



Met Film School Ltd

Review for Educational Oversight
by the Quality Assurance Agency
for Higher Education

September 2014

Key findings about Met Film School Ltd

As a result of its Review for Educational Oversight carried out in September 2014, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the programmes it offers on behalf of the University of West London and Bournemouth University.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of these awarding bodies.

The team considers that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Good practice

The team has identified the following **good practice**:

- the use of a School-wide integrated action plan covering all external and internal reviews (paragraph 1.4)
- the close attention to current industry development and commercial engagement to enhance provision (paragraphs 2.4 and 1.6)
- the rigorous approach to admissions and the innovative induction process (paragraphs 2.9 and 3.2)
- the focus on placing students in employment through an internal agency (paragraph 2.16).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it would be **desirable** for the provider to:

- monitor the effectiveness of its new committee structure (paragraph 1.2)
- clarify the purpose and use of its lesson observation scheme (paragraph 2.6).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Met Film School Ltd (the School), which is a privately funded provider of higher education. The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of the University of West London and Bournemouth University. The review was carried out by Ms Ann Kettle, Ms Francine Norris, Professor Donald Pennington (reviewers) and Professor Edward J Esche (Coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).² Evidence in support of the review included a self-evaluation with appendices, memoranda of agreements, policy and procedures documents, a previous QAA REO report, a previous QAA REO annual monitoring report and other annual monitoring reports, reviews and validations from the awarding bodies, external examiners' reports, a prospectus, student handbooks, student assignments, student work and feedback, programme specifications, minutes of meetings, staff development records, and meetings with staff, students, alumni, industry representatives and employers.

The review team also considered the provider's use of the relevant external reference points:

- the UK Quality Code for Higher Education (the Quality Code)
- *Subject Benchmark Statement: Communication, Media, Film and Cultural Studies* (2008)
- *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ)
- regulatory and guidance documents published by the awarding bodies.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

Met Film School Ltd was founded in 2003 and began its teaching portfolio with an eight week training course. It moved into Ealing Studios, delivered its first unaccredited full-year course and acquired a postproduction business in 2005. The School began its first full BA programme with the University of West London in 2007. The University has validated a total of 11 higher education programmes with the School to date, the most recent of which are the MA Filmmaking and the three year BA (Hons) Practical Filmmaking. Bournemouth University validated an MA Filmmaking with them in 2010, but the School ceased recruitment to it in 2013, when it made the strategic decision to offer provision validated by a single partner, the University of West London. Met Film School Berlin opened in 2012 in Havel Studios. The School is currently integrated within the film industry and operates as part of the Met Film Group, which consists of Met Film School, Met Film Production and Met Film Post. The School also has Met GO, a team responsible for developing industry opportunities for its graduates through masterclasses and agency, production and festival links.

The School has 287 full-time higher education students currently enrolled, 191 undergraduate and 96 postgraduate, which is 69 more than at its previous REO monitoring visit in September 2013. There are currently 13 permanent members of academic staff,

¹ www.qaa.ac.uk/educational-oversight

² www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669

10 full-time and three part-time, and a rota of 70 regularly employed freelance tutors. This is an increase from September 2013 of two full-time and two part-time permanent teaching staff.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding bodies with headcount student numbers in brackets:

University of West London

- BA (Hons) Practical Filmmaking (107)
- BA (Hons) Film and Digital Cinematography (51)
- BA (Hons) Film, Visual Effects and Animation (1)
- Dip HE Practical Filmmaking (0)
- Cert HE Practical Filmmaking (26)
- Cert HE Cinematography (6)
- MA Directing (37)
- MA Business and Producing (14)
- MA Screenwriting (15)
- MA Post-Production (13)
- MA Cinematography (5)

Bournemouth University

- MA Filmmaking (12)

The provider's stated responsibilities

In its relationship with the University of West London, the School has sole responsibility for all curriculum matters; strategic development; student recruitment; admission and induction; academic guidance; the setting and first marking of assignments; student feedback; module and programme information; industry links; and employment liaison. The University has sole responsibility for student appeals. There is a shared responsibility for programme specifications; second marking of assignments; monitoring student progression; annual monitoring; quality monitoring and review; staff development; learning resources; and information about learning opportunities.

