Bradford Regional College Ltd

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

October 2013

Key findings about Bradford Regional College Ltd

As a result of its Review for Educational Oversight carried out in October 2013, 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 Chartered Management Institute.

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 this awarding organisation.

The team considers that **reliance can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Good practice

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

- all facets of student support combine to provide a comprehensive and integrated approach (paragraph 2.10)
- highly interactive activities during induction engage students in the learning process (paragraph 2.11)
- the combination of a thorough and integrated staff development programme with an excellent peer observation process enhances the learning and teaching process (paragraph 2.17).

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 policies and procedures for the operation of committees (paragraph 1.3)
- fully implement its scheduled policy for annual course review and monitoring (paragraph 1.4)
- implement an appropriate plagiarism detection software system (paragraph 2.6)
- introduce formal training and guidance documentation to enhance the existing student representative system (paragraph 2.13).

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

- evaluate proficiency in English as a function of student learning performance (paragraph 2.8)
- enhance the provision of library resources at both the Bradford and London campuses (paragraph 2.19)
- introduce clear and specific version control on all College documentation and templates (paragraph 3.4).

About this report

This report presents the findings of the [Review for Educational Oversight](1) (REO) conducted by [QAA](1) at Bradford Regional College Ltd (the College), which is a privately funded provider of higher education. 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 Chartered Management Institute. The review was carried out by Neil Lucas, Ranjinder Willis (reviewers) and David Ross (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the *[Review for Educational Oversight: Handbook](2)*. Evidence in support of the review included the College's self-evaluation document, an associated evidence folder including a recent College inspection report from the Independent Schools Inspectorate, various websites including that of the awarding organisation, and meetings with students and staff. Additionally, the team was supplied with a student written submission during the visit.

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

- Chartered Management Institute documentation
- the UK Quality Code for Higher education
- *The framework for higher education qualifications in England, Wales and Northern Ireland* (the FHEQ).

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

Bradford Regional College is an independent, privately funded institution whose purpose is to offer 'access for all' to a quality education. The College is based on two sites: one in Bradford (established 2008) and one in west-central London (established 2012). The current population for both sites comprises 94 students (36 Bradford, 58 London) who are all of international origin and in full-time study. The College consists of senior management (all of whom teach), and an appropriate range of full-time and part-time teaching staff. There is a total of 15 full-time equivalent teaching staff across both campuses.

The College currently offers only one programme in the area of management and leadership to students on both campuses through its awarding organisation, the Chartered Management Institute. This is offered at levels 5-8 of the FHEQ as follows:

- Level 5 Diploma in Management and Leadership
- Level 6 Diploma in Management and Leadership
- Level 7 Diploma in Strategic Management and Leadership
- Level 8 Diploma in Strategic Direction and Leadership.

The provider's stated responsibilities

The College's responsibilities are set out in the agreement with the awarding organisation. This states that the College is responsible for student recruitment, monitoring student admission, induction, retention and completion, all teaching and tutorial activities, student support, collecting and acting on student feedback, assignment first marking, assessment

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[1] www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4
[2] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

feedback, staff recruitment and development, and all public information production and accuracy. There is shared responsibility with the awarding organisation for setting assignments, reviewing and responding to annual monitoring reviews and module evaluations, quality monitoring and review, library and learning resources review, and programme and module information for students.

Recent developments

The College underwent a major change in ownership and management in 2012 and a new strategic direction was introduced. The owners recruited a new College Principal and Director of Studies in early 2013 alongside introducing higher education programmes at the London campus. The College also introduced revised policies and procedures, including new approaches to management, evaluation and monitoring of academic standards and the quality of student learning opportunities. A significantly revised College strategic plan was also introduced at this time.

