



Review for Specific Course Designation by the Quality Assurance Agency for Higher Education

Christie's Education Ltd

December 2013

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Key findings about Christie's Education Ltd

As a result of its Review for Specific Course Designation carried out in December 2013, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the programmes it offers on behalf of the University of Glasgow.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of this awarding body.

The team considers that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Good practice

The team has identified the following **good practice**:

- the highly efficient and comprehensive collection and analysis of destination data (paragraph 1.4)
- the Annual General Meeting is an effective forum for sharing good practice (paragraph 1.5)
- the development of innovative programmes which are responsive to stakeholder needs (paragraph 1.6)
- the enhancement of student learning through visits to national and international museums and art galleries (paragraph 2.6)
- the student-led online journal (paragraph 2.7)
- the range of modes of assessment designed to enhance experiential learning (paragraph 2.8)
- the highly effective use made of alumni data to provide students with information for future employment (paragraph 2.15).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it is **advisable** for the provider to:

- develop staff awareness of, and embed, the Quality Code into policies and procedures (paragraph 1.7)
- monitor the revised methods for checking the external assistance received by students beyond English language support for writing assignments (paragraph 1.9)
- monitor the revised methods to ensure the timely return of student work (paragraph 2.9).

The team considers that it would be **desirable** for the provider to:

- provide terms of reference for the revised committee structure for managing academic standards and evaluate its operation (paragraph 1.2)
- develop further the opportunities for student engagement (paragraph 2.3)
- articulate more clearly a learning and teaching strategy which builds on the high quality of the innovative and challenging methods used (paragraph 2.5)
- formalise the existing process for the observation of teaching (paragraph 2.12)

- formalise the personal and informal processes for the management of information about learning opportunities (paragraph 3.7).

About this report

This report presents the findings of the [Review for Specific Course Designation](#)¹ conducted by [QAA](#) at Christie's Education Ltd (CEDU), which is a privately funded provider of higher education. The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of University of Glasgow (the University). The review was carried out by Mr Shahban Aziz, Mr Kenneth Chow, Ms Colette Coleman (reviewers) and Mr Philip Markey (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight \(and for specific course designation\): Handbook, April 2013](#).² Evidence in support of the review included annual monitoring reports, external examiner reports, student questionnaires, revalidation reports by the awarding body, progression data, meetings with staff and students.

The review team also considered the provider's use of the relevant external reference points:

- subject benchmark statement for art and art history
- programme specifications
- the UK Quality Code for Higher Education (Quality Code).

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

CEDU is based in London and was founded in 1978 to run an unaccredited programme in fine and decorative arts. The programme was then accredited by the Royal Society of Arts and later by the University of Cambridge Local Examinations Syndicate. In 1996-97, CEDU became an Associated Institution of the University of Glasgow. CEDU is a specialist higher education institution providing undergraduate and postgraduate programmes in the history of art, art-world practice and art, law and business. CEDU's strategic aim is 'to become a centre of excellence internationally for learning in a knowledge culture that respects original enquiry and learning through ethical art-world practice shaped by contact with both academic and commercial environments'. In 2012-13, there were 28 undergraduate students and 102 on taught postgraduate programmes.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding body with student numbers in brackets:

The University of Glasgow

Undergraduate:

- MA (Hons) (32).

Postgraduate:

- PgDip in the History of Art and Art-world Practice (31)
- MLitt in the History of Art and Art-world Practice (55)
- MSc Art, Law and Business (11).

¹ www.qaa.ac.uk/InstitutionReports/types-of-review/designated-providers/Pages/default.aspx

² www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

The provider's stated responsibilities

CEDU is responsible for curriculum development, setting, marking, moderating and providing feedback on assignments. It is also responsible for recruitment, admissions and monitoring progression and completion. CEDU undertakes annual monitoring. It shares staff development and providing subject updating and scholarship, and some aspects of learning resources with the University. It is responsible for information about learning opportunities.

Recent developments

Since 2007, CEDU has expanded its provision following a dialogue between CEDU, Christie's Auction House, students and alumni, and employer and University feedback. The undergraduate programme is taught for the first two years at CEDU and the final two years at the University. CEDU developed the only master's programme concentrating on Chinese Art, which is a pathway within the MLitt History of Art and Art-world Practice programme. In 2013, the University approved the MSc in Art, Law and Business. A new lecture theatre and common room facilities were completed in September 2013.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. CEDU provided some individual student testimonial statements. CEDU made responses to student questionnaires available to reviewers. The Coordinator met students at the preparatory meeting and the reviewers met 14 students from all the programmes during the visit. They provided comments on their experiences, including assessments, learning and teaching, resources and student support.

