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

Provider's UKPRN: 10000920

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The Institute is governed by the Council (the Governing Body), which is responsible for making sure we are well-run, financially secure, and deliver high-quality education. The Council sets our direction, approves major decisions, and makes sure we meet all legal and regulatory requirements. A summary of document is provided at annex a. Unified Implementation table with document references is available at annex b.

Academic standards and the quality of your courses are overseen by the Academic Board, which includes staff and student representatives. External experts check that our courses meet national standards, and we regularly review and improve what we do based on feedback from students and staff.

If you have concerns about how the Institute is run, there are clear ways to raise them—and you can expect a prompt, fair response. Our finances are managed responsibly and checked independently every year. We are committed to treating everyone fairly and listening to your ideas. You can find more about how we are governed on our website, and if you have questions, please ask, we're here to help.

The following table provides information how we continue to enhance:

Area	Current Provision	Enhancement
Student Representation	Student Voice via Academic Board and feedback mechanisms	Introduce a student observer role at Council meetings (non-voting) to strengthen the student perspective at the highest level
Transparency	Committee minutes and annual reviews shared with Council	Publish a "How We Are Run" guide for students and staff, summarising governance structures and how to raise concerns
Equality & Diversity	Implicit in broad policies	Set and publish measurable diversity objectives for the Council itself, with annual progress reports
Risk Management	Comprehensive risk register and regular reviews	Introduce scenario-based stress testing for the Council on major institutional risks
Induction & Training	Induction for new Council members, regular development activities	Formalise an annual CPD programme for all governors, covering OfS updates, equality law, financial governance, student experience

Succession Planning	Skills audits for Council	Develop a formal succession plan for key roles (Chair, committee chairs) to ensure continuity
External Benchmarking	Reference to sector codes and good practice	Participate in external governance effectiveness reviews at least every three years, with findings published
Plain English Summary	Governance framework described in accessible language	Provide a dedicated, concise "Governance Explained" section on the website and in student/staff handbooks

British Institute of Technology Ltd, Management and Governance Arrangements

The governing body (The Council) is unambiguously and collectively accountable for institute's activities, taking all final decisions.

The Regulatory Framework sets out the initial and ongoing conditions of registration with the OfS It is supplemented by a number of Regulatory Notices and Regulatory Advice documents, issued periodically by the OfS, on issues such as access and participation plans, charity law compliance, reportable events and monitoring and intervention.

The four primary regulatory objectives of the OfS, which form the basis of the Regulatory Framework, are "That all students, from all backgrounds, and with the ability and desire to undertake higher education:

1. Are supported to access, succeed in, and progress from, higher education.
2. Receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure.
3. Are able to progress into employment or further study, and their qualifications hold their value over time.
4. Receive value for money.[1]

The Regulatory Framework was designed to influence the work of governing bodies. As OfS Regulatory Advice 15 says: "It is the responsibility of the governing body of a registered provider to ensure that it continues to satisfy the ongoing conditions of registration."[2] Under the CUC Code, the requirement is expressed as follows: "the governing body…needs assurance that the provider meets all legal and regulatory requirements imposed on it as a corporate body".[3]

Working with the executive, the governing body sets the mission, strategic direction, and values of the Institute. It receives assurance that delivery of the strategic plan is in line with legislative and regulatory requirements, institution values and wider institutional policies and procedures and that effective systems of control and risk management are in place." The CUC Code sets out the duty to assess performance against the strategy as follows: "The governing body will need to receive regular, reliable, timely and adequate information to monitor and evaluate performance against the strategic plan". Under the Regulatory Framework[4], acting in accordance with governing documents and relevant codes of governance is seen as a feature of compliance.

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[1] OfS Regulatory Framework, paragraph 3
[2] OfS Regulatory Advice 15, paragraph 14
[3] https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf, paragraph 1.1
[4] Regulation II, paragraph 5.1

The British Institute of Technology Ltd, Management and Governance Framework ensures that the highest standards of academic and corporate governance are applied to safeguard and enhance the student interest. The framework is approved by the Governing Body (the Council). The Council is the ultimate decision-making body of the Institute. The Council approves and delegates powers to the Audit Committee, Remuneration and General Committee, Executive Committee, and the Academic Board respectively to operate transparently and accountably with integrity as per the management and governance arrangements and the terms of reference.

