



# **Swiss School of Management**

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

April 2012

## Key findings about Swiss School of Management

As a result of its Review for Educational Oversight carried out in April 2012, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the awards it offers on behalf of the Institute of Administrative Management, ATHE, and The Confederation of Tourism and Hospitality.

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

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**:

- the introduction of a module to support the development of students' study skills and to encourage effective learning (paragraph 2.6).

### 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:

- comprehensively develop the processes and procedures for annual monitoring and reporting (paragraph 1.3)
- review the provider's internal verification policy and the procedures for providing feedback to students on their assignments to ensure that they align fully with the *Code of practice, Section 6: Assessment of students* (paragraphs 1.5 and 1.6)
- fully implement its policies and procedures for the structured observation of teaching (paragraph 2.7)
- make more systematic the processes for the review, checking and implementation of changes to documentation and its website (paragraph 3.4).

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

- clarify the function of its committees and make more transparent the lines of communication between them (paragraph 1.2)
- review its policies and procedures to ensure that they align with relevant external reference points (paragraphs 1.4 and 2.9)
- produce more comprehensive minutes of its committee meetings (paragraph 2.2)
- further develop the quality manual as a comprehensive document to incorporate the policies, procedures and processes that underpin the delivery of the provision (paragraph 2.3).

## About this report

This report presents the findings of the [Review for Educational Oversight](#)<sup>1</sup> (REO) conducted by [QAA](#) at the Swiss School of Management (the provider; the School). The purpose of the review is to provide public information about how the provider 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 provider delivers on behalf of the Institute of Administrative Management, ATHE and The Confederation of Tourism and Hospitality. The review was carried out by Ms Daphne Rowlands and Mr Siva Kumar Dinavahi (reviewers) and Mr Robert Hodgkinson (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).<sup>2</sup> Evidence in support of the review included: agreements with the awarding organisations; programme documents, the School and awarding organisations' policies, procedures and manuals; a quality assurance handbook; a diagram of the organisation's committee structure; reports on the quality of provision; minutes of key committee meetings; a sample of student work; and meetings with staff and students.

The review team also considered the provider's use of the relevant external reference points:

- Accreditation Service for International Colleges
- ATHE's programme documentation and requirements for institutional accreditation
- The Confederation of Tourism and Hospitality's programme documentation and requirements for institutional accreditation
- Institute of Administrative Management's programme documentation and requirements for institutional accreditation
- Academic Infrastructure.

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

The Swiss School of Management was established in London in June 2008. Its current campus is located near the centre of Hounslow, West London. It occupies a number of rooms in a modern office building with accommodation, including four teaching rooms, an information technology suite, an office and a social space for its students. The School's Director of Operations is the sole owner of the School. All of the teaching staff are part-time and their numbers vary according to which programme is being delivered. There are 42 higher education students currently registered at the School.

At the time of the review, the School offered the following higher education programmes, listed beneath their awarding organisations, with the full-time equivalent student numbers in brackets as follows:

### **The Confederation of Tourism and Hospitality**

- Diploma in Casino Management - Level 4 (0)
- Diploma in Hotel Management - Level 4 (0)
- Diploma in Tourism Management - Level 4 (0)
- Diploma in Travel Agency Management - Level 4 (0)
- Advanced Diploma in Hotel Management - Level 5 (13)

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<sup>1</sup> [www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4](http://www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4).

<sup>2</sup> [www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx](http://www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx).

