West London Business College

Review for Educational Oversight by the Quality Assurance Agency for Higher Education

March 2012

Key findings about West London Business College

As a result of its Review for Educational Oversight carried out in March 2012, the QAA review team (the team) considers that there can be **confidence** in how the College manages its stated responsibilities for the standards of the awards it offers on behalf of the Association of Chartered Certified Accountants, the Association of Business Executives, and the Association of Business Practitioners.

The team also considers that there can be **confidence** in how the College manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of these awarding bodies.

The team considers that **reliance can** be placed on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice**:

- a responsive student-centred approach to learning support includes provision of core resources, textbooks and access to free English language classes (paragraph 2.14).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it is **advisable** for the provider to:

- fully implement some of the more recently developed policies and procedures to include internal verification and the quality enhancement process (paragraphs 1.5 and 1.11).

The team considers that it is **desirable** for the provider to:

- make full use of data analysis to inform the quality enhancement process (paragraphs 1.3 and 2.15)
- continue with plans to develop and fully implement the continuing professional development policy (paragraph 2.17)
- review student representation on College committees and teachers' meetings (paragraphs 1.6 and 2.12)
- enhance the provision of learning resources for students (paragraph 2.20)
- develop technology-enhanced information appropriate to the curriculum to support current and potential students (paragraph 3.2)
- provide clear information on award titles and qualification levels (paragraph 3.6).

About this report

This report presents the findings of the [Review for Educational Oversight](#)[1] (REO) conducted by [QAA](#) at West London Business College (the College). The purpose of the review is to provide public information about how the College discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the College delivers on behalf of The Association of Business Practitioners, The Association of Business Executives, and the Association of Chartered Certified Accountants. The review was carried out by Mr Gregor Douglas, Dr Brian Giddings, Dr Elizabeth Smith (reviewers) and Mrs Suzanne Richardson (coordinator).

The review team conducted the review in agreement with the College and in accordance with the [*Review for Educational Oversight: Handbook*](#).[2] Evidence in support of the review included awarding body agreements, quality assurance documents, policies, handbooks, minutes of meetings supplied by the College and meetings with staff and students.

The review team also considered the College's use of the relevant external reference point:

- Qualifications and Credit Framework at levels 4, 5, 6 and 7.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

West London Business College is a small private college of higher education and English as a foreign language, based in West Ealing, London, where it operates from two sites in close proximity to each other. The College has been teaching international and local students since 2004. It grew from only offering English as a foreign language into predominantly higher education, mainly during 2010. It currently offers courses at levels 4, 5 and 6 with the Association of Business Executives and the Association of Chartered Certified Accountants, by whom the College is recognised as a tuition provider, and by the Association of Business Practitioners for delivery of the Postgraduate Diploma course at level 7. The College currently teaches 482 students, 77 per cent of whom are studying higher education courses on a full-time basis and 99 per cent of whom are on student visas. The students are being taught by 12 higher education teachers and are supported by 11 management and administration members of staff.

At the time of the review, the College offered the following higher education programmes, listed beneath their awarding bodies:

Association of Chartered Certified Accountants

The College is recognised by the Association of Chartered and Certified Accountants as a tuition provider, but there is currently no new recruitment to Association of Chartered and Certified Accountants courses.

Association of Business Executives

Following the introduction of the new Qualifications and Credit Framework in the UK, the Association of Business Executives has revised its qualification titles. The new award titles are shown here but differ from those originally approved.

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[1] www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4
[2] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-handbook.aspx

- Diploma in Business Information Systems - Level 4
- Higher Diploma in Business Information Systems - Level 5
- Graduate Diploma in Business Information Systems - Level 6
- Diploma in Business Management - Level 4
- Higher Diploma in Business Management - Level 5
- Graduate Diploma in Business Management - Level 6
- Diploma in Travel, Tourism and Hospitality Management - Level 4
- Higher Diploma in Travel, Tourism and Hospitality Management - Level 5
- Graduate Diploma in Travel, Tourism and Hospitality Management - Level 6

The Association of Business Practitioners

- Postgraduate Diploma in Business Management - Level 7

The provider's stated responsibilities

The College manages its responsibilities for standards and quality through its academic infrastructure which is closely linked to the framework of the awarding organisations of the courses the College offers. The College shares ultimate responsibility for the quality of awards with the awarding organisations. The Quality Control Team ensures that all relevant information is gathered, analysed and provided to the directors for scrutiny and then acted upon so that the quality of academic standards is maintained and the enhancement of learning opportunities is managed effectively.

