

Review of UK Transnational Education in the Caribbean: Anglia Ruskin University and the School of Accounting and Management Ltd

November 2014

Executive summary

Anglia Ruskin University (Anglia Ruskin) established a partnership with the School of Accounting and Management Ltd (SAM) in Trinidad in 2001. SAM is one of several associate colleges operating under a franchised arrangement to deliver awards of the University and is the only partnership in the Caribbean. Courses delivered through SAM range from bachelor's to doctorate degrees in the subject areas of business and information technology. At the time of the review some 1,400 students were studying for Anglia Ruskin awards through SAM, the University's largest international collaborative partner.

The Associate College model is Anglia Ruskin's most common type of partnership arrangement for which it has established processes in place that are applied fairly generically across partners of a similar type. In 2012 Anglia Ruskin underwent an Institutional Review by the Quality Assurance Agency for Higher Education (QAA) and this resulted in a series of recommendations in regards to its collaborative provision. A number of mechanisms have since been put in place to strengthen the University's oversight of its UK and overseas associate colleges.

The partnership with SAM is a longstanding one with significant numbers of students studying towards Anglia Ruskin awards each year. This does not, however, mean that the collaboration has been without its challenges. There has been a concern over recent years relating to the lower than expected student achievement at SAM and the limited engagement by some local staff with University quality assurance processes to the expected standard. However, through Anglia Ruskin's annual monitoring processes these concerns have been identified and, at the time of the review, a detailed action plan was underway to address the issues. It is clear that the University is taking these matters seriously with oversight from its most senior academic body, the Senate.

Most aspects of course delivery and quality assurance processes at SAM are managed by a core team of full-time course managers and overseen by academic members of the senior management team. This has resulted in some teaching staff not being fully aware of course-related performance issues, suggesting they could benefit from greater involvement in key processes, such as annual monitoring. Other identified areas for improvement include sharing more detailed performance data with associate colleges to facilitate benchmarking against the UK and other partners, and monitoring the effectiveness of recently introduced measures to reduce the number of late mitigation cases at SAM.

In recognition of the fact that SAM is a significant partner, Anglia Ruskin has invested considerable staff time in supporting and developing the partnership. The frequency of visits by a range of University staff has allowed for a high level of operational support during the most challenging times of the partnership. There is also considerable commitment in

developing both academic and administrative staff at SAM through the joint subsidisation of formal qualifications.

The University's current efforts are being directed towards raising student achievement at SAM to a level comparable with students studying at its own campuses. Long-term plans are to increase student numbers on the postgraduate IT courses.

Introduction

1 Anglia Ruskin University (Anglia Ruskin), formerly the Cambridge School of Art, acquired University status in 1992. The University is located in the East of England with campuses in Cambridge, Chelmsford and Peterborough. It has some 30,000 students, of which a significant proportion are studying for an award through a collaborative partner either in the UK or overseas.

2 The School of Accounting and Management Ltd (SAM) was founded in 1984 as the first private provider of higher education in Trinidad. It established its first campus in the north of the island and, following a fairly rapid expansion, opened a second campus in the south. SAM works in partnership with several awarding organisations and three UK universities (Anglia Ruskin; London Metropolitan University; and the University of Reading). Its provision comprises a range of vocational and professional qualifications, undergraduate degrees in business, computing and marketing, and postgraduate degrees in computing and network security. In total, SAM has over 1,500 students, of which a notable proportion are from neighbouring islands in the Caribbean.

3 Anglia Ruskin has several models of collaboration, the most common of which is the delivery of its awards through partner institutions known as associate colleges. SAM is one of 33 such Colleges, and operates under a franchise agreement whereby it is authorised to deliver several of Anglia Ruskin's existing awards. With some 1,400 students registered at the time of the review, SAM is Anglia Ruskin's largest international partner.

4 The partnership between Anglia Ruskin and SAM was initiated in August 2001 with approval to deliver five undergraduate degrees from September 2001. This was followed by an MBA in September 2008 and four computing and information technology postgraduate degrees in September 2011. Apart from the latter, all provision is located within the University's business faculty (Lord Ashcroft International Business School). All courses are available on a full or part-time basis with a large majority of students in employment during their period of study. A distinguishing characteristic of the courses delivered through SAM is that a significant proportion of students enter with non-traditional qualifications. This has widened local access to higher education by giving people who may not have excelled at secondary school an opportunity to pursue degree-level study. There is also a Doctorate of Business Administration course delivered by Anglia Ruskin to a small cohort of SAM staff.