In its relationship with Bournemouth University, the School has sole responsibility for the identification of curriculum needs; strategic development; first marking of assignments; student feedback; strategic development; industry links; and employment liaison. The University has sole responsibility for student appeals. There is a shared responsibility for the curriculum development; programme specifications; setting and second marking of assessments; student recruitment; admission and induction; academic guidance; monitoring student progression; module and programme information; annual monitoring; quality monitoring and review; staff development; learning resources and information about learning opportunities.

Recent developments

Since the REO monitoring visit in September 2013, the School has begun teaching its new MA Filmmaking, validated by the University of West London, and completed the teaching of its part of the provision for the MA Filmmaking, validated by the Bournemouth University. The University of West London validated a new three year BA (Hons) Practical Filmmaking with the School in April 2014 to run from October 2014. The School has also employed a new Chief Operating Officer and a new Finance Director, introduced a Head of Producing who is also Met Go Producer, and appointed programme leaders for each of the programme awards for the new MA Filmmaking. The School applied to Creative Skillset for accreditation

for its BA (Hons) Practical Filmmaking, and received the Creative Skillset Tick in July 2014. Met Film School Berlin moved to BUFA Studios in 2013.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. They did not present a submission in advance, but at the visit the School presented a summary report of student feedback on their experience and, particularly, on the School's self-evaluation document. Evidence for the summary report came from four focus group meetings held with undergraduate and postgraduate student representatives. The feedback was written up from these meetings and circulated for wider student comment. It was then agreed at the subsequent student representative meeting, discussed at the subsequent Academic Board, and published on the School's virtual learning environment. The report provided useful evidence for the team. Seven students met with the coordinator at the preparatory meeting and 11 met the review team at the visit.

Detailed findings about Met Film School Ltd

1 Academic standards

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

1.1 The School fulfils its responsibilities for the management of academic standards effectively. It recently extended and strengthened its management team structure with the appointment of a new Chief Operating Officer, who manages strategic development and the educational programmes, including operations and resources. The Director of Quality and Undergraduate Programmes, the Director of Student Affairs and Postgraduate Programmes, the Director of Short Courses and the School Director of the Met Film School Berlin report to the Chief Operating Officer. Programme and module leaders line-manage the tutorial staff and report to the directors of undergraduate and postgraduate programmes.

1.2 The governance arrangements of the School have been enhanced recently. The School undertook a review of its committee structure following the 2012 REO and implemented a revised structure, which included School Education Team and Leadership Team meetings. The School continues to evaluate its governance structure and very recently established an Academic Board and an Academic Standards and Quality Committee. The BA and MA Programme Committees, BA and MA Student Representative Meetings and Graduate Opportunities and Career Committee will report to Academic Board through the Academic Standards and Quality Committee. Student and staff representatives appreciated the opportunity to contribute to the first meetings of Academic Board and the Academic Standards and Quality Committee. It would be **desirable** for the School to monitor the effectiveness of its new committee structure.

1.3 The School works effectively with its validating bodies to assure academic standards. The responsibilities of the School for the management of academic standards are identified in partnership agreements with its awarding bodies. At the time of the review visit, the partnership with Bournemouth University was ending as the final MA students were to complete their programme the following week. External examiners' reports indicate satisfactory management of standards. Discussions with the University of West London representatives, annual review minutes and external examiners' reports indicate very good academic liaison and administrative links.

1.4 An Academic Administration Team provides comprehensive support in the management of academic standards. A well organised Academic Administration Processes Handbook provides guidance for staff on the School's processes and procedures to ensure effective delivery of programmes. The School has developed supplementary processes in addition to those of its governing bodies to further enhance its provision, including a local formal complaints procedure, a robust admissions policy, and an internal review process for new courses. The School recently enhanced the annual reporting process to the University of West London to provide a more informative cross-institutional evaluation of its higher education provision. It now uses an integrated action plan which incorporates and actions recommendations and commendations arising from both external and internal reviews. The commendations are shared as good practice through regular staff meetings. The use of a School-wide integrated action plan covering all external and internal reviews is **good practice**.

How effectively does the School make use of external reference points to manage academic standards?

