

Annex F: Template for producing a self-assessment on management and governance

Provider's name: British Institute of Technology Ltd (trading as British Institute of Technology, England (BITE))

Provider's UKPRN: 10000920

Your management and governance arrangements

The management and governance arrangements for our higher education provision are effective. We follow a rigorous quality cycle with clear arrangements when this has to be presented to the Council. Our recent QAA Review described our management and governance arrangements as meeting the UK standards.

The management and governance at BITE takes place through the following boards and committees:

- - The Council
 - Executive Committee
 - Academic Board
 - Monthly Staff Meeting
 - Learning and Quality Committee
 - Programme Committee
 - Research and Scholarship Committee
 - Health and Safety Committee
 - Complaints & Plagiarism Committee
 - Student Welfare Committee
 - Sub-Committee's

BITE has been implementing its own quality and standards regulation for higher education delivery (HE) in accordance to the Quality Assurance Agency guidelines, however all HE programmes are subject to the University partner Academic regulations and procedures with regards to academic standard, degree framework and assessments.

We are currently working with London Metropolitan University and have executed and exit strategy for our students on BA (Hons) Business Administration and BSc (Hons) Business Information Technology. The students are due to complete by 2020.

We have a new partnership with the University of West London the institutional validation was confirmed at a meeting on 5th July 2018 and course validation confirmed on 12th July 2018. We aim to start the following programme in January 2018:

- BA (Hons) Business Studies with Foundation Year
- BA (Hons) Fashion and Textiles with Foundation Year
- BSc (Hons) Information Technology with Foundation Year
- MA Strategic Management and Leadership

Each programme has a programme leader who is line managed by the Dean.

The Governance of BITE is through the Council, it is responsible for the higher education decision making and determination of the educational character and mission of the institution, and for oversight of its activities. The Council approves the Strategic Plan and key performance indicators. It approves all major strategies and policies including the Research Strategy, academic development and quality assurance policies and procedures. The Council receives regular reports from the Chief Executive and the Principal. Student or staff who have exhausted BITE's internal procedures may bring issues to the attention of the Council.

The Council receives the formal minutes of the meetings of:

- Academic Board
- Executive Committee
- Staff Monthly Meeting
- Learning & Quality
- Programme Committee
- Research & Scholarship Committee
- Health & Safety Committee
- Complaints & Plagiarism Committee
- Programme Committee
- Student Welfare Committee
- Sub-Committee's
- University Partnership Administrative Report.

The **Council** is made up of independent members, ex-officio members (the CEO and Principal) and elected representatives of staff and students.

- The Council is chaired by **Rt. Hon. The Earl of Erroll** and supported by:
- Sir. Graeme Davies
- Prof. Muhammad Farmer
- Dr. Peter Robinson
- Ms. Marilyn Rushton

In practice, the relationship between the Council and the Executive Committee is managed through reports produced by the CEO, Principal, Academic Registrar, Staff and Student President. The relationship between the Council and Academic Board is managed through the Principal, who is also a member of the Council. Regular and annual reports are presented to the Council by members of the Executive Committee according to their responsibilities within BITE.

The Council serves the functions associated with a traditional Board of Governors as found in the higher education sector. However, it differs in that it does not have any sub-committees, such as Finance, Human Resources, etc. These and other functions are carried out by the **Academic Board** chaired by the Principal and **Executive Committee** which is chaired by the Chief Executive Officer. The Executive Committee implements the approved strategic plan of the Council and supports the key decision making process in BITE and is made up of the Chief Executive Officer, Principal, Dean, Head of Resources, and Head of Research and Staff President. It is normal to have the Head of Finance and the Academic Registrar in attendance. The main terms of reference of the Executive Committee are as follows:

- Making proposals to Council about the educational character and mission of the institution and implementing the decisions of the Board of Directors and those actions approved by Council.
- The organisation, direction and management of the institution and the leadership of staff.
- The appointment, assignment, grading, suspension, dismissal and determination

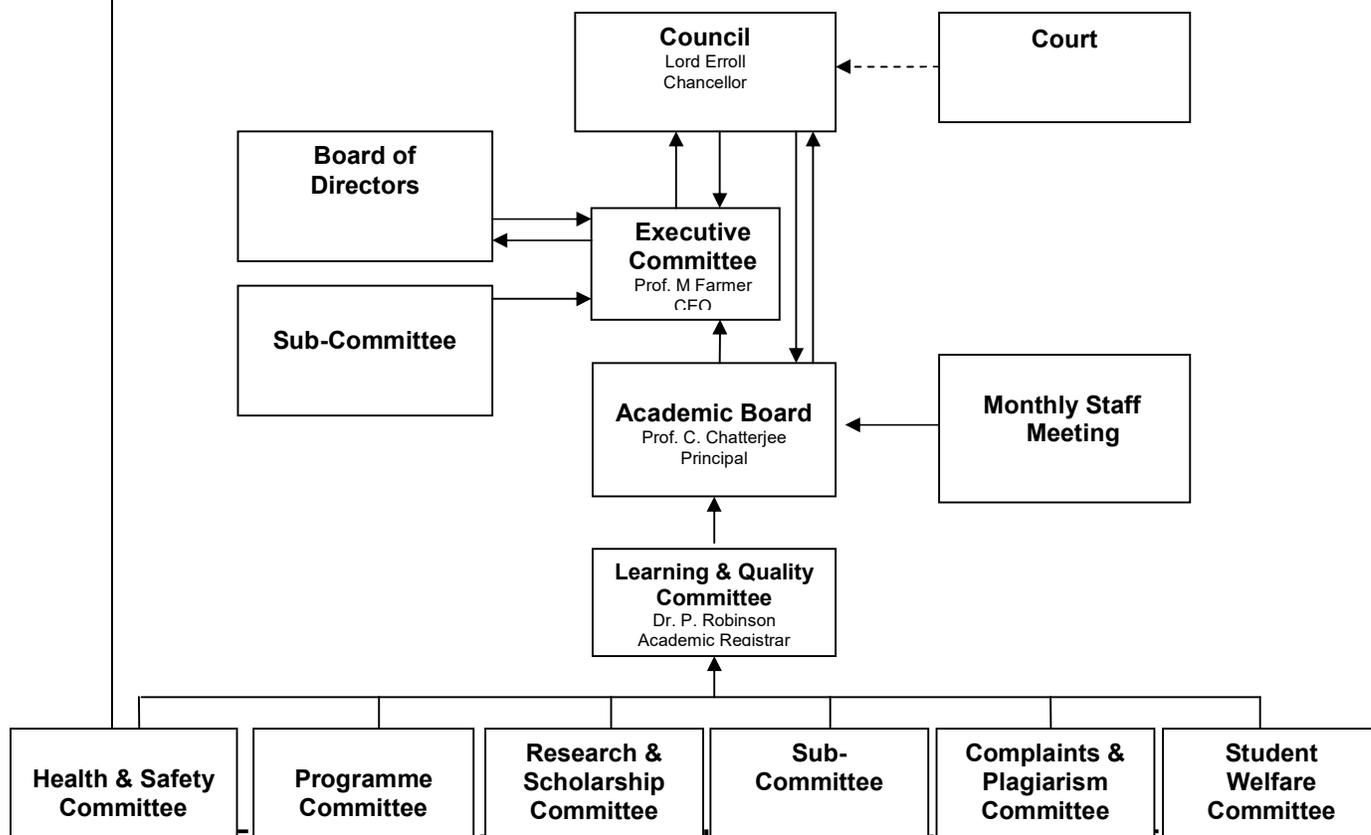
of the pay and conditions of service of staff other than members of the Executive Committee itself.

