Audit of overseas provision

University of Hertfordshire
and Independent Science and Technology Studies, Athens

MAY 2008
Introduction

1 This report considers a collaborative arrangement between the University of Hertfordshire and Independent Science and Technology Studies, Athens to offer programmes of study in Business, Computing, English, Maritime Law, Psychology and Tourism.

2 The Quality Assurance Agency for Higher Education (QAA) is a United Kingdom (UK) organisation which seeks to promote public confidence that the quality of provision and standards of awards in higher education are being safeguarded. It provides public information about quality and standards in higher education to meet the needs of students, employers and funders of higher education. It does this mainly through a peer review process of audits and reviews conducted by teams of auditors and reviewers comprising academic staff from higher or further education institutions. The most recent Institutional audit of the University of Hertfordshire was conducted by QAA in November 2004, and the most recent audit of collaborative provision was in April 2006.

3 One of QAA's activities is to carry out quality audits of collaborative links between UK higher education institutions and their partner organisations in other countries. In the spring and early summer of 2008, QAA conducted audits of selected partnership links between UK higher education institutions and institutions in Greece and the Republic of Cyprus. The purpose of these audits was to provide information on the way in which the UK institutions were maintaining academic standards and the quality of education in their partnerships. The reports on the individual audits will be used in the preparation of an overview report on the collaborative arrangements for the management of standards and quality of UK higher education provision in Greece and Cyprus.

The audit process for overseas collaborative links

4 In June 2007, QAA invited all UK higher education institutions to provide information on their collaborative partnerships in Greece and Cyprus. On the basis of the information returned on the nature and scale of the links, QAA selected for audit visits seven UK institutions with links in Greece and Cyprus. Each of the selected institutions produced a commentary describing the way in which the link(s) operated, and commenting on the effectiveness of the means by which it assured quality and standards. In addition, each institution was asked, as part of its commentary, to make reference to the extent to which the link was representative of its procedures and practice in all its overseas collaborative activity. Institutions were also invited in their commentaries to make reference to the ways in which their arrangements met the expectations of the Code of practice for the assurance of academic quality and standards in higher education (Code of practice), published by QAA, particularly Section 2: Collaborative provision and flexible and distributed learning (including e-learning), published in 2004.

5 In spring 2008, audit visits were made to each of the selected UK institutions to discuss their arrangements in the light of their commentary. In May 2008, an audit team visited the partner institutions in Greece and Cyprus to gain further insight into the experience of students and staff, and to supplement the view formed by the team from the institutions' commentaries and from the UK visits. During the visits to institutions in Greece and Cyprus, discussions were conducted with key members of staff and with students. The full audit team conducting audits of institutions with collaborative links in Greece and Cyprus comprised Emeritus Professor B Anderton (UK visits only), Dr R Davison (UK visits only), Professor P Hodson, Professor A Holmes, Professor P Maher, Professor D Meehan, (auditors), and Ms C Smith (audit secretary). The audit was coordinated for QAA by Mrs E Harries Jenkins and Mr D Greenaway, Assistant Directors, Reviews Group. QAA is particularly grateful to the UK institutions and their partners in Greece and Cyprus for the willing cooperation they provided to the team.
The context of collaborative provision with partners in Greece

6 Under the Greek constitution, higher education is the exclusive responsibility of the State and may be provided only by State institutions. Public higher education is divided into universities or higher educational institutes, known by the acronym AEI, and technological education institutes. Both types of institutions award their own degrees and can also take part in collaborative activity to deliver awards of other providers, including UK providers. Technological education institutes are considered as vocationally oriented higher education institutions. At the time of the audit four technological education institutes had collaborative partnerships with UK institutions of which two were visited as part of the audit.

7 While there are no recognised private higher education institutions in Greece, local legislation permits private organisations offering post-school education to exist as liberal studies centres. At the time of the audit 18 of these centres had collaborative arrangements with UK higher education institutions for the delivery of programmes leading to UK awards.

8 UK awards are not recognised by the Greek State, which limits the opportunities for employment within the public sector and in regulated professional sectors.

9 Two months after the completion of the audit visit in Greece, the Greek Ministry of Education and Religious Affairs announced a new legal framework for the operation of private colleges which included specific provision for collaborating with foreign degree awarding institutions.

The background to the collaborative link

General background

10 The partnership is a long-standing relationship between the University of Hertfordshire (the University) and Independent Science and Technology Studies (IST), Athens, Greece. The University's Commentary stated that the link was established to enable Greek students to pursue a British degree in Business Administration in Athens. Starting with the franchise of one undergraduate programme in 1992, the collaborative arrangement has developed into a strategic partnership for the University involving four faculties. Some 674 students enrolled in the academic year 2007-08, representing over 25 per cent of the total number of students enrolled on University overseas collaborative programmes. Programmes currently offered through this partnership are:

- BA (Hons) Business Administration
- BA (Hons) Tourism Management
- BA/BSc (Hons) Business Joint Honours
- BA (Hons) English Language and Communication with English Literature
- LLM Maritime Law
- BSc (Hons) Psychology
- BSc (Hons) Computer Science
- MSc Organisational Psychology
- Modular Master's in Computer Science
- MSc Computer Science (programme to be withdrawn after the academic year 2007-08)
- Master of Business Administration
• MSc Health Services Management

• MA Marketing (approved but not yet offered).

11 Since the University's Collaborative provision audit in 2006, the model of delivery in relation to the language used has changed. At the time of this overseas audit, the University had agreed to permit IST to deliver and assess academic level 1 and 2 modules in Greek (with the option of some modules at level 2 being delivered in English) for three of the six undergraduate programmes available, in order to aid recruitment of students. In the remaining three programmes, delivery of level 1 and 2 modules is entirely in English. All academic level 3 and master's level modules are delivered and assessed in English. The conditions under which the University permits this model are described in paragraph 80.

12 The audit team found some ambiguity in the information it received regarding the language of instruction for undergraduate programmes in relation to what was in operation prior to the academic year 2007-08 (see paragraphs 79 and 96). However, the team was able to confirm that the teaching prior to 2007-08 was as described in paragraph 79 below.

13 The audit team noted that IST is an independent educational institution in Greece established in 1989 and occupying, since 2003, a large, purpose-built campus in Athens which provides modern learning and teaching facilities, including lecture halls, information technology (IT) labs and a library. IST is one institution within a three-member organisation; SBIE and the Centre for Life Long Learning and Training being the other two partners. The IST has experience of collaborating with a number of international universities, but the University is its major partner and currently is the only institution with which it has franchise arrangements.

