

QAA INSTITUTIONAL REVIEW ACTION PLAN UPDATE SEPTEMBER 2017: BPP UNIVERSITY

1. Introduction

- 1.1 The QAA's Institutional Review report is one of the first that has been made under the new review process. For BPP University it is the first QAA review since gaining taught degree awarding powers in 2007. The institutional review involved a tough, robust process of meetings with staff and students, and a review of an extensive evidence database including Annual Programme Monitoring reports, student survey results, external examiner reports, a written submission by BPP University's students and a self-evaluation by BPP University. BPP University has found the process a useful developmental opportunity.
- 1.2 The review report by the QAA is supportive of BPP University finding that BPP University has met the key academic standards. The QAA's judgment is that BPP University has met the standards in relation to:
- (a) Academic Standards;
 - (b) Quality of Learning Opportunities; and
 - (c) Enhancement of Learning Opportunities

The QAA has further identified two areas of key practice for BPP that are regarded as areas of good practice from a national perspective:

- (1) The process of planning, design and approval of new provision.
- (2) The approach to supporting and developing staff.

The report confirms BPP University's own self-evaluation and affirms the actions we have taken to enhance the quality of our provision.

- 1.3 In common with reports of this kind the QAA has made recommendations for future enhancement and a judgment on the new criteria under this review in relation to public information about learning opportunities. This action plan is an update to that originally published and details how BPP University has responded and will respond to each of these developmental points. BPP University's unique contribution to UK Higher Education is in the field of professional education where we deliver both our own degree awards and education and training towards professional body qualifications. Without wishing to diminish those close links with Professional bodies and other companies within the BPP Professional Education group which train for professional qualifications, BPP University has launched a new website making it clear which programmes are awarded by BPP University and which are awarded by other bodies.

1.4 This action plan and those actions already approved and implemented will be reviewed by the Academic Council and its subordinate committees so that progress and impact can be monitored.

1.5 The action plan is set out in the order of:

Recommendations

Affirmations

Good Practice

Further Actions

ACTION PLAN

Recommendation	Ref	Commentary	Action/Responsibility	Outcome [Evidence]	Timing/ Achieved
The University should revise the 'overseas examination request form' and guidance to align with the 'General Academic Regulations' by the end of March 2013	1.11	All examinations sat outside BPP University centres and the location at which they are sat must be approved by the Deputy Registrar (Examinations and Assessment) against agreed criteria. BPP University recognises that the guidance on the application form implied greater latitude than was permitted in the regulations.	Dean of Academic Affairs to: <ul style="list-style-type: none"> • amend the application form; • amend the student guidance on the VLE/website review and revise procedure; • seek approval from ETC and AC; • disseminate procedure. 	Revised form and procedure approved by ETC on 30.11.2012 and AC on 13.12.2012.; Placed on Registry VLE and guidance amended; The key programme leaders have been briefed on the changes; Revised procedure is included in the MoPPs/ Part H and there is a Conduct of Overseas Examinations Handbook.	Done Done Done Done

<p>The University should revise the policy on the timing and management of the withdrawal of student offers by the end of March 2013</p>	<p>2.19</p>	<p>The decision to run a new programme or an existing programme at a new centre is dependent on a minimum group size to ensure the viability of the student learning experience from a purely educational perspective. Where recruitment has not met the minimum group size applicants holding an offer are:</p> <ul style="list-style-type: none"> • offered the same programme at the nearest alternative BPPU centre and remunerated for travel costs; or • offered an alternative programme running at the same centre. 	<p>The Vice-Chancellor and the Chair of Academic Council to:</p> <ul style="list-style-type: none"> • review timeline for rescinding an offer; • identify touch-points for liaison with individual candidates enrolled on programmes at risk of being withdrawn; • identify point of confirmation of withdrawal of a programme and alternative offers available and support available to the student. 	<p>The following protocol has been agreed by the Vice-Chancellor and Chair of the Academic Council by executive action on 12.12.12:</p> <ol style="list-style-type: none"> 1. For those programmes which are to be withdrawn applicants holding an offer will be notified as soon as a decision is taken to withdraw the programme but at the latest this will be no later than three months before the start date; 2. Any applicant holding an offer of a place on a programme that is withdrawn (but before the timescales set out in 1. above) shall be offered either a place on the same programme at another BPP University centre, or a place on another programme (for which they meet the entry requirements) at the same centre. 	<p>Done</p>
<p>The University should design and implement a policy for collaborative provision and other partnership arrangements</p>	<p>2.36</p>	<p>BPP University previously agreed not to enter into collaborative provision arrangements. It recognises that in future it will be necessary and beneficial to do so, e.g. the requirement</p>	<p>The Dean of Academic Affairs to draft collaborative provision policy and procedure and present to ETC and AC for approval in the Autumn Term 2012/13.</p>	<p>Collaborative Provision Policy and Procedure approved by ETC at its meeting on 30 November 2012 and by AC on 13 December 2012. [Part M of the GARs and MoPPs].</p>	<p>Done</p>

