



# **Irish School of Ecumenics, Trinity College Dublin**

## **Recognition Scheme for Educational Oversight**

**Review by the Quality Assurance Agency  
for Higher Education**

**April 2013**

## 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 Irish School of Ecumenics, Trinity College Dublin. The review took place on 11 April 2013 and was conducted by a panel, as follows:

- Professor Diane Meehan
- Dr David Gale.

The main purpose of the review was to:

- make judgements about the provider's delegated responsibilities for the management of quality and enhancement 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 4. [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.<sup>1</sup> More information about this the review method can be found in the [published handbook](#)<sup>2</sup>.

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<sup>1</sup> [www.qaa.ac.uk/aboutus/pages/default.aspx](http://www.qaa.ac.uk/aboutus/pages/default.aspx)

<sup>2</sup> [www.qaa.ac.uk/publications/informationandguidance/pages/eo-recognition-scheme.aspx](http://www.qaa.ac.uk/publications/informationandguidance/pages/eo-recognition-scheme.aspx)

## Key findings

The QAA panel considered evidence relating to the educational provision at the Irish School of Ecumenics, Trinity College Dublin; both information supplied in advance and evidence gathered during the visits of the review itself. The review has resulted in the key findings stated in this section.

## Judgements

The QAA panel formed the following judgement about the Irish School of Ecumenics, Trinity College Dublin.

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

The QAA review panel also concluded that the School satisfactorily manages its responsibilities for academic standards in accordance with the requirements of Trinity College Dublin.

## Conclusion about public information

The QAA panel concluded that:

- **Reliance** can be placed on the accuracy and completeness of the public information that the School is responsible for publishing about itself.

## Good practice

The QAA panel identified the following **features of good practice** at the Irish School of Ecumenics, Trinity College Dublin.

- The wide range of external input from local partners and practitioners into the student learning experience (paragraphs 2.2, 2.3, 2.5 and 2.6).
- The wide range of additional support mechanisms in place, which helps students to be fully prepared for their studies and ensures their experience is commensurate with those studying on the University's main Dublin site (paragraphs 2.13 to 2.15).

## Recommendations

The QAA panel makes the following **recommendations** to the Irish School of Ecumenics, Trinity College Dublin.

Advisable recommendations relate to matters that the panel believes have the potential to put quality and/or standards at risk and hence require preventative corrective action.

The panel agreed a number of areas where the School is **advised** to take action:

- put in place formal agreements with local academic partners which state clearly their roles and responsibilities in terms of academic delivery (paragraph 2.8)
- to implement in full the Trinity College Dublin's formal Performance Management Development Scheme (PMDS) for staff (paragraph 2.10).

Desirable recommendations relate to matters that the panel believes have the potential to enhance quality, build capacity and/or further secure academic standards. The team agreed the following areas where it would be **desirable** for the School to take action:

- put in place formal, minuted meetings with local student representatives (paragraph 2.17)
- consider ways in which good practice can be disseminated and embedded at a local level (paragraph 2.18).

## Context

The Irish School of Ecumenics (ISE) is a department within Trinity College Dublin (TCD); it has two sites, one in Dublin and one in Belfast. ISE was originally an independent institute for postgraduate study founded in 1970 but was integrated into TCD in 2001. Its academic focus and specialism is the study and promotion of dialogue, peace and reconciliation. In 2010, the ISE amalgamated with the TCD School of Religions and Theology to form a Confederal School of Religions, Theology and Ecumenics, within TCD's Faculty of Arts, Humanities and Social Sciences. The Loyola Institute is the third constituent entity of the Confederal School.

Courses offered at ISE include an MPhil in Conflict Resolution and Reconciliation (full and part-time) and opportunities for MLitt/PhD study (full and part-time). There are currently 14 full-time and five part-time students on the MPhil programme and five students undertaking PhD study.

Students registered with their own home institutions in the US can also spend one accredited summer semester in Belfast as study-abroad students. Currently there are formal agreements with two US institutions. At the time of the review a very small number of students had studied through this mechanism.