Detailed findings about Christie's Education Ltd

1 Academic standards

How effectively does CEDU fulfil its responsibilities for the management of academic standards?

1.1 CEDU's arrangements for the management of academic standards are sound. It is an Associated Institution of the University of Glasgow with validated status, and its responsibilities are clearly laid out in the Memorandum of Agreement. The Memorandum specifies the requirement for a Joint Board which ensures effective oversight of the partnership. It meets twice a year and includes senior membership from both institutions. The working relationship between CEDU and the University is longstanding and strong, and ensures effective oversight of academic standards. There are appropriate structures for the management and administration of all three programmes.

1.2 There is a well managed oversight of academic standards through the Course Directors Forum chaired by the Academic Director. The Forum acts as the Academic Board for programme approval, academic policy and appeals. The Academic Director has recently proposed changes to the internal committee structure to strengthen communication between academic and administrative support staff, including the establishment of a separate quality meeting. At the time of the visit terms of reference were not available for the current or proposed committee structure for managing academic standards. It would be **desirable** for CEDU to provide terms of reference for the revised committee structure for managing academic standards and evaluate its operation.

1.3 CEDU staff work together effectively to manage academic standards. Programmes are overseen by the Academic Director, who has responsibility for the academic staff and oversees teaching and quality assurance. The Academic Director provides strong leadership and is fully involved in day-to-day and long-term planning of the provision. The Course Director's Forum is underpinned by the regular informal Course Director Meeting which is used to assure oversight of day-to-day management of the provision.

1.4 Arrangements for annual monitoring are well managed. CEDU presents a comprehensive annual report to the Joint Board which includes the four programmes' annual monitoring reports. All the reports are thorough with action points clearly identified and followed up. The annual reports include extensive statistical analysis, including grade profiles and employment outcomes. The data enables the Joint Board to monitor student achievement and equality and diversity effectively. The retention, success and employment outcomes for students are excellent. Programme evaluation takes place throughout term and issues raised by students are addressed as they arise. Annual monitoring reports provide detailed responses to student issues. The highly efficient and comprehensive collection and analysis of destination data are **good practice**.

1.5 CEDU holds an Annual General Staff Meeting followed by a staff conference which provides a unique opportunity for all staff to share in the monitoring of the provision. A key aspect of the meeting is to receive the annual monitoring reports of each programme and a report from each department head. This is effective in providing key updates on marketing, administration, admissions, estates and curriculum, and plays a key role in the sharing of good practice. The Annual General Meeting is an effective forum for sharing **good practice**.

1.6 Validation and review processes are robust. Validations take into account Scottish Qualifications Framework (SCQF) and subject benchmark statements. Curriculum development is informed by discussion between CEDU, Christie's Auction House, students, alumni, University colleagues and employer feedback through professional development days. A recent development includes an innovative multidisciplinary programme combining art, law and business, with a work placement at Christie's Auction House. This development was in response to an identified need for employees with these skills. The validation panel commended the intellectual and practical opportunities developed in the programme. Validation panel reports confirm that programmes are managed effectively and CEDU responds proactively to recommendations for enhancement and improvement. The development of innovative programmes which are responsive to stakeholder needs is **good practice**.

How effectively does CEDU make use of external reference points to manage academic standards?

1.7 The use of external reference points by CEDU in the management of academic standards is underdeveloped and reliant on the University. All programmes delivered by CEDU are validated by University and subject to their review process. The programmes are designed by CEDU taking consideration of the University's specifications. The programmes comply with the University's regulations including assessment regulations, SCQF and subject benchmark statements. The University has supported CEDU to develop its own regulations and a code of practice to inform programme handbooks. Although the College states that reporting structures and committee structures reflect the Quality Code, academic staff realised that they had more work to do to acquire knowledge of and engage the Quality Code. It is **advisable** for CEDU to develop staff awareness of, and embed, the Quality Code into policies and procedures.

How does CEDU use external moderation, verification or examining to assure academic standards?

