



American Institute for Foreign Study (UK) Ltd

Recognition Scheme for Educational Oversight

Review by the Quality Assurance Agency for Higher Education

April 2018

About this report

This is a report of a review under the Recognition Scheme for Educational Oversight conducted by the Quality Assurance Agency for Higher Education (QAA) at the American Institute for Foreign Study (UK) Ltd. The review took place on 24 April 2018 and was conducted by a panel, as follows:

- Emeritus Professor Diane Meehan
- Ms Barbara Howell.

The main purpose of the review was to:

- make judgements about the provider's delegated responsibilities for the management of quality and improvement of learning opportunities
- draw a conclusion about whether the provider's public information is reliable
- produce a commentary on how effectively the provider discharges its responsibilities for academic standards
- report on any features of good practice
- make recommendations for action.

A summary of the key findings can be found in the section starting on page 2. The context in which these findings should be interpreted is explained on page 3. Explanations of the findings are given in numbered paragraphs in the section starting on page 4.

The QAA website gives more information [about QAA](#) and its mission.¹ More information about this the review method can be found in the [published handbook](#).²

¹ www.qaa.ac.uk/about-us

² www.qaa.ac.uk/docs/qaa/guidance/rseo-handbook-17.pdf

Key findings

The QAA panel considered evidence relating to the educational provision at the American Institute for Foreign Study (UK) Ltd (AIFS London), both information supplied in advance and evidence gathered during the review visit itself. The review has resulted in the key findings stated in this section.

Judgements

The QAA panel formed the following judgement about the American Institute for Foreign Study (UK) Ltd.

- **Confidence can be placed** in AIFS London's management of its responsibilities for the quality of learning opportunities.

The QAA review panel also concluded that the provider **satisfactorily** manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.

Conclusion about public information

The QAA panel concluded that:

- **reliance can** be placed on the information that the American Institute for Foreign Study (UK) Ltd produces for its intended audiences about the learning opportunities it offers.

Good practice

The QAA panel identified the following **features of good practice** at the American Institute for Foreign Study (UK) Ltd.

- The proactive and extensive support provided to students and faculty (paragraph 2.19).
- The strategic identification of staff development needs to support an increasingly diverse range of students (paragraph 2.22).

Recommendations

The QAA panel makes the following **desirable recommendation** to the American Institute for Foreign Study (UK) Ltd.

- Formalise the approach to the sharing of good practice in teaching and learning between adjunct faculty and visiting faculty (paragraph 2.10).

Context

The American Institute for Foreign Study (AIFS), founded in 1964, has been working in partnership with universities and colleges in the USA to customise study abroad programmes for undergraduate students since the 1980s. These programmes are arranged by the Customized Faculty-Led Programmes division of AIFS. AIFS London's partners are responsible for recruiting students and for the academic standards, content, delivery, award of credit and oversight of their academic programmes. AIFS London is responsible for providing academic support, travel arrangements, housing facilities, classrooms and IT, cultural activities, student and faculty support, and medical and liability insurance. It also arranges internships as part of the study abroad experience. While the majority of courses are taught through visiting faculty delivering their own courses, some are taught by local adjunct faculty and AIFS London routinely provides a British Life and Cultures course which is offered to all student groups.

AIFS London currently works with 35 partners - two of which involve consortia arrangements. AIFS London checks the accreditation status of its partner institutions prior to making a commitment to work with them and maintains a database of all institutions and their accreditation status. Institutions offering semester-length programmes now sign an agreement confirming, amongst other things, their accreditation body.

Programmes operate under the regulations of AIFS London's partner institutions and, in that respect, the requirements of partners remain a key reference point. AIFS London utilises several other external reference points and, in addition to its awareness and, where appropriate, use of the UK Quality Code for Higher Education (the Quality Code) and the requirements of UK Visas and Immigration (UKVI), AIFS benchmarks its provision through membership of various professional associations. These include the Forum on Education Abroad, NAFSA: Association of International Educators, and the Association of American Study Abroad Programmes (AASAP) UK. These bodies provide principles and guidelines which AIFS London has utilised in producing its own standards and guidelines.

AIFS London underwent a UKVI Tier 4 inspection in February 2018 - at the time of the RSEO review, the outcomes were unknown. AIFS London subsequently confirmed a successful outcome.