14 The University's programmes are offered through the Departments of Business and Economics, Humanities and Computer Science at IST. The partner institution employs just over 80 members of academic staff and has 29 professional administrative and technical staff to support the programmes.

15 The majority of IST's students are from Athens with a small number from other parts of mainland Greece and the Greek Islands; approximately 4 per cent of the student population is international.

16 The Commentary stated that IST has achieved accreditation through ISO9001:2000 and is monitored and assured by the British Accreditation Council for Independent Further and Higher Education. It also noted that the partnership between the University and IST was audited through a Higher Education Quality Council Overseas Partnership audit in 1996 and formed part of the University's Collaborative provision audit in 2006.

17 The University has a range of collaborative arrangements with institutions overseas through either external validation, where a programme developed and delivered by the partner is approved for delivery as a University award; or franchise, where all or part of a programme normally delivered at the University is also delivered by the partner. It also has a number of collaborative agreements with UK partners, including those which form part of the Hertfordshire Higher Education Consortium.

18 The audit team was provided with a copy of the University's International Strategy 2008 to 2012 and noted that a number of the objectives and strategic aims related to the development of high-quality international partnerships both in Europe and further afield; establishing a partnerships office to manage and oversee all academic partnership activity, and develop a strategy for academic partnerships based on market analysis, a targeted market-based approach, and an understanding of the needs of academic schools.

19 The audit team heard in meetings with senior staff at the University that the partnership with IST is representative of its collaborative provision in terms of the University's policies and procedures used; but was atypical in terms of the language of delivery.
The UK institution’s approach

20 In its Commentary the University stated that ‘...Academic Board takes ultimate responsibility for the standards of awards...' but that operationally this is delegated to faculties through the faculty academic quality enhancement committees. The memorandum of agreement sets out clearly the University's responsibility for the academic standards of the programmes delivered by IST and for ensuring that the standards achieved by students on the programmes are consistent with other equivalent University programmes. The memorandum of agreement also sets out the University's requirements for IST in relation to the ongoing quality assurance of the programmes. From the statements in the memorandum of agreement, the audit team formed the view that the University considers itself solely responsible for academic standards and jointly responsible, with IST, for the ongoing quality assurance of the learning opportunities.

21 The University has a clear set of regulatory documents known as University Policies and Regulations, which are reviewed and amended as necessary by the Academic Board annually. The Academic Quality Policies and Regulations, a subset of the University Policies and Regulations, specifically relate to academic standards and quality. These cover programme development and validation, periodic review of programmes, annual monitoring and withdrawal of programmes, and the external examiner system. The Academic Quality Policies and Regulations include a section on collaborative provision, including procedures for approval of partners and the validation of collaborative programmes. The University Policies and Regulations are made available to staff within the University and in partner institutions. Additional operational information relating to the regulations is available on the website of the Academic Quality Office.

22 The quality management procedures for the University’s collaborative provision at the programme level and guidance on their implementation are outlined in the Collaborative Working Practices Handbook. The audit team was given a copy of the latest version of this Handbook, dated November 2007, which it found to include clear guidance on procedures, as well as on the roles and responsibilities of those involved in the oversight of collaborative provision. It also includes a number of standard templates for use in these procedures.

23 The key forum for reporting to the Academic Board on the quality and standards of collaborative provision is the Academic Quality Enhancement Committee. Membership includes the Associate Deans (Academic Quality), who in turn chair the faculty academic quality enhancement committees, hence ensuring lines of communication between the University quality framework and the faculties. The agendas and minutes of the Academic Quality Enhancement Committee meetings made available to the team confirmed that the Committee routinely includes the University’s collaborative provision in its deliberations. In its Commentary, the University also stated that the faculty academic quality enhancement committees have responsibility for the ongoing monitoring of collaborative provision; considering annual monitoring and evaluation reports, and external examiners reports, and this was evident from the minutes of the Business School Faculty Academic Quality Enhancement Committee made available to the team. Each faculty academic quality enhancement committee also produces a faculty annual report on academic quality for all provision, for consideration by the Academic Quality Enhancement Committee.

24 Sections of the Code of practice are formally considered by the Academic Quality Enhancement Committee: the University's procedures and practices in the context of collaborative provision are updated appropriately. The memorandum of agreement template includes statements to remind partners of their responsibilities to work cooperatively with the University in meeting its obligations under the Code of practice.

25 The University’s Academic Development Committee, which includes deans of faculty as members, considers new proposals for collaborative provision. Proposals for new partnerships can arise from faculties or from strategic initiatives at senior level, but all must have faculty support. Initial approval in principle is given by the Academic Development Committee. Faculties make
detailed applications, authorised by the dean, using a standard template. Issues of a strategic nature in relation to collaborative provision, such as the decision to go ahead with a reapproval process, are referred to the Office of the Vice-Chancellor.

26 The memorandum of agreement for this partnership sets out the requirements, in accordance with University policy, for IST to establish programme committees to meet at least three times in each academic year to discuss the operation of each programme. These committees function in a similar way to those operating on-campus and are constituted in accordance with the requirements of the University Policies and Regulations. At IST, programme committees are chaired by a senior member of staff in the department responsible for delivering the programme and include in their membership all members of staff involved in delivering the programme. The University's programme link tutors are ex officio members of the programme committees, and wherever possible the programme committee meetings at IST are arranged to coincide with link tutor visits. Link tutors, while not expected to attend all meetings, should receive agendas, papers and minutes in English, thus addressing a concern raised in the 2006 Collaborative audit report that, 'effective communication is more difficult when the minutes of the programme committee are written in the local language'. Staff at IST confirmed that these meetings took place on a regular basis and noted the key role of these committees in the ongoing operation of the programmes. Samples of the minutes made available to the team were written in English and clearly demonstrated careful oversight of the programmes by the IST programme committees.

27 The main points of contact for IST in the University are the programme link tutors, the key account manager and faculty-based administrators. The roles of the key account manager and the programme link tutors are defined in the Collaborative Working Practices Handbook, although the duties of a link tutor can be modified by the faculty, through the dean, to ensure operational robustness and efficiency. Additionally, due to the extent of its collaborative provision the Business School has a Head of Collaborative Provision. Other faculty staff may also visit IST from time to time, to undertake activities identified in the annual activity agreement for the programmes (see paragraph 51).

28 The structures, policies and procedures within the University supporting the management of overseas collaborative partnerships are clear and comprehensive and, in the view of the audit team, help support the effective management of the University's partnership with IST, and are consistent with the relevant sections of the Code of practice.

