

**UNIVERSITY OF KENT  
CODE OF PRACTICE FOR QUALITY ASSURANCE**

**Northern School of Contemporary Dance Conjoint Periodic Programme Review  
Report, May 2018**

**1. Executive Summary**

The Conjoint Review Panel concluded that they had confidence in the quality and standards of the validated programmes offered by the Northern School of Contemporary Dance (NSCD).

The Panel was impressed by the School, and the way in which it had developed as an institution during the period since its last review. They found that there was clear leadership within the School, and that there was a defined direction and vision for the School's future.

The Panel identified a sense of organisational ownership from both staff and students and a strong sense of community within the School, which it hopes will be retained as the School expands its offer.

The Panel recommended the continuation of both the partnership and the programmes offered.

**2. Name of programme(s) and subject area or School covered by the review**

- BA (Hons) in Dance (Contemporary)
- MA/PG Dip in Contemporary Dance Performance
- MA in Dance and Creative Enterprise

**3.**

**a) Partner organisations involved in the School's provision covered by the review (other than Validated Institutions, which are reviewed separately)**

N/A

**b) Name of the Validated Institution covered by this review, if applicable**

Northern School of Contemporary Dance

**4. Date of review**

10<sup>th</sup> and 11<sup>th</sup> May 2018

**5. Objectives of review**

The terms of reference of a Review Panel are:

- a) to advise on how the quality of the educational provision and student learning experience under review might be further enhanced;
- b) to identify any aspects of the provision that are particularly innovative or represent good practice;
- c) to ascertain whether the programmes remain current and valid in the light of:
  - developing knowledge in the discipline and developments in teaching, learning and research (including technological advances);
  - changes in student demand, employer expectations and employer opportunities (as appropriate).

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- d) to identify whether the programme specifications are being delivered, learning outcomes achieved and quality and standards maintained (in light of external reference point, such as the FHEQ, subject benchmark statements and PSRB requirements);
- e) to evaluate whether there are effective links between student learning and discipline-based research in the School.
- f) to investigate whether the School is properly undertaking its responsibilities as set out in the Codes of Practice for Taught Programmes of Study;
- g) to recommend actions to remedy any shortcomings;
- h) to report its findings on the above to the University;
- i) to recommend to the University whether the taught programmes of study under review should continue, continue subject to certain conditions or be discontinued;
- j) to ensure that any partners involved in programmes of study remain of sound quality and reputation;
- k) to address any quality issues with provision by partners;
- l) in the case of periodic reviews of Validated Institutions, to recommend to the University whether the partnership arrangement should continue and the Validated Institution be permitted to continue to deliver the programmes under scrutiny.

**6. Conduct of the review**

The review was conducted according to the procedures set out in Annex F: Periodic Review of the University of Kent Code of Practice for Taught Programmes of Study.

The review was held conjointly with NSCD's overarching Higher Education body, the Conservatoire for Dance and Drama (CDD).

The members of the Review Panel were:

**Chair** - Dr Lubomira Radoilska, School of European Culture and Languages

**Internal Member** - Dr Seán Molloy, School of Politics and International Relations

**Conservatoire for Dance and Drama Member** - Iryna Pyzniuk, Central School of Ballet

**Conservatoire for Dance and Drama Member** - Dr Martin Hargreaves, London Contemporary Dance School

**Student Representative** - Jasmin Sadler, National Centre for Circus Arts

**Panel Secretary** - Matthew Redmond, Quality Assurance Office

**External Panel Member** - Dr Natalie Garrett-Brown

**External Panel Member** - Joanna Breslin

**CDD Observers** - Dr Nick Holland, Academic Registrar, Conservatoire for Dance and Drama

Dr Maxine Esser, Assistant Registrar, Conservatoire for Dance and Drama

A tour of the facilities was provided by the Principal, the Panel were also given access to the Library at NSCD.

The Principal and Director of Studies gave an overview of the School, provided details of the changes that had been implemented since the previous review in 2012, and indicated the future direction of the School.

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Meetings were held with students from across the BA (Hons) Contemporary Dance programme, and representatives from the School's MA programmes.

University of Kent Due Diligence was successfully completed on NSCD as part of the review process.