- The determination of the institution’s academic activities.
- Preparing annual estimates of income and expenditure for approval by the Board of Directors after advice from Council. The management of budget and resources within the estimates approved by the Board of Directors.
- The maintenance of student discipline and suspension or expulsion of students on disciplinary grounds.

The Executive Committee receives the formal minutes of the meetings of:

- Council Meeting
- Academic Board
- Staff Monthly Meeting
- Learning & Quality
- Programme Committee
- Research & Scholarship Committee
- Health & Safety Committee
- Complaints & Plagiarism Committee
- Programme Committee
- Student Welfare Committee
- Sub-Committee’s
- University Partnership Administrative Report;

a) organisational structures and key staff who will be involved in managing and supporting the partnership



THE governance arrangements and how these will feed into the institute's

governance structures

Dean is responsible for the overall management and governance of the academic programmes including academic quality, quality enhancement and student support. The Dean works closely with the Programme Leader to achieve efficient operation of the programme.

The Institute uses a Student Information System (SIS) that allows it to collate all information and data onto one system. The SIS is used from the student's enrolment to completion. It stores all information about the student including attendance, assessment, achievement and completion. The information is also sent to the University partner in order to meet the collaborative agreement.

The Dean acts as a central link between the university partners and external examiners. In collaboration with the partner university / awarding body the dean is responsible to draw up a schedule of all deadlines and dates for Assessment Boards, submission of exam questions, submission of dissertations, examinations, submission of scripts to external examiners and the university.

Programme Leaders occupy a pivotal role in BITE, similar to that of the traditional role of Head of Department in public sector higher education organisations. Programme Leaders are increasingly involved in BITE's internal quality assurance procedures with respect to new programme approval and programme review. This is being achieved through involvement in curriculum development for new programmes and acting as panel members for BITE's Programme and Module Approval and Review Panel process.

While the Dean manages and supervises the quality, standards and administrative side of all the programmes of study, the Programme Leaders are responsible for the academic standards of their programme. As well as taking part in the creation of new programmes and setting learning outcomes. Programme Leaders play a fundamental role in setting the parameters for academic work, and teaching of new lecturers and tutors. In addition to pedagogic supervision, Programme Leaders help facilitate a research environment in their discipline and organise conferences, instigate research, and other related activities in collaboration with other universities and public/private sector organisations.

The Programme Leaders ensure that the modules on their programme continue to develop to reflect changes in thinking and working practices and that appropriate teaching methods such as seminars, conferences and visiting lecturers are employed. They also ensure that course-work develops a good range of practical skills. Emphasis is placed on student group work and presentations in addition to the more traditional methods of assessment of essays and examinations.

Mechanisms for the appointment, induction, appraisal and professional development of academic staff (including any peer review schemes in operation within the institution)

Recruitment and appointment

BITE is committed to appointing high quality academic staff within the framework of its equality and diversity policy. At present BITE has 60/40 ratio of full-time members of academic staff and part-time, hourly paid teaching staff. There are currently 40 academic staff in total. Part-time, hourly paid teaching staff are drawn from universities in London and the surrounding area, in addition, some teaching staff are drawn directly from business, industry and other public sector organisations. The

Principal plays a major role in the interviewing and appointment of academic staff and senior appointments of managers for both academic and administrative/support functions. The Academic Registrar and Deans are more involved in the interviewing and appointment of more junior staff. All offers of contracted appointment, as opposed to hourly paid teaching staff, are made using letters and contracts of appointment issued by the Human Resources Department.

Appointments are made against a job description and person specification. Vacancies are normally advertised externally on the BITE website. Internal promotion occurs when vacancies arise and/or new posts are developed.

BITE aims to recruit and appoint academic staff who have the authority to teach in their specialist field, as stated in BITE's Learning and Teaching Strategy, and who are committed to providing students a high quality learning experience through direct teaching and other means of learning support.

Induction and probation

Induction and subsequent management and development, of probationary staff are the responsibility of the Programme Leader for academic staff and support service manager for administrative staff. The aim of induction is to ensure that new members of staff understand the ethos at BITE, are clear about the expectations concerning their role and understand the structure, procedures and processes, appropriate to their role to enable them to operate effectively as soon as possible following starting work at BITE as per the Quality Manual and Manual of General Regulations..

The induction programme starts with the Human Resources Department providing the new member of staff with an overview of BITE and a range of basic information about the job. This includes:

- Fire and health and safety procedures
- Expected standards of behaviour and performance
- Probationary arrangements
- Completion of all necessary documentation relating to his/her appointment
- All policies, procedures and rules, including those concerning equal opportunities.

The line manager will then give a more in-depth introduction to the new member of staff. This includes:

- Core business objectives and values
- Departmental structure
- The workplace
- The purpose and key responsibilities of your new role
- Any specific departmental fire and health and safety procedures
- The individuals with whom he/she will be working

A *Staff Induction Checklist* is used with each new member of staff by Human Resources and the appropriate line manager. It is the responsibility of the Human Resources Department to ensure that induction has taken place according to BITE's policy and procedures.

All new members of staff are placed on a one-year probationary period before being offered a continuing contract of employment. It is the responsibility of the member of staff's line manager to monitor progress during the probationary period and to advise the Human Resources Department at the appropriate time whether or not the person

should pass the probationary period and be offered a contract of employment. Part-time, hourly paid members of staff are not subject to the probationary process, however, the standard of their work is monitored and action taken as necessary.

Staff development and training

BITE is committed to ensuring that all staff have the relevant skills and knowledge to perform their work effectively and that development needs are identified and supported where there are clear benefits for both the organisation and the individual. BITE achieved Investors in People status shortly after its founding in 2000 and has held IIP award since.

The Staff Development, Review and Appraisal Process has the following two key objectives:

- Based on reflection to determine clear, relevant and measurable objectives for the individual in support of BITE's aims
- To identify and support any development requirements in line with objectives set.

The scheme embodies five core themes as follows:

(i) Performance Review

Individual performance throughout the year should be discussed during the appraisal meeting; this includes reviewing previous objectives. As part of the cultural shift towards a performance culture, it is expected that line manager discussion with staff will happen continuously; however the appraisal meeting is the place where full reflection should take place. Job descriptions should also be reviewed and the appraisal meeting again provides the ideal setting for any review of roles and responsibilities.

(ii) Agreeing Objectives

The emphasis at the meeting will be upon the individual setting their personal objectives. The objectives should be driven by BITE's strategic objectives.

(iii) Development Needs

The opportunity for an individual to address their development needs is key to the appraisal, in line with BITE's commitment to staff and the principles of Investors in People.

(iv) Career/Succession planning

The appraisal should not be the first time that the aspirations of an individual are addressed, however the appraisal process should offer the opportunity for the discussion to be formalised.

(v) Line Manager/Employee Engagement

It is vital that the appraisal process has the engagement of both the individual and the line manager. Whilst the appraisal should be the joint responsibility of both the appraiser and the appraisee, line managers should take ownership of the process and ensure they are equipped with the skills to carry out a quality appraisal that benefits both the individual and BITE.

BITE provides some support for teaching staff to give papers and attend academic conferences appropriate to their specialist area of teaching. However, there are limited resources available for this kind of activity. The appraisal scheme is designed, in part, to ensure that teaching staff keep abreast of developments in the field and maintain authority with students and peers to teach in their specialist areas.

Peer Observation of teaching

BITE has operated an observation of teaching policy for over seven years.

