, performances (mostly film-based), conferences and symposia.

328 Staff involved in research at UCA [TV1M7, TV2M5] explained that, as a small institution, UCA has a collegiate approach and a 'community of researchers', and gave the example of shared outputs as part of an online film festival during COVID-19, and told of professorial lectures held online, of international conferences organised or co-organised by staff, and of students' active engagement in organising exhibitions and conferences together (confirmation of the latter activities was observed in the Graduate Forum discussion). [HWOb3; POb18] Confirmation of collegiate interdisciplinary work is provided in documents identifying and defining UCA's Research Centres and Clusters [3111; 3112] where, for instance the Crafts Study Centre (School of Crafts and Design) and the International Textiles Research Centre (School of Fashion and Textiles) have (among other events) collaborated in a series of research conferences and symposia, including Craft Connecting Architecture (2017), Crafting the Body (2019) and Stage Craft: Craft in Performance (2020, but postponed due to COVID-19).

329 Evidence of the upward trajectory of the number of staff contributing to and growing the research culture at UCA is provided in the REF5a Institutional Level Environment Statement [0951] which shows more than a doubling of staff submitted to REF 2021 from REF 2014 from 33 (20.75 FTE) in REF 2014, or 13% (headcount) to 72 staff (46.7 FTE) submitted to REF 2021 or 29% (headcount) - an increase of some 125%; it is confirmed in REF5b Unit Level Environment Statement. [0952]

330 The Research Centre Report [0923] by the Crafts Study Centre provides evidence of the type of national and international activity of a Research Centre. The Report evidences the preparation for REF 2021, the events, exhibitions and outputs achieved. As a Crafts Study Centre it receives £70,000 per year (as part of a five-year grant) from the University Museums, Galleries and Collections Fund. It has had two other awards of £8,000 by Art Fund and the Arts Council England/Victoria and Albert Museum Purchase Fund to purchase the Alan Bell Archive and a British Council grant of £10,000 with the International Textile Research Centre for a joint international project with the Tbilisi Academy of the Arts, Georgia.

331 The Doctoral College Draft Plan [1623] provides information on how UCA intends to develop the functions of the current Research Office and add to the research environment provision with the establishment of School Academic Leads for research in each School. Staff [TV2M7] confirmed that a newly appointed Professor would head up the Doctoral College initiative and support UCA's strategic development in relation to research and postgraduate research provision. [3113] Evidence of the strengthening research environment at UCA is also provided by its offer of UCA-funded PhD studentships. [3013] Eight were made in 2021-22 which is in addition to the long-standing fee-waiver scheme. [TV1M1]

332 School Research Plans for 2017-19/2018-19 [0925-0938,1469] demonstrate a School-wide approach to align with UCA's research vision and outline strategies to build and develop the research culture and postgraduate research within the Schools. They provide evidence of research and advanced practice-based professional outputs and of successful research bids and internal and external research collaborative projects. By way of example, the team noted reference to the strategic support provided to both early career researchers and established academics in the School of Fine Art Photography and Visual Communications Research Plan 2020-21 [0936] noting that the School has a named School Lead Researcher who, with assistance from nine Professors, six Readers and three Professorial Fellows, support School staff to develop their research, scholarly activity and supervision of students. The plan sets out the planned number of conferences, symposia, exhibitions, guest speakers, research bids, grants and REF preparation for the year. On the basis of its findings, the team concluded that UCA has a strong and sustainable research culture which directly informs and enhances the supervision and teaching of research degree students.

333 Evidence is provided in the Supervisor Register [0637] and the REF Working Group FTE Analysis [0641] of the research community at UCA and the staff and structures that support it. The team noted that the number of PhD students and completions [C109; C110] has continued to grow and it considered that there is a critical mass of research students and staff, representing a stronger and even more viable and sustainable research community since the REF 2014 Feedback Report. [0640]

334 In the 2021 REF submission Unit Level Environment Statement REF5b [0952] UCA states that '250 research outputs were shortlisted for this REF submission and of the 115 selected, 63 are practice-based projects that were exhibited in 89 different galleries, museums and venues across 26 different countries', which illustrates UCA's international impact on practice-based research, while the fact that the number of staff entered increased from 33 to 72, represented more than a doubling of its staff entry into REF 2021 indicating the growth of a dynamic research environment.

335 UCA's self-assessment document [000] notes that the number of research staff and students has risen due to the greater number of appointments of Readers and Professors (from 19 to 44 from Ref 2104 to 2021) [C121; C123] and the increase in research supervisors rising from 31 to 61 [0637] and evidenced in the Professor, Professorial Fellow

and Reader Register. [C122]The increase in the appointment of Readers and Professors has been followed by the establishment of the Professors and Readers Forum [1464] whose purpose includes 'development of research culture, postgraduate supervision, and research income, funding, ethics and impact' providing evidence of UCA's commitment to further strengthening its research culture and enhancing the supervision and teaching of PhD students. The latter was confirmed during an observation of the Research Committee [EAMOB10] and in meetings with staff [TV1M7, TV1M8, TV2M2] who gave examples of the existing research culture and how it was growing; they spoke of Professors and Readers mentoring early career researchers and new PhD supervisors and of new staff appointments in the Business School having to have PhDs. The team also noted an increase in the number of supervisors qualified with PhDs rising from 42% to 72%.

336 In meetings with the University Executive Group [TV1M2] and senior staff [TV2M5] the team heard how UCA has established a cohort of Visiting Professors (nine [C123]), in addition to the appointment of Professorial Fellows (seven [C123]) whose role is to mentor staff and support the research agendas in School Research Plans. The Professorial Fellows have been moved administratively into the Research Office and serve as a central resource of experienced PhD supervisors. [1623] The increase in Readers and Professors is further enhanced by the conferment of seven Professor Emeriti (December 2020). [C123] With the growth in the number of Readers and Professors, and the addition to the professorial community of Professorial Fellows, Visiting Professors and Emeritus Professors [C123] and confirmed and discussed in meetings with the team, [TV1M2, TV2M5] there is clear evidence of the commitment to further strengthening and growing the critical mass of research staff to support research students in addition to the artistic professional practitioners at UCA whose scholarly activity provides support for practice-based student research.

337 The List of Students 2020-21 [C110; 3102] shows how the postgraduate research community is spread across the institution with five of the six Schools having PhD students registered (all but Architecture). The Graduate Forum programmes, [0642] the Advanced Research Method programmes, [0643] the Guidelines for Student Events, [0644] the 2016-17 Research Student Conference Somatic Shifts, [0645] the 2017-18 Research Student Conference Temporal Connections, [0646] the 2018-19 Research Student Studio Crit poster and programme, [0647] the 2019-20 Research Student Conference Futurity [0648; 0649] all provide evidence of how, although a dispersed community across four campuses, UCA ensures concerted efforts are made to guarantee the viability and sustainability of the research student community by bringing students (and staff) together, both in face-to-face and online events as demonstrated in the postgraduate research programme of events. [0651] Observation of the Graduate Forum [PBOb18] provided confirmation of discussion of planning for research events and the suggestion by postgraduate research students of a Digital Exhibition for 2022.

338 Since March 2020 and the pandemic, all research degree processes moved online and because the Research Degrees Leader and student event organising committee instigated weekly online meetings, the Futurity conference was delivered online [0649] and a manifesto of guiding principles for the research student community was produced, [0650] demonstrating that UCA provides a rich environment for postgraduate research students who are effectively supported by UCA. Postgraduate research students [TV2M3] confirmed that they were funded and given opportunities by UCA to present work at conferences and exhibitions, both internally and externally to UCA. The team concluded that UCA has a critical mass of research staff and students, representing a viable and sustainable research community.

339 The REF 2014 Feedback Report [0640] demonstrated how the research of the three impact case studies submitted to one unit of assessment was conducted in ways that

reached out to broad external communities of researchers and scholars beyond the University. UCA's REF 2021 submission Unit Level Environment Statement REF5b [0952] identifies the reach of UCA's engagement with external research communities and provides a strong indication of UCA's engagement in discipline-based and broader-based communities of researchers and scholars as well as with the public at large. The self-assessment document [0000] refers to the international reach of the four case studies entered into REF 2021, and the sizeable audiences and scope of the studies. The case studies are from four of UCA's Research Centres, namely, the Centre for Sustainable Design, the Crafts Study Centre, the International Textiles Research Centre and the Fine Art and Photography Research Centre, demonstrating that the reach of UCA researchers and scholars is both local and international.

340 Evidence and examples of how UCA staff engage in discipline-based and broader based communities of researchers and scholars external to the organisation and reach out to the public by way of exhibitions, for instance, is provided in the School Research Plans. [0925-0938 and 1469] An updated staff spreadsheet [0655] provides examples of how UCA staff are networked in relevant research, practice, creative and professional communities outside of the University while examples of external engagement through exhibitions, artefacts and performances, for instance, are provided in individual CVs. [1000-1217] The collaborative research projects of staff with other higher education institutions and arts organisations external to UCA and how they engage with the public is demonstrated through the publications, film, animation, performance events and exhibitions which are clearly evidenced in academic staff CVs, [1000 – 1217] through the updated RDAP staff spreadsheet, [0655] the updated staff spreadsheet summary [0656] and at UCA's online research repository, UCARO - <https://research.uca.ac.uk/>. The team concluded that UCA actively engages in discipline-based and broad-based communities of researchers external to the University and engage the public at large with the research undertaken by staff of the University.

341 The updated staff spreadsheet [0655] and individual CVs show that a significant number of staff have collaborated, and/or established informal/formal regional, national or international research-relevant links with other artists, specialist arts organisations and colleagues from other higher education providers. For instance, staff in the School of Architecture and Craft Design indicate their research links with other Higher Education Institutions (HEIs) and/or specialist institutions, either nationally or internationally, in their CVs [1000-1002; 1005; 1007-008; 1011; 1014-1015; 1017; 1018; 1020-021; 1023; 1024; 1025; 1028; 1031] (19 staff in total); staff in the Business School indicating similar links are [1035; 1038; 1044-1046; 1051-052; 1056] (8 staff) in total; staff in the Fashion School indicating similar links [1059-1060; 1067; 1076; 1078; 1083] (6 staff in total); staff in the School of Fine Art, Photography and Visual Communication indicating similar links [1086; 1091-1092; 1094-1096; 1098-1099; 1101-1102; 1104; 1106; 1108-1110; 1113; 1115; 1117-1119; 1121; 1123; 1125; 1131-1132; 1137; 1140; 1142-1143; 1147-1151; 1154] (35 staff in total); staff in the School of Film, Media and performing Arts indicating similar links [1158-1159; 1163; 1166-1167; 1169; 1171; 1173; 1179; 1181-1182; 1184; 1186; 1190; 1193] (15 staff in total); those who are listed in the RDAP staff spreadsheet [0655] as part of the School of Further Education but who include staff who will be submitting to REF 2021 and indicate in their CVs research and scholarly-activity with other institutions [1195; 1197; 1199-1204] (eight staff in total); finally, those senior executive staff listed under Research and Education in the RDAP staff spreadsheet [0655] who indicate in their CV collaborative research with other HEIs or specialist institutions [1210-1211; 1214; 1216-1217] (5 in total).

342 While numerically it might first appear that the School of Fine Art, Photography and Visual Communication is most actively involved in research collaboration and links with external institutions, it must be noted that it is the largest School at UCA with the greatest number of staff indicated in the UCA spreadsheet [0655] based on head count and not FTE

(69 staff), in comparison to Architecture and Craft Design (33 staff), Film, Media and Performing Arts (40 staff), Fashion (27 staff) and Business (26 staff). [0655] When taking into consideration staffing numbers by headcount, the Schools of Architecture and Craft Design and the School of Fine Art and Photography are reasonably similar, followed by Film, Media and Performing Arts and then Business, and finally Fashion. The team noted that there are some mitigating circumstances for the Business School because it was only established in 2017-18 and in its Annual Research Plan 2021-21 [0934] it states its primary goal is to 'establish a research identity in two or three areas [...] and to build a research culture around these areas over the next 7 years'. The team noted that UCA and its staff demonstrated through the CVs and the spreadsheet [0655] the research-relevant links that had been established with other higher education and specialist institutions. In addition to the collaborative examples from the case studies for UCA's REF 2021 submission, [0947-0950] the CVs provided further demonstrate research-relevant collaborative research. [1086, 1110, 1115, 1171, 1193]

343 There is a spread of Professors, Readers and Professorial Fellows across the Schools as indicated by the list of Professors, Professorial Fellows and Readers, December 2020 [C123] and the UCA Professor, Professorial Fellow and Reader Appointments Register. [C122] In addition to the 44 Professors, Readers and Professorial Fellows, UCA has newly instituted seven Professor Emeriti and nine Visiting Professors. [C123] The number of research leaders has increased significantly since REF 2014 and is evidenced through their CVs. [1000-1217] The CVs of the Vice-Chancellor, [1214] the Deputy Vice-Chancellor, [1209] Director of Research, [1211] and the Pro Vice-Chancellor (Development) [1213] record them as being research active with all except the Pro Vice-Chancellor (Development) being submitted to REF 2021.

344 A document proposing the title, role and development plan for the Doctoral College [1623] cites that the role of the Professorial Fellows is to support research, but specifically to support research degree supervision, with their administrative realignment into the Research Office (later the Doctoral College) so as to provide a central resource of experienced supervisors who can work 'outwards into less experienced supervisory teams in the Schools, filling subject area and experience gaps'. [1623] The Supervisor Register [0637;1710] demonstrates that supervisory teams comprise up to three supervisors, with an experienced Lead Supervisor as mentor and specialist co-supervisors and/or less experienced supervisors as supervisor mentees.

345 Professors and Readers are spread throughout every School at UCA, and they are therefore able to support the Heads of Schools who have a key role in the development of the research culture in the Schools, as identified in the job descriptors for Heads of Schools, [0807-0812] and to the development of research and the School research culture through input into the School Research Plans. [0925-0938 and 1469] A document presented to the Research Committee, [1464] which was observed, [EAMOb10] explains the role of a proposed Professors and Readers' Forum (PRF) as being responsible to (a) provide advice and feedback on strategic matters concerning the development of research culture, postgraduate supervision, and research income, funding, ethics and impact; (b) provide advice and advocacy to the University on research matters; and (c) report and produce papers about a specific topic to be presented to the Research Committee. The team considered that this approach is sound and demonstrates how Professors and Readers can further contribute to supporting the development of research and the UCA research culture. The team concluded that UCA has a critical mass of research leaders.

346 The UCA staff spreadsheet (updated) [0655] and the UCA staff spreadsheet summary updated November 2021 [0656] identify the academic staff are involved in the delivery of research degree programmes and are active researchers. UCA also provides evidence of staff who deliver on research degree programmes and who identify as active

researchers/advanced scholars with recognised outputs through their individual CVs. [1000-1217] There are two early career researchers just commencing their research career who have been taken onto supervisory teams with experienced colleagues who can mentor them, and one Professor Emeritus who has a distinguished higher education and research career but not recently active. [1033; 1047; 1039] As a result of the scrutiny of the staff spreadsheet [0655] the team determined that the PhD supervisors and those involved in delivering the research degrees were active researchers with recognised outputs/advanced scholarship in the form of book chapters, books, journal articles, national and international solo and group exhibitions and film screenings/performances.

347 The UCA staff spreadsheet (updated) [0655] and the UCA staff spreadsheet summary updated November 2021 [0656] identify those UCA academic staff who have been appointed as internal or external examiners of research degrees. Scrutiny of both the spreadsheet [0655] and the individual CVs by the team identified that the 10 staff members were appointed as internal examiners of research degrees, eight were appointed as external examiners for research degrees and 19 had experience of both internal and external research degree examining experience. [1000-1217] External examinations cover a range of universities throughout the UK and internationally. For instance, in the UK some include the Royal College of Art, Central St Martins, Goldsmiths University of London, Kingston University London, Bath Spa University, Nottingham Trent University, Robert Gordon University (Aberdeen), Cambridge University, Birmingham University, De Montfort University, Coventry University and Brighton University. While internationally some include Nanyang Technological University Singapore, the City University Hong Kong, Silpakorn University Thailand, Georgetown University Washington DC USA, National Institute of Technology India, Yale University USA, University of Delaware USA, and the University of Canterbury New Zealand. The team concluded that the extensive range of UK and international PhD examinations, in addition to internal examinations, demonstrated the range of examination experience that the research degree staff at UCA were able to draw upon in supporting their delivery of the research degree programmes at UCA.

348 The UCA staff spreadsheet summary [0656] and individual CVs provide evidence of how UCA staff have received awards of distinction, been invited keynote speakers, are members of national and international artistic/research committees/organisations and of funding awards received. [1000-1217] Staff at UCA bring professional practice and advanced scholarly activity as well as written research to academe. They have received awards for creative work, for their professional practice, and for publications. For the national and international events where prizes are awarded, UCA staff feature as invited judges to select and award the prizes. [1012, 1059, 1106, 1151, 1171]

349 Many of the staff at UCA are commissioned and/or invited artists for either solo or group exhibitions/commissions for such UK institutes as the V&A (London), the Tate Gallery (London and/or St Ives), the Royal Academy (London), the Shakespeare Globe Theatre (London), the Royal Opera House (London), the Museum of English Rural Life (Reading), the Grizedale Forest Gallery, (Cumbria), the Philadelphia Museum of Art (USA), the Guggenheim Museum NY (USA), Biennale for Contemporary Photography, (Germany), Biennales in Sydney, Gwangju and Venice including among many [1061; 1094; 1104; 1105; 1110; 1111; 1117; 1121; 1125; 1149; 1204; 1205] or for collaboration with, for example, the fashion designer Zandra Rhodes, [1059] Margaret Howell, Reiss, Warehouse, Tommy Hilfiger, Ted Baker, [1066] and SHOWstudio.com. [1068]

350 Evidence obtained through CVs demonstrate that other staff are invited speakers or keynote speakers at conferences and universities national and internationally. These include a guest speaker [1014] on architecture and social enterprise at events in UK and Finland; the 2019 invited speaker [1023] at the Association of Collegiate Schools of Architecture conference in Pittsburgh, USA, and then in the same year at the Space Syntax Symposium

in Beijing; an invited speaker [1131] at various conferences and events, including the Cities, Action Research Education Conference in Austria (2019), and the AHRC Repair Acts (May 2019); an invited speaker [1044] at various events as keynote for example the UNESCO and National Heritage Board of Latvia Conference (2020), the European Commission, Brussels (2020), and the Économie Solidaire de l'Art, Paris (2020), and the 2018 keynote speaker [1163] at the De Paul University Pop Culture Conference held at the University of Chicago (USA).