Students may study at AIFS London for one semester (10-15 weeks) or for a short term (1-9 weeks). During the academic year 2017-2018, 969 students are studying, or have studied, with AIFS London.

Detailed findings about the American Institute for Foreign Study (UK) Ltd

1 Academic standards

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

1.1 AIFS London is currently working with 35 US partners who send students to London on a regular basis. For new partners, AIFS establishes the accreditation status of the US provider by conducting a formal check on the US Department of Education website. In all cases, a signed agreement is required confirming their particular accreditation body prior to programme delivery. Programmes operate under the academic regulations of partner institutions and therefore the responsibility for academic standards rests with the US providers. These responsibilities include course content, learning outcomes, developing syllabi, award of credit, student reviews and analysis of their course offering, responding to student appeals, issuing transcripts, and the appointment and appraisal of all teaching faculty.

1.2 There are some areas of joint responsibility between AIFS London and its partners relevant to academic standards including attendance monitoring and the provision of academic guidance and support. The Academic Director, Academic Coordinator and Head of Student Services hold regular meetings to discuss issues relating to student attendance, academic support and the programme more generally (see paragraph 2.2). The QAA panel found that the respective responsibilities, including those relating to the maintenance of academic standards, are clear, and that AIFS London offers a high level of facilitation to the US partner to support both staff and students.

1.3 AIFS London has recently produced a Quality Assurance Handbook which sets out the institute's mission, student learning and development, academic framework for delivery, internships and field research, and pre-programme student preparation guidelines. Staff met by the panel confirmed the value of the Handbook as a reference document for induction, training and the clarification of procedures.

How effectively are external reference points used in the management of academic standards?

1.4 While AIFS London takes account of the expectations of relevant external bodies, it is bound by the requirements of its US partner institutions. As part of these requirements, the US partners conduct periodic inspection visits of their programmes, which include a tour of facilities, observation of classes, and meetings with students, faculty and AIFS staff. The panel heard of changes that have been made as a result of the verbal and written feedback provided.

1.5 AIFS London makes effective use of several other external reference points including the Forum of Education Abroad Standards of Good Practice, Association of American Study Abroad Programmes (UK), and, where relevant, the UK Quality Code for Higher Education (the Quality Code). The Forum for Education Abroad standards were a useful reference point for programme design and for the creation of a set of Customized Faculty-Led Standards which act as a good practice guide. The Quality Code was seen as equally useful for its guidance on putting 'the student at the centre'.

How effectively does AIFS London use external scrutiny of assessment processes to assure academic standards (where applicable)?

1.6 Assessment is the responsibility of partner institutions.

The panel has concluded that the American Institute for Foreign Study (UK) Ltd **satisfactorily** manages its responsibilities for academic standards in accordance with the requirements of its awarding partners.

2 Quality of learning opportunities

How effectively does AIFS London fulfil its responsibilities for managing the quality of learning opportunities?

2.1 AIFS London provides logistical support including academic support, travel arrangements, housing facilities, classroom and IT facilities, cultural activities, student and faculty support, and medical and liability insurance, and arranges internships. The standards, policies and procedures by which AIFS London assures the quality of the student learning experience are set out in its comprehensive Quality Assurance Handbook.

2.2 AIFS London staff hold a variety of meetings to ensure the effective operation of the programmes. Regular meetings are held between AIFS London staff and visiting faculty to review the operation of the programme and the student experience, discuss any student issues or concerns, and consider the arrangements for forthcoming events such as field trips; meetings are minuted and action points are listed and acted upon. Staff meet with the Senior Vice-President at the end of the semester to review these meetings and discuss any changes which need to be made for future cohorts; actions arising from these meetings include the production of guidelines relating to classroom behaviour and a review of the current virtual learning environment (VLE). Student services staff meet weekly to discuss student issues and any concerns are reported to senior staff.

2.3 AIFS London places significant emphasis on receiving and acting on feedback from students on the quality of their learning experience and this is obtained in a number of ways including through focus groups, student representative meetings and student evaluations. The Senior Vice-President and/or the Programme Director conduct focus groups with a representative sample of students to hear their views about their programmes and the opportunities and facilities on offer to them - students who met with the panel had not participated in any of these focus group meetings. AIFS London also appoints student representatives each semester whereby student volunteers from each programme meet regularly with the Head of Student Services and Academic Director to give their feedback about the programme - students who met with the panel were aware of the system and knew who their representatives were.