1.8 Arrangements for external examining are well organised. Each programme has an external examiner nominated by CEDU and approved by the Joint Board, and appointed by the University. External examiners' names are provided in programme handbooks. Boards of Examiners are held in CEDU chaired by the Academic Director with course directors and external examiners in attendance. Examiners' reports are sent to the University and are discussed at Joint Board meetings. These meetings include student representatives. A detailed report summarises the outcomes of the Board of Examiners and is considered at the University. Although external examiner reports are positive about assessments and standards, they are lacking in detailed comments and reflections on the provision which would help CEDU to use the reports to enhance the provision. The external examiner report templates are currently being revised by the University.

1.9 The processes for marking and moderation of work are used effectively to assure standards. CEDU follows the University's Code of Assessment. All assessed work is marked by a primary marker and checked by a secondary marker for consistency and fairness. Theses are marked by an internal marker and an external reader appointed by CEDU. Examples of work are either sent for review by the external examiner or sampled as part of the annual, or twice-yearly, visit. Grades are confirmed at the Board of Examiners. CEDU has recently developed the use of marking criteria which is set in relation to the Qualification Descriptors set by SCQF and the University's marking system. These are communicated through handbooks and regulations. Students are informed about academic integrity through programme handbooks, induction and the student portal. When submitting assessment, students sign and submit a Declaration of Originality form. The minutes of the most recent Joint Board require CEDU to review its policy on academic integrity following

concerns raised that International students are receiving language support, which includes help with some content of their work. This has been partially addressed through providing language support. Although CEDU is vigilant in detecting academic malpractice, it is **advisable** for CEDU to monitor the revised methods for checking the external assistance received by students beyond English language support for writing assignments.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the programmes it offers on behalf of its awarding body.

2 Quality of learning opportunities

How effectively does CEDU fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1 The arrangements for the management and enhancement of the quality of learning opportunities at CEDU align with the University's Quality Assurance Framework. Its underpinning reporting structure ensures CEDU fulfils the requirements of, and its responsibilities to, the University.

2.2 There are a range of mechanisms in place at both programme and institutional level that monitor the quality of learning opportunities that are effective. This includes analyses of student feedback and the production of annual monitoring reports. The Course Directors Forum retains ultimate oversight of the quality of learning opportunities and this Forum reports to the Joint Board, which is the key instrument of governance between the University and CEDU.

2.3 CEDU provides feedback to students through the Joint Board and the annual Staff-Student Forum. Feedback from programme questionnaires is analysed and reported on in student feedback analysis sheets, which inform the annual monitoring process. At an institutional level the synthesis of programme-level feedback culminates in the Joint Board Report. Students confirm that the quality of the teaching and learning at CEDU is extremely high and speak positively about the level of subject expertise of staff. However, as recognised by student representatives, the efficacy of the Staff-Student Forum requires further evaluation in terms of the frequency of meetings to substantiate its role in the monitoring of the quality of learning opportunities. Students do not attend Course Committees. It would be **desirable** for CEDU to develop further the opportunities for student engagement.

How effectively does CEDU make use of external reference points to manage and enhance learning opportunities?

2.4 CEDU engages with appropriate external reference points in order to manage and enhance learning opportunities, and makes significant use of the expertise and guidance from the University. However, as reported in paragraph 1.7, the review team found that there was limited staff awareness of, and reference to, the Quality Code to support and enhance the management of learning opportunities.

How does CEDU assure itself that the quality of teaching and learning is being maintained and enhanced?

2.5 CEDU has a strong and distinctive approach to teaching and learning that emphasises the importance of students acquiring hands-on experience within the context of a supportive learning environment. It also emphasises the links between theoretical,

critical and practical skills. There are exceptional examples of teaching and learning practices, such as handling sessions and cataloguing exercises, which present students with an invaluable opportunity to engage with art-world professionals. However, there is no formalised strategic and shared approach to teaching and learning at CEDU. It would be **desirable** for CEDU to articulate more clearly a learning and teaching strategy which builds on the high quality of the innovative and challenging methods used.

2.6 Students' learning experiences at CEDU are enhanced by its close ties with Christie's Auction House and partnerships with organisations such as the Peggy Guggenheim Museum in Venice, the British Academy and the Victoria and Albert Museum. There is a range of study visits to museums, galleries and other outside locations both nationally and internationally. These visits are integral to giving students an awareness of how objects are handled, analysed and assessed in the art world, and developed students' understanding of the cultural context of works of art. Students were very positive about the benefits of these experiences to enhance their knowledge and understanding of the art world. The enhancement of student learning through visits to national and international museums and art galleries is **good practice**.

