



# **The Prince's School of Traditional Arts**

Review for Educational Oversight  
by the Quality Assurance Agency  
for Higher Education

October 2012

## Key findings about The Prince's School of Traditional Arts

As a result of its Review for Educational Oversight carried out in October 2012, 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 awards it offers on behalf of the University of Wales.

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 accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

### Good practice

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

- effective engagement with the University of Wales, especially through the work of the moderators (paragraphs 1.1 and 1.9)
- comprehensive support for both full and part-time students (paragraph 2.13)
- opportunities for student and staff development through involvement in the School's outreach programmes (paragraph 2.21).

### 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:

- ensure that its protocols, procedures and published information are regularly revised and updated to take account of changes in external reference points and emerging good practice (paragraph 2.3).

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

- extend its programme of engagement with other institutions in the art and design field (paragraph 2.4)
- produce an annual staff development plan (paragraph 2.15).

## About this report

This report presents the findings of the [Review for Educational Oversight](#)<sup>1</sup> (REO) conducted by [QAA](#) at The Prince's School of Traditional Arts (the provider; the School). 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 the University of Wales. The review was carried out by David Knowles, Francine Norris (reviewers), and David Taylor (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).<sup>2</sup> Evidence in support of the review included the School's self-evaluation, samples of student work, documentation relating to annual review processes, external examiners' reports and additional material supplied by the School, and meetings with staff and students.

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

- documentation provided by the University of Wales
- the Academic Infrastructure.

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

The Prince's School of Traditional Arts (the School) was founded by HRH the Prince of Wales in 2004 as one of his core charities. Its work had previously been located in the Prince of Wales' Institute of Architecture, which in turn had incorporated programmes initiated in the 1980s at the Royal College of Art. The School's mission is to promote the knowledge and practice of the traditional arts and crafts and to support their regeneration as a valid means of contemporary expression. It is active both in the UK and abroad through a range of outreach programmes.

The School is located in a converted industrial building in central London, which it shares with two other charity organisations also concerned with education in the visual arts. The building provides studio space for students, workshops, a library and a publicly accessible gallery. The School and its predecessors have been associated with the University of Wales since 1993. The total student body at the time of the review visit consisted of 19 students studying for a two-year MA, five MPhil students (3 full-time and 2 part-time), 16 PhD students (4 full-time and 12 part-time), and five students taking non-degree courses or studying on an exchange basis. The School is housed in a purpose-designed building in central London.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding body:

### University of Wales

- MA in Visual Islamic and Traditional Arts
- MPhil
- PhD

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<sup>1</sup> [www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4](http://www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4).

<sup>2</sup> [www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx](http://www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx).

## **The provider's stated responsibilities**

The School is responsible for the general development of its academic programmes and for the provision of teaching and other learning resources. The University of Wales retains authority over all assessment-related matters, and works closely with the School to fulfil its responsibilities in these areas. The University also exercises a general oversight of quality and offers assistance in respect of staff development.

## **Recent developments**

The School is in the process of implementing the University of Wales' Common Academic Framework for Research Degree Programmes. It is also actively considering whether to continue its relationship with the University, once the latter has closed its Validation Unit, or to negotiate a new validation agreement with another partner.

## **Students' contribution to the review**

Students studying on higher education programmes at the provider were invited to present a submission to the review team. Two separate submissions were made on behalf of the master's and research degree students respectively. The team had an extremely lively and helpful meeting with a combined group of students during the visit.

## Detailed findings about The Prince's School of Traditional Arts

### 1 Academic standards

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

1.1 The School has clear and effective management structures for its academic programmes. The Director of the School has overall strategic responsibility for setting policy and managing the School's academic programme, with the Registrar taking responsibility for all the associated administration. The maintenance of academic standards is sustained by a shared commitment to the values of the School. The University of Wales has established a strong and collegial working relationship with the School. A key role is played by the two moderators, who are appointed by the University to monitor the management of academic standards for the School's MA and research degree programmes respectively. Appointment of moderators is approved by the University's Academic Board. The team considers that the strong relationship between the School and the University, especially but not only through the role of the moderator, is good practice.

