London School of Marketing Ltd

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

May 2014

Key findings about London School of Marketing Ltd

As a result of its Review for Educational Oversight carried out in May 2014, 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 programme(s) it offers on behalf of Anglia Ruskin University, The Chartered Institute of Marketing, The Communication Advertising and Marketing Foundation Ltd and EduQual.

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 and organisations.

The team considers that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Good practice

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

- the processes for ensuring consistency and completeness of information across different electronic platforms (paragraph 3.7).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

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

- share external examiners' and verifiers' reports with students in line with the expectations of the UK Quality Code for Higher Education (paragraph 1.2)
- introduce formal systems to help identify good practice and disseminate it to all staff (paragraph 2.2)
- extend the provision of feedback to students to systematically include feedback on issues raised by them through all channels (paragraph 2.3)
- continue to develop and embed academic policies and practices in line with the UK Quality Code for Higher Education (paragraph 2.4)
- develop and implement an overarching Teaching and Learning Strategy (paragraph 2.6)
- clearly articulate and implement support for academic skills development for all students (paragraph 2.9)
- monitor the timeliness and quality of assessment feedback (paragraph 2.10)
- encourage further pedagogical reflection within the academic team (paragraph 2.13)
- implement its stated intentions to make electronic resources available via mobile devices (paragraph 2.17)
- update policies so that they are unambiguous and current (paragraph 3.8).

About this report

This report presents the findings of the Review for Educational Oversight[1] (REO) conducted by the Quality Assurance Agency for Higher Education (QAA) at the London School of Marketing Ltd (the School), which is a privately funded provider of higher education. 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 Anglia Ruskin University, The Chartered Institute of Marketing, The Communication Advertising and Marketing Foundation Ltd and EduQual. The review was carried out by Dr Gwynne Harries, Mrs Patricia Millner and Dr Frances Wiles (Reviewers) and Dr Monika Ruthe (Coordinator).

The review team conducted the review in agreement with the provider and in accordance with the *Review for Educational Oversight: Handbook*.[2] Evidence in support of the review included the self-evaluation and supporting documentation including policies and procedures, external examiners' and annual monitoring reports, minutes of committee meetings as well as the student written submission, the May 2012 REO, the May 2013 monitoring visit report and meetings with staff and students.

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

- the UK Quality Code for Higher Education (Quality Code)
- *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ)
- academic regulations and guidance from the awarding body and organisations.

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

The School was established in 2002 and offers a range of academic and professional qualifications in marketing, business and management at undergraduate and postgraduate level. The School's administrative office is based in Grosvenor Place in central London. Programme delivery takes places in rented venues including Imperial College London, University College London and Birkbeck, University of London.

The School initially operated as a specialist marketing school offering professional marketing qualifications at all levels on a part-time evening and weekend basis. Over time the academic portfolio expanded and the School also began to offer qualifications in online and blended learning mode.

In 2007 the School established an academic unit with online tutors, content writers and editors in Sri Lanka to support the development of the learning and teaching aids of both e-learning and face-to-face delivery. A comprehensive set of online learning resources was first made available to students in 2008 via the School's Electronic Learning Platform. In 2011 the platform was considerably enhanced and is now known as the Integrated Modular Study System.

The majority of students study online. The School has set up a number of Local Access Points internationally to support online learning in Pakistan, Bangladesh and the United Arab Emirates by providing a secure internet connection. At the time of the review, the School

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[1] www.qaa.ac.uk/en/ReviewsAndReports/Pages/Educational-Oversight-.aspx
[2] www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669

offered the following higher education programmes, listed beneath their awarding body and organisations. Student numbers are in brackets:

Anglia Ruskin University
- BA (Hons) in Marketing Top up (279)
- MA in Marketing and Innovation Top Up (182)
- Master of Business Administration Top Up (523)

The Chartered Institute of Marketing
- Professional Certificate in Marketing (95)
- Professional Diploma in Marketing (191)
- Postgraduate Diploma in Marketing (33)

The Communication Advertising and Marketing Foundation Ltd
- Diploma Marketing Communications (45)
- Diploma Digital Marketing (71)
- Diploma Digital Marketing - Metrics and Analytics (3)
- Diploma Digital Marketing - Media and Branding (8)

Association of Business Practitioners/EduQual
- Diploma in Business and Marketing Management (105)
- Postgraduate Diploma in Business and Marketing Strategy (165)
- Postgraduate Diploma in Business Strategy (228)

The provider's stated responsibilities

The School delivers academic programmes from Anglia Ruskin University on a franchise basis. The School's responsibilities are clearly articulated in the Academic Agreement. For this provision the School is responsible for the recruitment and admissions of students, programme delivery, the marking and moderation of student assessment, academic and pastoral support of students, provision of information to students and the wider public, and the collection and evaluation of student feedback. The provision of feedback to students on their work, monitoring of programmes and of the quality of teaching, staff development and the provision of learning resources are shared responsibilities with the awarding body.