2.4 Student surveys play a key role in AIFS London's approach to monitoring the quality of its learning opportunities. All students are asked to complete evaluations at the end of their programme; these cover a number of aspects of their experience including accommodation, AIFS courses, cultural events, AIFS staff, areas for improvement and whether students would recommend the programme to their friends. Evaluations are considered by AIFS London staff and action is taken to improve any areas of the programme which have received negative feedback from students. Outcomes from these evaluations are generally very positive. As a result of student feedback, an 'early bird' questionnaire was introduced approximately three years ago, aimed at homestay students as these students raise more issues in relation to their housing. Evaluation of internship opportunities and

adjunct classes also takes place (see paragraphs 2.8 and 2.13). Students met by the panel expressed satisfaction with the quality of their learning experience and commented positively on the open-door policy operated by AIFS London staff which allowed them to raise and resolve any ongoing issues.

2.5 AIFS London's partner institutions conduct their own student evaluations of the programmes which are typically shared with the Senior Vice-President and reviewed alongside those carried out by AIFS London. Visiting faculty also complete evaluation forms and any issues raised are followed up. Senior staff confirmed that the feedback received is generally positive, particularly in relation to student support, internships and the support provided for visiting faculty.

2.6 AIFS London has also considered the impact of its programmes on its alumni and, in 2014, published a study which covered areas such as the academic impact and career impact of study abroad. An updated version of this will be published in 2018.

How effectively are external reference points used in monitoring and evaluation processes?

2.7 AIFS London makes effective use of external reference points. As noted above, in addition to the requirements of its partner institutions, these include the Forum of Education Abroad Standards of Good Practice, the Association of American Study Abroad Programmes UK, NAFSA: Association of International Educators and, where relevant, the Quality Code and requirements of UKVI. AIFS London has also developed its own Standards which align with those of the Forum for Education Abroad, and separate Customized Faculty-Led Standards which act as a good practice guide for faculty teaching on the programmes.

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

2.8 Classes taught by adjunct faculty are reviewed by the use of student evaluation forms at the end of each academic programme. AIFS London staff are available to meet with adjunct faculty on an ongoing basis to discuss any teaching or student concerns and, if issues arise, the Academic Director liaises as necessary between the student, adjunct faculty and the relevant partner institution to resolve the matter. Adjuncts are provided with summaries of the evaluations after each programme ends and copies are sent to the relevant US partner. If any concerns are raised in the evaluations, adjuncts are invited to meet with AIFS London staff to discuss these issues further - should the performance of an adjunct member of faculty prove unsatisfactory, their contract would not be renewed.

2.9 Adjunct faculty are subject to peer observation of their teaching. Through this process, the adjunct faculty member receives feedback on both their strengths and areas for improvement. Since 2013, AIFS London has utilised external faculty to conduct peer observations and, in January 2018, employed an Academic Adviser and Adjunct Instructor who, as well as providing additional academic support to visiting faculty who act as the instructor of record for the British Life and Cultures course, will also play a role in the peer observation of adjunct faculty, providing feedback to both AIFS London and the partner institutions.

2.10 Meetings are held with visiting faculty and adjuncts with the stated aim of 'creating a wider learning community for the sharing of ideas and best practice'. A social gathering is also held each semester for visiting faculty, adjunct faculty and all AIFS London staff to provide another opportunity to network and share knowledge. Adjunct and visiting faculty confirmed that, while they meet in social settings and through faculty meetings and field

trips, the sharing of good practice only takes place informally. Senior staff confirmed there was currently no formal mechanism by which good practice in teaching and learning can be disseminated. In order to support its stated aim of 'creating a wider learning community for the sharing of ideas and best practice', the panel considers that it would be **desirable** for AIFS London to formalise the approach to the sharing of good practice in teaching and learning between adjunct faculty and visiting faculty.

2.11 Faculty are supported further by AIFS London's Academic Guidelines which were developed in 2016 in response to faculty feedback regarding a small number of incidents where students arrived late for class or were not fully engaged in the classroom. The guidelines clarify faculty responsibilities and also reiterate the standards of behaviour expected of students in the classroom; faculty noted that these guidelines had proven particularly useful in dealing with an increasingly diverse range of students. Faculty monitor student attendance in every class and submit signed attendance sheets to the Academic Director on a weekly basis.

