



Designated Quality Body
in England

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

College of Dentistry Limited



Review Report

January 2023

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Summary of outcomes and confidence levels

Core practice	Outcome	Confidence
S1 The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks.	Met	High
S2 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	Met	High
Q2 The provider designs and/or delivers high-quality courses.	Met	High
Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.	Met	High
Q4 The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.	Met	High
Q5 The provider actively engages students, individually and collectively, in the quality of their educational experience.	Met	High
Q9 The provider supports all students to achieve successful academic and professional outcomes.	Met	High

About this report

This is a report detailing the outcomes of the Quality and Standards Review for providers applying to register with the Office for Students (OfS), conducted by QAA in December 2022, for the College of Dentistry Limited.

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

The team for this assessment was:

Name: Dr Kalwant Sidhu
Institution: King's College London
Role in assessment team: Subject assessor

Name: Mr John Freeman
Institution: Sheffield Hallam University
Role in assessment team: Institutional/ Subject assessor

Name: Dr Kate Wicklow
Institution: Lancaster University
Role in assessment team: Student assessor

The QAA officer for the assessment was: Dr Tullio Lobetti.

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

About the College of Dentistry Limited

The College of dentistry Limited (henceforth the College), trading under College of Medicine and Dentistry, is a small, privately owned, specialist higher education institution currently based in its Birmingham campus, which comprises teaching facilities, a state-of-the-art simulation centre (phantom head laboratory) and clinical facilities. The College was previously a Faculty of BPP University (BPP) and became independent in November 2018. The College offers 19 postgraduate degree programmes in a range of healthcare and dental specialties:

- MSc Advanced General Dental Practice (Full-time)
- MSc Advanced General Medical Practice (Full-time)

- MSc Oral Implantology (Full-time)
- MSc Oral Surgery (Full-time)
- MSc Endodontics (Full-time)
- MSc Advanced Clinical Restorative and Aesthetic Dentistry (Full-time)
- MSc Advanced General Dental Practice (Part-time)
- MSc Clinical and Diagnostic Oral Sciences (Part-time/Full-time)
- MSc Digital Dentistry (Part-time)
- MSc Clinical Endodontics (Part-time)
- MSc Facial Aesthetics (Part-time)
- MSc Clinical Oral Implantology (Part-time)
- MSc Clinical Oral Surgery (Part-time)
- MSc Clinical Orthodontics (Part-time)
- MSc Clinical Periodontics (Part-time)
- MSc Clinical Restorative and Aesthetic Dentistry (Part-time)
- MSc Orthodontics (Full-time)
- MSc Advanced Clinical and Diagnostic Oral Sciences (Full-time)
- MSc Advanced Clinical Periodontics (Full-time)

There are also three postgraduate awards for the broad medical field:

- Post Graduate Award in Regulatory Affairs
- Post Graduate Award in Pharmacovigilance
- Post Graduate Award in Health Economics in Pharmaceuticals Industry.

The College's degrees have been awarded thus far by Ulster University (UU) in what is known as an 'outcentre' arrangement, which was approved in May 2019. Such arrangement is a hybrid model between validation and franchise, where registered students are full members of the University and have access to the University's resources. Students receive University awards upon satisfactory completion of their programme. The College non-degree courses are awarded by EduQual. The College's first intake of students was in September 2019.

The College has been growing and now has over 400 students (as of September 2022) mainly studying full-time. Most students are over 25 years of age and come from a wide range of countries. The majority of students are enrolled in the Advanced General Dental Practice MSc that aims to prepare and upskill overseas dentists to be dental practitioners in the UK.

The College is a limited company owned by four directors. The supreme decision-making body is the Board of Directors, comprising the owners and an independent director who is also the Chair of the Governance Board. The Governance Board comprises the independent director as Chair, a further independent director, staff and student representation, and the Dean. Both bodies are regularly attended by the Finance Director and Secretary and other senior staff as appropriate. In management terms, the Dean is supported by a Senior Leadership Team and an Operations Group. The Academic Council, with its supporting committees, is responsible for academic governance.

How the assessment was conducted

The assessment was conducted according to the process set out in [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (July 2022).

When undertaking a QSR all 13 of the Core practices are considered by the assessment team. However, for this assessment it was clear that the provider does not offer a research degree programme. Therefore, the assessment team did not consider Q7 (where the provider offers research degrees, it delivers these in appropriate and supportive research environments). The Office for Students (OfS) has instructed QAA as the Designated Quality Body (DQB) to undertake this assessment reporting on a specified seven of the 13 Core practices only. These are S1 and S2, Q2, Q3, Q4, Q5 and Q9.

To form its judgements about the provider's ability to meet the Core practices, the assessment team considered a range of evidence that was submitted prior to the assessment visit and evidence gathered at the assessment visit itself. [Annex 1] To ensure that the assessment team focused on the principles embedded in the Core practices, and that the evidence considered was assessed in a way that is clear and consistent with all other assessments, the team utilised Annex 4 of the Guidance for Providers to construct this report and detail the key pieces of evidence seen. Annex 4 expects that assessment teams will sample certain types of key evidence using a combination of representative sampling, risk-based sampling and randomised sampling. In this assessment, using the random sampling calculator, the assessment team sampled the following areas for evidence for the reasons given below:

- A random sample of 50 pieces of assessed student work from a total of 2,286 instances of module assessment for the 2021-22 academic year

The assessment team was able to observe teaching across a range of programmes, which included classroom and online lectures, as well as clinical practice in both simulated and real-life environments: MSc Advanced General Dental Practice (classroom); MSc Clinical Orthodontics (clinical supervision); MSc in Advanced Restorative and Aesthetic Dentistry (simulation); MSc Clinical Oral Implantology (clinical supervision); MSc Advanced General Dental Practice (simulation); MSc in Endodontics (practical on clinic); MSc in Advanced Restorative and Aesthetic Dentistry (online).

Further details of all the evidence the assessment team considered are provided in Annex 1 of this report.

Explanation of findings

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

Summary of findings

The team concluded that the Core practice is met for the following reasons:

1 Plans for maintaining threshold standards are robust and credible because there is strong evidence of a clear governance and quality assurance frameworks which set out the requirements for course and assessment design, marking and moderation and approaches to classification.¹ Such frameworks, provided by the University, explicitly expect awards to meet the outcomes described in the FHEQ for the relevant qualifications, and align with the sector-recognised standards. The effective adoption of these processes by the College is clearly evidenced at the Senior Leadership and Academic Committee levels.² Both the College's and the University's Senior Leadership staff were able to effectively articulate their roles to support the setting and robust maintenance of academic standards.³

2 The College has clear and comprehensive academic regulations and frameworks to support the setting and maintenance of academic standards at the relevant threshold level. Key agreements with the University⁴ describe the partnership and outcentre arrangements with the University as the validating body, while the Transition Strategy⁵ details the College's future transition to a validated collaborative arrangement with the University. The College's framework is informed by the University Integrated Curriculum Design Framework⁶ and threshold standards are underpinned by comprehensive policy documentation.⁷

3 Oversight around the maintenance of academic standards is provided through the University's quality assurance processes for programme approval management and review,⁸ underpinned by the University academic regulations⁹ and reiterated in the College regulation handbook.¹⁰ Assessment rubrics¹¹ clearly reflected this guidance. Validation and approval documentation¹² evidences the effective application by the College of the University's processes for programme approval.