Each committee meets regularly, and detailed minutes are taken and shared with the Council. Annual reviews of effectiveness are conducted internally for each committee, with periodic external reviews for the most senior committees. The Council has developed a 'Code of Governance' that guides the process and activities of the senior management team. This code is reviewed annually internally, and periodically externally to ensure it is both up to date with best practice and being appropriately observed.

The Institute Governance Structure
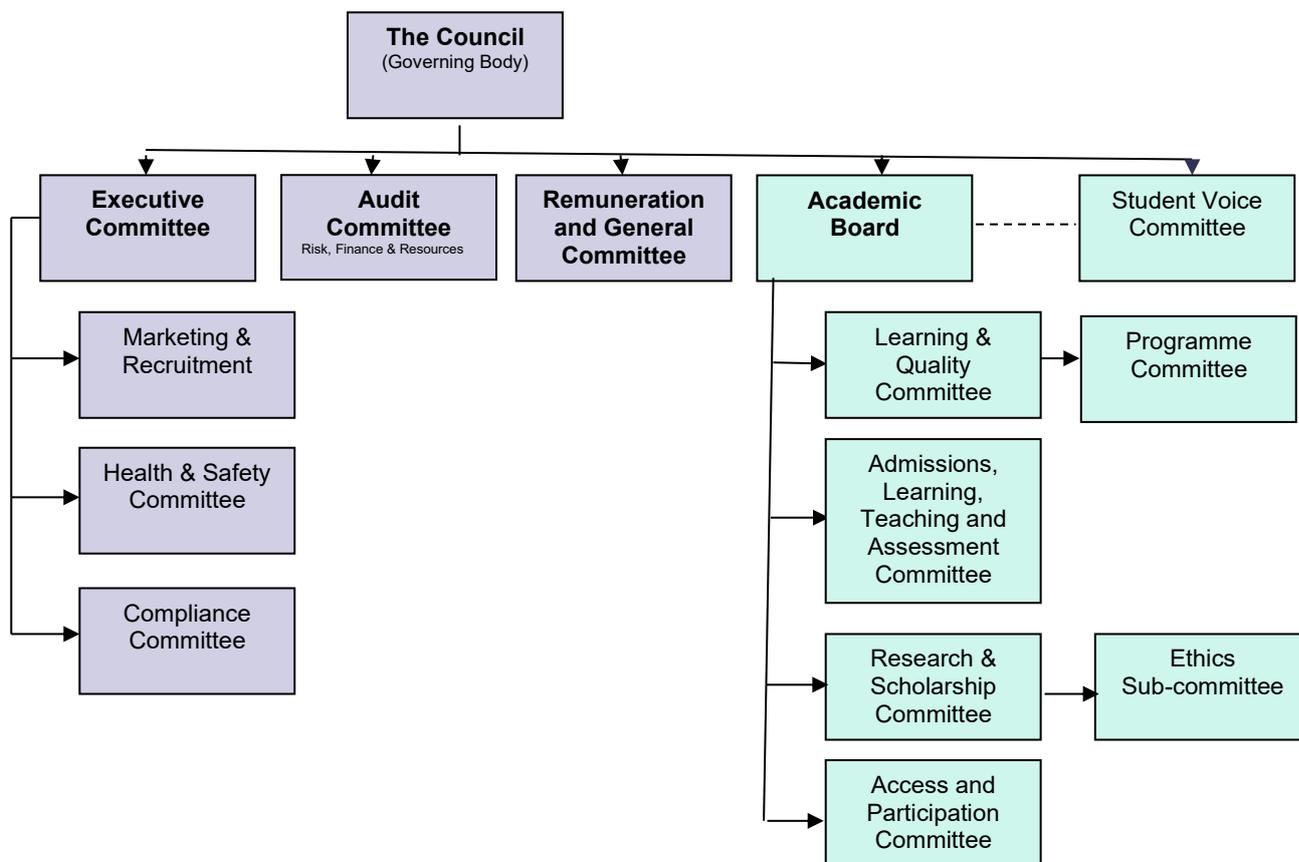
The Council is responsible for approving all decision making and determination of the educational character and mission of the institute with oversight of all of its activities. The Council approves the Strategic Plan and key performance indicators. It approves all major strategies and policies including the Research Strategy, academic development and quality assurance policies and procedures. The Council receives regular reports from the Executive Committee and the Academic Board.