5 Two of the postgraduate courses, the MSc Computer Science and MSc Mobile Telecommunications, have not recruited any students to date. The intention had been to run a generic first semester, after which students would specialise into one or other of the master's, but demand for the specialised pathways has not been sufficient to make this feasible.

6 Anglia Ruskin achieved recognised awarding body status by the Accreditation Council of Trinidad and Tobago (ACTT) in 2011. This permits new courses to be added to the existing portfolio delivered through SAM without requiring a separate approval process (except for courses in 'specialist' subject areas).

7 In 2012 Anglia Ruskin underwent an Institutional Review by QAA which led to a series of recommendations concerning the academic standards of awards delivered through associate colleges operating under a validated arrangement. Although not of particular relevance to SAM, which is a franchised partner, the actions taken in response to the outcome of the review have resulted in greater oversight of all collaborative provision. Steps taken include the setting up of a new institutional-level Collaborative Activity Committee reporting directly to Senate, the creation of a new Pro Vice-Chancellor post for

overseeing partnerships, a designated University Relationship Manager for partners and strengthened monitoring processes for large and complex partners such as SAM.

8 Having increased student numbers from 24,000 to around 30,000 in five years, Anglia Ruskin plans to expand further to around 40,000 students, of whom a fifth will be postgraduate, and half will be studying off-site including at remote campuses. One of the stated goals in the University's Corporate Plan (2012-14) is to expand its international collaborative partner network, with a particular emphasis on growing student numbers on franchised pathways through existing collaborations. Future expansion through SAM is likely to be through increased recruitment to the postgraduate computing and information technology courses.

Developing, agreeing and managing arrangements for setting up and operating the link

9 SAM sought to develop a relationship with Anglia Ruskin following the termination of an agreement with another UK university. Given the urgency to find a partner to replace its existing provision, the initial approval process was expedited by Anglia Ruskin resulting in an agreement being put in place within a month, followed by a more thorough validation of the partnership.

10 Since establishing the partnership with SAM in 2001, Anglia Ruskin's processes for approving new associate colleges have evolved with a more rigorous procedure now in place. The formal process for setting up any type of new partnership is now governed by the University's Senate Code of Practice on Collaborative Provision. The Code is intended to complement other Codes of Practice for specific quality assurance activities such as Admissions, Assessment of Students, Curriculum Approval and Review, External Examiners for Taught Courses, Postgraduate Research Programmes, and Work-Based and Placement Learning.

11 Institutional approval is a two-stage process through which Anglia Ruskin satisfies itself of the academic standing, financial viability and suitability of a prospective associate college. Initial outline approval comprises a series of due diligence checks to confirm the suitability of the partner, consider the viability of the business case and assess the level of risk associated with the collaboration. The process is overseen by the Deputy Vice-Chancellor (Academic) who makes a recommendation to the Corporate Management Team on whether or not to proceed in principle. Provided initial approval is granted, the process progresses to the second stage.

12 An approval event, preceded by a desk-based analysis of the proposition, is held at the associate college. The process is coordinated by the University's Academic Office to ensure objectivity in the membership of the approval panel and to maintain procedural consistency. The visit follows a fairly standard programme which includes meetings with a range of staff and students, a tour of the physical learning resources and further scrutiny of relevant documentation. The final decision to establish a formal link with a new partner is taken by University Senate on the conclusion of the approval process and upon the recommendation of the approval panel. The process for approving an associate college is sufficiently detailed, making reference to *Chapter B10: Managing Higher Education Provision with Others* of the UK Quality Code for Higher Education (Quality Code) and has appropriate institutional-level oversight by the University.

13 Approval of an associate college to deliver one or more of the University's awards is conducted through a separate course approval process. For the franchised delivery of courses, planning approval is submitted by the proposing faculty for consideration by the

Corporate Management Team. Following which a further approval event is held with the focus now on the partner's ability to deliver a particular award and maintain academic standards on behalf of the University. For practical reasons, in the case of international associate colleges, institutional and course approval may be undertaken concurrently provided the two processes are distinct.