4 The threshold standards described in definitive course documentation are consistent with the relevant national qualifications' framework. A programme-credits outline¹³ shows study hours and learning outcomes which align to the sector-recognised standards.¹⁴

¹ 020 Ulster University Assessment Handbook 2021; 022 Ulster University Programme Approval Management and Review Handbook 2021; 021 Overview UU Integrated Curriculum Design Framework (ICDF) 2020; 020 Ulster University Assessment Handbook 2021

² 016 Senior Leadership and Academic Committee Agendas and Minutes Composite; 053 Terms of Reference for Programme Boards; 054 Governance Board 22-06 Draft Minutes

³ M01 Meeting 1: Senior Leadership Team; M05 Meeting 5: Leadership (selected representatives) and Representatives from Ulster University and EduQual

⁴ 007 Key Agreement Documents a, b, c

⁵ 008 COMD Transition Strategy

⁶ 021 Overview UU Integrated Curriculum Design Framework (ICDF) 2020

⁷ 009 CoMD Learning Teaching and Enhancement Strategy 2022; 025 UU Strategy for Learning and Teaching Enhancement (SLaTE); 021 Overview UU Integrated Curriculum Design Framework (ICDF) 2020

⁸ 022 Ulster University Programme Approval Management and Review Handbook 2021

⁹ 028a Ulster University and CoMD Academic Regulations

¹⁰ 028b Ulster University and CoMD Academic Regulations

¹¹ 038 Assessment Rubrics

¹² 033 Evidence of Programme Approval

¹³ 078 Programme Credits

¹⁴ 079 Breakdown of student hours (Adv Resto Dentistry FT)

Programme handbooks are detailed and reflective of the required standards and frameworks.¹⁵

5 Staff understand and apply the provider's approach to setting and maintaining standards. In meetings, staff were able to comprehensively demonstrate their understanding of the University governance and quality assurance frameworks to setting standards.¹⁶ The adoption of the frameworks around assessment, marking and feedback was evidenced in discussions with academic staff and programme leads who provided coherent examples of this in their respective programmes.¹⁷

6 Assessed student work demonstrates that credit and qualifications are awarded only where the relevant threshold standards have been met.¹⁸ This is also evidenced by the assessment handbook¹⁹ where assessment setting is aligned to the sector-recognised standards for the relevant learning outcomes. The assessment rubrics²⁰ demonstrate the application of this guidance to different assessment types. First and second marking is consistently undertaken as mandated by the assessment handbook.²¹

7 External examiners confirm that threshold standards are consistent with the relevant national qualifications' framework, and credit and qualifications are awarded only where those threshold standards have been met. The University has oversight of the appointment and processes for external examiners.²² External examiner reports²³ confirm no shortcomings have been highlighted and the meetings with academic staff and programme leaders demonstrate effective engagement with their externals to support and maintain threshold.²⁴ Minutes from the examination board²⁵ confirm that the programmes' results and awards are consistent with national qualifications' framework and have met the relevant FHEQ threshold standards.

8 The assessment team considers that, based on the evidence scrutinised, the standards that will be achieved by the College's students are expected to be in line with the sector-recognised standards defined in paragraph 342 of the OfS's regulatory framework. Based on the scrutiny of all the evidence provided the assessment team concludes that this Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

9 The assessment team was able to review all of the available evidence recommended in Annex 4. This was triangulated in meetings with the Senior Leadership Team, academic staff, and programme leaders. Therefore, the assessment team has a high degree of confidence in this judgement.

¹⁵ 018 Sample Programme and Module Specifications and Programme Handbook, 032 Programme Specifications and Handbooks; 066 Programme handbook for MSc in Advanced Restorative and Aesthetic Dentistry; 067 Programme handbook for MSc in Endodontics; 069 Programme handbook for MSc Clinical Oral Implantology

¹⁶ M01 Meeting 1: Senior Leadership Team; M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme Leaders of Selected Programmes; 070 Oral Surgery Speciality Training Curriculum and Learning Journey

¹⁷ M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme Leaders of Selected Programmes

¹⁸ 081 Assessed student work sample

¹⁹ 020 Ulster University Assessment Handbook 2021

²⁰ 038 Assessment Rubrics

²¹ 020 Ulster University Assessment Handbook 2021; 081 Assessed student work sample

²² 037 List of External Examiners

²³ 029 Ulster University Examination Boards, b; 036 External Examiner report

²⁴ M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme Leaders of Selected Programmes

²⁵ 029 Ulster University Examination Boards

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

Summary of findings

The team concluded that the Core practice is met for the following reasons:

10 The College has clear and comprehensive academic regulations and frameworks to support the setting and maintenance of academic standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers. Academic standards are robustly monitored and evaluated through programme board and annual monitoring²⁶ which feed into the College academic committees and strategies²⁷ and then into the University's academic committees and policies.²⁸ The University Assessment Handbook²⁹ provides a comprehensive framework for supporting the setting and maintenance of academic standards beyond the threshold level. Assessment rubrics³⁰ demonstrate the College's application of this framework as generic marking criteria adopted within different assessment methods and corresponding assessment guidelines.

11 The standards described in definitive course documentation beyond the threshold level are reasonably comparable with those in other UK providers,³¹ and these are confirmed by external examiner reports.³² The generic marking criteria, enabling students to achieve beyond the threshold, are consistently applied across all the modules and the majority of the modules are assessed by more than one summative assessment.³³ The use of multiple assessments to evaluate the attainment of learning outcomes consistently across all programmes enables a more comprehensive understanding of student learning and recognises the attainment of both academic, practical and transferable skills beyond the threshold level.

12 Staff understand and apply the College's approach to setting and maintaining standards. In a meeting with programme leaders and academic staff, staff clearly articulated the expectation to enable their students to achieve beyond the threshold to better facilitate their career opportunities and also to ensure their patients/future patients receive excellent care and treatment.³⁴ In articulating these expectations, staff cross-referenced the Assessment Handbook³⁵ and their own programme handbooks, as well as professional body registration standards.