351 Another common sector practice undertaken by staff at UCA is as members of editorial boards, including for example, the Journal of Modern Craft [1026]; the Popular Music Journal (Cambridge Press (since 2009) [1047]; the Journal of Management Development [1050]; the Journal of Contemporary Painting [1099]; International Journal of Philosophy [1146]; the Journal of Illustration [1152]; the Journal of Contemporary Art [1208]; the Textile Cloth and Culture (Bloomsbury) [1209]; Third Text (Routledge) [1214]. Staff are also external reviewers for the Leverhulme Trust Fellowship Awards (2016) [1171] and the Journal of Educational Action Research [1207]. One staff member has been a Board member of the Harry Bertoia Foundation (since 2017) [1000] and another has been a member of the Degree Standards Project Steering Group of Advance HE (from 2017) and was the External Advisor for the approval of the Professional Doctorate framework at the University of West London [1213].

352 Staff at UCA also serve as members of national and international research committees/organisations including, for example, the International Standards Organisation (ISO) (since 2015) and the European Commission Research Executive Agency, 2nd stage proposals (2018) [1037]; the UK Skills Academy Board (music) [1048]; the Socio-Semiotics Research Centre, (San Paulo/Rome/Paris) [1067]; the Digital Content and Communications Committee for the Society of Architectural Historians of Great Britain [1116]; the Southeast Area Council and the National Council, Arts Council England [1206]. One staff member is a member of the Fashion Colloquia (a network of four institutions connected by their residencies and involvement in the four big international Fashion Weeks) [1046]; another is the co-organiser of the Documentary Special Interest Group of the British Association of Film, Television and Screen Studies [1129]; one staff member has been invited to join the Academician's Room at the Royal Academy (2018) and the Royal Society of Public Health (2018) [1217]; and one staff member is a member of the Society for Research in Higher Education and of the Staff and Educational Development (SEDA) [1207].

353 UCA staff bid for artistic and research grants/contracts. Some of their successful awards include funding from the following: International Society for Ceramic Art Education and Exchange - UK/ China/ Turkey and Japan (2017, 2015, 2013, 2011); EU – Creative EU programme for collaboration - research into cultural heritage and cultural appropriation in Fashion with the National Heritage Institute in Romania and La Blouse Romaine; TECHNE Consortium partner (Mar Menor Residency 2018-19); Arts Council England project awards (various); International Networks Award - Leverhulme Trust; UK/India Education Research Institute Awards (UKIER); Mayor of London's Borough of Culture Commission; European Commission (EC) funded projects (1998 - 2021); significant EU Horizon 2020 ICT (2017-2019, 2019-2021) collaborative partnership awards; British Film Council Travel Grant; AHRC Creative Cluster Awards; and the HEFCE Catalyst fund award. [CVs:1015; 1037; 1052; 1086; 1094; 1105; 1102; 1117; 1158; 1169; 1171; 1209; 1211; 1217] The team reviewed the CVs of 69 staff who have been submitted to the REF 2021 by UCA [0952, 1000-1214] and concluded, on the basis of its scrutiny of CVs, that these demonstrated that UCA staff command the respect and confidence of their academic peers.

354 Ensuring current knowledge of development within the higher education sector is established and maintained through the training and development events run by UCA's Research Office (detailed more fully in paragraph 361), for instance Researcher

Development Events, [0612] PGR supervisor training and development, [0602] Researcher Development Webinars, [0612] Supervisor development Webinars, [0615] the Advanced Research Methods Training, [0643] and the UAL's validated research supervisor training module which is a requirement for all new PhD supervisors. Because these events and courses are ongoing, the team considered that they support PhD supervisors and those involved in research degree delivery to have current knowledge of developments in higher education in relation to research and research degrees.

355 The recently formed Professors and Readers Forum [1464] includes all 28 Professors and Readers at UCA. [1013-1193] Its role is to develop the research culture, research activity and PhD supervision across UCA, and because its membership includes those who served on the UCA REF Working Group [1464] to develop the REF 2021 submission and to guide and prepare colleagues with advice on activities that could be submitted gives a strong indication of their current knowledge of research and research degree developments in higher education.

356 The Director of Research and Education (as the Director of UCA's Research Office) and the Deputy VC (Academic) are responsible for the strategic leadership and management of research for the University and for ensuring 'a holistic approach to research and education across the University'. [0816] Their CVs [1209, 1211] show that both have current knowledge of developments for research and research degrees in higher education which they share with colleagues in appropriate committee and working group meetings, for example, the Research Committee, Research Degrees Committee, REF Working Group, RDAP Working Group, University Executive Group, and Academic Board.

357 Senior staff and School representatives who sit on the Research Committee [0603] and the Research Degrees Committee [0604] (for example Heads of School, Professors/Readers, Research Degree Leader, academic staff) also have current knowledge of higher education research developments because the committees are specifically involved in the procedures, practice, and strategy of research and research degrees at UCA in response to the developments in UK higher education and their partnership with UAL. [C129; 0632] Heads of School are responsible for the development and enhancement of research activity, enterprise and research degrees in their School (as evidenced in the job descriptions), [0807-0812] with support from School Professors, Readers and Professorial Fellows, and they lead on the School Research Plan, which, because it is an annual reporting plan, confirms their knowledge and understanding must be current in order to respond to developments as well as to UCA's research vision. [0925-0938 and 1469]

358 Several staff indicate in their CV senior positions in other universities before recently arriving at UCA as Faculty Dean, Deputy Vice Chancellor, Head of School, Director of Research, or responsibility lead for research which would contribute to their knowledge and understanding of research and research degrees in higher education [1021; 1033; 1039; 1050; 1100; 1113; 1131; 1137; 1158; 1171]. Significantly, some members of the executive at UCA also fall into this category [1206; 1207; 1209; 1211; 1212; 1214; 1217]. Additionally, Directors of the UCA Research Centres [1026; 1037; 1151; 1171] also provide evidence of the breadth of experience and knowledge regarding research and research degrees in higher education by staff at UCA. The team concluded that staff involved in the delivery of research degree programmes in a teaching and/or supervisory capacity have current knowledge of developments within the higher education sector relating to research and research degrees.

359 The Academic Career Fields [C119] framework supports the activities that staff undertake in the research and scholarly activity time identified in all academic contracts as evidenced in examples. [0203; 0204] Development and active engagement in research and scholarly activity is tied to UCA's appraisal system - Performance and Development Review.

[0206] Academic staff select alignment to one of three fields: Professional Practice, Creative Education, or Research, [C120] enabling staff to be supported to develop and enhance their knowledge of research and advanced scholarship. Staff who select the research field complete a five-year research development plan [0611] as part of their Performance and Development Review process. [0206] Academic staff confirmed how 'very effective' staff felt the Academic Career Fields approach was because they were able to 'focus on what they do best' and this approach allowed for career progression. [TV1M8] The team considered that the Academic Career Fields approach supports UCA's practice of rewarding excellence through promotion of staff to Reader and Professor in all three areas of specialism. [0009; 0613; 0614]

360 UCA has a Learning and Development Policy [0216] which indicates that funding is available for professional development, and that internal funding opportunities are available to support staff for pedagogical research, professional practice, and research. [0009] A paper to the Academic Board in June 2021 [Policy for staff undertaking a research degree, 1547] proposed that a policy specifically covering academic staff undertaking PhD study should be developed to include two academic staff PhD scholarships per year, with a 50% fee waiver for staff not successful in securing a scholarship. Additional support to staff research comes from the Internal Research Fund Guidance [0616; 0617] which provides small project funding and/or support for presenting at a conference. The External Funding Developer based in the Research Office supports staff in applying for external funding bids [0602] and is further demonstration of how the structure of the Research Office has been organised to support and develop research and scholarship among the academic staff at UCA. Observation of a Research Committee meeting confirmed that funding for postgraduate research students and staff for conference attendance is available. [JPBOb13]

361 The example of the Researcher Development Events [0612] provides more evidence of the research support for staff (and students) provided by the Research Office, as well as postgraduate research supervisor training and development, [0602] the Researcher Development Webinars, [0612] the Supervisor development Webinars [0615] and the Advanced Research Methods Training [0643] (open to staff as well as to students). Postgraduate research students [TV2M3] confirmed they found such events provided effective opportunities for interacting with other researchers at UCA. Additional staff development events are provided in the Staff Development Events Calendar 2020-21. [0215]

362 As part of the partnership arrangement with UAL, new research supervisors are required to complete UAL's validated research supervisor training module. In addition to this training, the UCA Research Office offers a preliminary introduction to supervision training and regular Supervisor Development Webinars. [0615] Meetings with staff and the UAL Link Tutor and Research Manager (PGR) [TV1M3; TV1M8; TV2M5] confirmed that all supervisors undertake the UAL Supervisor Training Course, and that UCA adds to the support opportunities with in-house 'refresher training', as well as additional support being provided by more experienced supervisors mentoring new supervisors. Programme leaders, course directors and senior staff with responsibilities for research and research degrees who met the team [TV1M8; TV2M5] confirmed how effectively the Professorial Fellows and more experienced supervisors/researchers mentored and supported research development. The team considered that the Academic Career Fields Framework [C119] is a clear and strong system that provides for staff development in research and advanced scholarship that is firmly linked to the UCA appraisal scheme, while the many staff/PGR researcher development events and PhD supervisor training and the internal funding sources for staff/PGR researchers provide a systematic and effective approach to develop and enhance their current knowledge of research/advanced scholarship.

363 The UCA self-assessment document, the staff spreadsheet (updated) [0655] and the staff spreadsheet summary updated November 2021 [0656] provide clear evidence that

a little over half of UCA academic staff (50.5%) are active and recognised contributors to at least one organisation such as a subject association, learned society or relevant professional body. Individual CVs [1000-1217] provide specific examples of how individual members of staff contribute to a subject association, learned society or relevant professional body demonstrating impact at regional, national and international levels.

364 The UCA self-assessment document, the staff spreadsheet updated [0655] and the staff spreadsheet summary updated November 2021 [0656] provide clear evidence that a little under half (48.6%), well above that of a third of academic staff, have recent (that is, within the past three years) personal experience of research activity in other UK or international higher education or specialist research institutions by, for example, acting as external examiners for research degrees, serving as panel members for the validation or review of research degree programmes, or contributing to collaborative research projects with other organisations (other than as a doctoral student). [CVs 1000-1217]

365 The UCA self-assessment document, the staff spreadsheet updated, [0655] the staff spreadsheet summary updated November 2021 [0656] and individual staff CVs [1000-1217] provide significant evidence that 73.9% of academic staff can demonstrate recent achievements (within the past three years) that are recognised by the wider academic community to be of national and/or international standing (as indicated by authoritative external peer reviews).

Conclusions

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

367 The team concluded that UCA's supervision of its research students, and the teaching it undertakes at doctoral level, is underpinned by academic staff with high levels of knowledge, understanding and experience of current research and advanced scholarship in their subjects of study, and of knowledge and understanding of developments within the higher education sector in relation to research and research degrees.

368 The team concluded that the University's policies and procedures relating to research, advanced scholarship, and research degree programmes are appropriate, effective and reflect sector practice. The policies and procedures are understood and applied consistently. A strong and sustainable research culture is in place and the University has plans to strengthen this further through the establishment of the Doctoral College, with clear aims to increase and develop what is already a viable research community of active researchers, who are supported by staff and research leaders at professorial and reader level who have high levels of knowledge, understanding and experience of current research and advanced scholarship in their subjects of study.

369 The quality of staff outputs is externally recognised, as demonstrated by the invitations to speak at external events, to externally examine, and through funding awards and awards of distinction. UCA provides clear and strong evidence of how it and its staff engage in and with collaborative and discipline-based/broad-based communities of researchers and specialist institutions external to the University that enables its research community to connect with the public on local, regional, and international platforms. UCA's Academic Careers Field framework has proved effective in enabling staff to identify fields of specific interest to them in keeping with the University's vision for the future. The team concludes, therefore, that this criterion is met.

Criterion G: National guidance

Criterion G1 – National guidance

370 This criterion states that:

G1: The organisation satisfies relevant national guidance relating to the award of research degrees.

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

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

372 Specifically, the assessment team considered or assessed:

- a To understand the University's strategic approach and aspirations for its research degree provision, the team reviewed the University's Strategic Vision for 2018-2028, [C111] the University's Research Strategy, [C113] and the University's Academic Plan for 2020-2022. [0944]
- b To understand the current arrangements for ensuring that the expectations of the Frameworks for Higher Education Qualifications (FHEQ) are met, the team reviewed the current UAL Research Degree Regulations and UAL Research Degree Handbook, [0632] as well as the UCA Annual Monitoring Reports for UAL from 2017-18, [0708] 2018-19, [0709] and 2019-20. [0710] The team also considered the terms of reference of the Research Degrees Committee. [0604] The team met UAL representatives [TV1M3] and considered a University of Brighton letter at the conclusion of its partnership with UCA [C127] to understand how the UCA-UAL relationship had matured over time and the state of the arrangement.
- c To evaluate how the current arrangements may change should the University be successful in its application, the team scrutinised the proposed UCA Research Degree Regulations. [0729] The team also met the UCA Senior Leadership Team [TV1M1-M2; TV2M1-2 and M4-7] and staff involved in the delivery of research degrees [TV1M7; TV2M1 and M5] to hear about the University's plans for the future in the event of its application for full degree awarding powers being successful.
- d To determine whether any particular Research Degree Management Frameworks issued by UKRI/Research Councils are relevant to this application, the team explored the current funding arrangements between the University and UKRI and the Research Councils. [C110; C117-C118; 3021] A contextualised data report prepared by UKRI also supported in this part of the assessment process. [UKRI Report]
- e The team met students [TV1M4; TV2M3] to hear about their experiences of undertaking a research degree at UCA.

How any samples of evidence were constructed

373 No sampling was undertaken for this criterion.

What the evidence shows

374 The University's current position and plans in relation to this criterion are:

375 The University's Research Strategy outlines its aim of achieving research degree awarding powers in 2020-21, thereby enabling its research degree community to 'grow in size and disciplinary spread, expanding into the new areas of creative technologies and business for the creative industries'. This aligns with the University's Strategic Vision for 2018-2028 which is 'to be recognised as a global authority on creative arts, creative technologies and business for the creative industries', demonstrating that the University has a coherent and consistent mission.

376 UCA has prepared draft research degree regulations of its own which it plans to use should its application to award its own research degrees be successful. The University is also planning to establish a Doctoral College to provide a focal point for the further development of the research community at UCA to ensure that UCA continues to satisfy national guidance relating to the award of research degrees.

377 The assessment team's analysis of the evidence led to the following observations:

378 UCA's Research Strategy, [C113] reflects its Strategic Vision [C111]. While UCA continues to work in partnership with UAL it will continue to adhere to UAL's requirements for research degrees. UAL documentation, including UAL's Research Degree Regulations and Research Degrees Handbook, confirms that while UAL is ultimately responsible for ensuring that the research degrees align to the FHEQ, UCA is responsible for maintaining those standards. [0632] UCA's Research Degrees Committee is responsible, on behalf of the Research Committee for monitoring and advising on the regulations, policy and procedures relating to research degrees operating at UCA. [0604] It is also responsible for responding to the requirements of external bodies, such as QAA and the Arts and Humanities Research Council, with regard to research degree provision. The team noted that UCA's partnership relationships had resulted in successful research student completions and that both partnership universities confirmed that UCA complied with their regulatory frameworks. [C127, TV1M3]

379 UCA annual monitoring reports for UAL from 2017-18, [0708] 2018-19, [0709] and 2019-20 [0710] show that the University has engaged fully with UAL's quality assurance processes. These require UCA to report back and reflect on the number of research students, their progress and status, as well as feedback from current students on key themes, including the quality of their supervision. [0708 – 0710] There are several examples of UCA identifying areas for enhancement as part of these annual monitoring processes, including 'the appointment of Readers and Professorial Fellows to develop school research culture and run research events [which] will provide a more varied programme which research students will be encouraged to access', [0709] highlighting the self-reflective nature of the University.

380 UCA's draft academic regulations for its postgraduate research awards [0729] set out the requirements, standards and criteria for PhD and MPhil awards at UCA, and the preface to the regulations states that the regulations take account of the content and wording of national guidance, and particularly the UK Quality Code for Higher Education's specifications for Level 8 characteristics. The draft regulations indicate that research degrees at the University can be focused on creative practice or focused on an enquiry that is primarily written in process and outcome leading to the submission of a written thesis. The

descriptors for Level 7 and Level 8 are not represented in full; for example, there is no reference to the need for students to demonstrate conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses at Level 7. Similarly, at Level 8, no reference is made to the need for students to demonstrate a detailed understanding of applicable techniques for research and advanced academic enquiry. While the qualification descriptors were not represented in full in the draft regulations, the team noted that the University has a successful track record of students completing research degrees under the partnership arrangements with UAL and the University of Brighton.

381 Statements and data from the University confirm that it does not currently have research council-funded studentships and is therefore not required to implement any particular Research Degree Management Frameworks. This is confirmed by the contextual report provided by UKRI. [UKRI Report] Nevertheless, the University is aware of relevant research council frameworks for doctoral training, including the UKRI Statement of Expectations for Postgraduate Training (2021), the AHRC Research Training Framework for Doctoral Students (2014), and ESRC Postgraduate Training and Development Guidelines (2015). [3021, C110; C117-C118; 3021; UKRI Report]

382 Key elements from these statements and guidelines, such as a commitment to professional skills development, flexibility in training structures, and collaborative research with external partners feature prominently in the University's Research Strategy, [C113] and new Academic Plan for 2020- 2022, [0944] which also stress the importance of embedding flexibility and externality in the student academic experience. During the scrutiny period, the team met students and student representatives to hear about their actual experience of undertaking a research degree at UCA. [TV1M4; TV2M3] The team heard of several examples of skills development workshops organised by the University as well as ample opportunities for students to interact and work with industry partners demonstrating that the principles outlined in UKRI, AHRC, and ESRC frameworks inform and guide the University's approach to research degrees.

Conclusions

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

384 UCA has an established mechanism in place, through the Research Degrees Committee, to monitor and advise on the regulations, policy and procedures relating to research degrees operating at UCA. It is also responsible for responding to the requirements of external bodies with responsibility for UK research degree provision. It has experience of developing degree regulations consistent with the Frameworks for Higher Education Qualifications for its taught degree provision and it has prepared draft research degree regulations of its own which it plans to use should its application to award its own research degrees be successful. The regulations set out the requirements, standards, and criteria for PhD and MPhil awards at UCA, and take account of national guidance, including the UK Frameworks for Higher Education Qualifications Level 8 qualification descriptor. However, it is not apparent from the phrasing used in the draft regulations that students would be able to demonstrate the qualification descriptor outcomes in full. UCA does not currently attract UKRI or Research Council funding and is not therefore required to implement any particular research degree management frameworks. Nevertheless, UCA demonstrates an awareness of relevant frameworks, for example those published by the Arts and Humanities Research Council.

385 The team considers that UCA's plans to further develop its research community should enable UCA to ensure that it continues to satisfy national guidance relating to the award of research degrees should its application for research degree awarding powers lead to a positive outcome. The team considers that these plans, the experience UCA has had to date of developing and implementing academic frameworks for its taught provision, and the positive feedback received from the universities which have worked in partnership with UCA in the successful delivery and award of research degrees at UCA, indicate that there can be confidence in UCA's ability to satisfy relevant national guidance and therefore this criterion is met.