1.2 The Director of the School and the Director of Education have responsibility for the content, methodology and delivery of the MA programme. There is a comprehensive committee structure to ensure that its academic standards are maintained at an appropriate level. The Joint Board of Studies and Admissions Committee, including the moderator and the external examiner, meet together in January of each academic year to monitor programme delivery and the management of academic standards. Until recently, meetings were chaired by the Director of the School, but this role has now been taken over by the appropriate moderator.

1.3 The School's Course Board of Study meets three times a year to consider issues such as MA course content, resources, and student welfare. It considers feedback from the moderator, who attends the MA external examinations. Student Forum meetings take place once per term and allow an opportunity for students to highlight any issues arising from the delivery of the MA programme and associated activities. In addition, the moderator meets with the MA students at least once per year to discuss their perceptions of the assessment process and the quality of teaching and learning. The moderator's findings are included in a formal report. At the end of each academic year, an Annual College and Course Review is also prepared by the MA team, highlighting the positive and negative aspects of the MA programme.

1.4 The Director of Research, who has had a long association with the School and its predecessors and is now employed on a part-time basis, and the Director of the School, with strong support from a full-time Research Coordinator, have overall responsibility for the management and direction of research degree programmes. The delivery and standards of the research degrees are maintained in line with the requirements of the University's Common Academic Framework for Research Degree Programmes. The academic standards of the programmes are managed and monitored through the operation of a comprehensive committee structure. The Research Degree Committee meets four times per year and is attended by representatives from the School and the University. This committee monitors the work of the supervisory teams who provide support and guidance to the research degree students, and makes decisions on student progression. Decisions made by this committee are then taken to the University's Research Degrees Board. The School's Research Admissions Committee and Research Ethics Committee meet on a regular basis and report their decisions to the Research Degrees Committee. Research students are able

to attend the Course Board of Study and Student Forum meetings with the MA students. They are prompted to provide feedback both on their quarterly pro formas submitted prior to their tutorials and on the report which is completed for the annual review. As with the MA degrees, an Annual College and Course Review report is approved by the Research Degrees Committee and submitted to the University of Wales annually to evaluate the overall quality of the research degree programme for the previous academic year.

1.5 The University conducts a quinquennial review of both the MA and the research degree programmes. This judges whether the School is meeting the required academic standards, and recommends to the University whether or not the degree programmes should continue to be validated. The last review took place in 2010 and recommended the revalidation of the programmes for a further five years. The team saw evidence during the visit that the School has taken immediate and effective action on issues that the review raised concerning the introduction of the Common Academic Framework for Research Degree Programmes (see also paragraph 1.9).

### **How effectively are external reference points used in the management of academic standards?**

1.6 The School has made effective use of a range of external reference points in the development and management of its academic standards. These include the Academic Infrastructure, the *Master's degree characteristics* and *Subject benchmark statement: Art and design*, and the guidelines for the preparation of programme specifications. *The framework for higher education qualifications in England, Wales and Northern Ireland* qualification descriptors for the research degrees are published in the programme handbook both for students and their supervisors. Reference has also been made to the Academic Infrastructure when developing the student and supervisor handbooks. The School is now in compliance with the Common Academic Framework for Research Degree Programmes (see paragraph 1.5).

### **How does the provider use external moderation, verification or examining to assure academic standards?**

1.7 The School makes effective use of the external examiner and the moderator to assure academic standards. On the MA programme, the moderator attends the Joint Board of Studies meetings and all external examination board meetings. The moderator also makes between three and five visits per year to carry out staff development activities, meet with groups of MA students and sample assessed student work. Similar arrangements apply to the research degree programme, where the moderator attends the Research Degree Committee meetings, supports the research supervision process and delivers development and training to both staff and students within the School.

1.8 On the MA programme, the School follows the assessment procedures and regulations laid down by the University. This applies to both the internal and external aspects of assessment. The examination boards are attended by both the moderator and the external examiner appointed by the University. Both produce reports on the quality and consistency of assessment and the application of academic standards. Any action points identified in the reports are addressed through the Joint Board of Studies and Course Board of Study meetings.

