



# **Khalsa College London**

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

June 2012

## Key findings about Khalsa College London

As a result of its Review for Educational Oversight carried out in June 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 Chartered Institute of Management Accountants, the Chartered Management Institute and The Institute of Commercial Management.

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 weekly staff meetings that are attended by student representatives and enable prompt feedback from staff and students (paragraph 2.2).

### 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:

- revise the committee structures to clarify the operation, responsibilities, terms of reference and reporting mechanisms (paragraph 1.2)
- ensure that quality management policies and practices are kept under formal review by the governors and Academic Board (paragraph 1.2)
- revise the Policy Handbook, the Quality Manual and the Quality Assurance Cycle to ensure they are comprehensive (paragraph 1.3)
- formalise the annual monitoring process, to reflect the outcomes of external moderation, student feedback, progression data and teaching observation, and ensure full consideration by Academic Board (paragraphs 1.4 and 2.11)
- ensure that assessment feedback forms are fully completed with relevant written comments to assist students' development (paragraph 2.7)
- continue to check that all current published information is accurate (paragraph 3.2)
- improve the procedures for ensuring the accuracy and completeness of public information (paragraph 3.3).

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

- draw upon the Academic Infrastructure to develop the management of academic standards and the quality of learning opportunities (paragraphs 1.5 and 2.3)
- agree a list of standard information that module files should contain (paragraph 2.6)
- formalise the operation of the Student Council (paragraph 2.10).

## About this report

This report presents the findings of the [Review for Educational Oversight](#)<sup>1</sup> (REO) conducted by [QAA](#) at Khalsa College London (the provider; the College). 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 Institute of Management Accountants, the Chartered Management Institute and The Institute of Commercial Management. The review was carried out by Mr Harry Davison, Ms Amanda Greason and Ms Trudy Stiles (reviewers), and Mr Martin Hill (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:

- the agreements from the Chartered Institute of Management Accountants, and The Institute of Commercial Management
- the agreement and centre report from the Chartered Management Institute
- meetings with students
- meetings with staff
- samples of marked student work
- the policy documents and manuals published by the College.

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

- qualification structure and syllabus of the Chartered Institute of Management Accountants
- centre assessment guidance of the Chartered Management Institute
- accreditation documentation from The Institute of Commercial Management.

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

Khalsa College London (the College) was established in 1985. It is located in Harrow, Middlesex, serving both the local and overseas student market. It offers a mixture of professional and academic programmes. The College is accredited by the Accreditation Service for International Colleges and approved by Ofsted for provision other than higher education and as a highly trusted sponsor by the UK Border Agency. It occupies three floors of one building shared with the International School of Sikh Studies. There are plans to relocate the College to another location in Harrow. The College and the International School of Sikh Studies have the same owners and the management of academic standards and learning opportunities are run jointly.

The College is accredited to run professional programmes for the Chartered Institute of Management Accountants, The Institute of Commercial Management and the Chartered Management Institute. The policy of the College is to recruit students to levels 2 to 6 of the professional programmes. The College also offers GCSE and A-Level English and English as a second language programmes.

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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).

In 2009, the College began daytime classes for local students and recruited overseas students. The main recruitment is from India and Nepal because of the historic and cultural background of the College. Currently, there are 69 higher education students registered with the College. There are nine full-time and three part-time members of academic staff, and two support staff, who also work for the International School of Sikh Studies.

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

**Chartered Institute of Management Accountants (level 7)**

- Chartered Management Accountant - certificate level (23 students)
- Chartered Management Accountant - management level (14 students)

**Chartered Management Institute (levels 4 to 6)**

- Award in Management and Leadership (no students)
- Certificate in Management and Leadership (no students)
- Diploma in Management and Leadership (no students)

**The Institute of Commercial Management (levels 4 to 6)**

- Certificate in Business Studies (2 students)
- Diploma in Business Studies (16 students)
- Advanced Diploma in Business Studies (14 students)

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

The College shares a joint mission with the International School of Sikh Studies to provide affordable and accessible education to the student community it serves. Its goals are to provide access to different levels of education, to offer careers counselling that meets the needs of students and industry, to provide opportunities for personal growth and to deliver support programmes to help students achieve their goals and utilise the skills gained to develop the business environment.

