North West College Reading Limited

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

December 2013

Key findings about North West College Reading Limited

As a result of its Review for Educational Oversight carried out in December 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 programms it offers on behalf of the Association of Business Executives (ABE), ATHE Ltd and the Confederation of Tourism and Hospitality (CTH).

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 produces for its intended audiences about the learning opportunities it offers.

Good practice

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

- the proactive approach of the Senior Management Team to establish effective processes for student engagement (paragraph 2.8).

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 College to:

- implement consistently the College's Internal Verification Policy (paragraph 1.9)
- clarify the lines of responsibility for internal verification (paragraph 1.9)
- review the website's accessibility (paragraph 3.2).

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

- enhance the effectiveness of its committees (paragraph 1.2)
- further develop the recording and analysis of enrolment, retention and achievement data (paragraph 1.3)
- develop the use of external feedback at a whole-college level (paragraph 1.7)
- make use of website traffic flow information (paragraph 3.3)
- review the relevance of the content of noticeboards (paragraph 3.6)
- apply consistently version control to public information (paragraph 3.7)
- adhere consistently to document review procedures (paragraph 3.7).

About this report

This report presents the findings of the [Review for Educational Oversight](#)[1] (REO) conducted by [QAA](#) at North West College Reading Limited (the College), which is a privately funded provider of higher education. The purpose of the review is to provide public information about how the College discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the College delivers on behalf of ABE, ATHE Ltd and CTH. The review was carried out by Mr Jonathan Doney, Mr Millard Parkinson, Mrs Ranjinder Willis (reviewers) and Dr Heather Barrett-Mold (coordinator).

The review team conducted the review in agreement with the College and in accordance with the *[Review for Educational Oversight: Handbook](#)*.[2] Evidence in support of the review included: the self-evaluation, student submission, samples of student work, annual monitoring reports, external examiners' reports, further documentation supplied by the College and meetings with staff and students.

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

- the UK Quality Code for Higher Education (the Quality Code)
- United Kingdom Visas and Immigration (UKVI)
- Higher Education Statistics Agency (HESA).

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

The College is an independent college of further and higher education, located in Friar Street, Reading, Berkshire. It was founded in 2009 with the primary aim to widen access to further and higher education in the UK for international students. The College offers programmes in business management, travel, tourism and hospitality management and health and social care management from levels 4 to 7. Currently there are 291 students, most of whom are engaged on ATHE Ltd qualifications in aspects of management; most are working at level 6. The College's mission is 'to contribute to the worldwide community through the pursuit of high-quality yet affordable education and learning'.

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

ATHE Ltd

- Level 4 Diploma in Management
- Level 5 Diploma in Management
- Level 5 Diploma in Management for Health and Social Care
- Level 6 Diploma in Healthcare Management
- Level 6 Diploma in Management
- Level 7 Diploma in Healthcare Management
- Level 7 Diploma in Strategic Management

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[1] www.qaa.ac.uk/educational-oversight
[2] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

Association of Business Executives

- Level 6 Graduate Integrated Diploma in Business Management

Confederation of Tourism and Hospitality

- Level 7 Postgraduate Diploma in Hospitality and Tourism Management

The College's stated responsibilities

The College's responsibilities in relation to its awarding organisations are clearly defined through formal agreements. For all awards, the College is responsible for recruitment of students, learning and teaching, student support and learning resources. For ATHE Ltd and CTH programmes, the College is responsible for setting and marking assessments in accordance with the awarding organisations' regulations. For ABE there are external examinations, although the College supports students with formative assessments. There is a shared responsibility for public information and some resources.

Recent developments

In 2012 the new student enrolment numbers fell to 27 from 435 in 2011. During 2011 the College was involved in a partial takeover of North West College London. There was a period of transition as the provision was consolidated in Reading and now all programmes are delivered at the Reading site. The use of ATHE Ltd as an awarding organisation has only been in place for students from September 2013.

Students' contribution to the review

The College has kept students informed of the review process. Students studying on higher education programmes at the College produced a written submission to the review team. The team found this helpful and explored student views in meetings with students to gain a clear picture of the student learning experience.