The Council is made up of independent members, ex-officio members and elected representatives of staff and students. The member include:

- independent members - Rt. Hon. The Earl of Erroll - Chair
- independent member - Mr. Solomon Alexis (Director of Collaborations and Student Experience, UEL)
- independent member - Mr. Ehsan Chugtai (Solicitor at EXONS law firm, an expert in employment law)

- independent member - Dr. Khadijo Osman (Academic & Research Supervisor)
- independent academic adviser – Dr Anne wright
- independent industry adviser – Dr Adel Rouz
- ex-officio Prof. Dominic Palmer-Brown (CEO & Principal)
- ex-officio Prof. Muhammad Ali Farmer (President)
- ex-officio Dr James MacAskill (Dean)
- ex-officio Dr Peter Robinson (Secretary to the Council and Head of Quality)
- ex-officio Mr Md Al-Fattah (Head of Finance)
- ex-officio Mr Muhammad Yaseen Farmer (Institute Secretary)
- ex-officio Dr Xiao-Bai Sun (Staff Representative)
- observer Student President

The Council instructs, oversees and approves the activities of the Executive Committee; the chief executive officer produces reports for each Council meeting. The Council approves the policies and procedures of the Academic Board that is responsible for overall quality and standards in the delivery of higher education at the Institute.

The Council is the governing body of the Institute with rights and powers for decision making similar to the functions associated with a traditional Board of Governors as found in the public higher education sector. The Council has sub-committee that undertake regulated task on behalf of the Council for the purpose of Audit, Remuneration and General Committee.

The Executive Committee is approved by the Council for implementing the strategic direction of the Institute and ensuring business sustainability and that academic plans can be effectively resourced. The terms of reference of the Executive Committee are as follows:

(a) Responsible for the implementation of the Institute's Strategic Plan
(b) Responsible for ensuring effective resourcing to support the delivery of Institute provision
(c) Ensuring academic plans align with the business development of the Institute
(d) Setting resource plans to ensure deliverables are achieved.
(e) Effectively delivering Institute physical resources to support academic development.
(f) Proposing financial budgets for approval by the Council
(g) Overseeing the implementation of marketing activities
(h) Decision-making on Institute metrics
(i) Devolving appropriate budgets to key academic stakeholders
(j) Maintenance of Institute practices to meet regulatory requirements and ensure Institute sustainability
(k) Lead process of compliance with external benchmarks
(l) Receives report from Academic Board
(m) Deliver KPI's set by Council

There is also a Compliance Committee which includes the compliance officers, the registrar, and the head of finance, as well as representation from the Health and Safety Committee, the Ethics Sub-Committee and the Academic Board. Its purpose is to foster a compliance culture. It monitors and reports on all matters relating to compliance with legal requirements and regulatory bodies and formulates actions to ensure on-going compliance. It reports to the Executive Committee and the Audit Committee also receives the minutes and proposed actions.

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

The Council has approved and delegated powers to the Academic Board to implement the Institute's HE governance arrangement and maintain the academic standards and manage learning opportunities within

the Institutes governance structure. It is responsible for the overarching management of standards and the quality of learning opportunities through strategic oversight of a range of areas including:

a) learning, teaching, assessment and programme development,
b) course management,
c) student support and resources,
d) staff development,
e) academic criteria of admission of students,
f) academic policies and procedures of assessments,
g) institutional quality assurance and enhancement,
h) collaborative partnership working and
i) provision relating to discipline and exclusion of students.
j) Reviewing the level of engagement of students and taking considered steps to engage student representatives as partners in the assurance and enhancement of their educational experience.
k) Reviewing aspects of the Institute's Strategic Plan as it applies to the quality of academic matters.
l) Receiving and reviewing student data on access, success and progression.
m) Reporting to the Council for regulated approval.

The Academic Board approves actions to be taken to enhance the quality of academic standards and the quality of the student learning experience. The Executive Committee supports the Academic Board ensuring those actions are delivered.

The Principal is responsible for the overall HE governance arrangements, delegating responsibilities, management and governance of the academic programmes including academic quality, quality enhancement and student support.

The Dean acts as a central link between the university partners and external examiners. In collaboration with the partner university / awarding body the programme leader 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 Institute, similar to that of the traditional role of Head of Department in public sector higher education organisations. Programme Leaders are increasingly involved in Institute'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 Institute'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
The Institute is committed to appointing high quality academic staff within the framework of its equality and diversity policy. At present Institute has 60/40 ratio of full-time members of academic staff and part-time, hourly paid teaching staff. There are currently 15 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 Dean 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 Institute website. Internal promotion occurs when vacancies arise and/or new posts are developed.