2.12 Students on many programmes are offered the opportunity to undertake an internship - the Academic Director and Academic Coordinator are responsible for placing the students. AIFS London's application process is designed to ensure that students are competent and eligible to take an internship in London and that they also understand what an internship involves. Students taking internships receive extensive pre-departure information and briefings, supported by a comprehensive internship handbook and undergo interviews typically to ascertain their aspirations and the type of internship they would prefer. Some students also undergo interviews with potential internship providers. On arrival in the UK, students undergo an internship orientation. Students are assigned a supervisor/mentor at their workplace to oversee their placement and a faculty supervisor who acts as the instructor of record; students meet with their visiting faculty during the internship period. The supervisor/mentor is required to submit a weekly timesheet which is used to monitor the number of hours worked for compliance with Tier 4 rules and academic requirements.

2.13 The quality of internships is monitored by formal site visits to placement providers, mid-term and end-of-programme evaluations, and student internship focus groups. Evaluations are shared with the relevant faculty and workplace supervisors and reviewed by AIFS London staff. Students who met with the panel confirmed that their internship experience was positive. Academic credit for internships is awarded by the relevant partner institution.

How effectively does AIFS London assure itself that students are appropriately supported?

2.14 AIFS London provides a range of support for both students and faculty which commences prior to departure to the UK through the provision of pre-departure handbooks, handouts, electronic presentations and visits to its partner institutions to meet students and faculty.

2.15 AIFS London has a team of Student Services staff located in its Study Centre whose primary responsibility is to provide guidance, information and support to the visiting students and ensure their welfare and security. Some staff also live in and supervise student accommodation; an emergency number is available to students 24 hours a day, seven days a week. Students commented very positively about the support they receive from AIFS London both pre and post-departure and, in particular, from the Student Services staff. This is also reflected in student evaluations. Faculty also commented positively on the academic and personal support they receive from AIFS London and the continual efforts made by AIFS London to enhance the student experience.

2.16 Students undergo an orientation meeting when they arrive in London which is also attended by faculty. Student Services staff also organise a range of cultural activities and trips for students while they are in the UK. As a result of providing feedback about their experiences, students are provided with electronic 'Map Books' to help them get around London.

2.17 The student code of conduct, equal opportunities policy and harassment and bullying policies are published in the AIFS Student Handbook, a copy of which is given to each student on arrival. If students have grievances about teaching staff, they are referred to the Academic Director in the first instance; if the grievance is about visiting faculty, AIFS London forward the grievance to the relevant party in the USA. If the complaint is about an adjunct member of faculty, the Academic Director meets with the faculty in person and keeps the relevant partner institution informed.

2.18 On their return from the UK, AIFS London provides students with opportunities to reflect on their experiences and, in particular, in preparation for employment. AIFS London also provides a number of alumni services including alumni ambassador and advocate programmes.

2.19 AIFS London is also cognisant of student safety and security and has reviewed and revised its incident response procedures. A 'check-in' feature on the AIFS insurance provider portal, accessible via the internet and on a mobile application (app), has been developed so that if an incident arises, students can check in. AIFS also records the incident procedures of its partner institutions. A leaflet on safety in London has also been produced. Based on the findings in paragraphs 2.14-2.19, the panel considers that the proactive and extensive support provided to students and faculty is **good practice**.

How effective are AIFS London's arrangements for staff development in relation to maintaining and/or enhancing the quality of learning opportunities?

2.20 AIFS London's training and development budget is accessible to all staff to enable them to undertake education, training and research in connection with their duties. It covers a variety of training opportunities including: funding for further and higher education; training in first aid, counselling, cultural awareness and mental health; secondments to AIFS programme sites overseas; language courses; conference attendance; and workshops on specific subjects such as diversity, cultural awareness and staff familiarisation days. The latter has been offered over the past year to London-based AIFS staff and specifically to those who are in a student or faculty-facing role. While AIFS London does not have any formal responsibility in relation to staff development for visiting or adjunct faculty, the latter confirmed that support is available if required. In the past, staff from sites across AIFS have attended a two-day training and information programme in December each year in London. While this will continue in the form of an all staff meeting, AIFS London is developing a tailored training plan which focuses more closely on individual staff development and is linked to specific job roles and the location of programmes.