13 Students understand what is required to reach standards beyond the threshold. All

²⁶ 039 Programme Annual Monitoring; 040 Module Monitoring- Research Methodology I 2021-22; 054 Governance Board 22-06 Draft Minutes; 075 MSc Orthodontics Annual Programme Monitoring Report

²⁷ 009 CoMD Learning Teaching and Enhancement Strategy 2022; 016 Senior Leadership and Academic Committee Agendas and Minutes Composite a,b,d

²⁸ 020 Ulster University Assessment Handbook 2021; 021 Overview UU Integrated Curriculum Design Framework (ICDF) 2020; 022 Ulster University Programme Approval Management and Review Handbook 2021; UU Strategy for Learning and Teaching Enhancement (SLaTE); 027 Ulster Committee Minutes, 028 Ulster University and CoMD Academic Regulations

²⁹ 020 Ulster University Assessment Handbook 2021; 028 Ulster University and CoMD Academic Regulations a

³⁰ 038 Assessment Rubrics

³¹ 023 Ulster University Evaluation Report 2019; 018 Sample Programme and Module Specifications and Programme Handbook; 033 Evidence of Programme Approval ; 066 Programme handbook for MSc in Advanced Restorative and Aesthetic Dentistry ; 067 Programme handbook for MSc in Endodontics ; 068 Programme handbook for MSc in Clinical Periodontics ; 069 Programme handbook for MSc Clinical Oral Implantology

³² 035 External Examiner report; 036 External Examiner report

³³ 038 Assessment Rubrics

³⁴ M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme Leaders of Selected Programmes

³⁵ 020 Ulster University Assessment Handbook 2021

students confirmed that contact with their academic tutors, feedback on assignments, and Studies Advisors facilitate their progression beyond the threshold standard.³⁶ Studies Advisors' records³⁷ demonstrate staff support and guidance to achieve beyond the threshold. Student progress meetings³⁸ evidenced a common template which addressed key learning and action points.

14 Assessed student work demonstrates that credit and qualifications are awarded only where the relevant standards have been met. Samples of assessed student work across a range of part-time/full-time programmes demonstrate that credit is awarded to students meeting the relevant FHEQ level.³⁹ The range of assessment methods adopted is consistently aligned to module and programme learning outcomes.

15 External examiners confirm that standards beyond the threshold level are reasonably comparable with those in other UK providers, and credit and qualifications are awarded only where those standards have been met. External examiner reports⁴⁰ confirm that students have the opportunity to achieve standards beyond the threshold level, and that standards achieved beyond threshold level are comparable with those of other UK providers.

16 The assessment team, based on the evidence presented, determined that the standards set for students to achieve beyond the threshold on the College's programmes are reasonably comparable with those set by other UK providers. The assessment team considered that the standards described in the approved programme documentation and in the College's academic regulations and policies should ensure that such standards are maintained appropriately. Therefore, the assessment team concludes that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers and this Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

17 The assessment team was able to review all of the available evidence recommended in Annex 4. This was triangulated in meetings with the Senior Leadership Team, academic staff, and programme leaders. Therefore, the assessment team has a high degree of confidence in this judgement.

³⁶ M02 Meeting 2: Students

³⁷ 051 Studies Advisor Record

³⁸ 060 Student Progress Review Forms

³⁹ 081 Assessed student work sample

⁴⁰ 035 External Examiner report; 036 External Examiner report

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

Summary of findings

The team concluded that the Core practice is met for the following reasons:

18 The College has robust and credible plans for designing and delivering high-quality courses. The College's definition of high-quality provision is informed by its Learning Teaching and Enhancement Strategies,⁴¹ which aptly outline all facets of academic excellence. Plans for designing and delivering high-quality programmes are robust and credible because they are informed by a clear and comprehensive University framework,⁴² which is implemented alongside the University assessment regulations and assessment guidance.⁴³

19 The College's policies for course design and delivery facilitate the design and delivery of high-quality courses. The Learning Teaching and Enhancement Strategy explicitly articulates how academic excellence is underpinned by integrated curricula, evidenced-based pedagogy, assessments integral to learning, a student focus, innovation through research-active practitioners, and a high quality learning environment.⁴⁴ The University Evaluation Report 2019 details programme specifications that evidence alignment with the College's regulations and policies.⁴⁵ Samples of programme handbooks and documentation⁴⁶ reaffirm the provision of key guidance to ensure the delivery of high-quality learning and assessment experiences and to ensure programme learning outcomes are clearly stated.

20 Approved course documentation indicates that the teaching, learning and assessment design enables students to meet and demonstrate the intended learning outcomes. Programme handbooks and documentation⁴⁷ evidence a coherent and structured approach to teaching⁴⁸ and make apt reference to assessment requirements and core weighting, while assessment rubrics/marketing guidelines duly reference specific programmes.⁴⁹

21 Staff are able to articulate what 'high quality' means in the context of the College, and to show how the provision meets that definition. In meetings, both the College and the University's senior leadership were able to clearly articulate the interface between the University and the College regarding quality and governance structures.⁵⁰ Programme leaders aptly outlined the use of formative assessments and learning, and how assessment guidance clarifies what students need to demonstrate in order to achieve the intended learning outcomes.⁵¹ Staff also gave examples of their own CPD in enhancing their teaching

⁴¹ 009 CoMD Learning Teaching and Enhancement Strategy 2022

⁴² 021 Overview UU Integrated Curriculum Design Framework (ICDF) 2020; 025 UU Strategy for Learning and Teaching Enhancement (SLaTE)

⁴³ 028a Ulster University and CoMD Academic Regulations; 020 Ulster University Assessment Handbook 2021

⁴⁴ 009 CoMD Learning Teaching and Enhancement Strategy 2022

⁴⁵ 023 Ulster University Evaluation Report 2019

⁴⁶ 018 Sample Programme and Module Specifications and Programme Handbook; 066 Programme handbook for MSc in Advanced Restorative and Aesthetic Dentistry; 067 Programme handbook for MSc in Endodontics; 068 Programme handbook for MSc in Clinical Periodontics; 069 Programme handbook for MSc Clinical Oral Implantology

⁴⁷ 018 Sample Programme and Module Specifications and Programme Handbook; 066 Programme handbook for MSc in Advanced Restorative and Aesthetic Dentistry; 067 Programme handbook for MSc in Endodontics; 068 Programme handbook for MSc in Clinical Periodontics; 069 Programme handbook for MSc Clinical Oral Implantology

⁴⁸ 032 Programme Specifications and Handbooks

⁴⁹ 038 Assessment Rubrics

⁵⁰ M05 Meeting 5: Senior leadership (selected representatives) and representatives from Ulster University and EduQual

⁵¹ M04 Meeting 4: Programme Leaders of Selected Programmes

practice and clinical skills (for example, Fellowship of Advance HE - formerly the Higher Education Academy, PhDs, training programmes).⁵²