29 The University maintains a list of its collaborative provision, which is published on the web pages of the Academic Quality Office. A schedule of forthcoming validation and review events for collaborative partnerships is also published.

Public information, publicity and promotional activity

30 The University requires sight of all promotional material produced by IST before it is published and this activity is coordinated by the Academic Quality Office. Within the University, responsibility for maintaining an oversight of collaborative provision promotional material rests with the University’s Marketing and Communications Office, while discipline-level information is considered by faculties. Requirements relating to promotion and marketing are set out in the memorandum of agreement governing the partnership. Senior staff at IST who met with the audit team confirmed the University's requirements for the checking of all promotional materials. The team saw examples of promotional materials provided by IST and these made clear the relationship between the University and the partner institution.

31 The University's approach to the provision of public information, including maintenance of an authoritative record of collaborative provision and control of publicity and promotional activity, is fit for purpose and reflects the precepts of the Code of practice.
Formal procedures for establishing the link

Selecting and approving the partner institution

32 The partnership with IST was initiated in September 1991 and, according to the Commentary, provided an early opportunity to develop regulations and practices for approval of both collaborative partners and programmes. The original memorandum of agreement between the two institutions was signed in May 1992, in advance of the first delivery of the franchised BA Business Administration programme in September 1992. In this case, approval of IST to deliver the programme and signing of the memorandum of agreement constituted partner approval. The audit team heard from senior staff at IST that at the time of the initial development of the partnership the institution was actively seeking a UK partner.

33 The approval of the University's collaborative partners is now subject to a two-stage procedure that separates the approval of the partner institution from the approval of the programme(s). Initially, the University assures itself of the standing of prospective partners through contact with other UK higher education institutions, external assurance bodies such as the British Accreditation Council and the British Council.

34 The University, through its finance department, then carries out a financial audit which is reported to the Academic Development Committee. The financial audit considers the published accounts for the last three years; a business/strategic plan; plans for capital expenditure; management accounts for the year and the names of auditors and bankers. An institutional audit is subsequently undertaken at the partner institution and evaluates the partner's structures for administration, student support and information technology. A draft memorandum of agreement is discussed and final approval to proceed given by Academic Development Committee. Initial approval of a partner is for a maximum of six years.

35 The proposed partner must fulfill certain criteria to be approved including having a compatible and/or complementary mission to that of the University. In meetings with senior staff at the University, the audit team heard that until recently the University has not had a routine partner reapproval process in place. The health of a partnership has in the past been checked via the annual monitoring and evaluation reports, periodic programme reviews and key account manager reports. If these reports had flagged concerns then a review of a partnership could have been instigated, although in the case of IST this has not happened. The University's current process for partner reapproval is similar to the initial approval process. In addition to the process outlined above for partner approval, the key account manager prepares a summary report on the general health of the provision, and the subsequent partnership reapproval report and supporting documentation is considered by Academic Development Committee and the Office of the Vice-Chancellor in relation to any strategic issues that need to be addressed. A new memorandum of agreement for the partnership follows from the reapproval process. During the period of the overseas audit, IST was undergoing its first partner reapproval.

36 The partnership between the University and IST is a long-standing one, with a range of programmes being added to the portfolio over a 15-year period. Although the current procedures for the selection of the partner were not established at the time the partnership commenced, the compatibility of the mission and aims of the University and IST was evident to the audit team. From the evidence available to it, the team formed the view that the University's reapproval process was a useful addition to the formal procedures relating to its collaborative provision.

Programme approval

37 In addition to partnership approval the University's procedures for the approval of the delivery of collaborative academic programmes involves two stages. The first stage is a preliminary visit, which is the responsibility of the relevant faculty and ensures that the partner is capable of delivering the proposed programme(s). It is only after these procedures are carried out...
and completed to the University's satisfaction that the second stage takes place. This is an event, organised by the Academic Quality Office, to validate the specific programme(s). The validation event is undertaken by a panel, which includes a Chair from another faculty and independent external membership. The remit and terms of reference of the panel are specified in the University Policies and Regulations.

38 For franchised programmes the documentation required of the partner institution includes resource information such as the curricula vitae for all the staff who are to deliver the University programme; physical resources and equipment, and other relevant learning resources. The validation reports made available to the audit team confirmed that the panels were appropriately constituted, with appropriate external representation, and addressed issues in line with the University's requirements. In its Commentary the University stated that for IST issues around staffing, staff development and resources have emerged from recent approvals and these issues were evident in a number of the IST programme approval reports made available to the audit team. In terms of staffing and staff development the team formed the view that this was an area that the University was addressing (see paragraph 68). The team also learnt that minimum student numbers have not featured in programme approvals to date, but the University is now considering this aspect due to its possible impact on the student experience and the financial viability of the programme.

39 The MSc Health Psychology has been jointly developed by the IST and the University, and as such is an externally validated programme. IST staff joined the validation team for the part of the validation held at the University. A second part of the validation was held at IST. In its Commentary the University noted that approval of this programme recognised the maturity of IST as a partner of the University, built on their expertise in this field and their experiences of delivering the University’s MBA programme. The audit team formed the view that this was an example of the University involving staff at IST in the programme development and approval processes fully, and is therefore a positive feature of the partnership.

40 In order to ensure that conditions are met prior to the delivery of a programme the University requires that a formal 'conditions meeting' is held after each programme validation, thereby, in the view of the audit team, demonstrating a robust approach to ensuring that conditions have been met by the partner institution. Final confirmed reports arising from approval events are held by the Academic Quality Office, with outcomes being reported through the Academic Quality Enhancement Committee to the Academic Board.

41 Programmes delivered at the University are validated to ensure that the level of the award and the learning outcomes have been set in the context of The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ). Consequently, all franchised programmes are in line with the framework. For externally validated collaborative provision there is a requirement for the validation panel to confirm that the level of the award is consistent with the FHEQ, and this requirement was reflected in the report of the validation event for the MSc in Health Services Management made available to the audit team. The team was provided also with the programme specifications for the programmes delivered at IST, which they considered contained appropriate information.

42 The audit team heard in meetings with the staff at IST that changes to a programme occur through dialogue between the two institutions and early communication of change is received from the University, thereby ensuring a smooth transition. The staff at IST also confirmed that they had a small amount of academic freedom in relation to the contextualisation within modules and these were reflected in the module guides written by the module leaders. All such changes are approved and monitored by the University.