- Advanced Diploma in Tourism Management - Level 5 (0)
- Postgraduate Diploma in Hospitality and Tourism Management - Level 7 (4)

#### **ATHE**

- Certificate in Management - Levels 4, 5, 6 and 7 (0)
- Diploma in Business Management - Level 4, 5 and 6 (0)
- Extended Diploma in Management - Level 4 and 5 (0)
- Higher Diploma for Management Assistants - Level 4 (17)
- Diploma in Strategic Management - Level 7 (8)

### **The provider's stated responsibilities**

The School has gained approval from three awarding organisations to offer named programmes of study leading to external awards. These are: Institute of Administrative Management, ATHE and The Confederation of Tourism and Hospitality. The Office of Qualifications and Examinations Regulation (Ofqual) recognises the programmes of study that the School delivers on behalf of the awarding organisations as operating within its Qualifications and Credit Framework. In 2009, the Accreditation Service for International Colleges awarded the School an interim certificate, but has not yet returned to fully certify the provision. The School's responsibilities vary slightly according to the requirements of each of the programmes that it offers. Its stated responsibilities are for programme delivery, formative assessment and internal moderation, the quality of teaching and learning, application of the awarding organisations' standards, regular internal monitoring of quality and compliance with the awarding organisations' requirements for review. In the case of The Confederation of Tourism and Hospitality, the School is responsible for the setting of assessments. In addition, the School is expected to meet a range of criteria that include health and safety requirements, learning resources provision, centre facilities, teaching staff qualifications, student welfare and entry qualifications.

### **Recent developments**

Although accredited by the Institute of Administrative Management, there is currently no demand for its programmes and it is likely that the School will curtail its relationship with the Institute. Although the Accreditation Service for International Colleges approval is current, it is likely that the School will not renew its application. The provision has recently been the subject of a monitoring and development visit by the ATHE and a favourable draft report has been received.

### **Students' contribution to the review**

Students studying on higher education programmes at the provider were invited to present a submission to the review team. One student representative submitted a narrative of his own experiences in applying, joining and completing a number of programme modules. The School provided no specific guidance. The team met with a representative sample of students during the review and their evidence was of value.

## Detailed findings about the Swiss School of Management

### 1 Academic standards

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

1.1 The School's responsibilities are set out clearly in the documentation supplied by the two awarding organisations. These provide a framework for the delivery of the programmes and include centre handbooks, syllabuses, assessment guides, statements on quality assurance, assessment and teaching and learning and advisory procedures. These responsibilities are in the main reflected in the School's policies and procedures and quality manual. The awarding organisations offer programmes with external and provider-devised externally moderated modes of assessment. The Confederation of Tourism and Hospitality qualifications are all examination-based and the awarding organisation sets the assessments that are marked by the School and verifies them. Assessments for the ATHE programmes are normally set by the School and approved by the awarding organisation. In each case the School is responsible for delivering and staffing the programmes, the recruitment of students, student support and programme monitoring. In the main, it fulfils these responsibilities.

1.2 The School's discharge of its responsibilities for academic standards through its committee structure requires improvement. Overall responsibility for quality rests with the Principal who is a member of the Academic Board that meets monthly to discuss academic matters. The Principal is also a member of the Quality Assurance Committee, which reports to the Management Committee of which she is also a member. Operational responsibility for quality is vested in the Director of Operations who is a member of the Quality Assurance and Management Committees as well as the Academic Board. The Management Committee acts in conjunction with the Academic Board to review academic matters. Due to the size of the School, members of staff sit on more than one committee and communication between the committees is often conducted informally and by electronic communication. A number of committees and boards have overlapping responsibilities. Some of their functions are not clear or distinguishable from the remits of other committees. There is a lack of transparency as to what information, including the minutes and outcomes of meetings, feedback, action plans and other communications are considered at each meeting and where decisions are referred and approved formally. The School is well aware of these shortcomings and is taking steps to clarify its activities and to formally improve communications. It is desirable that the School clarifies the function of its committees and makes more transparent the lines of communication between them.

1.3 The ATHE's recent monitoring visit examined the quality assurance procedures at the School and confirms their suitability and appropriateness, with which the team concurs. Nevertheless, the ATHE identifies that there is scope for improvement in the evaluation of the programme provision and further implementation of action planning to stimulate improvements. The team concurs with this and confirms this outcome is also applicable to The Confederation of Tourism and Hospitality's programmes. The latter monitors the provision through unannounced visits. The annual monitoring process, as reflected in the School's annual report, is insufficiently well developed to provide senior managers with an oversight of the provision. It relies on the statistical information provided by the awarding organisations. This process is at an early stage of development. Its present format does not fully provide a formal opportunity for review, reflection and evaluation of the delivery and completion of modules and programmes. The annual monitoring process does not identify actions for enhancement. It does not sufficiently address deliberative actions undertaken to

enhance and improve programme delivery. It is advisable for the School to comprehensively develop the processes and procedures for annual monitoring and reporting.