1.5 The School makes effective use of the Quality Code. It used the qualification descriptors in the FHEQ, the relevant Subject Benchmark Statement and the regulations and guidelines of the validating bodies when it designed its undergraduate and postgraduate provision. Recent reviews of School policies on, for example, admissions, assessment, and annual monitoring and reporting considered alignment with the relevant sections of the Quality Code. An online Tutor Support Site provides tutorial staff with copies of the Quality Code, the FHEQ, and the relevant Subject Benchmark Statement. The School is currently conducting a review of its processes against all of the Quality Code.

1.6 The School received the Creative Skillset Tick in July 2014 for its BA (Hons) Practical Filmmaking, which is a recognised mark of industry standard indicating to employers that the course gives students the skills required for a career in the creative industries.

How does the School use external moderation, verification or examining to assure academic standards?

1.7 The School makes effective use of external examiners to assure academic standards. External examiners are nominated and appointed by the awarding bodies and advise on assessment design, scrutinise samples of student work, attend assessment boards and produce reports on the standards of student attainment and the integrity of the assessment process. The School's systematic consideration of the University of West London external examiners' reports includes formal discussions with programme teams and student representatives, written responses incorporated in the University's response to the external examiner and the construction of action plans to address recommendations. The School is not required to respond in writing to the general report of the external examiner for the Bournemouth University MA Filmmaking, but it disseminates the report and its response to it internally.

1.8 The School uses internal and external verification appropriately. Marking and moderation follow the regulations of the awarding bodies. The School provides tutors with additional guidance and training on assessment. Examination of a sample of student work and assessment documentation verified the operation of a robust internal verification process. Module assessment boards confirm marks and student award boards make decisions about progression and degree classification. Programme and module teams consider performance data, which is further analysed in annual reports to the awarding bodies and in the cross-institutional annual monitoring report.

1.9 In summary, the School manages its responsibilities for delivering academic standards effectively. It has recently strengthened both its management and committee structures. It makes effective use of external reference points and external examining to assure academic standards.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the programmes it offers on behalf of its awarding bodies.

2 Quality of learning opportunities

How effectively does the School fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1 The arrangements for managing the quality of learning opportunities are clear, as described in paragraphs 1.1 to 1.4. Responsibility for tutorial supervision during the final stage of the MA Filmmaking moves to the awarding body, Bournemouth University, although the School retains overall responsibility for the final cohort of students, who complete their studies in September 2014. The development of the new MA Filmmaking programme, validated by the University of West London, has been, in part, a response to the challenges of this split responsibility. The School has a plan for managing the run out of the programme and ensuring the remaining students are appropriately supported.

2.2 The School provides a clear process through which students can feedback on the quality of learning opportunities. There is a student representative system which includes monthly student representative meetings for both undergraduate and postgraduate programmes. Actions arising from these meetings are recorded and the relevant Director of Programmes provides updates at the beginning of the subsequent meeting. Student representatives report results back to the student body at student meetings.

How effectively does the School make use of external reference points to manage and enhance learning opportunities?

2.3 The School uses external reference points effectively to manage and enhance learning opportunities, as described in paragraphs 1.5 and 1.6.

2.4 The School makes extensive use of its strong industry links and networks to ensure quality and currency across all of its provision. A formal industry advisory board meets annually with senior staff; its members also provide additional advice in their individual areas of expertise. The School co-exists alongside a commercial film production and a post-production company, both of which provide opportunities for work placement and graduate employment. The close attention to current industry development and commercial engagement to enhance provision is **good practice**.

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

2.5 The School is adequately embedding its Teaching and Learning Strategy. It sets out its established ethos of 'blurring the lines between industry and education' and aligns approaches to resource planning, industry engagement, teaching and learning and staff development in order to enhance the provision.

2.6 The School uses a helpful variety of mechanisms to assure the maintenance of high quality teaching practice, which include new tutor induction, regular contact and dialogue between tutors and module leaders, planning meetings, and extensive team teaching. The School has developed a formal lesson observation scheme for 2014-15. There is currently no formal staff appraisal process, but one will be introduced shortly. It would be **desirable** for the School to clarify the purpose and use of its lesson observation scheme.

2.7 Student feedback on the quality of teaching is positive. Module feedback forms are completed at the end of each module and feedback collated into an overall Module Report. The reports are discussed at programme team and student representative meetings and inform the School's annual monitoring report. Students confirm that the School is responsive to feedback and acts promptly.

