



**Institute of Education**

**In Association with**



**BACHELOR OF ARTS (HONOURS) EDUCATION  
(THEORY AND PRACTICE)**

## **Programme Specification**

**(Revised July 2010)  
(Version 1.7)**

## PROGRAMME SPECIFICATION

<b>1 Awarding institution/body</b>	University of Worcester
<b>2 Teaching institution</b>	University of Worcester
<b>3 Programme accredited by</b>	Not applicable
<b>4 Final award</b>	BA (Hons.)
<b>5 Programme title</b>	Education (Theory and Practice)
<b>6 Pathways available</b>	Single
<b>7 Mode &amp;/or site of delivery</b>	University of Worcester The Learning Institute (Callington, Cornwall) Somerset SCITT (Taunton)
<b>8 Mode of attendance</b>	Part-time/ Full-time
<b>9 UCAS code</b>	BA/Ed1, X370 (W80)
<b>10 Subject benchmark statement</b>	Education Studies (2007)
<b>11 Date of Programme Specification preparation / revision</b>	Initially written July 2009 Revised July 2010

### **12 Educational aims of the programme**

The aim of the B.A. (Honours) Education (Theory and Practice) (BAEd) is to influence and improve professional practice in the workplace through the pursuit of the concept of the professional as learner. In particular, the programme is designed to enhance professional practice through:

- The development of an ability to relate theory to practice;
- The adoption of a reflective practice approach to personal and institutional development;
- The critical exploration of values based knowledge as a means to greater understanding of work related issues;
- The encouragement of effective decision making based on a critical review of evidence;
- An ability to structure and engage with professional research;
- The ability to facilitate educational change in a professional setting.

This aim is achieved by providing a theoretical underpinning and appropriate tools of analysis to enable students to examine critically their own work or the work of others in the work setting. The work is based on the premise that practical decisions must be informed by the best theoretical insight available and their outcomes must be objectively evaluated against recognised criteria.

Students subject their educational philosophy and practice to the scrutiny of their peers as part of a deliberate process to foster collaborative working within the programme. The programme focuses on *knowing how* rather than on *knowing that* and endeavours to

produce educators who are equipped to operate professionally as articulate, critically reflective problem solvers within their professional setting. It is assumed that students entering the programme have both a willingness to change and grow and the personal qualities required to facilitate change.

### 13 Intended learning outcomes and learning, teaching and assessment

#### Intended learning outcomes

By the end of the degree, the intention is to have produced students who have:

1. developed a personal philosophy of education and are able to relate this to their own professional context;
2. acquired an ability to synthesise their knowledge and skills in the analysis of practical, professional problems and situations;
3. applied a concern for the maintenance of good practice which allows flexibility of approach and the accommodation of change, along with an awareness of their own power to initiate change;
4. learned how to enrich their awareness by sharing of expertise and insights with colleagues from different educational fields and allied professions;
5. an appreciation of the uncertainty, ambiguity and limits of knowledge;
6. demonstrated a continuing commitment to and concern for their own personal, professional development;
7. evaluated an appropriate foundation of professional knowledge, understanding and skills on which they will be able to build, and take advantage of, the opportunities for further study.

These learning outcomes are explicitly linked to the programme modules as demonstrated in the grid below:

ILOs	BAED 3050	BAED 3051	BAED 3052	BAED 3053	BAED 3054	BAED 3055	BAED 3056	BAED 3057	BAED 3058
1	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓			✓	✓	✓	✓	✓	✓
3	✓		✓	✓	✓		✓		
4	✓				✓				
5	✓	✓				✓	✓	✓	✓
6	✓		✓				✓		
7	✓	✓					✓	✓	✓

#### Module Codes

BAED 3050 Independent Study

BAED 3051 Applied Research Processes and Practice

BAED 3052 Professional Reflection

BAED 3053 Theories, Principles and Practices of Applied Education

BAED 3054 Managing Change in a Professional Setting

BAED 3055 Professional Evaluation

BAED 3056 Special Educational Needs in an Inclusive Setting

BAED 3057 Social, Emotional and Behavioural Difficulties

BAED 3058 Motivation for Learning in Numeracy and Literacy

The model of the learner that underpins the programme is one of an autonomous, reflective, critical educator who has a concern not only for the quality of their own learning, but a desire to improve the learning of all students for whom they have a responsibility. The model recognises the importance of learning outcomes and the need for a shared, professional responsibility to achieve desired ends. It encourages students to adopt a critical, reflective attitude towards their practice. This is achieved by the

adoption of a research based approach to personal and institutional development also through a number of transferable skills. Specifically, such transferable skills are explicitly related to the programme's intended learning outcomes. The following overview provides the programme's position on teaching and learning:

<p><b>Knowledge and understanding</b></p>	<p>Knowledge and tacit values within these are problematised and seen as open to scrutiny and development. The course is concerned with the generation of new knowledge and improving professional practice through:</p> <ul style="list-style-type: none"> <li>• lectures and seminars</li> <li>• supportive reading (textbooks, journal articles, etc)</li> <li>• assessed work</li> <li>• independent study</li> </ul>
<p><b>Cognitive and intellectual skills</b></p>	<p>The employment of a <i>professional as learner</i> model brings with it the requirement to engage in professional enquiry in a rational, systematic, rigorous and critical way. The skills of data analysis, cautious interpretation and the ability to validate all claims to knowledge are crucial intellectual attributes. Along side these skills go the processes of considered decision making, justified by evidence, the weighing of alternatives, feasibility and the demands of the particular context. These skills are developed through:</p> <ul style="list-style-type: none"> <li>• active learning processes of group-learning tasks (e.g. seminars, tutorials)</li> <li>• assessed work (both formative and summative).</li> <li>• Independent study</li> </ul>
<p><b>Practical skills relevant to employment</b></p>	<p>The model encourages the following personal skills:</p> <ul style="list-style-type: none"> <li>• work independently and to targets for the completion of tasks and assignments set;</li> <li>• work within a group to achieve agreed ends;</li> <li>• recognise and accept constructive feedback in order to develop a more critical stance to their own beliefs and values;</li> <li>• be willing to engage in personal and professional self evaluation;</li> <li>• recognise and take advantage of the tutorial and collaborative support that is offered in the programme;</li> </ul> <p>be committed to facilitate change where appropriate.</p>
<p><b>Transferable/key skills</b></p>	<p>The programme directly encourages collaborative enterprise, culminating in the writing of the independent study with the peer support groups whose operation recognises the wider accountability required of today's educators and the extent to which the professional experiences of colleagues from different disciplines share many common concerns and values. These skills require the students to:</p> <ul style="list-style-type: none"> <li>• adopt a structured and ordered approach to task;</li> <li>• reference sources using the programme conventions to aid accessibility;</li> <li>• display clarity and accuracy in written work;</li> <li>• develop an appropriate academic style that facilitates the effective communication of facts and opinions.</li> </ul>

### **Learning, Teaching and Assessment Methods**

Section 17 of the programme specification provides an overview of support available to students undertaking this programme. Specific module outlines include further details on learning, teaching and assessment methods. All modules are 15 credits at level 6 and equate to 150 hours of work (with the exception of the independent study which is 30 credits).

The learning and teaching strategies outlined below are specifically focused on fulfilling the course aims and are consistent with the University of Worcester Learning, Teaching and Assessment Strategy (2006-09) employed across all undergraduate and post graduate programmes. Specifically, the content and mode of delivery have been developed to enable the student to synthesise their academic and practical knowledge and apply it to work within the degree in its widest sense. Furthermore, due to the independent nature of the learners at this level of study, the emphasis and weighting tends to be more directed toward more flexible modes of study to facilitate student independence through a 'blended learning' approach.

#### **'Blended Learning'**

'Blended learning' is a generic term which synthesises traditional lectures with the use of 'flexible and distributed learning' materials to create an interactive and meaningful learning environment (Graham, 2005). 'Flexible and distributed learning (FDL)' is defined by the UW Quality Standards for Flexible and Distributed Learning (including distance and e-learning) (2006) policy as aspects of courses or modules that *are 'delivered primarily through delivery methods where the learner and teacher are physically separate during the teaching process'* (p.1).

Within the BAEd, such a 'blended learning approach' is used to provide additional breadth and depth to the module, enabling students to pursue varied and professional relevant themes. Such blended learning also makes use of a 'patchwork text' discussion format (Scoggins and Winter, 1999) through the virtual learning environment, with a series of readings and activities to facilitate learning and reflection.

Consequently, 'blended learning' consists of:

- **Direct contact time:** this involves lectures, seminars, workshops, and tutorials (in person or electronically);
- **Directed study:** a task your tutor may ask you to complete in addition to assessment tasks;
- **Flexible and distributed learning:** use of the virtual learning environment (VLE), CD Roms, readings and activities that are provided on the module;
- **Individual study:** time devoted to preparing for assessment, for example, reading, planning, drafting, etc.