<p>before the start of the 2013-14 academic year</p>		<p>to have a practice partner for Nursing programmes. In addition it recognises that the proposed amendments to Chapter B10 of the QAA Quality Code, draws a much wider definition of what is collaborative provision and that this includes provision previously regarded as services under contract. Over the past year BPP University has therefore developed a collaborative provision policy in line with the provisions of the proposed new chapter of the Quality Code. BPP University has also agreed to establish an Office for Academic Collaborations to provide central control of the development of all such provision.</p>	<p>Deputy Vice-Chancellor to establish the Office of Academic Collaborations.</p>	<p>Further additions and refinements to the policy made in subsequent years (GARs & MoPPs Modification History].</p> <p>Associate Dean (Partnerships) (formerly director of Academic Collaborations) appointed December 2012.</p> <p>The Associate Dean (Partnerships) (formerly director of Academic Collaborations) presents an annual report on collaborative arrangements to the Academic Council, and regular reports to the Board of Directors.</p>	
<p>The University should review and improve the accuracy and completeness of its public information</p>	<p>3.8</p>	<p>BPP University viewed the integrated website of BPP University and the other professional education arms of the BPP Group as providing a holistic view to students of potential paths</p>	<p>Vice-Chancellor, the Deputy Vice-Chancellor and the Chief Marketing Officer to:</p> <ul style="list-style-type: none"> • separate BPP Univ. public information on the website from that of the wider BPP Group; 	<ul style="list-style-type: none"> • New website created and launched on 30 November 2012; • Links to programme handbooks included at launch with the exception of the LPC 	<p>Done</p> <p>Done</p>

<p>by the end of March 2013</p>		<p>to qualification and practice. Informal feedback from students about the website and the range of professional practice and degree programme options depicted was considered useful.</p>	<ul style="list-style-type: none"> • divide the landing page of the bpp.com website in to BPP Univ. and non-BPP Univ. provision; • establish a clear and separate route from the landing page to BPP Univ. provision pages; • check materials for any programme that is not yet approved and to ensure that the agreed designation of 'subject to validation' is appended; • ensure all performance claims are benchmarked or otherwise verifiable; • add a link to all programme handbooks from the relevant section of the website; • ensure that the differences between delivery of provision at different sites of BPP Univ. is captured and explained; • amend the prospectuses to include only those programmes awarded by BPP Univ. and not the wider BPP Group. 	<p>which was uploaded on 21st December;</p> <ul style="list-style-type: none"> • Site specific resource information has been included together with explanations of where there is variance; • All programmes subject to validation have been designated as such; • New BPPU Prospectuses amended to refer to only BPPU programmes; • A Public Information Approval Policy has been included in the General Academic Regulations [Part N]; • The University set up a thematic review panel in April 2014, led by the Chair of the Academic Council with three external members to look at the quality of the University's website, its accuracy and accessibility and how it is regarded by students. As a result of this review the following actions have also been taken: • A separate marketing team has been established for the University, led by the Director 	<p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p>
---------------------------------	--	---	---	--	---

