

## University of Glasgow

## Academic Standards Committee – Friday 24 March 2017

## Report from the Meeting of the Joint Board of the University of Glasgow and Christie's Education held on Tuesday, 1 November 2016

Robbie Mulholland, Clerk to the Joint Board

## 1. Remit and Membership of the Joint Board 2016-17

Changes to membership of the Joint Board were **noted** as follows:

- Ms Barbagollo would replace Ms Fabbri as Christie's Education (CE) student representative; and
- Mr Rutherford would replace Ms Yue as the University of Glasgow (UoG) student representative.

Mr Mulholland would succeed Mr Reed as Clerk to the Joint Board.

Academic Standards Committee (ASC) is asked to **approve** the remit, composition and membership of the Joint Board for 2016-17, as specified in Appendix 1.

## 2. Action Plan

The Board had previously agreed that the Academic Collaborations Office (ACO) would create an action plan to record progress regarding operational matters. This meant that CE would no longer be required to submit an interim report to the next meeting of the Board. The Committee received the current version of the action plan and noted the following developments:

- An addendum outlining the discussion of Reserved Business at the Joint Board meeting of 20 November 2015 had been circulated by the Clerk to CE;
- A review of the aims of the standalone PGDip Art, Law and Business programme had been undertaken to identify how they aligned with the Masters programme. The programme was now listed on the University's PIP system which would enable students to register and transcripts to be available at the appropriate time;
- As things stood, CE was due to make separate annual monitoring submissions to both the Open University (OU) and UoG. In view of the administrative burden that the preparation of two annual reports would place upon CE, the ACO had undertaken a comparison of the individual annual reporting requirements of UoG and OU to assess if sufficient overlap existed between them to justify a single submission to both institutions. The results of the mapping exercise had revealed little substantive difference in the requirements of both universities, albeit UoG had some additional information requirements not specified by the OU. In view of the closely matched requirements of both institutions, the Committee **agreed** that UoG would accept the same annual monitoring report from CE as that which CE intended to submit to the OU. This was subject, however, to CE including within the UoG report the additional information required by UoG.

It was noted that the first year of OU-validated provision would commence in September 2017 and therefore CE's first annual monitoring report to the OU was due in Autumn 2018. This deadline could be slightly later if CE agreed to work to the OU's second reporting schedule which aligned with PGT academic timetabling.

CE would, however, submit an interim report to the OU in December 2017 outlining progress against recommendations made at the OU institutional approval event;

- The Exit Plan had been reviewed by both institutions and an updated version was included here in the Annual Report. The Plan recorded progress on issues arising out of the termination of the validation arrangement and had been updated to include mutually agreed timelines;
- A successful UoG revalidation event for CE's programmes had taken place in May 2016 and the Board had received the draft report at its last meeting. The report was subsequently approved by ASC under summer powers and progress against the seven recommendations would be recorded via CE's Consolidated Action Plan. Work was underway to address the recommendations and this included a review of ILOs in relation to courses on undergraduate and postgraduate programmes and a re-assessment of ILOs with respect to the 'thesis' component of postgraduate programmes. The report had also recommended that CE's Learning, Teaching and Assessment Strategy be completed as a matter of priority. The Board was pleased to note that the Strategy had now been written and would be considered by CE's Academic Board in December 2016;

The MSc and PGDip in Art, Law and Business programmes were not included in the review due to them being validated by UoG in 2013 and therefore not requiring review at this time (the period of validation being typically 6 years);

- A letter confirming the revalidation of the undergraduate and postgraduate Art-History and Art-World Practice programmes had been issued by the ACO to CE for inclusion in their application to HEFCE for course designation;
- Suitable arrangements had been agreed by UoG and CE to accommodate students who might defer part way through their study in either Year 1 or Year 2 of the MA History of Art and Art-world Practice Programme after the date of last entry in September 2016; and
- A letter had been sent in August to CE Year 2 students due to progress to Year 3 at UoG (and also to those progressing from Year 1 to Year 2 at CE) providing information about the changes to the validation partnership and also advice about the implications of deferring.

### **3. Annual Report from Christie's Education for Session 2015-16**

#### **3.1 Introduction**

The period since the last report to the Board had been a very challenging but highly rewarding one for CE. The institution had undergone a successful Higher Education Review (Alternative Providers) by the QAA, a UoG revalidation event, OU institutional and programme approval, a Prevent oversight inspection and a UKVI inspection for Tier 4 visa purposes. Following on from this, CE had created a Consolidated Action Plan to consider review outcomes in the context of strategic planning objectives. The Board acknowledged that a sustained programme of inspections and reviews placed heavy demands on organisations and the impact could be particularly acute on small institutions like CE. Nonetheless, CE placed great value on input from review bodies and welcomed the many benefits which flowed from increased externality.