Criterion H: Minimum number of doctoral degree conferrals

Criterion H1 - Minimum number of doctoral degree conferrals

386 This criterion states that:

H1: *The applicant organisation has achieved more than 30 doctoral degree conferrals (including professional doctorates) awarded through partnerships with UK awarding bodies*

H2: *In addition, the applicant organisation will need to demonstrate that:*

H2a: *The majority of conferred doctoral degrees have been achieved by students who are not also academic staff of the organisation.*

H2b: *Its completion rates meet sector norms.*

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

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

388 Specifically, the assessment team considered or assessed:

- a To determine that the University has achieved more than 30 doctoral degree conferrals awarded through partnerships with UK awarding bodies, the team reviewed a Report on Research Degrees interim RDAP data February 2020, [C124] Research Degree Completions at UCA, [C109] Progress Reports on Research Degree Students: Annual Reports, [0902-03] Confirmation Reports [0895-96] and Research Supervisory meeting reports. [0897-0901]
- b To establish that the majority of conferred doctoral degrees have been achieved by students who are not also academic staff of UCA, the team reviewed evidence cited above, [0895-0903] UCA's RDAP staff spreadsheet and the spreadsheet summary. [0655, 0656]
- c To determine that completion rates are within sector norms, the team observed meetings of the Research Degrees Committee [KWOb06] [JPBOb13] and met UAL representatives, [TV1M3] members of professional support staff, [TV1M9] students, [TV1M4 and TV2M3] Heads of Schools and senior academic staff [TV2M2] and senior staff responsible for international provision. [TV2M4]

How any samples of evidence were constructed

389 No sampling was undertaken for this criterion.

What the evidence shows

390 The University's current position and plans in relation to this criterion are:

391 UCA's predecessor institutions in Kent and Surrey began to offer research degrees in the late 1990s, leading to the first PhD being awarded in 2002. The research degrees were initially awarded by the University of Kent (for KIAD) and the University of Brighton (for SIAD). The University of the Arts, London (UAL) is the current research degree-awarding partner. This history has led to UCA having experience of implementing different sets of regulations as previous partnership agreements have run out. If UCA's application for full degree awarding powers is successful UCA plans to operate a similar process of dual regulation with UAL until the current research students registered with UAL have completed.

392 UCA's regulations will closely follow those of UAL but will be adapted to better fit with the strategic development of UCA and, in particular, with the 2018 formation of the School of Business for the Creative Industries. UCA will continue to support its staff to complete PhDs as well as recruiting research students both from the UK and internationally to grow its PhD school.

393 The assessment team's analysis of the evidence led to the following observations:

394 UCA submitted a report on research degree student data (Feb 2020) which indicates that 60 PhDs and six MPhils have been awarded to research students studying through UCA and its predecessor institutions since 2003. [C124] UCA was awarded its University Title in 2008 after the 2005 merger between the Kent and Surrey Institutes of Art and Design. The research degrees were awarded through partnership agreements with the University of Kent and the University of Brighton at the time of the merger in 2005 and thereafter by the University of Brighton (although dual regulations were used until all Kent registered students had completed in 2010). In 2017 a new research degree validating partnership was set up with UAL, with dual regulations [0632 and 0633] operating until 2019 when the partnership with the University of Brighton formally ended.

395 A more detailed spreadsheet listing individual research degree completions at UCA shows that the first PhD was awarded in 2002 but otherwise corroborates the total number of PhDs awarded as 60 (plus one PhD by publication). [C109] During the validation partnership with the universities of Kent and Brighton 41 research degrees were awarded, a further 15 research degree were awarded including one by publication under the dual regulations of Brighton and UAL, with five further awards made by the time of the University's submission for full degree awarding powers in 2020 when all research degrees were under UAL regulations. The team can therefore confirm that UCA has achieved more than 30 doctoral conferrals.

396 The University's self-assessment [0000] notes that, of the 60 PhDs conferred, only three were members of staff. This was confirmed by spreadsheet annotations [0655, 0656] which identified the three members of staff awarded PhDs. Academic staff confirmed [TV1M9] that they were made aware of the opportunity to study for a doctoral qualification, consistent with the University's ambition to be a research intensive university and that plans to encourage PhD applications from technical staff who contribute to supporting student learning were also in progress.

397 The team reviewed Annual Reports relating to PhD students [0902-03], Confirmation Reports for PhD students [0895-96] and Research Supervisory meeting reports [0897-0901] to confirm that no other students also appeared on the staff register. The team concluded that there were no other staff members who were undertaking or had recently completed a PhD at UCA. The team can therefore confirm that the majority of doctoral degrees conferred have been achieved by students who are not also academic staff of the University.

398 The qualification descriptor for a doctoral degree states that the achievement of outcomes consistent with the qualification descriptor for a doctoral degree normally requires

study equivalent to three full-time calendar years. Analysis of a list of doctoral student completions [C109] shows that 12 full-time and six part-time students have successfully completed since 2018 but that completion rates are variable and do not always meet sector norms. The time taken to completion at UCA varies between three years and eight months to seven years and four months (the lengthiest completion included a writing up year and a 35-month extension including time for re-submission) for full-time students and between two years (for a PhD by publication) to seven years eight months (six years seven months excluding interruption of study) for part-time students. UKRI Terms and conditions of training grants (April 2018) for doctoral studentships range between three years and a maximum of four years full-time support depending on the student, subject and Research Council expectations (with part-time awards not being less than 50% of full-time awards). Elsewhere in the sector, full-time doctoral students are expected to complete within three to four years (four being the maximum) while doctoral students studying on a part-time basis are expected to complete within six to eight years.

399 Of 71 students who started a research degree, nine have withdrawn and 62 have completed or are still studying. The team was told that expected completion times for PhDs were addressed in supervisor training and in student induction [TV2M5] and students confirmed [TV1M4] that there was a comprehensive induction both from UCA and from UAL and that the supervisory arrangements were clear. At the second team visit students noted that they were aware of the mechanisms to report any supervisory problems, but most indicated that they had applied to study based on the reputation of the specific staff members who were supervising them. [TV2M2]

400 UCA reported that completion times have reduced to an average of four years seven months for full-time students (last three years) and five years four months for part-time students. Students register in the first instance for an MPhil, and then transfer to a PhD on successful completion of a confirmation report which confirms that the student and the proposal are suitable to attain a PhD. This process typically takes place two to two and half years into the PhD; however, during the second team visit, the team noted that UCA plans to bring this process forward to approximately 18 months into the PhD. [TV2M4] The team considered that UCA's stated intent to reduce the time to transfer or be confirmed as a PhD candidate should serve to support the University's commitment to managing completion rates in a timely fashion.

401 The team discussed the anticipated growth in research student numbers with senior staff [TV2M2, TV2M5] in November 2021 and was told that the increased supervision this would require would be addressed through a strategic approach involving the recruitment of staff who hold a PhD and the establishment of the Doctoral College which is expected to support student completions through a central cadre of experienced supervisors. The team also observed two Research Degree Committee meetings, [KWOb06, JPBOb13] both of which confirmed that there is a robust process to monitor progression through the confirmation process with regular reports on student progress tabled at the RDC meetings. The team formed the view that UCA had a considered approach to the successful delivery of supervision and thus of positive student outcomes.

Conclusions

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

403 The team concludes that UCA has demonstrated that it has achieved more than 30 doctoral degree conferrals awarded through partnerships with UK awarding bodies.

Furthermore, the majority of conferred doctoral degrees have been achieved by students who are not also academic staff of the organisation.

404 With regard to research student completion rates, the team noted considerable variability in the duration of research degree completions. While the average times to completion may have reduced over time, completion rates are not always consistent with sector norms. The team noted that UCA has plans in place to manage a reduction of completion rates further through maintaining a shorter time before students complete their confirmation to PhD status. UCA's intention to recruit more staff who already hold a PhD is expected to enable the University to strengthen its supervisory base and provide expertise to further develop and support its research supervision capacity. The establishment of the Doctoral College should also provide staff with more opportunities to develop their research supervision experience and improve research student completion rates so that they are consistently aligned with sector norms.

405 While noting some variability in research student completion rates, the team concluded that UCA has achieved more than 30 doctoral degree conferrals awarded through partnerships with UK awarding bodies and the majority of conferred doctoral degrees have been achieved by students who are not also academic staff of the organisation. Therefore, the team concludes that this criterion has been met.

Full Degree Awarding Powers overarching criterion

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

Conclusions

407 The University's mission and strategy are clear and its vision is being realised through a Curriculum Transformation Project involving each School undertaking curriculum reviews governed by a School vision that ties into the Academic Plan, thus ensuring a common sense of purpose and cohesion across the University. The strategic direction being taken by the University is widely understood by staff at all levels through the academic governance arrangements in place and a clear articulation of responsibilities for communication and cascading information about the University's priorities and expectations in line with its mission. Policies and procedures relating to taught and research students are generally understood by staff and students and are applied consistently.

408 UCA is committed to widening participation and to providing an inclusive learning environment. The establishment of a new senior level post with responsibility for student experience and a Student Experience Committee with a more comprehensive remit than its predecessor, the Student Success Committee, demonstrates the University's commitment and the priority it attaches to enabling all students to benefit from the learning opportunities and support available to achieve to their fullest potential. Students are supported to enable them to engage in UCA's governance and management of its higher education provision and are encouraged to contribute to shaping the curriculum as programmes evolve over time.

409 UCA has learned from its experience of a joint venture with an institution in China and has reflected on this learning. This learning, together with the creation of a Joint Venture Working Group and proposals and principles set out in an academic and operational model for non-UK campuses, indicate a reflective, mature institutional approach to managing such developments.

410 A strong and sustainable research culture is in place and the University has plans to strengthen this further. UCA staff and research students engage in, and with, collaborative and discipline-based/broad-based communities of researchers and specialist institutions external to the University, thus enabling the University's research community to connect with wider audiences locally, regionally, nationally and internationally. UCA's Academic Careers Field framework is effective in enabling staff to identify areas of strength in which they can contribute to enabling the University to realise its vision for the future.

411 UCA's Quality Assurance Handbook and associated regulations are comprehensive and clear, enabling all parties involved in validation, periodic review and external examining activity to understand their obligations for the assurance of standards. All UCA awards delivered under partnership agreements are subject to the same quality assurance arrangements as those delivered directly by UCA. The University benchmarks its provision against the FHEQ and relevant Subject Benchmark Statements to ensure that programmes leading to awards of the University are set at a level that is commensurate with sector-recognised standards and are designed to enable students to demonstrate the intended learning outcomes at threshold and above threshold level.

412 The Annual Quality Report that is considered ultimately by the Board of Governors is detailed and its extensive coverage enables effective oversight of the quality and standards on provision leading to UCA awards. External examiners confirm that the processes for and actions relating to assessment, examination and the determination of

awards, including exceptional measures taken as a result of the disruption to academic delivery caused by the pandemic, are sound and fairly conducted. The steps taken to amend regulations were appropriate and proportionate to the changing circumstances.

413 UCA has developed draft regulations to be used should it receive authorisation to award its own research degrees to ensure that standards would continue to be assured. Its current and a previous research degree validating partner university confirm their confidence in the University's ability to assure research degree standards, based on their experience of constructive partnership working relationships established.

414 UCA has the necessary systems and processes in place to ensure definitive and up-to-date records of the qualifications it awards.

415 UCA has sufficient staff and processes in place to teach its students and monitor staffing numbers. It has strategies in place to ensure that it has relevant learning, teaching and assessment policies in place to guarantee that 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 subjects of the qualifications being awarded.

416 The supervision of, and teaching provided to, research students are underpinned by academic staff with high levels of knowledge, understanding and experience of current research and advanced scholarship in their subjects of study, and of knowledge and understanding of developments within the higher education sector in relation to research and research degrees. However, there is variability in research student completion rates which do not always meet sector norms.

417 The Quality Assurance Handbook and UCA's processes for the development, design, approval and periodic review of programmes contained therein, enables UCA to evaluate its own progress against key performance indicators. The processes are thorough, and their outputs are informed by student and external perspectives. The University has adopted the principle of co-creation as part of the periodic review, involving students and alumni of a programme and industry professionals in the further development of the programme to ensure that it continues to remain relevant, reflecting changes taking place in the creative arts industries.

418 While the pandemic has impacted on the University's ability to appoint two external members to participate on occasion in programme approval activity, it was clear that UCA values external perspectives and that, although its procedures may not have been followed in the cases concerned, the University had made a judgement to proceed in response to exceptional circumstances beyond its control, rather than this indicating a lack of oversight. Overall, UCA exercises appropriate arrangements for external and independent expertise to contribute to programme approval and review.

419 The Annual Quality Report demonstrates that the University has robust monitoring systems in place, encompassing consideration of survey data, external examiners' feedback, student performance data, and employability data at different levels of its governance arrangements. The report includes a Quality Action Plan for the following year arising from recommendation made in the report and an update on action taken against the action plan relating to the year of the report. The process is implemented robustly and is effective in enabling the University to take a holistic view of its performance.

420 UCA's annual monitoring reports on its research degree provision to UAL include student-related data and commentary; continuing professional development and training for supervisory staff and for research students; resources; academic administration and leadership; research ethics and integrity; equality and diversity and health and safety issues;

risks to the quality of research degree provision; and the strategy for research degree awarding powers. The detailed commentaries prepared by UCA are self-critical and clearly identify strengths and areas for improvement. UCA is committed to maintaining a stable environment for students should it be authorised to award research degrees alongside its taught awarding powers. To that end, it anticipates that few changes will be made relating to the quality systems to be used until the University is authorised to award research degrees on an indefinite basis.

421 The observations in the paragraphs above, together with the conclusions for each of the DAPs criteria A to H in this report, demonstrate that UCA meets the overarching criterion and has a self-critical, cohesive academic community with a proven commitment to the assurance of standards supported by effective quality systems, indicating that this criterion is met.

Annex

Evidence

Submissions

0000 UCA RDAP Self-Assessment Document January 2021

3022 RDAP SU Submission September 2021

Initial Evidence

0001 Articles of Government.pdf

0002 Academic Board Committee Effectiveness Review 2018-19.pdf

0003 Paper AB-06-20 UCA Student support and outcomes - Coronavirus.pdf

0004 Paper AB-07-20 COVID impact on C Partners.pdf

0005 Paper AB-32-20 COVID Emergency Measures Update.pdf

0006 Paper AB-32a-20 Summary of contingency in place by School.pdf

0007 AB-32b-20 Ext Examiner report form 19-20.pdf

0008 AB-32c-20 Collaborative Provision COVID19.pdf

0009 UCAs TEF year 4 Provider Submission.pdf

0010 Quality Report 2018-19.pdf

0011 Annex 1 Students Complaints.pdf

0012 Annex 2 Academic Appeals.pdf

0013 Annex 3 Periodic Review Outcomes.pdf

0014 Annex 4 Collaborative Provision.pdf

0015 Annex 5 AAM Course Level.pdf

0016 Annex 6 Student Satisfaction Surveys.pdf

0017 Annex 6A Overall Student Satisfaction by stage.pdf

0018 Annex 6B NSS results by question.pdf

0019 Annex 6C NSS Results by Protected Characteristics.pdf

0020 Annex 6D QER decisions.pdf

0021 Annex 7 External Examiners.pdf

0022 Annex 8 Student Retention.pdf

0023 Annex 8a Course level total attrition.pdf

0024 Annex 9 Achievement.pdf

0025 Annex 9A course level achievement.pdf

0026 Annex 10 Employability.pdf

0027 Annex 11 Access and Participation.pdf

0028 Paper AB-60-20 Revisions to Quality Reporting for 2019-20 onwards.pdf

0029 QAH - Introduction.pdf

0030 QAH A New qualification.pdf

0031 QAH B Portfolio Planning.pdf

0032 QAH C Validation.pdf

0033 QAH D Professional Statutory Regulatory Bodies.pdf

0034 QAH E Changes to Courses.pdf

0035 QAH F Annual Academic Monitoring.pdf

0036 QAH G External Examining.pdf

0037 QAH H Periodic Review of Courses.pdf

0038 QAH I Accreditation of Prior Learning.pdf

0039 QAH Annex 1 Quality Strategy 20_21.pdf

0040 QAH Annex 2 Academic Committee-Structure.pdf

0041 QAH Annex 3 Academic Committee TOR.pdf

0042 QAH Annex 4 Glossary of Acronyms used by QAE.pdf

0043 QAH Annex 5 Definitive Course Documentation.pdf

0044 QAH Annex 6 Student Engagement Strategy.pdf

0045 Example populated undergraduate course level AAM report 2017-18.pdf

0046 Example populated undergraduate course level AAM report 2018-19.pdf
0047 Example populated postgraduate course level AAM 2019-20.pdf
0048 UCA's External Examiner Report Form 2018-19.pdf
0049 Example Completed EE Report 2019-20.pdf
0050 BG 95 20 Degree Outcomes Statement.pdf
0051 UCAs submission to OfS on the approach UCA takes to securing degree standards.pdf
0052 Student Code of Conduct and Disciplinary Procedure.pdf
0053 COVID-19 Code of Conduct Addendum.pdf
0054 Reporting of Student Misconduct – Briefing information to give to students.pdf
0055 Academic Misconduct Regulations.pdf
0056 TEF Award Summary Statement of Findings.pdf
0057 Papin Prize Shortlist letter.pdf
0101 UCA Admissions Policy 2021-22 entry.pdf
0102 UCA Terms and Conditions - Higher Education.pdf
0103 Common Credit Framework.pdf
0104 Assessment Policy.pdf
0105 Assessment Feedback Policy.pdf
0106 Mitigating Circumstances Regulations.pdf
0107 Internal Verification Policy.pdf
0108 Student Complaints Policy.pdf
0109 Academic Appeal Regulations.pdf
0110 Policy and Procedure Group Schedule of Review.pdf
0111 Creative Education Strategy.pdf
0112 Regulations for the conferment of Awards.pdf
0113 UCAs Student Protection Plan.pdf
0114 London School of Design and Marketing - LSDM Academic Regulatory Framework.pdf
0115 Open College of the Arts - OCA Academic Regulatory Framework Version 19.pdf
0116 Assessment Feedback Form.pdf
0117 PGCert in Creative Education Periodic Review Report 10-03-2020.pdf
0118 PGCert Notice of Validation.pdf
0119 BA Hons Acting request for material change through Course Changes Group.pdf
0120 PSRB Register 2020-21.pdf
0121 OCA Periodic Review and Validation report - MA courses.pdf
0122 Board of Governors Committee Structure.pdf
0123 Health Safety Wellbeing Report 201819.pdf
0124 Health Safety Student Induction 20-21.pdf
0201 Annual Staff Equality Diversity and Inclusivity Report 2018-19.pdf
0202 UCA People Strategy - Strategic aims and objectives 2019-23.pdf
0203 Example redacted email offer letter to an academic member of staff.pdf
0204 Contract Academic Permanent grade 9 – 11.pdf
0205 Staff gaining HEA Recognition 2017-2020.pdf
0206 UCAs Performance and Development Review PDR Policy.pdf
0207 PG Cert CAE Unit 1 Handbook 20-21.pdf
0208 PG Cert CAE Unit 2 Handbook 20-21.pdf
0209 Associate Fellow CPD handbook - Descriptor 1.pdf
0210 Fellow CPD handbook - Descriptor 2.pdf
0211 Senior Fellow CPD handbook- Descriptor 3.pdf
0212 PGCert AAM Report 2018-19.pdf
0213 UCA Advance HE Annual Review of CPD 2018-19.pdf
0214 Overview of Creative Education Network.pdf
0215 Staff Development Events Calendar 2020-21.pdf
0216 LD Policy - Appendix 4 - PQ Funding.pdf
0217 CMI Level 5 Diploma in Management and Leadership.pdf
0218 Inclusive Working and Inclusive Leadership online sessions-email.pdf
0219 Slides for Inclusive Teaching Workshops presentation.pdf