				<p>of University Marketing, with dedicated staff for alumni and education liaison. The structuring of the marketing team provides for marketing managers to be allocated to specific schools enabling faculty staff to have a point of contact and for marketing staff to develop more specific programme knowledge;</p> <ul style="list-style-type: none"> • The marketing team works with the Students' Association and involves students in the development of University prospectuses using focus groups; • The Marketing Team works more closely with the International Team, Academic Affairs and Operations; • An Academic Quality Officer (Published Information) has been appointed, reporting to the Deputy Dean of Academic Affairs and working closely with marketing, to review and maintain the accuracy of published information and ensure compliance with quality 	
--	--	--	--	---	--

				<p>standards and regulatory frameworks;</p> <ul style="list-style-type: none"> • The website has been improved in line with the University’s re-branding and an ac.uk domain has been acquired; • A content locker has been set up creating a ‘single source of truth’, with restricted access and editing rights and a clear audit trail, the content of which will be subject to regular review; • A review of all existing programme information content was undertaken by the AQO (PI) to verify accuracy. All new programme content is verified by the AQO (PI) prior to publication; • The Published Information Governance Group has been established (including student representatives) to monitor published information, ensure it meets legal and regulatory requirements, agree and recommend policies/procedures where required and to disseminate 	
--	--	--	--	---	--

				<p>good practice. The PI Group meets termly and is chaired by the Dean of Academic Affairs; The Deanery of Academic Affairs has provided training on quality assurance and higher education regulation to the Marketing team;</p> <ul style="list-style-type: none">• The Marketing Team has acquired a website audit tool, SiteImprove, which enables enhancement of the accuracy of information on the website by adding quality assurance monitoring, such as spell checks, broken link checks and review alerts. This tool can also be used to monitor external websites;• The current Chief Marketing Officer for the BPP Group was appointed in June 2016. There remains a dedicated Head of University Marketing and revised structures include subject-discipline Marketing Managers.	
--	--	--	--	--	--

Affirmations:

Affirmations: The Review Team affirms:	Ref	Commentary	Action/Responsibility	Outcome [Evidence]	Timing/ Achieved
The University's actions to embed the 'Guidance on Writing Learning Outcomes' into the programme design process	1.7	BPP University has traditionally worked with learning outcomes (rather than simply syllabus and curriculum) both within its own degree programmes and those accredited by professional bodies. The 'Guidance on Writing Learning Outcomes' helps codify the experience and good practice of BPP University and incorporates the wider guidance previously provided through the QAA's and sector publications.	<ul style="list-style-type: none"> • The 'Guidance' has been placed in the Repository of Forms and Guidance; • The Guidance will be attached to and distributed with the forms and guidance for programme and module design and approval by Director, Quality and Academic Policy; • Continuing review of learning outcomes by the School Review Boards and University Approval Panels. • The Dean AA and DDAA advise PDTs on ILO's in the first stages of the approval process. And give specific development events 	<ul style="list-style-type: none"> • 'Guidance' available in the Repository of Forms and Guidance; • Guidance appended to the module and programme approval documents; • Receipt of the 'Guidance' by members of the PDT/module designers; • New updated guidance on programme design and learning outcomes promoted through dedicated publications and webinars by the Learning and Teaching team; • Fewer conditions and recommendations regarding the clarity and/or complexity of learning outcomes from School Review Boards and University Approval Panels; • Briefing event held for School of Health; • LO reviewed and revised during programme re-validation; 	<p>Done</p> <p>Done</p> <p>Done & Ongoing</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Achieved</p>