Institute aims to recruit and appoint academic staff who have the authority to teach in their specialist field, as stated in Institute'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 Institute, 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 Institute 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 Institute 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 Institute'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
Institute 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.

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 Institute'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 Institute's strategic objectives.

(iii) *Development Needs*

The opportunity for an individual to address their development needs is key to the appraisal, in line with Institute'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 Institute.

Institute 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

Institute 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 Institute, 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 Institute 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 Institute 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 Institute and must show identification and appropiate 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 appropiate 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 Institute 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 purse 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, Institute advises students to be aware of this and to inform lecturers if any problems emerge.

Induction to the programme
Institute 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 Institute 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 Institute 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 Institute
- Programme Induction and distribution of handbooks
- Individual group's introductions to Moodle Institute'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

The intended legal and contractual relationship of students with the Institute and the partner institution, and associated registration status and student entitlements (and how this will be communicated to students)

Institute 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 Institute 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
Institute applies the Learning and Teaching Enhancement Strategy for all its taught programmes with the purpose to foster:
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 Institute 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
Institute 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 Institute, the Validating University and the Framework for Higher Education Qualifications are met and continue to be met. Institute has developed its own set of principles and policies for assessment which is based on good practice in the higher education sector. Institute Quality Manual and Manual of General Regulations has been developed to ensure that Institute 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 Institute'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. Institute 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

Institute has identified ten general principles of assessment that provide an underlying framework upon which assessment of taught programmes at Institute 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 Institute'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 Institute. The assessed work marked by staff at Institute 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

Institute 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 Institute'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. Institute's policies and procedures are also available on the Institute 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 Institute'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 Institute. 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. Institute often identifies and nominates a possible External Examiner to a Validating University as Institute *Quality Manual* and *Manual of General Regulations*.

Institute's guidelines identify the purpose of Institute'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 Institute 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 Institute or collaborative university approved pro-forma. 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 Institute 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.

Institute 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 Institute, including senior management.
- When a validating university receives the External Examiner's report it enters their quality assurance system. Institute 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

Institute Buildings
- Kalam House (252-256 Romford Road, London E7 9HZ) was opened by the 11th President of India Dr APJ Abdul Kalam. Its facilities includes the Library, Cafeteria, Student Common Room, Student Body Office, Admission and Administration Office, Student Helpdesk, Lecture Theatres, Classrooms, ICT labs, fashion studio, nano technology lab and medical science and nursing training lab. It has the Institute'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 Institute. Resources provided include the following:

- Around 75,000 textbooks related to the subjects taught at Institute. Most are available for loan.
- More than 2,000 full text journals, periodicals and e-books from EBSCO Business Source Premier online service.
- 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 Institute 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, meeting rooms, with more than 50 seats including access to 30 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 digital technology for learning:

The Institute uses Moodle, to support online learning experience. 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 Institute of using Moodle are:
- To establish digital 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. Institute organizes a range of events. In the past the events Institute has hosted for students include fashion shows, alumni events, cultural events, religious festival feasts, music performances and award ceremonies. Institute has dedicated facilities for student events which mainly include Crick Hall, Leisure Activity Room, Student Body Room, Self Service Cafeteria and Main cafeteria. Institute 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 Institute 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 Institute has with key employers in various organisations with which we have partnerships.

Institute 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 Institute 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. Institute 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 Institute 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 the Institute have been validated by the University and developed in conjunction with industry. 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..

Institute 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 events in partnership with industry on topics and issues ensure that students meet and work towards current industry requirements. Institute also works in partnership with multi-national companies in presenting awards to our students. The Institute's research and consulting with 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 Institute 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 Institute are encouraged through 'pairing scheme' to co-write papers in their area of expertise alongside industry experts. In addition, Institute 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)

Institute has not had any provisions at HE level which involved assessed work-based learning elements. Institute, 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 Institute.

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 Institute 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)

Institute 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. Institute 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 Institute 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 Institute SIS, which is a industry standard application allowing Institute to upload all data for student until graduation.

Data on student enrolments, attendance, retention, progression and award are made in the Institute'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. Institute seeks to ensure that no student withdraws from his or her programme of study due to lack of support and guidance.