22 Observations of teaching and learning demonstrate clarity of objectives, good planning and organisation, sound method, good delivery, appropriate content, effective use of resources and student engagement. Observations of clinical practice sessions and simulated clinical environments demonstrated an excellent balance of guidance and support and student self-directed intervention.⁵³

23 Students regard their courses as being of high quality. Students spoke highly of the expertise and clinical backgrounds of their tutors, and of the excellent learning environment that afforded them access to innovative technologies. Students also mentioned the ease of access to a range of tutors to support their engagement with academic learning, the development of practical skills, and also their general sense of well-being.⁵⁴

24 External examiners' reports confirm that the courses concerned are high quality, confirming high-quality teaching with respect to intended learning outcomes. External examiners highlighted how standards expected in the College's programmes are comparable to those observed at other institutions, and that programmes are well and appropriately structured, while assessments are set at the appropriate level and rigorously marked with a high level of feedback given. Marking rubrics are set at the right levels and excellent performance is appropriately rewarded.⁵⁵

25 The College's plans, policies and its use of the University's regulations support the design and delivery of high-quality courses. Approved course documentation indicates that the teaching, learning and assessment design enables students to meet and demonstrate the intended learning outcomes. This is corroborated through observations of teaching and learning, the testimony of students and staff, and reports from external examiners. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

26 The assessment team was able to review all of the available evidence recommended in Annex 4. This was triangulated in meetings with students, the Senior Leadership Team, academic staff and programme leaders. Therefore, the assessment team has a high degree of confidence in this judgement.

⁵² M01 Meeting 1: Senior Leadership Team; M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme Leaders Of Selected Programmes; M05 Meeting 5: Senior Leadership (selected representatives) and representatives from Ulster University and EduQual

⁵³ 082 Teaching observations

⁵⁴ M02 Meeting 2: Students

⁵⁵ 034 ASQEC; 035 External Examiner report; 036 External Examiner report

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

Summary of findings

The team concluded that the Core practice is met for the following reasons:

27 The College has robust and credible plans for the recruitment, appointment, induction and support of sufficient appropriately qualified and skilled staff. Staff recruitment can occur via public advertisement or by head hunting, overseen and approved by an effective committee structure.⁵⁶ All vacancies must be authorised by the CEO, excluding executives who must be authorised by the Board of Directors before any attempt is made to fill the role. Once authorisation has been obtained, the recruiting manager must produce a job description including the duties, responsibilities, and seniority of the post. Job descriptions are drafted and approved in line with the University's employment processes.⁵⁷ The selection process includes criteria-based shortlisting and individual interviews, and all appointments will need to be approved by the CEO.⁵⁸ The Senior Leadership Team aptly described the College's strategic mid-term and long-term staffing planning, which aims to provide consistently excellent world-class teaching.⁵⁹

28 The College has robust and credible approaches for the recruitment, appointment, induction and support of sufficient appropriately qualified and skilled staff.⁶⁰ The College's regulations for the recruitment, induction and support of staff are consistently implemented, and all staff met by the assessment team have been recruited, appointed, inducted and supported according to the College's regulations or policies.⁶¹ Staff appraisal forms clearly contribute towards staff development, as goals and targets are clearly articulated, with deadlines and milestones.⁶² There are good examples of how the Fellowship of Advance HE⁶³ and staff appraisals⁶⁴ had clear and measurable impacts on enhancement of teaching practice and student outcomes. Research supervisors have a proven record of research, presentation at conferences and publication in journals.⁶⁵ The College demonstrated a consistently good staff-student ratio,⁶⁶ confirmed by meetings with students and teaching observations.

29 There are sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience. The College's Key Agreement document⁶⁷ gives assurance that the College shall provide adequate human and physical resources to successfully deliver specified programmes and assessment in line with agreed staff-student ratios.⁶⁸ Staff CVs consistently match the relevant job descriptions and show full coverage of all taught subjects.⁶⁹ Teaching observations provided assurance that, while the staff-student ratio varied across programmes, it was consistently more than adequate.⁷⁰ The College staff are

⁵⁶ 044 Recruitment Policy and Outcomes; 015 CoMD Committee Directory and Committee Calendar

⁵⁷ 044 Recruitment Policy and Outcomes

⁵⁸ 015 CoMD Committee Directory and Committee Calendar; 016a to 16e; 017 Boards of Directors Meetings Agendas and Minutes 2022

⁵⁹ 004 CoMD Strategy 2021 to 2026; 006 CoMD BAC and CQC Reports; 007 Key Agreement Documents; 008 CoMD Transition Strategy

⁶⁰ 044 Recruitment Policy and Outcomes

⁶¹ 044 Recruitment Policy and Outcomes; 046 Staff Induction

⁶² 047 Staff Appraisal Forms; 048 Professional Development Workshops; 050 HEA fellowship

⁶³ 042 CEO & Director of Academic Affairs; 050 HEA fellowship

⁶⁴ 047 Staff Appraisal Forms

⁶⁵ 010 CoMD Research Strategy 2022; 045 CoMD staff publications

⁶⁶ 049 Staff Student Ratios

⁶⁷ 007 Key Agreement Documents

⁶⁸ 007 Key Agreement Documents; 049 Staff Student Ratios

⁶⁹ 043 Academic and Professional Services Staff

⁷⁰ 082 Teaching observations

suitably trained, and certificates of completion of training are kept in staff records.⁷¹

30 Observations of teaching and learning indicate that teaching staff are appropriately qualified and skilled. Teaching was well planned and effectively delivered. Students clearly understood the learning outcomes and related expectations. Clinical activity performed on members of the public by students was carefully supervised. Teaching staff were motivated, clinically skilled, highly competent and supportive, having high expectations of students.⁷²

31 Students agree that there are sufficient appropriately skilled and qualified staff to deliver a high-quality academic experience. Lecturers were highly praised by the students as ambitious, dedicated, motivated and interactive.⁷³ Teaching staff were described as determined and passionate, showing extensive experience in the profession, rather than purely through academic qualifications.⁷⁴

32 The College has credible, robust and evidence-based plans for ensuring that there are sufficient appropriately qualified and skilled staff to deliver a high-quality learning experience. The roles and posts within the College are sufficient to deliver a high-quality learning experience, and the policies for the recruitment, appointment, and induction of staff should provide for the further appointment of appropriately qualified and skilled staff to ensure that target staff-student ratios are maintained. Staff already in post are appropriately qualified and skilled to perform their roles effectively. Furthermore, there is a clear staff development process which is being used effectively. Direct observations of teaching, as well as students' views, confirm the above assessment. Therefore, based on scrutiny of the evidence provided, the assessment team concludes that this Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

33 The assessment team was able to review all of the available evidence recommended in Annex 4. This was triangulated in meetings with students, the Senior Management Team, academic staff and programme leaders. Therefore, the assessment team has a high degree of confidence in this judgement.