The same allocation of responsibilities applies to the professional qualifications of EduQual which are detailed in the Centre Agreement.

The School has limited responsibilities for the professional programmes of The Chartered Institute of Marketing and The Communication Advertising and Marketing Foundation Ltd which are developed and assessed by the awarding organisations. These responsibilities include student recruitment, programme delivery, academic and pastoral support, formative feedback on practice assessments, monitoring of student progress, provision of information to students and collection and evaluation of student feedback.

Recent developments

Since the May 2012 REO student numbers, predominantly online, have continued to grow. The School currently has 1,928 students; over 50 per cent more than at the time of the last review. The School took the strategic decision to postpone venturing into new markets and concentrate on managing and expanding resources to facilitate the current academic portfolio resulting in enhancements to its Integrated Modular Study System which is now fully capable of supporting current students as well as further growth. To further strengthen its academic and pastoral support for students and its management of programmes the

School recently appointed a dedicated Student Support Tutor and an Academic Programme Manager.

The School aims to increase the number of academic support staff to support the anticipated further growth in student numbers and plans to move to larger premises in the near future.

Recently the School was required to change one of its awarding organisations. The Association of Business Practitioners ceased trading and the School switched its provision to EduQual. The agreement with EduQual was signed in April 2014. Existing students have been fully informed of this development and have been migrated to the new qualifications.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team.

Students' views were gathered in a written submission prepared by the Students' Union and through a series of interviews with individuals reporting on their experiences by answering a pre-determined set of questions.

Students met the coordinator at the preparatory visit and the team during the review visit. The student submission and the meetings provided valuable input into the review process.

Detailed findings about London School of Marketing Ltd

1   Academic standards

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

1.1   The School has established an effective and well-documented relationship with Anglia Ruskin University (the awarding body). Particular responsibilities are clearly defined through formal agreements and the School has established effective processes to ensure that it fulfils its delegated responsibilities for managing academic standards and enhancing the quality of learning opportunities. The School's effective organisational structures and procedures align closely with regulations and requirements of the awarding body. The awarding body's Partnerships Manager provides regular contact with the School. Through careful internal planning and in close cooperation with Anglia Ruskin University, an efficient and sensitive approach to the transfer of provision to the new awarding organisation EduQual, has been managed with little disruption to the student experience.

1.2   The Chartered Institute of Marketing and The Communications Advertising and Marketing Foundation Ltd are examination-based awarding organisations and students are assessed off site, whereas the awarding body and the Association of Business Practitioners/EduQual have delegated this responsibility to the School while maintaining their external monitoring role. The Academic Board receives their external examiners'/verifiers' reports. However, these are not routinely shared with the student body. It would be **desirable** for the School to share external examiners' and verifiers' reports with its students in line with the expectations of the Quality Code.

1.3   Clearly defined but flexible internal leadership, management and committee structures ensure the appropriate management of academic standards. There are well-managed teams of staff for teaching, assessment, programme management and student support. Responsibilities for the management of academic standards and quality are clear for both the UK and Sri Lanka, and are well understood by staff. The management of academic standards is informed by a constructive dialogue with the awarding body and organisations.

1.4   The School has effective academic management structures in place. Leadership roles are well defined and understood by all staff. Assurance of academic standards and quality overall is the remit of the Academic and Quality Assurance Director. Responsibility for curriculum implementation and administration of the various programmes is efficiently discharged by the Academic Programme Manager. The Academic Operations Manager is responsible for resource management underpinning programme delivery and student support. Academic Coordinators for each awarding body/organisation, who lead the delivery teams and report to the Academic Programme and Operations managers, also make a key contribution to the maintenance of academic standards and the enhancement of the student experience. Structures to support all administrative and academic activities, including the management of online development and delivery and student submission of work, are straightforward and coherent.