Institute organises an annual alumni event which allows Institute 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 Institute and get more involved with Institute'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. Institute 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
Institute has developed a comprehensive approach to dealing with student complaints about academic and service matters. Institute'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 Institute website http://www.biot.org.uk/registry together with informative flow charts detailing procedures, forms to use for each procedure, and guidelines for staff and students.

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 Institute on other grounds, are the subject of other regulations and procedures
Any complaint about the service that Institute 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 Institute 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

Institute defines a complaint as an expression of dissatisfaction with any service or lack of service provided by Institute. Institute believes it is important that its students feel able to express dissatisfaction to which a response should reasonably be expected. Through the Complaints Procedure, Institute 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 Institute; 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 Institute'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 Institute 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 Institute
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 Institute. 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 Institute 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 Institute offers advice on specific issues and problems raised by students and channelled 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 Institute before being submitted to the appropriate Validating University as per the Quality Manual and Manual of General Regulations.

Internally at the Institute 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 Institute guidelines and taking into account the requirements for Annual Quality Monitoring of the validating universities. Within Institute 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 Institute'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 upto-date, in accordance with Competition and Markets Authority (CMA) guidance where relevant.

Academic Registrar provides a central point for establishing Institute's publishing policy and control of the quality of information in the public domain. Institute'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. Institute'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 Institute 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.

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

Institute 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.

E2: Management and Governance

Academic freedom: Academic staff at an English higher education provider have freedom within the law: (a) to question and test received wisdom; and (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.	The Institute was founded on the principles of independence, innovation and free-thinking. The Institute framework protects civil liberty and upholds academic freedom for students, academic staff and stakeholders from spurious disciplinary action. Its core values includes: • Academic freedom and equality. • It is committed to the pursuit of truth and freedom of speech within the law. • It believes in open and fearless debates • It provides institutional protection for equality through integrity and objectivity in governance. Academic freedom is set out in our manual of general regulation that states: 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 www.biot.org.uk/registry 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.
Accountability: The provider operates openly, honestly, accountably and with integrity and demonstrates the values appropriate to be recognised as an English higher education provider.	The Council is the ultimate accountable body and approves and delegate powers to the Executive Committee and Academic Board respectively to operate openly, honestly, accountably with integrity and demonstrates the values appropriate to be recognised as a higher education provider.
Student engagement: The governing body ensures that all students have opportunities to engage with the governance of the provider,	The Council ensures that all students have opportunities to engage with the governance of the

and that this allows for a range of perspectives to have influence.	provider, and that this allows for a range of perspectives to have influence.

The "Student Charter" jointly developed by staff and students at the Institute makes clear the mutual expectations and responsibilities of the Institute and its students. Specifically, the Student Charter requires the Institute:

- Ensure that students have a forum in which to speak to the Institute's management team
- Regularly collect, and respond to, feedback from students concerning the quality of learning, teaching, and assessment
- Facilitate student representation on Institute committees, including training for student representatives in their role.

In keeping with these principles, the Institute's students have multiple opportunities to engage in the assurance and enhancement of the learning opportunities made available to them, whether as representatives or on their own behalf. These opportunities include participation in the Institute's governing body (The Council). The Student President is a member of the Council and Academic Board. The student body and representative are members of the Programme Committee and Student Welfare Committee which is chaired by the Student President. |
| **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 receives and tests assurance that academic governance is adequate and effective through explicit protocols with Audit Committee and the Academic Board.

The Council is empowered to:
- appoint and remove the officers and members of the Institute
- undertake the functions of governance and audit
- be responsible for the statutory, financial, legal and regulatory stewardship of the Institute
- oversee the academic and administrative management of the Institute
- oversee the management of staff and student welfare
- oversee the activities of the Student body.

The Council has empowered the Academic Board to:
- be accountable for the academic strategy and policy of the Institute |

	• make recommendations regarding the appointment of academic staff • regulate the validated degree courses in line with collaborative university degree framework. • regulate all matters of academic and student experience.

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 Council shall appoint and remove an Auditor or Auditors, eligible to be statutory auditors under the current companies legislation applicable in England. No person shall be appointed Auditor who is or any one of whose partners is a member of the Council or the staff of the Institute.