2.21 Staff performance is reviewed biannually at appraisals with line managers; appraisal forms are reviewed by the Senior Vice-President. Staff confirmed that training and development is discussed at these appraisals but can be initiated at any point during the year.

2.22 AIFS London has responded to the increase in access to study abroad for students from a more diverse range of backgrounds and those with specific access requirements by committing resources both to training staff on issues of access and working with its partner institutions and students to improve this provision. A survey was conducted in 2017 to obtain staff feedback on their level of awareness and comfort with serving different student

populations and, based on this feedback, AIFS London staff attended a training session in February 2018 on navigating London for those with physical challenges. The summer 2018 staff familiarisation day will also focus on diversity and access. In addition to training, AIFS London has participated in a number of other initiatives in relation to diversity including: the development of a library of resources for staff, students and their families available on the website; a Diversity and Inclusion Working Group comprised of AIFS staff in the US and across various programme sites; and collaboration with Diversity Abroad, including the production of a 'You Can Afford to Study Abroad' booklet which is sent to all Diversity Abroad partner institutions. AIFS also offers a number of scholarships to students from diverse backgrounds. The panel considers that the strategic identification of staff development needs to support an increasingly diverse range of students is **good practice**.

How effectively does AIFS London ensure that students have access to learning resources that are sufficient to enable them to achieve the intended learning outcomes of their programmes?

2.23 AIFS London is responsible for providing learning resources including teaching accommodation and audio-visual teaching aids, computing facilities and access to library resources. As part of its support for visiting faculty, AIFS London provides office space, computers, photocopiers and scanners, and visiting faculty expressed appreciation of the resources provided. AIFS London's faculty handbook contains details of the available facilities, and visiting faculty are asked to identify any particular needs they may have in terms of teaching space or equipment both pre and post-arrival.

2.24 Computing facilities are provided for students at the AIFS Study Centre which is open during office hours on weekdays. The number of available computers has been gradually reduced over the past few years as students bring their own laptops and tablets and require wi-fi and printing facilities. Wi-fi is available in the Study Centre, the classrooms and accommodation provided by AIFS. Students met by the panel confirmed that IT resources were adequate and that their priorities were access to wi-fi and printing facilities.

2.25 Some partners of AIFS London provide students with university library membership whilst others make materials available to students online. After registration, and prior to departure from the US, students are given a list of required texts for the courses they are taking, along with any handouts the instructor has prepared. AIFS London encourages and supports all students to take out local library memberships. Students confirmed that library resources were adequate for their needs.

2.26 AIFS introduced an online learning platform - Virtual Learning Environment (VLE) - for adjunct courses in 2016. Adjunct faculty use this facility to post class materials for students, and students can upload their work electronically. Turnitin software is also utilised to check submitted work for plagiarism. As a result of faculty and student feedback, AIFS London is reviewing its use of the current VLE.

2.27 Students are provided with housing as part of their programme - either homestays with London families or self-catering studios/apartments. All students have membership of the University of London's Student Central which allows them to join the University's student clubs and societies. Students confirmed that they made use of this facility and that it was a helpful resource.

The panel has **confidence** that the American Institute for Foreign Study (UK) Ltd is fulfilling its responsibilities for managing and enhancing the quality of the learning opportunities it provides for students.

3 Public information

How effective are AIFS London's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?

3.1 Information about the programmes includes the initial proposal for the programme, promotional materials in the form of a flyer or brochure, pre-departure information, application explanation, dedicated website, guides on the student portal, social media feeds and alumni materials. Detailed information about internships is also provided.

3.2 AIFS London and its US partners share responsibility for making programme and module information available to students, providing information on the website, and managing the accuracy of published information. Promotional materials such as website pages, application forms, flyers and brochures, must be checked against the recently revised programme proposal form for accuracy and are also proofread by the relevant contact at the US institution. No information about a particular programme is published or distributed without having been agreed and proofread by the relevant partners and the AIFS London Programme Director.