The College operates to a close-knit academic and management structure which supports the teaching teams and ensures adherence to the implementation of awarding organisations' requirements and guidelines. The directors are supported by the senior management of the College who advise them of the best course of action to maintain and enhance the quality of the provision. The creation in October 2011 of the Quality Control Team further assures the quality of learning opportunities and consistent analysis of data relevant to the enhancement of the College's provision.

Recent developments

Due to the growth of student numbers on higher education courses during 2010, the College changed its senior management structure towards the end of that year. This included the appointment of a Director of Studies to oversee academic-related matters. This role was specifically created to enhance practice across higher education and to ensure that policies and processes were appropriate. The quality assurance process was under review at this time and several changes were introduced. These included the introduction of a structured tutorial system, teaching staff supported to gain teaching qualifications, a lesson observation process, greater student involvement, and more regular feedback provided to students.

Students' contribution to the review

Students studying on higher education programmes at the College were invited to present a submission to the team. The student written submission was compiled with assistance from the College, and was based on student perceptions gathered from a small group of students on several different awards. The written submission was forwarded with the self-evaluation document and portfolio. The team found the student submission helpful and explored its content in meetings with students to gain a clear picture of the student learning experience.

Detailed findings about West London Business College

1   Academic standards

How effectively does the provider fulfil its responsibilities for the management of academic standards?

1.1   The allocation of responsibilities for the management of academic standards between the College and awarding organisations is clearly understood. The College is approved by the Association of Business Executives to teach courses regulated by the Office of Qualifications and Examinations Regulation at Qualification and Credit Framework levels 4, 5, 6 and 7. The College also teaches and assesses the Association of Business Practitioners' Postgraduate Diploma in Business Management at level 7. This is an unregulated qualification endorsed by the Association of Business Executives. Recruitment to this course ceased in January 2012 and teaching will cease in August 2012. The College is recognised by the Association of Chartered and Certified Accountants as a tuition provider and has applied for Gold Approved Learning Partner status but there is currently no new recruitment to Association of Chartered and Certified Accountants courses.

1.2   The College operates within a well defined management structure and lines of academic reporting are clearly identified. The College Principal retains operational responsibility for human resource-related aspects of quality assurance. The Director of Studies ensures the maintenance and enhancement of academic standards with assistance from the Office Manager. The Director of Studies and the Office Manager form a Quality Control Team established in 2011 to maintain oversight of quality and standards and to address gaps the College recognised in the handling of progression data, student satisfaction data, website editing, and course monitoring.

1.3   The Quality Control Team meets regularly to oversee the management of academic standards and now uses management information statistics to evaluate the performance of the students and the College overall. The Quality Control Team and the directors have completed a number of reports. These are mainly narrative documents with few data upon which to base action planning. The improved data gathering and systematic analysis of management data which the College is now undertaking will support a more effective, forward-looking quality assurance cycle (see paragraph 2.15).

1.4   Changes to management and governance have accompanied the development of higher education at the College. A management training workshop was organised and attended by the whole college management team, the outcomes of which were a College Vision; a Strategic Business Plan for the next five years; and a Strengths, Weaknesses, Opportunities and Threats analysis of the current position. The College plans to consolidate the quality of its taught provision by maintaining a focus on high-quality courses in areas of strength. The College has a strategic objective to partner with a university and confirm that this will be pursued after the review is complete.

