TITLE	REF	VERSION
Higher Education Approval of Public Information Policy and Procedure	HEPRO004	4

DEPARTMENT	Marketing		
DATE	6 October 2026	REVIEW DATE	30 August 2027

Higher Education Approval of Public Information Policy and Procedure

1. Policy/Procedure Statement

1.1. Activate Learning is committed to ensuring that public information is clear, accessible, accurate, complete and timely in order that potential students and other intended audiences can form an accurate impression of the higher education provision[1] offered across the Group and make informed decisions.

1.2. This policy and associated procedures clarify the specific measures taken by Activate Learning to ensure it has effective control over the information it publishes relating to higher education learning opportunities delivered across the Group. In doing so, it provides a comprehensive statement of the principles, processes and relative responsibilities that govern the approval of core public information and marketing materials (including print, electronic and web-based material) and their use in promotional activities.

2. Background

2.1. Activate Learning produces a wide range of information about its higher education provision for a variety of audiences and purposes, including to;

- Communicate the purposes and value of higher education to the public at large;
- Support prospective students to make informed decisions about their study options
- Safeguard academic standards and assure and enhance the quality of public information.

2.2. As a key reference point, Activate Learning will adhere to the principles and guidance of Consumer law advice for higher education providers published by the Competition and Market Authority (CMA) which expects providers to offer clear, accurate, comprehensive, unambiguous and timely information to prospective and current students through various stages in the student journey from application and offer through to enrolment and during the

[1] Level 4 and 5 Certificates/Diplomas, HE Short Courses, Higher National Certificates and Diplomas, Higher/Degree Apprenticeships, Foundation Degrees, and Bachelor Degrees

provision of educational services. Their guidance details what level of information should be made available to prospective and current students.

3. Scope

3.1. This policy and associated procedures cover all information published in electronic or printed form which refers to academic programmes and services provided by Activate Learning for potential or existing higher education students. It does not cover verbal communications, presentations or teaching and learning materials.

3.2. For the purposes of this procedure, the term 'published information' refers to:

- publicity/promotional material (hard copy or digital);
- press releases;
- prospectuses;
- course webpages;
- programme specifications;
- module specifications;
- course handbooks.

3.3. The principles of this procedure will also be considered when providing information through social media and verbal information at Open Days and events.

4. Approval Process

4.1. **New courses**

4.2. Faculty Directors, or nominee, complete the course information template (see appendix 1) and submits a request for a new course

4.3. The HE Marketing Business partner reviews the information and either 'approves' or 'refers' (for further information) the request.

4.4. Once approved, the Institutional Effectiveness team will set the course up on Pro Solutions and generate a course code for applicants

4.5. The Digital Marketing Manager will create and publish the webpage

5. Amendments to existing courses

5.1. Faculty Directors, or nominee, submit a request to amend information currently published on the website

5.2. The HE Marketing Business partner will review the request in consultation with the Director of Higher Education and the Group Contact Centre Manager, and in accordance with the HE Terms and Conditions for applicants, specifically in relation to the timing and extent of changes being requested

6. Closure or Suspension of a course

6.1. Faculty Directors, or nominee, submit a request to suspend or close a course

6.2. The HE Marketing Business Partner will review the request in consultation with the Director of Higher Education and the Group Contact Centre Manager, and in accordance with the HE Terms and Conditions for applicants, specifically in relation to the timing of the request, which should be a **minimum of six weeks prior to the start date**, and its impact on current applicants.

6.3. If approved, the Digital Marketing Manager will remove the course page from the website (if closed) or change the course start date and any other relevant information (if suspended).

7. Responsibilities

7.1. The following staff have responsibility for assuring the accuracy of published information:

7.2. **Head of Marketing and Student Admissions**

- Protection of the Activate Learning brand
- Compliance with CMA requirements

7.3. **Faculty Directors**

- Submitting new course requests
- Submitting requests for amendments
- Submitting course closure/suspension requests
- Providing information

7.4. **Higher Education Marketing Business Partner**

- HE/Adult Learning webpages
- HE prospectus
- Social media
- Information for HE promotional events
- UCAS campaigns
- Flyers/Banners
- Compliance with HEI guidelines

- Promotion of HE events

7.5. **Director of Higher Education**

- Approval of requests to amend public information
- Approval of requests to suspend or close a course
- HE Policies and Procedures
- Programme Specifications
- Awarding body approval

7.6. **Higher Education Programme Coordinators**

- Programme handbooks
- Module guides

Appendix 1.

Higher Education Programme Information
To comply with CMA requirements Consumer law advice for higher education providers, the following information is required for each programme of study.