1.9 On the research degree programme, the requirements for meeting academic standards are set out in the University's Common Academic Framework for Research Degree Programmes (see also paragraphs 1.4-1.6). This involves a rigorous review process which helps ensure that the University's standards are met. There is careful monitoring of both student progress and staff performance through the School's Research Degrees

Committee and the University's Research Degrees Board to which it sends regular reports. The introduction of the Common Academic Framework has resulted in much closer monitoring of the research degree students and has led to further development opportunities for research.

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

## 2 Quality of learning opportunities

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

2.1 The School has effective processes for managing and enhancing the quality of learning opportunities. It has been delegated responsibility by the University of Wales for the admission of master's students, the provision of learning resources, student support and engagement with employers, and shares other responsibilities with the University. The latter maintains a close and active involvement with the School and monitors the provision through regular visits and staff development sessions, as well as the formal reporting structure outlined in paragraph 1.1. Learning opportunities are reviewed as part of the annual review process.

2.2 The School provides a range of formal and informal means by which students can give feedback on the learning opportunities provided. There are regular Student Forum meetings and at the end of each term student opinion is gathered by the student representatives and presented to the Course Board of Study. The students whom the team met were enthusiastic in their support of the arrangements.

### How effectively are external reference points used in the management and enhancement of learning opportunities?

2.3 The School demonstrates an awareness of the Academic Infrastructure and has been thorough in using it to underpin the design of the courses it offers and in the approach to student support. The School has adopted the awarding body's policies in many instances, but it was evident during the visit that in some areas their own internal protocols could be better aligned to the relevant section of the *Code of practice for the assurance of academic quality and standards in higher education*. For example, the application form and process used by the School does not allow applicants to pre-declare disability, including dyslexia. The team considers it advisable that the School takes a systematic approach to ensuring that its policies and procedures are revised and updated to take account of changes in external reference points and emerging good practice.

2.4 The School has recently been engaging with other providers in the art and design sector in respect of practice-based research methods. During the visit, the team learned that to date this initiative in identifying and learning from best practice had been mainly in relation to research degrees. The School has an exchange programme with the University of Brunei, National College of Arts in Lahore and National Taiwan Normal University. Initiatives have been started to show willingness with visits to the School by UK institutions such as the Royal College of Art, Slade School of Fine Art and City & Guilds of London Art School, and support from the University of Wales is allowing this to happen on a wider basis. The team considers that it would be desirable for the School to continue to develop an outward-looking

stance in order to learn from good teaching practice developed elsewhere and in order to test their own particular pedagogy against external reference points.

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

2.5 The School has a strong and distinctive approach to teaching and learning based on the iterative practice of traditional craft skills. The ethos and objectives of the School in this respect are set out in the prospectus and website, and are clear to all staff and students. Students regard the quality of teaching to be extremely high and during the visit spoke positively about the level of subject expertise that was made available to them. Students understood that most of their tutors were leading figures within the fields that they taught and that, in the case of research students, staff were able to introduce them to appropriate academic and professional networks. During the initial stages of their programmes, students are inducted into the traditional craft techniques that form the basis of the School's work.

2.6 There is no formal scheme of teaching or peer observation, but senior staff informally monitor teaching delivery against course objectives on a regular basis. During the visit, the team learned that, though rare, there had been instances where senior staff had had to intervene to assure the quality and content of delivery and that action was taken immediately rather than as part of an appraisal process or similar.

2.7 The core staff team is very stable and most full-time staff have been engaged with the School since its inception. The University monitors the quality of staff through the inclusion of curricula vitae in the programme documentation submitted for approval at the quinquennial review. It also approves the composition of supervisory teams for research students when research proposals are considered by the Research Degrees Board, and it maintains an up-to-date register of supervisors and directors of studies based on criteria set out in the Common Academic Framework.