43 From the evidence available, the audit team formed the view that the University’s procedures for programme approval in the context of its partnership with IST worked as intended and were thorough and effective, both for the franchised programmes and the jointly developed
master’s programme. They were also deemed to be in line with the Code of practice. The IST staff reported that they found these processes clear and helpful and that the University had supported them effectively in their preparations for programme approval events. The team concurred with the University’s view that the joint development of the MSc Health Psychology was an example of the robust partnership that has been built between the University and IST.

Written agreements

44 The University has a generic memorandum of agreement template for use in all of its overseas franchise provision. At the time of the audit, the partnership was governed by the Memorandum of Agreement dated February 2006. This sets out the respective responsibilities of the University and IST, including those relating to student recruitment and admissions, programme delivery, assessment, student progression, quality assurance and management, and financial arrangements. It covers in some detail the requirements in the event of termination, including the responsibilities of both parties regarding students enrolled on the programmes. The memorandum of agreement provides for the University to franchise programmes to IST, subject to validation and makes general provision for new programmes to be added under its stated terms and conditions.

45 The audit team formed the view that the memorandum of agreement is a comprehensive document setting out clearly the terms and conditions under which this partnership operates and was clearly utilised by both the University and IST in the management and operation of the partnership. As stated in paragraph 35, a new memorandum of agreement for the partnership with IST will follow from the reapproval process.

Quality management of the link

Management of the link

46 The main points of contact for IST within the University are the programme link tutors, a key account manager and a faculty-based administrative contact for the programmes.

47 The day-to-day management of the partnership falls to the link tutors, appointed by the deans, who are the main academic point of contact between faculty and partner. There is a link tutor for each programme at IST and they are guided in their role by means of the Collaborative Working Practices Handbook, which contains a template for a report. Link tutors visit IST regularly, making at least two visits per year, and write a report after each visit. Samples of the reports made available to the team used the template and covered areas such as meetings with staff and students, learning, teaching and assessment, staff development activities undertaken and learning resources. Staff at IST, particularly the programme tutors, confirmed the regular and helpful contact that they had with the link tutors.

48 There is a University link tutors forum which meets twice a year. The audit team heard that the first meeting in the year is arranged by the Academic Quality Office and is preceded by induction for new link tutors and reflects on the previous year’s activities. The second meeting is convened by the Key Account Manager for the partnership.

49 The Key Account Manager is a university-level role appointed where the range of provision within the partnership spans more than one faculty, as is the case with IST. According to the Collaborative Working Practices Handbook, they have two broad purposes: to act as the strategic liaison between the University and the partner institution to ensure that the existing portfolio of programmes is satisfactory and to explore possible opportunities for new developments; and at an institutional level to seek to enhance the quality of the provision and ensure consistency in quality management practices across the different programmes delivered. The Key Account Manager liaises with link tutors, and receives their reports, producing an annual report governed by a template in the Collaborative Working Practices Handbook on the health of
the partnership. This report covers key developments and issues from both a programme and business development perspective. The annual report is considered by the Office of the Vice-Chancellor and the Academic Quality Enhancement Committee. The Key Account Manager reports seen by the audit team adhered closely to the template and, in the view of the team, were constructive documents that clearly identified both the strengths of and challenges to the partnership with IST.

50 In meetings with staff at the University, it was evident that the Key Account Manager for IST works closely with the link tutors. The audit team learned that the Key Account Manager has provided support to both the University schools and IST in the development of future provision and redevelopment of existing provision. The Key Account Manager provides a focal point for engagement with staff at both the partner and the University, dealing with link tutors as well as providing oversight to the University through their annual reports. The team formed the view that the role of the Key Account Manager was a positive feature of this partnership.

51 Each faculty, via the Faculty Academic Quality Enhancement Committee and link tutors, produce an annual activity agreement for each programme, or cluster of related programmes. The annual activity agreements seen by the audit team set out the activities to be undertaken by staff from the University and the likely pattern of visits from link tutors and the Key Account Manager. The activities undertaken during visits by University staff include meeting with students; sampling student work; monitoring progress on the action plan of the annual monitoring report; and staff development. A copy of the annual activity agreement is sent to the Key Account Manager. The team formed the view that the annual activity agreement provided both IST and the University with a clear focus for the annual programme of visits and other activities to be undertaken, and allowed the University to better coordinate events such as generic staff development activity. The team considered that the annual activity agreement is a positive feature, adding as it does to the effective management by the University of this partnership.

52 There is a programme tutor, or equivalent person at IST, for each programme delivered who is in regular contact with the appropriate University link tutor. The audit team learned in meetings at IST that programme tutors have a role descriptor which outlines a comprehensive range of duties, including programme coordination, oversight of staffing and liaison with the University. Programme tutors are invited to visit the University once a year. The programme tutors clearly have a key role to play in the effective management and oversight of the programmes at IST.

53 Module leaders are also identified at IST. They are responsible for the delivery and operation of the modules and write the module guides. All module leaders have a contact with an equivalent module leader at the University, in some cases through the link tutor. Communication between module leaders is predominantly through email or the University's managed learning environment, but in some cases is through face-to-face contact when visits take place. There is also regular communication between administrative staff at the University and IST through both email and, again, face to face through staff visits.

54 From the evidence available, the audit team noted the frequency of visits from staff at the University to IST and also the opportunities for staff from IST to visit the University, which was clearly adding to the effective management of this partnership.

Annual monitoring and review

55 All University programmes including collaborative provision are subject to annual monitoring through the annual monitoring and evaluation report process. Special versions of the annual monitoring and evaluation report template are available for collaborative programmes which can be accessed on the Academic Quality Office website or through the University's Managed Learning Environment. Annual monitoring and evaluation reports include evaluation of entry, progression and achievement data, student feedback (in English) and a response to
matters raised in programme committees, external examiner's reports and link tutor's reports. Faculty academic quality enhancement committees consider the annual monitoring and evaluation reports for collaborative programmes in the same way as all other annual monitoring reports, thereby enabling a direct comparison of the quality and standards achieved by students studying on collaborative programmes with on-campus students.

56 Collaborative partner institutions are required to prepare an annual monitoring and evaluation report for each programme, after the end of the academic year. The principal author of the annual monitoring and evaluation reports is the programme tutor (or equivalent) at the partner institution. This was confirmed by the audit team in meetings with staff at IST. The link tutor is also expected to comment on the overall health of the partnership and on the extent to which the programme team at the partner institution continue to meet the conditions approved at the time of validation. In addition, after each visit, link tutors write a report (see paragraph 47). The link tutor's reports, external examiners' reports and responses to these reports form appendices to the annual monitoring and evaluation reports.