2.7 A recent student-led initiative is the development of a professionally produced online student journal, which showcases the work of students. This provides students with an opportunity to develop their knowledge and skills in public by writing about their work. The student-led online journal is **good practice**.

2.8 There is a range of innovative, formative and summative assessment methodologies that are embedded within programmes, including sale object analysis reports, slide and cataloguing exams, handling sessions and exhibition reviews. The variety of assessment tasks and their relevance to art-world practice supports experiential learning. The range of modes of assessment designed to enhance experiential learning is **good practice**.

2.9 The provision of feedback to students on assessed work is constructive and has an adequate formative function in developing student abilities. All assignments are prefaced with a coversheet that contains detailed commentary by staff and feedback is also provided through tutorials. However, there were inconsistencies in terms of the timely return of student work. Staff are aware of the need to improve the timeliness of written feedback to students and have implemented a number of measures to address delays, such as instigating 'lock-in days' where staff focus solely on marking. The impact of these initiatives cannot be fully gauged as students have not yet completed the assessment cycle for the current semester. It is **advisable** for CEDU to monitor the revised methods to ensure the timely return of student work.

2.10 Details of new staff are submitted to the University through the Joint Board for approval as Associated Teachers of the University. Teaching staff are eminently qualified and experienced within their discipline, and most staff hold doctorates and higher degrees. Staff also engage with research and have submitted conference papers and articles for publication. Staff expertise clearly informs learning and teaching.

2.11 CEDU makes extensive use of guest lecturers in order to provide an integral insight into professional art-world practice. These external experts, who are leaders in their field, include Heads of Department at Christie's Auction House, curators, museum and auction house professionals and professors from other universities. All guest lecturers are approved by CEDU. Students found the guest lecturers an invaluable element of their teaching and learning experience.

2.12 CEDU makes reference to the Peer Observation of Teaching Guidelines from the University as a basis to carry out observations of teaching staff. The Academic Director has

observed all teaching staff. Teaching staff have also participated in the peer observation of teaching, observing lectures delivered by colleagues. However, while there is some evidence of the operation of a peer observation process for teaching staff, it is largely informal in nature. For instance, the number of staff who have been observed and the frequency of observations is not clear, and there is no formal monitoring of the procedure. It would be **desirable** for CEDU to formalise the existing process for the observation of teaching.

How does CEDU assure itself that students are supported effectively?

2.13 There are clear arrangements for admissions to individual programmes. All applicants are interviewed and assessed through a visual aptitude test. In the case of students whose first language is not English, CEDU requires evidence of an appropriate level of English proficiency to meet the requirements of the programme. These requirements are transparent and articulated to applicants through the prospectus and at interview.

2.14 There is high-quality academic and pastoral support for students. New students are provided with a comprehensive induction that includes information on accessing resources at CEDU and the University, and sessions on referencing standards and learning resources. Students also receive a detailed programme handbook, policies, and regulations on plagiarism and attendance.

2.15 The teaching team provides excellent support to students both on an informal basis and through regular individual tutorial meetings. Academic progression is carefully monitored by tutors who are assigned to each student. Students praised the support received from teaching staff and commented positively on their enthusiasm and accessibility. Staff also provide support for students with English as a second language, such as with academic writing. CEDU maintains excellent contacts and is vigilant in gathering details about its alumni. This information is well used to help students in their careers. The highly effective use made of alumni data to provide students with information for future employment is **good practice**.

How effectively does CEDU develop its staff in order to improve student learning opportunities?

2.16 There is an extensive range of opportunities for staff development both internally and externally. New teaching staff are appropriately supported through an induction programme and the training facilities run by the University, which include lecturer training. CEDU encourages its staff to participate in staff training and development though its parent company and academic staff are afforded two weeks of research time each year. The staff research activity and uptake of developmental opportunities is rigorously captured in the annual report to the Joint Board. Staff confirmed that there are resources in place to support their development and a number of staff are currently working towards completing a PhD.

2.17 Staff are approved by the Joint Board in order to teach on programmes validated by the University. As approved associated staff of the University, this presents appropriately qualified staff with the additional opportunity to undertake PhD supervision in the School of Culture and Creative Arts at the University.