14 Each of Anglia Ruskin's partnerships is covered by a formal Academic Agreement which follows a standard template depending on the type of collaborative arrangement. The most recent agreement with SAM, signed in August 2011, sets out the working relationship between the two partners and also identifies the mechanisms by which the academic standards are assured and the quality of the student learning experience maintained. The Agreement includes procedures and contingency plans in the case of termination of the partnership.

15 Courses delivered by associate colleges under a franchised arrangement are managed through the relevant University Faculty Board and its standing committees. Operational responsibility for the day-to-day management of partnerships rests with dedicated link tutors within the hosting faculties. Associate colleges are expected to assign a HE Coordinator to act as the institutional-level contact to oversee all Anglia Ruskin provision, and course and module tutors to liaise with individual University link tutors and module leaders respectively. A Student Advisor at the associate college is expected to support the administrative management of courses and act as a source of guidance to students on University policies and procedures.

16 SAM has its own organisational structure to manage the entirety of its academic provision and in addition to the above roles has dedicated course managers to oversee the administrative management of clusters of Anglia Ruskin's courses. Given that a number of academic staff involved in teaching are part-time, course managers fulfil a critical role in coordinating the effective delivery of courses.

17 The size of the collaboration has resulted in considerable commitment on both sides of the partnership with communication being improved over the years through frequent and constructive dialogue to address identified issues (see paragraph 27). Approximately 60 days of Anglia Ruskin staff time is allocated to SAM per annum. Although the expectation is for link tutors to visit at least once per semester, in practice staff visit much more frequently. Given the volume of assessed work, University staff visit SAM at least twice a year to conduct moderation in situ, providing the opportunity to resolve any marking discrepancies in person. There are also visits by personnel from the Academic Office to support administrative staff at SAM in staying up to date with University regulations and completing annual monitoring documentation. Library staff have also visited to support the development of local staff. The frequency and scope of visits by University staff is a **positive feature**.

Quality assurance

Academic standards and the quality of programmes

18 Overall responsibility for academic standards, including for those awards delivered through partners rests with University Senate; this is made clear in the Academic Agreement. Two sub-committees of Senate, the Quality Enhancement and Standards Committee and the Collaborative Activity Committee (formerly the Partnerships Sub-committee) are the key bodies that exercise responsibility for academic standards and have oversight of the work of the faculties.

19 Courses delivered through associate colleges under a franchise arrangement, as is the case for SAM, are identical to those delivered on-campus and would have therefore previously been subject to the University's mainstream curriculum approval process for setting the academic standards of the awards. As previously explained in paragraph 13, course approval events at associate colleges are concerned with confirming the partner's academic capacity to deliver the course to the expected standard.

20 A review of Course Specification Forms confirms that the design of awards gives due consideration to relevant external reference points including *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ), Subject Benchmark Statements and relevant professional, statutory and regulatory body (PSRB) requirements. Contextualised course specifications are in place for each of the courses delivered through SAM and confirm the location of delivery and named course contacts on both sides of the partnership.

21 Periodic review of the partnership is through a five yearly Institutional Review which, although similar in format to the approval process, is concerned with assuring the University Senate of the partner's ongoing ability to maintain academic standards and the quality of learning opportunities available to students. The most recent review of SAM was in 2011 and resulted in the unconditional reapproval of the partnership, but was accompanied by a series of recommendations including for SAM to strengthen its internal academic governance arrangements, to make greater use of the University's virtual learning environment (VLE), and to facilitate the sharing of student achievement data with academic staff at SAM. These issues are ongoing, have been picked up by subsequent annual reviews and continue to be addressed through an action plan (see paragraph 27).

22 The periodic review of franchised courses delivered by associate colleges is integrated into the periodic review of the relevant University department. A full review of all undergraduate and postgraduate courses in the business faculty took place in 2013. University staff seek feedback from associate colleges on suggestions for course enhancements in the lead up to the periodic review event. Reports of the events confirm that separate and detailed consideration is given to the delivery of courses through partners. Documentary evidence examined as part of the review includes minutes of meetings taken place at associate colleges, a comparative analysis of student achievement across the colleges, and University annual monitoring reports which encompass the review of course delivery by partners.

23 Anglia Ruskin operates an annual monitoring process through which it critically reflects on the delivery of courses at home and through collaborative partners. Consideration is given to student performance data, student feedback, external examiner reports, and areas for improvement identified for the next academic year.