- The Auditor or Auditors shall hold office for one year and shall be eligible for re-appointment
- annually and shall receive such remuneration as may be determined by the Council.
- The Auditor or Auditors shall have a right of access at all reasonable times to the books, records, accounts and vouchers of the Institute and shall be entitled to require from the Officers of the Institute such information and explanations as may be necessary for the performance of their
- duties.
- If the office of Auditor or Auditors shall become vacant by death or resignation or any other cause
- before the expiration of their period of office the Council shall forthwith appoint an Auditor or
- Auditors in their place for the remainder of such period.
- An Auditor shall resign in writing addressed to the Council.
- The Auditor or Auditors shall make a report to the Council at least once in each year.
- The Audit and Compliance Committee acts under delegated powers from Council and is responsible to Council for the oversight of financial audit and for reviewing and assuring the effectiveness of the Institute's internal control systems and risk management (including the Risk Register). It also provides institutional oversight of the Institute's statutory and regulatory compliance and is responsible for ensuring the Institute complies with the external regulatory framework that will be overseen by the Office for Students.
- The Executive Committee reviews the Risk Register on a monthly basis.
- The Executive Committee reviews the Estate and Resources and report to the Council.

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 approves policies for the effective management and control of the financial affairs of the Institute. The Executive Committee on behalf of the Council is generally responsible to the Council for the effective control of the assets and revenues of the Institute.

The Remuneration and General Committee Terms of Reference require it to monitor, in consultation with the Principal, the performance of Officers of the Institute, members of the Executive Committee and any other staff as deemed appropriate by Council against Key Performance Indicators to receive recommendations on the salaries and terms and conditions of employment of the Officers of the Institute, members of the Executive Committee and any other staff as deemed appropriate by Council , determine annually the principles on which merit awards shall be made for all members of staff in the salary review for that year and monitor and ensure effective use of an appraisal system for all staff.

The Executive Committee's Terms of Reference empower it to: authorise significant alterations to priority expenditure within approved budgets, authorise spending beyond the approved budgets within the limits agreed from time to time by Council, approve contracts within the limits from time to time approved by Council , to consider and make recommendations to Council and Academic Board in respect of the annual budget , the annual salary review and the annual review of fees and charges and to monitor and review the Institute's income and expenditure targets.

The Institute's Audited Accounts are made available to all stakeholders via the website and are subject to detailed scrutiny by the Student Body President, as well as by members of academic and professional services staff, at the Council.

Freedom of speech: The Council takes such steps as are reasonably practicable to ensure that freedom of speech within the law is secured within the provider.

> The Institute's Core Values Statement makes these principles explicit, stating that:
> - The Institute shares with other Higher Education Institutions the core values of excellence, academic freedom and equality.
> - It is committed to the pursuit of truth and freedom of speech within the law.
> - It believes in open and fearless debate

The Institute's Student Charter also specifies that the Institute is committed to: the preservation of a open minded and freethinking community in which diversity is valued and supported.

Governing body (The Council): The size, composition, diversity, skills mix, and terms of office of the Council is appropriate for the nature, scale and complexity of the provider. The minimum size of the Council will be 7 members growing to no more than 11 members with a minimum of three independent members.

> Ex-officio Members: The Chair of Council, Chief Executive Officer, Principal, Academic Registrar, Head of Finance, Institute Secretary and the President of the Students' Body;

(a) Independent Members: Minimum three, independent members of the Council who are not employees of the Institute, are nominated and appointed by the Council in accordance with its procedures.

(c) Elected Members of Academic Board and General Staff Team,

Fit and proper: Members of the governing body (The Council), those with senior management responsibilities, and individuals exercising control or significant influence over the provider, are fit and proper persons.

Members of the governing body complete a Declaration of Interests form on joining the Council. Members of the senior management team are also required to complete the Declaration of Interests form.

Independent members of the governing body (The Council): There must be at least three independent members of the governing body who is independent of the provider, and whose term of office is normally limited to a maximum 2 terms of five years with an option to extend for a final term upon review of the current period.

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.

The Institute is externally audited by the University Partner, the QAA, Chartered Statutory Auditors. All reports are received by the Council.

