



# **Review of UK transnational education in Hong Kong (Special Administrative Region of China): Leeds Beckett University and Asian Institute of Built Environment Ltd**

**May 2018**

## **Executive summary**

Leeds Beckett University (the University) has been in partnership with the Asian Institute of Built Environment (AIBE), a private provider, since July 2012. Institutional recognition took place in July 2012 with re-recognition in April 2016. AIBE's vision is to become a leading provider of specialist higher education, excelling in built environment professional education and research. AIBE's vision and mission is congruent with the University's core values. Both institutions value employer engagement through professional body accreditation and industrial links. AIBE has an industrial advisory panel that meets on a regular basis, similar to that in the UK.

AIBE is steered by a group of academic experts from local universities, many of the part-time academics are also experts from industry. It started as a training centre for professionals in the construction industry, offering courses in building management, electrical, mechanical, electronic, building services, structural and civil engineering, different areas of surveying, architecture, property and facilities management. It has a core group of full-time employees.

The University's strategic aims inform the Global Engagement Strategy approved by Academic Board in July 2017. It sets the strategic framework for international collaborations and partnerships. A review of the 2011-16 Strategy for the delivery of taught undergraduate programmes in collaboration and partnership was undertaken and a number of partnerships were discontinued but the long-standing partnership with AIBE was continued as Hong Kong is considered an important Global Hub for the University.

At the time of the review, the University's collaborative strategy was under revision. The revised strategy for collaborations and partnerships 2018-21 replaces the University's previous strategy for the delivery of taught undergraduate programmes in collaboration and partnership, 2011-16.

The franchise programmes currently delivered are: BSc (Hons) Building Services Engineering (final year top-up), BA (Hons) Housing Studies (final year top-up), BEng (Hons) Building Services Engineering, and MSc Building Services Engineering. Overall, 265 students are registered across the four programmes.

AIBE are required to adopt all aspects of the University's quality management processes and regulations. The ultimate responsibility for academic standards and quality rests with the Vice-Chancellor. The Academic Board has institutional oversight and is chaired by the Vice-Chancellor. The Academic Board approves the University Regulations and the responsibility for monitoring and review of the Regulations is delegated to the Academic Quality and Standards Committee (AQSC).

In September 2015, an executive operational group, the University Collaborative Oversight Group (UCOG) was established as a collaborative support network to provide oversight of collaborative provision, coordination and share good practice in the context of greater devolution of collaborative activities to Schools. The Dean appoints a School representative responsible for collaborative provision and the monitoring and review of operational matters.

Overall, the programmes are well managed and students are effectively supported in the achievement of their academic award. The University considers the relationship with AIBE to be an effective partnership, with potential for further development.

## Introduction

1 The University has been in partnership with the Asian Institute of Built Environment (AIBE), a private provider, since July 2012. Institutional Recognition took place in July 2012 with re-recognition in April 2016. AIBE's vision is to become a leading provider of specialist higher education excelling in built environment professional education and research. The mission is to nurture and develop the talents of students for the advancement of building, construction technology and management to support the infrastructure and building industry of Asia. The vision and mission is congruent with the University's core values. Both institutions value employer engagement through professional body accreditation and industrial links. AIBE's sponsor is the Vice-chairman of one of the largest construction companies in Hong Kong.

2 AIBE has an industrial advisory panel that meets on a regular basis, similar to that in the UK. The panel offers valuable advice to inform the content of the course to ensure it meets local requirements.

3 AIBE are involved in course development and enhancement discussions, module planning including local contextualisation, teaching portfolio development and research activities.

4 The University Strategic Planning Framework (2016-21) outlines its vision 'to be an excellent, accessible, globally engaged university' with a mission 'to make a positive and decisive difference to people, communities and organisations'.

5 The previous strategy for the delivery of taught undergraduate programmes in collaboration and partnership (2011-16) was reviewed to support the implementation of the Global Engagement Strategy. The University's strategic aims inform the Global Engagement Strategy, which was approved by Academic Board in July 2017. It sets the strategic framework for international collaborations and partnerships. Following the review, a number of partnerships were discontinued. The long-standing partnership with AIBE was continued as Hong Kong is considered a Global Hub.