1.5   The management of academic standards is upheld by a range of policies, some of which have yet to be fully implemented. Several pre-date the Strategic Business Plan and derive from the awarding organisations. Some are college policies originating from the delivery of English as a foreign language courses. A Quality Assurance Manual and quality enhancement cycle are now operated by the Quality Control Team which is developing a systematic approach to the formulation of academic policies and procedures. In order to assure academic standards, the College is advised to fully implement some of the more recently developed policies and procedures, including the quality enhancement process.

1.6   The College responds to student feedback. There is no formal student representation system within the current management process, but students report very good opportunities for them to provide feedback through informal conversations with tutors and the Office Manager (see paragraph 2.12).

How effectively are external reference points used in the management of academic standards?

1.7   The qualifications currently offered by the College are now located within the Qualifications and Credit Framework levels 4 to 7. The change from the National Qualifications Framework terminology has been supported by developmental sessions delivered by one of the awarding organisations off-campus and then cascaded to College staff by the Director of Studies. Teaching staff are confident in their understanding of the implications of this change.

1.8   The College uses the Academic Infrastructure, published by QAA, to guide the management of academic activity and to standardise policies, processes and induction of teaching staff.

1.9   Staff and students were able to articulate the characteristics of learning at the different Qualifications and Curriculum Framework levels. The students reported that the increasing need for analysis and application of knowledge and criticality as they progressed is made clear by their teachers and within the feedback they receive on their work.

How does the provider use external moderation, verification or examining to assure academic standards?

1.10   Assessment for Association of Business Executives courses is carried out externally at assessment centres according to a syllabus provided by the awarding organisation. The College receives data on students' exam results for these courses and is using this to gauge the effectiveness of their teaching.

1.11   Policies for internal verification are clearly stated but not consistently applied at the point of setting and grading assessments (see also paragraph 1.5). The College is responsible for the tuition and summative assessment of students on the Postgraduate Diploma in Business Management. The syllabus is provided by the awarding organisation. The assessment strategy includes formative and summative assessment with internal and external verification. In order to assure academic standards, the College is advised to fully implement some of the more recently developed policies and procedures, including the internal verification policy.

1.12   The Quality Control Team reviews external verifier reports and develops action plans which support further developmental work. External verifiers are formal representatives of the Association of Business Practitioners who work in partnership with the College. Twice yearly, an external verifier visits the College and reports their findings. External verifiers also work with the College to train internal verifiers or attend standardisation visits. Areas of good practice are shared at training events organised by the Director of Studies throughout the year.

> The review team has **confidence** in the provider's management of its responsibilities for the standards of the awards it offers on behalf of its awarding organisations.

2　　Quality of learning opportunities

How effectively does the provider fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1　　The Principal and Director of Studies have overall responsibility for the management of learning opportunities, including the support, guidance and appraisal of academic staff. In order to support the work of the Director of Studies, there are plans to introduce heads of department roles as a part-time element of senior teaching staff duties.

2.2　　The Quality Control Team creates and implements new policies, procedures and systems to enhance learning and disseminate best practice. It addresses gaps the College recognises in the handling of progression and student satisfaction data, and manages the course monitoring process. The Quality Control Team reports to a management committee and oversees meetings of teaching staff. While there are no formal terms of reference for these committees, there are job descriptions for key staff and staff are clear about lines of communication and decision making.

2.3　　The College has introduced an annual quality assurance cycle, with expectations about frequency of meetings and milestones. While the higher education teaching staff have not met monthly as required, meetings are well documented with evidence of actions taken. Management and Quality Control Team meetings take place regularly and brief minutes and follow-up actions are prepared.

2.4　　Following the rapid growth in higher education provision since 2010, the College has developed its own policies, for example on appeals, mitigating circumstances, and plagiarism, drawing on awarding organisation guidance and the Academic Infrastructure as appropriate (see also paragraph 1.5).

2.5　　Responsibilities between the College and awarding organisations are clear. Full or shared responsibility lies with the College for the review of provision; developing staffing; monitoring the quality of teaching; learning resources; student support and guidance; and student feedback for all three awarding organisations. The College is also responsible for reviewing and responding to annual monitoring reviews and module evaluations for the Association of Business Practitioners and Association of Chartered Certified Accountants awards.