Observation of teaching is mandatory for all teaching staff and should take place for every member of teaching staff once each semester. Programme Leaders are responsible for making arrangements to observe the teaching staff within their teaching groups. Programme Leaders are asked to provide a short report each semester identifying excellent practice and areas for enhancement. An annual report is produced by the Academic Registrar for consideration by the Executive Committee, the Learning and Quality Committee and Academic Board. Programme Leaders are responsible for providing feedback to the teaching staff that they have observed, together with the grading given for the teaching observed.

The process of observation of teaching falls into three phases:

- pre-observation phase
- observation phase and
- post-observation phase

Guidance on each of these phases is provided in the Observation of Teaching document.

Observation of teaching is seen as a positive approach to identifying and sharing good practice across BITE, and to identifying institutional staff development needs as per the Quality Manual and Manual of General Regulations..

Entry criteria for HE programmes and information on recruitment and admissions processes (including arrangements for induction and for supporting the transition to HE)

The BITE Admissions Policy and Selections Procedures is mapped with the UK Quality Code Chapter B2. It is compliant with the Equality Act, Data Protection and GDPR Act, Freedom of Information Act and Human Rights Act and is underpinned by other BITE policies in these areas to ensure a fair and transparent admissions systems. The Admissions Policy ensures that students are considered on merit and have the qualifications, commitment and required experience for the programme for which they are applying.

The printed and online information specifies minimum entry and English language requirements. All applicants are interviewed at BITE and must show identification and appropriate qualifications. The standard of spoken English is checked at interview in addition to English qualifications. If applicants have to be interviewed on Skype they must attend before starting the programme for identity and document checks and confirmation of statements. A written English test may be required which applicants must attend in person. Subject lecturers interview candidates whenever appropriate to further test their suitability and commitment to the programme.

Original copies of qualifications are checked for authenticity and, in the case of international qualifications, with the NARIC database in order to check their equivalency to UK qualifications. If any discrepancies or unusual issues appear BITE will check validity directly with the awarding body. They are then checked against the criteria for each programme.

Recognition of Prior Learning is required when an applicant has relevant employment experience or vocational training and can supply evidence. Consideration is also given to work experience or voluntary work the student may have undertaken in a related

area. Prior learning may be used to provide entry with either specific or general credit. Once applicants have proven their experience and qualifications, their commitment and ability to pursue a long period of study are assessed. At the interview stage, applicants must be able to verbally communicate their interest and commitment to prolonged study, especially if they have been outside of the academic area for some time, as is often the case with mature students. Some students have not considered the discipline required and the effect their employment and personal commitments may have on study. Interviews probe their commitment to study and the timetable applicants can realistically commit to classes and private study. Transferable skills, which the applicant may not have identified, can be highlighted at this time to help the applicant mobilise study skills.

Developing financial issues can sometimes impinge on students' ability to study and while, there is no requirement, BITE advises students to be aware of this and to inform lecturers if any problems emerge.

Induction to the programme

BITE organises a week-long induction and orientation programme. The induction programme provides an opportunity to bring the new students together and familiarize them with the systems of BITE and the partner university.

A range of activities are arranged including presentations by guest speakers and key staff. There are also multi-media presentations on the facilities which are available and accessible to the students. At BITE we are constantly modifying our induction programme in an effort to improve presentations and respond to the issues and comments raised by students orally and on feedback forms. For instance since lecturers have identified plagiarism as an issue in coursework, students are given a separate presentation during the induction programme which specifically outlines how plagiarism is defined in relation to their work..

Following the formal presentations and sessions, the induction programme allows students to meet and question senior staff relating to their respective programme. The main aims of the induction sessions are to:

- Introduce students to the Institute, Student Services and facilities.
- Introduce the programme structure, programme teams, and operation of the programmes
- Introduce study skill methodology.
- Identify students who may need extra support in English
- Provided a guided tour of the campus

The induction programme lasts one week preceding the first teaching week and typically includes the following:

- Principal's welcome & introduction
- Aims and objectives of the programmes
- Introduction to the Collaborative Partner
- A tour of BITE
- Programme Induction and distribution of handbooks
- Individual group's introductions to NetEd BITE's online resources
- Introduction by the Academic Registrar to Quality Standards
- Student Welfare Officer on attendance, examinations, complaints, appeals, student representatives, plagiarism
- Allocation of personal tutors
- Registration and enrolment of students
- Distribution of time tables

and the partner institution, and associated registration status and student entitlements (and how this will be communicated to students)

The Institute has collaborative agreements with Universities that validate the degree programmes, this means that as a BITE student you are also a student of the University and have the rights and status of a registered student with the University. The student entitlement is communicated at the time of enrolment and at induction. The programme specification and course handbook confirms the academic standards, degree framework and regulation. Student can access the information at <http://www.bite.ac.uk/about/academic-registry/>

BITE requires confirmation from students that they have received, understood, and accepted the expectations of their programme of study. Students who accept the offer on any programme must complete and return the signed agreement.

As part of the learning contract, students are required to take responsibility for their own academic development. The expectation is that students will undertake directed work and further study in their own time. Work undertaken throughout the programme will vary in accordance with the assignment load and the scheduling of assessments. However, the programme leader endeavours to ensure that the workload is evenly distributed. By utilising this ethos throughout the programme, students develop a professional attitude, which is necessary during their future career. The programme team also supports the need for students to understand the nature of continuing professional development.

The responsibility of students and their entitlements at BITE are communicated to them right from the beginning through induction, handbooks, supplementary information, in the classrooms and at various other contact points and help desks.

Learning, teaching and assessment strategy, and associated policies and procedures (including arrangements for conduct and invigilation of examinations; arrangements for the submission of student work; arrangements for internal and external moderation of assessment; and mechanisms for providing feedback to students on assessed work)

Learning and quality strategy

BITE applies the Learning and Teaching Enhancement Strategy for all its taught programmes with the purpose to foster in students:

- i. Higher level intellectual skills: intellectual and imaginative powers including analysis, synthesis, evaluation, constructive criticism, creativity and reflection.
- ii. Subject expertise and understanding of context: a thorough understanding of, and enthusiasm for, the subjects studied, together with an ability to situate them in context, for example, ethical, economic, social, environmental, professional and global.
- iii. A positive approach to learning: a willingness to accept responsibility for their own learning, the aptitude to learn independently and collaboratively using initiative, self-discipline and a commitment to life-long learning
- iv. Community of learners: interaction with each other as a community of learners supported by well-qualified staff, where staff and students work together.

- v. Graduate skills: a range of graduate skills including communication, self-management, interpersonal, intellectual, team working and practical applied skills.
- vi. Personal responsibility: critical self-awareness, personal responsibility and social citizenship, and playing an active and responsible role in society.
- vii. Global perspective: a global and international perspective, being prepared for an ever-changing world where technology plays an increasingly important role.

To provide students with the highest quality learning environment and to meet the above educational aims BITE is committed to promoting and supporting the following principles:

- i. Learner-centred and blended learning approaches that encourage active student engagement and provide flexibility in how, when and where students learn.
- ii. Complementary learning, teaching and assessment practices that are transparent, inclusive and fair, and take account of the needs of a diverse student body.
- iii. Fit-for-purpose curricula that have been developed in conjunction with appropriate stakeholders in order to enhance the employability of our graduates.
- iv. Effective mechanisms that enable students to work with staff and other stakeholders in order to ensure that learning, teaching and assessment practices are continuously enhanced.
- v. Academic and professional staff who are valued, rewarded and supported as scholarly and reflective practitioners in higher education.
- vi. The provision of high quality virtual and physical learning spaces, and excellent learning resources.