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

1.4 External reference points underpin the School's maintenance of academic standards but need to be embedded further. These represent the requirements and procedures provided by the awarding organisations, which reflect key elements of the Academic Infrastructure. The awarding organisations provide all documentation to deliver the programmes, including programme specifications. Students are prepared for their examinations using materials provided by the awarding organisations. The delivery of teaching follows the learning outcomes provided by the awarding organisations, in which subject benchmark statements are implicit and articulated to *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and, to some extent, the *Code of practice for the assurance of academic quality and standards in higher education* (the *Code of practice*). The use of external reference points is evidenced in the School's quality manual and the policies that underpin the delivery of the provision. To some extent, adherence to these requirements is reflected in the student and staff handbooks, in the School's procedures and in the annual monitoring report. Many of the School's policies and procedures are in the process of further development to ensure that they are comprehensive and clearly focused. The School is at an early stage in the mapping of its policies and procedures to the Academic Infrastructure and checking that they align with other external reference points, including the clearly articulated systems and procedures provided by the awarding organisations. It is desirable that the School reviews its policies and procedures to ensure that they more readily align with the relevant external reference points.

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

1.5 The School's internal verification system and the feedback to students on their assignments need further development. Procedures are set out in the School's quality manual, its assessment policy and its internal verifier manual. A number of adequately developed policies, including guidelines on malpractice and plagiarism, provide guidance for staff and students on the conduct of assessment. There is a clear framework for the submission and marking of student work. Internal verification takes place following assessment and members of staff act as internal verifiers for formative assignments. The internal verification process could be developed further to ensure that there is more effective standardisation of assessors and verification of assessor decisions. Supporting documentation could be improved and the guidelines issued by the School could be extended to cover all students, assessors and modules. As such, it does not engage fully with the requirements of the ATHE or all the precepts of the *Code of practice, Section 6: Assessment of students*.

1.6 The ATHE sets student assignments for its programmes with the School's lecturers providing formative feedback, which is of variable quality. The awarding organisations and the School provide well-designed feedback forms to encourage a common and comprehensive approach by staff for providing advice to students on their work. Their use is limited. Feedback is given, sometimes by email and in other cases written alongside students' scripts. In the main, its content is limited and fails to show how students can further develop their assignments. Once the results are internally verified, they are uploaded on to the ATHE's web portal, followed by an external verification visit. Assignments for The Confederation of Tourism and Hospitality are marked within the School and sent to the awarding organisation for external verification. It is advisable for the School to review its



internal verification policy and the procedures for providing feedback to students on their assignments to ensure that they align fully with the *Code of practice, Section 6: Assessment of students*.

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 responsibilities for the management of the quality of learning opportunities and reporting arrangements reflect those detailed in paragraphs 1.1 to 1.3. The main points of contact between the awarding organisations and the School are the Principal and the Director of Operations. These roles overlap and for the purposes of the awarding organisations there needs to be a designated Head of Centre. The Principal is a member of the Academic Board of the ATHE and is expected to inform staff of changes and decisions that affect the delivery of the provision. Through the Principal, the School has contributed to the design of a new health care course.

2.2 The School has a management committee that together with the Quality Assurance Committee has overall responsibility for the quality of learning opportunities, but the minutes of their meetings are inadequately recorded. As circumstances dictate, the School reserves the right to call impromptu staff meetings. The minutes of the key committees and meetings are often brief and do not fully reflect the decisions taken or include action points and outcomes. In some cases they provide an incomplete formal record of events. It is desirable that the School produces more comprehensive minutes of its committee meetings.