The College is responsible for the recruitment of students, their induction and guidance. With the exception of the Chartered Management Institute awards, the awarding organisations have responsibility for curriculum design, development and assessment. For the Chartered Management Institute awards, College staff summatively assess and undertake internal verification before student work is submitted for external verification. The College has responsibility for programme delivery. Students are prepared for the examinations of the Chartered Institute of Management Accountants and The Institute of Commercial Management. The College is required to respond to monitoring reviews from the external verifiers. It is responsible for providing learning resources, and gathering and acting upon student feedback. The College is responsible for the completeness and accuracy of information in its online prospectus, learning materials and website.

## **Recent developments**

There have been no recent developments in higher education provision at the College.

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

Students studying on higher education programmes at the College were invited to present a submission to the review team. A representative from the Student Council for Khalsa College London attended a QAA briefing on the Review for Educational Oversight. Following this,

students were asked by lecturers to complete forms seeking information on their experience at the College. Using this data, the four students on the Student Council wrote a statement on the student experience. This document was helpful to the team in preparing for the review. The team also met students during the preparatory meeting and the review visit to gather views of the wider student body.

## Detailed findings about Khalsa College London

### 1 Academic standards

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

1.1 The governors have oversight of the management of the College and day-to-day management is delegated to the Director Principal. He has overall responsibility for maintaining standards and promoting enhancement through an informal process of monitoring and review. He is supported by a team comprising the Principal, the Administration and Admissions Officer, and the Marketing and Public Relations Officer. Programme delivery is managed at the operational level by four course coordinators, three responsible for specific programmes and one for evening and weekend programmes. College documentation also identified the post of Academic Registrar. However, the team was informed that this role was now within the remit of the Principal.

1.2 The quality assurance structure for the College identifies groups that report directly to the Director Principal and ultimately to the governors. The College states that the Policy and Planning Committee focuses on mid to long-term goals in its strategic plan. This committee meets annually. The team found that it focused on financial aspects of the provision but found little evidence of how the goals will be evaluated. The self-evaluation identified a Management Committee, but the team found that this committee did not exist. The Quality Manual indicates that it is the responsibility of the Academic Board to monitor academic quality and standards, but few formal actions are recorded. The Examination Board is identified as having the responsibility to monitor internal assessments, external examinations, and awarding organisations' moderation reports. However, the Board does not minute the identification, or the monitoring, of actions following the receipt of external moderators' reports. The team found that these actions may be considered at the Academic Board. Committee agendas are minimal and the very brief notes of meetings lack sufficient detail of the actions agreed, responsibilities for action and timescales. It is advisable that the College revises the committee structures to clarify the operation, responsibilities, terms of reference and reporting mechanisms. It is also advisable that the policies and practices are kept under formal review by the governors and Academic Board.

1.3 Two handbooks aim to guide staff on the management of standards and learning opportunities. The Policy Handbook 2011-14 contains a significant number of administrative and academic policies. The Quality Manual is extremely brief and is augmented by a written Quality Assurance Cycle, which indicates a number of key monthly activities. However, the handbooks omit some key academic policies and procedures, most notably relating to student feedback and representation and annual monitoring. The Quality Assurance Cycle omits some key activities relating to monitoring. It is advisable that the College revises the Policy Handbook, the Quality Manual and the Quality Assurance Cycle to ensure they are comprehensive. The College may also wish to consider including all their policies and procedures in a single document.

1.4 The College does not have an annual monitoring policy, but does gather qualitative and quantitative data on student and lecturer feedback, student performance and achievement, and teaching observations. The College Quality Assurance Cycle identifies set points within the academic year to plan, monitor and review programme delivery. Two different report templates for monitoring are in use and they do not indicate actions or timescales. There is no clear indication of how this information is used to provide monitoring and enhancement of programmes. It is advisable that the College formalises the annual monitoring process, to reflect the outcomes of external moderation, student feedback,

progression data and teaching observation. The process should also provide for full consideration by the Academic Board.

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

1.5 All programmes delivered by the College are accredited to the Qualifications and Credit Framework by the awarding organisations that develop and review the specifications and assessments. The College's main relationship to these external reference points is through the application of assessment guidance from the awarding organisations. Staff are aware of these external reference points. However, the team found that there was a limited awareness of academic standards as considered in the Academic Infrastructure. This is further discussed in paragraph 2.3. It is desirable that the College engages with the Academic Infrastructure in reviewing its policies and procedures.