				<ul style="list-style-type: none"> • Fewer recommendations for LO enhancement from external examiners, with no such recommendations in the over 70 2015/16 external examiner reports. 	
The University's commitment to monitor compliance with the new policy of feedback on assessments	1.9	There are two objectives to this policy. The first is to ensure consistency in timely and informative feedback to students on assessments. The second is to raise students' awareness as to the various mechanisms of feedback; what it may comprise and how it may vary depending on the nature of the assessment.	<ul style="list-style-type: none"> • To include the policy in the Manual of Policies and Procedures. [Action: Dean, A A]; • To monitor appeals and complaints from students to the Office of Regulation and Compliance as part of the ORC Annual Report. [Action: Head of ORC]; • To continue to monitor student satisfaction with feedback through student questionnaires and recorded in the Annual Programme Monitoring Report. [Action: Dean AA to report to ETC, Directors of Programmes to continue to monitor and report levels and action plans in the APMR]; • Student focus groups held by the President of the Students' Association. [Action: PSA] 	<ul style="list-style-type: none"> • Publication in the MoPPs; • The Annual Report to ETC and AC as part of (a) the summary report on APMRs and (b) the Annual Quality Report; • Student satisfaction levels reported through student questionnaires and focus groups and consequent action plans to ensure feedback scores a minimum of 3.5 for each programme; • An assessment experience questionnaire has been implemented across all schools which gathers information on feedback; • The LTAE team has reviewed feedback, undertaken staff development and provided guidance to academic staff on 	<p>In process and Ongoing Annually</p> <p>In process and ongoing Annually</p>

				<p>best practice, including the formal publication of a paper;</p> <ul style="list-style-type: none"> • SWS has been adopted as an annual report to the AC; • Student Representative focus groups have been held by President of the Students' Association, DDAA and DAA and separately by the LTAE team. • NSS and SWS feedback from 2015/16 highlighted assessment feedback as an area for further enhancement. • In 2016/ 17 assessment feedback was identified as an area for further enhancement and a review is under way championed by the Deanery of Academic Affairs and the Learning and Teaching Team. A report by the Learning and Teaching Team on the university's practices in assessment and assessment feedback was presented to the March 2017 Academic Council. 	
--	--	--	--	--	--

<p>The implementation of the student engagement agenda</p>	<p>2.12 and 5.6</p>	<p>In the past, the typical BPP University student studied an intense, one-year, graduate entry programme leading to a professional qualification. Consequently, gaining student engagement in ongoing forms of quality enhancement was challenging and the main engagement mechanisms were through the staff student liaison committees and student satisfaction surveys. The establishment of the Office of the President of the Students' Association to stimulate sustained student engagement through, among other things, the establishment of the Students Association and facilitation of student elections has provided a strong foundation for student engagement in quality assurance and enhancement. Further developments have been, for example, the inclusion of student representatives in</p>	<p>To enhance and embed existing mechanisms of student engagement. And in particular to:</p> <ul style="list-style-type: none"> • further promote the Student Charter [Action: President of the Students' Association, Head of Student Services]; • Further promote and publicise the actions taken and enhancements achieved as a result of student feedback in line with Indicator 6 of Chapter B5 of the Quality Code [Action: President of the Students' Association, Deputy Dean of Academic Affairs, Head of Student Services]; • To enhance measures in relation to review of the success of student engagement (Indicator 7 of Chapter B5 of the Quality Code) [Action: Dean of Academic Affairs]. 	<ul style="list-style-type: none"> • Student representative attendance and engagement at committees and other quality assurance events such as SRBs and UAPs; • Student representatives receive training from the Students' Association and senior officers of the University, and are supported by the Committee chairs and secretaries; • The number and impact of student-led or assisted enhancement activities; • "You said we did" to feedback to students on actions taken as part of wider student engagement; • Student satisfaction with the quality of communication about and responses to student feedback; • The annual production of the Student Written Submission (SWS) has been embedded in the University's processes and is a key instrument in quality review and enhancement; • An independent students' association has been established, led jointly by an 	<p>Each Committee, SRB, UAP and annually</p> <p>Annually</p> <p>Done and ongoing</p> <p>Done Termly via SSLC and Annually via APMR</p> <p>Annually CES, DDAA</p>
--	---------------------	--	---	---	--