#### **3.2 CE Corporate Governance**

Following a review of CE's corporate governance structure, new terms of reference had been adopted for all committees and this was reflected in the creation of a new decision-making framework consisting of an Academic Stem and a Management Stem. This ensured a separation of powers between academic and management functions and a clear demarcation between institutional ownership and academic authority. The new

structure was bedding in and a 2-year forward timetable of meetings to support the new arrangements was being developed.

CE had also made considerable progress in the last year regarding staff development. A draft CPD policy aimed specifically at academic staff had been prepared and this would supplement CE's existing all-staff Learning and Development Policy. The new policy set out expectations on a range of academic staff development issues including teaching qualifications for academic staff, peer review of teaching, and external academic activities. This was supported by a CPD budget which had increased from £9000 in 2015 to £20000 in 2016. CE had also taken the HE Academy Fellowship Scheme criteria/application process as the theme for its 2016 annual conference.

The Convener commended CE on the real progress it had made in relation to restructuring and staff development over a short period of time.

### 3.3 *Draft Institutional Strategy 2016-21*

A Draft Institutional Strategy 2016-21 had been developed which set out CE's key priorities over the next five years. The overriding aim for CE was to secure the long-term sustainability of the institution and to create the conditions within which CE could prosper as a high-quality HE provider. The Strategy outlined 5 areas of priority within the planning period:-

- Enhancement of marketing and recruitment;
- Enhancement of CE's academic portfolio;
- Building the OU partnership;
- Positioning for taught degree-awarding powers; and
- Ensuring excellent resources.

Both staff and students had contributed to the Strategy through group discussions and CE was confident that the final document reflected the collective aspirations of the whole CE community. It would be considered by CE's Academic Board before the end of 2016.

### 3.4 *Admissions*

The Board heard that in admissions year 2016-17 the total number of applications to CE was down approximately 20% on the previous year. The number of students who had actually enrolled, however, had increased modestly from 101 in 2015-16 to 110 in 2016-17. As part of its review of admissions processes, CE had removed the requirement that all applicants must be interviewed prior to admission and it was thought that this had contributed to improved conversion rates. Given the highly competitive nature of the market within which CE operated, the slight recovery in enrolled numbers was encouraging.

The Committee shared CE's concern that the result of the EU Referendum had generated great uncertainty across the sector regarding international recruitment and especially in relation to visas and funding arrangements. The UK government had recently announced that EU nationals applying for a place at an English University or further education institution for session 2017-18 would continue to be eligible for student loans and grants for the duration of their studies, even if the UK exited the EU within that period. However, the migration (and tuition fee) status of EU nationals commencing study in the UK after the UK had left the EU was still unclear.

CE representatives had met recently with HEFCE and concern had been expressed that EU students might require a Tier 4 student visa or a short-term study visa in order to study in the UK in future. There was also speculation that EU students' right-to-work entitlement in the UK could be abolished. Furthermore, it was unclear if EU students would need to pay tuition fees at the overseas rate and also whether international students would be included in Government immigration targets.

There was great concern across the sector that this uncertainty would prompt a huge drop in applications to UK institutions. As a small niche provider, CE might be adversely affected to an even greater degree than larger and better-resourced institutions. This could be compounded by the fact that CE currently held only a Tier 4 General Sponsor licence rather than a full Trusted Sponsor licence. The terms of the Tier 4 General Sponsor licence meant that CE had a restricted Confirmation of Acceptance for Studies (CAS) allowance of 40. In the last round of admissions, this cap had resulted in CE having to reject 17 international students who had satisfied the necessary *academic* criteria for admission.

### 3.5 *Student Achievement, Progression and Retention MA (Hons)*

Members were informed that of the 21 students who started the MA (Hons) programme in session 2016-17, 4 had deferred for personal reasons and 15 progressed to Year 2. Of the 16 students who had progressed from the previous year to year 2 of the MA (Hons), 15 had passed and one failed to progress. The overall pattern of marks was in keeping with previous years. A full analysis of performance would be brought to the next meeting of the Board.

This year CE had for the first time submitted data to HESA and it continued to work closely with the relevant departments at UoG to ensure a smooth handover of HESA data from Year 2 of the undergraduate programme into Year 3. CE also reported to DLHE in respect of the first 2 years of the undergraduate programme.