1.5   The School has a clear and appropriate committee framework with distinct terms of reference for each panel and committee to manage and monitor academic standards and the quality of learning opportunities. The Academic Board effectively oversees the management of academic standards and quality. The Academic Board schedules its business so that designated areas of business are dealt with on a structured basis. This flexible arrangement suits the provision well. The Academic Board receives regular reports

from its two subcommittees, the Student Review and Progression Panel and the Courses Management Committee.

1.6   The Student Review and Progression Panel meets twice each term and has key responsibility for ensuring the accuracy of student academic attainment records which it discharges efficiently. It also deals with referrals and mitigating circumstances, attendance issues and student disciplinary and appeal hearings. The Courses Management Committee meets each term as part of the agreement with the awarding body and effectively oversees all aspects of curriculum management and delivery for all pathways of awarding body programmes. It also monitors student achievement and retention and considers and takes appropriate action in respect of student feedback and the annual monitoring report generated by the School for the awarding body.

1.7   There is also a Course Review Panel and a Research Ethics Panel both of which feed into the Courses Management Committee. The Course Review Panel monitors the adequacy of learning resources and the quality of set assessments as well as feedback to students on their assessed work. It also considers feedback from students and discusses the development of best practice. The Research Ethics Panel approves student research ethics forms for projects of awarding body programmes.

1.8   The School uses an Academic Quality Assurance and Control Framework to ensure that it meets relevant academic requirements of its awarding body/organisations. It clearly informs on-site and online tutors of their responsibilities and indicates methods for ongoing improvements. Staff are aware of this document but do not refer to it in detail. However, teaching staff articulate a coherent teaching and learning approach which focuses on inclusivity and high quality delivery to students.

How effectively does the School make use of external reference points to manage academic standards?

1.9   The School makes appropriate use of external reference points through its awarding body and organisations. It has mapped its quality policies and procedures against the Quality Code to ensure they are in line with its expectations. It has also promoted awareness of the Quality Code within staff teams.

1.10   Awarding body programmes are designed with close reference to the FHEQ and the Quality Code and these are cross-referenced to module descriptors and intended learning outcomes.

How does the School use external moderation, verification or examining to assure academic standards?

1.11   The School operates a thorough internal moderation process. Academic staff based in Sri Lanka mark and internally moderate assessments which are set by the awarding body and externally moderated by its external examiners. Assessments are checked for plagiarism using standard plagiarism detection software. The School participates effectively in moderation meetings with representatives of the awarding body. For EduQual programmes academic staff in the UK set assessments which are moderated internally by staff based in Sri Lanka and externally verified by the awarding organisation. The Chartered Institute of Marketing and The Communications Advertising and Marketing Foundation Ltd set and mark the summative assessments for their awards.

1.12   Reports from external examiners and verifiers indicate that student attainment meets the required standard and report overall satisfaction with academic standards and the

quality of learning opportunities. The School responds constructively to recommendations from external examiners and verifiers.

1.13   The School is effectively managing its responsibilities for the delivery and assurance of academic standards. It has rigorous mechanisms for the management of standards of its higher education programmes in accordance with the awarding body and organisations' requirements. The School makes appropriate use of relevant external reference points and effectively uses internal and external moderation and verification to manage and maintain academic standards. It could enhance these processes by also sharing external examiner and verifier reports with students.

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

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2   Quality of learning opportunities

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

2.1   The School has a thorough process of module evaluation and reporting which feeds into a detailed end of course report produced by the relevant Academic Coordinator. Key features of this report include analysis of achievement data, student feedback, external feedback and identification of good practice. Action plans demonstrate a firm commitment to continuous quality improvement.

2.2   Good practice is shared informally, recorded at Academic Board and increasingly noted through the virtual learning environment. Although valuable, these processes do not always ensure reflection, analysis and further application of good practice especially for the freelance teaching staff. It would be **desirable** for the School to introduce formal systems to help identify good practice and disseminate it to all staff.

2.3   The School provides a range of opportunities for feedback to students, the main being the Students' Union and the end of module questionnaire. While students receive feedback on issues raised with the Student Liaison Officer at Students' Union meetings this is not routinely the case for feedback provided via questionnaires or individually. It would be **desirable** for the School to extend the provision of feedback to students to systematically include feedback on issues raised by them through all channels.

How effectively does the School make use of external reference points to manage and enhance learning opportunities?