Detailed findings about North West College Reading Limited

1   Academic standards

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

1.1   The College has an appropriate, if complex, management structure for the oversight of its higher education provision. The operational framework detailed in the Governance and Management Manual and Academic Quality Assurance Manual shows the Principal having overall responsibility for higher education standards. A published calendar clearly shows key points in the College's quality cycle. Reporting to the Senior Management Team and chaired by the Quality Director, the Academic Committee meets twice a year and is responsible for managing academic standards and quality. It is responsible for the development of the academic activities of the College and decisions on policies and procedures, as well as monitoring curriculum development, teaching and learning and external assessment. Membership of the committee includes the Principal, Quality Director, Academic Head, all programme coordinators and senior administrative staff.

1.2   The Administrative Committee, which meets monthly, is responsible for admissions, student welfare, academic and pastoral support, accommodation, visa and UKVI requirements and ensures appropriate levels of learning resources and library provision. This committee is chaired by the Managing Director and has a subcommittee: the Admissions Committee, which monitors and reports on day-to-day admissions issues and compliance with the College Admissions Policy. The Academic Advisory Committee meets to inform the directorate of external factors likely to influence the College's higher education provision. However, sample minutes from the Senior Management Team meetings showed no discussion of academic performance or issues raised from programme committees or students. This entails a heavy dependency on an informal approach and on those involved remembering what may have been agreed. It would be **desirable** that the College enhance the effectiveness of its committees.

1.3   At programme level, the Academic Head oversees course coordinators and maintains oversight of all programmes. There is little evidence of the consideration of student performance or assessment in minutes. The Academic Committee receives annual monitoring reports from Annual Programme Committees, which are chaired by the Academic Head. There is no detailed data on enrolment, retention, achievement, completion or destination by programme or cohort and no trend analysis. The College recognises that this is an area for development and improvement and has included it in their Quality Improvement Plan. It would be **desirable** for the College to further develop the recording and analysis of enrolment, retention and achievement data.

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

1.4   College staff make effective use of a number of external reference points to support and inform their higher education provision, with their awarding organisations providing a key role. Awareness of external reference points has been raised through specific staff development activities. Staff have a good knowledge of the level descriptors, using these to plan and develop teaching programmes and schemes of work, and referencing them to the awarding organisations' learning outcomes. Only programmes whose content is designed and assessed by the appropriate awarding organisation are delivered. The responsibility lies with the College to ensure that awarding organisation requirements are met. ATHE Ltd

provides staff with a handbook for delivering ATHE Ltd qualifications for its programmes which covers all aspects of delivery, administration, assessment and verification.

1.5   The College's Quality Improvement Plan is a comprehensive document. This clearly details continuing progress in mapping the Quality Code against existing quality processes. A recent example has been a review of the Admissions Policy with reference to *Chapter B2: Recruitment, selection and admission to higher education* of the Quality Code. Work is progressing with *Chapter B5: Student engagement* and as a result a number of new initiatives have already been put in place.

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

1.6   Reporting to the Academic Head, course coordinators are responsible for managing assessment. The College has a shared responsibility for the assessment of ATHE Ltd and CTH programmes. Course work on these programmes is formatively assessed by the College with final verification of grades undertaken by the awarding organisation. Final examination and assessment for ABE programmes is conducted by the awarding organisation.

1.7   External examiner reports received by the College are reviewed by the Academic Head and responded to by course coordinators, with outcomes and actions discussed at programme committees. For ATHE Ltd programmes, any specific action points are listed with the expectation that they are resolved by the time of the examiner's next visit. Where there are external examiner reports, they contribute to the annual monitoring process. However, information from these reports is not used as part of a College-wide annual review of its provision. It would be **desirable** for the College to develop the use of external feedback at a whole-college level.

1.8   Operation of internal verification is inconsistent. The Academic Head acts as the College internal verifier and holds regular standardisation meetings involving all staff. These meetings include double and cross-marking, sharing best practice and standardisation of materials. An internal verifier is nominated for each programme. College documentation stresses the importance and maintenance of procedures for internal verification and standardisation. However, the method is inconsistently applied and monitored.