**7. Evidence base**

In advance of the review date the Panel were provided with a Critical Evaluation Document written by NSCD, plus documentation as outlined below:

- A copy of *Annex F of the Code of Practice for Taught Programmes*.
- The proposed programme for the visit.
- Names, positions and home institutions (where external) of the Review Panel members.
- Full list of staff members and their roles.
- Full list of all undergraduate and postgraduate programmes offered by the School.
- Programme specifications and handbooks relating to all taught programmes.
- Module specifications
- Prospectus entries for all programmes, subject leaflets and other promotional material used to advertise the programmes.
- NSCD website address.
- The relevant QAA Subject Benchmark Statement(s).
- Assessment practice for all programmes of study.
- The most recent periodic programme review report and the response of NSCD to that report.
- Copies of the most recent taught annual monitoring reports prepared by NSCD.
- A completed quality assurance checklist.
- Statistical data on entry qualifications, progression and completion rates, student achievement degree classifications and first employment destinations for the past three years for u/g and p/g taught students.
- NSS data and feedback for the last three years and responses to these.
- Kent Partner Institution Survey data and feedback for the last three years and responses to these.
- Reports of External Examiners for taught programmes for the last three years and responses to these.
- Minutes of the Learning and Teaching Committee for the last three years.
- Minutes of Academic Board meetings for the last three years.

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- Minutes of Staff-Student Liaison Committee meetings for the last three years.
- The most recent NSCD Plan.
- Feedback from employers, sponsors and other external funders.

The Panel commended the quality and breadth of documentation provided by NSCD.

**8. External peer contributors to process**

The Review Panel included two external members who were able to provide a critical perspective on subject-specific matters with regard to curriculum content, teaching, learning, assessment and currency. They also provided an overview of the sector within which the School operates.

**9. Section A: Taught Programme Design and Delivery**

**9.1 Conclusions on whether the programmes remain current and valid in the light of developing knowledge in the discipline and developments in teaching, learning and research.**

- 9.1.1 The Review Panel concluded that the taught programmes of study remained current and valid. The Panel noted the MA in Dance and Creative Enterprise had been introduced for the 2017/18 academic year and that two new programmes would be put forward for consideration by Faculty Programme Approval Panels in 2019. These are the Certificate in Higher Education Contemporary Dance, which will act as stand-alone qualification, and progression route into the BA (Hons) Contemporary Dance, and a Postgraduate Diploma in Arts, Teaching and Learning in Higher Education.
- 9.1.2 The Panel recognised NSCD's openness to ensuring programmes remain current. It also noted that students often bring ideas through into the curriculum, which helps keep it up-to-date (for example recently students having been exploring the use of virtual reality within performance). The Panel also noted that NSCD make use of visiting practitioners to contribute to the delivery of their programmes. This enables diverse ideas to be brought into the programmes, and the involvement of current industry professionals in teaching.
- 9.1.3 The Panel acknowledged the way in which digital technologies are being promoted and utilised by both teachers and students within the programmes. As part of this, the Panel heard from both staff and students of the benefits that had been brought by the introduction of the NSCD Moodle site. This had provided a shared space to enhance delivery, and enable students to conveniently access relevant course related materials, including video.
- 9.1.4 The Panel heard about the collaborative arts aspect of delivery at NSCD, and how this too informs the currency of programmes, through students being able to work with peers in other institutions and organisations. As well as enabling interaction with artists from different disciplines, the Panel recognised the benefits to student's transferable skills of being able to work on collaborative arts projects that reflected the way artists work in the industry, and involved them in the local community. Students also reported the positive benefits of the collaborative arts aspects of the undergraduate programme at NSCD.

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- 9.1.5 It was noted in broad discussion with students about curriculum that some overlap had been perceived between the final year of the BA (Hons) programme and MA Dance & Creative Enterprise programme. Feedback was received from Northern School, that this was specifically related to one module on their old BPA (Hons) Contemporary Dance programme which was concluding in 2017/18, therefore this issue will not recur for future cohorts.
- 9.1.6 The Panel noted that there had been a decrease in the number of applications recently. Staff explained that whilst there had been a slow-down in applicant numbers, some of which was due to the changes in maintenance grants, they had found there had been a rise in the quality of applications. This had led to quicker acceptances of places onto NSCD programmes.