⁷¹ 042 CEO & Director of Academic Affairs; 043 Academic and Professional Services Staff ; 044 Recruitment Policy and Outcomes ; 045 CoMD staff publications; 046 Staff Induction; 047 Staff Appraisal Forms; 048 Professional Development Workshops

⁷² 082 Teaching observations

⁷³ M02 Meeting 2: Students

⁷⁴ 003 CoMD Student Submission; 030 CoMD Student Voice Documents a-d

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

Summary of findings

The team concluded that the Core practice is met for the following reasons:

34 The College's plans for facilities, learning resources and student support services are credible, realistic and demonstrably linked to the delivery of successful academic and professional outcomes for students. Oversight of the facilities and student support arrangements fall under the remit of the Senior Leadership Team, with specific day-to-day responsibility delegated to the Operational Management Team which comprises the key function managers.⁷⁵ The College plans to produce an annual general performance report for the current academic year that includes an analysis of institutional data and a review of resourcing issues. This will be used by the College to audit and improve the overall performance of services and facilities.⁷⁶

35 The College has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience. The premises are let from BPP University to the College via an 'Underlease' agreement.⁷⁷ The College has a seven-year lease on the buildings and the bulk of the equipment (which is wholly owned by the College) could be relocated if the lease were not renewed.⁷⁸ The College will continue to incorporate relevant new technical and technological skills into programmes where appropriate, such as the haptic technology in dentistry and medical Sim-Man equipment.⁷⁹ The virtual learning environment (VLE) for MSc programmes is currently supplied by the University and provides additional resources and documentation to help students with academic and technical skills.⁸⁰ The EduQual programmes are managed through a College-owned VLE, which is comparable in terms of layout and content.⁸¹ The College intends to build an approach to developing students' digital literacy skills that will integrate with current and future curriculum delivery to provide an engaging and academically relevant experience for students.⁸²

36 The Student Support Policy⁸³ outlines the College's integrated approach to supporting students. The policy applies to all College staff and students and defines that student support is a shared responsibility. Specific roles are outlined, including the Studies Advisors, who are the students' main point of academic contact during their programme. The policy provides a protocol for students at risk, and detailed guidance for Studies Advisors.⁸⁴ Support staff show a strong sense of commitment to student support, an awareness of the Student Support Policy and of their roles.⁸⁵

37 Regarding pastoral support, students received a comprehensive induction at the

⁷⁵ 015 CoMD Committee Directory and Committee Calendar

⁷⁶ 015 CoMD Committee Directory and Committee Calendar; 016 Senior Leadership and Academic Committee Agendas and Minutes Composite; 017 Boards of Directors Meetings Agendas and Minutes 2022; 052 SLT Minutes and Building Lease

⁷⁷ 076 BPP Underlease Agreement

⁷⁸ 004 CoMD Strategy 2021 to 2026; 007 Key Agreement Documents a-d; 008 COMD Transition Strategy

⁷⁹ M01 Meeting 1: Senior Leadership Team

⁸⁰ OF Observation of facilities and VLE

⁸¹ 043 Academic and Professional Services Staff; M03 Meeting 3: Academic Staff; M06 Meeting 6: Professional services staff; OF Observation of facilities and VLE

⁸² 004 CoMD Strategy 2021 to 2026; 007 Key Agreement Documents a-d; 008 COMD Transition Strategy

⁸³ 011 Student Support Policy 2022

⁸⁴ 056 Studies Advisor Record; 064 Students at Risk Programme Policy and Procedure V1

⁸⁵ Meeting 6: Professional services staff

beginning of their programmes which covers the academic, clinical and pastoral support available.⁸⁶ Student attendance is monitored via the Studies Advisor meetings, and patterns of absences are reported to the Head of Student Services for further action if necessary.⁸⁷ Students also receive private medical insurance as part of their enrolment.⁸⁸ Currently, the University is responsible for the delivery of pastoral support services for the College's students, which includes provisions for distance learning students.⁸⁹ As the College transitions to a new validation arrangement with the University, it has clear plans to take on more responsibility for pastoral care,⁹⁰ including locating local counselling services, as well as recruiting a Head of Student Welfare and a Student Welfare Advisor.⁹¹ At present, students have nonetheless opportunities for informal engagement with the College's administrative teams who may then signpost them to external services.⁹²

38 Evidence from third parties indicates that facilities, learning resources and student support services are sufficient and appropriate. The College's clinical facilities are accredited by the Care Quality Commission (CQC) and an independent review by a third party was last conducted in 2021.⁹³ The British Accreditation Council (BAC) also accredits the College and last visited it virtually for an annual inspection in mid-2021, providing a positive report about all aspects of the College's work.⁹⁴ BAC commented positively on the quality of student support, and its perception by students, the excellent states of the facilities and of technical equipment, and the delivery of online, distance and blended learning.⁹⁵ The CQC report characterised surgical areas as 'excellent'.⁹⁶

39 Relevant staff understand their roles and responsibilities. The Director of Student and Academic Services has a central role in managing the students' use of facilities and ensuring that the experience of students is a high quality one. Meetings with the Senior Leadership Team, programme leaders, academic and professional services staff confirmed that student support is a shared responsibility across staff and that there was a high level of understanding about staff roles and responsibilities.⁹⁷

40 Students regard facilities, learning resources and student support services as sufficient and appropriate, and facilitating a high-quality academic experience. Students reported that they were given practical, professionally-based learning opportunities by enabling them to learn specialist skills from a diverse range of staff with extensive professional experience, and that they are highly prepared for working life by enhancing the

⁸⁶ 014 CoMD Access and Participation Statement 2022; M01 Meeting 1: Senior Leadership Team, M02 Meeting 2: Students; M06 Meeting 6: Professional services staff

⁸⁷ 006 CoMD BAC and CQC Reports a; 011 Student Support Policy 2022; 051 Studies Advisor Record; 056 Studies Advisor Record

⁸⁸ 011 Student Support Policy 2022; 51; 56; 60; M06 Meeting 6: Professional Services Staff; M07 Meeting 7: Final meeting with Facilitator and other attendees

⁸⁹ University Website

⁹⁰ 002 CoMD QSR Provider Submission; 008 CoMD Transition Strategy; 016 Senior Leadership and Academic Committee Agendas and Minutes Composite; 055 Student of Concern Form

⁹¹ 073 Academic Council Report - Student Welfare Provision 23.01.2023; M07 Meeting 7: Final Meeting with Facilitator and other attendees

⁹² 055 Student of Concern Form; 051 Studies Advisor Record; 056 Studies Advisor Record, 060 Student Progress Review Forms; M01 Meeting 1: Senior Leadership Team; M02 Meeting 2: Students; M03 Meeting 3: Academic Staff; M06 Meeting 6: Professional services staff