1.9   Learning outcomes for all modules are contained in programme summaries and on the virtual learning environment but are not included in assessment briefs sampled. Consequently, there is no easy indication in assessed work that learning outcomes have been achieved. Assignment briefs are not produced to a standard format and marking schemes are not clear in all briefs. Written evidence of internal verification is not clear on assignment briefs. Operational details of internal verification procedures do not appear in the Learning, Teaching and Assessment Strategy or the Staff Handbook, although they are broadly outlined in the Academic Assessment Policy. It is **advisable** for the College to implement consistently the Internal Verification Policy and clarify the lines of responsibility for internal verification.

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

2 Quality of learning opportunities

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

2.1 The coherent structure for the management of academic standards applies equally to managing and enhancing the quality of learning opportunities. Staff have a clear understanding of the management structure and all academic, administrative and management roles are clearly defined.

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

2.2 The College is making efforts to ensure that its policies and procedures are in line with the Quality Code through its Quality Improvement Plan implemented by the Quality Director. The action plan from this clearly aligns it to the Quality Code and other reference points. The College Quality Manual has been designed to reflect relevant chapters in the Quality Code.

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

2.3 A Learning, Teaching and Assessment Strategy covers the period 2013-17. This is informed by relevant external reference points and implemented through the Quality Improvement Plan. It comprises five strategic goals with indications as to how they will be achieved. Monitoring of the implementation of the strategy is by the Academic Committee. The Academic Assessment Policy identifies principles and procedures for assessment. It contains guidelines for submission of work, academic misconduct, appeals and feedback of results. It states that assessment will be completed to awarding organisation regulations; internal moderation, verification and standardisation will take place; and due consideration will be given to comments by external examiners.

2.4 Graded teaching observations employing standard practice are carried out annually by the Principal and Academic Head. A system of peer observations of teaching to a College template has been introduced from September 2012. There is a Teaching Observation Policy which outlines procedures for observations. Detailed observation forms are completed with records kept and monitored by the Senior Management Team. Any staff development requirements resulting from observations are considered by the Senior Management Team. Peer observations are used in order to share good practice.

2.5 Students provide feedback on the quality of teaching through questionnaires in line with the Learning, Teaching and Assessment Strategy. These are analysed and considered by the Academic Committee and at joint management and student committee meetings. Student feedback surveys for February 2013 indicate a satisfaction rate of 96 per cent very good, or good, with four per cent satisfactory. These figures show an improvement on those for 2012 surveys. Students stated that they were satisfied with teaching, which is delivered in a manner appropriate to the level of curriculum and type of students.

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

2.6 There are effective processes of support for students. Academic support is provided by teaching staff through research modules included in curricula and through feedback given on assessed work. Students performing poorly are offered one-to-one tutorials. Students can contact tutors for additional support and advice through the virtual learning environment. Information on support, policies, procedures and behaviour is available in the Student

Handbook. Some indication of progression to university courses is given to students and although there are no formal progression arrangements, the College is in preliminary discussions with potential university partners. Students indicated they would prefer university-validated courses to be offered at the College. There are two Student Welfare staff who have similar roles, with one specialising in support for male students and one for female. They provide general support and advice and can refer students to outside agencies for specialist advice. Pastoral support is available on an informal basis.

2.7   Applicants are interviewed either in person or online to a standard pro forma to assess their suitability for the programme and their level of English. The pro forma indicates that students needing help with English can study a pre-sessional English course but this is not currently available due to Home Office regulations. Remedial support for English can be provided by specialist external staff.

2.8   The Student Representative Committee meets regularly and comprises elected class representatives. These representatives attend the Student Consultative Committee, Programme Committee meetings and joint management and student meetings. A Senior Management Team Surgery has recently been introduced through which students can request a one-to-one meeting with a member of the Senior Management Team to discuss issues. Notices provide details of the surgery times and promotion of this initiative. Students are encouraged to contact academic or administrative staff with any concerns on an informal basis. Issues raised by students are responded to within 10 or 20 days depending on the nature of the issue and the bodies responsible for response. Students stated that they feel they have good opportunities to express their opinions which are valued and respected by staff. Examples of responses to student requests include later start times to allow for cheaper off-peak travel and moving a half-term break to coincide with Eid and Diwali festivals. The proactive approach of the Senior Management Team to establish effective processes for student engagement is **good practice**.