As part of a planned expansion in higher education provision, the College has recently received accreditation from Pearson to offer Higher National Certificate and Diploma programmes along with the Level 7 Extended Diploma in Strategic Management and Leadership. Accreditation has also been received from English Management Direct to offer English language courses. These new programmes are scheduled to start in January 2014. Further future provision is planned in both undergraduate and master's degrees in a variety of areas under accreditation from an appropriate UK university.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. This was received at the review visit. The submission was prepared by a group of students and shared with all students before publishing. The College provided support, resources and guidance throughout the process. A range of students from both campuses met reviewers during the review visit and preparatory meeting.

Detailed findings about Bradford Regional College

1   Academic standards

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

1.1   The College manages effectively its responsibilities for academic standards through its executive team which includes College Directors and the Principal. This group meets on a regular informal basis to discuss all College matters and formally as the Executive Committee to monitor and approve academic standards, learning opportunities and management of public information. The responsibilities of the College and the awarding organisation are defined in appropriate formal agreements. Management of academic standards was largely informal prior to the recent changes in College ownership. As a result of these recent changes, revised and more robust mechanisms for identifying and delegating responsibilities have been implemented. For example, there are revised policies and procedures and new roles for the executive team, management structures and committee remits. Roles and responsibilities of senior management are clearly delineated. For example, the Principal is also the Head of Student Welfare, the Director of Studies is also the Head of Quality, and the Director of Higher Education and Administration is also responsible for marketing and IT.

1.2   The College fulfils the requirements of, and its responsibilities to, its awarding organisation through its quality assurance systems, principally the Quality Assurance and Enhancement Committee (QAEC), chaired by the Director of Studies, and ultimately, through a robust link between the Director of Studies and the Principal, to the Executive Committee. For example, the remit of the QAEC includes procedures for informing all staff on academic matters, including monitoring and responding to student feedback and external verifier reports, and meeting awarding organisation requirements.

1.3   Oversight of the work of all committees is formally managed by the Executive Committee. All administration and teaching staff responsibilities are clearly delineated in the Quality Assurance and Enhancement Handbook. This committee has met only infrequently. Documented committee structures have clear responsibilities, membership and terms of reference. In addition to the Executive Committee and QAEC, there are a number of smaller committees such as Course Committees, Infringement and Student-Staff Liaison Committees, which report directly into the QAEC. The Student-Staff Liaison Committee in particular allows the student voice to be heard and responded to in the management of academic standards. Minutes of committee meetings clearly outline action to be taken but there is only limited evidence of timescales and discussion of this in subsequent minutes. This reduces the effectiveness of each committee's contribution to the management of academic standards and it is therefore **advisable** for the College to fully implement policies and procedures for the operation of its committees.

1.4   The revised policies and procedures are in the early stages of implementation. Elements of the process are operational, for example, student feedback collated at module level and senior management discussions of issues communicated by the student body through the Student-Staff Liaison Committee. However, comprehensive analysis and evaluation of results is still in its infancy. For example, there is no systematic detailed analysis of student questionnaires and module evaluations in place. To address this, the College has developed, but not yet implemented, a new and potentially effective template for an Annual College and Course Review process which is designed to provide a thorough and structured approach to reviewing key metrics and an evidence-based approach to enhancing College provision. This process, once fully operational, will allow a more structured and robust approach to aggregating and statistically evaluating the information at the College's

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disposal, thus gaining a better understanding of the strengths and weaknesses of its course provision. The College will enhance its understanding of the quality of the student learning experience through a more structured approach to aggregating and statistically evaluating the information at its disposal, including student views, staff development and induction. It is **advisable** for the College to fully implement its scheduled policy for annual course review and monitoring.

How effectively does the College make use of external reference points to manage academic standards?

1.5   The College engages appropriately with external reference points such as the UK Quality Code for Higher Education (the Quality Code) under the guidance of an external adviser. The adviser has supported the design and mapping of College policies and procedures to Part A 'Setting and maintaining academic standards' and Part C: 'Information about higher education provision' of the Quality Code and delivered appropriate in-house staff development. For example, the College has produced a useful staff briefing document that maps key areas of the Quality Code to its own documentation. Additionally, course design is effectively mapped to level descriptors in the FHEQ and appropriate subject benchmark statements.