24 Courses are reviewed in clusters within a department and the core process incorporates a review of the same courses delivered by approved partners. This ensures collaborative provision is an embedded part of the department's own review. In parallel to the on-campus annual review process each associate college is required to undertake a review of all its Anglia Ruskin provision according to a prescribed report template. Summaries of University department reviews are channelled upwards through relevant faculties and these reports, along with the annual report and accompanying action plans from each associate college, are considered by the Quality Enhancement and Standards Committee to draw out any issues of institutional significance.

25 In an effort to tighten up on the process for the review of partners, in addition to the above, associate colleges with more than 500 students, or delivering 10 or more Anglia

Ruskin courses, as is the case for SAM, are subject to an annual monitoring meeting at which the annual partner report is reviewed in detail and the action plan approved.

26 University departments are provided with a comprehensive information set, which includes an analysis of student achievement across all associate colleges with which the department collaborates. This data is usefully presented to enable comparisons to be made between home and off-campus provision, as well as between associate colleges. This analysis is not, however, available to associate colleges who are only provided with data for their own students and there could be benefit in sharing more detailed performance data with partners for benchmarking purposes. The review team **recommends** that Anglia Ruskin shares comparative student achievement data with associate colleges.

27 Anglia Ruskin recognises that there have been some difficulties with the delivery of its courses at SAM and these issues have been picked up through the University's annual monitoring process. Conclusions of the 2012-13 review identified a number of issues. Of particular concern was the lack of engagement by SAM with the annual monitoring process and lower than expected student achievement profiles. Upon the recommendation of Senate a visit by the Pro Vice-Chancellor (Partnerships) to SAM took place in May 2014 and resulted in a detailed action plan to address performance issues. Remedial action includes more frequent communication between staff at SAM and their counterparts at Anglia Ruskin, appointment of additional staff at SAM to support quality assurance processes and staff development for academic and administrative staff. Although at the time of this review the action plan was still in the process of being implemented there is evidence of the University monitoring progress against identified actions, with appropriate oversight by the Senate.

28 Annual monitoring reports at SAM are completed by an academic member of the senior management team, with contributions from course managers (administrative staff). This means that teaching staff, many of whom are part-time, have limited involvement in the process and are not always fully aware of the academic health of the course or the issues which need to be addressed. The review team **recommends** that the University ensures greater involvement of academic staff at SAM in annual monitoring processes.

Assessment

29 The responsibilities of an associate college for assessment are articulated in the Academic Agreement. For franchised courses like those delivered through SAM, assessment design and moderation is the responsibility of the University department, with the partner expected to administer and mark assessments. All courses are subject to the University's Academic Regulations and Senate Code of Practice on the Assessment of Students.

30 The assessment of all Anglia Ruskin courses and modules delivered by associate colleges is governed and managed by the University's two-tier assessment process. Module level performance and the exercise of academic judgement is managed by discipline related Departmental Assessment Panels. Management of overall student performance, progression, (dis)continuation and the conferment of Anglia Ruskin awards is the responsibility of the Awards Board.

31 Module guides provide detailed information on the methods of assessment, which include exams, assignments, presentations and group work. The courses delivered through SAM are also delivered on-campus and assessments are therefore identical to those taken by students in the UK. The review team is able to confirm that appropriate measures are in place to maintain the security of examinations papers and scripts. Although not the case for

SAM, when it would be difficult to maintain security of exams between sites in different time zones, it is possible for students to sit equivalent but different assessments.

32 In Trinidad and Tobago, a high level of emphasis is placed on ensuring foreign higher education qualifications are able to maintain relevance to the local context. Although the learning outcomes of courses are the same as those for the UK versions of courses, contextualisation is achieved by allowing students to use local examples to illustrate their assessed work. Students who met the review team confirmed that Anglia Ruskin qualifications support the application of knowledge to local employment contexts while maintaining a global outlook.

33 Following internal moderation by SAM, samples of assessments are moderated by University staff. There have been some concerns raised by Anglia Ruskin with the standard and consistency of marking by staff at SAM which has resulted in adjustments to marks, in most cases leading to a reduction. The lower than expected achievement of students on certain modules (see paragraph 27) has been partly attributed to the post-moderation reduction in marks, which has been as great as 10 per cent in some cases. The significance of these issues has been acknowledged by Anglia Ruskin and appropriate action is underway. This includes staff development, increased communication with staff at SAM and changes in assessment strategies.