⁹³ 006 CoMD BAC and CQC Reports b

⁹⁴ 006 CoMD BAC and CQC Reports a

⁹⁵ 006 CoMD BAC and CQC Reports a

⁹⁶ 006 CoMD BAC and CQC Reports b

⁹⁷ 011 Student Support Policy 2022; M01 Meeting 1: Senior Leadership Team; M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme Leaders of selected programmes; M05 Meeting 5: Senior Leadership (selected representatives) and representatives from Ulster University and EduQual; M06 Meeting 6: Professional Services Staff

skills, attributes and positive behaviours sought by employers.⁹⁸ The student submission⁹⁹ indicated pastoral care is very effective, that the tutors will always make themselves available to students, and that they ensure that all students feel supported and confident.¹⁰⁰

41 Assessment of facilities and learning resources confirms that they provide a high-quality academic experience. The campus in central Birmingham is well placed to meet the needs of the current student body, with the potential to adequately cope with the planned increase in student and staff numbers. The facilities comprise dedicated teaching facilities and laboratories including five teaching rooms, a library, a fully equipped Simulation Centre, two private clinical training rooms and 15 clinical training pods. The clinical training pods also accommodate additional mobile simulation units. A significant increase in the equipment for practising clinical skills was made in September 2021 to facilitate the increase in AGDP full-time students. The premises therefore provide a safe, secure and clean environment for students and staff, and as such are fully fit for purpose to provide a consistently high-quality learning experience.¹⁰¹

42 The College's plans for facilities, learning resources and student support services are clearly linked to delivering successful academic and professional student outcomes. This is confirmed by third-party assessments and by students. Relevant staff fully understand their roles and responsibilities. Direct observations undertaken by the assessment team show that they are sufficient and appropriate, with sizeable investments in state-of-the-art clinical equipment. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

43 The assessment team was able to review all of the available evidence recommended in Annex 4. This was triangulated in meetings with students, the Senior Management Team and academic staff, and confirmed by the team's own observation of the College facilities. Therefore, the assessment team has a high degree of confidence in this judgement.

⁹⁸ M02 Meeting 2: Students; 003 CoMD Student Submission

⁹⁹ 003 CoMD Student Submission

¹⁰⁰ 051 Studies Advisor Record; 055 Student of Concern Form ; 056 Studies Advisor Record; 057 Special Academic Skills; 058 CoMD Studies Adviser - Information and guidance; 060 Student Progress Review Forms ; 061 CoMD Professional Services Staff; 064 Students at Risk Programme Policy and Procedure V1

¹⁰¹ OF Observation of facilities and VLE

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

Summary of findings

The team concluded that the Core practice is met for the following reasons:

44 The College has a clear and effective approach to engaging students, individually and collectively, in the quality of their educational experience. Collective student representation is achieved through course representatives who sit on a range of committees and are actively encouraged to be part of ongoing quality processes. Each programme has a course representative chosen by other students following the University guidelines.¹⁰² In terms of individual engagement, students on all programmes undertake module and/or end of programme evaluation¹⁰³ and also have numerous opportunities to provide informal feedback through their scheduled academic tutorials and to staff directly in the classroom.¹⁰⁴ Students' individual Studies Advisor meetings also provide an opportunity for student feedback.¹⁰⁵

45 The College has robust and credible plans to actively engage students, individually and collectively, in the quality of their educational experience. Programme representatives sit on the Student Staff Liaison Committee (SSLC) and the Teaching, Enhancement and Quality Committee.¹⁰⁶ The assessment team noted the appointment of a student member on the Governance Board¹⁰⁷ and saw clear instances of students attending the Academic Council, albeit the process does not appear to be fully formalised.¹⁰⁸ The Academic Council receives student feedback via the programme boards. Meetings of the Board of Directors and Governance Board also included examples of discussing student feedback arising from SSLCs.¹⁰⁹

46 There are examples of the College changing and improving students' learning experience as a result of student engagement. The College provides information to students on how they have addressed student feedback by publishing SSLC minutes showing matters arising and where actions have been addressed.¹¹⁰ Student feedback is used as part of the annual monitoring process.¹¹¹ The annual action plans also provide evidence of how student feedback has been addressed and actioned, as well as matters arising being noted in SSLCs.¹¹² The College also aptly described how it has changed its approach to teaching

¹⁰² 002 CoMD QSR Provider Submission; 016c; 030 CoMD Student Voice Documents; M01 Meeting 1: Senior Leadership Team; M02 Meeting 2: Students; M03 Meeting 3: Academic Staff; M05 Meeting 5: Senior Leadership (selected representatives) and representatives from Ulster University and EduQual

¹⁰³ 002 CoMD QSR Provider Submission; 030 CoMD Student Voice Documents; M01 Meeting 1: Senior Leadership Team; M02 Meeting 2: Students; M05 Meeting 5: Senior Leadership (selected representatives) and representatives from Ulster University and EduQual

¹⁰⁴ 002 CoMD QSR Provider Submission; 030 CoMD Student Voice Documents; 006 CoMD BAC and CQC Reports a; 051 Studies Advisor Record; 056 Studies Advisor Record; M01 Meeting 1: Senior Leadership Team; M02 Meeting 2: Students; M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme Leaders of selected programmes

¹⁰⁵ 006 CoMD BAC and CQC Reports a; 051 Studies Advisor Record; 056 Studies Advisor Record, M01 Meeting 1: Senior Leadership Team, M02 Meeting 2: Students, M03 Meeting 3: Academic Staff

¹⁰⁶ 002 CoMD QSR Provider Submission; 014 CoMD Access and Participation Statement 2022; 015 CoMD Committee Directory and Committee Calendar; 016 Senior Leadership and Academic Committee Agendas and Minutes Composite; M01 Meeting 1: Senior Leadership Team; M02 Meeting 2: Students

¹⁰⁷ 054 Governance Board 22-06 Draft Minutes

¹⁰⁸ 016 Senior Leadership and Academic Committee Agendas and Minutes Composite; 031 QSR QAAO request to provider for additional evidence DBA; 063 AC Draft Agenda Jan23

¹⁰⁹ 017 Boards of Directors Meetings Agendas and Minutes 2022; 054 Governance Board 22-06 Draft Minutes

¹¹⁰ 074 Semester 1 Jan 2023 SSCC Meetings; M01 Meeting 1: Senior Leadership Team; M02 Meeting 2: Students; M03 Meeting 3: Academic Staff; M06 Meeting 6: Professional Services Staff

¹¹¹ 019 Sample Annual Programme Monitoring Reports (APMR); 039 Programme Annual Monitoring