6 AIBE is steered by a group of academic experts from local universities, many of the part-time academics are also experts from industry. AIBE started as a training centre for professionals in the construction industry, offering courses in building management, electrical, mechanical, electronic, building services, structural and civil engineering, different areas of surveying, architecture, property and facilities management. It has a core group of

full-time employees. The attraction for students is its close links with the construction industry. This is seen as a **positive feature**.

7 The programmes currently delivered are BSc (Hons) Building Services Engineering (final year top-up), BA (Hons) Housing Studies (final year top-up), BEng (Hons) Building Services Engineering, and MSc Building Services Engineering. There are 265 students currently registered across the programmes. The same programmes are also delivered in the UK.

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

8 This section describes the University's approach to the approval and review of collaborative provision until July 31 2016. From 2017-18, following a 'Process reform' in relation to the University's Academic Principles and Regulations and Quality processes, the University's approach to the approval and review of collaborative provision has been further enhanced. The University has also undertaken a restructure from Faculties to Academic Schools.

9 The process for new collaborative provision partnership proposals are initiated by the Dean of Faculty and a Planning and Due Diligence pro forma is completed for approval by the Dean prior to forwarding to the Deputy Vice Chancellor Strategic Development (DVCSD) for signature. The University Corporate Management Team (CMT) reviews the proposal. The next stage is an Institutional Recognition event to approve the franchise courses and a Venue Visit Checklist is undertaken. Partnerships and other types of collaboration are approved by Partnerships and Collaborations Sub-Committee (PCSC) and regular updates are submitted to the PCSC.

10 Institutional Recognition is required before approval/validation to deliver the course is considered. The process of Institutional Recognition involves consideration of evidence by a panel, which includes external academic representation, and where necessary involves industry representatives. The panel determines whether to recognise the partner, the Recognition normally last for a maximum of five years and thereafter is subject to further institutional review. The format of institutional review follows that of Institutional Recognition, with an additional requirement for the panel to reflect on the period of recognition. Outcomes of recognition events are reported to PCSC.

11 The adequacy of resources (physical, learning and staff resources) at the partner institution is required to be verified and approved. A Venue Visit Checklist is completed for approval by the Dean. It assesses the partner's suitability to support delivery and assure the quality of learning resources. Confirmation of staff capability is reviewed by the University and informed by staff CVs with sign-off by the relevant Course Director.

12 Following AIBE's Initial Validation and Institutional Recognition event in September 2012, there have been seven approval events including re-validation and re-approval looking at teaching and learning resources of AIBE in Hong Kong. This demonstrates the University's cautious approach to due diligence.

13 Following AIBE's Institutional Review in January 2013, which established AIBE's suitability to be a collaborative partner for franchise delivery, it was approved to deliver the programmes for one year and a submission was prepared for the Hong Kong Education Bureau's approval. Future University developments will focus on Engineering and Housing. AIBE hopes to offer its own diploma programmes to feed into the top-up programmes.

14 The Collaborative Provision Handbook 2017-18 provides clear guidance to University and partner staff involved in developing the collaboration; responsibilities of individuals are clear.

15 The Collaborative Agreement between the University and AIBE covers the period from 5 February 2015 to 31 July 2019. It clarifies the responsibility of each party involved in the collaborative partnership and includes student numbers, number of intakes, financial arrangements and programme closure. There is evidence demonstrating the appropriate teach-out arrangement of the BA Housing programme which no longer runs in the UK. An agreement has been reached to deliver the programme for one further year to enable foundation degree students to complete.

16 In September 2015 the University established an executive operational group, the University Collaborative Oversight Group (UCOG), responsible for work previously undertaken by the Hong Kong and Malaysian/Singapore Oversight Groups. The UCOG was established as a collaborative support network to provide oversight of collaborative provision, ensure coordination and share good practice in the context of greater devolution of collaborative activities to Schools. The Dean appoints a School representative responsible for collaborative provision, including the monitoring and review of operational matters.