1.6   The awarding organisation is also utilised as a useful source of external reference and provides advice and support in the management of academic standards, particularly around standardisation. For example, the College effectively utilises guidance documentation supplied by the awarding organisation for programme delivery, administration and management of assessments. This is available to all students and staff and includes a handbook, Programme Specification and Centre Assessment Guidance on assessment, learning and teaching and unit syllabuses. The College has developed bespoke policy documentation, such as a Complaints and Grievances Policy, which supplements those of the awarding organisation. This includes guidance on academic malpractice and internal verification. Students stated that they were happy with the guidance information they had received from the College and the awarding organisation.

1.7   The College underwent an inspection by the Independent Schools Inspectorate in 2012, prior to the formation of the new management team and the London campus. This report stated that the College appropriately met expectations in the area of quality of the curriculum, teaching and learning achievement, student welfare including health and safety, and the effectiveness of governance, leadership and management. A series of six recommendations in this report were made covering a number of areas. Two of these were concerned with academic standards, specifically in implementing a formal process of quality improvement planning and the formation of a formal staff performance review system. The College is taking action on these as indicated in paragraphs 1.3, 1.4 and 2.15-2.18.

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

1.8   The College engages appropriately with the awarding organisation in effecting external moderation, verification and examining. Assessment design processes are executed through the awarding organisation. The College has delegated authority to manage localised design of assessment briefs but to date has not exercised this power. Students stated that staff provide them with all necessary information, including an academic calendar setting out assessment schedules, and are able to submit assessments online and in hard copy.

1.9   Summative assessments are externally set and the majority are coursework based. There are effective and appropriate mechanisms in place to assist students preparing for assessment as outlined in paragraph 2.5.

1.10   The College has set out effective procedures for internal verification in the Teaching and Learning Policy and utilises awarding organisation guidance and templates for verification of the assessment process. A significant amount of the internal verification process is conducted through informal discussion, with completed internal verification forms showing only limited qualitative evaluation.

1.11   Teaching staff effectively mark all assessments in the first instance before sampling by the awarding organisation for the purpose of verification. External verifier reports for previous sessions reflect awarding body satisfaction with standards of marking and staff have responded appropriately to comments in the reports.

> 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 organisation.

2   Quality of learning opportunities

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

2.1   Procedures and processes designed to monitor the quality of learning opportunities are effective. The College's arrangements for fulfilling its responsibilities for managing and enhancing the quality of learning opportunities mirror those for academic standards outlined in paragraphs 1.1 to 1.4. For example, the Quality Assurance and Enhancement Committee receives and reviews information regarding the quality of the student learning experience, including feedback from the Student-Staff Liaison Committee, and reports on issues for action to the College Executive Committee.

How effectively does the College make use of external reference points to manage and enhance learning opportunities?

2.2   The Director of Studies is responsible for ensuring that the College operation aligns to the Quality Code as outlined in paragraph 1.5. Briefing documents are prepared and distributed to all staff, a process that is effectively informed by an external adviser. The College utilises the guidance provided by the awarding organisation to manage the delivery of curricula. For example, detailed documentation as supplied by the awarding organisation is made available to learners at programme and study unit (module) level. Where necessary, this information is supplemented by additional online and hard copy documents. Students were satisfied with information supplied by College staff.

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

2.3   The College, through its Quality Assurance and Enhancement Committee and the executive team, maintains an effective oversight of the quality of learning and teaching through a process that is largely informal in nature. The Committee receives basic quantitative and qualitative information from various subcommittees that focus on course and student-related matters. Limited formal data is supported adequately through informal discussion between staff and students.

2.4   Teaching is delivered well through intensive daily block-teaching sessions. Students are made aware of the expected self-directed learning hours primarily through their discussions with staff and the information covering assessment processes. Students are content with the block-teaching model and with the quality of teaching overall. They also indicated that block teaching does not inhibit access to staff. The College adequately produces material to support learning and this is made available via the College virtual learning environment.