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

1.6 The awarding organisations are responsible for the external verification of student work which the College marks. For the Chartered Management Institute programmes, College staff set the assessments and these are approved by the awarding organisation, which ensures that they meet the learning outcomes and are at the required level. The assessment briefs for the Chartered Institute of Management Accountants and The Institute of Commercial Management programmes are externally set with samples being externally moderated. These awards have external examinations and the College is only responsible for formative assessment. The external verifier's report for the Chartered Management Institute programmes contained action plans and dates for review. These are placed before the Academic Board, but there is little detail of how they are monitored and used for development and enhancement.

1.7 Internal moderation to assure standards is carried out effectively within the College by tutors who ensure that the awarding organisations' requirements are met. Four members of staff are currently undertaking formal internal verifier qualifications and are designated as internal moderators. External moderation reports and awarding organisations' visits confirm that standards are being maintained. However, the most recent report identified areas for improvement about internal verification and the recording of minutes.

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 committee arrangements for the management and enhancement of learning opportunities are as outlined in paragraph 1.2.

2.2 The College has allocated responsibilities for aspects of learning opportunities. Specific posts include an Admissions Officer and a Student Welfare Officer who discharge their roles effectively. Course coordinators play a positive role in managing the programmes on a day-to-day basis. A feature of good practice is the weekly staff meetings that are attended by the student representatives, enabling prompt feedback from staff and students.

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

2.3 The College's use of external reference points with regard to academic standards has been outlined in paragraph 1.5. While the College takes into account the reference points of its awarding organisations with reference to standards, it has not been required to consider the sections of the *Code of practice for the assurance of academic quality and standards in higher education* (the *Code of practice*) relating to the quality of learning opportunities.

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

2.4 The Assessment and Record Keeping Policy is a valuable reference source for staff in the design of assessments. Students are satisfied with the quality of teaching and value the variety of teaching methods. Staff are clearly aware of what is expected of them in the delivery of their modules through the provision of the Policy Handbook, the weekly staff meetings and the regular inspection of their teaching files by the Director Principal. The two policy documents contribute to meeting the College's aims for teaching and learning, but it could be more effective if these policies could be incorporated into a single policy.

2.5 The awarding organisations see all staff curriculum vitae when programmes are approved and approve any changes in teaching staff. There are also random awarding organisations' inspections to scrutinise the currency of knowledge. All new staff have a formal induction that ensures they understand how the College operates. They receive a Staff Handbook and Policy Handbook, and keep a personal file that includes regular self-appraisals. The Performance Management Policy is an effective process for ensuring the quality of teaching. It requires the completion of self-assessment questionnaires by each lecturer and teaching observations carried out annually by the Director Principal. These feed into discussions at annual staff appraisal.

2.6 Lecturers are required to compile a module file to include a scheme of work detailing the module delivery and the teaching and learning methods. Some files also include the awarding organisations' information, including programme specifications and the College Policy Handbook. While the team noted the effective process, a review of a number of files indicated differences in the type of information each contained. It is desirable for the College to agree a list of standard information that module files should contain.

2.7 Students confirmed that they are clear about assessment. The College recognises the value of formative assessment, particularly on those programmes where the summative assessment is externally set. A review of student work confirmed that formative assessment is widespread and systematic. However, a variety of feedback forms are used, the quality and quantity of written feedback is minimal and its value to students is questionable. The recent Chartered Management Institute report identified this as an issue. The review team was informed that feedback to students is often verbal and students confirmed this. It is advisable that the College ensures that the feedback forms are fully completed with relevant written comments to assist students' development.

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

2.8 The College strives to recruit students with appropriate qualifications and with the motivation to benefit from and succeed on their programmes. Students are satisfied with the induction arrangements, which effectively acquaint them with the College, its staff and resources and their programmes.

2.9 The College currently works with a low staff/student ratio and prides itself on offering strong student support. The team concluded that the student support arrangements are effective. Students were complimentary about the academic and pastoral support. They have helpful access to lecturers and course coordinators during and outside teaching sessions. The Student Welfare Officer is available to deal with non-academic matters and refer students to external agencies where necessary. The Director Principal is also available on an appointment basis.

2.10 A strength of the College is the process for ensuring students' views are sought. Students confirmed that action is taken on issues they raise, such as the introduction of an extra overhead projector. Three different forms are used to elicit quantitative and qualitative feedback. The feedback gathered is analysed and summaries are produced, although these are not considered formally by the Academic Board. The appointment of student representatives for each programme and level augments the processes of feedback. The team found that the Student Council functions as an informal group, despite the academic structure of the College explicitly indicating the contrary. It is desirable that the School formalises the operation of the Student Council.