How effectively are external reference points used in the management and enhancement of learning opportunities?

2.6　　The College used the *Code of practice for the assurance of academic quality and standards* (*Code of practice*) during 2011 to inform curriculum development and programme specification content. The Director of Studies involved higher education teaching staff in this process, the outcomes of which are reflected in the course handbook materials for students. The programme specifications demonstrate an emerging understanding of levels and subject benchmarks. New policies reflect existing awarding organisation guidance, tailored and developed to fit College needs. Awarding organisation handbooks are used to inform programme delivery (see also paragraph 1.8).

2.7　　Careful attention is paid to the Association of Business Practitioners' guidance on qualification titles**.** The College understands the implications of changes from the National Qualifications Framework to the Qualification and Curriculum Framework, and the revised Annual Monitoring Report 2010-11 reflects the requirements of each awarding body.

How does the provider assure itself that the quality of teaching and learning is being maintained and enhanced?

2.8   The College uses student feedback collected on individual modules to inform the development of teaching and learning methods. Students report satisfaction with this process and are aware of actions taken in response to issues raised. Questionnaires invite comments on administration, the course, the tutor, lessons, and resources. These questionnaires are followed up by the Director of Studies who produces an overview report and discusses matters arising with individual tutors. Members of staff may be required to produce an action plan for review in appraisals.

2.9   The Director of Studies and Principal oversee academic staff appointment, support, monitoring, appraisal, and observation. New staff are provided with a Teachers' Handbook at induction and are observed by senior staff during their probation period. Academic staff are observed on a regular basis by senior staff. Records of these observations facilitate and support developmental action including through the appraisal process. There is also a scheme for staff to undertake peer observation.

2.10   Tutors are required to provide lesson plans and schemes of work which are retained by the Director of Studies. Students reported satisfaction with the teaching materials. There is also an opportunity for teachers to feed back on delivery and content of the programmes through the use of a Teacher's Feedback Form.

2.11   Feedback is effective in enabling students to develop the skills and knowledge required to demonstrate achievement of the learning outcomes. There are feedback sheets for the return of summative assessments on the Association of Business Practitioners programme. These indicate whether the learning outcomes have been met and, in the case of failing students, feedback on areas of improvement is provided. For Association of Business Executives programmes, regular class tests are set and marked in order to provide individual written and oral formative feedback to students. Students reported satisfaction with this feedback.

How does the provider assure itself that students are supported effectively?

2.12   Students are aware of how to raise issues of concern, and confirmed that their voice was heard when it came to identifying issues requiring attention. There is no formalised student representation system, nor do students participate in committee meetings. However, there are suggestion boxes, and 'You said/We've done' announcements are put on notice boards within the College. The team recommends that student representation is reviewed, and opportunities formalised for them to attend teachers' meetings and other committees (see also paragraph 1.6).

2.13   The College maintains high levels of student support throughout the student life cycle. An induction programme is provided for students, covering course information, welfare, resources and social activities. The College collects feedback from students on student support via module questionnaires. An external perspective on student support levels is provided in the Association of Business Practitioners monitoring report**.**

2.14   Teaching staff are available for tutorials with students by appointment. Students are emailed with details of staff availability for these sessions and records of meetings held and issues covered are maintained. There is an office procedures document for use by reception and administration staff, in order to guide their work as a first point of contact for any student support matters. Attendance at evening English language courses is available free of charge to higher education students. The team considers that the extensive support made available to students, including textbooks, provision of core resources, and access to free English

language classes represents good practice and demonstrates a responsive student-centred approach (see also paragraph 2.20).

2.15   Data from awarding organisations on College student performance are monitored and students requiring assistance are given guidance accordingly. The College identifies and follows up students who fail or do not attend awarding organisation external examinations. The College is seeking to extend the amount of benchmark data it has available. The College is recommended to make full use of data analysis to inform the quality enhancement process and support the further development of its higher education provision (see also paragraph 1.3).