TCD is subject to institutional review by Quality and Qualifications Ireland (QQI). The last review of Trinity College Dublin was completed in March 2012 by QQI's predecessor body, the Irish Universities Quality Board.

## Detailed findings

### 1 Academic standards

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

1.1 Responsibility for the establishment of the framework for academic standards rests with TCD and hence all provision offered at ISE is subject to the quality assurance procedures and regulations of TCD. The University Council is the highest academic committee in TCD and is chaired by the Provost. The Council is responsible for the College's academic affairs including curriculum development and academic appointments. The Council has five sub-committees namely, Quality Committee, Undergraduate Studies Committee, Graduate Studies Committee, Research Committee and International Committee. The Quality Committee is chaired by the Vice-Provost and Chief Academic Officer and has responsibility for approving and overseeing the implementation of TCD's quality policies. TCD's regulations are set out in its calendar.

1.2 Responsibility for the management of the provision at the Belfast site rests with a small team of staff: the Head of ISE, who is also Head of Discipline, based in Dublin, and the Belfast-based team comprising two core permanent members of TCD's teaching faculty, who coordinate the MPhil and Study Abroad courses, the Librarian and the Executive Officer. Other staff such as the School Administrator, based in Dublin, come regularly to Belfast for school meetings and related business. The main interface between TCD and ISE in terms of academic matters is through TCD's Dean of Graduate Studies and the Dean of the Faculty of Arts Humanities and Social Sciences working with the Head of ISE, the Head of the Confederal School and the Director of Teaching and Learning, Postgraduate. Teaching is also delivered by adjunct faculty and academic partner staff.

1.3 Oversight is achieved in a number of ways. Firstly through TCD's standard monthly School Executive meetings, which support the Head of School (in this case the Confederal School of Religions, Theology and Ecumenics) in the management and coordination of the School's activities. These deal with internal school matters and are composed of a number of senior staff including the Head of School, Heads of Discipline, Directors of Teaching and Learning, Postgraduate and Undergraduate, and the Director of Research who in turn represent the School on various college committees such as the Head of Schools Committee, Undergraduate Studies Committee, Graduate Studies Committee, and Research Committee.

1.4 Secondly the ISE-TCD Executive Board, on which ISE staff and Trustees are represented, meets twice a year, once in Belfast and once in Dublin. The Executive Board, chaired by the Registrar of Trinity, with the Arts Humanities and Social Sciences Dean of Graduate Studies and the Faculty Dean in attendance, provides College-level oversight of ISE. The Executive Board in turn reports to TCD's Board and University Council. Its remit is set out in the TCD-ISE Integration Agreement of 2000 and includes oversight of academic, administrative, staffing, financial and funding matters in relation to ISE in accordance with and subject to the normal procedures of TCD.

1.5 In addition ISE Belfast based staff hold more informal local programme meetings to oversee the day-to-day management of the provision.

1.6 Assessment is carried out in accordance with TCD's procedures, assessment regulations being set out in its calendar (parts one and two). Students were clear about expectations in relation to assessment, including penalties for late submission of work, and

were satisfied with the feedback given by staff although they confirmed that the time taken to receive feedback was variable. Assessments are double marked, the second marker being a member of the permanent, core academic staff. PhD examination regulations are also set out in TCD's calendar, part two.

1.7 Development of new programmes and modules are in accordance with TCD's processes, which are set out on its website. Proposals for new programmes and modules require approval by the relevant School, Faculty, Undergraduate Studies or Graduate Studies Committee and the Council, and are subject to external scrutiny.

1.8 The entry requirements for the MPhil and MLitt/PhD applicants are governed centrally by TCD's standard requirements. Semester Abroad students are normally students of 'good standing' with a minimum grade point average of 3.3, in the third year of their undergraduate degree and are nominated for the course by their home institution. Application and admission to all courses is made through TCD, and TCD's International Office manages the Study Abroad programmes.