57 Following consideration of annual monitoring and evaluation reports at faculty level, the Associate Dean (Academic Quality) for the faculty submits a summary of these reports and other faculty academic quality activity to the Academic Quality Enhancement Committee, outlining the major issues arising across the faculty. This report includes a section dealing with collaborative programmes. In turn, the Academic Quality Enhancement Committee prepares two reports for the Office of the Vice-Chancellor outlining the major themes emerging from both on-campus and collaborative provision. Actions at the appropriate level and locus are then prompted by Academic Quality Enhancement Committee. The audit team heard that the main issue in the collaborative provision report for the academic year 2006-07 was the need to further develop the University's Managed Learning Environment in the collaborative provision network.

58 As part of the annual monitoring the University requires that student opinion is gathered and IST uses a questionnaire based upon the University's student feedback questionnaire, with views sought on individual modules, teaching staff and academic services. The questionnaire is administered by IST, and reported back through the programme annual monitoring and evaluation reports. In its Commentary the University noted that the need for improved computing resources, library resources and printing facilities have emerged in recent questionnaires. The annual monitoring and evaluation reports seen by the audit team generally adhered to University requirements and gave good coverage of appropriate issues.

59 The University's procedures for annual monitoring require each faculty to ensure that appropriate feedback and minutes are sent to the partner to allow, if necessary, timely revision of the report. Staff at IST confirmed that an action plan is developed as a result of the annual monitoring and evaluation report and this is monitored the following year. They also confirmed that they receive feedback from the University on the annual monitoring and evaluation reports, including issues relating to external examiner's reports.

60 The University requires faculties to carry out an annual comparison of student performance between a franchised programme and the equivalent University-based programme. The audit team noted, from the annual monitoring and evaluation reports available to it, that progression and achievement data in relation to the IST students is reported robustly. A comparison between the progression and achievement of IST and on-campus University students appears in the faculty annual quality report to the Academic Quality Enhancement Committee, and again the team saw clear evidence that a full comparison and analysis was being made. At university level, the Student Performance Monitoring Group, set up in 2006, considers student entry and performance data, including students in collaborative partnerships. One issue that has been raised for IST is the relatively low progression at level 3 for students on computing programmes. The team heard that this was largely due to students leaving to take up offers of employment prior to completing their studies. Programmes most affected by this phenomenon are being encouraged to transfer such students to a part-time study route.
The audit team formed the view that the University’s annual monitoring process provides a robust method of monitoring the quality and standards of its collaborative provision, both at faculty and university levels, and was being implemented effectively. The process includes careful analysis and comparison of student performance and includes a wide range of input from link tutors, external examiners and student feedback. Constructive and helpful feedback is also offered to IST on the outcomes of the annual monitoring process.

**Periodic review**

The periodic review process for collaborative programmes is modelled on the validation process, in that it is undertaken through the revalidation process, and based on a six-yearly cycle. Programme development committees are set up to make preparations for the periodic review and must, according to the Collaborative Working Practices Handbook, include a representative from each franchise partnership. The University is working towards extending this by involving a greater number of IST staff in the review of on-campus programmes that are also franchised at the partner. The audit team heard from staff at IST that this was a helpful development: keeping them in touch with any changes that may be being made to the programmes; allowing them to input suggestions, particularly local contextualisation; and making them feel part of the programme team. The team would encourage the University in this development which is considered to be another example of the University involving the IST fully in the processes relating to the approval and reapproval of the programmes being offered.

Changes arising from the periodic review of the on-campus programmes can also be approved for the franchised programme without the need for a revalidation event, providing the requirements defined in the University Collaborative Working Practices Handbook are met. Resulting changes are normally introduced in franchised programmes simultaneously with the on-campus programme, although in some instances, this may be delayed by a year. In its Commentary the University also noted that following a request from IST, processes for informing them of new programme developments at the University are being considered.

The periodic review of the collaborative partnership is undertaken through the process of partnership reapproval described in paragraph 35.

In the view of the audit team, the University’s procedures for programme revalidation are appropriate and in line with the requirements of the *Code of practice* and are being applied effectively to this partnership. Extending the procedures to include more staff at IST as members of the programme/review development committees is a positive feature and is another example of the robust partnership that has been built between the University and IST over the lifetime of this collaboration.

**Staffing and staff development**

The initial confirmation of staffing for an individual programme takes place as part of the approval process. Where subsequently there are staff changes, the IST provide curricula vitae to the University, normally via link tutors. Approval takes place either directly by the link tutor or other designated faculty staff. The University has the right to reject a member of staff from IST to teach on their programmes, but the team learned that this has not happened to date. Senior staff at the University expressed their confidence in the ability of the staff at IST, the robust internal appointment process at IST, and the generally low turnover of staff.

The audit team learned in meeting with staff at IST that induction to the programmes is the responsibility of the IST programme tutors and is also carried out by the University link tutors during their visits. All new staff are monitored by the relevant programme tutor for one year and are expected to undergo a programme of staff development during that period.

The University’s Collaborative Working Practices Handbook outlines the processes for identifying and carrying out staff development with partners, and a plan for activity for the
forthcoming year is recorded in the annual activity agreement for the programme. Link tutors or other faculty staff provide discipline-level development, while central groups such as the Learning and Teaching Institute and the Academic Quality Office also provide sessions. The need for further staff development has emerged as a theme in recent programme validation and revalidation events (see paragraph 38). It was evident to the audit team that the University has addressed these matters and is providing an extensive range of staff development activities, including activities relating to the FHEQ, regulations, marking and moderation, feedback to students, plagiarism, marking dissertations, and introduction to the Managed Learning Environment. The team heard in meetings with staff, both at IST and the University, about the range of development activities on offer to staff from IST including opportunities to visit the University. Some of these were activities were subject-specific initiatives while other opportunities were university-wide initiatives, such as the Annual Partner Conference open to all of the University's collaborative partners. The IST also offers its staff local opportunities to undertake staff development.

69 Additionally, a number of staff at IST are undertaking the University’s Continuing Professional Academic Development programme, which is delivered by staff from the University’s Learning and Teaching Institute. The full programme is structured into four modules. Successful ‘students’ are eligible for Fellowship of the Higher Education Academy, or Associate Membership for successful completion of the first module only. In its Commentary, the University stated that, ‘it represents a significant achievement on the part of those IST staff identified to participate in the programme’, a view with which the audit team would concur. Staff from IST who met with the team expressed their enthusiasm for the programme and their wish to continue to the award of MA Learning and Teaching in Higher Education.