2.16   The Quality Control Team has developed a disability strategy. The buildings are not wheelchair accessible, and this is made clear to prospective students.

What are the provider arrangements for staff development to maintain and enhance the quality of learning opportunities?

2.17   There is a Continuing Professional Development policy, which includes opportunities for in-house training days three times each year, bi-monthly bite-sized sessions, pre-course training days and external opportunities. Attendance of staff at development events is variable and the bite-sized training sessions are not yet occurring as frequently as planned. The Director of Studies disseminates best practice on course delivery and informal sharing of ideas between staff takes place regularly. The team recommends that the College continue the development and implementation of this policy to ensure it becomes fully established and operates as intended.

2.18   The College is proactive in monitoring and supporting staff development. Teaching staff are required to maintain continuing professional development files containing records which might include attendance at internal and external events, formal qualifications, self-study, ongoing research, and activities with other employers and higher education institutions. All teaching staff without formal teaching qualifications have been fully supported to complete a Preparing to Teach in the Lifelong Learning Sector qualification (see also paragraph 2.9).

How effectively does the provider ensure that learning resources are accessible to students and sufficient to enable them to achieve the intended learning outcomes?

2.19   The College provides all learning resources, including module handbooks and textbooks, as required by the students. It recognises that learning resources have in the past been considered to be an area of weakness by students and awarding organisations but there is evidence of additional resources being provided in response to identified needs.

2.20   The library is small, but students were very positive about the facilities to support learning, including the library, computers, laptops, and data projectors used in the classrooms. The College website, which has recently been revised and expanded, is used mainly as a marketing and recruitment tool. There is currently no virtual learning environment for students. The team identified a need for the College to continue to enhance the learning resources to encourage greater access to additional learning materials and other curriculum support.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning outcomes it provides for students.

3 Public information

How effectively does the provider's public information communicate to students and other stakeholders about the higher education it provides?

3.1 Public information is widely available in a range of forms to students and other stakeholders. Publicity and course materials are made available through a range of formats such as the College prospectus, course leaflets, notice boards, reception, social networks, and the College's new website. The College has been successful in raising student awareness of policies, procedures and systems through induction, email and the website. Publicity materials include signposts for awarding organisations and information on visa and UK Border Agency requirements.

3.2 The website acts as a point of contact for current and potential students. This currently includes the programme specifications for the awards offered. It is now being developed to become the main source of information for students and will in future include details of schemes of work, reading lists and lecture notes. A full range of topics is included from course details, student life, entry requirements, and attendance policy, to terms and conditions of enrolment including refunds. Information about accommodation is provided and the College works closely with appropriate external agencies to arrange suitable facilities. Students have found the website useful both before joining and after enrolment. The team identified a need for the College to continue to develop technology-enhanced information, including the website, as appropriate to the curriculum to support current and potential students.

3.3 During induction, students receive a learning portfolio which includes the main College policies, procedures and systems. Programme specifications are aligned with the *Code of practice*.

3.4 General information for students at the College is available in the higher education student handbook. Course information sheets provide clear basic information. Association of Business Executives awards are supported by module handbooks that contain helpful information that meets expected requirements.

3.5 Students are kept informed about academic regulations through the use of links to awarding organisations on the website, notice boards and through their teachers. Emails are used to raise awareness of deadlines and other programme changes.

How effective are the provider's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?

3.6 Appropriate mechanisms are used to ensure that public information can be maintained in an accurate form. Information is in line with the requirements of the awarding organisations, although the College has encountered previous issues with unclear award titles and student enrolment. During early discussions with the awarding organisation initiated by the College, clarification of the correct titles of award was sought. The College now uses the same award titles as the awarding organisations and adds an interpretation to make the information more user-friendly. The team recommends that the College provides clear and current information on award titles and levels for all programmes in accordance with awarding organisation requirements.