2.8 The core staff are supported by a range of visiting tutors who are employed to teach individual courses within the MA programme. The majority of them are drawn from the School's alumni, in part to support the School's ethos of continuity and also so that they are familiar with its standards and methods. Tutors are selected on the basis of their skills and post-qualification experience and standing, and are specifically required to share their professional experience with students in addition to the academic or practical curriculum for which they are engaged.

2.9 The School recognises the important role of the awarding body in supporting enhancement, which it believes to be related to the sharing of common values as well as pedagogic aims. The level of interaction and support offered by the awarding body in relation to the recent introduction of the Common Academic Framework has been especially welcomed. It has provided the School with an exemplar on which to base future relationships.

### **How does the provider assure itself that students are supported effectively?**

2.10 The School is a small institution with a strong sense of supportive community centred around the studio environment. Staff and students share facilities and students comment very favourably on the extensive opportunities for informal dialogue and the extension of teaching beyond scheduled classes that this affords. There is an effective tutorial system in place with all MA students being allocated a personal tutor. Initial tutorials are diagnostic and identify any additional support needs a student might have. MA students have a progress tutorial at least once a term. They are encouraged to keep project records



and to articulate their progress in relation to learning outcomes. Tutorial notes are kept on file. Students have full access to their files.

2.11 Similar support is in place for research students. All research degree students are allocated a supervisor (in addition to the Director of Studies who has overall responsibility for academic progress). The School provides a good level of support for part-time and external research students. Students are encouraged to participate in taught modules alongside MA students in their first year of study and, in the case of external students, to plan visits to coincide with taught events in the School and conferences and seminars where they can develop and present their research. These measures help to ensure that students feel at home within the School environment and maximise their opportunities for skills development.

2.12 Applicants are encouraged to visit the School prior to making an application and receive extensive advice and guidance from staff. Students see these visits and the interview process as a diagnostic exercise intended to ensure that the School is the right environment for them and to begin to prepare them for their studies there. There is a comprehensive and well designed induction programme for both MA and research students. Several students indicated that they had taken non-credit bearing courses at the School prior to enrolment, thus increasing their preparedness for postgraduate level study. The School has high levels of retention and completion that demonstrate the effectiveness of these processes.

2.13 Student support is formally evaluated at the Joint Board of Studies meetings. These provide an opportunity for the discussion of pastoral issues, as well as issues of academic support. Feedback from the moderator and external examiner is positive in relation to levels of support provided to students. The team considers that the overall strong level of support at the School constitutes good practice.

### **What are the provider's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?**

2.14 The School has a staff development policy that states a commitment to identifying and developing the potential of the individual. As one of a group of charities, it has access to the support of a shared HR Manager, who is able to offer advice and guidance on staff development. There is currently a Staff Handbook in preparation that will draw together policies and procedures and information for new staff. The School encourages staff to share good practice. Individual staff members are developing innovative approaches in their teaching, including approaches to visual research to support students with dyslexia that could similarly be shared.

2.15 Responsibility for staff development in respect of teaching and assessing skills is shared with the awarding body, and the latter has in the last year instituted training sessions for staff engaged in supervision of research students. The School has also developed a Supervisor's Handbook that sets out expectations in relation to the conduct of supervisors as well as general guidance on the nature of practice-based research. Very little staff development for staff involved in master's level teaching has been provided by the awarding body, and there is no overall staff development plan at present. The team considers it desirable that an annual staff development policy is developed.

2.16 Staff, most of whom are employed on fractional contracts, are all active practitioners in their specialist fields. All permanent staff are encouraged to participate in research in accordance with guidelines set out by the University. There is a budget for field research and conference attendance. The School is proactive in providing opportunities for developing the scholarship of teaching, and is currently producing a book related to the master's curriculum

for publication in 2013. New members of staff are able to develop technical and pedagogical skills by teaching on short course and outreach programmes (see paragraph 2.21).

