

## Report from the Quality Assessment Committee

Board's primary role in relation to this paper:

- A. Set strategy
- B. Set risk appetite
- C. Oversee performance
- D. Understand context

### Purpose

1. The board is kept informed of the work of its Quality Assessment Committee (QAC) by receiving a report on the outcomes of each meeting. This report summarises the outcomes of the QAC meetings held on 11 November 2024, 22 January 2025, and 26 March 2025.

### Recommendations

2. The board is invited to receive the report of the committee.

### Discussion of degree awarding powers applications

3. The Head of Degree Awarding Powers and University Title presented eight cases to the committee on 11 November, five cases on 22 January, and eight cases on 26 March.
4. The committee provided positive advice to the OfS for 20 of the 21 of the cases. **Exempt from publication.**

### Proposed future approach to degree awarding powers assessments

5. A proposal to streamline the process for DAPs assessments was presented to the committee, with two aspects. It is proposed that:
  - a. The approach to assessments where DAPs already held by a provider are varied – for example the recently published assessment of South Devon College<sup>1</sup> – is made more efficient with a focus on whether DAPs have been operated securely since they were first granted. For complex cases, a fuller evidence base and assessment would still be possible.

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<sup>1</sup> Available at [Assessment for variation of degree awarding powers - South Devon College - Office for Students](#)

- b. Evidence requirements are reviewed across all DAPs assessments, to merge duplicated requirements or remove requirements which are not necessary to allow a judgement about the criteria.
6. Keeping in mind that any changes to policy as opposed to evidentiary requirements would need to be consulted on, members welcomed the proposal. The committee fully supported the proposal to delete unnecessary or duplicated requirements.
7. Members discussed the importance of clarity in deciding whether a case would be categorised as complex or not – for example if a provider had changed corporate form since the original assessment.

## **Discussion on proposals for an integrated approach to quality assessments**

8. The Head of Student Outcomes introduced a paper on proposals for an integrated quality system during the 22 January meeting. This paper was based on a version presented to the board on 2 December 2024.
9. Committee members were positive about the potential of the proposals and expressed an interest in further discussions on an integrated approach to quality assessments at a future meeting.

## **Paper publication**

10. To be published with the board papers with appropriate redactions.