**9.2 Conclusions on whether the programme specifications are being delivered, learning outcomes being achieved and quality and standards maintained**

- 9.2.1 The Panel were satisfied that quality and standards of the programmes were being maintained. In addition, they identified no concerns with regard to the use of the subject benchmark statements, or any issues related to the fit of the courses with the Framework for Higher Education Qualifications.
- 9.2.2 The Panel highlighted the recent low NSS scores achieved in relation to Assessment and Feedback, and sought clarification on the reasons behind these scores. It was noted that NSCD considered this to have been an exceptional year in regard to the feedback scores, with students having indicated in other surveys (such as the Kent Partner Institution Survey) greater satisfaction with assessment and feedback practice.
- 9.2.3 It was noted by the Panel that there were a number of informal and formal mechanisms in place for providing students with feedback on their work. It was further noted in discussions with students that they valued both the formal routes, such as mid-term feedback, and informal routes, i.e. ad-hoc conversations with module tutors. Whilst the Panel recognised the importance of informal feedback mechanisms, it also noted the importance of ensuring formal feedback was received and accessed by students, for example through the Moodle VLE.

**9.3 Confirmation of whether undergraduate degree specifications conform to the requirement they include at least 90 credits at level 6 or above at Stage 3**

- 9.3.1 The Panel confirmed that Northern School's undergraduate degree programme meets the requirement for at least 90 credits to be at level 6 or above, in Stage 3.

**9.4 Where the School offers versions of a module at more than one level (e.g. level 5 and 6 versions), conclusions on whether the stated learning outcomes are i) sufficiently differentiated between versions, and ii) pitched at an appropriate level for the specific version; and whether the assessment is appropriate for testing the achievement of the learning outcomes at the intended level**

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9.4.1 NSCD's BA (Hons) Contemporary Dance, has a number of modules, in the same specialist areas (i.e. Creative Practice) which are available at each stage of the programme. However, these are modules that build progressively through the programme, rather than being the same module taught at different levels.

**9.5 Evaluation of the effectiveness of the implementation of a School's teaching, learning and assessment strategies (and how these align with relevant institutional strategies)**

9.5.1 The Panel found that NSCD is effectively implementing its learning and assessment strategies, based around the institutional aim of taking an holistic approach to supporting students to demonstrate their learning, skills and achievement.

9.5.2 The Panel noted that NSCD were aware of the importance of maintaining standards in relation to their use of visiting practitioners, with practitioners receiving a full induction into the assessment requirements of the School, and receiving support and guidance from the relevant module tutors during their time teaching on the programme.

9.5.3 The Panel noted that the School is committed to utilising a range of assessment methods, so as to enable students to demonstrate the skills being tested. This means that core skills are tested in different ways, i.e. through choreography, research pieces, film, and presentations. The Panel recognised that variety of assessment enables students to be tested using methods that may be more applicable to them in their own professional practice specialisms. It was highlighted that this more flexible approach to assessment is balanced by students completing core standard assessment pieces, such as essays.

**9.6 Evaluation of the effectiveness of the links between student learning and discipline-based research in the School**

9.6.1 The Panel found through its discussions with staff that there is a clear ethos within the School for both supporting staff research, and for using that research to inform the curriculum. Examples were provided to the Panel of the direct links made between staff research projects and curriculum with research on assessment types, and the streaming of students in class had both feeding into the structure of programmes.

9.6.2 The Panel noted the mechanisms in place to support research within the School. These included: the use of research cafés for staff to come together and discuss research projects, and how they might link, enabling a bottom-up approach to research strategy; support from CDD to enable research activity to take place; students contributing to staff research projects, and co-authoring research; and the postgraduate student research activity which forms part of the MA programmes offered by NSCD.

**9.7 Conclusions on innovation and good practice in this area**

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- 9.7.1 The Panel commended the inclusive culture at Northern School, which it considered to be reflected within the curriculum, and informed by research practice from within in the School.
- 9.7.2 The breadth of the curriculum was praised by the Panel, noting especially the way in which the BA (Hons) Contemporary Dance programme offered students the chance to focus on career routes other than being a professional dancer (i.e. teaching and producing).
- 9.7.3 The Panel highlighted the personalised curriculum, which supports students to develop strengths both as artists and enable them opportunity to be outward and forward looking, in regard to their social responsibility i.e. through collaborative arts work.
- 9.7.4 The Moodle VLE which has recently been introduced to the School was commended by the Panel.
- 9.7.5 The use of after show talks, as a method of students reflecting on and receiving direct feedback on their performance, was commended for enabling peer to peer engagement on performances.
- 9.7.6 The use of research cafés, where staff can come together to discuss research activity, was noted as an example of good practice by the Panel.