### 3.6 *QAA Higher Education Review (HER) (Alternative Providers) Consolidated Action Plan*

CE continued to make good progress in implementing the measures contained in the Consolidated Action Plan. The Plan recorded progress made against the one recommendation and 3 references to areas of good practice highlighted by the QAA HER (AP) Report in November 2015. It had been submitted to the QAA in September 2016 along with CE's annual monitoring report and the level of engagement with this exercise had shown clear staff commitment to the principle of externality. Progress had been made in areas such as annual monitoring and institutional enhancement plans, CPD opportunities and the development of a professional advisory panel to support curriculum design and development.

It was noted that the UoG College of Arts did not have an advisory panel/board such as that in place at CE but expertise such as this could be drawn upon in the event of large research projects.

### 3.7 *CE Relocation*

The Board was advised that CE was in the process of relocating to new premises at 85 Old Brompton Road, London SW7 3LD. Currently an auction room, the new premises are in the heart of the London museum district and had been home to CE some years ago. The site is currently being fully refurbished and its close proximity to works of art stores and museums would be a valuable asset to staff and students.

### 3.8 *Employability and Work Experience*

The Committee heard that the Professional Development Programme at CE continued to develop strongly and was now centralised and fully integrated with the parent

company HR team. This opened up many new opportunities for students and the appointment of a Careers Officer in session 2016-17 would further strengthen the existing service.

All students on the History of Art and Art-world Practice programmes at both undergraduate and postgraduate levels were now entitled to take a two-week integrated assessed work placement module. This 10-credit module offered work placement opportunities at Christie's International Plc. The scheme would be reviewed in July 2017 and could lead to the introduction of an extended credit-bearing placement. CE was aware, however, that any work offered to students must not exceed restrictions on paid employment laid down by the UKVI and/or student funding bodies.

A Graduate Training Scheme which provided 5 fully paid placements in London and New York had also been introduced.

### 3.9 *Prevent Duty*

Members noted that CE had carried out a risk assessment and produced a summary paper in response to HEFCE's initial monitoring phase regarding *Prevent* Guidance (England and Wales). *Prevent* Duty Guidance had been issued by the UK government with a view 'to prevent(ing) people from being drawn into terrorism'. CE had received a letter from HEFCE confirming that, overall, CE's policies and procedures were compliant with *Prevent* Guidance, but some further agreed action was to be reported by CE in February 2017.

CE had also introduced an External Speaker Policy which required all visiting lecturers and/or teaching staff to sign a letter ahead of each lecture to confirm that their presentation did not contain any extremist content. In addition, CE now scanned the passports, visas and other related documents of all visiting staff.

Scotland had separate *Prevent* Duty Guidance and, in general, this was less prescriptive than that which applied to England and Wales. The *Prevent* Duty Guidance which applied to Scotland did, however, contain some additional provisions to reflect the country's particular circumstances.

### 3.10 *Student Support*

The Board was informed that CE had appointed a dedicated Student Services Officer and that this would help strengthen existing pastoral support and guidance provision. Some students struggled with the transition from CE to UoG and members considered this appointment was an opportunity to promote early intervention in cases where additional support was required.

Members agreed that it was important that CE students be made aware at an early stage that UoG had student support services which were not available at CE. With this in mind, the Committee **agreed** that the CE Student Services Officer be invited to meet with students and relevant staff at UoG four weeks after the session commenced with a view to exploring these matters further.

### 3.11 *Associate University Teachers*

The Committee **approved** the staff outlined in the Annual Report as Associate University Teachers and **resolved to recommend** them to ASC for approval. [A list of the new staff and the programmes on which they teach is attached as [Appendix 2](#)].

### 3.12 *Student Complaints*

The Committee heard that there had been one minor academic complaint in session 2015-16 and this had been resolved to the satisfaction of all parties.

#### **4. Student Report**

The Board considered a written report submitted by the Head of Students' Representatives at CE and noted the following items of interest:-

- The Head of Student Services, had been in contact with students from individual courses at CE to explain the role of student representation;
- CE students had used the UoG's new secure online system to vote for their representatives at the last election; and
- The student representative elections were now complete and each course had its representative/s in place.

#### **5. Exit Plan**

The Board was aware that there were two related actions in the Exit Plan which required further clarification in respect of timing. It had previously been agreed that the ACO would develop a statement for CE staff to clarify their position in respect of Associate University Teacher (AUT) status. CE had also agreed to advise the ACO regarding student and staff access to UoG Library/IT resources in the teach-out period. It was **agreed** that CE should alert the ACO at the appropriate time as to when the above actions should occur. In the meantime, CE would advise their staff that they would receive advice from the University regarding their AUT status in due course.