2.5   All assessments are quality assured robustly via the internal verification process outlined in paragraph 1.10 and an external moderation process with oversight provided by the awarding organisation. Preparation for summative coursework assignments are effectively supported through regular input from the academic team, particularly through a proactive model of giving guidance through formative feedback to support learning. For example, staff carry out an initial screening to test the academic and English competence of students as part of the induction process. Students are satisfied with the support given in preparing for assessment. Additionally, progress review sheets are used to monitor student progress towards final summative submission. A sample of student work from previous sessions showed that feedback on summative work is clearly given by College staff.

2.6   Management of plagiarism is currently handled via guidance given to students, for example in correct referencing procedures, and the diligence of staff, with any suspected cases being investigated through the College's Infringement Committee. There have been no recorded cases of plagiarism to date, but with student numbers planned to rise in the near future, there will be an increasing need to protect academic integrity through additional processes. It is **advisable** for the College to implement an appropriate plagiarism detection software system as an additional aid to both support student learning and underpin the academic integrity of the assessment process.

2.7   The College has conducted student evaluations to monitor feedback on academic staff and module delivery and students confirmed that the College had responded to comments and suggestions resulting from the student evaluations. They also confirmed that they could raise matters of concern readily and effectively with administrative staff, tutors and the Principal.

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

2.8   The College's recruitment and admissions policy is detailed and thorough with an appropriate admissions process that secures suitable applicants for higher education study. As part of the application process the College conducts interviews with all students prior to acceptance on programmes. All students confirmed they had undergone an interview along with checks on qualifications and had been directed to appropriate support and guidance before starting. Admissions criteria are summarised and made available to prospective students. However, the level of English proficiency required for College entry is consistently stated as below that recommended by the awarding organisation. It is **desirable** for the College to evaluate proficiency in English as a function of student learning performance.

2.9   Ongoing academic and wellbeing support is provided on a well designed informal and formal basis through high levels of face-to-face contact with academic staff and the College Principal. Students also have good access to English language support staff if required. All students indicated that they received excellent academic and pastoral support from staff in both classroom-based activities and outside of formal timetabled teaching sessions.

2.10   The College also supports its students very well through a range of other mechanisms, including an induction and enrolment process that ensures they understand

key policies and procedures. All support is underpinned with high quality student guides from both the College and the awarding organisation. At the admission point, each student is required to confirm their understanding by signing an effectively designed individualised Learning Agreement. Taken collectively, there is an excellent overall system of academic and pastoral support in place at the College which is managed very effectively by all staff. The way in which all facets of student support combine to provide a comprehensive and integrated approach makes a significant contribution to the quality of the student learning experience and is **good practice**.

2.11   The student induction process is well executed and the College makes good use of interactive ice-breaker sessions. This enables students to settle quickly and easily into College life and to encourage early participation in the teaching and learning process. These sessions are used effectively to develop learner confidence and enhance the collegiate environment. Students were very enthusiastic on the value of the induction process to their learning experience. The use of highly interactive activities during induction engages students in the learning process and is **good practice**.

2.12   A student handbook is produced by the College which is based primarily on the content and format of the awarding organisation's student handbook. The student handbook contains a range of appropriate information for students and makes particular reference to operational arrangements, attendance, the complaints and appeals procedure, learner malpractice and student welfare and support. Students are satisfied that this document helps them with their studies.

2.13   The Student-Staff Liaison Committee provides adequate opportunity for the student voice to be heard. This is supported through a process of informal engagement between staff and students. Students were content that these opportunities allowed them to express their views and that these were responded to appropriately. Student representatives are, however, currently self-appointed and receive only limited training for this role. The enhancement of the quality of learning opportunities would also benefit from wider student representation across College committees, particularly on the Quality Assurance and Enhancement Committee. These measures will also allow the College to align its practice with *Chapter B5: Student engagement* of the Quality Code. It is **advisable** for the College to introduce formal training and guidance documentation to enhance the existing student representative system.