How effectively does CEDU ensure that learning resources are accessible to students and sufficient to enable them to achieve the intended learning outcomes?

2.18 Overall, the availability of learning resources is appropriate for enabling students to meet the requirements of their programmes. There is a small library with limited opening

hours that contains an appropriate stock of books for students. Students have access to computers, DVDs, industry publications, such as sale catalogues, and a museum and print collection. Students have access to materials passing through Christie's Auction House and a wealth of online research resources, such as Lotfinder, which is a bespoke internal auction database that comprises images and descriptions of sale items. As well as access to the University library, students have access to other London University libraries, including those at Senate House, University College London and the School of Oriental and African Studies.

2.19 There are regular meetings of the Learning Resources Committee throughout the year, which address operational enhancements to learning resource provision, including reviews of library access and stock. Students commented favourably on the responsiveness of staff to suggestions for new acquisitions. To support the new MSc in Art, Law and Business CEDU has subscribed to several new art business e-resources, such as ArtPrice and ArtTactic. A full analysis of CEDU's learning resource provision is contained within the History of Art and Art-world Practice annual Learning Resource Centre Report.

2.20 CEDU's virtual learning environment (VLE) is principally used as a repository for electronic versions of rules, regulations, timetables, course documentation, reading lists, e-materials and e-journals. There is no formal policy for the uploading of lecture material but handouts are provided to students. CEDU are planning to update the VLE and are keen to incorporate student input into the proposed changes. A Portal Working Party has recently been established, which retains oversight of the VLE and ensures functionality, and the development of content and associated learning resources. The portal is an intranet for staff and students only.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

3 Information about learning opportunities

How effectively does CEDU communicate information about learning opportunities to students and other stakeholders?

3.1 The procedures for managing the publication of information about learning resources are informal, but effective. The various methods of communication with students, staff and other stakeholders include the portal, prospectus, website, handbook, email and notices in the student common room. Alumni also have access to a version of the portal.

3.2 The information on the website is accurate and well laid out with information for prospective students and the wider audiences. This includes details of the programmes, as well as the prospectus. The prospectus is a detailed and accurate document which provides clear programme information. The information available on the website is supplemented by the student portal.

3.3 The provider has an effective VLE which is well laid out and easy to navigate, including detailed information on the course, assessments, library resources and the minutes of the Staff-Student Forum. The portal also contains core texts and links to extensive online resources.

3.4 The comprehensive and informative orientation period includes students being provided with a detailed handbook at induction which complements information that they are given at interview. The handbook also clearly explains all grade boundaries and details on

the assessments. Students commented that this information was complemented with a detailed orientation session that explained the grades and marking, and this was further emphasised in subsequent meetings with tutors.

How effective are the CEDU's arrangements for assuring that information about learning opportunities is fit for purpose, accessible and trustworthy?

3.5 Students indicated that they are extremely satisfied with the accuracy, detail, completeness and usefulness of the information provided. Information for prospective students is contained in the prospectus and information for current students is contained in the programme handbook. A hard copy of this handbook is given to students during induction. Changes to the handbook are made as a result of student feedback and are discussed at the Joint Board.

3.6 Changes to the website and the prospectus are made to mirror any changes in the handbook or changes on the course. These changes are made when required to ensure accuracy and are also updated as a result of student feedback. This has ensured that all public information at CEDU is clear and accurate.

3.7 The policy for updating published information is linked to the requirements of the University but CEDU does not have formal and documented procedures in place. Management of information about learning opportunities is all currently updated by programme directors and the Academic Director. Decisions on published materials are made by the Academic Director in collaboration with the Marketing Manager. Greater clarity on devolved responsibilities is required. It would be **desirable** for CEDU to formalise the personal and informal processes for the management of information about learning opportunities.