The mandatory module, BAED 3051 along with the course induction details how such a blended learning approach is developed. Students will be required to have internet access, preferably broadband, and access to a CD Rom drive, to enable their studies.

#### **Professional Focus**

The programme incorporates a strong work-place focus and is aimed at supporting and promoting independent student learning through professional reflection. Indeed autonomous, self-directed learning is characteristic at this level of study and the programme is designed to facilitate such learning. The comprehensive range of assessment methods are designed to enable students to demonstrate their achievement of the Learning Outcomes and to further develop key skills to prepare them for lifelong

learning.

### **Graduate Skills Portfolio (Personal Development Planning)**

Personal Development Planning is a structured and supported process undertaken by an individual to reflect upon their learning, performance and / or achievement and to plan for their personal, educational and career development. The primary objective for PDP is to improve the capacity of individuals to understand what and how they are learning, and to review, plan and take responsibility for their own learning. Each module facilitates a range of skills within the PDP above those of the academic subject benchmark statements.

### **The Student Experience**

The BAEd is offered as both a full- and part-time model. In full-time mode, students would be expected to commit to a full-day of direct contact learning once a week for a duration of ten weeks. As previously noted, the 'blended learning' approach will thus result in the student attending three full days of direct contact per module, with additional engagement with flexible and distributed learning materials outside of this time. The timetable of attendance for direct contact will vary according to the module but will be advertised in advance. The day of the week will remain the same throughout the degree. Over a 15 week semester, students would thus be expected to commit at least ten hours of study per week per module, divided between direct contact, directed study, flexible and distributed learning and individual study. This would be based on four modules equivalent per semester. In part-time mode, the same level of commitment would be required, although for less modules (normally two). This expectation is no different from current engagement with the full-time mode on a foundation degree.

### **14 Assessment Strategy**

The assessment strategies are designed to enable students to demonstrate their achievement of the course aims and outcomes and transferable skills development. Specifically they are intended to develop and assess knowledge and skills relevant to practitioners in a range of educational settings. A variety of methods of assessment are used to enable students to demonstrate a range of knowledge and skills required both in higher education and in the workplace. These include:

- Independent studies
- Portfolios
- Reflective portfolio entries
- Forum assignments
- Essays
- Critiques
- Evaluations
- Case studies
- Literature reviews
- Reflective evaluations
- Learning journals/reflective journals
- Problem-based learning tasks
- Seminars
- Workplace investigations

The assessments encourage and promote reflection and learning that enables and encourages the students to think critically and analytically. The assessments relate specifically to module learning outcomes and encompass both formative and summative elements in line with University of Worcester Assessment Policy (revised version, 2009).

Informal assessment has a formative purpose and does not contribute to the final module

grade. Throughout each module, a series of learning tasks will be provided, where engagement will deepen and develop a student's understanding of the nature of the module, which in turn will help contribute to their work for formal assessment.

Formal assessment has a summative purpose, contributing to the final module grade. Formative feedback on such formal assessment will provide students with indication for future development within their work on future modules.

### **Assessment Methods**

Each assessment item has published specific marking criteria contained in the module outline given to students at the beginning of the module. These are based on the generic assessment criteria contained within the [UW Student Handbook](#).

The table below shows the full range of assessment items used within the BAEd, by module and also shows the relative weightings of each item.

Module	Independent Study	Portfolio	Forum Assignment	Essay	Critique	Evaluation	Case study	Literature Review	Reflective Evaluation
BAED 3050	100								
BAED 3051			100						
BAED 3052									100
BAED 3053		100		100					
BAED 3054							100		
BAED 3055						100			
BAED 3056					50		50		
BAED 3057						50		50	
BAED 3058				100					

## **15 Programme structures and requirements**

### **Programme structures and requirements, levels, modules, credits and awards**

#### **Overview of Course Programme**

The BAEd. programme is available as a level 6 progression award at the University of Worcester.

The programme consists of a number of modules each worth 15 credits (excluding the independent study which is worth 30 credits). Students must have completed 120 credits at level 4 and 120 credits at level 5 in order to apply for the BAEd. Students may be admitted with recognition of credit, or the accreditation of experiential or certified learning in accordance with the University's Accreditation of Prior Learning Policy.