How effectively does the College develop its staff in order to improve student learning opportunities?

2.14   The staffing policy is a thorough document that contains all necessary key information with sections on recruitment, development, appraisal of staff (academic and support) and with clear statements of process and procedure. All staff recruitment is protected by statements on fairness, transparency and equality. The staff development policy in particular is succinct and precise.

2.15   The College places emphasis on a recruitment process that appoints highly qualified staff for both full-time and part-time positions. Staff qualifications are mostly at master's level or above. The majority of staff have recognised teaching qualifications, including for teaching of English. The College has included an expansion of the number of staff with teaching awards in its staff development strategy. The majority of teaching staff also have substantial business or commercial experience. The robust recruitment and selection process helps to ensure that all teaching staff begin their employment with a common baseline of skills that contribute to the enhancement of learning opportunities. The teaching staff complement is appropriate for the programmes taught.

2.16   There is an effective peer review process in operation which is embedded in a supportive model of confidential sharing of good practice between pairs of colleagues. This involves staff in supporting each other through detailed observation of teaching, using a well designed standard template. Outcomes are confidential between observation pairs but staff are comfortable to share good practice and teaching-related issues to the wider teaching community in the College. Additionally, in order to ensure that dissemination is a college-wide process, the peer observation pairs are frequently changed.

2.17   There are robust and proactive staff appraisal and development programmes in place which make a significant contribution to the overall student learning experience. The College employs an external staff development expert who delivers a bespoke programme of seminars and workshops on key aspects of pedagogy, embedding of the Quality Code and awarding organisation procedures. This process is equally applied to part-time and full-time staff on both campuses, utilising remote video conferencing where required. The combination of a thorough and integrated staff development programme with an excellent peer observation process significantly contributes to enhancement of the learning process and is **good practice**.

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

2.18   Students have appropriate access to essential learning resources via the College's virtual learning environment and the awarding organisation's Learning Hub. Students were particularly pleased with the comprehensive range of learning materials available to them through both systems.

2.19   The College library holds a variety of essential texts but both the College management team and student representatives indicated that further investment is required to the internally-held stock. Pressure on the internal library is eased through stock held in a range of local public libraries, which students indicated they were encouraged and happy to use. It is **desirable**, nevertheless, that the College enhances the provision of library resources at both the Bradford and London campuses.

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.

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3   Information about learning opportunities

How effectively does the College communicate information about learning opportunities to students and other stakeholders?

3.1   The College employs an effective standard format for all public information. This ensures consistency of presentation across the provision. The College has appropriate mechanisms to communicate its higher education provision with a range of hard-copy and online information and has responsibility for publishing this to students and other stakeholders. This information includes an electronic prospectus, course leaflets, 'pop up' stands and general information for its intended stakeholders such as admission procedures, rules and regulations and information for overseas students. The College also publishes a range of student-facing policy documents, including complaints and grievances, data management, teaching and learning, recruitment and admissions of students. Students are appreciative of both the informative and supportive nature of published information.

3.2   Students stated that the College website is useful to them. It includes direct links to a number of organisations relevant to the students such as the UK Borders Agency website. The website also links to the awarding organisation's online information. Students confirmed that the information provided by the College on the website presents an accurate portrayal of the College, its programmes and its facilities, and met their expectations fully.

How effective are the College's arrangements for assuring that information about learning opportunities is fit for purpose, accessible and trustworthy?

3.3   The College has appropriately established lines of responsibility for ensuring the accuracy and completeness of the information it produces. All entries are approved by the College's awarding organisation before publication after initial approval and sign-off by the College executive team. Checks are regularly undertaken by the College Admissions Office on the public information set and feedback is gathered from students on content and marketing material.