**10. Section B: Postgraduate Research Provision**

**10.1 Conclusions on whether the programme specifications are being delivered and quality and standards are being maintained**

*N/A*

**10.2 Evaluation of the appropriateness of the research supervision provided by the School and its supervisory staff**

*N/A*

**10.3 Conclusions on innovation and good practice in this area**

*N/A*

**11. Section C: Student Support and Guidance**

**11.1 Conclusions on the effectiveness of the Personal Academic Support System (PASS) for taught students**

- 11.1.1 The Panel concluded that NSCD's system for supporting students was both effective and commendable.
- 11.1.2 The Panel enquired as to how the School had addressed the local area safety concerns raised by students at the last Periodic Programme Review. The School were able to detail a number of measures which had been taken to mitigate these concerns. These include: the introduction of a card access system to the School premises, to ensure only staff, students and

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approved visitors can enter buildings; the introduction of an agreement with Unipol, so that only Unipol approved houses are used by students, giving an extra layer of confidence that student housing will be safe, and students will not have issues with landlords; and the introduction of a lead safeguarding officer.

- 11.1.3 The School confirmed that local police liaison remains in place, and that students receive talks from the local police at induction. Induction is also used to ensure students are familiar with the area. It was noted that dedicated Student Services staff are available as the first point of contact for any concerns to be raised. The Panel found in its discussions with students that they did not have any specific concerns with regard to their safety in and around the School premises.
- 11.1.4 The Panel enquired about the recently revised academic tutor system, which permits students to make appointments with any member of staff, and how it is made certain that all students receive a tutorial, and see the most appropriate member(s) of staff. It was reported by NSCD that whilst there is flexibility in terms of tutor support, all students have a compulsory subject tutorial. It was also noted that staff are able to see, through Moodle, where tutorial appointments have been made, allowing Personal Tutors to keep oversight of any recurring use of specific tutors. Staff highlighted the half-termly Student Review Board, where all tutorial staff, respecting confidentiality needs, can share information in order to support any students whose needs may not be being picked up through the tutorial system.
- 11.1.5 English language support was raised by the Panel. It was confirmed that students coming from overseas are invited to attend an orientation period, which takes place prior to induction. This orientation provides a mix between cultural settling and English language support. Regular on-going support sessions in the areas of coursework production, essay writing, writing CVs and giving presentations are also provided.
- 11.1.6 The Panel received an overview of the support in place for student well-being. NSCD reported that there is a Well-Being Co-Ordinator employed to support students, who can be accessed via the Student Services office. The Well-Being Co-Ordinator is able to support students, or refer them to other services, such as counselling services with three counsellors available to NSCD students. It was confirmed that where required a Personal Support Plan will be put in place for students, and that information related to this plan can be shared, if required, with relevant module teaching staff (if the student is in agreement). The Panel noted in its meeting with students that they held a positive view of the well-being support provided by NSCD.
- 11.1.7 In relation to physical well-being, a Bodywork Co-Ordinator is in post to support students. The Bodywork Co-Ordinator is able to offer on-site support if students require it, with support focussed on students being at the centre of understanding whether their body is operating as required. The Bodywork Co-Ordinator can also make referrals as necessary to local Osteopaths, and Physiotherapists, with visits to these being subsidised by the School. In relation to Bodywork, student representatives commended the way in which the School enables participation for students with injuries.



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11.1.8 It was noted that the School's Moodle site signposts support and guidance for physical and mental well-being, and that access to Moodle is granted to students for 18 months after they leave the School.

11.1.9 Whilst the Panel found student representatives to be strongly supportive of the physical help available on-site, some support was also voiced for the introduction of on-site physiotherapy.

11.1.10 With regard to careers support, the Panel noted the steps that had been taken to introduce a diverse undergraduate curriculum, which offers development of skills in professional areas other than dancing (see 9.5.3 & 9.7.2). The Panel found that students at NSCD recognised the way in which the School supported the development of a wide range of skills, applicable to a variety of roles in the dance sector and beyond.