70 A structured staff development programme has also been developed for IST academic staff involved in the moderation of student work (see paragraph 83). These staff must hold a UK higher education qualification at least to the level of the University award concerned, or must have taught at an equivalent level at a UK higher education institute, and must have successfully completed the first module on the University's Continuing Professional Academic Development programme. The staff development programme provides a more detailed understanding of the UK Academic Infrastructure and the assessment process, including the University processes for the internal review of assessments and moderation of marked student work.

71 The University requires its partners to undertake peer observation of teaching. Link tutors observe IST tutors; record the observation on standard University forms and feedback is given in a confidential setting. Link tutors record these observations, suitably anonymised, in their link tutor reports, which in turn inform the annual monitoring and evaluation reports. The IST also has its own peer observation system based upon the University’s model. Staff who complete the Continuing Professional Academic Development programme will also be able to undertake peer observation.

72 The University is providing an extensive and targeted set of staff development opportunities to the staff at IST which, in the view of the audit team, benefits the staff involved and also makes a significant contribution to the effectiveness of this partnership and is also a positive feature of the partnership.

**Student admissions**

73 The IST responsibility with regard to the admissions process is set out in the current Memorandum of Agreement. Entry requirements for the programmes delivered at IST are approved at validation, and specified in the relevant programme specification. The IST manages the admissions process, including interviewing potential students and recommending admission to the University. The University monitors the process through the annual monitoring and evaluation reports and revalidation process. The Collaborative Working Practices Handbook also makes provision for an admissions audit, which the audit team learned for this partnership is
undertaken by the Key Account Manager. Applicants with non-standard entry qualifications are assessed in consultation with the University faculty, including any requests for direct entry with advanced standing/accreditation of prior learning, which go directly to the faculty for processing.

74 Students receive a letter from the University's Deputy Registrar, Student Administration, welcoming them to the University programme and summarising the University regulations to which they will be subject during their period of registration. Student details are held on the University's student record system, with a copy of these records being held at IST.

75 Students who met with the audit team confirmed that they had heard about the programme through a variety of means. For some students the programmes offered the opportunity to study for a UK qualification in Greece and for others the choice of qualification was linked directly to their career prospects. They unequivocally considered themselves to be students of the University. Students also confirmed that they had been interviewed by staff at IST and had completed a University application form. Confirmation of their place on the programmes had been received from the University. Students applying for advanced standing had had their applications approved by the University and reported a speedy response to their requests for admission.

76 Students at IST are expected to have English language competence at a level that will allow them to both contribute to, and benefit from, the programme. This is assessed by the IST programme tutors and Head of English Language Department. Candidates who do not hold an acceptable, certified English language capability are required to take the University's English diagnostic test, conducted by the IST Head of English Language programmes. Students with a low average are required to take English language courses through the IST English Language Teaching Unit along with their studies and retake the University's English test at the end of the first academic year. Where the first two years of a programme are taught in Greek, the University now requires students to attain International English Language Testing System (IELTS) 6.0 or equivalent in order to progress to level 3 of the programme. The audit team heard that students are retested prior to entering level 3 to ensure that they have achieved the appropriate level. Students entering master's programmes are required to have a minimum IELTS score of 6.5 or equivalent, or have successfully completed a degree taught and assessed in English. Students may be admitted with an IELTS score of 6.0 subject to attendance and successfully completion of English classes. The team formed the view that the procedures in place for English language testing and support are appropriate and robust.

77 The admission criteria and processes relating to this partnership are clearly set out by the University and in the view of the audit team are fit for purpose, carefully administered, and reflect the relevant precepts of Code of practice, Section 10: Admissions to higher education.

Assurance of academic standards

Assessment

78 Students on University programmes at IST are subject to the same assessment regulations as all students studying for an award of the University.

79 At the time of the 2006 Collaborative provision audit, some modules on undergraduate programmes at IST were delivered and assessed in Greek; the model at that time being up to 75 per cent of modules delivered/assessed in Greek at academic level 1, up to 50 per cent at academic level 2, and up to 25 per cent at level 3. The 2006 Collaborative provision audit report considered it advisable that the University 'continues to implement the policy of phasing out, in international partnerships,…assessment in languages other than English'. Following the Collaborative provision audit, the University considered this recommendation and approved an action to ensure that all teaching and assessment at levels 2, 3 and M in international collaborative provision would be in English for students enrolling from September 2007. However, the University subsequently found this policy to be 'incompatible with the realities
of the student market in some countries' and with its revised International Strategy. In the case of IST the model of delivery outlined in paragraph 11 above was subsequently agreed.

80 The audit team learned that the University's Academic Quality Enhancement Committee had recently approved a proposal to allow the possibility of overseas collaborative partners to deliver and assess all or parts of programmes, in a language other than English. The model identifies the conditions under which a collaborative partner is able to deliver and assess in a language other than English and a process for assuring standards and managing the quality of such programmes. In order to permit delivery/assessment of levels 1 and 2 on some undergraduate programmes at IST in Greek, the University requires that all module external examiners are able to work easily in both English and Greek; a number of suitably qualified academic staff at IST are identified to review any assessments in Greek prepared by colleagues and to internally moderate marked student work; progression to level 3 of a programme is dependent on the achievement of English language capability of at least IELTS 6.0.

81 The audit team was concerned to note that this model was being put into operation at IST for the academic year 2007-08, although final approval of the proposal did not take place until the January 2008 meeting of Academic Quality Enhancement Committee, with an earlier version of the proposal going to the Committee in November 2007. Although the audit team formed the view that the arrangements for ensuring the quality and standards of the awards offered through the dual language teaching model outlined above appear appropriate, it would urge the University to ensure, in future, that processes are approved in a timely manner. The University will wish to keep under review, through its regular monitoring procedures, the arrangements outlined in paragraph 80 for the assessment of student work in a language other than English. Consideration of the feasibility of appointing bilingual external examiners would also be of benefit.

82 The regulations regarding reviewing assessments and the moderation of marked student work are set out in the Collaborative Working Practices Handbook. IST staff set the assessment tasks and examination papers. These are internally reviewed and those assessments at undergraduate level 2 (for programmes not delivered in Greek) and 3 and master's level are also distributed to appropriate University staff for review and subsequently sent to the external examiners. All comments are returned to IST who amend the papers accordingly. In cases where significant amendment is required, the external examiners review the final version of the paper. Those modules at level 1 and 2 that are delivered and assessed in Greek are reviewed internally by identified IST staff who have been prepared for this role. The format for final-year and master's individual projects/dissertations is the same as that at the University: each student is allocated a supervisor and projects are second-marked by staff at IST. Staff from IST confirmed that there is support for staff acting as supervisors of dissertations from the University.