0301 Induction Checklist 2019-20.pdf
0302 Induction Checklist 2020-21.pdf
0303 BA Fashion Textile Welcome and Induction 2020.pdf
0304 Acting and Performance Welcome and Induction time table 2020.pdf
0305 Screen shot from myUCA of the UCA Induction 2020-21 pages.pdf
0306 Course Reps Handbook 202021.pdf
0307 Guidance notes for student focus group - Periodic Review.pdf
0308 Image of myTechnical Team on myUCA.pdf
0309 Your guide to Library and Gateway Services.pdf
0310 Library Student Services Annual Report 201819.pdf
0311 Academic Services ISS and NSS Annual Comparison Report- 2018-19 v 2019-20.pdf
0312 LibGuides - Feedback and Action Plan January 2020.pdf
0313 Reading List Management Service.pdf
0314 SSC 46 19 - Information Literacy Framework.pdf
0315 Information Literacy Framework Sessions.pdf
0316 Blackboard Ally Staff Guide August 2020.pdf
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0318 APC-38-20 Panopto Update Nov 20.pdf
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0322 APC-36-20 Wellbeing Action Plan.pdf
0323 StudentWellbeingConcerns_Flowchart.pdf
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0325 Example anonymised ILP.pdf
0326 APC-08-20 Disabled Student Attainment Gap 2019-20.pdf
0327 APC-21-20 Impact of the Inclusion Projects 2019-20.pdf
0328 Financial Assistance Fund report_201920.pdf
0329 Careers and Employability Leaflet - Jobteaser.pdf
0501 AUD 25 20 Progress Report on Internal Audit Findings.pdf
0502 Internal Audit Plan 2020-23.pdf
0503 BG 93 20 Summary of 2019-20 KPI Outcomes.pdf
0504 AB-11-20 Annual Monitoring Targets 201920.pdf
0505 AUD 24a 20 Management Information and KPI Reporting.pdf
0506 Risk Management Policy and Strategy 2018.pdf
0507 SRMG Terms of Reference Oct 20.pdf
0508 Portfolio Development final report.pdf
0509 Performance Development Review Process-Final Report 2019.pdf
0510 AQC-35-19 A Overview of VR UCA 201819 report.pdf
0511 AQC-14a-19 Employability guidance for VR.pdf
0512 B1_FORM_New_Course_Proposal_Form.pdf
0513 B1_FORM_MA_Virtual_Fashion 2019.pdf
0514 AB-06-18 Employability Review report.pdf
0601 Role Profile Director of Research and Education.pdf
0602 Role Profiles Key Research Office Staff.pdf
0603 Research Committee Terms of Reference 2020.pdf
0604 Research Degrees Committee ToR and Constitution 2020-21.pdf
0605 Research Committee Minutes 2017-18.pdf
0606 Research Committee Minutes 2018-19.pdf
0607 Research Committee Minutes 2019-20.pdf
0608 Research Degree Committee Minutes 2017-18.pdf
0609 Research Degree Committee Minutes 2018-19.pdf
0610 Research Degree Committee Minutes 2019-20.pdf
0611 RC-22-20 ACF Planning for Staff Template.pdf
0612 Researcher Development Webinars.pdf

0613 Regulations for the Conferment of the Title of Reader or Professor.pdf
0614 Regulations for the Conferment of the Title of Reader or Professor - Guidance on the Format of Applications.pdf
0615 Supervisor Development Webinars and Training.pdf
0616 Internal Research Fund Guidance 2020-2021.pdf
0617 Internal Research Fund Awards 2017-2020.pdf
0618 UCA Research Plan and Report October 2020.pdf
0619 School Research Plan template 20-21.pdf
0620 RC-40-20 Research KPIs.pdf
0621 REC-30-11 REF Working Group ToR.pdf
0622 RC-29-19 Research Ethics Audit.pdf
0623 RC-03-20 Research Ethics and Integrity.pdf
0624 UCA Research Ethics Code of Practice.pdf
0625 Statement of Compliance with the Concordat for Research Integrity.pdf
0626 Research Ethics-Tier One checklist 2020 (1).pdf
0627 Research Ethics-Tier Two checklist 2020.pdf
0628 Staff Research Ethics Flowchart.pdf
0629 Research Degrees Ethics Flowchart.pdf
0630 RC-37-20 Research Ethics Summary of Applications.pdf
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0634 UoB Research Degrees Code of Practice 2018-19.pdf
0635 UAL Code of Practice on Research Ethics.pdf
0636 UAL Guidance for Research Ethics Approval.pdf
0637 Supervisor Register.pdf
0638 List of exhibitions Canterbury and Rochester 2016-2020.pdf
0639 List of exhibitions Epsom and Farnham 2016-2020.pdf
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 0715 Examination Panel Application Guidance Notes.pdf
 0716 Examiner Details Form.pdf
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 0718 Examiners Joint Final Report.pdf
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 C102 DAP Provider Information Form.pdf
 C103 Quality Report Annex 9 Achievement.pdf
 C104 Quality Report Annex 8 Student Retention.pdf
 C105 Quality Report Annex 6 Student Satisfaction Surveys.pdf
 C106 Corporate Structure Diagram.pdf
 C107 Academic Committee-Structure.pdf
 C108 School Structure Diagram.pdf
 C109 Research Degree Completions at UCA.pdf
 C110 List of Students 2020-21.pdf
 C111 Strategic Vision 2018-2028.pdf
 C112 Internationalisation Plan.pdf
 C113 Research Strategy.pdf
 C114 Archives and Special Collections guide.pdf
 C115 Crafts Study Centre Collections Development Policy 2018-2023.pdf
 C116 Crafts Study Centre Business Plan 2020.pdf
 C117 Research England QR Recurrent Grant 2019-20.pdf
 C118 UCA Research Funding and Income.pdf
 C119 Academic Career Fields Joining or Moving Field JUNE 20.pdf
 C120 Academic Career Fields Guide for Staff JUNE 20.pdf
 C121 REF 2021 Code of Practice.pdf
 C122 Professor Professorial Fellow and Reader Appointments Register.pdf
 C123 Professors and Readers 2014 and 2020.pdf
 C124 Report on Research Degrees interim RDAP data February 2020.pdf
 C125 UoB Memorandum of Co-operation 14-18.pdf
 C126 UoB MoC 14-18 annex.pdf
 C127 UoB Letter at Conclusion of Partnership.pdf
 C128 UoB Notice Period Arrangements.pdf
 C129 UAL Research Degree Programme Partnership Agreement.pdf
 C130 PGR Sessional Hours Principles.pdf
 C131 PGR Student Survey 2020.pdf
 C132 Scholarships and Fee Discounts 2021-22.pdf

Additional Evidence

0750 Mins BoG 2018-19 - Redacted.pdf
0751 Mins BoG 2019-20 - Redacted.pdf
0752 Mins BoG 2017-18 - Redacted.pdf
0753 Academic Board mins 2017-18.pdf
0754 Academic Board mins 2018-19.pdf
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0780 2019 09 10 UEG Minutes.pdf
0781 2019 10 07 UEG Minutes.pdf
0782 2019 11 05 UEG Minutes.pdf
0783 2019 12 10 UEG Minutes.pdf
0784 2020 01 07 UEG Minutes.pdf
0785 2020 02 03 UEG Minutes.pdf
0786 2020 03 02 UEG Minutes.pdf
0787 2020 03 17 UEG extraordinary Minutes.pdf
0788 2020 04 22 UEG Minutes.pdf
0789 2020 05 05 UEG Minutes.pdf
0790 2020 06 09 UEG Minutes.pdf
0791 2020 07 07 UEG Minutes.pdf
0792 2020 09 01 UEG Minutes.pdf
0793 2020 09 29 UEG Minutes.pdf
0794 2020 10 27 UEG Minutes.pdf
0795 2020 11 24 UEG Minutes.pdf
0796 2021 01 19 UEG Minutes.pdf
0797 2021 02 16 UEG Minutes.pdf
0798 Recruitment Policy and Guidance for Managers.pdf
0799 Lecturer and Senior Lecturer role profile masters qualification.pdf
0800 International Student Update.xlsx
0801 Academic Board 2019-20 Committee Effectiveness Review.pdf
0802 Sub-Committee Academic Board Effectiveness Reviews.pdf

0803 SBoS Committee Effectiveness Reviews.pdf
0804 Deputy Vice-Chancellor JD.pdf
0805 Pro Vice-Chancellor JD.pdf
0806 Assistant Vice Chancellor Expression of Interest.pdf
0807 Director of Business School JD.pdf
0808 Head of School Fashion JD.pdf
0809 Head of School FE JD.pdf
0810 Head of School Architecture Crafts Design JD.pdf
0811 Head of School Fine Art Photo and VC JD.pdf
0812 Head of School FMPA JD.pdf
0813 Director of Marketing JD.pdf
0814 Director of QAE JD.pdf
0815 Director of International Studies JD.pdf
0816 Director of Research and Education JD.pdf
0817 Head of School Fashion CV.pdf
0818 Head of School FE CV.pdf
0819 Director of QAE CV.pdf
0820 Director of Marketing CV.pdf
0821 Director of International Studies CV.pdf
0822 Schedule of delegation.pdf
0823 OBC Partnership Agreement_Mar 21_Redacted.pdf
0824 SHAPE Partnership Agreement Mar 21_Redacted.pdf
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0826 AAM report BA Business Innovation Management - Top-Up 19-20.pdf
0827 AAM report BA Fashion Promotion Imaging_VTC SHAPE 19-20.pdf
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0832 Section J Collaborative Provision QAH.pdf
0833 Photography_MFA_F_PSpec 202021.pdf
0834 Summary of application samples.xlsx
0835 Application sample 001.pdf
0836 Application sample 002.pdf
0837 Application sample 003.pdf
0838 Application sample 004.pdf
0839 Application sample 005.pdf
0840 Application sample 006.pdf
0841 Application sample 007.pdf
0842 LSDM Approval LSDM Academic Regulatory Framework July 2016.pdf
0843 LSDM v3 Academic Board Chairs Action Approval.pdf
0844 LSDM v3 Academic Regulatory Framework approval July 2020.pdf
0845 BG 07 21 Quality Report 2019-20 with annexes.pdf
0846 BA Arch Level 4 Course info CARC4001.pdf
0847 BA Arch Level 4 course info CARC4004.pdf
0848 BA Arch Level 6 course info CARC6001.pdf
0849 BA Arch Level 6 Course info CARC6006.pdf
0850 BA Fashion Level 4 Course info RFDN4005.pdf
0851 BA Fashion Level 4 course info RFDN4007.pdf
0852 BA Fashion Level 6 course info RFDN6007.pdf
0853 BA Fashion Level 6 course info RFDN6009.pdf
0854 BA Film Production Level 4 course info FFIP4010.pdf
0855 BA Film Production Level 4 course info FFIP4012.pdf
0856 BA Film Production Level 6 course info FFIP6008.pdf
0857 BA Film Production Level 6 course info FFIP6010.pdf

0858 BA Illustration Level 4 course info FILL4006.pdf
 0859 BA Illustration Level 4 course info FILL4007.pdf
 0860 BA Illustration Level 6 course info FILL6004.pdf
 0861 BA Illustration Level 6 course info FILL6006.pdf
 0862 BA Interior Arch and Design Level 4 Course info FIAD4009.pdf
 0863 BA Interior Arch and Design Level 4 Course info FIAD4011.pdf
 0864 BA Interior Arch and Design Level 6 Course info FIAD6003.pdf
 0865 BA Interior Arch and Design Level 6 course infor FIAD6002.pdf
 0866 BA Fashion Management Marketing Level 4 Course Info EFMM4008.pdf
 0867 BA Marketing Level 4 Course Info Fundamentals.pdf
 0868 BA Business Innovation Management Top Up Course Info Level 6 BIM6001.pdf
 0869 BA Fashion Journalism Level 6 Course Info EFJN6003.pdf
 0870 MA Arch Course Info CARC7002.pdf
 0871 MA Fashion Design Level 7 RFDE7001.pdf
 0872 MA Filmmaking Level 7 course info FFLM7005.pdf
 0873 MA Jewellery Course Info FJWL7002.pdf
 0874 MA Visual Communication Level 7 course info CVCM7001.pdf
 0875 MA Fashion Branding Management Level 7 Course Info EFBM7013.pdf
 0876 Example Partner transcripts.pdf
 0877 Student Complaints Form 20-21.pdf
 0878 BG 07 21 Students Complaints and Appeals 1920.pdf
 0879 Market Materials Prospectus Pages.pdf
 0880 Market Materials UCA Mini Guide.pdf
 0881 Validation and Periodic Review with outcomes.xlsx
 0882 Cyprus AA BA Animation EE report 19-20.pdf
 0883 Cyprus AA MA Fine Art EE report 19-20.pdf
 0884 MA Illustration EE report 19-20.pdf
 0885 BA Fashion (practice) EE Report 19-20.pdf
 0886 BA Fashion (theory) EE report 19-20.pdf
 0887 BA Arch External Examiner report 19-20 - 1.pdf
 0888 BA Arch External Examiner Report 19-20 - 2.pdf
 0889 LSDM Design EE Scrutiny 19-20.pdf
 0890 LSDM Marketing EE Scrutiny 19-20.pdf
 0891 OCA EE Reports - all courses 19-20.pdf
 0892 BG 07 21 Annex 9 Achievement 1920.pdf
 0893 Summary of Academic Misconduct.pdf
 0894 Mitigating Circumstances Changes previous to current.pdf
 0895 B3 Confirmation Report - Panel Notes No 1.pdf
 0896 B3 Confirmation Report - Panel Notes No 2.pdf
 0897 B3 RD8 eg no 1.pdf
 0898 B3 RD8 eg no 2.pdf
 0899 B3 RD8 eg no 3.pdf
 0900 B3 RD8 eg no 4.pdf
 0901 B3 RD8 eg no 5.pdf
 0902 Annual Report - eg no 1.pdf
 0903 B3 Annual Report - eg no 2.pdf
 0904 No document
 0905 Library Academic Services Annual Report 1920.pdf
 0906 Induction working group reports and notes.pdf
 0907 Report of Induction working group May 2018.pdf
 0908 Tutorial Working Group reports and notes.pdf
 0909 Review of the Personal Development Tutorial Policy.pdf
 0910 PRES Survey results 2018-19.docx.pdf
 0911 D1 PRES Survey results 2019-20.pdf
 0912 COG Canterbury Minutes 18-20.pdf

0913 COG Epsom Minutes 18-20.pdf
0914 COG Farnham Minutes 18-20.pdf
0915 COG Rochester Minutes 18-20.pdf
0916 Student Exhibitions at UCA.pdf
0917 D1 Student Participation in Events.pdf
0918 Student Wellbeing Action Plan Update March 2021.pdf
0919 F1 Research Centre - ARC Mission Statement.pdf
0920 F1 Research Centre - CSC Business Plan 2021.pdf
0921 F1 Research Centre - Fine Art and Photography Mission Statement.pdf
0922 F1 Research Centre report - CFSD- 2019-2020.pdf
0923 F1 Research Centre Report - CSC 2019-20.pdf
0924 F1 Research Centre Report - ITRC Oct 2020.pdf
0925 F1 School Research Plan 2018-19 Fashion.pdf
0926 F1 School Research Plan 2018-19 Fine Art Photography.pdf
0927 F1 School Research Plan 2018-19 FMPA.pdf
0928 F1 School Research Plan 2018-19 Further Education.pdf
0929 F1 School Research Plan 2019-20 CD.pdf
0930 F1 School Research Plan 2019-20 Communication Design.pdf
0931 F1 School Research Plan 2019-20 FE.pdf
0932 School Research Plan 2019-20 FMPA.pdf
0933 F1 School Research Plan 2020-21 Architectiure.pdf
0934 F1 School Research Plan 2020-21 Business School.pdf
0935 F1 School Research Plan 2020-21 Crafts Design.pdf
0936 F1 School Research Plan 2020-21 FAPVC.pdf
0937 F1 School Research Plan 2020-21 FE.pdf
0938 F1 School Research Plan 2020-21 FMPA.pdf
0939 Research Income.pdf
0940 H1 C109 Research Degree Completions at UCA 002.pdf
0942 OCA Regulatory Framework Sep 19.pdf
0943 Update on Revised Processes 2020-21.pdf
0944 Draft Academic Plan Guidance Handbook March 21 in progress.pdf
0945 Draft Employability Review Recommendations 20210312 in progress.pdf

Material uploaded 28 May 2021 following first team meetings with UCA

0946 REF1 and 2 Staff and Outputs.pdf
0947 REF3 Impact Fast Forward.pdf
0948 REF3 Impact Innovative Textiles Curation.pdf
0949 REF3 Impact Repair Cafe.pdf
0950 REF3 Impact Studio Pottery.pdf
0951 REF5a Institutional level Environment.pdf
0952 REF5b Unit level Environment.pdf
0953 AUD 07 21 Progress Report on Internal Audit Findings from Previous Reviews.pdf
0954 UKRI Contextualised Data UCA commentary.pdf
0955 Individual Merit and Achievement Awards 2018 19.pdf
0956 Nomination Form 2019 final.pdf

Material uploaded 29 July 2021 in response to second additional evidence request

0957 Progression overview and templates.pdf
0958 CP transcript copies.pdf
0959 Notes EPM_Hangzhou_14 April 2021 FINAL.pdf
0960 Notes EPM_Shelton_19 April 2021 FINAL.pdf
0961 Notes EPM_HKMA_20 April 2021.pdf
0962 Executive Partner Meeting Schedule 2021.pdf
0963 LSDM Institutional Approval report 16 June 2016.pdf
0964 LSDM J8 01.09.19_31_08_22 FULLY exec.pdf