Although modular in design, each module will be studied and assessed as a discrete entity. The modules are designed to create a coherent whole in which individual modules

relate to and compliment each other and, as the student progresses through the course, the modules will build upon and further develop knowledge and skills learned in earlier modules. Mandatory modules must be studied by all students. Optional modules are offered depending on whether cohort sizes would enable the viability of specific options. Where this is deemed unviable, the default modules will be offered at the discretion of the programme team.

The course is designed to be studied either as a one-year full-time programme, or as a part-time programme over two-years. Students are required to complete their studies within two years of starting in full-time mode, or four years of starting in part-time mode. Students are able to switch between modes of study at any point in their course.

A full range of modules are listed below:

Module Code	LEVEL 6		Status (Mandatory (M) or Optional(O) Single Hons
	Module Title	Credits (Number)	
BAED 3050	Independent Study	30	M
BAED 3051	Applied Research Processes and Practice	15	M
BAED 3052	Professional Reflection	15	M
BAED 3053	Theories & Principles of Teaching & Learning	15	M
BAED 3054	Managing Change in a Professional Setting	15	M
BAED 3055	Professional Evaluation	15	O
BAED 3056	Special Educational Needs in an Inclusive Setting	15	O
BAED 3057	Social, Emotional and Behavioural Difficulties	15	O
BAED 3058	Motivation for Learning in Literacy and Numeracy	15	O

### Single Honours Requirements at Level 6

Single Honours students must take the double mandatory Independent Study module BAED 3050 over two semesters and the mandatory modules BAED 3051, BAED 3052, BAED 3053 and BAED 3054 plus two optional modules from those listed above.

### 16 QAA Academic Infrastructure

Like all Higher Education courses in the UK, this award is designed with reference to the [Academic Infrastructure](#), a means of describing academic standards in terms of the [academic level](#) you are expected to achieve and, in broader terms, the [content](#) that will be covered.

Specifically, the course adheres to the '[Framework for Higher Education Qualification in England, Wales and Northern Ireland](#)' (2008) through ensuring that students are provided the opportunity to develop and demonstrate:

- a systematic understanding of applied educational practice;
- an ability to engage with educational analysis and enquiry;
- an ability to devise and sustain academic arguments;
- an ability to solve problems, using educational theory and educational research;
- an ability to critique educational research and publications;
- an appreciation of the uncertainty, ambiguity and limits of knowledge;

- an ability to engage with sustained, independent learning;
- an ability to communicate their engagement with learning to a diverse audience.

Furthermore, the course is guided by the subject benchmark for '[Education Studies](#)' (2007). Subject benchmarks describe the nature and characteristics of programmes within a specific area. Specifically, the course adheres to the Education Studies subject benchmark through facilitating guided learning into the understanding of applied education and lifelong learning through rigorous analysis of educational processes, systems and approached through a variety of contexts (2.2). This is achieved through learning in the workplace (2.5), specifically through developing knowledge and understanding, application, reflection and transferable skills (2.6).

It must also be noted that due to the 'blended' learning element of the BAEd, due reference is made to the QAA code of practice, section 2: Collaborative provision and flexible and distributed learning along with the University's 'Quality Standards for Flexible and Distributed Learning (including distance and e-learning)' (2006).

## **17 Support for Students**

### ***Induction arrangements***

Induction will occur both on a general course basis (course induction) with the Course Leader, with individual modules (module induction) and before commencement of the independent study.

### ***Personal tutors and Independent Study tutors***

Due to the nature of the BAEd, students will have a close working relationship with their independent study supervisor who will also act in the role of personal tutor. Similarly, module tutors should be approached with any concerns relating to the module students are studying.

### ***PDP***

The PDP, as previously outlined, provides the opportunity for students to reflect upon their learning, performance and achievement in order to plan for their personal, educational and career development. Each module facilitates a range of skills within the PDP above those of the academic subject benchmark statements.

### ***Course Handbook***

The Course Handbook details all requirements for the BAEd, providing specific detail on a range of issues designed to support the student in finding the relevant information when required for any aspect relating to the student experience.

### ***Module Outlines***

Module outlines provide the student with a detailed overview of the module, the expectations, learning outcomes, assessment methods and content, for example. Specific contact details are also contained.

### ***Study Skills Support***

The mandatory module, BAED 3051 implicitly covers a range of skills required for level six study, for example, higher level analysis and academic argument, along with a review of accessing e-resources. In addition, a number of other support processes and strategies are detailed in the Course Handbook.