2.11 The College carefully records student progression and achievement. On the whole, student achievement is satisfactory, but there are subjects on each programme where it is very poor. The team was informed that student performance data informs actions on learning opportunities, but it is not clear that such data feeds into any annual review nor is it considered by the Academic Board. The College should maximise the use of the data it produces on student progression and achievement, ensuring that it feeds into annual monitoring and is considered by the Academic Board, as recommended in paragraph 1.4.

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

2.12 The College recruits staff with existing professional experience and relevant qualifications. Many of the staff have postgraduate qualifications; one is currently working towards a master's degree. Staff development is largely offered through training events provided by the awarding organisations. The College recently organised an in-house Preparing to Teach in the Lifelong Learning Sector training programme that was attended by all staff, both academic and administrative. The staff who attend training events and conferences feed back to other staff at the weekly staff meetings.

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

2.13 Students stated their satisfaction with the provision of learning resources, which includes a textbook for each module, a hard copy from the awarding organisations and online resources. The College's small premises are adequate for the number of students and the number of programmes. In addition to teaching and administrative space, there is a small student common room, which had recently been provided as a result of students' requests.

2.14 The library has a modest collection of business and management-related textbooks, but provides additional reference material. The College has subscriptions to two business and management journals to which students can refer. Most students have their own laptops, but the College provides laptops for student use in teaching rooms, and the computer room has 18 computers for student use. A virtual learning environment is being developed and will be in use from September 2012 when lecturers will upload module-related information. The College ensures that relevant resources are acquired and an element of its strategic plan is to equip the library with recent publications. It reviews its

resource requirements annually when it invites lecturers to make requests for the forthcoming academic year, which are generally met.

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 College uses a variety of information from the awarding organisations to produce the prospectus and for programme and module information. Programme information is available on the website and in printed handbooks for staff and students. The printed prospectus gives an outline of the professional programmes and the structure of teaching and assessment. Students are given an induction pack that includes a prospectus, Student Handbook, Policy Handbook, College calendar and further detailed information on their programmes. Students also use the programme and module specifications, as provided by the awarding organisations' websites. The College has used two agents in India, but personal recommendations and the website are more productive recruitment tools. Enquirers are referred to the website and, where practical, invited to visit the College. The website has recently been redesigned and is still being populated. It provides information on living in London and outlines all the programmes with links to the awarding organisations. An application form and the Policy Handbook can be downloaded.

3.2 The Student Handbook has details of the induction programme, a summary of the UK Border Agency attendance policy, a brief summary of each awarding organisation, and reminders of essential personal information. The Policy Handbook includes most of the College academic policies, including admissions, assessment, behaviour, bullying, career development, complaints, health and safety, equal opportunities, and performance management. The Chartered Management Institute recently commended as good practice both the induction checklist that assesses pre-programme requirements and possible support needs, and the Student Handbook that summarises centre and learner obligations. However, the Policy Handbook refers to an Academic Registrar, although the post no longer exists. The Student Handbook refers to the role of the personal tutor and group tutorials, although this system does not operate. The team identified a programme from the Chartered Management Institute which was included in the prospectus supplied in advance but was not offered. At the visit, a corrected prospectus was made available. It is advisable that the College continues to check that all current published information is accurate.

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

3.3 The College is required to send copies of printed documents and programme specifications to the awarding organisations for authorisation prior to publication. There is no formal information management policy, but the College has established procedure with clearly defined responsibilities. The Director Marketing and Public Relations is responsible for compiling and checking all public information, whether on the website or in printed format. The Director Principal checks all draft copies and authorises publication. Draft copies of the policies and handbooks are returned to the College before printing, to be checked again by the Director Marketing and Public Relations and finally approved by the Director Principal.

The team saw evidence that the College corrects errors in their public information as they are identified, but it is advisable that the College improves the procedures for ensuring the accuracy and completeness of public information.

3.4 The College has informal methods for evaluating the effectiveness and accuracy of its information from its students. Students agreed that the information was generally useful, relevant and accurate.

