

Sotheby's INSTITUTE OF ART

Background:

The Quality Assurance Agency for Higher Education (QAA) is responsible for safeguarding the standards and improving the quality of higher education in the UK. Sotheby's Institute of Art in London underwent HE Review by the QAA in February 2016. The subsequent QAA report, published in May 2016, was extremely positive about the Institute's achievements and is available at:

<http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=32871#.V5XvHrFwYdU>

This positive result is a clear endorsement of the hard work that has been completed across the Institute to maintain academic standards and to enhance the quality of our programmes. It provides independent confirmation of the quality of the broader student learning experience at Sotheby's Institute of Art - London.

The HE Review process requires the Institute to publish an action plan, in consultation with students, to address any recommendations and outline plans of how it will capitalise on the identified good practice.

A QAA team visited the Institute in March 2017 to review the progress made against this action plan and concluded that the Institute had made commendable progress in their report published May 2017:

<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/Sotheby's%20Institute%20of%20Art/Sotheby's-Institute-of-Art-EO-AM-17.pdf>

Published:

July 27th 2016, updated 2nd March 2017 and September 2017

Sotheby's Institute of Art – London. HE Review Action Plan

Sotheby's Institute of Art – London. HE Review Action Plan						
QAA recommendation, affirmation or good practice	Action to be taken	Date for completion	Action by	Success indicators	Review Feb. 2017	Review Aug 2017
						QAA Annual Monitoring visit reports Commendable Progress – March 2017
Recommendations						
Further develop the means of recording and responding to an overview of all external examiner reports (Expectation B7).	Review of external examiners' reports added to terms of reference for Programme Committees and Academic Board, and included in quality planning cycle.	June 2016	Quality Team; Programme Teams	From Autumn 2016 Programme Committee and Academic Board minutes and annual monitoring reports reflect the scrutiny of reports and any ensuing actions.	Terms of Reference for Programme Committees and Academic Board approved at extraordinary Academic Board, July 2016, and reviewed and scrutinised at Faculty Planning Day, September 2016, and Academic Board, December 2016. External examiner reports reviewed at Programme Committees, November and December 2016. Overview of all available external examiner	External examiner reports and Annual Monitoring Action Plans reviewed at Programme Committee Meetings, April and May 2017. Overview of all available external examiner reports presented at Academic Board, May 2017.

					reports presented at Academic Board, December 2016.	
Establish clear terms of reference for, and the composition of, its committees (Expectations A2.1, A3.1, B1, B5, B7 and B8).	Comprehensive terms of reference for all committees scrutinised by Academic Standards Committee and approved by Academic Board and Director for implementation from the start of the 2016-17 year. Quality planning cycle introduced to support timely and proactive use of the committee structure.	September 2016	Quality Team	Terms of reference approved and instituted for the 2016-17 year. Minutes reflect enhanced approach to academic management and governance.	Terms of reference for Programme Committees, Academic Standards Committee and Academic Board agreed at extraordinary Academic Board, July 2016, and reviewed and scrutinised at Faculty Planning Day, September 2016, Academic Standards Committee, November 2016, and Academic Board, December 2016. Revised Terms of reference for all three committees establish clear reporting lines and composition, including participation of student representatives at all meetings. They include the review of external examiner and annual monitoring reports and actions arising from them. Annual planner for Academic Board business established and implemented for 2016-17 academic year.	Revised Terms of Reference have been effective in structuring the academic management process, establishing clear reporting lines and enhancing student engagement with the quality processes of the Institute – 100% of Student Representatives taking part in the Student Representative Survey (July 2017) responded positively to the question, “I feel my input as a student rep was listened to and acted on by Faculty, Programme Directors and Senior Staff at the Institute”.
Articulate the strategy to fully embed students as partners at all levels	Student Engagement Strategy approved by Academic Board and	September 2016	Quality Team; Programme	Student feedback mechanisms report enhanced levels of	Student Engagement Strategy agreed at extraordinary Academic	Student Representatives were present at all

(Expectation B5).	Director for implementation at the start of the 2016-17 year.		Teams	student satisfaction and greater participation in the academic governance of the Institute, including student representatives participating in Academic Board, Academic Standards Committee and Programme Committees.	Board, July 2016. Student Representative Role Description agreed at Academic Standards Committee, October 2016. Student Representative training sessions took place in October and November 2016. Student Representatives have been present at all committee meetings from autumn 2016. At a meeting with the Institute's Collaborative Academic Adviser from the University of Manchester in January 2017, representatives reported that they appreciated being involved in decision-making processes at the Institute and felt that the Institute was very responsive to their contributions.	Programme Committee, Academic Standards Committee and Academic Board meetings, as well as at the University of Manchester Collaborative Academic Adviser visit in January 2017, and at a visit by members of the Department for Education in March 2017. Feedback from Student Representatives through a survey administered in July 2017 was enthusiastic, including 100% positive response to the question, "I feel that by being a student rep I made a contribution to the Institute and its commitment to continuous improvement".
Ensure that all students have access to their programme intended learning outcomes (Expectation B6).	All intended learning outcomes to be posted onto Canvas LMS. All unit handbooks to contain unit ILOs.	September 2016	Quality Team; Programme Teams; IT Team	Internal audit confirms all ILOs are available and accessible to students.	All intended learning outcomes have been posted on Canvas LMS and have been checked by Programme Directors and the Quality Team.	Complete. Confirmed by QAA Annual Monitoring visit and Student Representatives. New format for Programme and Unit Handbooks introduced in July 2017 to improve standardisation. This