2.3 The School's quality assurance manual is in need of development. Its first section comprises concepts and principles, including a brief explanation of its context. The second part provides a limited explanation of internal and external verification processes and assessment procedures. A list of the various School policies that are expected to contribute to good practice completes the manual. As the key manual for gathering together and explaining the operation of the quality assurance processes and procedures, the manual is insufficiently comprehensive and lacking in content and explanation. It does not provide an adequate reference to guide existing and new staff. The School confirms that the manual is under review and its revision is expected to provide more comprehensive guidelines. It is desirable that the School further develops the quality manual as a comprehensive document to incorporate the policies, procedures and processes that underpin the delivery of the provision and to reflect the quality of learning opportunities.

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

2.4 The external reference points mentioned in paragraph 1.4 also apply to this section of the report. The School's implementation of the awarding organisations' requirements helps to ensure that the procedures that underpin the quality of learning opportunities are informed by elements of the Academic Infrastructure. Its quality processes are brief and could be expanded to enhance learning opportunities. They rely significantly on the documentation supplied by the awarding organisations. These include, for example, a comprehensive teaching pack that is offered to centres by The Confederation of Tourism

and Hospitality. This comprises comprehensive course-related documentation, assessment, examination support and revision materials that engage with the *Code of practice*, FHEQ and with relevant subject benchmark statements. In particular, there are well defined admissions procedures that align with *Code of practice, Section 10: Admissions to higher education*. Admission procedures and induction processes are applied strictly and are well received by students. The School's assessment policy is limited in content with some components aligning with the precepts of *Code of practice, Section 6: Assessment of students*.

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

2.5 The School's teaching staff are guided by well prescribed and comprehensive information and staff development opportunities offered by the awarding organisations. The Confederation of Tourism and Hospitality teaching pack comprises tailor-made module handouts, lecture slides with speaker notes, real case studies and industry examples, and examination and assignment support materials, which include examination overview notes, past examination papers and related revision materials. The ATHE's unit support materials provide helpful suggestions and ideas for teaching and learning activities. Tutors are expected to reflect the context and interests of the students, to use a range of teaching methods and classroom-based activities, and to engage in methods of delivery that involve active learning, rather than relying on traditional methods of lecturing to impart knowledge.

2.6 The School has designed and implemented a regular day-long study skills module aimed at meeting the specific learning needs of international students. Students welcome this and its content serves to enhance the quality of their learning. The module has been endorsed by Ofqual and approved for use by the ATHE. It is timetabled for a specific weekday and offered as a voluntary option to all students. This represents good practice.

2.7 The monitoring of teaching is insufficient. Teaching staff are expected to prepare lesson plans to ensure that intended learning outcomes are addressed during teaching sessions and are congruent with the specifications provided by the awarding organisations. The choice of teaching method is at the discretion of the teacher. In line with its policies and procedures, the School's Management Committee is expected to monitor the effectiveness of teaching by considering the results of teaching observations and evaluations. This is not taking place formally and it is advisable that the scheme of structured observation of teaching needs to be implemented fully to assure the School that teaching is of an appropriate quality.

2.8 Student feedback makes an effective contribution towards the maintenance of the quality of learning. A student focus group provides a forum for students to raise issues about the School and the delivery of its programmes. A student representative acts as the interface between the focus group and School management. Focus group meetings are held monthly, they are minuted and contain action plans. Student views are collated and discussed by management and, where possible, changes are made. Students indicate that in the main teachers are well informed and organised, and use their experience to enhance the teaching and learning.

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

2.9 There is a range of adequately developed policies and procedures for academic, pastoral and learning support, which are sufficient for the existing provision. These are listed in the quality manual and relevant extracts are provided in student and staff handbooks. They include policies on academic misconduct, student complaints procedures, welfare, disabilities and student induction. The School needs to further develop its policies,



processes and documentation on malpractice to concur with the ATHE's requirements and align them with the *Code of practice*.