<p>The team concludes that reliance can be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.</p>

Action plan³

Christie's Education Ltd action plan relating to the Review of Specific Course Designation, December 2013						
Good practice	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The review team identified the following areas of good practice that are worthy of wider dissemination within CEDU:						
<ul style="list-style-type: none"> the highly efficient and comprehensive collection and analysis of destination data (paragraph 1.4) 	<p>Maintain monitoring processes which help students achieve their career goals</p> <p>Develop the use of data to demonstrate good practice and transferrable skills through analysis of outcomes</p>	<p>Appointment of new Professional Development and Alumni Officer who will coordinate events for alumni and involve them in the professional development programme through collaboration with external agencies and CEDU's HR</p> <p>Regular collection of data and its entry into a new unified database to enable queries on outcomes and trends going forward</p>	<p>Appointment to be made by June 2014</p> <p>New database developed through 2014 and roll-out is projected to commence before the end of 2014, but</p>	<p>Professional Development Officer</p> <p>Student Services Manager/ admin support staff</p>	<p>Senior Management</p> <p>Senior Management</p>	<p>Annual General Meeting minutes and action points</p> <p>Annual Report to Joint Board and meeting minutes</p>

³ CEDU has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the CEDU's awarding body.

		Dissemination of information through web and other resources to students (current and potential) and alumni, staff and other stakeholders	will be completed in 2015 New alumni/web portal roll-out September 2014	Information Communications Technology Support Officer	Senior Management Learning Resources Manager	Communications Meeting minutes
<ul style="list-style-type: none"> the Annual General Meeting is an effective forum for sharing good practice (paragraph 1.5) 	<p>Communicate effectively between departments</p> <p>Share good practice and highlight areas for development</p> <p>Encourage new ideas to come from all parts of the organisation</p>	<p>Extend the length of discussion time during Annual General Meeting 'conference'</p> <p>Streamline individual annual monitoring reports to identify, highlight and celebrate good practice and flag areas for development</p>	Annually from September 2014	Admin Manager and Academic Director	Academic Board Joint Board	<p>Annual General Meeting minutes</p> <p>Joint Board Report and minutes</p>
<ul style="list-style-type: none"> the development of innovative programmes which are responsive to stakeholder needs (paragraph 1.6) 	Continue to respond to stakeholder needs by building stakeholder engagement into programme development and approval processes (stakeholders will include existing students, staff, industry/employer links and alumni)	<p>Academic Development Committee to be set up</p> <p>New Professional Development Officer to be appointed to coordinate needs of students, employers and alumni; this will help to ensure a meaningful link between programme design, learning and teaching approaches and the needs of employers is maintained</p>	The Academic Development Committee will consider the findings of stakeholder engagement activity and incorporate feedback and data into the course development and approval	Senior Management Team	Academic Board	<p>Minutes of the Academic Board</p> <p>Action points from Annual General Meeting</p> <p>Minutes of Joint Board</p>

		by highlighting the relevance of knowledge/ skills acquired through CEDU's programmes to employers	process annually Professional Development Officer to be appointed June 2014			
<ul style="list-style-type: none"> the enhancement of student learning through visits to national and international museums and art galleries (paragraph 2.6) 	<p>Enable students to engage with international developments</p> <p>Allow students to experience real-life situations outside the UK</p>	<p>Develop new destinations for study trips</p> <p>Build new partnerships with stakeholders and explore contacts with other business opportunities</p>	Annually from September 2014	<p>Programme directors</p> <p>Academic Administrator</p>	<p>Communications forum</p> <p>Programme meetings</p>	<p>Individual programme meeting minutes</p> <p>Annual monitoring reports</p>
<ul style="list-style-type: none"> the student-led online journal (paragraph 2.7) 	Enable students to develop skills in a public setting	Extend the journal to all courses and create a more clearly defined set of instructions for contributors	By June 2014	Programme directors	<p>Communications forum</p> <p>Programme meetings</p>	<p>Annual General Meeting minutes</p> <p>Joint Board minutes</p> <p>Annual monitoring reports</p>
<ul style="list-style-type: none"> the range of modes of assessment designed to enhance experiential learning (paragraph 2.8) 	Continue to provide learning opportunities through a wide range of industry-relevant assessment tasks which are incorporated into the CEDU learning and teaching strategy	The development and running of a staff development day will enable CEDU to focus on sharing assessment practice and feed-forward to the Academic Board suggestions for enhanced	September 2014	<p>Programme directors</p> <p>Academic Director</p>	Academic Board programme meetings	<p>Minutes of the Annual General Meeting</p> <p>Joint Board minutes</p>