						will further ensure accessibility of learning outcomes.
Ensure that the institution-wide annual monitoring process resolves and records all actions within an appropriate timeframe (Expectation B8).	Review of annual monitoring reports added to terms of reference for Programme Committees and Academic Board, and included in quality planning cycle.	September 2016		From Autumn 2016 Programme Committee and Academic Board minutes reflect the scrutiny of reports and any ensuing actions.	Terms of reference for Programme Committees and Academic Board approved at extraordinary Academic Board, July 2016, and reviewed and scrutinised at Faculty Planning Day, September 2016, and at Academic Board, December 2016. Annual monitoring reports were reviewed at Programme Committees in November and December 2016 and overviews were given by Programme Directors at Academic Board, December 2016.	Annual Monitoring Action Plans reviewed at Programme Committee Meetings, April and May 2017. Programme Directors reported progress against actions at Academic Board, May 2017. Progress against actions discussed by Academic Adviser at Collaborative Academic Adviser meetings, January and September 2017.
Formalise the procedure which ensures clear lines of responsibility for, and accuracy of, information (Expectation C).	Information Protocol agreed and implemented.	September 2016	Quality Team; Marketing Department; Programme Directors and Coordinators	Internal/external audits confirm the protocol is adhered to and information is accurate.	Information Protocol approved at extraordinary Academic Board, July 2016, and reviewed and scrutinised at Faculty Planning Day, September 2016.	Information Protocol effective. Due to be reviewed, Autumn 2017.
Good practice						
The effective management of the admissions process which impacts on student satisfaction and	Continue to monitor and respond to student feedback on the effectiveness of the Admissions	Ongoing	Admissions Team; Quality Team; Student	Student feedback demonstrates high and improving levels of satisfaction with the admissions	Student feedback Student feedback on Admissions process was gathered by electronic surveys in autumn 2016.	Student feedback Students were invited, to but did not attend, the feedback meeting on Tier 4 Visas in

<p>achievement (Expectation B2).</p>	<p>process. Continue to note any changes in visa regulations and other external factors affecting admissions procedures and communicate changes promptly to prospective students. Continue to communicate the admissions procedures and policies so that they are clear and visible to all prospective students. Ensure supporting services continue to enhance the student admissions process.</p>		<p>Support; Library; IT Teams</p>	<p>process.</p>	<p>A feedback meeting with students on Tier 4 visas will be held in March 2017.</p> <p>Changes in external framework and their communication to prospective students Admissions Department attended Independent HE visa briefing for updates, November 2016. Changes to visa requirements were communicated to all deferred Tier 4 students and added to Welcome Website, November 2016. Statement on Brexit and Brexit FAQ page will be added to website, January 2017. Postgraduate loans statement to be added to Financial Aid documents on Welcome Website if and when confirmed. All Admissions documents reviewed and updated for each cohort in light of Competition and Markets Authority guidelines.</p>	<p>March 2017. Another meeting is now scheduled for November 2017.</p> <p>Changes in external framework and their communication to prospective students Admissions Department continued to attend briefing sessions offered by Independent HE and other organisations. Changes to Tier 4 guidance were outlined at Academic Standards Committee in June 2017 and at Faculty Planning Day, September 2017. New attendance measures were implemented and Attendance Policy and monitoring processes amended, June 2017. Revised process to follow up with students issued by Home Office with incorrect Tier 4 visa information, implemented October 2017.</p>
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<p>The distinctive and shared staff and student research environment which contributes to student learning opportunities (Expectation B3).</p>	<p>Continue to review potential for renewed PhD provision. Explore mechanisms to enable further dissemination of student research outcomes.</p>	<p>Ongoing September 2017</p>	<p>Academic staff; Quality Team</p>	<p>Enhanced and expanded evidence of dissemination of student research and of staff/student research activity.</p>	<p>Introduction of the option of practice-based MA dissertations across all MA programmes, 2016-17. Preparations have begun for shared staff and student research seminars in the field of contemporary art. Discussions have been initiated about the publication of outstanding MA dissertations in the field of art business.</p>	<p>Eight MA Art Business students submitted practice-based dissertations in September 2017. The MA in Contemporary Art collaboration with Chelsea School of Art resulted in two group visits plus some students participating in collaborative shows with Chelsea students, Spring 2017. MA Contemporary Art staff-student research seminars scheduled to begin in November 2017.</p>