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

2.17 The School provides its students with good-quality learning resources, which are appropriate for the demands of the courses offered. It offers dedicated teaching rooms, studios and workshop facilities and has shared access to a gallery, library and further teaching rooms. The in-house workshops are deliberately designed to be low tech. This approach is intended to be in the spirit of the School's philosophy of continuity and to support future employability by being easily replicable within students' own studios or in outreach situations in the UK or internationally. Special provision for research students is addressed at the time of enrolment and then on an ongoing basis.

2.18 Library provision for students is excellent. The on-site library provides a collection of specialist books managed by a subject librarian. Students are also supported to gain access to the British Library and other research libraries, as required by their studies. They are appreciative of the overall provision and the high level of individual support they receive in accessing appropriate library resources.

2.19 Evidence of the effectiveness of learning resources is sought from students via the Course Board of Study and Student Forum, and the team saw evidence that action is taken in response to concerns. The external examiner and moderator's reports are expected to include comments on the appropriateness of resources.

2.20 Currently, the College does not have a virtual learning environment, but an appropriate software platform is being sought in order that one can be developed in the near future. MA students are studio-based and have access to teaching materials and other communications in hard copy via a noticeboard supplemented by e-mail. Research degree students are frequently part-time or engaged in research off-site. At present, a file hosting service is used for posting some materials and communications, but this has limitations.

2.21 Although the School does not offer work placements as part of its programme, it has extensive outreach projects in the UK and overseas, which support the development and application of traditional craft skills in a range of industry and community settings. Students and staff are able to develop their technical and teaching skills through these projects and this is recognised as a feature of good practice in supporting the quality of the provision.

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 Public information**

**How effectively does the provider's public information communicate to students and other stakeholders about the higher education it provides?**

3.1 External public information is provided principally by means of the School's website, which is regularly updated. There is additionally a range of marketing materials, such as a printed prospectus, leaflets and a promotional film featuring the Prince of Wales. A new

edition of the prospectus is being prepared, but has not yet been printed. The School places great emphasis on personal contact with potential students, so as to ensure that they fully understand the distinctive ethos and approach adopted in the academic programmes.

3.2 The main document for current students is the comprehensive Student Handbook that contains programme specifications, module descriptors and assessment details. This is supplemented by module handbooks produced by individual tutors. These contain teaching materials, as well as information about the course. There is an additional Research Handbook for research degree students. For staff, there is a Supervisor's Handbook; a general staff handbook is currently in draft form. (See also paragraph 2.17).

**How effective are the provider's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?**

3.3 The School shares responsibility for the accuracy of information with the awarding body. There is a formal procedure for approving marketing and publicity materials and issuing guidelines to collaborative partners. The School is required to sign an annual pro forma confirming its adherence to the guidelines. Where errors are identified in the prospectus, or where information has become outdated, corrections are made on the website. Publicity material is further reviewed by the Press Office of The Prince's Charities.

3.4 Internally, the accuracy of information is overseen by the Registrar, who is also responsible for ensuring the website is regularly updated. The School does not specifically gather feedback from students on the accuracy and completeness of public information, but relies on general channels of communication to highlight any areas of concern that might exist.

The team concludes that **reliance can be placed** on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

## Action plan<sup>3</sup>

| The Prince's School of Traditional Arts action plan relating to the Review for Educational Oversight October 2012   |   |              |   |  |                        |   |
|---|---|--------------|---|--|------------------------|---|
| Good practice   | Action to be taken  | Target date  | Action by   | Success indicators   | Reported to            | Evaluation  |
| The review team identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the provider:  |   |              |   |  |                        |   |
| <ul style="list-style-type: none"> <li>effective engagement with the University of Wales, especially through the work of the moderators (paragraphs 1.1 and 1.9)</li> </ul> | Integration within the academic framework of the new University of Wales Trinity St David with strategy for faculty partnership to sustain the high academic standards and unique qualities of the School | 12 July 2013 | Director of Education, Research Coordinator and Registrar | Meetings with the University of Wales Vice Chancellor and moderators to achieve full integration into the new University of Wales Trinity St David | Director of the School | <p>Reports from the University of Wales</p> <p>Moderators at the University of Wales committee meetings</p>   |
| <ul style="list-style-type: none"> <li>comprehensive support for both full and part-time students (paragraph 2.13)</li> </ul>   | Course Board of Study, Student Forum meetings, tutorials, University of Wales moderator, University of Wales committee meetings to be used as dialogue points to answer student concerns                  | 12 July 2013 | Director of Education, Research Coordinator and Registrar | Success indicators will be from positive feedback from staff/student meetings (meetings are minuted), as well as the University of Wales           | Director of the School | <p>Evaluation from Course Board of Study, Student Forum, moderator's report and University of Wales committee meetings</p> <p>Annual Monitoring</p> |