83 The Commentary noted that internal moderation of student work is also differentiated by academic level. Following double-marking of all work, samples are internally moderated by identified IST staff who have been prepared for this role. The same samples of marked work at levels 3 and master's are then additionally moderated by University staff. The audit team was able to confirm this occurred fully. The University acknowledged some issues surrounding moderation as the process can be rather drawn out and these concerns have been noted in some faculty academic quality enhancement committee minutes.

84 The audit team learned that for those papers which are set in Greek, any necessary translation is done by IST staff. No student work is translated, only examination papers and in-course assessments.

85 Students who met with the audit team confirmed that they are aware of, and understood, the assessment criteria for their assignments and that these are contained, along with their assignments, within the guides for each module. On the issue of assessment feedback the students told the team that this was detailed, constructive and timely.
Staff and students at IST informed the audit team that they were very aware of plagiarism and it was a topic covered during the student induction, through presentations from the link tutor, within the student handbook and within the module guides. Guidance on referencing is also received.

The regulations for, and operation of, examination boards for programmes offered by IST are the same as for all programmes that lead to a University award, with separate module and programme boards. All boards are held at IST and chaired by a senior member of University staff. Administrative staff from the University support the examination boards and ensure appropriate follow-up of actions. A full range of coursework and all examination scripts are made available for inspection by the external examiner and the Chair of the Board. Minutes are circulated to IST, the link tutor and to the external examiners.

The 2006 Collaborative provision audit report stated that 'To ensure that the operational challenges associated with taking part in meetings conducted by means of a videoconference do not limit the involvement of the external examiner and the chair of the exam board, the University may wish to consider drawing up a set of criteria to assist in identifying the exceptional circumstances in which such a practice may occur, and to provide guidance as to how such meetings may be conducted'. The audit team saw evidence that this guidance has now been developed and that for some smaller programmes, IST is using web conferencing to conduct examination boards and that this method is also being considered for programme committees in remote locations to facilitate link tutor attendance.

In the audit team's view, the University was exercising appropriate control over the setting, moderation and marking of assessments for the programmes at the IST. Its regulations relating to delivery/assessment in a language other than English appear appropriate and there is comprehensive staff development in place to underpin the approach. However, given the relative newness of this approach, the team would urge the University to keep it under review through its regular monitoring procedures.

External examiners

In its Commentary the University noted that a key mechanism for quality control is the involvement of the external examiner in the assessment process. External examiners appointed for University collaborative programmes have the same responsibilities as external examiners for on-campus programmes, and are nominated and appointed in the same way. Briefing is provided to all external examiners through a standard pack and through discussion with faculty and University officers, as appropriate. The University invites all external examiners to attend a University induction workshop and arranges workshops for overseas-based external examiners to be held at partner institutions. The last workshop at IST was conducted in January 2006.

External examiners are required to attend examination boards, both at the module and programme level. In exceptional circumstances an external examiner may not be able to attend but must approve marks before release to students. The audit team heard that as there are several external examiners assigned to a programme, there will always be at least one external at both module and programme boards. External examiners also visit the partner at least once a year. Staff at IST confirmed that they met the external examiners who attended boards and that they found this useful.

The 2006 Collaborative provision audit report considered it advisable that the University 'continues to implement the policy of phasing out, in international partnerships, the use of external examiners without experience of UK higher education...'. This recommendation arose from the use of four Greece-based external examiners for programmes delivered at IST, none of whom had teaching experience in UK higher education. In response, the University approved an action to ensure that all external examiners without experience of UK higher education were replaced for the academic year 2007-08. It is now University policy for all external examiners to have had working
experience of the UK higher education system, in addition to any requirements for independence and discipline-based knowledge. Additionally, external examiners with responsibility for modules delivered/assessed in Greek are required to be bilingual. The audit team heard in meetings with staff at the University that some external examiners are appointed solely to a programme in a collaborative partner while some are appointed to both the on-campus and franchised programme.

93 External examiners submit their annual reports to the Academic Quality Office where they are logged before being sent to the Office of the Vice-Chancellor for consideration, and then to the Faculty Registrar for circulation. In parallel with consideration in the faculty, the reports are screened in the Academic Quality Office to identify common issues and areas of good practice. The Deputy Vice-Chancellor (or nominee) identifies reports which are considered to be inadequate, critical or especially commendatory and agrees with the Associate Dean (Academic Quality) of each faculty appropriate action to be taken. All external examiners’ reports are appended to the appropriate programme annual monitoring and evaluation reports and considered when the reports are discussed by the Programme Committee and the Faculty Academic Quality Enhancement Committee. Annual monitoring and evaluation reports are expected to include the Programme Committee’s response to comments made by the external examiners and, where appropriate, details of the actions to be taken.

94 The audit team heard that responding to external examiner reports was the responsibility of the relevant faculty and in the case of IST this responsibility was discharged through the chair of the appropriate examination board. Staff at IST confirmed that they saw external examiner reports and are expected to respond to issues raised through the annual monitoring and evaluation report process.

95 In the view of the audit team, the University’s procedures for the appointment of external examiners and for consideration of their reports in relation to this partnership is generally effective, with IST being expected to pick up issues raised by the externals through the annual monitoring and evaluation report process. External examiners reports seen by the team largely confirmed that the standards being achieved by students at IST were appropriate.

Certificates and transcripts

96 Award certificates are issued by University’s Examinations Office. The location of delivery is not mentioned on the Certificate but is on the accompanying transcript, which identifies the location of study as IST, Athens. All students are issued with a transcript at the conclusion of their studies. The language of delivery and assessment is identified on the transcript but the example given to the audit team indicated that the language of study was English for a programme it understood to be delivered in a mixture of Greek and English. The audit team would advise the University to ensure that the language of study is unambiguously stated, including where there is more than one language involved in the delivery and assessment of a programme.

97 For on-campus programmes the University has developed a document, which is sent out with the transcript and, in doing so, fulfils the EU requirements for the Diploma Supplement. The University is adapting this document for use with its awards at all European partners, and IST graduates in the academic year 2007-08 will receive a Diploma Supplement.