Our Learning and Teaching Enhancement Strategy goes on to expand in the areas of face-to-face teaching, student assessment, the use of digital technologies, staff development to support the strategy, observation of teaching and how we can measure our success against our strategic aims through targets and annual programme monitoring.

We think that a degree of success has been achieved, but that there is much more to do. For example, we need to put on more staff training and briefing events to help staff interpret strategies and policies in terms of their day-to-day engagement with students. The key staff for helping to achieve this are the Dean and Programme Leaders working with the Principal and the Academic Registrar.

Assessment: principles and policies

BITE regards a robust assessment system to be a key foundation in its quality assurance process and a major factor in ensuring that academic standards set by BITE, the Validating University and the Framework for Higher Education Qualifications are met and continue to be met. BITE has developed its own set of principles and policies for assessment which is based on good practice in the higher education sector. BITE Quality Manual and Manual of General Regulations has been developed to ensure that BITE operates a common framework for the student experience of assessment in the context of the requirements of the validating universities. The principles and policies detailed in BITE's document have been designed to meet the UK Quality Code of Practice for the assurance of academic quality and standards in higher education.

Assessment describes any process that evaluates the outcomes of student learning in terms of knowledge, understanding, skills, attitudes and abilities. Assessment is an integral part of teaching and learning. BITE views assessment as serving multiple

purposes and expects assessment to:

- Measure student achievement objectively against module and programme learning outcomes, provide valid, reliable and consistent evidence for student progression and/or the recommendation for an appropriate grade of award
- Assist staff in evaluating the effectiveness of their teaching and learning methods
- Assist students by providing constructive and appropriate feedback on performance
- Be rigorous and consistent with the principles and policies of assessment agreed by the Learning and Quality Committee, and Academic Board.

General principles of assessment

BITE has identified ten general principles of assessment that provide an underlying framework upon which assessment of taught programmes at BITE are based. The ten principles are as follows:

- (i) Assessments will be reliable
- (ii) Assessments will be valid
- (iii) Information about assessments will be explicit and accessible
- (iv) Assessment will be relevant to the programme aims and intended learning outcomes
- (v) The amount of assessed work required will be manageable
- (vi) Formative and summative assessment should be included in each programme
- (vii) Feedback will be an integral part of the assessment process
- (viii) Programmes of study should include a variety of assessment types
- (ix) Assessment tasks will be designed so as to minimise opportunities for plagiarism
- (x) Assessments will be inclusive and equitable

Role of Validating Universities

The role of the Validating University with respect to student assessment is as follows:

- To approve BITE's assessment strategy, policy and assessment types in relation to the programmes for which the Validating University makes awards
- To approve all assessments to be given to students. This is usually done via discipline expertise at the Validating University together with seeking comments from appropriate external examiners for the programme of study
- Moderating marking of assessments which has initially been marked by academic staff at BITE. The assessed work marked by staff at BITE is usually sampled by the Validating University, according to their assessment procedures, from the range of marks awarded
- Attend and chair, as appropriate, Assessment Boards where decisions are made concerning approval of marks, student progression and the making of awards.

Role of External Examiners

External examiners are required to comment on and approve all assessments for the programme(s) that they are responsible for and sample a range of marked and moderated assessed work before the Assessment Board. External examiners can request access to all assessed work for any particular module should it be deemed necessary.

Assessment Policies

BITE has developed a range of assessment policies, detailed in Student Assessment as

per the UK Quality Code and our Quality Manual and the Manual of General Regulations.. These are as follows:

- Programme specifications must outline an assessment strategy for the programme, make reference to SEEC descriptors and include the aims and outcomes that will be assessed.
- Module descriptors must clearly state the intended learning outcomes (ILOs) for the module and provide detail about assessment tasks so as to demonstrate how the ILOs are assessed and provide criteria for marking the assessment tasks.
- Moderation of assessed work must be according to BITE's internal moderation procedure and according to the requirements of the Validating University.
- Marks are recorded correctly and are secure. It is the responsibility of the appropriate head of school and/or the Dean to ensure that marks presented to an Assessment Board are accurately recorded and checked.
- Students must know assessment deadlines, penalties for late submission of assessed work and when they will receive their marks back together with feedback on their performance. It is normal practice for students to receive information about assessment titles by week four of a semester with the assessment task due in at week eight or nine of the semester. The Student Handbook for a programme provides information about deadlines, penalties for late submission, etc. BITE's policies and procedures are also available on the BITE website, to which staff and students are referred.
- Feedback to students should be constructive, helpful and positive and is an important means by which students learn about their strengths and weaknesses and how to improve in the future.
- Student requests for extensions and deferrals of assessment tasks must be made according to BITE's procedures and processes.
- Assessment offences including plagiarism are dealt with according to the assessment policies..

Students generally report lower levels of satisfaction with respect to matters to do with assessment on student surveys. We have also found this at BITE. One way in which we have attempted to address this is to ask staff to produce an *Assignment Briefing* on a standard pro-forma. This approach is aimed at providing greater consistency of information to students together with all the information students have indicated that they wish to know in advance about an assessment task.

We have a robust process of reviewing in detail our marking criteria for each assessment task. All student assessments and marking criteria for each assessment go through a rigorous approval process with our validating universities and external examiners. Nevertheless, some external examiners have made comments which we have decided to act on by reviewing and enhancing the marking criteria at both undergraduate and postgraduate levels. This will result in an even greater degree of transparency in relation to the QAA descriptors for higher level qualifications at levels 6 and 7. We anticipate this will be of benefit to students, teaching staff and external examiners alike.

External Examiners and their reports

All External Examiners for programmes carrying awards by the validating universities are appointed by the appropriate Validating University. These appointments are made according to the criteria of the Validating University. Appointments are normally made for four years. BITE often identifies and nominates a possible External Examiner to a Validating University as BITE *Quality Manual* and *Manual of General Regulations*.

BITE's guidelines identify the purpose of BITE's External Examiner as follows:

(i) The academic standard of awards and the module components are both set and maintained at the appropriate level, and that the standards of student performance are properly judged against this;

(ii) The assessment process measures student achievement in relation to the intended learning outcomes, and is rigorous, fairly conducted and within the regulations and guidance of both BITE and the Validating University;

(iii) The standard of awards and student achievement is comparable with other higher education institutions in the UK;

(iv) Good practice is identified and areas for enhancement are clearly identified.

External Examiners are required formally to endorse the outcomes of student achievement for both the modules for which they are responsible and at the overall course/programme level. The External Examining system is central to ensuring that academic standards are maintained and seen to be comparable with similar awards at other universities and conform to the QAA's Framework for Higher Education Qualifications (FHEQ).

External Examiners are also asked to comment on the arrangements for:

- The process of seeing and approving draft examination and coursework assessment tasks
- Dissertation standards and the process for a student having a dissertation topic agreed together with any matters to do with supervision
- Conduct of the Assessment Boards and Award Boards attended

External Examiners are asked to write reports using the university approved pro-formas. This includes a report for each module, a report for the programme and, at the appropriate time, an End of Term of Office Report. All these reports ask External Examiners to comment on how well BITE has responded to issues raised in their module/programme report and whether or not any issues remain outstanding. External Examiners are asked to take account of the QAA FHEQ and any relevant QAA Subject benchmark statements when carrying out their duties and when writing reports.