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>

Khalsa College London action plan relating to the Review for Educational Oversight June 2012						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The review team identified the following area of <b>good practice</b> that are worthy of wider dissemination within the provider:						
<ul style="list-style-type: none"> <li>the weekly staff meetings that are attended by student representatives and enable prompt feedback from staff and students (paragraph 2.2).</li> </ul>	<p>Introduce new student council members to the purpose of the meetings</p> <p>Meetings are scheduled weekly to address issues and impart information regarding academics and student welfare and to relate general issues to both staff and students</p> <p>To formalise the Student Council in September</p>	Continuous throughout academic year	Student Welfare Officer, staff and proposed students	Clear lines of communication leading to effective feedback from staff and students, minuted meetings provide an opportunity to check on action taken and whether the outcome is agreed generally	Academic Board	Weekly meetings will assess the monitoring, feedback and communication on action taken This will be marked against the action noted in the minutes allowing us to identify if the required outcome has been achieved
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation

<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.

The team considers that it is <b>advisable</b> for the provider to:						
<ul style="list-style-type: none"> <li>revise the committee structures to clarify the operation, responsibilities, terms of reference and reporting mechanisms (paragraph 1.2)</li> </ul>	<p>A meeting was held in July to establish new committee structures, to streamline those in place and to redefine designations This was achieved and it was decided to review the structures annually in July/August</p> <p>Clearer committee structures have been implemented to clarify the operation, responsibilities, terms of reference and reporting mechanisms as advised</p>	July/August annually	Administration Head	<p>A clearer understanding of operation, responsibilities, terms of reference and reported mechanisms will be achieved</p> <p>A formal set of minutes with agenda will therefore be achieved over an academic year</p>	Director Principal and the Academic Board	<p>New charts showing clearer structures have been produced and displayed throughout the institution</p> <p>Annual evaluation will keep the structures and designations up to date, leading to clear communication pathways</p>
<ul style="list-style-type: none"> <li>ensure that quality management policies and practices are kept under formal review by the governors and Academic Board (paragraph 1.2)</li> </ul>	<p>Formalised meetings to be scheduled to discuss review of policies and practices which will be minuted and auctioned</p> <p>Academic and management structures have been revised</p>	August annually	Principal and Administration Head	<p>Clearer communication between Director Principal, Principal, Administration Head and Governors will result in a more professional dialogue with sign-off policies</p>	Academic Board/Governors	<p>Content to be assessed annually in August</p> <p>Meetings minuted with clearly defined actions which will allow us to identify if the required</p>

	Clearer committee structures have been implemented to clarify the operation and responsibilities					outcome has been achieved with set time lines to be met  The Academic Board meets four times a year with main review of printed/published changes to be made in August
• revise the Policy Handbook, the Quality Manual and the Quality Assurance Cycle to ensure they are comprehensive (paragraph 1.3)	Proposed changes made to documents awaiting sign-off  Quality management will be combined with the Policy Handbook Hard copy to be reprinted, and upload onto website  Additional policies added  Quality assurance cycle has additionally been reproduced making reference to monitoring and assessment	August annually	Principal and Administration Head	A more streamlined and concise document which covers support of academic staff and students  Further policy additions relating to student feedback, representation and annual monitoring have been implemented  Giving support and confidence to students	Academic Board	Contents assessed annually and printed in August  The Academic Board meets four times a year however their main review of handbooks and manuals is taken in July/August annually  Through minuted meetings action can be seen to

					be taken  The evidence is a clear final version which is current and meets legislative requirements where appropriate
<ul style="list-style-type: none"> <li>formalise the annual monitoring process, to reflect the outcomes of external moderation, student feedback, progression data and teaching observation, and ensure full consideration by Academic Board (paragraphs 1.4 and 2.11)</li> </ul>	<p>Monitoring and assessment has been reassessed and a template produced which incorporates actions, timescales and clearer observation feedback</p> <p>A separate progression template will support this</p>	August annually	Director Principal	<p>External examiners comments and progression data will be analysed on a term-by-term basis or as published by awarding organisations</p> <p>Any recommendations made for further improvement will be passed to course coordinators through specific staff meetings with clear action plans on how to achieve any desired outcomes</p>	<p>The Academic Board and course coordinators</p> <p>Teaching observations, regular assessments formal and informal will be held</p> <p>Formalised written script comments and review of feedback reports will be made to the Academic Board</p> <p>The evidence will be qualitative and quantitative, data based on the feedback, performance achievement</p>