3.7 The process for the review of public information is clear and the responsibilities for specific roles relating to legislative and academic matters are clearly identified. This responsibility rests with the Quality Control Team which works with the Marketing

Manager to ensure that information is reviewed regularly to maintain accuracy and completeness before the final version is signed off by the directors.

3.8   Handbooks are checked twice each year to ensure currency. There is version control through the use of one master quality assurance folder. Students indicated contentment with the information available. Overall, the information provides a clear insight into the College and is sufficiently detailed to be considered useful by the students.

3.9   The College is responsive and adapts its public information when required. End-of-course questionnaires report high levels of student satisfaction with published information.

The team concludes that **reliance can be placed** on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Action Plan[3]

West London Business College action plan relating to the Review for Educational Oversight March 2012						
Good practice	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The review team identified the following areas of **good practice** that are worthy of wider dissemination within the provider:						
• a responsive student-centred approach to learning support includes provision of core resources, textbooks and access to free English language classes (paragraph 2.14)	To continue to advertise these resources on web and by email To analyse students' feedback and address students' needs	Beginning of each term	Marketing Officer Registrar	Enrolments in English as a foreign language classes (by higher education students) will continue Student feedback reports will have positive feedback regarding resources Awarding organisations' reports will appraise the College's resources and support for students	Quality Control Team	Minutes of Quality Control Team meetings and Management Meetings will analyse the effectiveness of the support given to higher education students

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[3] The provider has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the provider's awarding organisations.

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is **advisable** for the College to:						
• fully implement some of the more recently developed policies and procedures to include internal verification and the quality enhancement process (paragraphs 1.5 and 1.11)	Create a new sign-off procedure for assignments to ensure deadlines are met by both teachers and students	June 2012	Director of Studies	Students and tutors meet deadlines	Director of Studies/Quality Control Team	Student and tutor feedback is positive regarding the administrative side of the internal verification process
	Tutors will engage in second marking of a sample of assignments to ensure consistency of grades across all subjects	June 2012	Director of Studies, Tutors	Same results for second marked assignments. When results are divergent, tutors and internal verifiers meet to decide on the grade. A third marker will be summoned if a consensus cannot be reached		Association pf Business Practitioners' standardisation meetings (3 times a term) will assess the process and ensure assignments are marked at the right level
	Teachers' meetings of standardisation before, during and after the course	December 2012	Tutors	Courses will be more student centred and include direct reference to awarding organisations' guidance and requirements		External verifier's report (Association of Business Practitioners) will validate and praise the internal

						verification process
	Updating of Assessment and Internal Verification Policy and Procedure	June 2012	Director of Studies	Standardised Schemes of Work and feedback comments		Minutes of meetings (Teachers and Quality Control Team) will assess the work of the teachers and the impact these meetings have on the students' success rate
	Assignments to be checked for plagiarism before being given to assessors	June 2012	Course Manager	Successful implementation of the assessment and Internal Verification Policy and Procedures by students and tutors Students show that they are aware of plagiarism by having less than 15% plagiarism on their assignments (otherwise these are returned and students reminded of the anti-plagiarism policy and referencing guide available to them)		80% of students' and tutors' work will be in accordance with the policies Positive report from Association of Business Practitioners Quality Control Team Meetings will analyse the rate of plagiarism among the whole student body and act on the findings

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is **desirable** for the College to:						
• make full use of data analysis to inform the quality enhancement process (paragraphs 1.3 and 2.15)	Continue to collect data in the present format	September 2012	Office Manager	Increased student participation in external exams by 10% per examining session	Quality Control Team	Minutes of Teachers and Quality Control Team meetings assessing data and making recommendations to the directors
	Seek awarding organisations' reports on students' success rates each examination session			Improved communication with awarding organisations by creating a nominated person per awarding organisation		Annual reports and Annual monitoring reports to include analysis of data on student success rates Quality Control Team's Minutes will show that all enquiries from the College are answered
• continue with plans to develop and fully implement the continuing professional development policy (paragraph 2.17)	Closely monitor teachers' Continuous Professional Development programme	December 2012	Director of Studies	Teachers' attendance of in-house training days will increase to 80%	Quality Control Team	Teachers' feedback shows that the College's training is matching their expectations and needs