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

1.9 ISE's key reference points are determined by TCD, the College's provision being aligned with the requirements of the National Framework of Qualifications, which is overseen by the National Qualifications Authority of Ireland.

### **How effectively does the provider use external scrutiny of assessment processes to assure academic standards (where applicable)?**

1.10 External examiners are appointed by the ISE-TCD Executive Board in line with TCD's conditions of appointment.

1.11 External examiners are sent syllabi and all coursework submitted for a particular course, and after reviewing this they participate in an annual Court of Examiners. Following the Court of Examiners a report is submitted by each external examiner to the Dean of Graduate Studies. External examiners are expected to comment on a number of areas including standards, curriculum and assessment procedures. At the end of their term of office external examiners write a more detailed summary report, which is submitted to the Dean of Graduate Studies. External examiners' reports are also copied to the Course Coordinator at ISE who is expected to provide a response on any issues raised. The review team found that the external examiner system was working effectively for the School's programmes.

1.12 External examiners consistently report that standards, curriculum and assessment methods are appropriate and comment on the wide range of learning opportunities made available to students (see paragraph 2.5).

The panel concludes that the Irish School of Ecumenics satisfactorily manages its responsibilities for academic standards in accordance with the requirements of Trinity College Dublin.

## 2 Quality of learning opportunities

### **How effectively does the provider fulfil its responsibilities for managing the quality of learning opportunities?**

2.1 TCD's commitment to improving the student experience both academically and socially is set out in its strategic plan 2009-14. There is also a Confederal School response to the College strategic plan for the period 2010-15 which elaborates on the School's strategy for undergraduate and postgraduate education.

2.2 Students at ISE are offered an extensive range of learning opportunities, including internships. For example, MPhil students who opt to take the Community Learning for Reflective Practice module take up an internship with a local organisation, which requires students to attend for 96 hours of unpaid work and to produce a portfolio as their module coursework.

2.3 MPhil and Study Abroad students can opt to participate in a number of trips and residential modules. These include optional taught modules delivered by external delivery partners at the Corrymeela Centre in County Antrim, a visit to Derry for the Commemoration of Bloody Sunday Weekend, and a two-day retreat at a rural Benedictine monastery which is publicly engaged in reconciliation.

2.4 Belfast-based students can take modules in Dublin and vice versa, although only a small number of students formally take up this opportunity. PhD students regularly sit in on classes and take up other training opportunities at the Dublin site. In addition the majority of modules available to students can be audited.

2.5 ISE noted that feedback from students suggests that the opportunity to apply theoretical classroom-based learning in a practical setting is a significant attraction for students who join the programme and this was confirmed by students who met the team. External examiners also comment positively on the wide range of learning opportunities made available to students.

2.6 The team formed the view that the wide range of external input from local partners and practitioners into the student learning experience is a feature of good practice.

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

2.7 As noted under academic standards ISE's key reference points are those required of, and by, TCD. In addition, ISE also views professional and accrediting bodies as important external reference points for integration into course design and delivery as appropriate.

### **How effectively does the provider assure itself that the quality of teaching and learning is being maintained and enhanced?**

2.8 All core and adjunct academic and administrative staff members working on the TCD courses in Belfast are employed centrally by TCD. Staff recruitment is in line with TCD's procedures as set out on its Human Resources website. In addition to core and adjunct staff, teaching may be delivered by ISE's academic partners, these being practice-based organisations, currently one in Dublin and the other in Belfast. While the team heard that staff from the academic partners are subject to the same processes as core and adjunct faculty, including module evaluation and assessment procedures, there are no formal agreements in place with the academic partners. ISE commented that informal



arrangements exist, for example, where the academic partners will provide substitute staff members if someone becomes unavailable. The team formed the view these arrangements should be formalised and considers it advisable for ISE to put in place formal agreements with local academic partners, which state clearly their roles and responsibilities in terms of academic delivery.