2.8 The School operates an effective system of continuous formative feedback to students during module delivery. Recent changes to the structure of the BA (Hons) Practical Filmmaking to create larger units have been designed to reduce summative assessment and to increase formative feedback so as to encourage experimentation. The external examiner report for this degree notes improvements in feedback in the last year. The external examiner report for the new MA Filmmaking notes that the quality of feedback is variable, particularly for written work. The School has planned a number of actions to address the issue in the coming year. Students confirm that feedback is timely and effective in supporting them to develop and improve.

How does the School assure itself that students are supported effectively?

2.9 The School operates a rigorous admissions process and an innovative online pre-course induction programme which focuses on developing skills for academic study and on building a sense of a student cohort community before arrival. There is a focused induction programme on arrival, which is supported by a comprehensive student handbook. An extended induction 'boot camp' develops practical skills and the School produces an informative Production Manual to support undergraduate students through the process of making their first film. Students find the range of induction activities effective and the external examiner confirms the positive impact on student achievement. The rigorous approach to admissions and the innovative induction process are **good practice**.

2.10 The School has a sufficient range of student support mechanisms, which have been developed with reference to the Quality Code, Part B: Assuring and Enhancing Academic Quality, *Chapter B4: Enabling Student Learning and Achievement*. Each student receives three individual tutorials a year and tutors complete written record forms of the meetings. The School provides student support and staff training for dyslexia. It also provides specific support and guidance for international students, including advice on visas and a separate, dedicated student handbook.

How effectively does the School develop its staff in order to improve student learning opportunities?

2.11 The School develops its teaching staff through an appropriate range of approaches tailored to the specific needs of its various staff groups. These have been in place for some time and are now set out in a new overarching Tutor Recruitment and Development Policy. Eleven senior academic staff are currently undertaking a certificate of personal and professional development module in supporting student learning. The School also offers a direct Higher Education Academy accreditation route.

2.12 The School provides a useful induction programme to support its many part-time industry practitioner staff. It also offers ongoing support through a dedicated virtual learning environment site and regular developmental workshops. Staff confirm the effectiveness of the support offered.

How effectively does the School ensure that learning resources are accessible to students and sufficient to enable them to achieve the intended learning outcomes?

2.13 The School conscientiously ensures that learning resources are accessible and sufficient for its students to achieve intended learning outcomes. It provides high quality industry standard film making equipment in line with its stated educational ethos. It has developed a formal approach to a robust investment programme, which is set out in its Resource Allocation Policy. It has secured a significant increase of space for 2014-15,

which will include a new screening facility and additional teaching spaces to support the growth in the provision.

2.14 The School has clear strategies for managing student expectations regarding the provision of resources. Student concerns over the availability of camera equipment have been raised as an ongoing issue through link tutor reports and, more recently, at the validation of the MA Cinematography. Students confirm that the School is responsive to their concerns by implementing innovative approaches to assignment submission and by providing appropriate resources, sometimes hiring them externally.

2.15 Students have access to comprehensive library resources. They have full use of the library provision at the University of West London, which provides a specialist subject librarian, and a developing in-house collection of books and film material specifically aligned to the programmes offered by the School.

2.16 The School offers a unique internal agency, called Met GO, that draws together a number of services to support graduate employment, including organising work placements, masterclasses with visiting professionals, annual festivals for students to showcase their films, and graduate employment opportunities. Students confirm the high level of industry engagement available and are positive about the support available for entrepreneurial initiatives. The School also makes substantial efforts to keep in touch with its alumni both directly and through employers. It uses this network to monitor, among other things, the effectiveness of its provision in preparing graduates for employment within the creative industries. The focus on placing students in employment through an internal agency is **good practice**.

2.17 In summary, the School continues to maintain sufficient and adequate systems for managing and enhancing the quality of learning opportunities. The use of industry networks and induction procedures for students is strong. While teaching is good there remains the need to develop an appropriate and systematic approach to monitoring the consistency of teaching quality linked to lesson observation and appraisal. The School provides very good learning resources for its students to achieve the intended learning outcomes.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

3 Information about learning opportunities

How effectively does the School communicate information about learning opportunities to students and other stakeholders?