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

2.9   Staff are adequately supported in professional development. There is a Staff Development Policy and Staff Development Plan 2012-13; the latter has been revised for 2013-14. Internal staff development is provided for academic and administrative staff to ensure currency, discuss ideas and share good practice. There is a programme of external staff development delivered in-house by specialists with a table of activities in 2012. Staff development records are monitored by the Managing Director.

2.10   Development needs are identified through teaching observation and performance management review. There is an application process for support for staff development and a post-development evaluation form. There is a modest budget for staff development for those needing teaching qualifications. Some remission is approved for staff development, including PhD study.

2.11   There is an induction programme for new staff coordinated by the Academic Head and Course Coordinator and a Staff Handbook which contains all appropriate information. The Staff Recruitment Policy and staff curriculum vitae indicate that staff are appropriately qualified and experienced in their subjects and that all teachers have or are working towards a teaching qualification.

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

2.10   Learning resources and teaching accommodation are generally sufficient. There is one computer laboratory for use by students with 30 computers and a printer and access to the internet and online resources. Other computers are also available elsewhere in the College. Student feedback indicated a need for improved checking and maintenance of computers, which was acted upon. All classrooms are equipped with computers and data projectors. There is no medium or long-term resource strategy due to uncertainty over future recruitment. Staffing, accommodation and learning resource requirements are included in the internal programme approval process.

2.11   The on-site library provides books and access to e-books and is open during College hours. Online resources and teaching materials are provided by awarding organisations. Feedback from students indicated that there had not been enough books. This was responded to through the CTH Annual Monitoring Report action plan and a budget was agreed for additional library stock. Students are also directed to local public libraries and the College passes on bulk-buying discounts. Students are made aware in the Student Handbook and at induction that they should budget for books and learning resources.

2.12   The virtual learning environment is effective. Staff can upload programme information, policies, module guides, learning materials, lecture notes and other relevant information with links to awarding organisation sites and materials. Academic staff upload material but there is no general oversight of content. Students can use the virtual learning environment to contact staff for individual advice.

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

3   Information about learning opportunities

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

3.1   The College has effective mechanisms to communicate its higher education provision to students and other stakeholders. Comprehensive information is provided to students on application through the website. The College is responsible for publishing a range of publicity and marketing information about its higher education provision. The electronic prospectus on the website contains individual programme information. To ensure consistency of information across programmes, the College employs a standard template and all entries must be approved by the College's awarding organisations before publication.

3.2   The content and information on the website is updated regularly and has proved useful to the students before and during their study. There is a direct link to the electronic application form, student handbook, academic timetable and results as well as a student feedback survey. However, the website is not checked for accessibility as it is developed and this could cause some potential students difficulty in obtaining information, especially prior to attendance at College. It is **advisable** for the College to review the website's accessibility.

3.3   The website also provides information and guidance on terms and conditions of admissions for all students, pre-arrival information and information on a number of College policies. For staff and students there are direct links to the awarding organisations' websites and to the College virtual learning environment. Students confirm 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. At present there is no use made of website traffic flow information to enhance the effectiveness of the site. It would be **desirable** for the College to make use of website traffic flow information.

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

3.4   The College has established lines of responsibility for ensuring the accuracy and completeness of the information it produces. Pre-publication material and website content is produced by the programme managers and approved by both the Principal and Managing Director. Checks are undertaken by the Admissions Office and amendments recorded on the web content change documentation and approved by the Principal and Managing Director. Informal feedback is gathered from students on content and marketing material.

3.5   Course information published on the website meets awarding organisation requirements who approve content along with the use of awarding organisation logos. The College uses a gallery of student photographs on the website to promote the College and extra-curricular activity. The College has in place an 'authorisation of use consent form' which is signed by students permitting the use of the photographs on the website.