34 External moderation of assessment is undertaken by external examiners appointed by Anglia Ruskin for the equivalent courses delivered in-house. External examiner reports also comment on the disparity in student achievement between the University and overseas associate colleges and the need for greater consistency in marking practices across all partners. The review team noted, however, that several reports make reference to improvements in this area over recent years.

35 Appeals against academic decisions are considered by Anglia Ruskin in accordance with the procedures described in the Academic Regulations. Information and support for lodging an appeal is provided by administrative staff at SAM and appeal hearings can be conducted by video link. Over recent years a large number of mitigation cases have been received from students at SAM relative to other collaborative partners, although these are now declining. The Academic Regulations were revised in June 2014 so that the application for late mitigation is now contained within the mitigation process rather than as a ground for academic appeal. These regulations will take effect from the first round of assessment in 2014-15 and are intended to ensure that the appeal process is applied appropriately. While the review team acknowledges the recent and ongoing work undertaken by the University in this area, the full impact of re-classifying late mitigation can only be known after it has been applied in practice. The review team **recommends** that Anglia Ruskin monitors the effectiveness of recently introduced measures to reduce the number of late mitigation cases.

Quality of learning opportunities

36 Anglia Ruskin expects its associate colleges to convene a Course Management Committee once per semester and meetings are attended by University staff from the relevant faculties. The Committee provides a formal mechanism for monitoring operational aspects of course delivery and the quality of learning opportunities, as well as acting as a forum for student feedback. Since a single Course Management Committee covers all Anglia Ruskin courses delivered through SAM, their composition includes extensive student representation, though attendance can be low (less than 50 per cent). A review of a sample of minutes of meetings show the committees to be an effective mechanism for the two-way

exchange of information between staff and students, and for identifying areas for improvements. Minutes of meetings are also circulated to students.

37 As detailed in the Academic Agreement, SAM is responsible for the selection, admission and registration of students in accordance with the Senate Code of Practice on Admissions. Anglia Ruskin applies common entry requirements across all sites of delivery of a course. SAM is permitted to admit certain students based upon their work experience, rather than formal qualifications, in accordance with procedures carried out for admission to the UK campuses. Applicants are required to bring in supporting evidence, such as official documents from their employers as proof of their responsibilities and length of service. If necessary, non-standard applications are referred to Anglia Ruskin for approval. The University has oversight of the admissions process through an annual audit of admissions decisions made by associate colleges. The process involves a rolling programme of sampling in which each college is sampled at least once every four years.

38 Students confirmed that the information available at admissions enabled them to make an informed choice. They spoke of the importance of a globally recognised degree and described the careful research they had undertaken before applying. The Anglia Ruskin identification cards and the knowledge that they could visit the UK campuses, together with their online interactions with other students, are all considered important in achieving a sense of identity as a student of the University.

39 Responsibility for induction is delegated to associate colleges; at SAM this is overseen by the Director of Studies. Induction is carried out by administrative staff through a general orientation session one week before the start of classes, at which students receive information about what to expect on the course. An orientation package is supplied, which contains a handbook that describes the entire lifecycle of study. New students also receive the Anglia Ruskin assessment regulations booklet and module guides, which include learning outcomes. Students also meet with teaching staff from SAM, though the main contacts at induction are the course managers. University staff take part in induction where visits coincide with the start of a new intake.

40 Students have full access to the physical and online library resources and VLE at Anglia Ruskin. This is supplemented by the onsite resources provided at SAM, which include a physical library for access to hard copies of recommended textbooks, facilities for networking, and physical and virtual labs. The appropriateness of resources at an associate college is confirmed by Anglia Ruskin during the institutional approval process and reassessed through institutional review. The substantial investment by SAM into teaching accommodation and infrastructure at both campuses, including a number of teaching rooms equipped with state of the art IT facilities, has been acknowledged by the University in its most recent Institutional Review of SAM.

41 Student welfare including academic and pastoral support is devolved to the associate college, the arrangements for which are monitored by the University through its annual monitoring process. In accordance with Anglia Ruskin requirements SAM has a dedicated Student Advisor who acts as an expert source of advice on University Academic Regulations. Academic support is also provided to students by teaching staff, either informally, or through a pre-arranged appointment, and pastoral support is provided by in-house counsellors. Careers advice is an integral part of course delivery and students are exposed to academic staff who are able to provide links to employers. SAM runs a tracer study of graduate employment, in which a survey is sent out after graduation. The survey has revealed some outstanding examples of employment, including former students who have become government ministers or chairmen of corporations.