11.1.11 The Panel enquired as to how NSCD is able to support those students who may need to supplement their studies through paid work. This was considered relevant in light of the high level of contact hours students have and the requirement that students are physically able to partake in the programme. The School confirmed that they seek, wherever possible, to employ students within the School itself in a number of roles. The School has also been in receipt of Leverhulme Funding to help support students suffering from hardship. Practical support such as paying for bus fares, allowing students to wash clothes at the School, and ensuring students can eat at the School is also available where needed.

**11.2 Conclusions about the appropriateness of general support provided to research students and opportunities provided to them to develop transferable skills in accordance with the Researcher Development Framework**

N/A

**11.3 Conclusions about the training and support provided to postgraduate students who teach within the School**

N/A

**11.4 Conclusions on innovation and good practice in this area**

11.4.1 The Panel noted the well-developed, and holistic approach to student well-being at the School.

11.4.2 The agency of those students spoken to by the Panel was both noted and commended.

**12. Section D: Learning Opportunities**

*(Responses are to include clear and explicit commentaries on undergraduate/postgraduate taught/research)*

**12.1 Conclusions on the effectiveness of the deployment of learning and research resources in the School**

12.1.1 The Panel found no specific concerns with regard to the on-site facilities, considered as part of the review.

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- 12.1.2 It was noted by the Panel that work had been carried out recently to enhance the School's information technology infrastructure. Primarily this had seen the introduction of a new Moodle site to support learning. It was highlighted that this was the first year of Moodle being in place, and that there was a three-year plan for its development and refinement. In addition to Moodle the iSAMS information management system has been introduced to manage student records, a new box office system has been introduced which will act as a Customer Relationship Management system, and an IT Manager is now on site. As part of the discussion of new systems the Panel confirmed that NSCD were taking steps necessary to address the changes to data protection law coming in during May 2018, and that they were not sharing recordings of previous student performances, without the updated permission of relevant parties.
- 12.1.3 The Panel raised concerns regarding the impact of the high number of contact hours on teaching staff, and whether they have the opportunity to pursue research, or other activity away from the studio that may enhance their teaching. It was highlighted by staff that there is a workload allocation model in place within the organisation, which is able to address such matters and ensure that staff do have space for research and scholarship. The Panel were provided with a copy of the workload allocation model on request, which was cited by the Panel as being an example of good practice.
- 12.1.4 The Panel enquired as to whether the School felt supported by both the CDD and University of Kent in terms of staff development. It was confirmed that NSCD have a good relationship with CDD, and its affiliate Schools, with opportunities in place to engage and support each other, such as the CDD Conference. It was also confirmed that opportunities exist with Kent, in particular the annual Partnership Forum which provides information and networking with Kent staff and other Validated Institutions.
- 12.1.5 The Panel noted students engage in extra-curricular activity and enquired as to the extent that this activity is strategically provided by the School. The School confirmed that it does have oversight of extra-curricular activity, providing support to students if required. This was primarily through support of professional placements, and provision of a regular email featuring relevant external opportunities that may be of interest to students. On the undergraduate programme it was noted that there is also the Student Platform, where students can devise and perform their own pieces of work, however this area of extra-curricular activity is student led, and managed.

## **12.2 Conclusions on the quality of the student learning and research environment provided by the School**

- 12.2.1 Through discussions with staff at NSCD it was evident to the Panel that work was going on to develop the facilities to ensure that inclusivity is visible, including the current plans to create gender-neutral toilets, showers and changing spaces within the building. It was confirmed by NSCD that this work will not disrupt students, as it will take place during summer 2018.