3.1 The School's current website provides comprehensive, accessible information for prospective students and key stakeholders. It includes information about the School's governance arrangements, tutors, masterclasses, alumni and industry related matters. The website is the responsibility of the Commercial Director and the Head of Marketing. The School is developing a new website. The Head of Marketing consulted with student representatives regarding the new website. Students find the website provides accurate and helpful information, and they particularly welcomed the initiative to showcase their work more effectively through 'living CVs'.

3.2 The School publishes a comprehensive prospectus, which is reviewed and updated on an annual basis. The current prospectus provides information about non-accredited short

courses and higher education awards validated by the University of West London, the history of the School, its tutors and its industry contacts. Students found the prospectus helpful when applying to the School. Prospective students who are offered a place on a higher education programme are sent a range of helpful pre-course information and a welcome pack by the Programme Director.

3.3 The School's virtual learning environment is the main source of information for a student's programme of study, and provides good module learning resources. It is well-organised and easy to navigate. There are guides for students and staff. Resources include the Student Handbook that provides helpful and accurate information concerning students' rights and obligations, policies, rules and regulations, information on health and safety, and School facilities. Module information includes learning support materials such as Module Study Guides, timetables, student groups, assignment information, and how to submit assignments. Students also submit assessed work through the virtual learning environment and tutors assess student work online.

3.4 The School successfully promotes a wide range of social media. The School recently developed a Social Media Policy to provide guidance to students, staff and other social media users, which it has made available to all staff and students through the School's website and virtual learning environment.

How effective are the School's arrangements for assuring that information about learning opportunities is fit for purpose, accessible and trustworthy?

3.5 There are embedded arrangements in place for ensuring accuracy and completeness of information published for prospective students, students, staff, industry contacts and other stakeholders. The website and prospectus are managed by the Commercial Director. The Head of Marketing and Chief Executive check both for accuracy, with the latter signing off changes. The University of West London Link Tutor monitors publicity, marketing and public information published by the School and checks the website. The University of West London also checks the prospectus before publication.

3.6 The virtual learning environment is effectively managed and reviewed by the Academic Administration Manager, who is also responsible for removing out-of-date material following liaison with the appropriate programme director.

3.7 The School carefully monitors the use and content of different types of social media sites through specialist software which allows it to have current information about what is posted onto these various sites. The School then removes any inappropriate material according to the guidelines in its Social Media Policy.

3.8 In summary, the information provided to stakeholders about learning opportunities is fit for purpose and accurate. The School has well embedded policies and systems for ensuring information is accurate and current. The School recognises the information it is responsible for publishing and uses appropriate means to ensure the veracity of information.

The team concludes that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Action plan³

Met Film School Ltd action plan relating to the Review for Educational Oversight of September 2014						
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 team identified the following areas of good practice that are worthy of wider dissemination within the School:						
<ul style="list-style-type: none"> the use of a School-wide integrated action plan covering all external and internal reviews (paragraph 1.4) 	To produce the School annual monitoring action plan and to monitor and report regularly on it	<p>To identify responsibilities for monitoring the integrated action plan</p> <p>Overall responsibility for monitoring the action plan lies with the Director of Quality and Undergraduate Programmes</p> <p>Responsibility for ensuring actions are completed as defined in annual action plan lies with the designated individuals</p> <p>Ensure promotion and</p>	<p>Annually</p> <p>Target dates for individual actions specified in the annual action plan</p> <p>Monitoring of progress of action plan takes place every three months at relevant Leadership Team meeting</p>	<p>Individual actions by specified individuals</p> <p>Overall coordination of integrated action plan led by Director of Quality and Undergraduate Programmes</p>	<p>Academic Standards and Quality Committee on a quarterly basis</p> <p>Academic Board on a six-monthly basis</p>	<p>Annual production of the School annual monitoring action plan</p> <p>Outcomes of the integrated action plan evaluated by internal review processes (eg Annual Reports)</p> <p>Minutes of Leadership Team meetings</p>

³ The School has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the School's awarding bodies.