2.4   The detailed mapping of the School's policies and practices against the relevant indicators of *Part B: Assuring and enhancing academic quality* and *Part C: Information about higher education provision* of the Quality Code demonstrate a good level of alignment. The School provides training on quality issues including the Quality Code and the mapping document is available to staff through the Integrated Modular Study System. However, there is scope for further development, for example in student engagement with quality assurance and enhancement processes and articulation of a strategic approach to learning and teaching. It would be **desirable** for the School to continue to develop and embed academic policies and practices in line with the Quality Code.

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

2.5   The School has appropriate and effective measures in place to maintain and enhance the quality of teaching and learning. It operates a fair staff recruitment policy to employ suitable, well qualified and professionally experienced academic staff. A teaching certificate is preferred but not mandatory.

2.6   The School has an Assessment and Feedback policy and Marking and Internal Verification Process and Guidelines, but there is no formal overarching Learning and Teaching Strategy. Although teaching and learning is influenced by the requirements of the awarding body and organisations, it would be **desirable** for the School to develop and implement an overarching Learning and Teaching Strategy in order to articulate a clear, shared understanding of the School's unique nature and educational principles.

2.7   Students appreciate the industry experience of teaching staff, small class sizes and the extent and high quality of the online learning materials provided. Effective communications and feedback between the online materials development team in Sri Lanka and tutors in the UK ensures that resources are kept current and accessible to online and face-to-face students. The online learning is clear and easy to use, and students benefit greatly from this rich resource.

2.8   An effective developmental peer review process, student feedback using a wide variety of mechanisms, end of module reports and student achievement data provide substantial information by which the Academic Director and Academic Board maintain overview and evaluation of the quality of learning and teaching.

How does the School assure itself that students are supported effectively?

2.9   The School provides a comprehensive range of support mechanisms and uses student feedback to evaluate their effectiveness. The Admissions Policy and processes, induction procedures and separate Frequently Asked Questions (FAQs) handbooks for academic and professional programmes provide detailed, extensive information to students on the sources of support for their studies. Students are highly satisfied with the approachability of academic and support staff and the prompt and effective way they respond to their queries. Distance learning students have an allocated online tutor for academic support. Support for assignments for all students is provided via online interactive seminars. Students also have access to support via a recently appointed student support tutor, a chat facility on the Integrated Modular Study System and a weekly surgery for administrative assistance. A help desk tracking system enables the School to evaluate the efficiency of the response to student telephone enquiries. The School makes some provision for the development of academic skills but there is no systematic identification or provision of study skills. It would be **desirable** for the School to clearly articulate and implement support for academic skills development for all students.

2.10   The quality of assessment feedback is variable. While much is thorough and constructive, there is some also less informative feedback evident in the student work. Students confirm that some written comments are not sufficiently detailed or are delayed. This has been conveyed by the student representatives to the Student Liaison Officer and the School is addressing the issue. It would be **desirable** for the School to monitor the timeliness and quality of assessment feedback.

How effectively does the School develop its staff in order to improve student learning opportunities?

2.11   The Staff Development Policy documents the School's commitment to providing induction and essential training for its academic teams. Teaching staff are required to undertake at least two days' development activity per year. The School monitors the effectiveness of staff development informally through regular student feedback, student submission and pass rates.

2.12   The School has an effective and developmental annual peer review process for academic staff, which includes a teaching observation every three years. Good practice arising from peer observation is informally shared within the academic team, for example at staff meetings and staff development events.

2.13   The School expects a high academic and professional standard from its teaching staff, evidenced at recruitment and through supporting academic staff to achieve additional relevant professional and postgraduate qualifications. Staff are experienced and academically and professionally well qualified. A relatively small proportion of staff have a higher education teaching qualification. Academic staff are supported to work to high standards, but have limited opportunities for reflecting on different approaches to teaching. It would be **desirable** for the School to encourage further pedagogical reflection within the academic team.

2.14   All new staff are supported by a comprehensive induction which addresses essential information and expectations, a staff handbook, guidelines to ensure academic quality and consistency, and a probationary period. Essential staff training and professional updating is achieved through staff meetings, twice yearly internal events, formal and informal training, internal moderation and assessment briefing and attendance at external events offered by the awarding body and organisations.

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

2.15   Students have access to appropriate and sufficient learning resources, regardless of delivery mode. The sufficiency and quality of resources are initially approved by the awarding body and organisations, and routinely monitored in meetings which report to the Academic Board, where feedback from module leaders and students is also considered.