<sup>3</sup> The provider 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 provider's awarding body.

|   |  |                    |   |  |                        |   |
|---|--|--------------------|---|--|------------------------|---|
|   | Teaching evaluation of visiting tutors and lecturers, and supervision needs of research students   |                    |   | moderator  |                        | Report to be approved at the annual staff meeting and trustees' meeting   |
| <ul style="list-style-type: none"> <li>opportunities for student and staff development through involvement in the School's outreach programmes (paragraph 2.21).</li> </ul> | <p>Enable access through annual presentation to update staff/student participation on new projects available within the outreach programmes</p> <p>Ongoing students' induction to teaching and internships for graduating students</p> | 12 July 2013       | Director of Outreach, outreach managers, Resource Manager           | <p>Outreach reports evaluating projects</p> <p>Open programme student questionnaires</p> <p>Enhancement of learning and employability opportunities through the outreach programme recorded as positive student feedback</p> | Director of the School | <p>There is an annual end-of-year staff meeting so outreach projects and the success of Open Programme will be evaluated then and reports submitted to the next trustees' meeting</p> <p>Evaluation from students at Course Board of Study meetings</p> |
| <b>Advisable</b>  | <b>Action to be taken</b>  | <b>Target date</b> | <b>Action by</b>  | <b>Success indicators</b>  | <b>Reported to</b>     | <b>Evaluation</b>   |
| The team considers that it is <b>advisable</b> for the provider to:   |  |                    |   |  |                        |   |
| <ul style="list-style-type: none"> <li>ensure that its protocols, procedures and published information are regularly revised and</li> </ul>                                 | Establish, review and update procedures with new University of Wales MA moderator, as well as the University of Wales  | 12 July 2013       | Director of Education, Registrar, Research Coordinator, Development | Positive feedback from University of Wales moderators and students   | Director of the School | Evaluation by University of Wales moderators evidenced through minutes from University of   |

|   |   |                    |                                  |  |                        |  |
|---|---|--------------------|----------------------------------|--|------------------------|--|
| updated to take account of changes in external reference points and emerging good practice (paragraph 2.3). | research moderator to assist the School staff<br><br>Liaise with Human Resources Manager to set up staff attendance of workshops on good practice<br><br>Annual review and update of website, student handbook and public information |                    | Manager, Human Resources Manager | Positive feedback from staff in staff training records<br><br>Positive feedback from University of Wales moderators and University of Wales validation staff |                        | Wales Joint Board of Studies and Research Degrees Committee<br><br>Evaluation through staff training records with the assistance of the Human Resources Manager<br><br>Evaluation through University of Wales moderators and University of Wales validation staff who scrutinise and approve the publication of the School publicity materials |
| <b>Desirable</b>  | <b>Action to be taken</b>   | <b>Target date</b> | <b>Action by</b>                 | <b>Success indicators</b>  | <b>Reported to</b>     | <b>Evaluation</b>  |
| The team considers that it is <b>desirable</b> for the provider to:   |   |                    |                                  |  |                        |  |
| <ul style="list-style-type: none"> <li>extend its programme of engagement with</li> </ul>                   | Build on initial discussions, in particular with  | 12 July 2013       | Director of Education, Research  | Establishing a programme of engagement with  | Director of the School | Course Board of Studies with feedback from the   |