### ***Peer Support Groups (PSG)***

Considerable emphasis is placed on the importance of the PSG. These comprise 5-6

students from geographically proximal areas. The role of PSG is (i) to provide opportunities for the sharing of professional experiences and engage with formative feedback, (ii) to offer mutual emotional and practical support (e.g. travelling and the sharing of resources) and (iii) to provide the framework for collaborative study and the completion of certain formative and summative assessment tasks.

### **18 Admissions policy, criteria and procedures**

Students who have the required academic credits and who have a current professional background in education are eligible to apply for the BAEd. The admissions policy for the BAEd is to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

The admissions procedures for the programme are designed to open up opportunities for study to as many students as possible, provided that:

- they carry some responsibility for teaching and learning in their work situation;
- they have the ability to benefit from further study;
- there is a reasonable expectation of achieving an award.

In all instances, students are requested to contact the Registry Admissions Office for further information or guidance (01905) 855111 or [admissions@worc.ac.uk](mailto:admissions@worc.ac.uk)

#### ***Entry Requirements***

Evidence of equivalence to study at HE level 4 and 5 is always required. This is usually evidenced through completion of a Foundation Degree in an educational subject, or equivalent.

Furthermore, students will need access to a work setting in order to complete the assignments. This may be either through paid employment or voluntarily.

Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

#### ***Admissions procedures***

Application for full-time entry onto the BAEd is made through: [www.ucas.com](http://www.ucas.com) citing the course code: BA/Ed1, X370 (W80)

Application for part-time entry onto the BAEd is made through accessing the University of Worcester application form available from:

<http://www.worc.ac.uk/courses/howtoapply/774.html>

Students may seek additional clarification on the application process through contacting Registry Admissions on (01905) 855111, or through accessing the website:

<http://www.worc.ac.uk/courses/howtoapply/113.html>

#### ***Admissions/selection criteria***

Places on the BAEd are limited consequently selection criteria are in operation.

All students applying for entry onto the BAEd will be required to provide an academic reference detailing the student's ability to engage with Level 6 study. A grade profile which indicates that the student is able to study at Level 6 will also be considered.

### **19 Methods for evaluating and improving the quality and standards of teaching and learning**

The course is subject to the University of Worcester Quality Assurance and Enhancement processes and the regulations of the Undergraduate Modular Scheme. In addition, the following methods are employed:

- Annual Monitoring Report
- External Examiners reports
- Module evaluations
- Peer observations by staff
- Course Committee with student representation each semester
- Course approval and review events
- Written self-evaluation
- Internal moderation and moderation of assessment
- External moderation of assessment and External Examiner's Report
- Pre-Examination Board moderation
- Peer review
- Institute periodic review
- QAA Institutional Audit
- Employer feedback

## **20 Regulation of assessment**

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### **Requirements for Progression**

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.

- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

### Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- classification determined on the profile of the best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

*This section must also include details of any regulations which specifically apply to the course and/or are different to the standard regulations of the Undergraduate Regulatory Framework. Such regulations must be agreed with the Head of Registry Services and Director of QED and approved by ASQEC*

### 21 Indicators of quality and standards

Annual evaluation reports and external examiners' comments report favourably on the quality of the programme. As noted, *'the academic standards are appropriate'* with marking being *'detailed and formative'*. Students continue to achieve as noted *'the best of the students' work reflects a high professional standard set by staff. The high quality of some dissertations is particularly notable'*. Further comments reflect the changing nature of the degree *'I have seen the BA Education Degree change considerably ... both in response to a changing market, and to changes in staffing at UW. However, the philosophy has been consistent: to enable students to undertake high quality professional development under the guidance of committed and knowledgeable academics'*.

Furthermore, quality and standards are maintained through:

- Annual Monitoring Process and Reports
- External Examination and Annual External Examiners Reports

- Institute Periodic Review
- QAA Institutional Audit
- Investors in People (2005)
- Adherence to QAA Benchmark for Education Studies (2007)
- Adherence to QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2001 and 2004)

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

## **22 Career Opportunities and Links with Employers**

The degree programme provides students with opportunities to:

- gain professionally related, validated qualifications at diploma or degree level for advancement in their workplace.
- Seek formal qualified teacher status through PGCE or more flexible routes.
- Seek roles of greater responsibility in the planning and management of learning and teaching within organisations

### **Collaboration with Employers**

The BAEd. has responded to and is recognised by a number of employers and agents, for example, Early Years, DENI, etc, also a number of professional organisations responsible for education, for example, Somerset SCITT. Ultimately, the student is employed while studying, thus the degree responds to their diverse needs within the workforce.

### **Please Note:**

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guides and course student handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.