17 As part of the University's restructure the School of Built Environment and Engineering appointed a Course Director who is a member of UCOG. His responsibilities include strategic and operational oversight and compliance with the quality procedures. He is also the Link Tutor, responsible for staff development of collaborative partner staff, and for the full range of School's collaborative partners. He has strategic oversight of the academic health of collaborative partners, areas for enhancement and opportunities for development including attendance at the annual Partnership Board. The Course Director is seen as a conduit of information between home-based course teams and partner staff.

18 The School also has a dedicated administrative team that supports the delivery of the collaborative partnership with AIBE.

19 An annual Partnership Board, facilitated by QAS, involves all collaborative partners to enable senior managers from the University and the partners an opportunity to discuss strategic issues and performance of the partnership. Five Partnership Boards have taken place with AIBE, where necessary actions are pursued by the School and Professional Services and is overseen by UCOG.

20 The Education Strategy 2016-21 provides the framework for how home and collaborative students are supported to become independent learners, critical thinkers and capable citizens. The Learning Pathway and the Student Support Framework describes how students are supported through the transition to University, progression, preparation for lifelong learning and employment. Students confirm they are prepared for the teaching methods and supported through independent study, and that this is clearly explained at induction.

21 An Institutional Review was undertaken in April 2016; there were no conditions, two commendations and six recommendations. The latter included: making fuller use of MyBeckett (the virtual learning environment or VLE) to broaden academic study skills for learning; providing more study and open access learning space; strengthen the student voice; improve reporting of student retention, completion and retainment; consider implementing a formal staff development policy; and consider formalising the peer observation policy.

22 The evidence provided for the review team demonstrated that the University has well-established and effective processes and structures for the development and

management of its collaborative partnerships. The processes meet the requirements of the UK Quality Code for Higher Education.

## Quality assurance

### Academic standards

23 AIBE are required to adopt all aspects of the University's quality management processes and regulations.

24 The ultimate responsibility for academic standards and quality rests with the Vice-Chancellor. The Academic Board has institutional oversight and is chaired by the Vice-Chancellor. The Academic Board approves the University Regulations. The responsibility for monitoring and review of the Regulations is delegated to the Academic Quality and Standards Committee (AQSC).

25 The University's Academic Governance structure has recently been reviewed and revised in 2016-17. The AQSC receives regular reports, including external examining, monitoring, annual review and enhancement, annual reports on quality indicators, Professional, Statutory and Regulatory Body accreditations and course validation and periodic review reports. An annual report is submitted in March each year of collaborative and partnership provision.

26 The University's Academic Regulations and Policy for Academic Assurance and Enhancement applies to all the University's provision, delivered on campus and off-site or via online/distance learning provision delivered in partnership with collaborative providers. The Regulations set out the approval, monitoring and review of collaborations and partnerships and the Framework and Operational Guidance for Franchise Delivery, including regulatory requirement and the implementation of policy and procedures. The Academic Regulations and associated processes are available on the University's intranet - MyBeckett. AIBE staff confirmed that these are easily accessible and if processes and regulations are changed, information is promptly sent out, and staff development training conducted by University staff is provided.

27 The University was reviewed as part of the QAA Higher Education Review in April 2014 and it was said to 'fully meet UK expectations'. An area of good practice was a 'systematic and comprehensive engagement with the collaborative partner'. The process of Mutual Review, involving a visit to the partner, and introduced by the University to allow early reflection on the effectiveness of collaborations involving franchised provision, was also considered good practice. The Mutual Review took place at AIBE in June 2014 and the Institute was deemed compliant with University quality assurance processes.