0965 AB-62-11 cover Common Credit Framework.pdf
0966 DRAFT report of Credit Schemes Review - March 2011.pdf
0967 AB-62a-11 report of Credit Schemes Review - July 2011.pdf
0968 AB-62b-11 Credit Framework.pdf
0969 AB unconfirmed minutes 20111019.pdf
0970 Review of Grading Descriptors Position Statement.pdf
0971 LCCA Link Liaison.pdf
0972 LCCM Link Liaison 2020_21 v2.0.pdf
0973 HFGETS Link Liaison Final 2020-21.pdf
0974 Shelton Link Liaison_Final 2020-21.pdf
0975 Link Tutor Responsibilities (annex of LLD).pdf
0976 Link Tutor role and evidence of training.pdf
0977 TMUC Mini Conference Oct 20.pdf
0978 Comparability of Standards.pdf
0979 Global Partnerships Office.pdf
0980 Non-UK Campus Model.pdf
0981 Final BSBI IA and Course Validation Report 11 June 2020.pdf
0982 BSBI Sub Validation report_Aug20_Final.pdf
0983 AQC approval for amends to QAH validation and review.pdf
0984 Revised_Validation Section QAH 2021_FINAL.pdf
0985 AQC unconfirmed minutes 18 May 2021.pdf
0986 AQC-35a-21 V R reports 201920 and 202021.pdf
0987 BSBI_Notification of Validation.pdf
0988 20190314 co-operative agreement.pdf
0989 AQC-26-19 ICI Validation Process 23-26 April.pdf
0990 AQC Confirmed minutes 16 May 2019.pdf
0991 ICI Course Structures.pdf
0992 Report - ICI _ BA Digital Media Arts_.pdf
0993 VR School planning guidance 202021.pdf
0994 Guidance notes for panel members - Validation.pdf
0995 Pre-event questionnaire template - online events.pdf
0996 Academic_Plan_timeline_MH_240521.png
0997 Co-creation Graphic Design Event.pdf
0998 Annex 9 Achievement 1920.pdf
0999 AQC-26-20 COVID-19 Emergency Measures update.pdf
3000 Business School EE sign off forms 20-21.pdf
3001 School C D EE sign off forms 20-21.pdf
3002 School FAPVC EE sign off forms 20-21.pdf
3003 School of Arch EE sign off forms 20-21.pdf
3004 School of F T EE sign off forms 20-21.pdf
3005 School of FMPA EE sign off forms 20-21.pdf
3006 Use of Turnitin.pdf
3007 Policy_for_the_Submission_Retention_and_Return_of_Student_Work.pdf
3008 Assessment_Cover_Sheet_20-21.pdf
3009 Summary of data on plagiarism penalties by school.pdf
3010 PES Overall Satisfaction Results 201920.xlsx
3011 MA_Jewellery_F_Overall_Results_1920.pdf
3012 Personal Development Tutorial Policy 2020-21.pdf
3013 UCA PGR Studentships statement.pdf
3014 RD13 Interview Assessment form.pdf
3015 UCA PGR Studentship Terms and Conditions V4.pdf
3016 Teaching Opportunities for PGR Students statement.pdf
3017 Guidelines for Employing Hourly Paid Staff - June 2020.pdf
3018 Intro to CE Flyer.pdf
3019 Professional Skills Development statement.pdf

3020 Access to Facilities statement.pdf
3021 Research Degree Management Frameworks.pdf

Material uploaded 10 September 2021

0656 UCA RDAP Staff Spreadsheet Summary updated.xls
0655 QAA RDAP Staff Spreadsheet updated.xls

Material uploaded 17 September 2021

3022 RDAP SU Submission

Material uploaded 10 November in advance of November 2021 visit

3033 Annual Regulatory Update 8 October 2019.pdf
3034 Changes to regulations in light of Covid email to all staff 23 March 2020.pdf
3035 Changes to Course Assessment email to all students copied to all staff 22 Jan 2021.pdf
3036 International Student Numbers 2021.docx
3037 OfS External Review Response.pdf
3038 RMG0121_Action_Summary_Sheet_20201020.doc
3039 ARC 17 21 Revised Risk Management Approach.docx
3040 Risk Schedule.xlsx
3041 CQC Minutes - OCA 2020-21.pdf
3042 Confirmed Minutes OCA UG PG Board of Examiners 2020-21.pdf
3043 AB-08-17QA post merger and OCA.pdf
3044 Governor Induction and Development Strategy.pdf
3045 Extract of Training Log - student governors.xlsx
3046 Student Governor Induction Meeting Invitations.docx
3047 B0G 2021 03 25 Minutes - Confirmed.pdf
3048 Dasein Academy Of Art Malaysia Progression Agreement 2021.pdf
3049 UCA PA -Beijing Institute of Technology.pdf
3050 AB-27-21 Matters arising from AB 02-03-21.pdf
3051 AB-56-21 Matters arising from AB 15-06-21.pdf
3052 UCA Degree Outcome Statement 20-21.pdf
3053 External Examiner LSDM statement.docx
3054 BA MA Design LSDM EE Report Sep 20 - BG.pdf
3055 BA MA LSDM EE Report DESIGN BA Oct 20 - BG.pdf
3056 BA LSDM EE Report MARKETING 20-21 JAN -HD.pdf
3057 BA LSDM EE Report DESIGN_Jan 21-BG.pdf
3058 BA MA Design EE LSDM EE Report April 2021 - BG.pdf
3059 BA_MA_Marketing_LSDM_EE Report_April 21 - HD.pdf
3060 BA MA Design LSDM EE Report July 2021 - BG.pdf
3061 BA_MA_Marketing_LSDM_EE Report_July21-HD.pdf
3062 FAPVC Validation Scrutiny notes September 2021.pdf
3063 FMPA Curriculum Transformation - Scrutiny Notes.pdf
3064 Architecture Scrutiny email confirmation with Teams link.pdf
3065 Arch Validation Scrutiny Notes Teams.pdf
3066 Course Leader Away Day Agendas ref TEF.docx
3067 Programme Director Development July 2019.pdf
3068 Programme Director development July 2020.pdf
3069 6a Guidance notes for panel members - Validation.docx
3070 Example Chairs Brief.docx
3071 Guidance notes for panel members - Course Transformation Validation.doc
3072 Register of VR trained Chairs.xlsx
3073 Chairs brief Template Curr Transformation.docx
3074 Guidance notes for panel members - Course Transformation Validation.docx
3075 APC-17-20 SSAP 2020-22 Update June 20.xlsx

3076 APC Agendas 2020-21.pdf
3077 APC Unconfirmed Minutes 23 Jun 21.pdf
3078 APP_monitoring_1920_provider_submission.docx
3079 APP_monitoring_1920_supporting_info to OfS.xlsx
3080 Report from Director of Academic Services.pdf
3081 Personal_Development_Tutorial_Policy.pdf
3082 AB-64-16 Student Success Strategy.pdf
3083 Student Success Committee ToR 201718.docx
3084 SSC Agendas 2017-20.pdf
3085 LT 02 18 Employability Review report 020118.pdf
3086 AB-05-21 Employability Review Recommendations.docx
3087 Update Employability AQC Oct-21.doc
3088 AB-55-20 Update implementation of Academic Plan.pdf
3089 AB-60-20 Revisions to Quality Reporting for 2019-20 onwards.pdf
3090 ARM 1 Programme 21-22.pdf
3091 ARM 2 Programme 21-22.pdf
3092 JD Director of Technical Learning.pdf
3093 Technical Services Manager Role Profile.docx
3094 Technical Tutor Role Profile - Digital Post Production.docx
3095 Canterbury Technical Team - Sep21.pdf
3096 Epsom Technical Team - Sep21.pdf
3097 Farnham Technical Team - Sep21.pdf
3098 Rochester Technical Team - Sep21.pdf
3099 Student Induction Log_Tech Services Example.pdf
3100 Student Induction Information.pdf
3101 Induction Skills workshop day.pdf
3102 PGR STATUS of STUDENTS 2021-22.xlsx
3103 AB-59-21 Schools and Portfolio.pdf

Material uploaded 15 November 2021

0656 UCA RDAP Staff Spreadsheet Summary updated Nov 21.xlsx

Material uploaded 30 November 2021

3104 AB-60-21 COVID-19 update.docx
3105 AB-61-21 Report into Academic Misconduct.docx
3106 Notes of Academic Board 16 November 2021.docx

Material uploaded 1 December 2021

3107 Staff Member CV 2021

Material uploaded 17 December 2021

3108 Chief External Examiners Report.pdf
3109 Draft Terms of Reference Student Experience Committee.pdf
3110 Quality Enhancement Reviews for SBoS - Fashion and Textiles.pdf
3111 Research Centres and Clusters.pdf
3112 RC-21-20 Centre and Cluster Definitions.pdf
3113 Compilation of Evidence from 30 November.docx

Material uploaded 20 December 2021

0656 UCA RDAP Staff Spreadsheet Summary Update November 21

Observation Reports and Evidence

HWOb01 Fashion School Board of Study- 22 March 2021

Fashion School Board of Study Committee Papers

- 1300 SBoS Fashion Agenda_F&T_SBoS_22-03-21S
- 1301 SBoS Fashion FT-01-21-Unconfirmed_Minutes_02-03-20
- 1302 SBoS Fashion FT-02-21-Matters_Arising-02-03-2020
- 1303 SBoS Fashion FT-03-21-HoS_Report
- 1304 SBoS Fashion FT-04-21 EE noms 21-22
- 1305 SBoS Fashion FT-04a-21-BA_Fashion_Atelier-KA_Nomination_CV
- 1306 SBoS Fashion FT-04b-21-MA_Printed_TexBA_Fash_TexTMUC-AS_Extension
- 1307 SBoS Fashion FT-04c-21-MA_Creative_Dir_JR_NominationCV
- 1308 SBoS Fashion FT-05-21-IT_Services_Update
- 1309 SBoS Fashion FT-06-21-Library_Update
- 1310 SBoS Fashion FT-07-21-SU_Update
- 1310a SBoS Fashion 08-21-Employability_Course_Design.pdf

HWOb02 Craft & Design School Board of Study– 23 March 2021

Craft & Design School Board of Study Committee Papers

- 1311 SBoS Craft Design AGENDA_23-03-2021.pdf
- 1312 SBoS Craft Design CD-01-21-Unconfirmed_Minutes-10-03-20.pdf
- 1313 SBoS Craft Design_Matters_Arising-10-03-2020.pdf
- 1314 SBoS Craft Design CD-03-21-Final_HoS_Report.pdf
- 1315 SBoS Craft Design-04-21 EE noms 21-22.pdf
- 1316 SBoS Craft Design-04a-21-BA_IAD-LR_NominationCV.pdf
- 1317 SBoS Craft Design-05-21- IT_Services_Update.pdf
- 1318 SBoS Craft Design-06-21-Library_Update.pdf
- 1319 SBoS Craft Design 07-21-SU_Update.pdf
- 1319a SBoS Craft Design-08-21-Employability_Course_Design.pdf

HWOb03 Graduate Forum – 23 March 2021 (No papers)

JPBOb4 Board of Governors – 25 March 2021

Board of Governors Committee Papers

- 1320 BG 01 21 BG 2020 11 26 Minutes -Restricted to Governors - Unconfirmed.pdf
- 1321 BG 02 21 BG Extra 2020 12 08 Minutes - Unconfirmed.pdf
- 1322 BG 03 21 Revised Role Description for Clerk to the Board of Governors.pdf
- 1323 BG 04 21 2021 03 25 - P-VC Report to Board - Draft.pdf
- 1324 BG 04 21 Appx - 2021 03 01 Professors and Readers.pdf
- 1325 BG 05 21 COVID-19 and Return to Campus Update.pdf
- 1326 BG 06 21 Report from Academic Board Meeting Held on 2 March 2021.pdf
- 1327 BG 07 21 Annex 1 Students Complaints 1920.pdf
- 1328 BG 07 21 Annex 2 Academic Appeals 1920.pdf
- 1329 BG 07 21 Annex 3 Periodic Review Outcomes 1920.pdf
- 1330 BG 07 21 Annex 4 AAM Collaborative Outcomes.pdf
- 1331 BG 07 21 Annex 5 AAM Course Level 1920.pdf
- 1332 BG 07 21 Annex 6 Student Satisfaction Surveys 1920.pdf
- 1333 BG 07 21 Annex 6A Overall Student Satisfaction by stage 0-3 2019-20.pdf
- 1334 BG 07 21 Annex 6B NSS results by question 201920.pdf
- 1335 BG 07 21 Annex 6C NSS Results by Protected Characteristics 201920.pdf
- 1336 BG 07 21 Annex 7 External Examiners report 19-20.pdf
- 1337 BG 07 21 Annex 8 Student Retention 1920.pdf
- 1338 BG 07 21 Annex 8a course level student retention 17-18 to 18-19.pdf
- 1339 BG 07 21 Annex 9 Achievement 1920.pdf
- 1340 BG 07 21 Annex 9A Achievement course level 1920.pdf

1341BG 07 21 Annex 10 Employability 1920.pdf
 1342 BG 07 21 Annex 12 - Degree Outcomes Statement.pdf
 1343 BG 07 21 Quality Report 2019-20.pdf
 1344 BG 08 21 APP Monitoring Progress Report March 2021.pdf
 1345 BG 08 21 Appx A - APP_monitoring_1920_provider_submission_10006427.pdf
 1346 BG 08 21 Appx B - Working Version
 APP_monitoring_1920_supporting_info_10006427v2.pdf
 1347 BG 09 21 Student Code of Conduct and Disciplinary Procedure.pdf
 1348 BG 10 21 Appx 1 - School of FE QIP 2019.pdf
 1349 BG 10 21 Appx 2 - School of FE Student Retention Achievement Success and High
 Grades 201920.pdf
 1350 BG 10 21 Appx 3 - Outcomes for students 2019.20. Targets for 2020.pdf
 1351 BG 10 21 Appx 4 - School of FE QIP 2020.pdf
 1352 BG 10 21 FE Self Assessment Report 2019-20.pdf
 1353 BG 11 21 Appx 1 - Document Drafting Progress.pdf
 1354 BG 11 21 Appx 2 - UCA Awarding Organisation Timeline.pdf
 1355 BG 11 21 Appx 3 - Further Education Awarding Organisation Qualification outline
 0403.pdf
 1356 BG 11 21 Awarding Organisation Update.pdf
 1357 BG 12 21 Appx 1 - OCA Student Records Systems.pdf
 1358 BG 12 21 Appx 2 - OCA separation Quality Assessment.pdf
 1359 BG 12 21 Appx 3 - OCA separation HR.pdf
 1360 BG 12 21 Appx 4 - OCA separation Financial management.pdf
 1361 BG 12 21 Appx 5 - OCA separation IT.pdf
 1362 BG 12 21 Appx 6 - OCA separation Governance.pdf
 1363 BG 12 21 Appx 7 - OCA separation Legal management.pdf
 1364 BG 12 21 Appx 8 - OCA separation - UCA online.pdf
 1365 BG 12 21 Appx 9 - OCA separation Financial Business case.pdf
 1366 BG 12 21 Open College of the Arts.pdf
 1367 BG 13 21 Report from the SU President.pdf
 1368 BG 14 21 EFC 2021 01 20 Minutes - Confirmed.pdf
 1369 BG 16 21 2020-21 and 2021-22 Student Recruitment Update.pdf
 1370 BG 16 21 Appx A - 20-21 Enrolment Summary.pdf
 1371 BG 16 21 Appx B - 21-22 Student Recruitment Summary.pdf
 1372 BG 17 21 Financial Headlines for the Period to 31 January 2021.pdf
 1373 BG 18 21 Appx 1 - First Draft Budget for 2021-22 incorporating 6 Months Forecast for
 2020-21.pdf
 1374 BG 18 21 Appx 2 - First Draft Budget for 2021-22 incorporating 6 Months Forecast for
 2020-21.pdf
 1375 BG 18 21 Appx 3 - First Draft Budget for 2021-22 incorporating 6 Months Forecast for
 2020-21.pdf
 1376 BG 18 21 First Draft Budget for 2021-22 incorporating 6 Months Forecast for 2020-
 21.pdf
 1377 BG 2021 03 25 Agenda - Final.pdf
 1378 BG 19 21 Capital Investment Programme Update.pdf
 1379 BG 20 21 Academic Accommodation - Rochester House Canterbury.pdf
 1380 BG 20 21 Appx 1 - Academic Accommodation - Rochester House Canterbury.pdf
 1381 BG 21 21 Cover - Staff Equality Diversity Inclusivity Report 2019-20 including Gender
 Pay Report 2021.pdf
 1382 BG 21 21 Staff Equality Diversity Inclusivity Report 2019-20 incorporating Gender Pay
 Report 2021.pdf
 1383 BG 22 21 ARC 2020 11 18 Minutes -Restricted to Members Officers - Confirmed.pdf
 1384 BG 23 21 ARC Extra 2020 11 24 Minutes - Confirmed.pdf
 1385 BG 24 21 ARC 2021 02 10 Minutes Restricted to Members Officers - Unconfirmed.pdf
 1386 BG 25 21 Risk Register 2020-21 Summary.pdf

1387 BG 26 21 Internal Auditor Appointment.pdf
1388 BG 27 21 CUC Higher Education Code of Governance.pdf
1389 BG 28 21 NC Terms of Reference.pdf
1390 BG 29 21 Joint Venture Working Group Terms of Reference and Membership.pdf
1391 BG 30 21 UCAAO Committee Terms of Reference and Constitution.pdf
1392 BG 31 21 Governor Induction and Development Strategy.pdf
1393 BG 32 21 Link Governor Scheme.pdf
1394 BG 33 21 Effectiveness Review Process.pdf
1395 BG 34 21 Effectiveness Review Questionnaire Outcomes.pdf
1396 BG 35 21 Appx - Register of Formal Interactions with the Office for Students.pdf
1397 BG 35 21 Register of Formal Interactions with the OfS.pdf
1398 BG 36 21 Review of Ongoing Compliance with Condition C1.pdf
1399 BG 37 21 Approvals by Correspondence and Chairs Action.pdf
1400 BG 15 21 EFC 2021 03 11 Minutes - Unconfirmed.pdf

JPBOb5 University Executive Group – 13 April 2021

University Executive Group Papers

1401 2021 04 13 UEG Agenda.pdf
21401 021 04 13 UEG Agenda v2.pdf
1402 UEG-40-21 Minutes of meeting 16 March 2021.pdf
1402 UEG-41-21 Action tracker key points - 16 March 2021 v2.pdf
1403 UEG-41-21 Action tracker key points-16 March 2021.pdf
1404 UEG-42-21 Policy for approving personal data - consent.pdf
1405 UEG-42a-21 School Academic Leads UEG April 2021.pdf
1406 UEG-43-21 Initial Report on OfS hardship funding_010421.pdf
1407 UEG-44-21 Internal Audits 2021-04-13 Appendix 1.pdf
1408 UEG-45-21 Appendix 2 - UCA UKVI Follow Up - Terms of Reference.pdf
1409 UEG-46-21 Appendix 3 - UCA REF - Terms of Reference.pdf
1410 UEG-47-21 Employability Review Recommendations Complete.pdf
1411 UEG-48-21 University Values Portfolio Submission and Review Process.pdf