3.6   There are a number of noticeboards located on each floor and in classrooms at the College. Responsibility for ensuring they are up to date lies with the Welfare Officer. The noticeboards contain a range of information from Senior Management Team surgeries, information on courses, module timetable, actions taken resulting from student feedback and additional induction sessions. However, some noticeboards contained out-of-date information. It would be **desirable** for the College to review the relevance of the content of noticeboards.

3.7   The College has a range of policies and publications which are available to both staff and students through the College virtual learning environment. These are reviewed by the Principal, and the Senior Management Team has final approval of their adoption. Although the College employs version and review control for documentation, this was not always explicit on documentation viewed during the review visit. It would be **desirable** for the College to apply consistently version control to public information and adhere consistently to document review procedures.

3.8   The Student Handbook contains a great deal of information for students and makes particular reference to operational arrangements, cheating and plagiarism, international student information and a survival guide. However, there is limited reference within the Handbook to the student representation process and Harvard referencing.

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]

North West College Reading Ltd action plan relating to the Review for Educational Oversight of December 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:						
• The proactive approach of the Senior Management Team to establish effective processes for student engagement (paragraph 2.8)	Improved and efficient approach to deliver service through Student Representatives Committee Increased level of documented pastoral support for students Improved positive feedback from analysis of student questionnaires, using the results compiled from December 2012 as the baseline measure	Develop a handbook/ manual for the management of the Student Representatives Committee with the scope of work, duties and responsibility of the committee members, College's responsibility Prepare Periodic Plan of Action of the activities regarding student engagement Publish Periodic News Letter to disseminate the information regarding Student Representatives	April 2014 May 2014 May 2014	Senior management team Student Represent-atives Committee	Board of Governors	Results from specific questions evaluated from unit, tutor and end-of-semester questionnaires Induction feedback and complaints monitoring Use baseline data and evaluate changes against numerical results from all new

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

Advisable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
		Committee				questionnaires
The team considers that it would be **advisable** for the College to:						
• Implement consistently the College's Internal Verification Policy (paragraph 1.9)	Improved reporting and monitoring of internal verification process with regular reviews each half-semester by Academic Head and Quality Director	Review current policy and practice, update to ensure full alignment with awarding organisation requirements	March 2014	Academic Head	Principal and SMT	Audit of internal verifications to be carried out every semester
	Clearer understanding by all staff (academic and non-academic) as to internal verification process and expectation for all qualifications - Confederation of Tourism and Hospitality Level 7; ATHE Levels 4, 5, 6 and 7	Redesign and implement updated assignment front sheets to ensure a clear system of assessment, verification and feedback	March 2014	Academic Head	Principal and SMT	Staff and student feedback to validate and modify processes and documentation
		Include all learning outcomes on the redesigned front sheet	March 2014	Academic Head	Principal and SMT	Assessment of alignment with *Chapter A6* of the Quality Code, using the internal matrix as a performance guide
		Minute all internal verification and standardisation sessions for development purposes	May 2014	Academic Head	Principal and SMT	
	Judgements and standardisation simplified (course team will be responsible for					Evaluate action

	standardisation, moderated by Academic Head) More effective feedback to students					plans from minutes and confirm embedding
• Clarify the lines of responsibility for internal verification (paragraph 1.9)	Clearer understanding by all staff (academic and non-academic) of responsibilities for module/unit internal verification and programme internal verification	Review and update internal verification procedure to clearly identify roles and responsibilities Clearly show responsibility for internal verification for each module/programme delivered and the mechanism for standardisation	March 2014 March 2014	Academic Head	Principal and SMT	Minutes and resulting actions from internal verification meetings Minutes and resulting actions from module and programme review meetings Minutes and actions from course and module reviews
• Review the website's accessibility (paragraph 3.2)	Compliance with national and EU directives Good review of access from independent reviewers	Upgrade website accessibility to meet the requirements in line with European/UK directives. To monitor European Human Rights Commission website and recommendations and make modifications/updates as appropriate	July 2014 July 2014	Managing Director Managing Director	Board of Governors and SMT Board of Governors and SMT	Audit and assessment of effectiveness and compliance from outside organisations such as Royal National Institute of Blind People, European Human Rights Commission and