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- 12.2.2 NSCD staff explained to the Panel their current plans for expanding the physical space available to them, as the School itself looks to expand its portfolio. This has resulted in two immediate options being put forward for further consideration, a new building which would be close to the city centre, or introducing a split site, with the existing facilities being retained and a new site being developed close to the city. Both options would be scoped, and costed shortly, with consideration given to the flexibility of spaces for aerial work, technology, and the best way to enable the School to grow as a Conservatoire in Leeds.
- 12.2.3 The Panel highlighted that there is no Student Union provision in place for students, and it was confirmed by CDD representatives on the Panel that CDD would be responsible for providing such a function for its affiliate Schools. It was noted that students did engage with each other across the CDD Schools, including through the CDD Student Conference. It was also noted that NSCD student representatives engage with other smaller HE Institutions locally. The Panel considered it would be of benefit for Student Union provision to be considered further but recognised that this would need to be led by the CDD on a CDD-wide basis.
- 12.2.4 The Panel asked NSCD to explain the way in which it ensures reasonable adjustments are available for students who require them. The School highlighted that the starting point for addressing student needs in relation to reasonable adjustments was to embed support within the curriculum, such as through recognising different learning styles. It was also noted that with 40/50% of students on the School's UG and PG programmes having a Specific Learning Difficulty (SpLD), the School has considered inclusivity when designing programmes.
- 12.2.5 The School confirmed that SpLDs are identified at the outset of a student's enrolment, however mechanisms also exist to enable students and staff to highlight any SpLDs that are not immediately known. For example through the half-termly Student Review Board, where tutors and programme leaders are able to share any information or concerns regarding particular students, and take any follow up action required. There is also an open-door policy for all staff, including senior staff, so that students can independently communicate any concerns that they may have with regard to their learning.

### **12.3 Conclusions on innovation and good practice in this area.**

- 12.3.1 The Panel commended the induction processes and support for student representatives, which it considered to be exemplary.
- 12.3.2 The Panel recognised the way in which staff workload balance was being effectively managed within the School.
- 12.3.3 The Panel commended the opportunities made available within the programme, such as placement activity.

## **13. Section E: Maintenance and Enhancement of Quality and Standards**

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**13.1 Conclusions on whether the School is properly undertaking its responsibilities as set out in the Codes of Practice for Research and Taught Programmes of Study**

- 13.1.1 The Panel concluded that NSCD was undertaking its responsibilities as set out in the Code of Practice for Quality Assurance and Credit Framework.
- 13.1.2 However, it was noted that whilst the School had in place strong oversight of placements, including ensuring students receive support, contractual arrangements are in place and learning outcomes are met, the breadth of placements, and the process for approving placement activity was not reflected in the formal programme paperwork.
- 13.1.3 Specifically, in relation to the undergraduate programme specification, it was considered that amendments should be made to reflect that in addition to teaching placements, mechanisms exist for students to undertake professional placements. The Panel noted that the School has been running a term-long Erasmus placement for a small number of students on the BA programme. It was agreed that this placement, should it continue, would also need to be formally recorded within the programme structure and specification. Programme specification updates would need to include detail of how students can meet learning outcomes and credit requirements during placement.
- 13.1.4 The Panel recognised that the School intended to introduce a Professional Placement module to the undergraduate programme. This was strongly endorsed by the Panel, who considered that this module would be able to clearly demonstrate the learning outcomes to be met during a placement.
- 13.1.5 The Panel confirmed that NSCD clearly differentiate between academic misconduct and non-academic misconduct, and that only academic issues affect a student's continuous assessment marks. In relation to this, it was confirmed that the School provides students with support regarding any attendance issues identified over the course of the programme, to ensure that students are able to meet 90% attendance requirements.

**13.2 Evaluation of the methods used by the School to enhance its provision and disseminate good practice within the School**

- 13.2.1 The Panel noted the stringent moderation practice in place within the School, which it was considered not only met, but exceeded the requirements of the Credit Framework. It was noted that creative work is assessed on a Panel basis, and that records of moderation are kept and could be made available if necessary to students.
- 13.2.2 The Panel found that the School had in place suitable arrangements for ensuring that any visiting lecturers are aware of the requirements of assessment and that they are supported fully in undertaking their roles.
- 13.2.3 The Panel enquired into how NSCD found the relationship with their cognate School at the University of Kent. It was reported that good face-to-face support had been received from the School of Arts, and that NSCD found the Quality Assurance Office to be a supportive point of contact.