Section	Requirements/Guidance
Front page	Please use an image which reflects the nature of the qualification
Title	Please use full title e.g. Foundation Degree Animal Behaviour and Welfare
Type here	
Awarding body	Include 'Awarded by….' (name of the awarding body) plus logo. If accredited by a professional statutory or regulatory body (PSRB) then state name an add logo.
Type here	
Summary	Using approx 100 words, provide a brief summary which captures the essence of the course, what it's aims are and who it's for.
Type here Example: *The purpose of Pearson BTEC Higher National Certificate in Construction Management for England is to develop students as professional, self-reflecting individuals able to meet the demands of employers in the construction sector and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.*	
Course details:	
• Location	Location of study or possible locations ,which should include the likely location of any work placements or experience undertaken
Type here	
• Study mode	E.g. Full-time and/or Part-time
Type here	
• Duration	E.g. 1 Year, 2 Years, 8 weeks etc for each mode of study
Type here	
• Start	Actual date the course starts e.g. 14/09/26
Type here	
• End	Actual date the course ends e.g. 10/06/28
Type here	
• Day(s) of the week	The day(s) of the week students are expected to attend e.g. Tuesday and Thursday
Type here	
• Contact hours	The number of hours students will be timetabled with a tutor each year. This information can be calculated using the contact hours stated in each module descriptor. If distance learning, describe how students are expected to engage with the learning materials and additional tutor/study support.
Type here	
• Self-study hours	The annual number of independent study hours students will be expected to complete e.g. if the annual number of contact hours equals 220, then the independent study hours would be 980 as the overall total hours per year needs to be 1,200 (10 notional learning hours per Credit / 120 Credits per year).
Type here	
• Fees	State the tuition fee per year for full-time and/or part-time, or short course. If course is two years, then clarify if fees will increase in the second year, or not.
Type here	
Overview	Using between 150-200 words, provide an overview of the course. This should be consistent with the programme specification
Type here Example: *The Level 4 units provide the foundation of learning by providing a broad introduction to construction and different construction management functions. This develops and strengthens core skills while preparing students for specialist subjects at Level 5 or to enter employment with the qualities necessary*	

for job roles that require some personal responsibility. *Students will gain a wide range of construction knowledge linked to practical skills gained through research, independent study, directed study and workplace scenarios. Students are involved in vocational activities that help them to develop behaviours (the attitudes and approaches required for a competence) and transferable skills.* *Transferable skills are those such as communication, teamwork, research and analysis, which are highly valued in higher education and in the workplace. By the end of Level 4, students will have sound knowledge of the basic concepts of construction. They will be competent in a range of subject-specific skills as well as in general skills and qualities relevant to key areas of construction*	
Modules	List the modules delivered in each year: E.g. Year 1 (Level 4) Modules Animal Behaviour (30 Credits) Animal Health, Welfare and Nutrition (30 Credits) Practical Projects (30 Credits) Development of Personal and Professional Skills (30 Credits) Include a brief summary (approx. 50 words) of the aims of each module, which should be consistent with the module descriptor.
Type here Example: ***Year 1 (Level 4) Units*** ***The Construction Environment (15 Credits)*** *In this unit, students will explore the make-up and the impact of the construction industry on the environment and society. By exploring the roles and relationships of individuals and organisations in the construction sector, students will gain an overview of the organisational and the personal ways in which the sector works to continue to improve the built environment and limit its impact on the environment, while maintaining economic sustainability and growth.*	
Teaching and Assessment	Provide a summary of the various teaching strategies that will be employed on the course including any additional inputs such as visiting speakers or educational visits. Clarify if the course is delivered on campus (face to face), via blended learning, or distance learning. If distance learning, please clarify whether this is asynchronous and/or synchronous. Provide a breakdown of the various assessment methods that will be employed on the course and their weighting e.g. Written reports (40%), Presentations (30%), Examinations (10%), Practical Assessment (20%).
Type here	
Staffing	It is good practice to provide an indication of the staffing for the course. This could be in the form of a short introduction to each member of staff, including which module(s) they teach on the course.
Type here	
Entry Requirements	Clearly outline the 'Typical' entry requirements, both academic and non-academic, for the course making it clear which qualifications and levels are required and whether applicants will need to be interviewed or undertake any additional pre-assessment as part of the admissions process. Include information about any English language requirements
Type here	
Progression	Provide details of the qualifications that successful students would be eligible to progress onto. Provide details of the types of jobs that successful students may be able to progress to.
Type here	
Fees and Funding	List any additional costs that students would be liable for in order to undertake the course. List any additional costs that students need to consider but are not required to purchase in order to study the course. If the course is eligible for a student loan, then provide reference (hyperlink) to

	further information.
Type here	