2.16   The Integrated Modular Study System includes well-designed learning materials developed by the academic team in Sri Lanka. Students also have access to live and recorded webinars. Students have access to a searchable e-library including electronic books, academic journals and other resources, which are updated by the Senior Department Operations Coordinator. Arrangements with EBSCO Information Services enable the School to augment the e-library's capacity as student numbers grow. Students on awarding body programmes also have access to learning resources provided by the awarding body and can also apply for access to other UK university library facilities.

2.17   Students confirm satisfaction with the quality of the online resources and classroom facilities, but express some concern about the current inability to access e-learning resources from mobile devices which limits access for some of them. The School acknowledges this issue and confirms its intention to address it in the near future. It would be **desirable** for the School to implement its stated intentions to make electronic resources available via mobile devices.

2.18   The School is effectively managing its responsibilities for the quality of learning opportunities. It has rigorous mechanisms in place for ensuring and enhancing the quality of learning opportunities, reflecting the requirements of its awarding body and organisations. The School has developed a learning and teaching environment within which students feel well supported. The provision could be enhanced by introducing a formal system to help identify good practice, the expansion of feedback to students, continued development of policies and practices in line with the Quality Code, the development of an overarching Learning and Teaching Strategy, clear articulation of support for academic skills development, monitoring of the timeliness and quality of assessment feedback, and encouragement of further pedagogical reflection among academic staff.

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.

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3   Information about learning opportunities

How effectively does the School communicate information about learning opportunities to students and other stakeholders?

3.1   The School produces a comprehensive range of public information for prospective and current students, staff and other stakeholders. All information is communicated electronically, either on the School's website or via the electronic learning platform. The School also makes open access learning materials freely available via the website to students, employers and the wider public.

3.2   The website is easy to use and provides detailed and accurate information about programmes, mode of delivery and assessment, entry requirements and fees. There is a live chat and email facility for individual queries. The School displays corporate logos from high profile companies on its website for marketing purposes. Their use is based on the School having provided programmes of study covered by financial sponsorship arrangements with students' employers.

3.3   On admission, students receive an informative induction for each module. Booklets of FAQs signpost essential resources and policies. All subsequent information is accessed via the Integrated Modular Study System. Module guides provide detailed information aligned with the awarding body and organisations. Students also have access, via the Integrated Modular Study System, to the relevant awarding body and organisations' materials and policies.

3.4   Communication with students is also achieved through social media and group email, coordinated by the use of a communications calendar to ensure coherence and effective timing. Consistency across all delivery modes is achieved through the Communications Policy. The FAQ booklets are monitored by the Programme Review Panel and updated every semester.

3.5   Students confirm that information about learning opportunities is communicated effectively, with the opportunity for individual questions either face-to-face, via email or during webinars.

How effective are the School's arrangements for assuring that information about learning opportunities is fit for purpose, accessible and trustworthy?

3.6   The School has clear and effective mechanisms for monitoring and ensuring the accuracy and completeness of public information. Written agreements with the awarding body and organisations outline the School's responsibilities for ensuring the accuracy and completeness of published information.

3.7   The Communications Policy documents the rigorous and systematic processes for maintaining a high standard of full, accurate and effective published information, and clearly sets out the responsibilities of, and communication between, heads of department and the Marketing Manager. Heads of department provide the content from information given by the awarding body and organisations. The Marketing Manager ensures consistency of information across departments. The School also employs a professional proofreader to ensure accurate presentation. Following this process, Heads of department make a final check of the content before the information is uploaded to the website and the e-learning platform by the marketing team. The same rigorous approach is used for the development of online learning resources. Consistency of updating across the website and Integrated Modular Study System is achieved through use of a centralised database. The processes for ensuring consistency and completeness of information across different electronic platforms is **good practice**.

3.8   There is some potentially confusing overlap between the Communications Policy and the policy for publishing information on the website. In addition, some of the academic policy and guidance documents are undated. It would be **desirable** for the School to update policies so that they are unambiguous and current.

3.9   The School conducts regular reviews of all electronic platforms and an independent monthly audit of all online information. These highlight issues that might impact on the effectiveness of its published information. The Marketing Manager monitors social media and refers individual issues to relevant staff for action. Good communication between teams, and regular and effective monitoring in response to feedback from tutors and students, have identified and quickly resolved minor inaccuracies or confusion.