28 There are three Professional, Statutory and Regulatory Body (PSRB) accredited franchised courses delivered with AIBE. The Chartered Institution of Building Services Engineers (CIBSE) undertook an accreditation of the BSc (Hons) Building Services Engineering (top-up part-time) confirming the accreditation from 2013 to 2019. The Chartered Institute of Housing (CIH) accredited both FdA Housing and BA (Hons) Housing Studies as meeting all the criteria for CIH Chartered membership (CIHCM), confirming accreditation covering 2017 and 2018 intakes. The accreditation also extended to students who had already completed the course(s), and current students studying at AIBE. Students confirm this is extremely important for their future employment and is what attracted them to the programme. This is seen as a **positive feature**.

29 All collaborative provision is required to undertake course monitoring, annual review and enhancement processes in accordance with the University's regulations. Partner

institutions are responsible for the ongoing monitoring and review process, including student feedback on their learning experience. In addition to statistical data relating to recruitment, awards and achievement, other performance indicators are considered, such as external examiner reports, module evaluation data and student feedback. An Executive Summary report and action plan is submitted annually for each course. The summary includes a commentary from the Course Director, reflecting the data, the effectiveness of delivery and opportunities for enhancement. The summary along with the action plan informs the Dean's summary report for the School, relating to academic standards, quality monitoring, annual review and enhancement activities during the preceding academic year.

30 AQSC receives all the reports. External examining and annual monitoring ensure standards are comparable across locations. AQSC provides a satisfactory conclusion to the Schools' annual review process. It is clear from the Executive Summary 2016-17 that a well structured detailed annual report is provided. It picked up on low satisfaction score for the Intelligent Buildings module. This was thought to be due to it being a new module and students lacking background knowledge of the subject. The action taken was inclusion of more self-learning time. There have also been instances where bridging courses have been arranged to address low performance of students and in the Low Carbon Building module the tutor supplemented the classroom sessions with additional tutorials.

31 The 2017-18 report showed a significant increase in overall satisfaction of AIBE students and slight increase in other areas such as satisfaction with teaching and assessments. The students met by the review team confirmed they are very happy with the standard of teaching on the programme and they appreciated and valued the tutors industrial experience. A high-level data dashboard is available, allowing the University to compare qualitative and quantitative data of different partners.

32 The course team at the University and AIBE work together to ensure contextualisation of the programme and make it relevant to the local environment while also ensuring the relevant Subject Benchmark Statement and professional bodies' requirements are met.

33 The University is satisfied that staff recruited at AIBE are appropriately professionally and academically qualified and of a comparable quality to UK staff. A mentor is assigned to new members of staff and lecturers are observed to ensure they are of an appropriate standard. The mentorship lasts for the first semesters.

34 The University provides online training for staff at AIBE via the University's VLE 'MyBeckett'. The training includes an introduction to quality processes at the University together with a range of other online developments related to academic regulations. It enables collaborative staff to undertake their role and understand the University's requirements in respect of quality assurance. Online staff development complements face-to-face activities and Skype discussions between Hong Kong and Leeds. A workshop was also delivered in July 2016 at the Partner Development Day, addressing learning resources and information to support collaborative delivery. An annual learning and teaching conference providing development opportunities is delivered by the University and is open to partners. The University is working to make it more widely available to partners through e-learning facilities. The sessions were recorded and available for those members of AIBE staff who were unable to attend.

35 Many of the academic staff are part-time. It is clear from staff and students that the expertise of staff, many of whom have a background in the industry, helps to contextualise the programme. Students value their expertise in the subject area. The review team considers this to be a **positive feature**.

36 External examiners are an essential part of the University's regulatory framework for the assurance of academic standards, and are appointed by the University. External examiners have oversight of both the UK and TNE delivery. A sample of assessments are sent to the external examiner, as per the University's academic regulations. The sample identifies onshore and franchised students and provides an opportunity for the external examiner to compare standards between UK and Hong Kong students.

37 External examiner reports inform the course monitoring, annual review and enhancement process. The reports confirm that the standards are appropriate and in line with UK expectations and PSRB requirements. External examiner reports highlight high levels of satisfaction with quality and standards. When there were a few instances of level of student achievement lower than in the UK it prompted a discussion with the partner about admission standards. Where the achievement was more varied it was thought in part to be due to the part-time nature of the programme at AIBE. Student outcomes are continually monitored.