		learning and teaching practice				
<ul style="list-style-type: none"> the highly effective use made of alumni data to provide students with information for future employment (paragraph 2.15). 	<p>Provide support and ensure academic progression is monitored</p> <p>Help students in career choices through alumni data and other services</p>	<p>A new Professional Development and Alumni Officer to be appointed</p> <p>Professional Development Programme to be revised to meet needs of individual courses</p>	Annually from January 2014	<p>Alumni and Professional Development Officer</p> <p>Student Services Officer</p> <p>Programme directors</p>	<p>Staff-Student Forum</p> <p>Senior Management</p>	<p>Annual General Meeting minutes</p> <p>Joint Board minutes</p>
Advisable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The team considers that it is advisable for the CEDU to:						
<ul style="list-style-type: none"> develop staff awareness of, and embed, the Quality Code into policies and procedures (paragraph 1.7) 	Embed the use of the Quality Code and other best practice initiatives in the development and running of CEDU	<p>Implement the Quality Code during the design and development of existing and new programmes and in all relevant processes</p> <p>Ensure that staff are aware of the role of the Quality Code both in terms of securing academic standards, but importantly enhancing quality; a particular focus will be placed on student engagement (<i>Chapter B5</i>)</p>	<p>From January 2014</p> <p>Staff session on the role of the Quality Code will take place by September 2014</p> <p>Review of existing policy and procedure and cross-</p>	<p>Programme directors</p> <p>Note: the University are happy to share any policies relevant</p>	<p>Academic Director</p> <p>Joint Board</p>	<p>Joint Board minutes</p> <p>A report on progress will be included in the annual report to the Joint Board</p> <p>Annual General Meeting minutes</p>

		<p>Undertake an internal review of policies and cross-reference to the relevant sections of the Quality Code to develop a more detailed plan for any changes that need to be made</p> <p>Note: the University may be able to run a session for CEDU staff on the Quality Code and how it is used/implemented at the University</p>	<p>reference to the Quality Code will take place by January 2015</p> <p>Action plan for embedding of the Quality Code will be created by February 2015</p>			
<ul style="list-style-type: none"> monitor the revised methods for checking the external assistance received by students beyond English language support for writing assignments (paragraph 1.9) 	<p>A clear policy will be created on the scope of appropriate assistance to be provided to students</p> <p>The policy will be communicated effectively to students and staff</p>	<p>Create a log for all occurrences</p> <p>Create clear and understandable regulations to be published to all students and staff</p>	<p>Termly from January 2014</p> <p>September 2014 and annually published on student portal and web</p>	<p>Academic Administrator</p> <p>Programme directors</p>	<p>Academic Director</p> <p>Student Services Manager</p>	<p>Joint Board report and minutes</p> <p>Annual General Meeting minutes</p> <p>Staff-Student Forum minutes</p> <p>Monitoring of incident log to show efficacy of revised methods</p>
<ul style="list-style-type: none"> monitor the revised methods to ensure the timely return of 	<p>Create a clear policy which is communicated to students and staff; this policy will set down clear expectations on</p>	<p>Log submission and return dates and monitor compliance</p> <p>Highlight clear regulations</p>	<p>From January 2014 termly monitoring of submission and return</p>	<p>Academic Administrator</p> <p>Programme directors</p>	<p>Academic Director</p> <p>Student Services</p>	<p>Joint Board report and minutes</p> <p>Annual General</p>

student work (paragraph 2.9).	submission and return of assessed work	to all staff and students concerning submission/ return procedures through programme and course meetings, and the distribution of all materials to individual students and staff at the beginning of each year through intranet portal and course briefings	dates will take place		Manager	Meeting minutes Staff-Student Forum minutes Active monitoring of submission and return dates, and recording of actions taken to address any issues
Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
The team considers that it is desirable for CEDU to:						
<ul style="list-style-type: none"> provide terms of reference for the revised committee structure for managing academic standards and evaluate its operation (paragraph 1.2) 	<p>Clear terms of reference are created for all internal committees</p> <p>Guidance on the relationship and reporting lines between committees is made clear to all staff</p> <p>Monitor efficacy of new committee structure in supporting smooth running of organisation</p>	<p>Develop and provide terms of reference for all meetings within new reporting structure</p> <p>Develop mechanisms for monitoring operation and effectiveness of the new structure through academic staff feedback, administrative staff feedback and outcomes reported to Academic Board</p>	<p>Terms of reference for each committee will be in place by April 2014</p> <p>Mechanisms for monitoring effectiveness will be in place by September 2014</p> <p>Monitoring will take place on</p>	Academic Board	Academic Director and Board Joint Board	<p>Minutes of Academic Board</p> <p>Report to the Joint Board</p> <p>Minutes of Joint Board</p>