	Expand higher education training days throughout the term (before, during and after the term)			Complete Continuous Professional Development folders which show the impact of Continuous Professional Development of teachers' methods and approaches Observation/appraisal reports will demonstrate the effectiveness of the training and general Continuous Professional Development	Director Of Studies	Director of Studies reports to Quality Control Team and Management the development of the teachers' Continuous Professional Development Teachers' Continuous Professional Development records evaluate the quality of the training provided
• review student representation on College committees and teachers' meetings (paragraphs 1.6 and 2.12)	The College will hold Forums during each term where students can actively participate in the decision-making process of the College A system of student representation will be in place	August 2012 June 2013	Student Support Officer	Attendance of Forums Student representatives have been chosen, attend all relevant meetings and communicate efficiently with other students	Quality Control Team	Minutes of Forum meetings and Management meetings which will include an assessment of students' participation in the College's life and take into consideration students' input/opinions

• enhance the provision of learning resources for students (paragraph 2.20)	To expand the higher education student library by more than 30% To expand IT resources by more than 30% To commence provision of e-books to students	December 2012 December 2012 June 2013	Course Manager	Books available for student use 30% more computers in student common areas Access to e-books on the website available from June 2013	Quality Control Team	Quality Control Team Meeting will compare the students' needs to the resources required
• develop technology-enhanced information appropriate to the curriculum to support current and potential students (paragraph 3.2)	To have developed the College's virtual learning environment	June 2013	Marketing Officer	An increase of 20% per term in student and tutor log-in to the virtual learning environment	Quality Control Team	Reports created by the system will allow the College to evaluate the effectiveness of the virtual learning environment and positive student and teacher reports
• provide clear information on award titles and qualification levels (paragraph 3.6)	Continue to work closely with the awarding organisations to ensure clear information on award titles and qualification levels by performing an audit of the College's public information each term	Ongoing	Office Manager, Marketing Officer and Quality Control Team	Quality Control Team audit of public information will result in full compliance with the relevant external reference points	Quality Control Team	Reports from awarding organisations, student feedback reports

About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/institutionreports/types-of-review/tier-4.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the *Review for Educational Oversight: Handbook*.[4]

Academic Infrastructure Guidance developed and agreed by the higher education community and published by QAA, which is used by institutions to ensure that their courses meet national expectations for academic standards and that students have access to a suitable environment for learning (academic quality). It consists of four groups of reference points: the **frameworks for higher education qualifications**, the **subject benchmark statements**, the **programme specifications** and the Code of practice. Work is underway (2011-12) to revise the Academic Infrastructure as the UK Quality Code for Higher Education.

academic quality A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

awarding body A body with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

awarding organisation An organisation with the authority to award academic qualifications located on the Qualifications and Credit Framework for England and Northern Ireland (these qualifications are at levels one to eight, with levels four and above being classed as 'higher education').

Code of practice The *Code of practice for the assurance of academic quality and standards in higher education*, published by QAA: a set of interrelated documents giving guidance for higher education institutions.

designated body An organisation that has been formally appointed to perform a particular function.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement Taking deliberate steps at institutional level to improve the quality of learning opportunities. It is used as a technical term in QAA's audit and review processes.

feature of good practice A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

framework A published formal structure. See also **framework for higher education qualifications**.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks:

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[4] www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx

The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) and *The framework for qualifications of higher education institutions in Scotland*.

highly trusted sponsor An education provider that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

learning opportunities The provision made for students' learning, including planned programmes of study, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

learning outcome What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reports.

programme (of study) An approved course of study which provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended learning outcomes of **programmes of study**, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider An institution that offers courses of higher education, typically on behalf of a separate **awarding body or organisation**. In the context of REO, the term means an independent college.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

quality See **academic quality**.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standard The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the subject benchmark statements and national qualifications frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree. See also academic standard.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.