38 The School shares external examiner reports with AIBE including responses. AIBE staff confirm they see the external examiner reports and find the feedback helpful. AQSC receives the annual report on external examining for Undergraduate provision in October each year and in January for postgraduate provision. This is also reported at the University Collaborative Oversight Group (UCOG). The reports are not currently shared with students although they are uploaded to MyBeckett.

39 The Course Director, who is also the Link Tutor, has a critical role in the quality assurance and enhancement of collaborative provision. The Link Tutors' responsibilities are clearly set out in the Link Tutor Handbook. An annual month-by-month checklist is provided. The Course Director/Link Tutor is in regular communication with the Course Leader at AIBE.

40 The recently revised Academic Governance structure makes it clear that the University has robust systems in place for ongoing quality monitoring and enhancement and AIBE are fully compliant, there is evidence of a strong relationship between the University and AIBE and this is seen as a **positive feature**.

## **Assessment**

41 The Agreement and Franchise Framework makes it clear that the University has responsibility for academic standards of its awards. The assessments are set and moderated by the University in consultation with partner institution staff.

42 The assessment strategy information is contextualised in the Course Handbook and available in the definitive Course and Module Specifications and available for associate partner staff to download from MyBeckett, for wider dissemination via AIBE's VLE. Any changes to material for contextualisation made by AIBE is sent to the Course and Module Leader to approve.

43 Course and Module Handbooks contain detailed information regarding assessment requirements including the penalty for late submission, mitigation circumstances, publication of results and access to external examiner reports. Students confirmed that the information provided is clear and unambiguous.

44 Examination papers are stored in a secure place. AIBE ensures examinations are carried out in accordance with University requirements. Where possible, examinations for students in Leeds and Hong Kong are scheduled for the same time. If due to international time differences and multiple intakes this is not possible, an additional examination paper is written for use in Hong Kong.

45 Students' work is submitted via Turnitin (plagiarism-detection software). AIBE have purchased a licence from Turnitin which students access via AIBE's virtual learning platform. This is explained during student induction. Although submission of assessment appears to have caused a few problems in the past, the AIBE Administrator supports the students so they are able to submit on time. The review team **recommends** that the University shares the frequently asked questions (FAQs) and guidance that it has developed to support students in submitting their work through Turnitin with AIBE so that students are advised of the potential delay in submitting assignments through the platform during peak periods (currently advised by Turnitin as being 24 hours at normal times, up to 48 hours at peak periods).

46 AIBE staff confirm they are prepared by the University to assess and mark students' work. They are the first markers and the work is then internally reviewed/moderated by the University and externally by the external examiner. Students receive feedback no later than four weeks from the date of submission in line with the University's standard practice. Students confirm the feedback they receive is useful and helps them to get a better grade next time. Dates for assessment and reassessment are included in the operational plan produced at the start of the cycle.

47 Progression and Award Boards (formally Boards of Examiners) make decisions about student progression and student awards. Module Boards (previously Exam Committees) report to the Progression and Award Boards. Confirmed module marks are reported to the Progression and Award Board so that progression and award decisions can be made. AIBE staff are members of the Progression and Award Board.

48 Arrangements for the assessment of collaborative provision delivered by AIBE are clear and rigorously applied, AIBE is involved in the process and students confirm the information regarding assessments is clear and feedback helpful. The review team confirms that the arrangements for assessment are secure and meet the expectation of the Quality Code.

## **Quality of learning opportunities**

49 The University is ultimately responsible for all admissions to its programmes, including those delivered by collaborative partners. It delegates to the partner with a franchise arrangement partial responsibility for determining the admission criteria and the admission of students.