Quality of information for students

Student information

98 Students who met the audit team confirmed that they undergo a detailed five-day induction which includes an introduction to IST, its resources and services; the programme; the University and its expectations of students; assessment practice and academic writing. Link tutors also attempt to make their first visit to IST during this week, or soon afterwards.
Students receive handbooks that provide them with information about their programme including assessment, an outline of University regulations that directly affect them, and information on IST facilities. These handbooks are reviewed by link tutors. Student handbooks may be in English or Greek and are checked at validation/revalidation. Students also receive module guides at the beginning of each semester, which are written by the IST module tutors in English. Students who met with the audit team, confirmed that the information they had received was adequate and accurate. Students who met with the team were unable to articulate the University's formal processes for dealing with complaints but were satisfied that any issues were picked up by IST or visiting University staff. They were aware of the formal mechanisms for making an academic appeal.

Student support arrangements

Responsibility for student academic and pastoral support rests with IST. Personal tutors are allocated to students at IST and they also have access to academic staff for help on academic issues. In addition, final-year project supervisors fulfil the role of personal tutor if required.

Pastoral care at IST is also provided through the IST Communications and Career Development Office, and any administrative support is offered through the Registrar's Office. The audit team heard of the active careers support service available to students, which is linked to The IST objective of being business-facing. Students who met with the team were very positive about the support they received and particularly noted that all staff at IST operate an open-door policy.

The University's Managed Learning Environment was introduced to staff at IST during 2007, with IST staff trained by University staff in June 2007. Student accounts were set up in September 2007. The Commentary noted that although continuing students received their accounts in advance of the forthcoming academic session, new students experienced some delay after registering and the University is considering how to overcome this problem. Staff and students at IST welcomed the rolling out of the Managed Learning Environment both in terms of allowing access to study materials but also in making them feel a part of the wider University community. Notwithstanding some of the operational issues described above, the audit team felt that the provision of the Managed Learning Environment was having a positive effect on the students' learning experience and is a positive feature of the partnership.

From the evidence available to it, the audit team considered that there is a comprehensive and effective system of support in place for students, and that the information they receive is accurate and reliable.

Student input into quality management

There are no student representatives on the programme committees at IST due to local policy and for cultural reasons. This is contrary to the University's own position on student representation as set out in terms of reference for programme committees. The 2006 QAA Collaborative provision audit report picked this issue up and encouraged the University to implement a full student representation system. While this has not been taken forward, the audit team learned that a number of other mechanisms were in place including a staff open-door policy; student feedback questionnaires (see paragraph 58); an anonymous suggestion box; and a formal student meeting with programme tutors once a semester where suggestions or complaints are responded to or forwarded to the Programme Committee for consideration.

Minutes of the programme committees demonstrated that student comments were discussed. In its Commentary, the University noted that feedback from link tutors and from students at revalidation events show that students are satisfied with the feedback and representation mechanisms available to them, and this was confirmed by students at IST who met with the team. Notwithstanding this, and taking the comments of the 2006 Collaborative provision audit report into consideration, the team would encourage the University to keep the decision to operate programme committees at IST without formal student representation under review.
Conclusions

104 In considering the partnership, the audit team identified the following positive features:

- the commitment to the development of a long-standing and robust partnership with a partner with compatible mission and aims (paragraphs 10, 36, 106)
- the collaborative nature of the procedures for programme approval and reapproval (periodic review) and, in particular, the joint development of the MSc Health Psychology (paragraphs 39, 65)
- the annual activity agreement setting out, for both the University and IST, the schedule of visits and events for the academic year (paragraph 51)
- the role of the Key Account Manager, providing a key contact point and focus for both within the University and IST (paragraph 51)
- the extensive staff development programme and opportunities offered by the University to IST and, in particular, engagement of staff within IST on the Continuing Professional Academic Development programme (paragraphs 71 and 72)
- the rolling out of the University's Managed Learning Environment in supporting staff and students at IST and making them feel part of the wider University community (paragraph 101).

105 The audit team also identified the following points for consideration by the University:

- to keep under review, through its regular monitoring procedures, the recently introduced arrangements for the assessment of student work in a language other than English (paragraph 81)
- clarification of the language of instruction on the transcript (paragraph 96)
- to keep the issue regarding student representation under review (paragraph 103).

106 This is clearly a well-managed partnership that has been developed over a 15-year period. The partnership is based firmly on the University's commitment to maintaining both academic standards and the quality of the student learning experience, and also benefits from IST commitment to providing a good-quality experience to the students. The University stated that the partnership with IST is representative in terms of the University's policies and procedures for collaborative arrangements, but is atypical in terms of the language of delivery.

107 The findings of the audit indicate that the University has given careful and measured consideration to the Code of practice and has used it effectively to strengthen further the general effectiveness of its management of overseas collaborative arrangements. The audit team found that the Commentary provided by the University represented an accurate account of its arrangements for the management of its collaborative provision.

108 On the basis of scrutiny of documentation and meetings with staff and students, the audit team concluded that the University exercised effective management of the collaborative arrangement with IST. The findings of the audit support confidence in the University's stewardship of academic standards and the quality of learning opportunities in its overseas collaborative provision.
Appendix A: Update on the partnership since the audit

The University welcomes the report on the collaborative link between the University and Independent Science and Technology Studies (IST), Athens. The University in particular welcomes confirmation of its own view that this is a well-managed partnership, with comprehensive and effective systems in place to support both students and IST staff.

The University has already responded to the small number of points for consideration:

- **Arrangements for the assessment of student work in Greek are continually being monitored. A review is being conducted during 2008-09 to coincide with the introduction of delivery and assessment in Greek at level 2 of three programmes, and again during 2009-10 when those students will have progressed onto the final year delivered and assessed in English. A full review will be completed in the summer of 2010, when the first students with stage 1 of their degrees delivered in Greek will have completed their programmes.**

- **The language of instruction has been clarified, for transcripts issued from summer 2009 onwards. Affected programmes will use transcripts that state that the language of delivery and assessment is Greek at levels 1 and 2, and English at level 3.**

- **The University believes that there is an effective system in place to enable students to input into the quality management process. Nevertheless, the University and IST have agreed to work together to review this system, to clarify to students their opportunities for input and to review the effectiveness of these opportunities.**
## Appendix B

### Student statistics as at November 2008

<table>
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<tr>
<th>Programme</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>BA (Hons) Business Administration</td>
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<tr>
<td>BA (Hons) Business Joint Honours</td>
<td>145</td>
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<tr>
<td>BA (Hons) Tourism Management</td>
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<tr>
<td>MBA</td>
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<td>MSc Organisational Psychology</td>
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<tr>
<td>MSc Health Psychology (introduced 2008-09)</td>
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<td>BSc (Hons) Psychology</td>
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<td>BA (Hons) English Language and Communication with English Literature</td>
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<tr>
<td>LLM Maritime Law</td>
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<td><strong>Total Student Numbers</strong></td>
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