2.10 Informal on-demand one-to-one learning support and counselling is provided to students, which is congruent with the needs of the small numbers of students on the programmes. Students are encouraged to form student focus groups and to elect a student representative. The latter acts as a conduit for expressing their views and maintains close links with the School's management and teachers to resolve day-to-day issues. An open-door policy and formal systems of feedback are being implemented to receive student inputs on their academic and pastoral needs. The students express their satisfaction with the support that encourages them to share their ideas and concerns with the School staff. No formal record is maintained on the issues raised by students and how they have been resolved. In its recent monitoring and development visit, the ATHE states that the School is a 'very enjoyable place to work and study'.

2.11 The students' views, as well as the School policies and procedures, indicate that the admissions process is efficient and helpful. The Director of Operations oversees it. Prospective students are interviewed personally or by electronic video link and the outcomes recorded in student files. The students are very satisfied with the thoroughness and transparency of the induction process and supporting documentation. They are supportive of the particular needs of overseas students studying away from home. Induction is normally offered on a one-to-one basis as each student starts the programme of study. Students are provided with an informative induction pack.

2.12 The processes for the registration of learners with the awarding organisations are clear. A member of staff is designated to access the electronic portal and e-learning facilities of the awarding organisations. Plans to integrate the awarding organisations' joining fees, by absorbing them in the cost of the programme fee, are expected to streamline access to these facilities.

### **What are the provider's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?**

2.13 The School has a number of staff development policies and related processes, including staff appraisal that have not been fully developed or implemented. The availability of staff development depends on School funding, which is very limited. It is the School's policy to encourage staff attendance on continuous professional development courses by offering paid leave. The awarding organisations provide regular update briefings to which staff are invited and some of which they attend. For example, these include interactive training workshops on the delivery of The Confederation of Tourism and Hospitality's syllabuses and examinations. The ATHE also offers training workshops, bespoke training and conferences. The awarding organisations provide regular newsletters that are available through their websites. As funding permits, the School is encouraged to further invest in staff development to improve the effectiveness of the teaching and learning opportunities offered to students.

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

2.14 The College has no formally stated policy for resourcing learning opportunities. Books or documentation are provided by the School or by accessing the awarding organisations' websites. There is limited availability of reference books on the campus, but students have access to a nearby local council library. The Confederation of Tourism and Hospitality's electronic library of resources is available to tutors and students. The

students express their satisfaction with these online resources. The ATHE students are satisfied with the adequacy of the School's reference book provision. Given the small size of student numbers, the School's information technology provision is appropriate. Its operating system has been recently upgraded. It is an aspiration of the School to provide a virtual learning environment for its students in future in order to promote greater flexibility in their learning. Tutors assess the adequacy of the resources by means of formal feedback from the student focus group and informally in feedback to the tutors.

2.15 As students are admitted to the programmes, part-time lecturers are appointed to staff the modules being offered. This provides for flexibility in the pattern of employment but does not promote long-term relationships between them and the School. Induction of new staff is undertaken and operates effectively.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities 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 The information that the School publishes about itself and its courses is communicated clearly and, in the main, accurately to students and stakeholders. This information takes the form of publications produced by the School and the awarding organisations. The course handbooks are designed by the respective awarding organisations and provide comprehensive information on the content and operation of programmes. A hard copy of the course handbook is provided to the students who express their satisfaction with its wide-ranging information. As part of the School's induction pack, the students are provided with a student handbook that contains a factual overview of each programme of study and the policies and procedures that relate to students' day-to-day studies. It is currently being updated by the School to provide more comprehensive information and guidance on all student-related policies and information. Last year's School prospectus has been withdrawn pending the introduction of a new version for the coming academic year. In the intervening period, the School's administration advises and provides updates on this information.