3.4   All public information is regularly monitored and reviewed by the Principal who seeks final approval from the Executive Committee. Version control is applied to key policy documents but is not always apparent on other documentation, including teaching and assessment information templates. It is **desirable** for the College to introduce clear and specific version control on all College documentation and templates.

The team concludes that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Action plan[3]

Bradford regional College Ltd action plan relating to the Review for Educational Oversight of October 2013						
Good practice	**Intended outcomes**	**Actions to be taken to achieve intended outcomes**	**Target date(s)**	**Action by**	**Reported to**	**Evaluation (process or evidence)**
The review team identified the following areas of **good practice** that are worthy of wider dissemination within the College:						
• all facets of student support combine to provide a comprehensive and integrated approach (paragraph 2.10)	Student support will be further enhanced and standardised for all students and staff A revised staff handbook and student handbook will highlight significant features Staff (and student) development schedule revised to include specific training event, to be attended by newly appointed student representatives (April 2014)	Provide support on various student services by trained qualified staff Support students with professional development and language support throughout their studies (via timetabled classes, allocated time within module timetabled classes, and so on) Encourage effective communication between staff and students to share ideas/opinions within committee meetings, web-based	Reviewed in February and July each year	Principal	Senior Management Team	Evaluation of student feedback Reports from external bodies (awarding organisation and so on) Student representatives being appointed Staff qualifications

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[3] The College 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 College's awarding organisation.

		discussion groups, student union activities				
• highly interactive activities during induction engage students in the learning process (paragraph 2.11)	To design/utilise highly interactive activities during induction which promote student engagement in living and working in London and Bradford - all courses	Use interactive activities to provide information on various topics, including transportation links (plotting economic routes between locations) and cultural/legal aspects of living in the UK - local speakers to be invited	Reviewed in February and July each year	Director of Studies and Principal	Senior Management Team	Students' Induction feedback and evaluation Induction Pack will include activities and relevant information for future use
• the combination of a thorough and integrated staff development programme with an excellent peer observation process enhances the learning and teaching process (paragraph 2.17)	To review and revise plans for an annual programme of published staff development events To initiate a process whereby staff can request staff development - collectively and individually To appraise all staff development events To facilitate the college peer observation process to enhance the learning and teaching process To establish a new rolling focus each year	Organise and provide in-house training for staff Ensure all new lecturers attend induction programme Conduct development programme once per semester Plan, monitor and facilitate the peer observation process	Ongoing Staff development calendar published for one year Contents monitored for revision and appraisal each six months Peer observation calendar to be published for every three months, to	Principal and Director of Studies Teachers	Senior Management Team	Staff development records/training documentation Analysis of feedback from students and staff, utilising recently devised feedback mechanisms Peer observation plan - all observations to produce at least one recorded outcome Peer observation sheets

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	(for example *Chapter B6: Assessment of students and the recognition of prior learning*)		include all levels/subjects			
Advisable	**Intended outcomes**	**Actions to be taken to achieve intended outcomes**	**Target date(s)**	**Action by**	**Reported to**	**Evaluation (process or evidence)**
The team considers that it is **advisable** for the College to:						
• fully implement policies and procedures for the operation of committees (paragraph 1.3)	To produce plans for the implementation of both revised and new policies and procedures (for example the student handbook; student welfare policy; unfair practice; staff handbook) - staff and students to be involved as appropriate	Inform students and staff (via meetings and mailings) of key policies and changes in policies following review and/or awarding organisation changes Make policies and procedures available to staff and students Follow policies and procedures	January 2014	Principal	Senior Management Team	Audit of plans for Policy revision and/or implementation Review dates of February and July each year Audit of effectiveness of revision and/or implementation planning
• fully implement its scheduled policy for annual course review and monitoring (paragraph 1.4)	To fully implement our scheduled policy for annual course review and monitoring	Plan and organise a meeting for the Annual College and Course Review	April 2014	Director of Studies and Principal	Senior Management Team	Meeting minutes Action Plan for Annual College and Course Review Meeting Six monthly audit