		Talk to and accept recommendations from organisations such as Royal National Institute of Blind People	July 2014	Managing Director	Board of Governors and SMT	other appropriate independent assessment
Desirable	**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 would be **desirable** for the College to:						
• Enhance the effectiveness of its committees (paragraph 1.2)	Introduce a range of standing items for each meeting, to include attendance, retention, achievement, health and safety and relevant aspects of performance and map these to the Quality Code All College committees refer to the Quality Code and align actions with the Quality Code	Revisit the terms of reference for each committee and restructure as appropriate Test and increase frequency of combined meetings to share results, practice and developments to enhance future structure Discuss and minute the analytical report of academic performances in SMT meeting	April 2014 June 2014 June 2014	Managing Director Academic Head	Board of Governors and SMT Board of Governors and SMT	Use a simple staff communications questionnaire to monitor and measure effectiveness of changes to structure and internal communications Quarterly evaluate and update college matrix of policies matched against the Quality Code
• Further develop the recording and analysis of enrolment, retention and	Improved attendance, retention and achievement to reach a minimum of 80%; 75% of enrolled students and	Term-wise report and analysis of performance data to evaluate trends	July 2014	Administrative officer	Board of Governors and SMT	Analyse performance data from management information

achievement data (paragraph 1.3)	80% respectively

Match achievement against awarding organisation benchmarks | Include the analytical Report of Enrolment, retention and achievement data in Annual Monitoring Report (AMR) | August 2014 | | | system reports in each of the metrics and recommend actions to improve

Analyse success using internal reports from the management information system system and any course/ programme team reviews available,against awarding organisation benchmarking data where available

Match against minimum levels of achievement published by government |
| • Develop the use of external feedback at a whole-college level (paragraph 1.7) | Reduced number of actions from externally verified (EV) reports. Increased areas of good practice

EV reports to show | Use EV and national examiner reports to inform College self-evaluation against available benchmarking data

Initiate annual self- | August 2014

September | Academic Head | SMT | Evaluation of staff and student questionnaires and implementation of findings |

	consistent and continuous improvements and performance at or above requisite benchmarks Use annual self-assessment to form the basis of continuous improvement of processes in all aspects of College support and delivery	assessment procedures to match QAA, internal and awarding organisation requirements	2014			Evaluation of whole College self-evaluation document Review of College complaints received to inform future actions
• Make use of website traffic flow information (paragraph 3.3)	Improved targeting of college marketing Inform broader range of curriculum offer	Establish system to monitor website traffic and use area data collected to review marketing strategy Use as part of a Customer Relationship Management system	April 2014	Managing Director	Board of Governors and SMT	Assess effectiveness of marketing by pre-semester reviews to show change in student numbers, diversity in terms of country, gender and age range Enrolment of UK/EU nationals
• Review the relevance of the content of noticeboards (paragraph 3.6)	No out-of-date notices to be on any display boards in public areas	Weekly review sheet to check and ensure that all noticeboards only display current information	March 2014	Admini-strative officer	SMT	Monthly audit and recording to show effective application of process to update
• Apply consistently	Policies always current, relevant and correctly	Version control mechanism to be	April 2014	Managing Director	Board of Governors	Evaluation of six-weekly audit of

version control to public information (paragraph 3.7)	designated Tracking documents up to date and accurate	developed in line with ISO 9001/2 and Investors in People Ensure all staff understand the importance of only using current documentation Log of signatures to show distribution of documents from one central point only			and SMT	rolling update programme Evaluate the effectiveness of document control against the ISO standards and recommend changes to document control procedures where necessary
• Adhere consistently to document review procedures (paragraph 3.7)	Full compliance with the expectations of Investors in People and/or ISO 9001/2	Single nominee responsible for initiating review and update process Rolling programme of review and updating	April 2014	Managing Director	Board of Governors and SMT	Monthly audit of schedule and support documentation, coupled with minutes of rolling programme of review and update

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/educational-oversight.

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 .

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.

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**.