|  |  |                     |  |  |                               |   |
|--|--|---------------------|--|--|-------------------------------|---|
| <p>other institutions in the art and design field (paragraph 2.4)</p>  | <p>institutions such as the Royal College of Art and the Slade School of Fine Art, to formulate a more detailed plan of action and establish a programme of engagement</p>   |                     | <p>Coordinator, Registrar</p>  | <p>the Royal College of Art and Slade School of Fine Art for cooperation and developing joint initiatives between the staff and students</p> <p>Experience of different teaching and learning environments and appraisal of the quality of student work produced</p> <p>Positive feedback from students at the Course Board of Study</p> |                               | <p>students and at the annual end-of-year staff meeting where the Director of the School will report back to the next trustees' meeting</p>   |
| <ul style="list-style-type: none"> <li>produce an annual staff development plan (paragraph 2.15).</li> </ul> | <p>Draft an annual staff development plan for MA and research staff for 2013-14 in liaison with University of Wales MA moderator and Human Resources Manager integrating the academic framework and staff development initiatives from the University of Wales</p> | <p>12 July 2013</p> | <p>Director of Education, Research Coordinator, Registrar, Human Resources Manager</p> | <p>To have produced a staff development plan which can be developed annually for the principal MA and research staff to be implemented during 2013-14 academic year</p> <p>Positive feedback from all</p>  | <p>Director of the School</p> | <p>The document will be submitted for evaluation and approval at the annual end-of-year staff meeting and trustees' meeting for implementation during 2013-14 academic year</p> <p>Progress will be</p> |

|  |  |  |  |   |  |   |
|--|--|--|--|---|--|---|
|  |  |  |  | permanent teaching staff at the annual end-of-year staff meeting will be an indicator of success of this plan |  | continuously monitored during 2013-14, where the School will work with the Human Resources Manager to produce a staff training record to evaluate the success of the plan |
|--|--|--|--|---|--|---|



## 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](http://www.qaa.ac.uk).

More detail about Review for Educational Oversight can be found at: [www.qaa.ac.uk/institutionreports/types-of-review/tier-4](http://www.qaa.ac.uk/institutionreports/types-of-review/tier-4).

## Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: [www.qaa.ac.uk/aboutus/glossary](http://www.qaa.ac.uk/aboutus/glossary). Formal definitions of key terms can be found in the [Review for Educational Oversight: Handbook](#)<sup>4</sup>

**Academic Infrastructure** Guidance developed and agreed by the higher education community and published by QAA, which is used by institutions to ensure that their courses meet national expectations for academic standards and that students have access to a suitable environment for learning (academic quality). It consists of four groups of reference points: the **frameworks for higher education qualifications**, the **subject benchmark statements**, the **programme specifications** and the **Code of practice**. Work is underway (2011-12) to revise the Academic Infrastructure as the UK Quality Code for Higher Education.

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

**academic standards** The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

**awarding body** A body with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

**awarding organisation** An organisation with the authority to award academic qualifications located on the Qualifications and Credit Framework for England and Northern Ireland (these qualifications are at levels 1 to 8, with levels 4 and above being classed as 'higher education').

**Code of practice** *The Code of practice for the assurance of academic quality and standards in higher education*, published by QAA: a set of interrelated documents giving guidance for higher education institutions.

**designated body** An organisation that has been formally appointed to perform a particular function.

**differentiated judgements** In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

**enhancement** Taking deliberate steps at institutional level to improve the quality of **learning opportunities**. It is used as a technical term in QAA's audit and review processes.

**feature of good practice** A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

**framework** A published formal structure. See also **framework for higher education qualifications**.

**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:

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<sup>4</sup> [www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx](http://www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx).

*The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) and The framework for qualifications of higher education institutions in Scotland.*

**highly trusted sponsor** An education provider that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

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

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

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

**programme (of study)** An approved course of study which 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** An institution that offers courses of higher education, typically on behalf of a separate **awarding body or organisation**. In the context of REO, 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').

**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.

**quality** See **academic 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 standard** The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the **subject benchmark statements** and national qualifications frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree. See also **academic standard**.

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

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