BITE is required to respond to the concerns raised by the EEs by developing an actions plan approved by the validating university. All actions must be addressed within the stipulated timeframe. Annual Monitoring Reports, AMR, for programmes must make reference to the External Examiner reports, issues identified and feedback on action taken as a result of issues raised in previous reports. It is the responsibility of the Academic Registrar to ensure that appropriate actions are taken as a result of any issues raised and that there has been feedback to the External Examiners by the Dean on actions taken as a result of issues raised. The Academic Board and Learning and Quality Committee will address issues raised that are Institute-wide and issues brought to the Committee's attention by the Academic Registrar.

- The reports of External Examiners are taken seriously and valued by all appropriate staff at BITE, including senior management.
- When a validating university receives the External Examiner's report it enters their quality assurance system. BITE is asked to report back on actions taken concerning issues raised in earlier reports and actions identified to be taken as a result of the latest External Examiner report.

Teaching and learning accommodation

BITE Buildings

- Kalam House was opened by the 11th President of India Dr APJ Abdul Kalam. Its facilities includes the Library, Cafeteria, Student Common Room, Student Union Office, Admission Centre, Student Helpdesk, Lecture Theatres, 35 Classrooms, ICT labs, fashion studio, nano technology lab and medical science and nursing training lab.
- Avicenna House has the Crick Hall with a capacity of 300 students, Computer Science Labs, Communication Lab, ICT Lab, Fashion Design Studio, Fashion Lab, Animation Studio, Lecture Theatres and Classrooms. It also has a research library and professional VUE testing centre. It has the BITE's ICT helpdesk, Financial help desk, staff room, executive office and academic registry.

Library and IT provision (including use of any virtual learning environments)

The Newton Library

The Newton Library is located on the third floor of the Kalam House and occupies a floor area of approximately 7590sq ft which is well within the average size for the Institute's student population, although given the demands on this popular space a medium/longer term increase in space would be very helpful to students. The Newton Library is open from 9am until 6pm Monday – Friday providing a full range of services across all of those hours.

The current establishment is adequate but may need reviewing in the light of further expansions of services or student numbers. Increasing the number of appropriately qualified library staff is also part of the Development Plan referred to below. The Head of Library reports to the Academic Registrar who ensures that the Library has adequate resources and support.

The Library offers a wide range of resources and services to support the courses at BITE. Resources provided include the following:

- Around 50,000 textbooks related to the subjects taught at BITE. Most are available for loan.
- More than 2,000 full text journals, periodicals and e-books from Business Source Premier online service
- Online law resources including legislation, journal articles key textbooks and law report from Westlaw the UK's leading online law resources
- Access to previous years' final year dissertations

The resources are adequate to meet the current needs of students. New books and other resources are purchased to reflect the changing curriculum and the availability of new material. Resources for the library are recommended by academic staff and purchased centrally by BITE and processed and catalogued by library staff.

The Library uses the Heritage automated library management system providing a full range of circulation services as well as acquisitions, cataloguing and classification functions. Heritage also provides an online catalogue providing access to all of the books in the Library. Staff and students may borrow up to 4 books at any one time and these are loaned for 1 week. This works for the present student population and will be

kept under review as the collection grows and student numbers evolve.

Access to the Library catalogue and all electronic resources is available across the internet to any PC in the Library or anywhere else from the Institute website. Website access to library resources is currently under review with the intention of providing a dedicated library space on the website development. Help and support on any aspect of library use is available from library staff throughout the normal opening hours and will shortly be available on the website.

The Library provides a range of individual and group study spaces with more than 70 seats including access to 55 networked PCs. This is within the normal range for a Institute of this size although it has been noted in the development plan that the library is very heavily used and that additional study space and PC access would be desirable in the future.

Self-service photocopying and printing facilities are available for students and staff through the Library service. The Institute has recently implemented a cashless print and copy service using credits charged to the ID card which is swiped to pay for copies.

Use of Educational Technology Moodle:

BITE introduced a virtual learning environment based on an Open Source Course Management System (CMS), Moodle, can support thousands of students. Being a menu based point-and-click interface, the users, staff or students, do not need specialist IT skills to use it. The main features of Moodle include: the delivery of course content; discussion forum; announcements and notifications facility; student feedback; a calendar and building an e-profile.

The main objectives for BITE of using Moodle are:

- To establish synchronous and asynchronous interaction and communication between student and student, and between teacher and student
- The sharing and generation of tutor-made online content
- To present information in rich media like sound, images, videos, texts and graphical representations
- To provide a clear schedule of the delivery of a programme with comprehensive session-wise teaching plans
- To provide collaborative learning opportunities through the formation of student-student and staff-student groups.

Delivery of course content

The lecturers/module leaders upload course content in the form of PowerPoint lecture slides, tutorials, group tasks, class room exercises and other materials related to the lectures. The material is normally uploaded before the date of the lecture so that students know what they will be learning in the next lecture. The practice of uploading the lecture material well in advance also caters to the needs of any students with a disability or special learning needs.

The course material can be uploaded in traditional user friendly and print friendly formats like MS Word, PDF, MS PowerPoint or postscript files. Students can then access MOODLE to download and print the documentation. MOODLE also supports video and sound files.

Discussion forum and announcements

MOODLE supports discussion forums, notice boards and calendar of events. By logging into MOODLE a student can find out the date of their next lecture, any important event related to their programme or information more generally, read supporting material, discuss problems with other students on the same module/programme, contact the lecturers/module leaders/programme managers, etc.

Information about assignment submission dates and examination timetables is posted on MOODLE well in advance so that students do not miss any of the information pertinent to their programme or module. Assignment and examination results are posted as soon as they become ready to be made available to the students (normally after an Assessment Board has been held).

Social facilities for students

Placing students at the heart of the institute's focus allows us to offer extracurricular activities that students enjoy and helps them develop their skills. BITE organizes a range of events. In the past the events BITE has hosted for students include fashion shows, alumni events, cultural events, religious festival feasts, music performances and award ceremonies. BITE has dedicated facilities for student events which mainly include Crick Hall, Leisure Activity Room, Student Body Room, Self Service Cafeteria and Main cafeteria. BITE has also organised open air student events in front of the main building.

Other specialist facilities and/or resources (where relevant)

A range of resources and support are offered to students for career education, information, advice and guidance. Programmes of study, at both undergraduate and postgraduate levels are initially developed with business and industry needs in mind. Through some of the relationships that BITE has with external organisations we are kept abreast of employer needs, skills and knowledge at both initial programme development and when programmes come up for periodic review. This is achieved through informal contacts that BITE has with key employers in various organisations with which we have partnerships.

BITE runs three or four workshops each semester for students on practical matters to do with careers advice and applying for jobs. These are optional sessions put on for students in the late afternoon outside of scheduled teaching sessions. Topics covered in these workshops include:

- Guidance on structuring and writing CVs
- Drafting letters of application for a job and completing an application form
- Referring students to free services such as *prospects*
- How to use material placed on our e-learning environment
- Guidance on material available in the Newton Library

The importance of presenting clear information to students about career prospects in studying a particular programme is emphasised by the BITE team. Both the Marketing Department (Admissions) and the Student Welfare and Placements officer develop contacts with employers and related employment agencies to develop partnerships in providing talks and practical guidance for students. BITE takes a proactive and innovative approach to careers advice and guidance to students since the jobs market is now being constantly driven by technological change.

Our staff at BITE emphasise that students also need to take personal responsibility for managing their own career development and many of our programmes build a

Personal Development Plan with their students and help them to design a curriculum vitae which accurately reflects their achievements and potential. Role play in some of the pre-degree programmes and foundation courses prepares students for the practical skills needed to achieve their full potential in interviews.