				<p>Clearer monitoring of data will give confidence to students</p> <p>Staff similarly will have better control of students achievements and capabilities, allowing for specific additional support if identified</p> <p>A clearer, termly review including feedback with students followed by a final annual review will be implemented</p>		<p>and observations results of teacher and students will be actioned and analysed</p>
• ensure that assessment feedback forms are fully completed with relevant written comments to assist students' development (paragraph 2.7)	<p>A student assessment feedback form will be analysed termly and data produced which will be acted on through recommendations made by course coordinators</p> <p>A new format has been designed to take into consideration teachers' comments</p>	August	Course coordinators	<p>Written developmental comments will be included, backed up with verbal comments throughout the academic year, giving confidence to students that they are being appraised</p>	Director Principal	<p>Formalised written script comments and review of feedback reports will be produced by course coordinators</p> <p>The data stored and referenced termly to</p>

	<p>for students development</p> <p>Awarding organisations to be made aware of our assessment feedback form as appropriate</p>					establish a pattern of students achievement, abilities and desired outcomes, this will be available to awarding organisations
• continue to check that all current published information is accurate (paragraph 3.2)	<p>An ongoing assessment is made to ensure that all published information is current and relevant</p> <p>Information Technology department oversees the virtual learning environment input and websites</p> <p>Course coordinators check on new specifications units, the <i>Code of practice for the assurance of academic quality and standards in higher education</i> (the <i>Code of practice</i>), and so on and notify any changes through staff meetings and/or a separate published</p>	Throughout the academic year	Administration Head/Information Technology Head and course coordinators	<p>The success indicator is good feedback and knowledge that we are offering current and relevant information, whether it is for academic courses, policies or the website</p> <p>Awarding organisations will sign off as appropriate that references to their courses are correct</p>	Director Principal	Continuous monitoring to maintain relevance and currency, submission to awarding organisations for checking prior to printing will ensure details are correct

	information meeting					
• improve the procedures for ensuring the accuracy and completeness of public information (paragraph 3.3).	<p>Clear procedures have been set to ensure all brochures and the website are checked by relevant staff</p> <p>Additionally all published materials are sent to the awarding organisations for their approval before printing, they are also given links to websites to check on the information published about their particular courses</p>	Ongoing throughout the year	Administration Head and Information Technology Head	<p>Feedback from awarding organisations and checking by Administration/Information Technology Head for accuracy before printing and publication on web/virtual learning environment</p> <p>Will ensure that public information is up-to-date and not misrepresented</p> <p>Signed off by the Academic Board</p>	Director Principal	<p>Continuous monitoring to maintain up-to- date published information by Administration/Information Technology Head</p> <p>A more consistent monitoring approach will identify issues earlier in the process rather than annually</p>
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is <b>desirable</b> for the provider to:						
• draw upon the Academic Infrastructure to develop the management of academic standards and the quality of learning	<p>To keep up-to-date with subject benchmark statements and to make reference to the <i>Code of practice</i></p> <p>To ensure they have</p>	August annually	Director Principal	<p>Staff are undertaking thorough reviews of all courses and awarding organisations data, incorporating it</p>	Academic Board	<p>Formulating results, class observations, assessments in a clearer format, improving communication of the same to</p>

	opportunities (paragraphs 1.5 and 2.3)	been incorporated through continuous monitoring and feedback allowing us to develop stronger infrastructures and offer better support to both staff and students		into a more structured approach to developing the courses and delivery to students, with the aim to produce higher academic standards and learning opportunities		students Clearer direction from the Academic Board to teachers regarding academic standards will improve understanding of policies and procedures and this in turn will feed back through teaching standards
• agree a list of standard information that module files should contain (paragraph 2.6)	All files to be standardised with generic institution information backed up by specific course relevant materials	Termly	Teachers and course coordinators	Standardisation of the module files is achieved therefore allowing for a clearer understanding of requirements regarding specifications, scheme of work and assessment across the board	Director Principal	Internal regular maintenance of files to ensure complicity along with availability to awarding organisations for inspection purposes will ensure standardisation is maintained
• formalise the operation of the	The new academic year will provide the	September annually	Student Welfare Officer and	Canvassing for a Student Council	Director Principal	A portal for students to

Student Council (paragraph 2.10).	opportunity to establish a formal Student Council		Administration Head	will be organised giving students confidence that there is a clear line of communication between themselves and staff This encompasses pastoral and academic welfare		discuss issues from welfare to academics, with meetings minuted and actioned and timelines set
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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: *The*

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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).

*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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