2.9 TCD has a formal requirement for the mandatory evaluation of all undergraduate taught modules at least once every three years and postgraduate taught courses to have their modules evaluated on a phased basis. ISE conducts module evaluation in the last scheduled teaching session of each module. The completed evaluations are read by the lecturer delivering the module and the relevant Director of Teaching and Learning and feedback is actioned as appropriate. A less formal and wider programme-based review is also undertaken by ISE Belfast staff. Students were clear that evaluation takes place and, although they were unsure what happened to their evaluations once submitted, they commented that ISE staff feed back to them on things that have changed as a result of evaluation. Staff commented that at the moment there was no collated report resulting from the evaluations but that TCD is moving to a more centralised, online approach to module evaluation.

2.10 TCD has in place a formal staff appraisal system, the Performance Management Development Scheme (PMDS). PMDS is described as a formal process of self-evaluation through which the employee can look at their work objectives and performance and assess how successful or otherwise they have been. A formal review meeting is used to identify individual contributions, provide feedback on performance and help overcome any problems. The formal review meeting with the Head of the Confederal School of Religions, Theology and Ecumenics is expected to take place once a year. Staff confirmed that the last time staff appraisals were undertaken at ISE was three years ago. The review panel advises ISE to implement in full the Trinity College Dublin's formal Performance Management Development Scheme (PMDS) for staff.

### **How effectively does the provider assure itself that students are appropriately supported?**

2.11 Application is made through TCD's online portal. The account created for the student then becomes their online interface with TCD for their student record, fee payment, module registration, and eventually publication of results. The exception to this is the Semester Abroad visiting undergraduates who, after being nominated by staff at their home institution, submit a hard copy application to TCD's International Office. Students initially register at the TCD Dublin campus and have full access to the facilities at that site, although students commented the main campus is somewhat remote. There is an effective induction process in place, which the students found to be helpful.

2.12 In recognition of the distance from the main campus, ISE has put in place a number of additional measures to facilitate a better experience for Belfast-based students. These include: provision of comprehensive pre-arrival information on living in Belfast; an online forum which incoming students can use to make contact with each other prior to arrival in Belfast; a welcome event organised by current students; and an orientation morning. The Executive Officer and Librarian, in addition to academic staff, are available to help with queries that arise in the first few weeks of term. Students valued these mechanisms, which had been useful in supporting them both pre and post-arrival.

2.13 Students are also given a handbook which covers facilities at ISE Belfast, information about TCD Student Support Services in Dublin such as the Student Disability Service, and supplemental information for Belfast students on accessing local services.

Timetables, handbooks and other information are distributed to new students at orientation and are also available online along with the TCD Calendar. For PhD students procedures on academic progress and related areas such as extensions and appeals are set out in TCD's calendar part two. Information on best practice in research student supervision is also made available to staff and students.

2.14 There is a semi-formal tutorial system whereby MPhil and Study Abroad students can sign up for tutorials with academic staff during published office hours. As a minimum, PhD students have a documented monthly meeting with their supervisors as well as more regular informal meetings. Students commented very positively on the support they receive from staff, with regular informal access being supplemented by the formal arrangements.

2.15 The team formed the view that the wide range of additional support mechanisms in place which helps new students to be fully prepared for their studies and ensures their experience is commensurate with those studying on the University's main Dublin site is a feature of good practice.

2.16 Each student group within ISE has the opportunity to put forward a nomination for a student representative for the Graduate Students' Union. ISE noted that Dublin-based students are more likely than Belfast-based students to take up this opportunity. In recognition of this each new cohort of students at ISE Belfast is asked to nominate a representative to liaise with staff on issues of concern; students were aware of their elected representative.

2.17 Staff at ISE confirmed that there was no formal forum for hearing students' opinions and expressed the view that given the size of the institution and the small student body there were considerable informal opportunities for student-staff contact and for student views to be heard. However they also confirmed there are no mechanisms in place for formally recording student views and concerns, or for recording actions taken. The team formed the view that it would be desirable for ISE to put in place formal, minuted meetings with local student representatives.