The OU did not have a staff category which was directly equivalent to AUT but CE would check if the OU offered an acceptable alternative designation.

#### **6. Immigration and Visas**

CE would undergo a UKVI compliance assessment in May 2017 at which point its Tier 4 status would be reviewed. In the event that its status was upgraded to Trusted Sponsor it would become entitled to a higher CAS allocation (up to 50% of its student body). In the meantime, however, CE had to balance carefully its consideration of a candidate's request for a CAS against the likelihood that the applicant was seriously committed to CE. In the event that a student was awarded a CAS and didn't eventually come to CE, this would result in CE losing one of its CAS allocation. A student awarded a CAS and not following through on his/her application would also result in CE having to refund a student deposit.

CE had increased its level of engagement with applicants during the last admissions round and this seemed to have helped conversion rates. However, the situation regarding CAS had been further exacerbated by CE only receiving confirmation of its CAS allocation in May 2016. CE had alerted the UKVI to the difficulties it had encountered but did not anticipate any change to existing arrangements for the foreseeable future.

On a related matter, the Board understood that all UKVI visa application decision-making is to be moved back to the UK. This would mean that in-country decision-making would cease and all related operations would transfer to UKVI service centres in (most likely) Croydon or Sheffield.

#### **7. Publications/Publicity Materials**

Members were informed that the format of CE's prospectus had been changed to make it smaller and wider. This would bring it into line with the corporate style of all other publications produced by CE's parent company.

The Convener thanked CE members for continuing to send the University copies of their publicity materials which referenced the University. The University was obliged under the QAA Quality Code to review such materials by its validated institutions prior to publication.

**University of Glasgow and Christie's Education, London**

**Remit, Composition and Membership of the Joint Board 2016-17**

**Remit:**

1. To oversee the following programmes:
  - History of Art & Art-World Practice (MA) (MLitt) (Graduate Diploma) MSc Art,  
Law and Business Programme
  - Doctor of Philosophy
2. To make recommendations to the Senate of the University of Glasgow and the Executive Committee of Christie's Education, London in respect of the validation of the above programmes.
3. To conduct periodic reviews of the above programmes, and make recommendations to Senate on the basis of their outcomes.
4. To make such recommendations as are appropriate to the Executive Committee of Christie's Education, London.
5. To consider, for transmission to Senate for its approval, all nominations of external examiners to the University Court for programmes in the field of history of art and the decorative arts leading to awards of the University of Glasgow taught wholly or jointly at Christie's Education.
6. To monitor and ensure that the terms and conditions and expectations that were originally approved have been, and continue to be, met.
7. Ongoing risk management and maintenance of a risk register.
8. To consider annually:
  - (a) the recommendations of, and comments contained within, the reports of external examiners and the response of the Executive Committee of Christie's Education, London to the reports;
  - (b) a report on the numbers and qualifications of students admitted to the validated programmes, and on the progress of students within the programmes;
  - (c) the nomination of members of Christie's Education for recognition as teachers of the University of Glasgow.
9. To receive annual reports on, and keep under continuing review, the operation of the University's quality assurance procedures for all programmes overseen by the Joint Board.
10. To encourage collaboration between Christie's Education and the University of Glasgow in the field of the history of art and the decorative arts.



**Composition and Membership:**

***University of Glasgow***

Clerk of Senate or nominee (Convener)	Professor J Briggs
Head of College of Arts (or nominee)	Professor N Pearce
Senior Lecturer (History of Art), School of Culture & Creative Arts	Dr S Rush
SRC Representative	Mr R Rutherford
Head of Academic Collaborations Office (or nominee)	Mrs J McCluskey

***Christie's Education***

Managing Director (Vice Convener)	Ms J Hay
Business and Student Services Director	Ms F Guernaoui
Student Representative	Ms Barbagollo

***In Attendance***

Administrator, Academic Collaborations Office (Clerk)	Mr R Mulholland
Administrator, School of Culture & Creative Arts	Mr A Bradburn

**Associate University Teachers:**

<b>NAME</b>	<b>PROGRAMME</b>
Dr Jana Gajdosova	MLitt History of Art and Art-world Practice: Art and Architecture: Antiquity to Renaissance
Dr Emily Williams	MLitt History of Art and Art-world Practice: Arts of China
Dr Kevin McLoughlin	MLitt History of Art and Art-world Practice: Arts of China
Dr Marie Tavinor	MLitt History of Art and Art-world Practice: Fine and Decorative Art: Renaissance to Modern