50 The decision on standard applications rests with the partner. Non-standard and claims for Recognition of Prior Learning (RPL) rests with the School. Interviews and review of transcripts are undertaken locally and forwarded to the Course Director for final approval. The RPL process gives applicants the opportunity to provide evidence of how their prior learning meets the learning outcomes of specified parts of the course for which they are seeking exemptions and admission with advanced standing. Where RPL applicants are from partner institutions, relevant Link Tutors will assess the application prior to their submission to the University's RPL Panel. Students are aware of the process, which includes AIBE inviting them to an interview where their transcript is discussed. The responsibility for admissions is clearly set out in the Operational Guidance Franchise Framework 2017-18.

51 Students have an induction delivered by the University and AIBE staff. This is an opportunity for the partner institution and the University to welcome students and assists them with the transition into higher education. There is a clear focus on regulations and information on the University's AIBE Franchise Portal providing access to permitted online resources via MyBeckett and AIBE's VLE. It also covers student support including AIBE's Student Support Policy and support available from the University. The information covered



is made clear in the Operational Guidance Franchise Framework. Additional support for English language training does not appear to be an issue at AIBE. The English language of the students met by the team was good and there had been no reports of any difficulties. Students are required to have an International English Language Testing System score at level 6. Staff report that students are required to be fluent in order to apply for membership of the Professional Body, which has to be in English.

52 Students are provided with a Course Handbook with clear guidance and contact details of key individuals, support provided, attendance requirements and how to access external examiner reports. Module specific details are contained within the Module Handbook. These include programme details, aims and appropriate learning outcomes, assessments and submission dates. Local contextualisation is supported and included in the Course Handbook as well as in the assessments.

53 Following a pilot in 2015 to permit online learning resources, including e-books and journals for all franchise partners, associate staff can now download all the learning materials associated with module delivery. They also have access to Developing Excellent Academic Practice (DEAP) learning, teaching and assessment resources online through the Centre for Learning and Teaching (CLT) web resources, and the Library and Learning Innovation (LLI) team deliver bespoke webinars and workshops to franchise partners.

54 Students are able to study part of their programme at Leeds Beckett but because of work commitments the majority of students are unable to take this opportunity. It is **recommended** the University explores ways in which more student exchanges may be facilitated and consider opportunities for students from Leeds Beckett and Hong Kong to work together.

55 The University and AIBE are committed to ensuring that students have an opportunity to provide feedback on the quality of their experience and that they respond to student views. There is one Course Representative appointed per level for each course. The Course Representative is responsible for collating student views and engaging with the quality assurance processes, in particular the annual monitoring and review process. The panel met with Student Representatives who were clear about their role and gave examples of how the University and AIBE had responded to concerns. The representatives are members of the Student Forum, though they are not members of any other governance committees.

56 The University reviews and checks the appropriateness of collaborative partner staff. For new staff appointments, CVs are submitted to the University for approval. The partner is required to inform the Course Director or Link Tutor of any proposed mid-cycle appointments delivering University programmes. Staff are endorsed by the relevant Head of Subject and Dean of School. Following successful approval they can apply for associate staff status. Associate staff status enables access to MyBeckett, which contains a wide range of online resources including the relevant module information. There is a University induction for new members of staff who are provided with a mentor. The PCSC in May 2016 recommended a review of collaborative academic staff induction and development. This has been addressed and University staff visit Hong Kong twice a year focusing on staff development activities, including any changes to regulatory systems and University policies.

57 The Course Director is responsible for making sure the course is running smoothly and for the quality assurance of the teaching and learning material for each module. The main lines of communication are through the Course Director, who is also the Link Tutor, and the administrators.

58 The University ensures standards are the same for students studying at Leeds Beckett and AIBE by having the same external examiners conforming to the same standards and processes.

59 Information on academic appeal and student complaints procedures for all collaborative students is contained in the Course Handbook and in the regulations. Students confirm they know how to appeal and make a complaint.

60 The accommodation in HK is comprised of two campuses, Kowloon and Hong Kong island. In Kowloon there are three teaching rooms each accommodating approximately 30 students. The Hong Kong Island site also accommodates a maximum of 30 students. AIBE uses video links between classrooms. Students confirmed that this arrangement was satisfactory as they are able to ask questions regardless of where the lecture is delivered.