KWOb6 Research Degrees Committee - 22 April 2021

Research Degrees Committee Papers

1411a Agenda RDC 22 April 2021.pdf
1412 RDC-14-21 Unconfirmed RDC Minutes 21-01-21.pdf
1413 RDC-15-21 Matters Arising 22-04-21.pdf
1414 RDC-16-21 REF final submission summary for RDC.pdf
1415 RDC-17-21 RDAP update Apr 21.pdf
1416 RDC-18-21 Research Degrees Action Plan April 21.pdf
1417 RDC-19-21 Research Degree Training Webinars 2020-21.pdf
1418 RDC-20-21 Update on Applications 04-21.pdf
1419 RDC-21-21 Minutes from the UCA RDC Sub-Committee.pdf
1420 RDC-22-21 Confirmation Reports Cover Sheet.pdf
1421 RDC-22-21 Confirmation Report 1.pdf
1422 RDC-22-21 Confirmation Report 2.pdf
1423 RDC-22-21 Confirmation Report 3.pdf
1424 RDC- 23-21 Changes to Status of Student.pdf
1425 RDC-25-21 Student Progress Reports Summary.pdf
1426 RDC-26-21 Supervisor Register.pdf
1427 RDC-24-21 Schedule of Progression Points.pdf

KWOb7 Academic Strategy Development Group - 30 April 2021

Academic Strategy Development Group Papers

1428 ASDG Agenda 2021 04 30 revised.pdf
1429 ASDG-18-21 notes 2021 03 11.pdf

1430 ASDG-19-21 ASDG matters arising.pdf
1431 ASDG-20-21 Record of chairs actions.pdf
1432 ASDG-21a-21 BSBI location BSc HONS IBM 3Y.pdf
1433 ASDG-21b-21 BSc HONS IBM 4Y.pdf
1434 ASDG-21c-21 BSc HONS CSD 3Y .pdf
1435 ASDG-21d-21 BSc HONS CSD 4Y .pdf
1436 ASDG-21e-21 Msc Data Analytics.pdf
1437 ASDG-21f-21 Msc Information Technology Management .pdf
1438 ASDG-22a-21 location proposal BSBI Global_MBA.pdf
1439 ASDG-22b-21 location proposal BSBI BSc_3years.pdf
1440 ASDG-22c-21 location proposal BSc_INT.pdf
1441 ASDG-23-21 Change School- BA Hons Hand Embroidery.pdf
1442 ASDG-24-21 Change Location LCCA .pdf
1443 ASDG-25-21 Suspend 22-weekPSE Summer .pdf
1444 ASDG-26-21 Enhancement of action list on forms.pdf
1445 ASDG-27a-21 Course moves proposal.pdf
1446 ASDG-27b-21 Course Moves 2022 v2.pdf
1447 ASDG-28-21 Feb 2022 subject confirmation.pdf

EMOb8 University Executive Group - 11 May 2021

University Executive Group Papers

1448 2021 05 11 UEG Agenda updated.pdf
1449 UEG-49-21 Minutes of meeting 13 Apr 2021.pdf
1450 UEG-50-21 Action tracker key points from 13 Apr 2021.pdf
1451 UEG-51-21 Workplace inspection paper.pdf
1452 UEG-52-21 Summary of ASDG decisions March-May2021.pdf
1453 UEG-53-21 P8 - March 2021 Management Accounts Pack.pdf
1454 UEG-54-21 - SU update.pdf
1455 UEG-55-21 Update on EDI to UEG.pdf
1456 UEG-56-21 HR Transformation FAQs - 7 May 21 - V1 Final.pdf

HWOb9 Research Committee - 20 May 2021

Research Committee Papers

1457 Research Committee Agenda 20 May 2021.pdf
1458 RC-18-21 Draft Minutes from 18.2.21 Meeting.pdf
1459 RC-19-21 External Research Fund - 20.5.21.pdf
1460 RC-20-21 External Funding Application Authorisation Form.pdf
1461 RC-21-21 Research Activities Update.pdf
1462 RC-22-21 Researcher Development Concordat.pdf
1463 RC-23-21 Research Centre For Culture Conflict Creativity Final.pdf
1464 RC-24-21 Professors and Readers Forum.pdf
1465 RC-25-21 Update on Applications 05-21.pdf
1466 RC-26-21 RDAP Update.pdf
1467 RC-27-21 REF Submission Summary.pdf
1468 RC-28-21 REF 2021 Lessons Learned Analysis.pdf
1469 RC-29-21 Final FMPA School Research Plan 20-21.pdf
1470 RC-30-21 RWG Confirmed Notes from Jan Feb April.pdf
1471 RC-31-21 Confirmed RDC Minutes 21-01-21.pdf
1472 RC-32-21 Supervisor Register.pdf

EMOb10 Academic Quality Committee - 18 May 2021

Academic Quality Committee Papers

1473 AQC agenda 18 May 2021.pdf
1474 AQC-15-21 AQC unconfirmed minutes 21 January 2021.pdf
1475 AQC-16-21 AQC matters arising.pdf

1476 AQC-17-21 COVID-19 update on del adjustments and QA.pdf
 1477 AQC-17a-21 COVID-19 changes to courses.pdf
 1478 AQC-17b-21 2020-21 UG Board timetable.pdf
 1479 AQC-17b-21 Postgraduate Assessment Schedule 20_21.pdf
 1480 AQC-18-21 Academic Plan.pdf
 1481 AQC-18b-21 UCA Curriculum Review Process.pdf
 1482 AQC-19-21 ASDG approvals.pdf
 1483 AQC-19a-21 Status of withdrawn courses and exit strategies.pdf
 1484 AQC-19b-21 Transformation incl Rochester.pdf
 1485 AQC-20-21 February 2022.pdf
 1486 AQC-21-21 1. Quality Report 2019-20.pdf
 1487 AQC-21a-21 Annex 1 Students Complaints 1920.pdf
 1488 AQC-21b-21 Annex 4 AAM Collaborative outcomes.pdf
 1489 AQC-21c-21 AAM Collaborative Institutional AAM reports 201920 cover.pdf
 1490 AQC-21c-21 Appendix A J4_CAA_2019-20.pdf
 1491 AQC-21c-21 Appendix A J4_Elite_2019-20.pdf
 1492 AQC-21c-21 Appendix A J4_LSDM_2019-20.pdf
 1493 AQC-21c-21 Appendix A J4_MPA_2019-20.pdf
 1494 AQC-21c-21 Appendix A J4_OBC_2019-20.pdf
 1495 AQC-21c-21 Appendix A J4_RSN_2019-20.pdf
 1496 AQC-21c-21 Appendix A J4_SHAPE_2019-20.pdf
 1497 AQC-21c-21 Appendix A J4_TMUC_2019-20.pdf
 1498 AQC-21c-21 Appendix A J4_UKCADC_2019-20.pdf
 1499 AQC-21d-21 Annex 8 Student Retention 1920.pdf
 1500 AQC-21e-21 Annex 9 Achievement 1920.pdf
 1501 AQC-21f-21 Annex 10 Employability 1920.pdf
 1502 AQC-21g-21 APP monitoring report 201920 cover.pdf
 1503 AQC-21g-21 APP_monitoring_1920_provider_submission_10006427.pdf
 1504 AQC-21g-21 APP_monitoring_1920_supporting_info_10006427.pdf
 1505 AQC-23-21 UCA Degree Outcomes Statement 202021.pdf
 1506 AQC-24-21 Student Survey Results cover 2020-21.pdf
 1507 AQC-25 21 PSRB Register 2020-21.pdf
 1508 AQC-25-21 PSRB register cover.pdf
 1509 AQC-26-21 ARB UCA Annual Monitoring Form - Jan 2021.pdf
 1510 AQC-26-21 ARB UCA annual return cover.pdf
 1511 AQC-27-21 RIBA Part 3 PGCert in Prof Practice in Architecture draft report -cover.pdf
 1512 AQC-27-21 RIBA Part 3 PGCert in Prof Practice in Architecture draft report.pdf
 1513 AQC-28-21 ScreenSkills cover.pdf
 1514 AQC-28-21 ScreenSkills Select course annual review BA Television Production UCA Final.pdf
 1515 AQC-28-21 TVP-ScreenSkills-Development-Plan-updated April 2021.pdf
 1516 AQC-29-21 Advance HE UCA Annual Review CPD 19-20 cover.pdf
 1517 AQC-29-21 Advance HE UCA Annual Review CPD 19-20.pdf
 1518 AQC-30-21 Collaborative Partnership Update_AQC_May 2021.pdf
 1519 AQC-31-21 2021_05_10 ICI AQC.pdf
 1520 AQC-32-21 OCA Academic Regulatory Framework cover.pdf
 1521 AQC-32a-21 ARF V20 April 2021 summary of proposed changes.pdf
 1522 AQC-32b-21 OCA Track Changes OCA ARF v20- August 2021.pdf
 1523 AQC-33-21 PPG policies update.pdf
 1524 AQC-34-21 AQC sub-group minutes.pdf
 1525 AQC-35a-21 VR reports 201920 and 202021.pdf
 1526 AQC-35b-21 VR schedule 202021 updated.pdf
 1527 AQC-36-21 QAA Education for Sustainable Development - updated guidance.pdf

KWOb11 Validation Film Media & Performing Arts – 10 June 2021

Validation Film Media & Performing Arts Papers

Film Media & Performing Arts - 10 June 2021

- 1565 Agenda for Validation 10-06-21.pdf
- 1566 Contents of Folders and Docs.pdf
- 1567 Panel Membership.pdf
- 1568 Proposing Team.pdf
- 1569 Validation Process - Guidance for panel members.pdf
- 1570 Video Tours of UCA Campuses.pdf
- 1571 CV 00 - Summary of Teaching Staff.pdf
- 1572-1582 Staff CVs
- 1583 UCA Creative Education Strategy (CES) Strategy.pdf
- 1584 Common Credit Framework 2020-21.pdf
- 1585 QAA Master's Degree Characteristics Statement 2020.pdf
- 1586 QAA Qualification Framework.pdf
- 1587 Screen Acting and Performance MA - Validation Proposal.pdf
- 1588 Screen Acting and Performance MA - Programme Specification.pdf
- 1589 Screen Acting and Performance MA - Course Diagram.pdf
- 1590 Screen Acting and Performance MA - FSAP7001 Screen Acting.pdf
- 1591 Screen Acting and Performance MA - FSAP7002 Digital Performer.pdf
- 1592 Screen Acting and Performance MA - FSAP7003 Critical Contexts.pdf
- 1593 Screen Acting and Performance MA - FSAP7004 Presenting.pdf
- 1594 Screen Acting and Performance MA - FSAP7005 FMP PP.pdf
- 1595 Screen Acting and Performance MA - Stage Data.pdf
- 1596 Experimental Film MA - Validation Proposal.pdf
- 1597 Experimental Film MA - Programme Specification.pdf
- 1598 Experimental Film MA - Course Diagram.pdf
- 1599 Experimental Film MA - FEXF7001 Unit Descriptor.pdf
- 1600 Experimental Film MA - FEXF7002 Unit Descriptor.pdf
- 1601 Experimental Film MA - FEXF7003 Unit Descriptor.pdf
- 1602 Experimental Film MA - FEXF7004 Unit Descriptor.pdf
- 1603 Experimental Film MA - Stage Data.pdf
- 1604 Writing for Screen MA - Validation Proposal.pdf
- 1605 Writing for Screen MA - Programme Specification.pdf
- 1606 Writing for Screen MA - Course Diagram.pdf
- 1607 Writing for Screen MA - FWFS7001 Writing Context HoSW.pdf
- 1608 Writing for Screen MA - FWFS7002 Writing Techniques.pdf
- 1609 Writing for Screen MA - FWFS7003 Script Development Submission.pdf
- 1610 Writing for Screen MA - FWFS7004 FMP.pdf
- 1611 Writing for Screen MA - Stage Data.pdf
- 1612 Pre-event Questionnaire Mark Bussell.pdf
- 1613 01_Pre-event Questionnaire.pdf
- 1614 02_Pre-event Questionnaire.pdf
- 1615 04_Pre-event Questionnaire.pdf
- 1616 06_Pre-event Questionnaire.pdf
- 1617 07_Pre-event Questionnaire.pdf
- 1618 Staff CV

KWOb12 Academic Board - 15 June 2021

Academic Board Papers

- 1528 Academic Board Agenda 15 June 2021.pdf
- 1529 AB-26-21 Unconfirmed Academic Board Minutes 02 March 2021.pdf
- 1530 AB-27-21 Matters arising from AB 02-03-21.pdf
- 1531 AB-28-21 Update Curriculum Transformation.pdf
- 1532 AB-29-21 Proposal for Schools.pdf

1533 AB-30-21 Non-UK Campus Model.pdf
 1534 AB-31-21 Report AB Scrutiny of the UCA AO submission 26 May 2021.pdf
 1535 AB-31a-21 FE AO Qualification outline 27051.pdf
 1536 AB-32-21 OCA Academic Regulatory Framework cover.pdf
 1537 AB-32a-21 OCA Track Changes OCA ARF v20- August 2021.pdf
 1538 AB-33-21 Amendments to Common Credit Framework.pdf
 1539 AB-34-21 UCA Support to Study Procedure 2021-22.pdf
 1540 AB-35-21 UCA Degree Outcomes Statement 201920.pdf
 1541 AB-36-21 Professional Accreditation Report 2020-21.pdf
 1542 AB-36a-21 PSRB Register 2020-21.xlsx
 1543 AB-37-21 Student Survey Results cover 2020-21.pdf
 1544 AB-37a-21 Appendix 1 FE and Undergraduate survey data 2020-21.xlsx
 1545 AB-37b-21 Appendix 2 HE School Overall ISS 2020-21.xlsx
 1546 AB-38-21 Students Report- SU.pdf
 1547 AB-39-21 Policy for staff Undertaking a Research Degree.pdf
 1548 AB-40-21 Academic Term Dates 2022-23 - Term Patterns.pdf
 1549 AB-40a-21 2022-23 Term Dates.xlsx
 1550 AB-41-21 APP monitoring report 201920 cover.pdf
 1551 AB-41a-21 APP_monitoring_1920_provider_submission_10006427.pdf
 1552 AB-41b-21 APP_monitoring_1920_supporting_info_10006427.xlsx
 1553 PAPER WITHDRAWN
 1554 AB-43-21 Report from the Board of Governors on 25-03-21.pdf
 1555 AB-44-21 AQC unconfirmed minutes 18 May 2021.pdf
 1556 AB-45-21 Unconfirmed Mins Research 18-2-21 Meeting.pdf
 1557 AB-46-21 Confirmed Arch SBoS minutes 25-03-21.pdf
 1558 PAPER WITHDRAWN
 1559 AB-48-21 Confirmed_Minutes_CD_SBoS_23-03-2021.pdf
 1560 AB-49-21- Confirmed Minutes SBoS FT 22-03-21.pdf
 1561 AB-50-21 FMPA unconf SBoS Minutes 18-03-21.pdf
 1562 AB-51-21 Unconfirmed Minutes - FAPVC SBoS 24-03-21.pdf
 1563 AB-52-21-Unconfirmed_FE_SBoS_Minutes-17-03-2021.pdf
 1564 AB-53-21 Unconfirmed Minutes OCA CQC February 2021.pdf
 1565 AB-54-21 Confirmation of Boards of Examiners completed.pdf

JPBOb13 Research Degrees Committee - 15 July 2021

Research Degrees Committee Papers

1619 Agenda.pdf
 1620 RDC-27-21 Unconfirmed Minutes RDC 22421.pdf
 1621 RDC-28-21 Matters Arising 15-07-21.pdf
 1622 RDC-29-21 Terms of Reference and Constitution 2021-22.pdf
 1623 RDC-30-21 Update on the Doctoral College.pdf
 1624 RDC-31-21 Update on RDAP.pdf
 1625 RDC-32-21 Results of the PGR Student Survey.pdf
 1626 RDC-33-21 Draft Induction Timetable 2021-22.docx.pdf
 1627 RDC-34-21 ARM Draft Programme.pdf
 1628 RDC-35-21 Student Support Fund Terms and Conditions 2021-22.pdf
 1629 RDC-36-21 Schedule of Research Degree Training Webinars.pdf
 1630 RDC-37-21 Research Degrees Action Plan July 21.pdf
 1631 RDC-38-21 Draft Schedule of Dates for Research Students 2021-22.pdf
 1632 RDC-39-21 Dates for Meetings 2021-22.pdf
 1633 RDC-40-21 Update on Applications.pdf
 1634 RDC-41-21 Lessons Learned from Admissions Process 2020-21.pdf
 1635 RDC-42-21 Schedule of Progression Points 20-21.pdf
 1636 RDC-43-21 Changes to Status of Student.pdf
 1637 RDC-44-21 Student Progress Reports Summary.pdf

1638 RDC-45-21 Student Support Fund Awards 2020-21.pdf
1639 RDC-46-21 Supervisor Register.pdf
1640 RDC-47-21 Confirmation Reports Cover Sheet.pdf
1641 RDC-47a- 21 Confirmation Report.pdf
1642 RDC-47b-21 Confirmation Report.pdf
1643 RDC-47c-21 Confirmation Report.pdf
1644 RDC-47d-21 Confirmation Report.pdf