			a biannual basis			
<ul style="list-style-type: none"> develop further the opportunities for student engagement (paragraph 2.3) 	Create an environment for further student input into course design, delivery and quality enhancement. This will take into account the Quality Code and be reviewed as part of the process of embedding the Quality Code	<p>Include students in programme planning committees</p> <p>Include student representatives in board meetings as appropriate</p> <p>Ensure there are regular and systematic opportunities for student involvement and feedback</p> <p>Work with students to develop processes and performance indicators for the review of student engagement (<i>Chapter B5, Indicator 7</i>)</p>	<p>From January 2014</p> <p>An internal review of current practices will take place by September 2014</p> <p>Students will help to plan and implement a clearly defined approach to student engagement with pre-defined performance indicators in place by October 2014</p>	<p>Programme directors</p> <p>Student Services Manager</p>	<p>Academic Director</p> <p>Joint Board</p>	<p>Minutes of Academic Board</p> <p>Report to Joint Board</p> <p>Annual General Meeting minutes</p>
<ul style="list-style-type: none"> articulate more clearly a learning and teaching strategy which builds on the 	<p>Develop a strategic and shared learning and teaching strategy</p> <p>Communicate better to wider public the learning</p>	Through an Academic Board, develop a clear learning and teaching strategy which takes into account, and aims to share, the range of innovative	From January 2014	Programme directors	<p>Academic Director</p> <p>Senior Management</p>	<p>Academic Board minutes</p> <p>Annual General Meeting</p>

innovative and challenging methods used (paragraph 2.5)	and teaching strategy	practice identified at CEDU Through dissemination of exceptional practice work to develop a clearly defined identity which describes the CEDU approach to learning and teaching				
<ul style="list-style-type: none"> formalise the existing process for the observation of teaching (paragraph 2.12) 	Improve teaching through a collaborative forum for evaluating and developing teaching practice linked to the learning and teaching strategy	<p>Create a clear process that is published</p> <p>Make the findings of the process available for action</p>	By June 2014	Academic Director	Academic Board	<p>Joint Board Report and minutes</p> <p>Annual General Meeting minutes</p>
<ul style="list-style-type: none"> formalise the personal and informal processes for the management of information about learning opportunities (paragraph 3.7). 	Create better information for publication and communication through social media	Formalise the procedures for communication between academic staff and administration in the handling of data collected and its dissemination through committee	June 2014	Marketing Manager	Senior Management	<p>Communications Forum minutes</p> <p>Joint Board minutes</p> <p>Annual General Meeting minutes</p>

About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review of Courses Specifically Designated for Student Support can be found at: www.qaa.ac.uk/InstitutionReports/types-of-review/designated-providers/Pages/default.aspx.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the [Review for Educational Oversight \(and for specific course designation\): Handbook, April 2013](#).⁴

academic quality A comprehensive term referring to how, and how well, higher education providers manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by degree-awarding bodies for their courses (programmes and modules) and expected for their awards. See also **threshold academic standards**.

awarding body A UK higher education provider (typically a university) with the power to award degrees, conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA (in response to applications for taught degree-awarding powers, research degree-awarding powers or university title).

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

differentiated judgements In a Review for Specific Courses Designation, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. It is used as a technical term in QAA's review processes.

external examiner An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)* and *The framework for qualifications of higher education institutions in Scotland*.

good practice A process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to a higher education provider's management of academic standards and the quality of its educational provision. It is used as a technical term in QAA's review processes.

learning opportunities The provision made for students' learning, including planned study, teaching, assessment, academic and personal support, and resources (such as libraries and information systems, laboratories or studios).

learning outcomes What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

⁴ www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reviews and reports.

programme (of study) An approved course of study that provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes** of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider(s) (of higher education) Organisations that deliver higher education. In the UK they may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of degree-awarding bodies or awarding organisations. In the context of Review for Specific Course Designation the term means an independent college.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

quality See **academic quality**.

Quality Code Short term for the UK Quality Code for Higher Education, which is the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the Expectations that all providers are required to meet.

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national **frameworks for higher education qualifications** and **subject benchmark statements**. See also **academic standards**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.

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Southgate House, Southgate Street, Gloucester GL1 1UB

Tel 01452 557000
Email enquiries@qaa.ac.uk
Website www.qaa.ac.uk

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