Arrangements for securing employer engagement in course design, development and/or delivery

The programmes offered by BITE have been developed in close conjunction with industry and government organisations. This approach has been adopted in order to ensure that employability is embedded into programmes/modules, which are geared towards providing students with both academic and practical skills for working in business and public sector organisations. For example, students are guided in presentation and interpersonal skills, planning, decision making and effective use of information and research so that they can play a proactive role in the workplace as per the Quality Manual and Manual of General Regulations..

BITE engages in regular discussion with business and government organisations especially since a significant part of its work lies in consultancy and international government and corporate organisations. Regular major events like BITE's World Hi Tech Forum, with a different focus country each year and industry seminars on topical issues, ensure that students meet and work with leading industry figures. BITE also works in partnership with international companies in presenting awards to our students and leading, successful international executives. BITE's day-to-day contacts with a diverse range of private and public sector organisations have allowed us to create opportunities for our students to enter placements and work experience.

We organise a number of annual events which attract recruitment companies and human resource managers to meet students. Staff from BITE also attend major industry trade shows and political party conferences with a view to building upon existing relationships and developing new relationships appropriate to our programmes of study, consultancy and research profile.

With respect to research, academic staff at BITE are encouraged through 'pairing scheme' to co-write papers in their area of expertise alongside industry experts. In addition, BITE is supporting the developing areas of expertise in providing specific targeted research applicable to industry, such as in capacity building and skills development.

Arrangements for managing work-based learning opportunities (where relevant)

BITE has not had any provisions at HE level which involved assessed work-based learning elements. BITE, however, recognises the importance of the work-based learning experience and has organised student trips to industry sites, manufacturing plants, big corporations etc.

Student support mechanisms (e.g. tutorial support, academic skills development, welfare, counselling, careers guidance, specialist support for students with

disabilities, advice on accommodation, student finances)

Student support

Student Help Desk

The Student Help Desk provides all aspects of support to students, apart from financial matters to do with payment of fees. The Student Help Desk is open on weekdays from 9am until 6pm. It offers students help with the following matters:

- Issuing ID cards by Programme Administrators at enrolment and during the induction programme
- Letters or references

The Help Desk also acts as coursework submission facility where students hand in their coursework and final project/dissertation, for which they are issued with a receipt.

Students also come to this Help Desk if they are experiencing problems which affect their study and mean that they may not be able to hand in coursework on time or attend an examination on the scheduled time and date. These matters are dealt with by Programme Administrators. There is a space available for discussion of confidential matters which would be inappropriate to discuss in the more open environment of the Help Desk. Highly personal and confidential matters that a student might bring are usually considered by the Dean and/or Programme Leader.

Finance Help Desk

The Finance Help Desk is staffed by specialist finance staff and deals with all student financial matters. In practice, the students come to this help desk mostly with matters to do with payment of fees. For new students the Finance Help Desk processes admissions from the Marketing Department to do with the payment of a fee deposit by the student. Once a deposit has been paid by the student a receipt is issued which the student then takes back to the Marketing Department so that application for a visa can be supported and the student subsequently enrolled on a programme at BITE.

For existing fee paying students the Finance Help Desk agrees fee payment instalments with students and deals with ways of arranging for fee payments when students experience difficulties meeting the instalment agreements. This may involve agreeing a revised payment schedule for fees. All students are required to pay their fees fully before BITE will accept the final project/dissertation for their programme of study.

The Finance Help Desk is normally open between 9am and 5pm, but is often open until 6pm when Finance staff are finalising financial matters for the day. This Help desk is usually staffed by two members of the pool of five in the finance team.

Arrangements for monitoring student retention, progression, achievement and graduate destinations (and relevant data showing performance in this regard)

BITE has made considerable progress over recent years in its student records and student-related data, this managed in accordance to the Quality Manual and Manual of General Regulations. BITE has developed a student information system that integrates student record system, called *Student Information System* which is fully integrated across all programmes, validating universities and professional bodies. This provides BITE easy access to student files and allow reports to be drawn down on a much more informative and institute-wide basis than has previously been the case. All the validating partners had shown full confidence in BITE SIS, which is a industry standard application

allowing BITE to upload all data for student until graduation.

Data on student enrolments, progression and award are made in the BITE's Annual Monitoring Reports together with information about non-completion, withdrawal and failure.

Marks gained for coursework and examinations, progression to the next stage of a programme (where relevant) and achievement of an award is closely monitored both in preparation for Assessment Board meetings and following decisions made by Assessment Boards. Particular attention is paid to average module marks and any concerning difference between student performances on different modules, especially where performance may be low or high failure rates are in evidence as per the Quality Manual and Manual of General Regulations..

Students who are identified as showing slow progress, experiencing difficulty in completing assessment tasks and/or showing low levels of motivation are provided with one-to-one support or support in small groups. BITE seeks to ensure that no student withdraws from his or her programme of study due to lack of support and guidance.

BITE organises an annual alumni event which allows BITE to maintain a continuing relationship with its graduates and also identify opportunities by inviting guest speakers from business and industry.

With respect to our alumni more needs to be done to foster collaborations where our graduates are now working and for our alumni to both promote the name of BITE and get more involved with BITE's strategic development. We recognise that we are at the early stages of working with our alumni, a position many UK universities were in at the turn of the century. Our alumni are also very important to our future recruitment of students and have helped promote our academic programmes back in their home country. BITE recognises that word-of-mouth is a powerful way of both promoting our achievements and ensuring that prospective students are fully informed about the nature of their programme of study before coming to study here.

Arrangements for dealing with student complaints, academic appeals and disciplinary matters

Student complaints and appeals

BITE has developed a comprehensive approach to dealing with student complaints about academic and service matters. BITE's Manual of General Regulations provides detailed information for students (and staff) about how students may go about making a formal complaint or lodging a formal appeal against Assessment Board Decisions related to their programme of study. These are found in the Manual as follows:

- Manual of General Regulations Part 7: Appeals Against Assessment Board Decisions
- Manual of General Regulations Part 14: Complaints Procedure
- These are also available on the BITE website <http://www.bite.ac.uk/about/academic-registry/> together with informative flow charts detailing procedures, forms to use for each procedure, and guidelines for staff and students.
- The role of the HEI is covered in the contract with the validating HEI.

Appeals Against Assessment Board Decisions

The procedure for Appeals Against Assessment Board Decisions is concerned solely with student appeals arising from a request that an Assessment Board reconsider its decision. Other areas of student appeals, such as those against a decision that a student be excluded from BITE on other grounds, are the subject of other regulations and procedures

Any complaint about the service that BITE provides to its students and is not directly related to academic matters, such as marks awarded for assessed work, progression on a programme and awards, should be dealt with through the Student Complaints Procedure

Grounds for appeal

An appeal against any decision made by an Assessment Board may only be made on the following grounds:

- (a) The assessment was not conducted in accordance with the current regulations for the programme, or there has been a material administrative error or some other material irregularity relevant to the assessment has occurred;
- (b) The judgment of an examiner or examiners was improperly affected by personal bias;
- (c) That misleading information was provided about the assessments and/or examinations;
- (d) For a student with a disability or additional needs the assessment was not correctly carried out, or the support identified was not provided, or the agreed assessment procedures for that student were not properly implemented.

A student may not make an appeal under these procedures on the grounds that mitigating circumstances adversely affected their performance in an assessment and/or that they believe an inappropriate allowance was made for such circumstances. Such issues are the subject of the Extenuating Circumstances procedures documented in Part 6 of the Manual of General Regulations.