		quality assurance and enhancement events, the inclusion of students in staff training, and the inclusion of standing student voice items on committee agendas.		<p>elected President and an appointed Managing Director. The Association is overseen by a Board with an independent Chair. The Association has appointed officers who offer independent advice to students on complaints and appeals;</p> <ul style="list-style-type: none"> • A pool system enabling the substitution of student reps who are unable to attend a committee meeting has been implemented and has reduced the number of meetings at which students are absent; • Student representatives are part of programme approval panels and thematic reviews. 	<p>Done</p> <p>Done</p>
The University's development of a fully robust management information system	2.16	BPP University has traditionally depended on bespoke IT systems to support its student information system. As it has developed and expanded it has recognised the need for a tried and trusted system proven in the sector, sustainable and capable of evolving with the needs of BPP University and its students. Over the past two	<ul style="list-style-type: none"> • Completion of User Acceptance Testing; • Pilot; • User Acceptance Testing adjustments; • Review and implement. 	<ul style="list-style-type: none"> • The introduction of Banner was piloted, tested and launched. It is continuously being refined. • The University continues to maintain a number of parallel management of information systems, and works hard on their alignment. 	Done and ongoing

		years it has undertaken a procurement exercise that resulted in Banner being selected, adapted, configured and user acceptance tested. It is planned that Banner will be implemented as a pilot in the late Spring of 2013 and fully implemented in Autumn 2013.			
--	--	--	--	--	--

Good Practice	Ref	Commentary	Action/Responsibility	Outcome [Evidence]	Timing
The detailed process of planning, design and approval of new provision.	1.9	<p>The programme design and approval processes have evolved as the University has matured. The objectives for the immediate future are to continue to improve the process by:</p> <ul style="list-style-type: none"> • sharpening the focus of the information required; • increasing the clarity of ILOs for students; • continuing to approve the alignment of ILOs, assessment instruments and teaching and learning methods; 	<p>Dean of Academic Affairs to review and, as necessary, to amend procedure.</p> <p>Programme Leaders to implement guidance on writing learning outcomes and review how they are delivered effectively.</p> <p>Deputy Dean of Academic Affairs to review guidance, include references and highlight good practice.</p> <p>Panel secretaries to record good practice in the report and the Deputy Dean of Academic Affairs to</p>	<p>Additional guidance published in the repository of forms and guidance held on SharePoint.</p> <p>Review of procedures via staff consultation and feedback from Deans identified the need to further differentiate and locate overarching v programme policy; consider separating detailed academic information from student guidance, ensuring ILOs are well-crafted and clear.</p> <p>The programme approval procedures have been reviewed and refined annually. They have been found to work well and have, consequently, not</p>	<p>Done</p> <p>Procedures continue to be reviewed annually</p>

		<ul style="list-style-type: none"> referencing aids to good practice within the process; capturing and disseminating instances of good practice and innovation. 	liaise with other relevant teams such as LTAE to disseminate.	<p>been radically changed. Further clarification and guidance has been incorporated. [MoPPs/ Modification History]</p> <p>ILOs reviewed by DAA and DDAA.</p> <p>Amendments to the guidance and practice captured. (see above)</p> <p>Summary of best practice to be included in programme approval reports and a summary in the Annual Quality Report. Commendations now included as a standing item, where relevant, in all SRB and UAP reports.</p>	<p>Prior to or at the SRB and UAP</p> <p>Done</p> <p>Ongoing and annually</p>
The thorough approach to supporting and developing staff.	2.5	The current approaches to staff development and support will be maintained and reviewed through the Faculty Development Committee and the annual survey report on scholarship and staff development to Academic Council. In addition, BPP University looks forward to the continued growth of the	<p>Dean of Learning and Teaching to report to AC and ETC on the annual survey of staff activity.</p> <p>Associate Dean, Learning and Teaching to</p> <ul style="list-style-type: none"> engage staff in the PgCPE; progress the development of the PgCPE. 	<p>Report to AC/ETC and achievement of target activity.</p> <p>Continue the current cohorts through the PgCPE and establish viable cohort sizes for new programme starts. Report statistics in the annual survey of staff activity against targets.</p> <p>Progress the design of the MEd to validation.</p>	<p>Done Annually & Ongoing</p> <p>Done & Ongoing Annually</p> <p>On hold</p>