3.10   The School has effective mechanisms for ensuring that the information it provides to students and the wider public is accurate, trustworthy and useful, with clear lines of responsibility for its approval and dissemination. The processes for ensuring accuracy and completeness of information across different electronic platforms are particularly noteworthy. The processes could be further enhanced through clear dating of all policies and elimination of any overlap.

The team concludes that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Action plan[3]

London School of Marketing Ltd action plan relating to the Review for Educational Oversight of May 2014						
Good practice	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The review team identified the following areas of **good practice** that are worthy of wider dissemination within the School:						
• the processes for ensuring consistency and completeness of information across different electronic platforms (paragraph 3.7)	To continue the observance of established and tested in-house processes for maintaining the appropriateness, consistency, accuracy and rigour of information made available to the diverse stakeholders of the School either internally or externally	Department heads to instigate the relevant information to be made available Relevant staff members to produce the requested information by the respective heads Department heads to approve the related information upon completion of the task	three weeks before start of each semester: 10 September 2014 15 January 2015 13 May 2015	Department heads Legal Advisor Programme Manager Internal verifiers External proofreaders and editors Marketing Manager	Department directors	Departmental agendas and summary of meetings Report (findings) from the bi-annual public information audit Student surveys at end of each semester

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[3] The School 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 Schools' awarding body and organisations.

Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
The team considers that it would be **desirable** for the School to:						
• share external examiners' and verifiers' reports with students in line with the expectations of the UK Quality Code for Higher Education (paragraph 1.2)	To ensure that students are informed about the outcomes of moderations and external verifications in order to be providing debrief and conclusion on the respective cycle of assessments	Programme Manager to forward, upon receipt of verification reports from the awarding bodies, to the Integrated Modular Study System team in order to be uploaded so that students can view these on demand	After every moderation and upon receipt of the report from the awarding bodies Anglia Ruskin University 8 August 2014 EduQual 28 August 2014	Programme Manager Integrated Modular Study System team	Academic and Compliance Director	Email communications and confirmations of upload Report (findings) from the bi-annual public information audit Student surveys at end of each semester
• introduce formal systems to help identify good practice and disseminate it to all staff (paragraph 2.2)	To ensure that all staff members are consistently informed about academic practice in order to maintain clear and open communications with all parties	Minutes of meetings, end-of-module reports, end-of-course reports, external examiner reports, external verification reports, student statistics, summary of peer observations, and any other relevant information are made available on the intranet	All current material to be uploaded by 31 August 2014, thereafter as and when available	Academic Operations Manager Programme Manager	Academic and Compliance Director	Email confirmations of upload Report (findings) from the bi-annual public information audit Findings from the monthly 'cyber' patrols

• extend the provision of feedback to students to systematically include feedback on issues raised by them through all channels (paragraph 2.3)	To introduce a consistent mechanism of informing students about issues raised by the student body (via surveys and student representatives) and actions taken to address issues raised	Develop a separate SMART student issues-based action plan and make available (display only) on the Integrated Modular Study System Provide summary quantitative statistics of student surveys and summary of qualitative comments Make available all minutes of meetings from the Students' Union meetings	For the current year all relevant information uploaded by 31 August 2014, thereafter after every end-of-term survey and Students' Union meeting	Academic Operations Manager Student Liaison Officer	Academic and Compliance Director	Email confirmations of upload Student surveys at end of each semester
• continue to develop and embed academic policies and practices in line with the UK Quality Code for Higher Education (paragraph 2.4)	To continue the development and refinement of the mapping of the Quality Code indicators against the School's policies and overall systems and processes so that ongoing alignment of practice is maintained	Complete mapping of the current Quality Code indicators Commence a new mapping exercise based on the Higher Education Review (Plus) specifications and complete first draft after attendance on a QAA relevant training session	By 31 August 2014 First draft to be completed by 19 December 2014	Academic Operations Manager Programme Manager Department Heads Legal Advisor	Academic and Compliance Director	Completed current Quality Code mapping First draft of Higher Education Review (Plus) specification mapping
• develop and implement an overarching Teaching and Learning Strategy	To develop an all-inclusive Teaching and Learning Strategy that incorporates the particular features and	Use current policies (such as the internal quality framework, marking and assessment policy, learning contracts and	15 September 2014	Academic Operations Manager	Academic and Compliance Director	Completed overarching Teaching and Learning Strategy