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

2.18 TCD's Centre for Academic Practice and e-Learning (CAPSL) provides training programmes, resources and support for both staff and students to enhance academic practice in teaching and learning and research. Materials include a number of guides on good practice in both teaching and research. Local staff noted that there were no mechanisms in place for them to share good practice except through research seminars, although feedback from students indicated that much good practice was taking place. As a consequence, the team recommends it as desirable that ISE consider ways in which good practice can be disseminated and embedded at a local level.

2.19 Staff development courses are also published on TCD's Human Resources website. All staff based at Belfast are supported to travel to Dublin for staff development sessions and meetings, and staff were able to give examples of this taking place.

2.20 CAPSL provides support for PhD students who undertake teaching but students were unaware of any formal requirement to undergo training prior to taking on teaching duties.

2.21 TCD academic staff are expected to maintain active research profiles and membership of appropriate national and international professional societies.

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

2.22 ISE has a specialist and well-stocked library. The librarian is onsite three full days per week and a system is in place to enable students to self check out and renew books when the librarian is not in attendance. In addition to the local library students have full access to all TCD library online resources and to the library in Dublin. Library needs are included in ISE's budget and staff and students can make suggestions for library purchases. Students are also provided with library cards for another local university library. Students expressed satisfaction with the library facilities available to them.

2.23 Module materials are made available on TCD's online virtual learning environment (VLE). Students who are not taking a particular module for credit, but wish to audit it can still have access to module materials as can PhD students. Students noted that the VLE was quite new, that it was useful with a variety of information available on the site, although the usage by academic staff varied. Module syllabi are publicly available in order to help incoming students decide on their module choices while preparing to join the programme and for the interest of prospective students.

2.24 ISE Belfast offers students a computer room, printing, photocopying and scanning facilities, various study areas, and wireless access throughout the building.

The panel has **confidence** that the Irish School of Ecumenics, Trinity College Dublin is fulfilling its responsibilities for managing and enhancing the quality of the learning opportunities it provides for students.

## **3 Public information**

### **How effective are the provider's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?**

3.1 Students are provided with comprehensive and accurate information both pre and post-arrivals. Students confirmed that the website is a rich source of information and this is complemented by materials available on the VLE, including a student handbook and module information which are also available in printed form.

3.2 All published information relating to ISE is subject to approval through TCD's procedures. Staff at ISE provide text for promotional materials such as prospectuses and programme leaflets. Some information, such as the postgraduate prospectus, is updated annually while other information, such as online course material, is updated on an ongoing basis. Students confirmed that the materials made available to them were accurate and complete.

The panel concludes that **reliance can be placed** on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

## 4 Action plan

Irish School of Ecumenics, Trinity College Dublin action plan relating to the Recognition Scheme for Educational Oversight, April 2013						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The panel identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the provider:						
<ul style="list-style-type: none"> <li>the wide range of external input from local partners and practitioners into the student learning experience (paragraphs 2.2, 2.3, 2.5 and 2.6)</li> </ul>	Embed partner organisation relationships with new formal agreement; continue with current range of experiences available to students	September 2013	Course Coordinator	Take up of partner delivered modules, residentials and so on by students; positive student feedback through module evaluation	Head of Discipline; Head of School (by sharing academic year timetable)	Meetings with partners; Student evaluations
<ul style="list-style-type: none"> <li>the wide range of additional support mechanisms in place, which helps students to be fully prepared for their studies and ensures their experience is commensurate with those studying on the University's main Dublin site (paragraphs</li> </ul>	Ensure pre-arrival information on accommodation/facilities and so on is updated annually; enhanced meet and greet event for new students; organised visit to main TCD campus in Dublin to form part of orientation; continue with Linen Hall Library introduction and QUB	September 2013	Course Coordinator; Executive Officer; Librarian; PhD student assistant	To have as far as possible all students well prepared for beginning of term; positive feedback on orientation activities from students; as far as possible to have addressed any gaps in our	Head of Discipline; Head of School (via course meeting minutes)	Student feedback on orientation/support mechanisms to be gathered and noted at course meeting