		dissemination of integrated action plan with School Education Team				Minutes of Academic Standards and Quality Committee
<ul style="list-style-type: none"> the close attention to current industry development and commercial engagement to enhance provision (paragraphs 2.4 and 1.6) 	To continue to promote and expand industry links and expertise to inform the curriculum	As specified in Met GO (Graduate Opportunities) Annual Report	July 2015 (Met GO Graduate Opportunities Annual Report)	Head of Producing and Met GO (Graduate Opportunities)	Graduate Opportunities Report developed and delivered at relevant Graduate Opportunities and Career Committee Reported into Academic Standards and Quality Committee	New links reported in Graduate Opportunities annual reporting cycle Creative Skillset Annual Report Minutes of Graduate Opportunities and Career Committee Minutes of Academic Standards and Quality Committee
<ul style="list-style-type: none"> the rigorous approach to admissions and the innovative induction process (paragraphs 2.9 and 3.2) 	To continue to provide effective admissions and induction processes To seek further innovation in admissions and induction, share best	Maintain current academic and administrative arrangements for admission and induction Enhance arrangements for feedback on admission and induction processes	As set out in the School Academic Calendar	Overall responsibility for admissions lies with Commercial Director Responsibilities	Monthly Admissions Review Group meeting Admissions Review	Minutes of Admission Review Group Induction Feedback forms Student Rep

	practice with awarding body for enhancement purposes	from students		for induction lies with relevant Programme Director	Group reporting to Leadership Team meeting on a quarterly basis	Meetings Course Annual Reports
<ul style="list-style-type: none"> the focus on placing students in employment through an internal agency (paragraph 2.16). 	Continue to provide and expand the variety of employment opportunities for students and monitor graduate employment statistics	As specified in Met GO (Graduate Opportunities) Annual Report Graduate Employment Statistics	July 2015 (Met GO Graduate Opportunities Annual Report)	Head of Producing and Met GO (Graduate Opportunities)	Graduate Opportunities Report developed and delivered at relevant Graduate Opportunities and Career Committee Reported into Academic Standards and Quality Committee	Graduate Opportunities Annual Reporting cycle Monthly report to Met Film Board Annual analysis of graduate employment statistics in Graduate Opportunities Annual Report Minutes of Graduate Opportunities and Career Committee
Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
The team considers that it would be desirable						

for the School to:						
<ul style="list-style-type: none"> monitor the effectiveness of its new committee structure (paragraph 1.2) 	Ensure new committee structure is fully operational, effectively managed and meeting its terms of reference	Director of Quality and Undergraduate Programmes to coordinate a formal audit process of the new committee structure with the support of external expertise	Interim review by June 2015 Review completed by August 2015	Director of Quality and Undergraduate Programmes	Academic Board	Formal audit report External observation at committees Committees agenda item Evaluative survey feedback Minutes of Academic Board
<ul style="list-style-type: none"> clarify the purpose and use of its lesson observation scheme (paragraph 2.6). 	Define need and purpose of lesson observation scheme through School Education Team	Develop the current School lesson observation strategy and outline methodology	Defined by monthly School Education Team meeting January 2015 Implement by March 2015 Initial evaluative report by August 2015	Director of Quality and Undergraduate Programmes	Academic Standards and Quality Committee reporting to Academic Board	Evaluative Report Minutes of School Education Team meetings Minutes of Academic Standards and Quality Committee Minutes of Academic Board

About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/educational-oversight.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/about-us/glossary. Formal definitions of key terms can be found in the [Review for Educational Oversight: Handbook](#).⁴

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 standards**.

awarding body A UK higher education provider (typically a university) with the power to award degrees, conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA.

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

designated body An organisation that has been formally appointed or recognised to perform a particular function. QAA has been recognised by UK Visas and Immigration as a designated body for the purpose of providing educational oversight.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

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.

external examiner An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ) and *The Framework for Qualifications of Higher Education Institutions in Scotland*.

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.

highly trusted sponsor An organisation that the UK Government trusts to admit migrant students from overseas, according to Tier 4 of UK Border Visas and Immigration's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

⁴ www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669

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 outcomes 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 that provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes** of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider (s) (of higher education) Organisations that deliver higher education. In the UK they may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of degree-awarding bodies or awarding organisations. In the context of Review for Educational Oversight the term means an independent college.

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

quality See **academic quality**.

Quality Code Short term for the UK Quality Code for Higher Education, which is the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the Expectations that all providers are required to meet.

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

Subject Benchmark Statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national **frameworks for higher education qualifications** and **Subject Benchmark Statements**. See also **academic standards**.

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