		PGCPE and its development in to an MEd.		<p>Since the validation of the PGCPE in 2011, 64 students have completed the whole programme. The programme offers a two-stage process in which successful completion of module 1 allows for recognition as Associate Fellow of the HEA and successful completion of modules 2 and 3 results in recognition of status of Fellow of the HEA. Since August 2013 to August 2016, 58 students have been recognised as associate fellows and 36 as fellows.</p> <p>The PgCPHE was re-validated in 2016.</p>	
--	--	---	--	--	--

Further Actions	Ref	Commentary	Action/Responsibility	Outcome [Evidence]	Timing
Some students had limited awareness and/or made limited use of their allocated tutor.	2.3	It is the case that many students do not feel the need to draw on the support of their personal tutor either because they do not require support or because it is provided in other ways, such as through their programme tutor. The personal tutor system is publicised through various methods and directly to students through email	Personal tutor system to be highlighted in pre-arrival information (Head of Student Services) and in the induction process (DoPs).	<p>Review through student feedback on quality of personal tutor system.</p> <p>Induction has been reviewed by a cross-University group with external membership. The presentation of information has been revised, improved and targeted, and, as reported below, new systems of support introduced.</p>	Annually

		and induction. However, further efforts will be made to ensure this is comprehensive.		<p>Students now receive a hard copy induction guide at registration, which informs them about the personal tutor/support system.</p> <p>For Business School students and LLB (Hons) in the Law School, who have student managers instead of personal tutors, their induction is delivered by student managers, which increases the visibility of the support available.</p> <p>The provision of pastoral and academic support to students is under constant review, to identify the most appropriate ways of supporting different student populations.</p>	Ongoing
Personal tutor to student ratio is high in some cases	2.3	The ratio of tutees to personal tutors is determined by the workload of the tutor and the level of demand typical of that type of cohort. High numbers of tutees are allocated to tutors with low teaching hours and/or tutees who traditionally require less support.	<p>The allocation of tutors to tutees shall be monitored against workload and cohort type. (PL) to ensure demand is equivalent to capacity of the tutor (PLs).</p> <p>Key intervention points shall be agreed as part of the PT role to ensure students are pro-actively supported (PSA).</p> <p>The potential for a full-time personal tutor role shall be explored (Dean, Law School).</p>	<p>Review through student feedback on quality of personal tutor system.</p> <p>Include in the Personal Tutor Policy and Handbook and review through student feedback.</p> <p>However, in reviewing the matter the Law School has identified a new staffing model that has been adopted</p>	<p>Annually</p> <p>Done</p>

				<p>which gives responsibility for pastoral support, routine programme matters and non-academic guidance to newly appointed and specifically trained Student Managers while academic guidance remains with the academic tutors. The model is being observed by the other Schools to see whether given the different constitutions and numbers it is also a viable model in their areas.</p> <p>The Business School has also adopted a student manager system. Students are allocated a named student manager who acts as a first point of contact and offer support concerning any aspects of a student's learning experience.</p>	
Effectiveness of the IT Helpdesk	2.8	The University recognises that at peak times the pressure on the IT Helpdesk is significant. The frequency and level of the queries will be analysed to identify whether additional resources need to be deployed and if so what and when. However, it is often the case that the nature of the queries are at a level that do not require specialist	Head of IT Operations to review nature of queries, analyse demand and address needs through additional resourcing of the IT Helpdesk and/or information and other problem solving methods (such as self-service through Banner).	<ul style="list-style-type: none"> • Report from Head of Operations IT to ETC identifying the content and pattern of demand of queries and solutions for resolving them in a timely way. • Operation to agreed SLAs. • This provision has been reviewed by BPP and Global IT staff and it has been 	<p>Done</p> <p>Done</p> <p>Done</p>