3.2 The School is responsible for the information provided on its website, in staff and student handbooks, and in the prospectus. The website is a main source of public information. This is presented clearly and contains useful information on the awarding organisations. The website provides links to the awarding organisations which provide detailed programme information. Prospective students use the website as a main source of information prior to their admission to the School. The current students are satisfied with its content and confirm that it provides them with sufficient information to make informed decisions on their choice of programme. They find the website content to be informative, clear and accurate. The monthly student forum provides students with the opportunity to discuss and express their views on the website, which are largely positive.

3.3 An experienced education recruitment consultant is expected to disseminate accurate and complete school-related information to prospective students.

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

3.4 There is no formalised process for checking the accuracy and content of the information the School publishes about its programmes, including its website. The process is largely unplanned, with the Director of Operations assuming overall responsibility for the website content, staff and student handbooks and the prospectus. Upon request, the website and other publications are available in alternative formats, although at present the users of the website do not have the facility to enlarge text. The website has been the subject of continuous update to ensure that the School's programmes and the links with external organisations are current, and it is now up to date. It is advisable that the School makes more systematic the processes for the review, checking and implementation of changes to its website and documentation.

3.5 The flow of information is transparent and passes from the Course Coordinator to the Director of Operations and then to the website. The management of the website is outsourced and the communication of its content is emailed from the School directly to a webmaster. Information on the programmes is provided by the awarding organisations. The format of handbooks, and other publications, is discussed by the Management Committee, following which the Director of Operations drafts materials that are circulated to members of the committee for comment. The teaching staff do not influence the content of these materials. Draft material, with comments appended, is then discussed at a subsequent management meeting and the contents approved for publication.

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<sup>3</sup>

Swiss School of Management action plan relating to the Review for Educational Oversight April 2012						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The review team identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the provider:						
<ul style="list-style-type: none"> <li>the introduction of a module to support the development of students' study skills and to encourage effective learning (paragraph 2.6).</li> </ul>	<p>Discussions were held with ATHE relating to the new module Study Skills</p> <p>A stand-alone 10-credit point qualification at level 4 was identified as suitable</p> <p>Intended learning outcomes and assessment criteria were identified</p> <p>For the next academic year it is proposed to include this module as part of all programmes</p>	3 September 2012	Principal and Head of Operations	<p>Teacher performance</p> <p>Outcome of teacher observation</p> <p>Improved results</p>	<p>The School's Management Committee</p> <p>ATHE</p>	The School's Internal Annual Quality Audit Report and ATHE annual monitoring report

<sup>3</sup> 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 <b>advisable</b> for the provider to:						
<ul style="list-style-type: none"> <li>comprehensively develop the processes and procedures for annual monitoring and reporting (paragraph 1.3)</li> </ul>	<p>In association with the ATHE, to produce an operations manual, which clearly prescribes the processes and procedures for annual monitoring and reporting</p> <p>Design an annual calendar, indicating the specific dates for committee meetings, teaching observation dates and internal audit</p>	28 August 2012	Head of Operations	<p>Meeting the target dates specified in the annual calendar</p> <p>Statistical analysis of teaching, learning and student performance</p>	Management Committee	Internal Annual Quality Audit Report and external verifier's report
<ul style="list-style-type: none"> <li>review the provider's internal verification policy and the procedures for providing feedback to students on their assignments to ensure that they align fully with the <i>Code of practice</i>,</li> </ul>	The newly appointed internal verifier is developing an Internal Verifier Manual, which will provide a comprehensive handbook for assessors/lecturers and internal verifiers	10 July 2012  Review again on 29 and in October 2012 (as the success	Internal verifier	<p>Assessment feedback to students</p> <p>Internal verifier's feedback to tutors</p> <p>Student results</p>	Quality Assurance Committee	Internal Annual Quality Audit Report and external verifier's report