There are four stages in the Appeals Against an Assessment Board Decision procedure:

- Stage 1 Conciliation
- Stage 2 Formal appeal
- Stage 3 Academic Appeals Panel hearing
- Stage 4 Independent review

It is hoped that most concerns or disagreements that a student may have can be resolved informally through the Stage 1 Conciliation process. A student must exhaust this stage before lodging a formal appeal. When a student has exhausted the formal procedures within BITE under Stages 2 and 3 the student will be issued with a letter of completion and informed that he or she may then ask the Office of the Independent Adjudicator for Higher Education (OIAHE) to investigate the concern of the student.

Student Complaints Procedure

BITE defines a complaint as an expression of dissatisfaction with any service or lack of service provided by BITE. BITE believes it is important that its students feel able to express dissatisfaction to which a response should reasonably be expected. Through the Complaints Procedure, BITE seeks to provide an accessible, fair and straightforward system which enables students to raise concerns and which ensures an effective, timely and appropriate response. The Complaints Procedure is not restricted to students of BITE; it may also be initiated by potential students (complaint about the Admissions process) or members of the public. A complaint may also be submitted collectively by a group of students who should nominate a spokesperson who will be the channel of communication for the group; however, a complaint may not be lodged by a third party on behalf of the complainant.

Students are advised to consider whether there are more suitable ways for them to express the concerns that they have. For example this may be done through Student Representatives at Programme Committees, through other feedback mechanisms such as module evaluation questionnaires, or students can discuss their concerns informally with the relevant person in the Academic Department/Service such as Programme Leader, Module Leader, Head of Student Services, Admissions Team or other member of staff. All complainants are urged to seek and to resolve their complaint informally either before embarking on the formal complaints procedure or at any stage during the procedure.

The Complaints Procedure does not cover complaints about academic marks/grades awards. Anyone who wishes to seek an academic review or lodge an appeal should use the Appeal against Assessment Board Decisions Procedure (see Part 7 of the Manual of General Regulations).

There are four stages in the Complaints Procedure:

- Stage 1: Conciliation
- Stage 2: Formal complaint
- Stage 3: Appeal to the Director of Quality and Academic Registrar
- Stage 4: Independent Review

Conciliation at Stage 1 is an informal procedure and this should be exhausted before a formal complaint is made through the Stage 2 procedure. If the complainant remains dissatisfied having exhausted Stages 2 and 3 of BITE's procedures than a letter of completion is issued and the information about the OIAHE provided should the person wish to pursue this final approach to his or her complaint.

Student representation and feedback mechanisms at module, course and institutional level (including relevant data showing student satisfaction levels)

Student voice and student feedback

There are a number of formal mechanisms that operate at BITE for students to provide more formal feedback on the quality and their satisfaction with all aspects of their teaching and learning experience. These are in addition to informal feedback mechanisms such as:

- Student welfare meeting
- Student body meeting

- Programme committee meeting
- Academic Board
- The Council
- Discussing matters with the lecturer at the end of a class
- Having informal discussions with key staff such as Module Leaders, Programme Leaders and Dean.

It is hoped that these and other informal mechanisms will resolve the vast majority of concerns and issues that students may have from time to time. However, it is recognised that more formal mechanisms are needed to provide more objective evidence of student satisfaction and concerns that students have which need to be addressed.

There are three main formal mechanisms available for students to provide feedback about their teaching and learning experience: Programme Committees, Student Representative System and student feedback surveys.

Programme Committees

Programme Committees are called by the Programme Leader and a meeting is held once each semester as per the Quality Manual and Manual of General Regulations. The membership of a Programme Committee is as follows:

- Programme Leader
- Members of teaching staff on the programme
- Two student representatives
- A technician from BITE
- A Library representative
- A representative of the appropriate Validating University (link tutor)

Student Representatives

Students are elected to represent each 'year' or cohort of the programme. This results in between four and eight student representatives in any one year, depending on the number of students on the programme. Student Representatives meet with Programme Leaders and other teaching staff at least once each semester to give feedback, comments and to raise any specific issues that have not been resolved by informal means. Student Representatives are channels for bringing issues of all students to the attention of staff at BITE. We also see Student Representatives as partners in the process of quality enhancement and programme development. Student Representatives enhance the student experience by making suggestions for improvement, undertaking project work to enhance quality and participating in BITE activities such as open days.

The role of Student Representatives is to:

- Liaise with students on a programme of study and communicate at Programme Committees and to Programme Leaders any issues and concerns that students may have
- Report back to students the key points and outcomes of Programme Committee meetings and meetings with Programme Leaders
- Liaise with other Student Representatives from different programmes and different years, including Faculty Representatives
- Liaise with the Director of Quality and Academic Registrar, when appropriate.

The following support is available to Student Representatives:

- Training - Student Representatives are offered training by the Student Welfare Officer

- Advice - The Student Welfare Officer at BITE offers advice on specific issues and problems raised by students and channeled through Student Representatives
- Information - The Welfare Officer is responsible for producing and updating at Student Representative Handbook

In 2011-12 academic year we introduced enhancements to help ensure the student representative system is more effective and operates to provide staff and senior management with feedback about the student learning experience. We have since implemented the following enhancements:

- Election of a student president from amongst student representatives. The student president is a member of Academic Board and attends the Council meeting.
- We have also given students a strong platform by recently creating Student Welfare Committee which is chaired by student president deputised by Student Welfare Officer.
- The student president is fully supported by the Student Welfare Officer and facilitated to meet with other student representatives to gain feedback from students about their learning experience.

Also, we recently introduced Student Welfare Committee which holds regular meetings with the students, student welfare officer and other invited members of the staff. The meetings are chaired by the student president.

It is expected that these enhancements to our student representative system will provide a number of means for teaching staff, administrative staff and senior management to have a well-informed understanding of the student experience.

Student Evaluation Survey

Each semester all students on a programme of study are given the opportunity to provide formal feedback using the Student Evaluation Survey. Students are normally given the survey questionnaire for each module studied in a semester. The survey is administered towards the end of a semester and students spend ten minutes during class time to complete the survey. The Student Evaluation Survey is paper based and completed forms are scanned into a computer using specialist software. This produces a summary report for each module and can provide the individual, written comments given by students on the evaluation form.

The Student Evaluation Survey is based on the National Student Survey which is given to all final year students in Universities across the UK. It consists of twenty two questions, each on six-point scales, under the following general headings:

- The teaching on my course
- Assessment and feedback
- Academic support
- Organisation and management
- Learning resources
- Personal development

There is also a final question asking the student about their overall satisfaction with the quality of the course. There is space at the end for individual comments to be made - positive comments and negative comments.

Programme Leaders liaise with Module Leaders concerning the administration of the Student Evaluation Survey to students. Module Leaders are responsible for ensuring that a summary report is produced and providing a short commentary on qualitative issues raised and areas where students raise issues which need to be addressed. It is for the Programme Leader to compile an overall report each semester and pass this to the Dean and the Academic Registrar. The Module Leader reports are discussed at meetings held between Programme Leaders and staff teaching on the programme, and actions identified to address any areas of student dissatisfaction and areas for quality enhancement. Module Leaders are responsible for providing feedback to students, as appropriate, on any general actions taken to address student issues raised. Feedback to students must ensure confidentiality and not mention specific members of staff.

The Academic Registrar is responsible for producing an Annual Report summarising findings from the Student Evaluation Survey over the whole academic year. This report is considered at the Learning and Quality Committee, Academic Board and the Executive Board meetings. The Annual Report of the Student Evaluation Survey will identify where there are high levels of student satisfaction and actions needed to further enhance student satisfaction.