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**13.3 Evaluation of the effectiveness of the School's approach to responding to student feedback**

- 13.3.1 Through its discussions with both staff and students, the Panel found that the School had in place effective arrangements for collecting and responding to student feedback.
- 13.3.2 The Panel recognised the work that had been carried out to ensure that Staff Student Liaison Committees (SSLC) considered issues relevant to students and provided routes for students to raise concerns to their student representatives, including anonymously. It was noted that issues can be raised with the Director of Studies and Principal in-between SSLC meetings.
- 13.3.3 It was clear that work had also been carried out to ensure the feedback loop is closed for students, with actions from the SSLC made available to all students on Moodle, enabling students to see when actions are complete.
- 13.3.4 The Panel received additional documentation regarding the mechanisms in place for inducting student representatives and considered these to be an example of best practice. The Panel found that student representatives at the School felt they had been given a complete and positive induction into the role. Students reported that they perceived there to be a healthy trust between representatives and the wider student body/teaching staff.
- 13.3.5 The Panel recognised that there was a mix of informal and formal methods of students feeding back to the School on issues or concerns. The Panel found that students had no concerns with this. However, it was considered that the School needed to ensure formal feedback mechanisms were promoted and utilised by students as these may be crucial in enabling students, who do not feel comfortable feeding back informally, to have their voice heard.
- 13.3.6 The Panel raised whether a further enhancement to the Staff Student Liaison committee would be to introduce co-chairing of the meeting by an academic member of staff, and a staff representative.

**13.4 Conclusions on innovation and good practice in this area.**

- 13.4.1 The Panel noted good practice with regard to the thorough moderation practices in place within the School.
- 13.4.2 The Panel commended the involvement of the student body in both the development of programmes, and their management, noting specifically the multiple channels available for communication of student feedback.

**14. Section F: Managing Higher Education with Others**

**14.1 Conclusions on the management of academic standards within the provision**

N/A

**14.2 Conclusions on the quality of learning opportunities provided within the provision**

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N/A

**14.3 Conclusions on any risks perceived within the provision**

N/A

**15. Recommendations**

**15.1 Recommendations to the School**

**15.1.1 Essential recommendations:**

**15.1.2 Advisable recommendations:**

- a) To ensure that students are aware of the importance of formal, as well as informal, methods of feeding back to the School on their programme and student experience, and that students engage as fully as possible with formal feedback mechanisms such as surveys, and end of module feedback. (13.3.5)
- b) To ensure that students are aware of the importance of formal, as well as informal, methods of receiving feedback on their work and that students engage as fully as possible with both types of feedback. (9.2.3)
- c) To ensure that the placement framework for the undergraduate programme fits fully with University requirements, including ensuring that the programme specification reflects all of the different types of placement (i.e. teaching, professional placement opportunities, and Erasmus placements if they are to continue) available to students. (13.1.2/13.1.3)
- d) To develop a professional placement module on the undergraduate programme, which will enable students on placement to demonstrate within the programme structure where they have met required learning outcomes and credit requirements. (13.1.4)
- e) To consider fully the implications for both physical and human resources when making expansion plans, in order to ensure that the expansion of programmes does not impact negatively on the student experience. (12.2.2)
- f) To specifically assess within their next Annual Monitoring Report submission, the NSS Assessment and Feedback scores, against the low scores received in 2016/17 (9.2.2)

**15.1.3 Desirable recommendations:**

- a) That in line with student feedback received by the Panel, NSCD consider the benefits and implications for employing an in-house physiotherapist. (11.1.9)
- b) That in line with student feedback received by the Panel the School ensures it maintains the positive communication channels in place between staff and students. (13.4.2)
- c) That NSCD consider moving to student / staff co-chairing of their Student Staff Liaison Committee. (13.3.6)

**15.2 Recommendations to the Faculty**

**15.2.1 Essential recommendations:**

**15.2.2 Advisable recommendations:**

**15.2.3 Desirable recommendations:**

**15.3 Recommendations to the University**

**15.3.1 Essential recommendations:**

**15.3.2 Advisable recommendations:**

**15.3.3 Desirable recommendations:**

**15.4 Recommendations to the CDD**

**15.4.1 Desirable recommendations**

- a) That CDD, explore the options for developing student union provision within and across its affiliate Schools. (12.2.3)

**16. Final Recommendations to the University**

16.1 The Panel recommend that the taught postgraduate programmes of study under review at NSCD should continue.

16.2 The Panel recommend that the undergraduate programmes of study under review at NSCD should continue.

16.3 The Panel recommend that the partnership arrangement with the NSCD should continue and the Validated Institution should be permitted to continue to deliver the programmes under scrutiny.

**17. Final Recommendations to the CDD**

17.1 The Panel recommend that the taught postgraduate programmes of study under review at NSCD should continue.

17.2 The Panel recommend that the undergraduate programmes of study under review at NSCD should continue.