		<p>IT assistance and can be better addressed with, for example, written guidance and additional pre-arrival information.</p>		<p>outsourced to a specialist company. Specific SLAs in relation to BPP University students have been set and observed, and will be reviewed</p> <ul style="list-style-type: none"> • The IT Service Desk (for staff)/IT Technical Assistance Centre (for students) phones are staffed 24 hours a day, 7 days a week. Emails are checked regularly and assigned to IT engineers who will contact the user and raise a ticket which will be assigned to an appropriate team according to priority. Each ticket is assigned a target response time. • Each study centre has on site engineers working on IT tickets, who are available to fix priority tickets on site via referral through the IT Service desk. • IT Support information can be found on the VLE with some advice for students on fixing common problems. 	
--	--	--	--	---	--

				<ul style="list-style-type: none"> • Customer Service staff in study centres are also provided with a crib sheet of common problems to help resolve issues promptly. • Student feedback is monitored to see impact and evaluate action taken. 	
Holding of School Boards outside normal periods of student attendance and recording of student attendance	2.11	School Boards are held in each of the academic year's three semesters. This may mean that those elected representatives who follow a traditional two semester programme may not be able to attend in one semester. Students are also paid to attend meetings and receive expenses.	<p>PSA to seek substitutes from the elected pool for representatives who are absent.</p> <p>All School Boards now have a committee secretary trained and appointed by Registry.</p>	<p>Student representation at each School Board.</p> <p>Accurate recording of attendance and support for student representatives by chairs and secretaries.</p>	<p>Done</p> <p>Done and Ongoing</p>
MSc Management: optional work placement module	2.41	This is a non-credit bearing module designed to give overseas students experience of the culture of the workplace.	The module will be reviewed by the Dean of Academic Affairs against the precepts of the Quality Code in relation to work-based learning.	<p>The module has been redesigned and re-validated as 'Academic and Career Skills' and is an additional, optional module for Master's programmes in the Business School.</p> <p>Further optional work placement modules have been introduced to the Business School portfolios, the 60-credit Professional Development and</p>	Done

				<p>Practice (which replaces Academic and Career Skills on MSc Management and MSc International Marketing) and the 60-credit Employability Skills and Academic Practice (available on International MBA). The 30-credit Academic and Career Skills is available to students undertaking MSc Accounting and Finance (including ADAF route). Students choose to undertake the programme with or without this module on application as the module extends the programme by six months and may attract a higher fee.</p> <p>The design of these modules is carefully reviewed at programme approval, and in addition, the marketing of these modules is closely monitored to ensure clarity of information for students.</p>	
Visibility of the Student Charter	2.44	The Student Charter is published on the VLE and in the University Handbook. It is reviewed annually by the PSA and the student representatives.	<p>The Student Charter will be given greater focus at induction (Deans of School) and in pre-arrival information (Head of Student Services).</p> <p>The annual student review of the Student Charter to be led by the PSA and DDAA to draw on the views of the wider student body.</p>	<p>Awareness of the Student Charter and the values and behaviours it promotes achieved through heightened focus at registration and induction.</p> <p>Feedback evidenced by questionnaire and focus group responses.</p> <p>The Charter has been summarised into a poster and a diagram, the latter is</p>	<p>Done and Ongoing</p> <p>Annually</p>

				<p>incorporated in to the new induction handbook and the University Handbook.</p> <p>The Students' Association reviewed the Student charter once again in 2017, and have proposed a single-page draft.</p>	
<p>The extent to which the Schools' use of staff conferences sustain and maximise the dissemination of good practice has not yet been fully evidenced.</p>	4.3	<p>Conferences are used at a subject and thematic level to promote and disseminate good practice. However they are part of a wider set of mechanisms including the APMRs, the School Boards, the module team meetings, the LTAE Committee and its forums and the analysis and dissemination of thematic evaluations and standing reports as well as traditional feedback mechanisms from students and external examiners. However, BPP University recognises that, as it grows, more sophisticated mechanisms for gathering, disseminating and reviewing the</p>	<p>The LTAE team to review the implementation of current enhancement policy initiatives and identify impact.</p> <p>Academic Affairs to ensure all reviews capture and highlight good practice for dissemination to the Schools and LTAE team.</p> <p>Conference and other enhancement presentations to be captured and disseminated through A/V download.</p>	<p>Thematic report to AC /ETC.</p> <p>Good practice and enhancement initiatives set out in the reports on standing and thematic review items for AC/ETC and reported to School Boards and LTAEC.</p> <p>Establishment of a library of good practice and enhancement initiatives.</p> <p>LTAEC has introduced regular thematic showcase events to disseminate good practice and innovation.</p> <ul style="list-style-type: none"> • Technology Enhanced Learning showcase Nov 13 (120) • General Enhancement Activities April 14. (100) 	<p>Annually</p> <p>Done & Ongoing</p> <p>Done & Ongoing</p>