JPBOb14 Board of Governors - 22 July 2021

Board of Governors Papers

1645 BG 2021 07 22 Agenda - Final.pdf
1646 BG 44 21 BG 2021 03 25 Minutes - Draft.pdf
1647 BG 45 21 BG Extra 2021 04 26 Minutes - Unconfirmed.pdf
1648 BG 46 21 2021 07 22 - PVC Report to Board - Final.pdf
1649 BG 47 21 Appx 1 - KPI Targets 202021.pdf
1650 BG 47 21 Key Performance Indicators.pdf
1651 BG 48 21 JVWG 2021 05 04 Minutes - Confirmed.pdf
1652 BG 49 21 JVWG 2021 06 10 Minutes - Unconfirmed.pdf
1653 BG 50 21 Report from the SU President Surrey.pdf
1654 BG 51 21 Report from the Academic Board Meeting Held on 15 June 2021.pdf
1655 BG 52 21 EFC 2021 06 29 Minutes - Unconfirmed.pdf
1656 BG 53 21 Financial Headlines for the Period to 30 April 2021.pdf
1657 BG 54 21 2021-22 Student Recruitment Update.pdf
1658 BG 54 21 Appx A - Recruitment Forecast 14 June 2021.pdf
1659 BG 55 21 Appx 1 - Proposed University Budget for 2021-22.pdf
1660 BG 55 21 Appx 2 - Proposed University Budget for 2021-22.pdf
1661 BG 55 21 Appx 3 - Proposed University Budget for 2021-22.pdf
1662 BG 55 21 Proposed University Budget for 2021-22.pdf
1663 BG 56 21 Capital Investment Programme Update.pdf
1664 BG 57 21 Epsom Business School - Planning Submission Project Proposal.pdf
1665 BG 58 21 Revised HR Policies.pdf
1666 BG 58a 21 Grievance Policy and Procedure - May 2021.pdf
1667 BG 58b 21 Disciplinary Policy and Procedure - May 2021.pdf
1668 BG 58c 21 Capability Policy and Procedure - May 2021 - Final.pdf
1669 BG 59 21 Pay Negotiations and Award.pdf
1670 BG 60 21 EFC Terms of Reference and Constitution.pdf
1671 BG 60a 21 Bank Covenant Amending Agreement.pdf
1672 BG 61 21 ARC 2021 06 16 Minutes - Unconfirmed.pdf
1673 BG 62 21 Risk Register 2020-21 - Update Summary.pdf
1674 BG 63 21 Appx 1 - Revised Risk Management Approach.pdf
1675 BG 63 21 Revised Risk Management Approach.pdf
1676 BG 64 21 External Auditor Letter of Engagement.pdf
1677 BG 64 21 Appx - External Auditor Letter of Engagement.pdf
1678 BG 65 21 Financial Regulations Issue 8 draft.pdf
1679 BG 66 21 ARC Terms of Reference and Constitution.pdf
1680 BG 67 21 GNC 2021 04 12 Minutes - Confirmed.pdf
1681 BG 68 21 GNC 2021 06 08 Minutes - Unconfirmed.pdf
1682 BG 69 21 Appx - Deputy Chair Role Description.pdf
1683 BG 69 21 Senior Independent Governor Functions and Deputy Chair Role Description.pdf
1684 BG 70 21 Governor Role and Responsibilities.pdf
1685 BG 71 21 Link Governor Scheme Guidance.pdf
1686 BG 72 21 Mapping Against CUC HE Code of Governance and Action Plan.pdf
1687 BG 72 21 Appx A - HE-Code-of-Governance-2020-Compliance-Checklist.pdf
1688 BG 72 21 Appx B - Effectiveness Review Questionnaire Outcomes.pdf

1689 BG 73 21 BG Schedule of Delegation.pdf
1690 BG 74 21 GNC Terms of Reference and Constitution.pdf
1691 BG 75 21 Dissolution of UCA Ventures Limited.pdf
1692 BG 76 21 Calendar of Meetings 2021-22.pdf

KWOb15 Research Degrees Committee – 23 September 2021

1693 Agenda RDC 23 Sept 2021.pdf
1694 RDC 48 21 Unconfirmed Minutes RDC 150721.pdf
1695 RDC 49 21 Matters Arising 230921.pdf
1696 RDC 50 21 UCA Annual Monitoring Report to UAL 202021.pdf
1697 RDC 51 21 Induction Timetable 2021 22.pdf
1698 RDC 52 21 Draft UCA Research Degrees Handbook 2021 22.pdf
1699 RDC 53 21 ARM Programme.pdf
1700 RDC 54 21 Analysis of the Research Student Survey.pdf
1701 RDC 55 21 RDAP update for RDC Sept 21.pdf
1702 RDC 56 21 Update on Applications.pdf
1703 RDC-57-21 UAL Handbook and Regulations.pdf
1704 RDC 58 21 Research Degrees Action Plan Sept 21.pdf
1705 RDC 59 21 UAL URDSC Dates 2021 22.pdf
1706 RDC 60 21 Schedule of Dates for Research Students 2021 22.pdf
1707 RDC 61 21 Changes to Status of Student.pdf
1708 RDC 62 21 Schedule of Progression Points.pdf
1709 RDC 63 21 Student Progress Reports Summary.pdf
1710 RDC 64 21 Supervisor Register.pdf

PBOb16 Validation School of Architecture – 23 September 2021

1711 School session Validation agenda Arch 23921.docx
1712 Panel Membership.docx
1713 Checklist for documentation.pdf
1714 University ATOM Descriptor Level 4.doc
1715 University ATOM Descriptor Level 5.doc
1716 Launch Level 4.doc
1717 Launch Level 5.doc
1718 Launch Level 6.doc
1719 Opportunity Level 4.doc
1720 Opportunity Level 5.doc
1721 Opportunity Level 6.doc
1722 _BArch_ProgrammeTransformationDeclaration.docx
1723 BArch_SubjectBenchmarkMapping.xlsx
1724 _BArch_StakeholderInputForm.docx
1725 _BArch_AssessmentMap.xlsx
1726 _BArch_Programme Specification.docx
1727 _BArch_L4_UDs.docx
1728 _BArch_L5_UDs.docx
1729 _BArch_L6_UDs.docx
1730 Shared Unit 1 Design_01 - Sketch_and_Build_L4.doc
1731 Shared Unit 2 Design_for_Equity_01_L4.doc
1732 Shared Unit 3 Briefs_and_Positions_01_L4.doc
1733 Shared Unit 4 Design_02 - Iterate_and_Adapt_L4.doc
1734 Shared Unit 5 Critical_Analysis_01_L4.doc
1735 Shared Unit 6 Material_and_Digital_Practices_L4.doc
1736 Shared Unit 1 Design_03 - Fabricate_and_Form_L5.doc
1737 Shared Unit 2 Design_for_Equity_02_L5.doc
1738 Unit 3 Briefs_and_Positions_02_L5.doc
1739 Shared Unit 4 Design_04 - Context_and_Constraint_L5.doc

1740 Shared Unit 5 Pathways_and_Mentors_L5.doc
 1741 Shared Unit 6 Critical_Analysis_02_L5.doc
 1742 Shared Unit 1 Design_05 - Pitch_and_Prototype_L6.doc
 1743 Shared Unit 2 Critical_Analysis_03_L6.doc
 1744 Shared Unit 3 Briefs_and_Positions_03_L6.doc
 1745 Shared Unit 4 Major_Project_L6.doc
 1746 Subject_Benchmark_Mapping_BA_Interior_Architecture.xlsx
 1747 Stakeholder_Input_Form_BA_Interior_Architecture.docx
 1748 Assessment_Map_BA_Interior_Architecture.xlsx
 1749 Programme_Specification_BA_Interior_Architecture.docx
 1750 Subject_Benchmark_Mapping_BA_Interior_Design.xlsx
 1751 Stakeholder_Input_Form_BA_Interior_Design.docx
 1752 Assessment_Map_BA_Interior_Design.xlsx
 1753 Programme_Specification_BA_Interior_Design.docx
 1754 Subject_Benchmark_Mapping_BA_PFD.xlsx
 1755 Assessment_Map_BA_Product_and_Furniture_Design.xlsx
 1756 Programme_Specification_BA_Product_and_Furniture_Design.docx
 1757 University International Year unit descriptor templates.docx
 1758 Subject_Benchmark_Mapping_BSc_Industrial_Design.xlsx
 1759 Stakeholder_Input_Form_BSc_Industrial_Design.docx
 1760 Assessment_Map_BSc_Industrial_Design.xlsx
 1761 Programme_Specification_BSc_Industrial_Design.docx
 1762 Programme_Transformation_Declaration_Design_Programme_CSAD.docx
 1763 University Professional Practice Year units Part 1 and Part 2 Level 5.docx
 1764_Pre-event questionnaire - 1.docx
 1765_Pre-event questionnaire template 2.docx
 1766_Pre-event questionnaire template - 3.docx
 1767_Pre-event questionnaire template 4.docx
 1768_Pre-event questionnaire template 5.docx
 1769 VO feedback Architecture and Design.xlsx

KWOb17 Academic Quality Committee – 14 October 2021

1770 AQC agenda 14 October 2021 - amended.pdf
 1771 AQC-37-21 AQC unconfirmed minutes 18 May 2021.pdf
 1772 AQC-38-21 AQC matters arising.pdf
 1773 AQC-39-21 AQC Committee Effectiveness Review 202021.pdf
 1774 AQC-40-21 COVID-19 update.pdf
 1775 AQC-41-21 Proposed material changes to facilitate online delivery in semester 1.pdf
 1776 AQC-42-21 Curriculum Transformation Validation schedule.pdf
 1777 AQC-43-21 Course Information template.pdf
 1778 AQC-44-21 2022 Course Portfolio by School and Location new courses highlighted.pdf
 1779 AQC-45-21 Status of withdrawn courses and exit strategies.pdf
 1780 AQC-46-21 Employability in the curriculum.pdf
 1781 AQC-47-21 SSS_Headline_Results.pdf
 1782 AQC-48-21 QER proposals.pdf
 1783 AQC-49-21 Student Surveys schedule 2021-22.pdf
 1784 AQC-50-21 OCA AQC Annex 6 response_ Student Satisfaction Survey Results 2019_20.pdf
 1785 AQC-51-21 VR schedule 202122.pdf
 1786 AQC-52-21 Collaborative Partners Validation_Review 2021-22_AQC Oct 2021.pdf
 1787 AQC-53-21 VR outcomes log 2020.21.pdf
 1788 AQC-54-21 Collaborative Partnership_Update_AQC_Oct 2021.pdf
 1789 AQC-55-21 RIBA Part 3 Canterbury 2021 full report cover.pdf
 1790 AQC-55-21 RIBA Part 3 Canterbury 2021 - confirmed - full.pdf
 1791 AQC-56-21 HEA_Fellowship_Accred_Board_Approved_Mins_16.07.21-Redacted.pdf

1792 AQC-57a-21 AQC sub-group minutes.pdf
1793 AQC-58a-21 VR reports 202021.pdf
1794 AQC-59a-21 OfS consultation-on-quality-and-standards-conditions-final-for-web.pdf

PBOb18 Research Graduate Forum (No papers)

HWOb19 Validation Fine Art, Photography and Visual Communication – 11 November 2021

1795 School of Fine Art Crafts and Vis Com Validation Statement.docx
1796 Professional Practice Year Unit Descriptor.docx
1797 Unit Descriptor Critical Analysis with English for Academic Purposes 1 October 2021.docx
1798 Unit Descriptor Critical Analysis with English for Academic Purposes 2 October 2021.docx
1799 Programme Transformation Declaration.docx
1800 Subject Benchmark Mapping Template BA AHTCC.xlsx
1801 Stakeholder Input Form.docx
1802 Assessment map Template BA Hons AHTCC.xls
1803 Art History Theory and Contemporary Culture_BA_PSpec.docx
1804 Level 4 Units.docx
1805 Level 5 Units.docx
1806 Level 6 Units.docx
1807 BA ART HISTORY THEORY AND CONTEMPORARY CULTURE COURSE DIAGRAM.pptx
1808 Programme Transformation Declaration.docx
1809 Ceramics and Glass Subject Benchmark Mapping.xlsx
1810 Stakeholder Input form.docx
1811 Ceramics and Glass Assessment Map.xlsx
1812 Programme Specification.docx
1813 CG Level 4 Unit Descriptors.doc
1814 CG Level 5 Unit Descriptors.doc
1815 CG Level 6 Unit Descriptors.doc
1816 Course Diagram CG.pptx
1817 DA Programme Transformation Declaration.docx
1818 DA_Subject Benchmark Mapping.xlsx
1819 DA_Stakeholder Input Form.docx
1820 DA_Assessment Map.xls
1821 Digital Arts_Programme Specification.docx
1822 Level 4_DA Units.docx
1823 Level 5_DA Units.docx
1824 Level 6_DA Units.docx
1825 Course Diagram Digital Arts.pptx
1826 Prog Transformation Declaration.docx
1827 Subject Benchmark Fine Art.xlsx
1828 Stakeholder Input Form Fine Art.docx
1829 Assessment Map.xls
1830 Fine Art Prog Specification.docx
1831 Level 4_FA Units.docx
1832 Level 5_FA Units.docx
1833 Level 6_FA Units.docx
1834 Course Diagram Fine Art.pptx
1835 Programme Transformation Declaration.docx
1836 Subject Benchmark Mapping.xlsx
1837 Stakeholder Input Form.docx
1838 Assessment map Fine Art.xls
1839 Programme Specification validation.docx

1840 Fine Art Level 4 Unit Descriptors.docx
1841 Fine Art Level 5 Unit Descriptors.docx
1842 Fine Art Level 6 Unit Descriptors.docx
1843 FINE ART COURSE DIAGRAM.pptx
1844 Programme Transformation Declaration.docx
1845 Subject Benchmark Mapping.xlsx
1846 Stakeholder Input Form.docx
1847 Assessment Map.xlsx
1848 graphic_design_pspec.docx
1849 GRD Level 4 Unit Descriptors.docx
1850 GRD Level 5 unit descriptors.docx
1851 GRD Level 6 Unit Descriptors.docx
1852 Graphic_design_Course_Diagram.pptx
1853 Graphic Design Course Information 2022.docx
1854 Programme Transformation Declaration.docx
1855 Subject Benchmark_Mapping.xlsx
1856 Illustration Stakeholder Input Form.docx
1857 Assessment_Mapping.xls
1858 Illustration Course Information.docx
1859 Level 4 Unit Descriptors.docx
1860 Level 5 Unit Descriptors.docx
1861 Level 6 Unit Descriptors.docx
1862 Illustration Course Diagram.pptx
1863 Programme Transformation Declaration.docx
1864 BA Jewellery and Silversmithing Subject Benchmark Mapping.xlsx
1865 Stakeholder Input form.docx
1866 BA Jewellery and Silversmithing Assessment Map.xlsx
1867 Programme Specification.docx
1868 JS Level 4 Unit Descriptors.doc
1869 JS Level 5 Unit Descriptors.doc
1870 JS Level 6 Unit Descriptors.doc
1871 Course Diagram JS.pptx
1872 PH_Prog Transformation Declaration.docx
1873 PH_Subject Benchmark Mapping.xlsx
1874 PH_Stakeholder Input Form.docx
1875 PH_Assessment Map.xls
1876 BA Photography_Programme Specification.docx
1877 Level 4_Photo Units.docx
1878 Level 5_Photo Units.docx
1879 Level 6_Photo Units.docx
1880 Course Diagram Photography.pptx
1881 Course Diagram Graphic Design Studio Practice.docx
1882 PSpec - Studio Practice Top-Up Graphic Design.docx
1883 Course Diagram for Studio Practice Illustration.doc
1884 PSpec - Top-Up Studio Practice Illustration.docx
1885 Course Diagram for Studio Practice Visual Communication.docx
1886 PSpec Top Up Studio Practice Visual Communication.docx
1887 Programme Transformation Declaration.docx
1888 Subject Benchmark Mapping.xlsx
1889 Stakeholder Input Form.docx
1890 Assessment Map.xls
1891 Programme Specification.docx
1892 Visual Communication Level 4 Unit Descriptors.docx
1893 Visual Communication Level 5 Unit Descriptors.docx
1894 Visual Communication Level 6 Unit Descriptors.docx

1895 Diagram.pptx

KWOb21 Validation Film, Media and Performing Arts, 19 November 2021

1896 Level 4 Acting and Performance Units.docx
1897 Level 5 Acting and Performance Units.docx
1898 Level 6 Acting and Performance Units.docx
1899 Acting and Performance Course Information.docx
1900 Assessment Map.xls
1901 Mapping for the five areas of the Curriculum Transformation.docx
1902 Programme Transformation Declaration Performing Arts.docx
1903 Stakeholder Input Form.docx
1904 Subject Benchmark Mapping.xlsx
1905 Level 4 Composition for Screen Units.docx
1906 Level 5 Composition for Screen Units.docx
1907 Level 6 Composition for Screen Units.docx
1908 Assessment Map.xls
1909 BMus Composition for Screen Course Information.docx
1910 Mapping for the five areas of the Curriculum Transformation BMus.docx
1911 Programme Transformation Declaration Performing Arts.docx
1912 Stakeholder Input Form.docx
1913 Subject Benchmark Mapping.xlsx
1914 Level 4 Design for Theatre and Screen Units.doc
1915 Level 5 Design for Theatre and Screen Units.doc
1916 Level 6 Design for Theatre and Screen Units.doc
1917 Design and Agency reading list.pdf
1918 Employment Contexts reading lists.pdf
1919 Major Project Reading list.pdf
1920 Minor Project reading list.pdf
1921 Professional and Collaborative Practice reading list.pdf
1922 Puppetry and Portfolio reading list.pdf
1923 Screen - Design Skills and Contexts reading list.pdf
1924 Theatre - Design Skills and Contexts reading list.pdf
1925 Theatre or Screen - Adaptation reading list.pdf
1926 Theatre or Screen - Making reading list.pdf
1927 Assessment Map.xls
1928 BA Design for Theatre and Screen Course Information.pdf
1929 Mapping for the five areas of the Curriculum Transformation.docx
1930 Programme Transformation Declaration.docx
1931 Stakeholder Input form.docx
1932 Subject Benchmark Mapping.xlsx
1933 Level 4 Film Production Units.doc
1934 Level 5 Film Production Units.doc
1935 Level 6 Film Production Units.doc
1936 Assessment Map.xls
1937 Programme Transformation Declaration_FTV.docx
1938 Stakeholder Input Form.docx
1939 Level 4 TV and Media Production Units.doc
1940 Level 5 TV and Media Production Units.doc
1941 Level 6 TV and Media Production Units.doc
1942 Assessment Map.xls
1943 Programme Transformation Declaration_FTV.docx
1944 Level 4 Animation Units.docx
1945 Level 5 Animation Units.docx
1946 Level 6 Animation Units.docx
1947 Assessment Map.xls