2.13 to 2.15)	cards for students			provision noted by outgoing students		
<b>Advisable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
The panel considers that it is <b>advisable</b> for the provider to:						
<ul style="list-style-type: none"> <li>put in place formal agreements with local academic partners which state clearly their roles and responsibilities in terms of academic delivery (paragraph 2.8)</li> </ul>	Formal agreement on mutual expectations on roles and responsibilities to be put in place	December 2013	Course Coordinator in collaboration with local partners	Positive feedback from partners and Course Coordinator that formal agreement has clarified expectations and responsibilities	Head of School, Head of Discipline, Director of Teaching and Learning Postgraduate (DTLP)	Two meetings annually with partners; student evaluations of modules
<ul style="list-style-type: none"> <li>to implement in full the Trinity College Dublin's formal Performance Management Development Scheme (PMDS) for staff (paragraph 2.10)</li> </ul>	PMDS to be implemented as per regular TCD cycle	2013-14 academic year	Head of Confederal School	ISE to implement PMDS process within 2013-14 academic year	Head of Confederal School	School Executive Board meeting
<b>Desirable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
The panel considers that it is <b>desirable</b> for the provider to:						
<ul style="list-style-type: none"> <li>put in place formal, minuted meetings</li> </ul>	To invite student reps to join monthly course	October 2013	Executive Officer	Attendance at monthly meetings	Course Coordinator	Review how new arrangements are

with local student representatives (paragraph 2.17)	meetings to raise any issues on behalf of student body			by student reps; Action taken on any concerns raised; feedback given to students via rep or if appropriate by staff		working at end of first term and end of academic year at course meetings
<ul style="list-style-type: none"> <li>consider ways in which good practice can be disseminated and embedded at a local level (paragraph 2.18)</li> </ul>	Continuation of successful pedagogical practices, as noted in 2.2-2.6; participation of academic staff in CAPSL staff development as per TCD expectations; staff will consult and liaise with the Social Engagement programme, College, to avail of evaluation and development of social engagement theory and practice; as well as with NI Community Relations Council opportunities and ISE projects funded by the NI Community Relations Council and overseen by the ISE Trust (for example Churches' Fora project, or Education for Regeneration project), to facilitate the CRR	2013-14 academic year	Academic staff	Good participation and positive feedback from students for residenceals and so on; attendance at CAPSL development courses by academic staff; liaison with Social Engagement programme in College and with local networks as set out under 'Action to be Taken'	Head of Discipline	Progress in embedding and disseminating good practice at a local level to be reviewed at end of first term and end of academic year at local course meetings; staff engagement with CAPSL and embedding good practice measures to be reviewed at School Executive Board meetings.

	programme in developing a coherent, mutually fruitful and interdependent relationship between academic theory, social practice and policy development					
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## Glossary

This glossary is a quick-reference guide to key terms in this report that may be unfamiliar to some readers. For more details see the [handbook](#)<sup>3</sup> for this review method.

If you require formal definitions of other terms please refer to the section on assuring standards and quality:

[www.qaa.ac.uk/assuringstandardsandquality/pages/default.aspx](http://www.qaa.ac.uk/assuringstandardsandquality/pages/default.aspx).

User-friendly explanations of a wide range of terms can be found in the longer **Glossary** on the QAA website: [www.qaa.ac.uk/aboutus/glossary/pages/default.aspx](http://www.qaa.ac.uk/aboutus/glossary/pages/default.aspx).

**academic standards** The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

**Code of practice** *The Code of practice for the assurance of academic quality and standards in higher education* published by QAA: a set of interrelated documents giving guidance for higher education institutions.

**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.

**feature of good practice** A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

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

**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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<sup>3</sup> [www.qaa.ac.uk/publications/informationandguidance/pages/eo-recognition-scheme.aspx](http://www.qaa.ac.uk/publications/informationandguidance/pages/eo-recognition-scheme.aspx)



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