61 AIBE are fully involved in course enhancement discussions and module planning including local contextualisation.

62 Students know who to contact. If they have a problem their first point of contact is the administration team. The students spoke highly of their support; if they need to contact their tutor they do this via email and they normally respond promptly.

63 The review team is confident that the programmes are well managed including admissions, induction and ongoing delivery. Students were positive about their experience, the support of staff from both institutions and in particular the administrative team at AIBE who were often their first point of contact. Overall, the team felt students are effectively supported in the achievement of their academic award, which is in line with the Quality Code.

## Information on higher education provision

64 The University has effective control over the accuracy of all public information including, including marketing, Course and Module Specifications, Course and Module Handbooks. This is included in the Operational Guidance Franchise Framework.

65 All publicity and promotional material is approved by the University prior to printing and publication. The University has developed guidance on the specific measures taken by the University and is confident that control is exercised consistently and fairly over the information it publishes in relation to its collaborative provision. The review team raised the issue that some information was in Chinese. Although the current information was accurate, the review team **recommends** the monitoring of information in Chinese to ensure definitive documents remain accurate.

66 AIBE works with the University to review the information in the portfolio of courses for accuracy before publishing in prospectuses and on the website. Collaborative partner institutions are provided with a marketing toolkit to support their marketing and promotional activities. The toolkit is available for Associate Staff via the University intranet.

67 The University provides a Course Handbook template, which is customised for each collaborative programme to ensure consistency. A Module Handbook template is also provided for on-site and collaborative partners, which is clear and easy to follow. Both are available to students via AIBE's VLE.

68 Students confirmed the information about the course for which they were applying was accurate and helpful when making the decision about the course to choose.

69 Upon successful completion of the programme and confirmation of the award by a Progression and Award Board, a student is invited to attend a graduation ceremony in Hong Kong when they receive the certificate from the University. Supplementary to the award certificate, a summative document detailing modules studied and module marks obtained is produced for graduates.

## **Conclusion**

From the evidence provided by the University and from discussions with managers, staff and students from both the University and AIBE, the review team formed the view that the University's arrangements for oversight of the partnership are robust, enabling them to remain confident that academic standards and the student experience meet the requirements of the Quality Code. Staff who met the team were passionate about the programmes and their involvement in the delivery, feeling they were part of a team. Students were very positive about their experience and valued the input from the lecturers many of whom were from industry. Although part-time students found the work hard while continuing in employment, they felt the top-up programmes helped them develop their careers. Both the University and AIBE are discussing how the portfolio could be further developed with a consequent review of resources.

## **Positive features**

The following positive features are identified:

- programmes which are relevant to employment and the close links with the construction industry which are valued by students (paragraph 6)
- professional recognition of the programmes (paragraph 28)
- the strong team delivering the programmes who are well qualified and expert in the industry (paragraph 35)
- good management of the collaborative provision, with robust systems in place and a strong relationship between the University and AIBE (paragraph 40).

## **Recommendations**

Leeds Beckett University is recommended to take the following action:

- share the frequently asked questions (FAQs) and guidance that it has developed to support students in submitting their work through Turnitin with AIBE so that students are advised of the potential delay in submitting assignments through the platform during peak periods (paragraph 45)
- explore how more student exchanges may be facilitated and more opportunities made available for students from Leeds Beckett and Hong Kong to work together (paragraph 54)
- monitor that definitive documents are accurate and ensure that information in Chinese remains accurate (paragraph 65).

### **Leeds Beckett University's response to the review report**

Leeds Beckett University is committed to enhancement of the quality of its provision and welcomes this report from the Panel. The review team's conclusions, that our University's arrangements for oversight of the partnership are robust and enable confidence that academic standards and the student experience meet the requirements of the Quality Code, provide positive endorsement of our approach to academic assurance, regulations and oversight of collaborative provision. The recommendations have helped us to identify areas where we could further enhance this collaborative arrangement. Most of the recommendations have already been discussed with AIBE and plans are underway to address each of the areas for development. The University is very pleased to note the positive features identified by the panel.

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