¹¹² 030 CoMD Student Voice Documents; 074 Semester 1 Jan 2023 SSCC Meetings

(and the student experience in general) in several ways following student input, such as providing regular academic writing support sessions within the first semester for all new full-time and part-time students along with additional resources on the VLE, making minor timetable changes to enhance students' learning experiences, and improving the variety of assessment methods.¹¹³

47 Students report that the College engages them in the quality of their educational experience. Students confirmed that they regularly attend SSLC meetings where they can raise any concerns about the programme or the institution, and they feel that their voice is heard. Students confirmed that the minutes from the SSLC meetings are readily available and are sent to students after the meetings.¹¹⁴ Students are also satisfied that they are given opportunities to provide module feedback and are routinely asked to provide informal feedback to academic and clinical staff through their timetabled sessions and study support sessions, where they see tangible differences made as a result.¹¹⁵ The assessment team also met a number of students who sat on College-wide committees, who felt empowered to engage in the formal proceedings and were supported to understand the business of their respective committees.¹¹⁶

48 The College has robust and credible plans to actively engage students, individually and collectively, in the quality of their educational experience through well-defined mechanisms of committee participation and opportunities for feedback. Students confirm that their views are valued and that they see improvements made as a result of their feedback. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

49 The assessment team was able to review all of the available evidence recommended in Annex 4. This was triangulated in meetings with students, the Senior Management Team and academic staff. Therefore, the assessment team has a high degree of confidence in this judgement.

¹¹³ 002 CoMD QSR Provider Submission; M01 Meeting 1: Senior Leadership Team; M02 Meeting 2: Students; M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme Leaders of selected programmes

¹¹⁴ 003 CoMD Student Submission; 074 Semester 1 Jan 2023 SSCC Meetings; M02 Meeting 2: Students

¹¹⁵ 003 CoMD Student Submission; 030 CoMD Student Voice Documents; M02 Meeting 2: Students

¹¹⁶ M02 Meeting 2: Students

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

Summary of findings

The team concluded that the Core practice is met for the following reasons:

50 The College's plans to support students to achieve successful academic and professional outcomes are comprehensive, robust and credible. The College articulates the delivery of student support through its Strategic Plan, the Learning and Teaching Enhancement Strategy, and the Student Support Policy.¹¹⁷ The Employability Strategy 2022-2025 provides a clear framework for career development ensuring students leave with the right professional skills for a successful career in the medical and dentistry industry.¹¹⁸

51 The University is currently responsible for ensuring students with specific needs due to a disability are supported and ensure they meet the requirements of the General Dental Council 'Fitness to practise'. A student with an undisclosed disability will be referred to the University student support team which will produce an individual learning plan to be enacted by the College's faculty.¹¹⁹ The College also has a new Equality, Diversity and Inclusion Policy which will be employed once the College transitions to the new validation arrangements with the University.¹²⁰

52 The College's approach to student support facilitates successful academic and professional outcomes. Regarding academic skills, students who do not achieve the required IELTS score, but have a conditional offer from the University, can attend pre-sessional English Language and Study Skills Courses at the University and this is supplemented by the College with their own English language support sessions once the students are enrolled on the programme.¹²¹ As detailed in the Student Support Policy,¹²² each student is assigned a College Studies Advisor who will support students in understanding assessment feedback, accessing resources, improving referencing skills, academic writing and research skills and identifying individual learning needs.¹²³ Staff are provided with training for such role by the College and supplemented by the University.¹²⁴

53 Regarding professional outcomes, the College provides pre-arrival information about how to register as a UK dentist/therapist with the General Dental Council (GDC). Through a partnership with our corporate partner, the College provides opportunities for students to undertake interim clinical employment as a dental therapist while they wait for their examination and accreditation.¹²⁵ During Studies Advisor meetings and clinic supervisions, staff provide support to students about GDC registration and other career progression

¹¹⁷ 004 CoMD Strategy 2021 to 2026; 009 CoMD Learning Teaching and Enhancement Strategy 2022; 011 Student Support Policy 2022

¹¹⁸ 013 CoMD Employability Strategy 2022 - 2025; M01 Meeting 1: Senior Leadership Team; M03 Meeting 3: Academic Staff; M06 Meeting 6: Professional Services Staff

¹¹⁹ 002 CoMD QSR Provider Submission; M01 Meeting 1: Senior Leadership Team; M03 Meeting 3: Academic Staff; M05 Meeting 5: Senior leadership (selected representatives) and representatives from Ulster University and EduQual; M06 Meeting 6: Professional services staff

¹²⁰ 062 Equality Diversity and Inclusion Policy NEW

¹²¹ 002 CoMD QSR Provider Submission; 014 CoMD Access and Participation Statement 2022; 057 Special Academic Skills; M06 Meeting 6: Professional services staff

¹²² 011 Student Support Policy 2022

¹²³ 011 Student Support Policy 2022; 051 Studies Advisor Record; 056 Studies Advisor Record; 057 Special Academic Skills; 060 Student Progress Review Forms

¹²⁴ 011 Student Support Policy 2022; M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme leaders of selected programmes; M06 Meeting 6: Professional services staff

¹²⁵ 059 Employer Engagement; M01 Meeting 1: Senior Leadership Team; M02 Meeting 2: Students; M06 Meeting 6: Professional services staff

opportunities,¹²⁶ including more academic-oriented paths. The College continues to develop new partnership arrangements with practices around the UK to support student progression into employment.¹²⁷ The College has also recently launched an Alumni Network to support its aim to develop lifelong relationships with all its graduates, and to provide CPD events.¹²⁸ During teaching observations, the assessment team also saw numerous examples of staff advising students on how their learning connects to their professional practice.¹²⁹

54 Staff (both academic and professional support) understand their role in supporting student achievement. While the University has overall responsibility for the management of student support services, this is supplemented by a small number of College staff who provide additional support outside of the clinical and academic environment, many of whom receive safeguarding training.¹³⁰ Staff are provided with training for their support roles by the College, supplemented by the University; details of their responsibilities are clearly listed in the Student Support Policy.¹³¹

55 Students agree that they are adequately supported to achieve successful academic and professional outcomes. The student submission mentions clear satisfaction with the academic and personal support offered at the College.¹³² This is further confirmed in SSLC minutes, module evaluations, College committees meetings and external reviews.¹³³ Students who study online confirmed they are adequately supported and are receiving levels of support comparable to on-campus students.¹³⁴ Students provided many examples of how the College supports them in their professional development during their studies, such as being sent invitations to conferences and seminars to develop their professional skills.¹³⁵

56 Assessed student work demonstrates that students are given comprehensive, helpful and timely feedback. The University has provided the College with a comprehensive Assessment Handbook which provides details on the expectations for formal feedback on summative work, and mandates clear return times (20 days).¹³⁶ Feedback to students is moderated as part of the assessment review process and programme leaders also ensure that feedback is genuinely useful to students. The College supports academic staff in producing high-quality feedback by providing workshops and training.¹³⁷