This student survey is comprehensive and ideal tool to identify areas of student satisfaction and areas for quality enhancement. The reports are produced automatically following scanning in of the survey forms by Library staff.

We have revised the survey to ask students their experience of feedback on assessed work relating to the previous semester to that in which the survey is administered. For students in their first semester this section is left blank.

Internal arrangements for monitoring and review of the quality and academic standard of HE provision (including evidence of recent outputs)

Annual quality monitoring

All programmes and their associated modules are required to submit an Annual Monitoring Report (AMR). Annual Monitoring Reports are considered internally at BITE before being submitted to the appropriate Validating University as per the Quality Manual and Manual of General Regulations.

Internally at BITE an AMR is prepared by the programme team signed off by Academic Board (usually by Chair's action) before being submitting to the Validating University for discussion according to their annual quality monitoring processes.

The purpose of the Annual Monitoring Report is to:

- Ensure that programmes and their component modules remain current, up-to-date and valid in the light of developing knowledge and research in the discipline, and practice in its application
- Evaluate the extent to which the intended learning outcomes are being met and attained by students passing assessed work
- Evaluate the continuing effectiveness of the curriculum and assessment in relationship to the intended learning outcomes
- Ensure that recommendations for appropriate action are followed up to remedy any identified shortcomings

- Receive, comment on and makes changes, as appropriate, in response to student feedback, for example, from Student Survey information
- Present and analyse data on student progression and achievement
- Consider and make changes, as deemed appropriate, in response to External Examiner comments and reports
- Identify good practice in teaching and assessment, and learning support through, for example, Moodle
- Consider any reports, comments or suggestions for enhancement made by the Validating University making the award.

Annual Monitoring Reports (AMR) are written following BITE guidelines and taking into account the requirements for Annual Quality Monitoring of the validating universities. Within BITE the onus is on the programme team both to write the report and consider it from the point of view of meeting the requirements of BITE's guidelines before submitting it to the Chair of Academic Board or his nominee for final internal approval before submission to the appropriate Validating University.

Arrangements for ensuring that published information is complete, accurate and up-to-date, in accordance with Competition and Markets Authority (CMA) guidance where relevant.

The contracts with the University partners reinforce obligation on both HE Institutions. Academic Registrar provides a central point for establishing BITE's publishing policy and control of the quality of information in the public domain. BITE's editorial policy for prospective students seeks to ensure that detailed information is made public in a well presented way, and in as clear a style as possible in order that they may make a balanced and informed judgment on which programmes are the most suitable for them. BITE's information in the public domain is filtered through the Academic Registry in order to monitor this. Our policy is to provide a fully rounded picture of BITE itself; its culture and internal mechanisms, with the views and experiences of existing students represented. For existing students, in addition to student handbooks and course materials presented at the induction week, we provide procedural information such as General Regulations, details of appeal and assessment methods and up-to-date news and events.

The UWL contract will also reinforce obligations on both BITE and UWL to abide by Consumer Law.

While we continue to publish a full range of documents in printed form, our widest means of global outreach is of course our website. For this reason we have ensured that the language used is accessible to a wide, educated, audience for whom English may not be a first language, with a minimum use of acronyms and absence of jargon. Web pages are clear and concise with attractive layouts and links encouraging browsing, making it possible to make informed choices.

The Academic Registry icon at the top of the website provides folders with detailed documents.

Accuracy and completeness of published information

BITE continues to monitor and manage information in the public domain through regular

meetings with departments that also consider feedback from prospective students on the application form and from existing students in anonymous feedback forms and Programme Committee meetings. Any new information is prepared in draft form following guidelines of clarity, readability and accuracy. Drafts, with version numbers, are then circulated to other interested parties and finally all electronic and printed information is channelled through the Academic Registrar's Office for independent scrutiny to ensure that it is accurate, clearly written, easily to understand and inclusive.

The Marketing and Admissions Department creates promotional material and full details of programmes in consultation with the Dean. The mission statement given in the strategic plan is reviewed regularly by the Executive Committee and the Council. Programme Specifications are prepared by Programme Leaders in consultation with the validating universities and are available on our website, together with student handbooks and programme descriptors. The Academic Registry also has detailed, operational information for students on the website, such as procedural information for student complaints and appeals, and requests for delayed deadlines due to extenuating circumstances.

<p>Academic freedom: Academic staff at an English higher education provider have freedom within the law:</p> <p>(a) to question and test received wisdom; and</p> <p>(b) to put forward new ideas and controversial or unpopular opinions; without placing themselves in jeopardy of losing their jobs or privileges they may have at the provider.</p>	<p>Academic freedom is set out in our manual of general regulation that states:</p> <p>Through its commitment to the academic freedom, the Institute is committed to ensuring that academic staff, students and other members of the Institute have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in difficulty of losing their jobs or privileges. It is similarly committed to ensuring that staff have the right to criticise the functioning of higher education institutions, including their own, without placing themselves in difficulty. In addition, the Institute has a clear procedure for whistleblowing which is accessible at http://www.bite.ac.uk/about/academic-registry/</p> <p>The Institute is committed to ensuring that members of Higher Education staff have the opportunity to make their voice heard, directly or indirectly, on any matter of concern to them, and in particular to ensuring that they are consulted on the development of strategy and on matters of policy and principle, including the basis on which resources are allocated.</p>
<p>Accountability: The provider operates openly, honestly, accountably and with integrity and demonstrates the values appropriate to be recognised as an English higher education provider.</p>	<p>This is covered by our Mission and Values, manual of general regulation, quality manual, policies and articles.</p>
<p>Student engagement: The governing body ensures that all students have opportunities to engage with the governance of the provider, and that this</p>	<p>The Student President chairs the student welfare committee and attends the Programme Committee, Academic Board, the Council. The student body. Student feedback each semester.</p>

allows for a range of perspectives to have influence.	
Academic governance: The governing body receives and tests assurance that academic governance is adequate and effective through explicit protocols with the Senate/Academic Board (or equivalent).	The Council, The Academic Board, the Learning Quality Committee, the Programme Committee meeting considers academic governance matters. The Committee scrutinises termly reports as well as annual monitoring reports.

Risk management: The provider operates comprehensive corporate risk management and control arrangements (including for academic risk) to ensure the sustainability of the provider's operations, and its ability to continue to comply with all of its conditions of registration.

The Institute has a number of HE risks around academic risk and quality assurance as part of its risk register which is reported on termly to the Council. Each programme is also managed by the validating university partner Memorandum of Cooperation.

Value for money: The governing body ensures that there are adequate and effective arrangements in place to provide transparency about value for money for students and (where a provider has access to the student support system or to grant funding) for taxpayers.

The Council, the Academic Board and Executive Committee ensures that there are adequate and effective arrangements in place to provide transparency about value for money for students and for taxpayers. It considers financial benchmarking reports which it prepares in collaboration with the AM & Company. The Council reviews arrangements for value-for-money.

Regularity, propriety and value for Money: The governing body ensures that there are adequate and effective arrangements in place to ensure public funds are managed appropriately, in line with the conditions of grant and the principles of regularity, propriety and value for money, and to protect the interests of taxpayers and other stakeholders. This also applies to any funds passed to another entity for the provision of facilities or learning and teaching, or for research to be undertaken.

As an alternative higher education provider we are externally audited by the University Partner, the QAA, Chartered Accountant and Statutory Auditory all reports are sent to the Council.