<p><i>Section 6: Assessment of students</i> (paragraphs 1.5 and 1.6)</p>	<p>It will include a number of existing policies and procedures</p>	<p>indicators would be more visible in the new academic year</p>				
<ul style="list-style-type: none"> <li>fully implement its policies and procedures for the structured observation of teaching (paragraph 2.7)</li> </ul>	<p>Allocate specific dates in the annual calendar for teaching observation</p>	<p>28 August 2012</p>	<p>Chairman of Management Committee</p>	<p>Activities achieved on the dates specified in the annual calendar</p>	<p>Management Committee</p>	<p>Annual monitoring report of ATHE</p>
<ul style="list-style-type: none"> <li>make more systematic the processes for the review, checking and implementation of changes to documentation and its website (paragraph 3.4).</li> </ul>	<p>Introduce into the Operations Manual a Publications Policy, which will indicate the processes for review, checking and implementation of all published materials, including the website</p> <p>The terms of reference for each committee will be further reviewed and refined to reflect specific roles and responsibilities</p> <p>Provide a calendar of meeting dates, agendas, circulated</p>	<p>28 August 2012</p>	<p>Head of Operations and Principal</p>	<p>Number of successful iterations of the implementation of actions generated from the systems and procedures that have been implemented</p>	<p>Management Committee</p>	<p>Internal Annual Quality Audit Report and annual visit report from ATHE</p>

	minutes and actions planned					
<b>Desirable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>clarify the function of its committees and make more transparent the lines of communication between them (paragraph 1.2)</li> </ul>	New organisation charts have been prepared to make clear the lines of communication	Achieved	Principal, Registrar and Administrator	Clear information flows and record-keeping	Management Committee	Self-evaluation
	Terms of reference for each committee will be further reviewed and refined to reflect specific roles and responsibilities	3 September 2012				
	Utilisation of a calendar of meeting dates, agendas, circulated minutes and actions to be taken	28 August 2012				
	This flow of information to lead to actions' consideration and implementation	Ongoing				
<ul style="list-style-type: none"> <li>review its policies and procedures to ensure that they align with relevant external reference points (paragraphs</li> </ul>	Following through the advisable actions and reviewing them on a regular basis with continuous improvement in mind	28 January 2013	Academic Board and Quality Assurance Committee	External feedback	Management Committee	Self-evaluation



1.4 and 2.9)	<p>Ensure policies and procedures are up to date and complete in line with the following external reference points:</p> <ul style="list-style-type: none"> <li>• Academic Infrastructure</li> <li>• UK Quality Code for Higher Education</li> <li>• the awarding organisations' news-sheets, meetings and events</li> <li>• needs of stakeholders</li> <li>• prospectuses, marketing leaflets and website information</li> </ul>					
<ul style="list-style-type: none"> <li>• produce more comprehensive minutes of its committee meetings (paragraph 2.2)</li> </ul>	<p>Appoint committee minute-taker</p> <p>Keep a comprehensive minutes book</p> <p>All minutes to be kept in lockable storage</p>	10 July 2012	Committee Chairman, Principal, Administrative Assistant	Robust records	Management Committee	<p>Self-evaluation</p> <p>Utilising existing external guidelines (the <i>Code of practice</i>)</p>
<ul style="list-style-type: none"> <li>• further develop the quality manual as a</li> </ul>	All existing policies are being reviewed	10 July 2012	Internal verifier and Head of	Robust Quality Manual	Quality Assurance	Internal Annual Quality Audit

<p>comprehensive document to incorporate the policies, procedures and processes that underpin the delivery of the provision (paragraph 2.3).</p>	<p>In addition, some relevant new policies are being written</p>		<p>Operations</p>		<p>Committee</p>	<p>Report</p>
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## 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](http://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](http://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](http://www.qaa.ac.uk/aboutus/glossary). Formal definitions of key terms can be found in the [Review for Educational Oversight: Handbook<sup>4</sup>](#)

**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 1 to 8, with levels 4 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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<sup>4</sup> [www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx](http://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.

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**The Quality Assurance Agency for Higher Education**

Southgate House  
Southgate Street  
Gloucester  
GL1 1UB

Tel 01452 557000  
Fax 01452 557070  
Email [comms@qaa.ac.uk](mailto:comms@qaa.ac.uk)  
Web [www.qaa.ac.uk](http://www.qaa.ac.uk)

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