57 The College's approach and policies support all students to achieve successful academic and professional outcomes. Furthermore, the provider's plans to support students to achieve successful academic and professional outcomes are comprehensive, robust and credible, and closely tailored to the nature of the College. Staff, both academic and professional support, understand their role in supporting student achievement and facilitating professional outcomes. Students agree that they are supported adequately to achieve both academic and professional outcomes, and particularly benefit from the staff practitioners'

¹²⁶ 060 Student Progress Review Forms; M02 Meeting 2: Students

¹²⁷ M06 Meeting 6: Professional services staff

¹²⁸ 014 CoMD Access and Participation Statement 2022; M03 Meeting 3: Academic Staff; M06 Meeting 6: Professional services staff

¹²⁹ 082 Teaching observations

¹³⁰ 043 Academic and Professional Services Staff; 061 CoMD Professional Services Staff; M06 Meeting 6: Professional Services Staff; M07 Meeting 7: Final meeting with facilitator and other attendees

¹³¹ 011 Student Support Policy 2022; M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme Leaders of selected programmes; M06 Meeting 6: Professional Services Staff

¹³² 003 CoMD Student Submission

¹³³ 003 CoMD Student Submission; 006 CoMD BAC and CQC Reports; 016 Senior Leadership and Academic Committee Agendas and Minutes Composite; 030 CoMD Student Voice Documents

¹³⁴ 003 CoMD Student Submission; 006 CoMD BAC and CQC Reports; M02 Meeting 2: Students; Teaching Observations

¹³⁵ 003 CoMD Student Submission; M01 Meeting 1: Senior Leadership Team; M02 Meeting 2: Students; M03 Meeting 3: Academic Staff; M04 Meeting 4: Programme Leaders of selected programmes

¹³⁶ 020 Ulster University Assessment Handbook 2021

¹³⁷ 081 Assessed student work sample; 002 CoMD QSR Provider Submission; 031 QSR QAAO request to provider for additional evidence DBA; 048 Professional Development Workshops

expertise in the field. Assessed student work demonstrates that students are given comprehensive and timely feedback. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

58 The assessment team was able to review all of the available evidence recommended in Annex 4. This was triangulated in meetings with students, professional services staff, academic staff and programme leaders. Therefore, the assessment team has a high degree of confidence in this judgement.

Annex 1

Evidence

- 001 CoMD QAA QSR Evidence list 2022
- 002 CoMD QSR Provider Submission
- 003 CoMD Student Submission Video Clips 1-10
- 003 CoMD Student Submission
- 004 CoMD Strategy 2021 to 2026
- 005 Finance Audited Accounts 2020-2021
- 006 CoMD BAC and CQC Reports
- 007 Key Agreement Documents
- 008 CoMD Transition Strategy
- 009 CoMD Learning Teaching and Enhancement Strategy 2022
- 010 CoMD Research Strategy 2022
- 011 Student Support Policy 2022
- 012 CoMD Academic Staff CPD and Peer Observation Policy
- 013 CoMD Employability Strategy 2022 - 2025
- 014 CoMD Access and Participation Statement 2022
- 015 CoMD Committee Directory and Committee Calendar
- 016 Senior Leadership and Academic Committee Agendas and Minutes Composite
- 017 Boards of Directors Meetings Agendas and Minutes 2022
- 018 Sample Programme and Module Specifications and Programme Handbook
- 019 Sample Annual Programme Monitoring Reports (APMR)
- 020 Ulster University Assessment Handbook 2021
- 021 Overview UU Integrated Curriculum Design Framework (ICDF) 2020
- 022 Ulster University Programme Approval Management and Review Handbook 2021
- 023 Ulster University Evaluation Report 2019
- 024 Ulster University 5 Year Strategic Plan
- 025 UU Strategy for Learning and Teaching Enhancement (SLaTE)
- 026 Ulster University Charter Statutes and Ordinances 2020-2021

027 Ulster Committee Minutes

028 Ulster University and CoMD Academic Regulations

029 Ulster University Examination Boards

030 CoMD Student Voice Documents

031 QSR QAAO request to provider for additional evidence DBA

032 Programme Specifications and Handbooks

033 Evidence of Programme Approval

034 ASQEC

035 External Examiner Report

036 External Examiner Report

037 List of External Examiners

038 Assessment Rubrics

039 Programme Annual Monitoring

040 Module Monitoring- Research Methodology I 2021-22

041 Peer observations and EE report

042 CEO & Director of Academic Affairs

043 Academic and Professional Services Staff

044 Recruitment Policy and Outcomes

045 CoMD staff publications

046 Staff Induction

047 Staff Appraisal Forms

048 Professional Development Workshops

049 Staff Student Ratios

050 HEA fellowship

051 Studies Advisor Record

052 SLT Minutes and Building Lease

053 Terms of Reference for Programme Boards

054 Governance Board 22-06 Draft Minutes

055 Student of Concern Form

056 Studies Advisor Record

057 Special Academic Skills

058 CoMD Studies Adviser - Information and guidance

059 Employer Engagement

060 Student Progress Review Forms

061 CoMD Professional Services Staff

062 Equality Diversity and Inclusion Policy NEW

063 AC Draft Agenda Jan23

064 Students at Risk Programme Policy and Procedure V1

065 QSR QAA request to provider for additional evidence post TPM 16 Jan 23

066 Programme handbook for MSc in Advanced Restorative and Aesthetic Dentistry

067 Programme handbook for MSc in Endodontics

068 Programme handbook for MSc in Clinical Periodontics

069 Programme handbook for MSc Clinical Oral Implantology

070 Oral Surgery Speciality Training Curriculum and Learning Journey

071 Facility Agreement for Human Cadaveric Session

072 Hidden Fail - Guidance

073 Academic Council Report - Student Welfare Provision 23.01.2023

074 Semester 1 Jan 2023 SSCC Meetings

075 MSc Orthodontics Annual Programme Monitoring Report

076 BPP Underlease Agreement

077 Late Submission Policy

078 Programme Credits

079 Breakdown of student hours (Adv Resto Dentistry FT)

080 CoMD Academic Council Unapproved Minutes 23rd January 2023 V2

081 Assessed student work sample

082 Teaching observations

M01 Meeting 1: Senior Leadership Team

M02 Meeting 2: Students

M03 Meeting 3: Academic Staff

M04 Meeting 4: Programme leaders of selected programmes

M05 Meeting 5: Senior leadership (selected representatives) and representatives from Ulster University and EduQual

M06 Meeting 6: Professional services staff

M07 Meeting 7: Final Meeting with Facilitator and other attendees

OF Observation of facilities and VLE

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