(paragraph 2.6)	educational principles of the School	internal verification guidelines) as well as awarding body and organisation regulations and processes in order to consolidate diverse parties' requirements and develop an overarching document that covers all relevant aspects in a holistic manner		Programme Manager Legal Advisor		
• clearly articulate and implement support for academic skills development for all students (paragraph 2.9)	To provide students with additional academic skills development in order to further support them in the academic endeavours (hence enhancing their learning experience) as well as enable them to perform better in their studies (hence facilitating better student output)	Recruit an external consultant with expertise in the area of academic skills to design and pre-record three two-hourly webinars supported by additional learning aids in the form of presentation slides which will then be made available on the Integrated Modular Study System Communicate this additional facility to students via inductions, face-to-face classes and webinars, student representatives and diverse student handbooks	15 September 2014 23 September 2014	Academic Operations Manager Programme Manager Integrated Modular Study System uploading team	Academic and Compliance Director	Academic skills webinars and additional materials uploaded Student handbooks

• monitor the timeliness and quality of assessment feedback (paragraph 2.10)	To ensure the high standard of feedback provided to students on an ongoing basis To ensure the standardisation of student feedback according to the respective awarding body/organisation requirements and internal quality guidelines including the overarching Teaching and Learning Strategy To ensure the release of feedback to student assessment on time according to the School's policy	Continue scheduled in-house training sessions for markers Continue training sessions held by Anglia Ruskin University for markers Instigate formal assessor and internal verifier training for relevant staff members Ensure compliance with the timely release of assessment feedback to students	12 September 2014 October 2014 Start in September 2014 Three weeks after submission	Academic Management Team members University Module Leaders Programme Manager Academic Operations Manager	Academic and Compliance Director	Agendas of training sessions and staff attendance records Email communications between relevant members Documentation from training providers and staff enrolment records Student feedback from surveys and Students' Union meetings
• encourage further pedagogical reflection within the academic team (paragraph 2.13)	To promote and support both subject-specific as well as reflective teaching and marking practices in the faculty	Continue in-house training sessions for lecturers and markers Continue training sessions held by Anglia Ruskin University for markers Instigate formal assessor and internal verifier training for relevant staff members	12 September 2014 October 2014 Start in September 2014	Academic Management Team members University Module Leaders Programme Manager	Academic and Compliance Director	Agendas of training sessions and staff attendance records Email communications between relevant members

						Documentation from training providers and staff enrolment records
• implement its stated intentions to make electronic resources available via mobile devices (paragraph 2.17)	To make the Integrated Modular Study System available to students via multi-electronic devices such as smart phones and tablets when technical issues are resolved	Continue work on HTML 5 project	Estimated period of completion May 2015	IT project staff members	Chief Operating Officer	Availability of electronic learning resources via diverse smart devices
• update policies so that they are unambiguous and current (paragraph 3.8)	To consolidate the diverse policies in order to ensure and maintain transparency and avoid overlapping and confusion	Hold review and evaluation meetings with the aim of streamlining and improving policies	By October 2014, thereafter annually in September	Relevant department heads Legal Advisor	Academic and Compliance Director	Departmental meeting agendas and summary minutes of meetings Updated policies with clear version number and production date

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.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/en/ReviewsAndReports/Pages/Educational-Oversight-.aspx.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/about-us/glossary. Formal definitions of key terms can be found in the *Review for Educational Oversight: Handbook*.[6]

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

academic standards The standards set and maintained by degree-awarding bodies for their courses (programmes and modules) and expected for their awards. See also **threshold academic standards**.

awarding body A UK higher education provider (typically a university) with the power to award degrees, conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA .

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

designated body An organisation that has been formally appointed or recognised to perform a particular function. QAA has been recognised by UKBA as a designated body for the purpose of providing educational oversight.

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

enhancement The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. It is used as a technical term in QAA's review processes.

external examiner An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

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

good practice A process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to a higher education provider's management of academic standards and the quality of its educational provision. It is used as a technical term in QAA's review processes.

highly trusted sponsor An organisation 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.

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[6] www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669

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

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

programme (of study) An approved course of study that 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 (s) (of higher education) Organisations that deliver higher education. In the UK they may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of degree-**awarding bodies** or **awarding organisations**. In the context of Review for Specific Course Designation 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').

quality See **academic quality**.

Quality Code Short term for the UK Quality Code for Higher Education, which is the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the Expectations that all providers are required to meet.

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.

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 standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national **frameworks for higher education qualifications** and **subject benchmark statements**. See also **academic standards**.