42 In addition to Course Management Committees (see paragraph 36), student feedback is sought through online module evaluation questionnaires sent directly to students by Anglia Ruskin. SAM also administers its own survey to obtain student views on the quality of teaching, learning resources and facilities. The results of these surveys feed into annual monitoring processes and inform enhancement initiatives. Students also have recourse to Anglia Ruskin's complaints process should they want to raise an issue more formally. In practice very few students access the complaints process, preferring to resolve issues informally with staff at SAM.

43 Initial staffing arrangements are approved at the time of institutional and course approval by Anglia Ruskin, and then kept under review through the University's ongoing quality assurance processes. Records of approved teaching staff are included in the Register of Teaching Staff in Partner Institutions. Anglia Ruskin supports the development of staff at SAM through two principal means: training delivered by University staff during site visits and support for gaining a formal University qualification. Visiting staff have provided training sessions for both administrative and teaching staff on, for example, changes to University policies and procedures, how to use the VLE, project supervision, and marking work to UK standards. Ten teaching staff have been jointly subsidised by the University and SAM to study towards Anglia Ruskin doctorate degrees, a similar initiative is in place to support administrative staff in obtaining bachelor's or master's degrees. From 2015, SAM staff will be able to access the University's online Postgraduate Certificate of Higher Education in Learning and Teaching and the intention is to make this mandatory for new staff. The staff development programme in place to support both academic and administrative staff in undertaking formal qualifications is a **positive feature**.

Information on higher education provision

44 Both the Senate Code of Practice on Collaborative Provision and the Academic Agreement governing the partnership make clear that associate colleges are expected to follow the prescribed guidelines and protocols for the marketing and promotion of courses. Associate colleges are also issued with a guidance document on the use of the Anglia Ruskin brand.

45 The Academic Agreement requires all new material bearing the Anglia Ruskin brand to be approved by the University in writing prior to its use. At the start of the relationship with SAM, Anglia Ruskin would approve all publicity documents. As the partnership has matured, however, the University has not required the formal approval of every publication before its release. The checking of the ongoing accuracy of public information is undertaken by the Academic Office on an ad-hoc basis. However, the review team noted one example of a SAM publicity leaflet advertising PhD courses, not making it explicitly clear that these are only available to staff.

46 Anglia Ruskin provides students with copies of the Rules, Regulations and Procedures for Students and the Undergraduate Student Handbook. SAM is responsible for producing a course-specific student handbook which includes standard University information. This process is managed by administrative staff and copies of handbooks are checked by Anglia Ruskin during site visits. Module guides are supplied by the Anglia Ruskin Module Leader to the module tutor in advance of the delivery of the module.

47 Information is made accessible to students through the University VLE where electronic copies of handbooks can be accessed as well as external examiner reports; although it was not clear to what extent students at SAM are aware of the existence of these reports. The business faculty at Anglia Ruskin now also insists that material must be posted on the VLE at least two weeks in advance of the class to which it refers.

48 The detailed record of achievement (European Diploma Supplement) accompanying the award certificate specifies the language of instruction and assessment, which in this case are both English, and the name and location of study. The award certificate makes reference to the existence of the accompanying record of achievement.

Conclusion

Positive features

The following positive features are identified:

- the frequency and scope of visits by University staff (paragraph 17)
- the staff development programme in place to support both academic and administrative staff in undertaking formal qualifications (paragraph 43).

Recommendations

Anglia Ruskin University is recommended to take the following action:

- share comparative student achievement data with associate colleges (paragraph 26)
- ensure greater involvement of academic staff at SAM in annual monitoring processes (paragraph 28)
- monitor the effectiveness of recently introduced measures to reduce the number of late mitigation cases (paragraph 35).

Anglia Ruskin University's response to the review report

We, at Anglia Ruskin, welcome the supportive review report on our collaborative partnership with the School of Accounting and Management Ltd (SAM) and the many positive features identified by the review team. The report highlights the conscientious and thorough way we manage our many UK and international collaborative partnerships.

We are grateful to our colleagues at SAM for their enthusiasm and active engagement with both us and the QAA throughout the review process. Their energy, investment and ongoing commitment to our long-standing partnership continues to benefit students studying on Anglia Ruskin awards in the Caribbean.

We are addressing actively the points for consideration identified by the review team.

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