3.3 Following acceptance by their home institutions, students are given access to the AIFS portal on which the pre-departure programme materials can be accessed; these materials are also sent to their study abroad office for distribution. These materials include handbooks, insurance and housing information, information on cultural calendars and optional excursions and, about two weeks prior to departure, the pre-departure itinerary and contact details for AIFS London staff. AIFS carried out a student survey of pre-departure information in 2016 and plan to conduct a similar survey in summer 2018. The students met by the panel found materials to be both accurate and helpful.

3.4 The comprehensive London Faculty Handbook containing information on logistics, immigration, housing, academic programmes and personal information, was confirmed to provide useful information for the US visiting faculty.

The panel concludes that **reliance can be placed** on the accuracy and completeness of the information that the American Institute for Foreign Study (UK) Ltd is responsible for publishing about itself and the programmes it delivers.

4 Action plan

The American Institute for Foreign Study (UK) Ltd action plan relating to the Recognition Scheme for Educational Oversight, April 2018						
Good practice	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The review panel identified the following areas of good practice that are worthy of wider dissemination within the American Institute for Foreign Study (UK) Ltd:						
<ul style="list-style-type: none"> the proactive and extensive support provided to students and faculty 	Students are involved in determining procedures and policies around student support	Set up student working group to review student support currently offered, including policies on diversity and inclusiveness, disciplinary procedures and grievance reporting	October 2018	Head of Student Services (HSS)	Senior Vice-President (SVP) and Programme Director (PD)	<p>Report from working group</p> <p>Minutes of meeting to review report, including action points</p> <p>Student evaluations following implementation of any changes</p>

	<p>Increased student integration with local community and development of cultural awareness and transferable skills</p> <p>Increased student involvement in and responsibility for safety</p>	<p>Following change in UKVI rules on volunteering, develop volunteer programme</p> <p>Further develop Ambassador Programme to include assisting AIFS staff to account for the safety of their peers following major incident</p>	<p>January 2019</p> <p>September 2018</p>	<p>HSS</p> <p>HSS</p>	<p>SVP and PD</p> <p>SVP and PD</p>	<p>Feedback on volunteer evaluation forms</p> <p>Feedback on Ambassador evaluations. Minutes of debriefing meeting after any incident</p>
<ul style="list-style-type: none"> the strategic identification of staff development needs to support an increasingly diverse range of students 	<p>Staff have the skills and confidence to support a diverse range of students</p>	<p>Survey staff to assess skills and resources available to them</p> <p>Review training plan to ensure it is meeting needs of staff and students</p> <p>Arrange training sessions and survey staff afterwards on effectiveness</p>	<p>July 2018</p> <p>July 2018</p> <p>December 2018</p>	<p>Director of Alumni and Diversity (DAD), VPs, PD</p> <p>SVP, VPs, PD</p> <p>VPs and PD</p>	<p>SVP</p> <p>SVP and HR Director</p> <p>SVP</p>	<p>Analysis of results and minutes of meeting to discuss</p> <p>Minutes of review meetings and staff feedback on training; student evaluations</p> <p>As above</p>

	All students feel respected and supported	Update materials on diversity and inclusion to help students prepare	December 2018	DAD, PD and HSS	SVP and VPs	Feedback from ambassadors, focus groups and student evaluations
Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The panel considers that it would be desirable for the provider to:						
<ul style="list-style-type: none"> formalise the approach to the sharing of good practice in teaching and learning between adjunct faculty and visiting faculty 	All faculty (US and local adjunct) are familiar with academic standards, procedures and expectations, and share good practice	Hold mandatory orientation meeting for all faculty to discuss standards, procedures and expectations and shared ideas and good practice	September 2018, then first week of each semester	Academic Advisor (AA), AD	SVP, PD	Feedback from faculty evaluations
		Hold mid-semester and end of semester review meetings	December 2018, then every semester	PD, AA and AD	SVP	As above. Minutes from meetings to discuss and implement any changes
		Produce faculty handbook of procedures and best practice	December 18	SVP, PD, AD		Feedback from faculty and student evaluation

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/glossary. More details and formal definitions of key terms can be found in the handbook for this review method.

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

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

Credit(s) A means of quantifying and recognising learning, used by most institutions that provide higher education programmes of study, expressed as 'numbers of credits' at a specific level.

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

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

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

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

Programme (of study) An approved course of study which provides a coherent learning experience and normally leads to a qualification.

Public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

Widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.

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