						of activity related to action plan
• implement an appropriate plagiarism detection software system (paragraph 2.6)	To establish plagiarism detection software system	Purchase plagiarism-detection software and provide staff and students with appropriate training (focus on use of plagiarism-detection software as evaluation tool used by students prior to submission)	April 2014	Directors	Senior Management Team	Course committee and Quality Assurance and Enhancement Committee meeting minutes Turnitin reports of students' work Purchase receipt/invoices Student and lecturers feedback
• introduce formal training and guidance documentation to enhance the existing student representative system (paragraph 2.13)	Establish formal training sessions and subsequent guidance documents to enhance the students' representative system Ensure student participation in relevant staff development plans/exercises on policy change and/or implementation	Produce training and guidance document Introduce student election for student body Create 'description of role and responsibilities' for student representatives	March 2014	Head of Student Welfare	Senior Management Team	Elected student representatives Student meeting minutes Representatives and guidance published on college website and social media Student representative's description of role and

Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
						responsibilities
The team considers that it would be **desirable** for the College to:						
• evaluate proficiency in English as a function of student learning performance (paragraph 2.8)	Incorporate evaluation of proficiency in English as a function of student learning performance Provide remedial action as required Enhanced completion and retention figures	Plan activities in lessons where students have the opportunity to improve their English proficiency (embedding key skills and functional skills) Make explicit reference to key skills and/or functional skills in lesson plans Provide continuous feedback to students on their progress on module with evaluation of their use of English language Continue professional development sessions and academic writing sessions as scheduled in the timetable	June 2014	Lecturers Director of Studies to supervise	Quality Assurance Executive Committee	Students' performance Evaluation of students feedback External examiner/quality manager/ moderator report Lesson plans and scheme of work
• enhance the provision of library resources at both the	To enhance the provision (number and range) of library resources at both the Bradford and London	Allocate budget for the purchase of recommended text books for the Chartered Management	Ongoing, to be reviewed again in September 2014	Directors	Senior Management Team	Budget calculations Presence of

Bradford and London campuses (paragraph 2.19)	campuses Respond to staff feedback (peer observations and so on) and student feedback Ensure resources acquisition plan responds to student numbers	Institute and Pearson Organise wider library resources such as journals and electronic resources				wider range of books and other resources Evaluation of students' feedback
• introduce clear and specific version control on all College documentation and templates (paragraph 3.4)	To initiate monthly audit to ensure (ownership) of version and effective control mechanisms	Edit all the required documents Use version control Keep version control Create uniform templates	September 2014	Principal	Senior Management Team	Version controlled documents Use of templates with versions Evaluation of staff and students feedback

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 quality A comprehensive term referring to how, and how well, higher education providers manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by degree-awarding bodies for their courses (programmes and modules) and expected for their awards. See also **threshold academic standards**.

awarding body A UK higher education provider (typically a university) with the power to award degrees, conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA (in response to applications for taught degree-awarding powers, research degree-awarding powers or university title).

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

designated body An organisation that has been formally appointed or recognised to perform a particular function. QAA has been recognised by UKBA as a designated body for the purpose of providing educational oversight.

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

enhancement The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. It is used as a technical term in QAA's review processes.

external examiner An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

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

good practice A process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to a higher education provider's management of academic standards and the quality of its educational provision. It is used as a technical term in QAA's review processes.

highly trusted sponsor An organisation 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.

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[4] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

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

learning outcomes 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 reviews and reports.

programme (of study) An approved course of study that 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 (s) (of higher education) Organisations that deliver higher education. In the UK they may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of degree-**awarding bodies** or **awarding organisations**. In the context of Review for Specific Course Designation 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').

quality See **academic quality**.

Quality Code Short term for the UK Quality Code for Higher Education, which is the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the Expectations that all providers are required to meet.

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.

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 standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national **frameworks for higher education qualifications** and **subject benchmark statements**. See also **academic standards**.

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