The Council exercise sufficient controls to ensure that the Institute's objects can be carried out:
(1) To demand and receive fees and other payments;
(2) To take such steps as may from time to time be deemed expedient for the purpose of procuring contributions to the funds of the Institute, and to raise money in such other manner as the Institute may deem fit;
(3) To maintain, manage, deal with, dispose of and invest all the property, money, assets and rights of the Institute and to enter into engagements and to accept obligations and liabilities in all respects without restriction whatsoever and in the same manner as an individual may manage his or her own affairs;
(4) To act as trustees or managers for any property, legacy, endowment, bequest or gift for purposes in furtherance of the work and welfare of the Institute, and to invest any funds representing the same, if not immediately required on such security as the Institute may deem fit;
(5) To provide for reward or otherwise such goods and services for Members of the University and their families, guests and servants as may be deemed expedient and consistent with the objects of the Institute as a place of education and learning;
(6) To enter into any agreement for the incorporation in the Institute of any other institution and for taking over its rights, property and liabilities and for any other purpose not repugnant to this Constitution;

To do all such other acts and things whether incidental to the powers aforesaid or not as may be requisite in order to further the objects of the Institute as a place of education and of learning and of research.

Annex A – Document Summary for Students

Document	Summary
C1	Your consumer rights as a student are protected. We promise clear information about your course and fees. If you have a problem, you can complain and expect a fair response. Every year we review complaints to improve our services. You can find all this information on our website.
A2	We want everyone to have a fair chance to study and succeed. Our inclusive approach means we support students from all backgrounds, listen to your feedback, and regularly check how well we're doing. If you need help, just ask and we're here for you.
C3	If something unexpected happens, your studies are still protected. If a course closes, we'll help you finish or find another option. We'll tell you quickly and make sure you know what to do. You can see our full protection plan online.
E1	The Institute is run by the Council, which listens to students through representatives. We promise honesty, fairness, and openness. If you want to know more or get involved, just ask.
E2	Our academic standards and the quality of your courses are looked after by the Academic Board, which includes students. Important decisions are made by the Council and its committees. We check our finances and risks every year and publish the results, your voice matters here.

Annex B - Unified Implementation Table with Document References

Area	Recommendation	C1	A2	C3	E1	E2	Lead	Review Cycle
Student Voice	Introduce formal student observer at Council and key committees		✓		✓	✓	Council/ Students	Annual
Plain English Summaries	Publish clear, accessible guides for each policy (rights, complaints, governance)	✓	✓	✓	✓	✓	Secretary	Annual
Accessibility	Ensure all documents are Web Content Accessibility Guidelines (WCAG compliant, up-to-date, and easy to find online	✓	✓	✓	✓	✓	Secretary/IT	Annual

Area	Recommendation	C1	A2	C3	E1	E2	Lead	Review Cycle
Financial Contingency	Publish a public statement on financial resilience and business continuity			✓			Finance/ Council	Annual
Teach-Out Assurance	Confirm and communicate commitment to 'teach out' for discontinued courses			✓			Academic Board	Annual
Risk Mitigation Table	Include a summary table of key risks and mitigations for easy reference			✓			Risk Committee	Annual
Communication Protocols	Formalise and test crisis communication, including prompt student notification			✓	✓		Executive Committee	Annual
Equality & Diversity	Set and publish **measurable** advance Equality, Diversity, and Inclusion (EDI) for governance, with progress reports		✓		✓	✓	HR/Council	Annual
Staff & Governor Training	Mandate annual training on governance, compliance, and diversity	✓	✓		✓	✓	HR	Annual
Succession Planning	Develop formal plans for key governance roles (Chair, committee chairs)				✓	✓	Nominations	Annual
External Benchmarking	Participate in external governance reviews, publish findings and actions		✓		✓	✓	Council	Three-yearly
Compliance Assurance	Establish an annual compliance framework mapping all OfS/sector requirements	✓	✓	✓	✓	✓	Compliance Officer	Annual
Policy Review Cycle	Implement a formal review cycle (e.g., every three years) for all key policies	✓	✓	✓	✓	✓	Secretary	Three-yearly

Area	Recommendation	C1	A2	C3	E1	E2	Lead	Review Cycle
Annual Complaints Report	Publish anonymised statistics on student complaints and actions taken	✓					Student Services	Annual
Progression & Retention	Set and publish annual targets for access, participation, and success		✓				Academic Board	Annual
Data Transparency	Provide annual summary of access, participation, and progression by protected characteristic		✓				Academic Board	Annual
Outreach & Support	Expand outreach, taster sessions, and support for underrepresented groups		✓				Academic Board	Annual
Academic Governance	Strengthen Academic Board oversight of quality, standards, and student experience					✓	Academic Board	Annual
Value for Money	Publish an annual statement on how resources are used to support students					✓	Finance	Annual