1948 BA Animation Course Information.pdf
 1949 Mapping for the five areas of the Curriculum Transformation Animation.docx
 1950 Programme Transformation Declaration.docx
 1951 Stakeholder Input Form.docx
 1952 Subject Benchmark Mapping.xlsx
 1953 Level 4 TV Production Units.docx
 1954 Level 5 TV Production Units.doc
 1955 Level 6 TV Production Units.docx
 1956 L4-U1 Screen Stories.pdf
 1957 L4-U3 Digital News.pdf
 1958 L4-U4 Script to Screen.pdf
 1959 L4-U5 Unscripted Factual Entertainment.pdf
 1960 L4-U6 Personal Story.pdf
 1961 L5-U1 Documentary.pdf
 1962 L5-U4 Live Production.pdf
 1963 L5-U5 Professional Story.pdf
 1964 L6-U1 Critical Contexts.pdf
 1965 L6-U2 Concept Development.pdf
 1966 L6-U3 Major Project Preproduction.pdf
 1967 Assessment Map.xlsx
 1968 Mapping for the five areas of the Curriculum Transformation.docx
 1969 Stakeholder Input Form.docx
 1970 TV Production UG Course Information.docx
 1971 Level 4 Unit 2 Equality Diversity and Inclusion.docx
 1972 List of Electives.docx
 1973 Unit 3a L5 Audio World Building.docx
 1974 Unit 3d L5 Elective Shakespeare Festival.docx
 1975 Unit 3b 6b Film Production elective.doc
 1976 Unit 3c 6c Theatre Production.doc
 1977 Unit 3e 6e L5 Elective Applied Music.docx
 1978 Unit 6a Elective - Showreels Creative Industries.docx
 1979 Unit 6g L5 Elective Verbatim.docx
 1980 Unit6d L5 Elective Individual Performance Project.docx
 1981 Level 5 Unit 2 The Conscious Practitioner.docx
 1982 University International Year unit descriptor templates.docx
 1983 University Professional Practice Year units Part 1 and Part 2 Level 5.docx
 1984 PLE Digital Outcome descriptor Level 4.doc
 1985 PLE Digital Outcome descriptor Level 5.doc
 1986 University ATOM Descriptor Level 4.doc
 1987 University ATOM Descriptor Level 5.doc
 1988 Acting Performance Launch weeks Y123.doc
 1989 Acting Performance Opportunity weeks Y123.docx
 1990 Animation and Film Cluster Launch weeks Y123.doc
 1991 Animation and Film Cluster Opportunity weeks Y123.docx
 1992 Level 4 Composition For Screen Launch and Opportunity weeks.docx
 1993 Level 5 Composition For Screen Launch and Opportunity weeks.docx
 1994 Level 6 Composition For Screen Launch and Opportunity weeks.docx
 1995 TV Production Launch weeks Y123.docx
 1996 TV Production Opportunity weeks Y123.docx
 1997 School session Validation agenda FMPA 191121.docx
 1998 School session Panel membership FMPA 19-11-21.doc
 1999 Guidance notes for panel members - Course Transformation Validation.docx
 2000 Pre-event questionnaire - Course Transformation Validation.docx
 2001 BA Film Production UG Course Information.docx
 2002 Mapping for the five areas of the Curriculum Transformation Film Production.docx

2003 Film Production Subject Benchmark Mapping.xlsx
2004 BA TV Media Production UG Course Information.docx
2005 Mapping for the five areas of the Curriculum Transformation TVMP.docx
2006 TVMP Subject Benchmark Mapping.xlsx
2007 BA Studio Practice Filmmaking 24-25.docx

PBOb23 Validation Fashion and Textiles – 24 November 2021

2010 School FT AP Vision.doc
2011 Programme Transformation Declaration.docx
2012 Subject Benchmark Mapping BA Fashion Atelier Tailoring.xls
2013 Stakeholder Input Form.docx
2014 Assessment Map Fashion Atelier Tailoring.xlsx
2015 Programme Specification.docx
2016 Level 4 Fashion Atelier Tailoring BA Units.docx
2017 Level 5 Fashion Atelier Tailoring BA Units.docx
2018 Level 6 Fashion Atelier Tailoring BA Units.docx
2019 Diagram Fashion Atelier Tailoring.pptx
2020 Programme Transformation Declaration.docx
2021 Subject Benchmark Mapping BA Fashion Design.xlsx
2022 Stakeholder Input Form.docx
2023 Assessment Map_Fashion Design.xlsx
2024 Programme Specification.docx
2025 Level 4 Fashion Design BA Units.docx
2026 Level 5 Fashion Design BA Units.docx
2027 Level 6 Fashion Design BA Units.docx
2028 Course Diagram Fashion Design.pptx
2029 Programme Transformation Declaration.docx
2030 Subject Benchmark Mapping_fp.xlsx
2031 Stakeholder Input Form.docx
2032 Assessment Map.xlsx
2033 Programme Specification.docx
2034 Level 4 Fashion Photography BA Units.docx
2035 Level 5 Fashion Photography BA Units.docx
2036 Level 6 Fashion Photography BA Units.docx
2037 Course Diagram Fashion Photography BA.pptx
2038 MUHD Programme Transformation Declaration.docx
2039 MUHD Subject Benchmark Mapping.xlsx
2040 Stakeholder Input Form.docx
2041 MUHD Assessment Map.xlsx
2042 MUHD Programme Specification.docx
2043 Level 4 Make Up Hair Design BA Units.docx
2044 Level 5 Make Up Hair Design BA Units.docx
2045 Level 6 Make Up Hair Design BA Units.docx
2046 MUHD Course Diagram.pptx
2047 Programme Transformation Declaration Printed Fashion Textiles.docx
2048 Subject Benchmark Printed Fashion Textiles.xlsx
2049 Stakeholder Input Form Printed Fashion Textiles.docx
2050 Assessment Map Printed Fashion Textiles.xlsx
2051 Programme Specification Printed Fashion Textiles.docx
2052 Level 4 Printed Fashion Textiles BA Units.docx
2053 Level 5 Printed Fashion Textiles BA Units.docx
2054 Level 6 Printed Fashion Textiles BA Units.doc
2055 Course Diagram Printed Fashion Textiles.pptx
2056 Programme Transformation Declaration.docx
2057 Subject Benchmark Mapping Textiles.xlsx

2058 Stakeholder Input Form.docx
 2059 Assessment Map BA Textiles.xlsx
 2060 Programme Specification BA Textiles.docx
 2061 Level 4 Textiles BA Units.doc
 2062 Level 5 Textiles BA Units.doc
 2063 Level 6 Textiles BA Units.doc
 2064 Course diagram.pptx
 2065 Elective - Business of Fashion Textiles Unit Descriptor.docx
 2066 Elective - Business of Fashion Unit Descriptor.doc
 2067 Year 2 Elective - Branding Unit Descriptor.docx
 2068 Year 2 Elective - Business Start up Unit Descriptor.doc
 2069 Year 2 Elective - Indigo Unit Descriptor.doc
 2070 Year 2 Elective Placement Unit Descriptor.doc
 2071 University Level 4 ATOM Unit Descriptor.doc
 2072 University Level 5 ATOM Unit Descriptor.doc
 2073 Level 4 Launch and Opportunity Weeks Units.doc
 2074 Level 5 Launch and Opportunity Weeks Units.doc
 2075 Level 6 Launch and Opportunity Weeks Units.doc
 2076 Pre-event questionnaire - Course Transformation Validation.docx
 2077 School session Panel membership Fashion Textiles 241121.docx
 2078 School session Validation agenda Fashion Textiles 241121.docx
 2079 University Professional Practice Year units Part 1 and Part 2 Level 5.docx

Material uploaded 22 November (follow-up to Validation Fine Art, Photography and Visual Communication – 11 November 2021)

2080 School session Validation agenda FAPVC 210920.docx
 2081 Validation Slides presentation.pptx
 2082 Pre-event questionnaire - CH.docx
 2083 Pre-event questionnaire - Course Transformation Validation-KP.doc
 2084 Pre-event questionnaire- PP.docx
 2085 PB pre-event questionnaire.docx
 2086 SR Pre-event questionnaire - Course Transformation Validation.docx
 2087 SD Pre-event questionnaire.docx
 2088 SM Pre-event questionnaire - Course Transformation Validation.docx
 2089 FAPVC Validation Report.docx
 HWOb25 Access and Participation Committee - 7 December 2021
 2110 APC Agenda 07 Dec 21 updated
 2111 APC-25-21 APC Unconfirmed Minutes 23 Jun 21
 2112 APC-26-21 APC Matters Arising 23 June 2021
 2113 APC-27-21 APC Draft ToR Membership 21-22.pdf
 2114 APC-28-21 UCA's Updated Access and Participation Monitoring Plan for 202223 onwards.pdf
 2115 APC-29-21 APP Financial Reporting paper
 2116 APC-30-21 Update on Outreach activity strategy.pdf
 2117 APC-31-21 Starting Strong 2021 - feedback on specialist induction for students from underrepresented groups
 2118 APC-32-21 Graduate Professional Placement Programme 2021 update
 2119 APC-33-21 Wellbeing Action Plan update December 2021.pdf
 2120 APC-34-21 Key initial findings of student carer interview research
 2122 APC-36-21 Financial Assistance Fund Prepaid Card proposal
 2122 APC-36-21 Financial Assistance Fund Prepaid Card proposal.pdf

EMOb26 School Board Fine Art, Photography and Visual Communication - 13 December 2021

2123 Agenda for SBoS FMPA 13-12-21.pdf

2124 SBoS FMPA 19 21 - Terms of Reference 2021-22.pdf
 2125 SBoS FMPA 20 21 - Membership 2021-22.pdf
 2126 SBoS FMPA 21 21 - School Board Effectiveness Review 2020-21.pdf
 2127 SBoS FMPA 22 21 - Minutes 07 June 2021 Unconfirmed.pdf
 2128 SBoS FMPA 24 21 - Academic Services Library Update.pdf
 2129 SBoS FMPA 26 21 - Student Union Update Dec 2021.pdf
 2130 SBoS FMPA 27a 21 - Annual Academic Monitoring Process 2020-21.pdf
 2131 SBoS FMPA 27b 21 - Course Reports for Consideration.pdf
 2132 FMPA 27b 21 - Annex 01 Animation BA F.pdf
 2133 FMPA 27b 21 - Annex 02 Animation MA F - AAM Report 2020-21.pdf
 2134 FMPA 27b 21 - Annex 03 Film Production BA F.pdf
 2135 FMPA 27b 21 - Annex 04 Filmmaking MA F - AAM report 2020-21.pdf
 2136 FMPA 27b 21 - Annex 05 Games Arts BA F.pdf
 2137 FMPA 27b 21 - Annex 06 Games Technology BSc F.pdf
 2138 FMPA 27b 21 - Annex 07 Games Design MA.pdf
 2139 FMPA 27b 21 - Annex 08 Acting Performance BA.pdf
 2140 FMPA 27b 21 - Annex 09 Music Composition Technology BA BSc F.pdf
 2141 FMPA 27b 21 - Annex 10 Computer Animation Arts BA R.pdf
 2142 FMPA 27b 21 - Annex 11 Games Design BA R.pdf
 2143 FMPA 27b 21 - Annex 12 Journalism Media Production BA F.pdf
 2144 FMPA 27b 21 - Annex 13 Television Media Production BA F.pdf
 2145 FMPA 27b 21 - Annex 14 Television Production BA R.pdf
 2146 FMPA 27b 21 - Annex 15 Digital Media MA F - AAM Report 2020-21.pdf
 2147 SBoS FMPA 27c 21 - Quality Enhancement Reviews.pdf
 2148 SBoS FMPA 27d 21 - School Curriculum Transformation Update.pdf
 2149 SBoS FMPA 28 21 - Academic Board Activity.pdf

EMOb27 School Board Film, Media and Performing Arts – 14 December 2021

2151 Agenda for FAPVC SBoS 14-12-21.pdf
 2152 SBoS FAP 19 21 - SBoS Terms of Reference 2021.pdf
 2153 SBoS FAP 20 21 - School Board Membership 2021-22.pdf
 2154 SBoS FAP 21 21 - School Board Effectiveness Review 2020-21.pdf
 2155 SBoS FAP 22 21 - Minutes of FAPVC SBoS 03-06-21 unconfirmed.pdf
 2156 SBoS FAP 23 21 - Actions Arising from 03-06-21.pdf
 2157 SBoS FAP 24 21 - Academic Services Library Update.pdf
 2159 SBoS FAP 26 21 - Student Union Update Dec 2021.pdf
 2160 SBoS FAP 27a 21 - Annual Academic Monitoring Process 2020-21.pdf
 2161 SBoS FAP 27b 21 - Course Reports for Consideration.pdf
 2162 FAP 27b 21 - Annex 01 Fine Art BA C.pdf
 2163 FAP 27b 21 - Annex 02 Fine Art MA C.pdf
 2164 FAP 27b 21 - Annex 03 Film Digital Art BA.pdf
 2165 FAP 27b 21 - Annex 04 Fine Art BA F.pdf
 2166 FAP 27b 21 - Annex 05 Fine Art MA F.pdf
 2167 FAP 27b 21 - Annex 06 Photography BA F.pdf
 2168 FAP 27b 21 - Annex 07 Photography MFA F.pdf
 2169 FAP 27b 21 - Annex 08 Graphic Design BA E.pdf
 2170 FAP 27b 21 - Annex 09 Graphic Design MA E.pdf
 2171 FAP 27b 21 - Annex 10 Graphic Design BA F.pdf
 2172 FAP 27b 21 - Annex 11 Illustration BA F.pdf
 2173 FAP 27b 21 - Annex 12 Illustration MA F.pdf
 2174 FAP 27b 21 - Annex 13 Graphic Design BA C.pdf
 2175 FAP 27b 21 - Annex 14 Illustration Animation BA C.pdf
 2176 FAP 27b 21 - Annex 15 Visual Communications MA C.pdf
 2177 SBoS FAP 27c 21 - Quality Enhancement Reviews.pdf
 2178 SBoS FAP 27d 21 - School Curriculum Transformation Update.pdf

2179 SBoS FAP 28 21 - Academic Board Minutes 15-06-21.pdf

EMOb28 School Board Business – 15 December 2021

- 2180 Agenda for SBoS BSCI 15-12-21.pdf
- 2181 SBoS BSCI 19 21 - Terms of Reference 2021-22.pdf
- 2182 SBoS BSCI 20 21 - Membership 2021-22.pdf
- 2183 SBoS BSCI 21 21 - School Board Effectiveness Review 2020-21.pdf
- 2184 SBoS BSCI 22 21 - Minutes 01 June 2021 unconfirmed.pdf
- 2185 SBoS BSCI 24 21 - Academic Services Library Update.pdf
- 2187 SBoS BSCI 26 21 - Student Union Update Dec 2021.pdf
- 2188 SBoS BSCI 27a 21 - Annual Academic Monitoring Process 2020-21.pdf
- 2189 SBoS BSCI 27b 21 - Course Reports for Consideration.pdf
- 2190 BSCI 27b 21 - Annex 01 Advertising BA BSc.pdf
- 2191 BSCI 27b 21 - Annex 02 Digital Marketing Social Media.pdf
- 2192 BSCI 27b 21 - Annex 03 Fashion Journalism BA.pdf
- 2193 BSCI 27b 21 - Annex 04 Fashion Promotion Imaging BA.pdf
- 2194 BSCI 27b 21 - Annex 05 Business and Management BA BSc.pdf
- 2195 BSCI 27b 21 - Annex 06 Event Promotions Management BA BSc.pdf
- 2196 BSCI 27b 21 - Annex 07 Music Business and Management.pdf
- 2197 BSCI 27b 21 - Annex 08 Music Journalism BA.pdf
- 2198 BSCI 27b 21 - Annex 09 Music Marketing and Communication BA.pdf
- 2199 BSCI 27b 21 - Annex 10 Business Management BA.pdf
- 2200 BSCI 27b 21 - Annex 11 Business Innovation Management top up BA.pdf
- 2201 BSCI 27b 21 - Annex 12 Creative Industries Management in Fashion top-up BA.pdf
- 2202 BSCI 27b 21 - Annex 13 Fashion Business and Management BA BSc.pdf
- 2203 BSCI 27b 21 - Annex 14 Fashion Management Marketing BA.pdf
- 2204 BSCI 27b 21 - Annex 15 Marketing BA.pdf
- 2205 SBoS BSCI 27c 21 - Quality Enhancement Reviews.pdf
- 2206 SBoS BSCI 28 21 - Academic Board Minutes 15-06-21.pdf

Observation of teaching

- PBOb19 MA Filmmaking Learning Agreement Tutorials – 9 November 2021
- PBOb22 MA Acting and Performance Theory – 22 November 2021
- PBOb24 MA Acting and Performance Practical – 29 November 2021

Visit Meetings

Visit 1 (27-28 May 2021)

- TV1M1 Members of the Leadership Team
- TV1M2 Members of the University Executive Group
- TV1M3 University of the Arts London representatives
- TV1M4 Student representatives
- TV1M5 Chair and members of the Board of Governors
- TV1M6 Chairs and members of deliberative committees and groups
- TV1M7 Chairs and members of research-related deliberative committees and others involved in the development of the research community
- TV1M8 Programme leaders/directors of courses with the same award title or shared units; the link tutor for the Open College of the Arts MA Fine Art or Graphic Design; a staff member with experience of chairing validation activity; a member of staff with recent experience of serving as a validation panel member
- TV1M9 Professional support staff members
- TV1M10 Clarification Meeting with Facilitators

Visit 2 (29-30 November 2021)

- TV2M1 Vice-Chancellor; Deputy Vice-Chancellor; Pro Vice-Chancellor (Portfolio Development and Global Engagement)
- TV2M2 Deputy Vice-Chancellor; Director of Quality Assurance and Enhancement; Head of Schools of Architecture and Crafts and Design; Head of the School of Fine Art, Photography and Visual Communication
- TV2M3 Postgraduate research students
- TV2M4 Pro Vice-Chancellor (Portfolio Development and Global Engagement); Associate Dean; Institute of Creativity and Innovation, China; Director of Quality Assurance and Enhancement
- TV2M5 Director of Research; Research Degrees Leader; Assistant Deputy Vice-Chancellor
- TV2M6 Pro-Vice Chancellor (Student Experience); Director of Academic Services; Head of Admissions; Head of International Admissions
- TV2M7 Clarification Meeting with Facilitators

Glossary

AAM	Annual Academic Monitoring
ADVC	Assistant Deputy Vice-Chancellor
AHRC	Arts and Humanities Research Council
APC	Access and Participation Committee
AQC	Academic Quality Committee
ARB	Architects Registration Board
ASDG	Academic Strategy Development Group
BSBI	Berlin School of Business and Innovation
CCF	Common Credit Framework
CEN	Creative Education Network
CPD	Continuous Professional Development
GPO	Global Partnerships Office
ICI	Institute of Creativity and Innovation
IELTS	International English Language Testing System
JUICE	Journal of Useful Investigations in Higher Education
KIAD	Kent Institute of Art and Design
LCCM	London College of Creative Media
LSDM	London School of Design and Marketing
NSS	National Student Survey
OCA	Open College of the Arts
OIA	Office of the Independent Adjudicator for Higher Education
PDR	Performance and Development Review
PES	Postgraduate Taught Experience Survey
PRES	PRES Postgraduate Research Experience Survey
QAE	Quality Assurance and Enhancement (Department of)
QAH	Quality Assurance Handbook
QER	Quality Enhancement Review
QIP	Quality Improvement Plan
RDC	Research Degrees Committee
REF	Research Excellence Framework
RIBA	Royal Institute of British Architects
RSN	Royal School of Needlework
SAIWAG	Student Access, Inclusion and Wellbeing Advisory Group
SEEC	South East England Consortium for Credit Accumulation and Transfer
SIAD	Surrey Institute of Art and Design
SSC	Student Success Committee
TEF	Teaching Excellence and Student Outcomes Framework
TMUC	The Millennium Universal College
UAL	University of the Arts London
UCA	University for the Creative Arts
UEG	University Executive Group
UKRI	UK Research and Innovation
UKRIO	UK Research Integrity Office
UKVI	UK Visas and Immigration
UoB	University of Brighton
WSCAD	West Surrey College of Art and Design

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