

# Quality Assurance and Enhancement Handbook

**British Institute of Technology Ltd**

(Trading as British Institute of Technology, England)

**Approved by Academic Board:** 11<sup>th</sup> August 2025

**Approved by Council:** 15<sup>th</sup> August 2025

**Version:** 26.1

**Review Cycle:** Annual

## Part 1 – Purpose, Scope and External Reference Points

### 1.1 Purpose

This handbook sets out the framework through which the Institute assures and enhances the quality and academic standards of its higher education provision.

It provides assurance to students, regulators, validating partners and other stakeholders that academic standards meet national expectations and that the student experience is continuously enhanced.

### 1.2 Regulatory and External Frameworks

This handbook aligns with: - **Office for Students (OfS) Conditions of Registration - UK Quality Code for Higher Education (QAA) - QAA Subject Benchmark Statements - Frameworks for Higher Education Qualifications (FHEQ) - Competition and Markets Authority (CMA) guidance - Professional, Statutory and Regulatory Body (PSRB) requirements - UK GDPR and Equality Act 2010**

## Part 2 – Principles of Quality Assurance and Enhancement

The Institute's approach is underpinned by the Manual of General Regulation and the following principles:

- **Student-centred quality:** assuring the quality of the total student experience
- **Shared responsibility:** quality is the responsibility of all staff
- **Continuous enhancement:** systematic review and improvement
- **Externality:** engagement with external examiners and peers
- **Student engagement:** active use of student feedback
- **Transparency:** clear, accurate and accessible information

## Part 3 – Governance, Accountability and Responsibilities

### 3.1 Governing Body (Council) and Academic Board

- The **Council** holds ultimate responsibility for academic quality and standards
- The **Academic Board** is the senior academic authority
- Academic Board provides annual assurance to Council

### 3.2 Committee Structure

Quality assurance is delivered through:

- Education Quality and Standard Committee
- Validation and Review Sub-Committee
- External Examiner Sub-Committee
- Programme Committees

Clear terms of reference define authority, reporting lines and accountability.

## Part 4 – Programme Design, Approval and Validation

### 4.1 Programme Design

All programme design follow Programme & Module Approval and Review Panel (PMARP) terms of reference and must:

- Align with institutional strategy
- Meet FHEQ level descriptors
- Align with relevant QAA Subject Benchmark Statements
- Embed equality, diversity and inclusion
- Provide clear learning outcomes and assessment strategies

### 4.2 Approval and Validation

New programmes are approved through a PMARP staged process including:

- Strategic and resource approval
- Academic scrutiny
- External peer review
- Formal validation by Academic Board

## **Part 5 – Programme Monitoring and Enhancement**

### **5.1 Annual Monitoring (Review and Enhancement Process)**

All programmes are subject to annual monitoring through the Review and Enhancement Process (REP), which:

- Reviews student outcomes and experience
- Evaluates assessment and standards
- Uses data, student feedback and external examiner reports
- Produces action plans for enhancement

### **5.2 Periodic Review**

Each programme and subject area undergoes periodic academic review at least every six years, involving:

- Self-evaluation
- External academic peers
- Student representation
- Formal reporting and follow-up

## **Part 6 – Assessment and Academic Standards**

The Institute ensures that:

- Assessment is valid, reliable and fair
- Learning outcomes are appropriately assessed
- External examiners provide independent assurance
- Academic regulations are applied consistently

Assessment practices align with the UK Quality Code and institutional regulations.

## **Part 7 – External Examiners**

External examiners:

- Are appointed for all award-bearing programmes
- Provide independent assurance of standards
- Review assessment, marking and outcomes
- Report annually to the Institute

Responses to external examiner reports are monitored and actioned.

## **Part 8 – Student Engagement and Feedback**

The Institute ensures:

- Regular collection of student feedback
- Student representation on committees
- Transparent reporting of actions taken
- Protection of student interests under CMA guidance

## **Part 9 – Collaborative and Partner Provision**

Where programmes are delivered with partners:

- The Institute retains responsibility for standards
- Due diligence and approval processes apply
- Monitoring and review arrangements are in place
- Student experience is equivalent to on-campus provision

## **Part 10 – Professional, Statutory and Regulatory Bodies**

Programmes accredited by PSRBs:

- Meet external accreditation requirements
- Are reviewed in line with PSRB expectations
- Integrate PSRB feedback into enhancement processes

## **Part 11 – Equality, Diversity and Student Protection**

The Institute:

- Promotes equality and inclusion
- Monitors access, continuation and attainment
- Operates a Student Protection Plan
- Ensures fair treatment of students during change

## **Part 12 – Information, Transparency and Consumer Protection**

In line with CMA guidance, the Institute:

- Publishes accurate course information
- Communicates changes clearly
- Provides fair terms and conditions
- Operates accessible complaints and appeals procedures

## **Part 13 – Review of the Quality Assurance Framework**

This handbook:

- Is reviewed annually
- Is updated in response to regulatory change
- Forms part of the Institute’s assurance framework

*This Quality Assurance and Enhancement Handbook aligns with OfS regulatory requirements, the UK Quality Code, QAA Subject Benchmarks, and sector best practice.*