						Joint SOAS-Sotheby's Institute of Art research talks from non-western artists to be held in Autumn 2017.
The range and quality of support that enables students to fully engage with their studies (Expectation B4).	<p>Implementation of Student Engagement Strategy.</p> <p>Launch of student counselling service.</p> <p>Approve and implement Disability Access Policy.</p> <p>Partnership with University of London Housing Service to better support student accommodation needs.</p> <p>Development of personalised training programme to support students' skills in using the Canvas LMS.</p> <p>Library refurbishment to create additional study spaces.</p> <p>Continue to monitor usage of both print and electronic resources and continuously evaluate their relevance to teaching and learning at the Institute.</p>	<p>September 2016</p> <p>September 2016</p> <p>June 2016</p> <p>June 2016</p> <p>Ongoing</p> <p>August 2016</p> <p>Ongoing</p>	<p>Student Support;</p> <p>Library;</p> <p>Careers Department;</p> <p>Facilities Department;</p> <p>Quality Team</p>	<p>Student feedback which reflects high levels of engagement with learning.</p> <p>Indicators of continued high levels of academic performance.</p>	<p>Student Engagement Strategy implemented.</p> <p>Formal launch of the student counselling service in September 2016 which has been accessed by students and has delivered over 60 hours of one to one counselling to date.</p> <p>To date a total of 120 students have accessed the University of London Housing Service database.</p> <p>Disability Access Policy approved and implemented.</p> <p>More personalised training programme to support students' skills in using Canvas LMS implemented at programme level.</p>	<p>Across the academic year 2016-17, a range of students either self-referred or were referred by staff to the Institute's new counselling service. Over 175 hours of counselling were delivered altogether.</p> <p>245 students sought information through the University of London Housing Service, including two who sought legal advice over accommodation issues.</p> <p>Mind-mapping, text to speech and screen-reading assisted technology software made available to students with learning difficulties, Autumn 2017.</p> <p>Cause for Concern process and Fitness to Study Policy drafted, September 2017.</p>

					<p>Complete refurbishment of the Library undertaken in summer and autumn 2016, in consultation with students, in order to create additional study space – impact under review.</p> <p>Ongoing monitoring of the usage of both print and electronic resources and continuous evaluation of their relevance to teaching and learning at the Institute.</p>	<p>‘EvaluationKit’ student survey software introduced Summer 2017, enabling surveys to be delivered through Canvas LMS, achieving much improved response rates (94% for Summer Study 2017).</p> <p>In support of the Disability Access Policy, the Library started a project to replace white book spine labels on all books with yellow label’s to facilitate them being read by students with dyslexia.</p>
<p>The proactive and comprehensive approach to career development that contributes to student employability (Expectation B4).</p>	<p>Continued development of alumni network to strengthen communication between current and former students. Continued development of students’ employability through continuing to enhance relationships with employers.</p>	<p>September 2017</p> <p>September 2017</p>	<p>Director of Career Services; Academic faculty; Quality Team</p> <p>Director of Career Services</p>	<p>Student feedback. Enhanced alumni database.</p> <p>Improved employment and employer data.</p>	<p>The Careers Service has continued to strengthen links with employers through the Art Business Foundations and Placement Semester Course and has built on these links through outreach to a wider range of art world employers. A strategy for enhancing the alumni network, to strengthen communication between current and former students, is currently being developed, and</p>	<p>Continued strengthening of art world employer engagement and opportunity generation. Continuation of a full extra-curricular programme of careers support: employer talks, professional development workshops, careers and art publishers’ fairs, 1:1 appointments, alumni panels. Workshops developed</p>

					<p>this will include more networking opportunities for students to meet with alumni, and more cross-programme and cross-sector networking. The Art Publishers' Fair and the Art World Careers Fair will again be held at the Institute this academic year, along with a changing programme of employer talks, site visits and career management workshops. A new work placement elective unit has received approval of validation by the University of Manchester for introduction in 2017-18. The Careers Service is in the process of commissioning a new Careers and Alumni online platform to enable more effective management of communications. The Service will continue the development of services specifically for students on Tier 4 visas.</p>	<p>with the MA in Art Business to deliver a series of sessions around reflective practice, action planning and 'Pitching Yourself', Spring 2017. Creation of a new 0.6 FTE Careers Co-ordinator role to strengthen management for placements and employer engagement, initiated Summer 2017. Development of a new assessed MA Work Placement Elective unit. Development and implementation of a new online platform (SIA Connect) which enables: a) dynamic alumni updates from social media; b) easy self-managed online bookings for appointments and record keeping; c) management, promotion and sign-up to all careers events such as employer talks and alumni panels.</p>
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