		<p>implementation of good practice are required.</p>		<ul style="list-style-type: none"> • Moodle Showcase 2014 (115) • Academic Levels Showcase 2016 (110) • Digital Literacy Conference 2016 (120) <p>All produce web-based resources, webinar recordings and briefings.</p> <p>School-based activities include</p> <p>Law (GDL/LLB)</p> <ul style="list-style-type: none"> • Annual module team developmental away-day each year • Annual programme team • Monthly team briefings in online classroom and live <p>SOFELS</p> <ul style="list-style-type: none"> • Twice termly CPD training and development – topics have included online learning (adobe connect, writing online materials), assessment design and development (English), Inclusion and diversity, internationalising the 	
--	--	--	--	--	--

				<p>curriculum, cross School engagement (20)</p> <p>Health</p> <ul style="list-style-type: none"> • Annual School of Health staff conference (15) <p>Business</p> <p>The BS has an annual conference for ALL employees Termly development days including faculty break-out sessions for specific themes (e.g. teaching observations, NSS, student evaluations (50)</p> <p>ULT/L&D Provision – Inter School Shared Practice Webinars</p> <ul style="list-style-type: none"> • How to use Adobe Connect • How to use Questionmark • How to use the Microsoft Office suite: Word, Excel and Powerpoint, Outlook, Skype for Business, OneNote, Sharepoint and OneDrive • Best practice for teaching using Adobe Connect 	
--	--	--	--	---	--

<p>Ensuring students are informed of the actions taken in response to their feedback in module and programme evaluations.</p>	<p>5.8</p>	<p>Feedback is currently provided through the publication of the policy papers in which feedback is discussed and change effected, and their dissemination through the student representatives. BPP University recognises that more immediate mechanisms are required to engage the wider student body.</p>	<p>BPP University, through the PSA and supported by Academic Affairs, will establish a “You Said, We Did” campaign.</p>	<p>Establishment and maintenance of pages on the VLE.</p> <p>“You Said, We Did” campaign established.</p> <p>Staff and Student Liaison Committee minutes are uploaded onto the VLE.</p> <p>Module and programme evaluation feedback is incorporated into Annual Programme Monitoring Reports which are scrutinised during the collation of the Student Written Submission.</p> <p>At an annual Away Day, student representatives review feedback from Staff Student Liaison Meetings, APMRs, and students, and prepare a Student Written Submission which offers feedback to the University on good practice and areas for enhancement. This is considered by the Board of Directors and the Academic Council and is actioned by officers of the University.</p>	<p>Done and ongoing</p> <p>Done and ongoing</p> <p>Done and ongoing</p>
---	------------	---	---	--	---

Legend

AC – Academic Council

APMR – Annual Programme Monitoring Report

Dean of Academic Affairs

February 2013: Revised and Updated September 2017

PSA – President of the Students' Association – *the role has now changed to President of the Students Association*

DAA – Dean of Academic Affairs

DDAA – Deputy Dean of Academic Affairs

ETC – Education and Training Committee

GARs – General Academic regulations

LTAE – Learning Teaching Assessment Enhancement

MoPPs – Manual of Policies and Procedures

ORC – Office of Regulation and Compliance

PLs – Programme Leaders

SWS – Students' Written Submission

VLE – Virtual Learning Environment