



Capital School of Business & Management

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

February 2012

Key findings about Capital School of Business & Management

Capital School of Business & Management is in an unusual position as a private provider of higher education. At the time of the review there were no higher education students at the School. There were five students studying for the City & Guilds International English for Speakers of Other Languages. This is a level 2/3 programme on the National Qualifications Framework. The review team was unable to see the operation of any of the higher education policies or procedures for maintaining academic standards or the quality of learning opportunities, nor meet with any higher education students. The team met with three staff, and the Academic Director, who will teach on the higher education programmes when they run. The report is written on the proposals that the School has in place for its higher education provision, what it has put in place to meet the expectations of the awarding body and organisations, and how it has managed the student experience for the City & Guilds International English for Speakers of Other Languages programme.

As a result of its Review for Educational Oversight carried out in January 2012, the QAA review team (the team) considers that there can be **confidence** in how the provider will manage its stated responsibilities for the standards of the awards it offers on behalf of the Association of Business Executives, the British Computer Society, City & Guilds, the Confederation of Tourism and Hospitality, and Edexcel.

The team also considers that there can be **confidence** in how the provider will manage its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of this awarding body and 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 no items of **good practice**.

Recommendations

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

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

- clarify the roles, responsibilities, reporting lines and records of meetings to ensure coherence and consistency (paragraph 1.2)
- review its processes to ensure that reliance can be placed on published levels of achievement (paragraph 1.4)
- identify and apply reference points used by relevant professional, regulatory and statutory bodies to ensure the currency of academic standards (paragraph 1.6)
- obtain approval from Edexcel before enrolling students onto the level 7 programme (paragraph 1.7)
- undertake an immediate, thorough review to rationalise and simplify all policies and procedures and a systematic evaluation of these after each cycle of the quality assurance process (paragraph 2.2)

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- ensure that staff on higher education programmes embark upon appropriate teaching qualifications with another institution before the operation of the higher education programmes (paragraph 2.10)
- establish an effective system of version control for all published documents (paragraph 3.3)
- revise the website references to the connections with Toulouse Business School to clarify the School's involvement in line with the terms of the contract (paragraph 3.4).

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

- identify and use the appropriate external reference points which exist to identify and support the quality of learning opportunities in higher education (paragraph 2.3).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at the Capital School of Business & Management (the provider; the School). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers, or will deliver, on behalf of the Association of Business Executives, the British Computer Society, City & Guilds, the Confederation of Tourism and Hospitality and Edexcel. The review was carried out by Professor Christopher Gale, Mrs Patricia Millner (reviewers) and Martin Hill (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).² Evidence in support of the review included documentation supplied by the School and its awarding body and organisations, and meetings with staff and students.

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

- Qualifications and Curriculum Framework
- Common European Framework of Reference for Languages.

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

Capital School of Business & Management, Heathrow, was incorporated in October 2010. It took ownership of its current building, Cardinal Point, at Heathrow in March 2011. The School has an Academic Director, an Operational Director, a Registrar, a Head of International Operations and Marketing, a Student Welfare officer and a Liaison Officer in India.

At the time of the review the School had enrolled nine full-time students of whom five are currently studying. They were enrolled on the City & Guilds International English for Speakers of Other Languages programme. There are two full-time and one part-time teaching staff. The School intends to offer the following higher education programmes, listed beneath their awarding body and organisations:

Association of Business Executives

- Diploma in Business Management
- Diploma in Human Resource Management
- Diploma in Management

British Computer Society

- Certificate in IT
- Diploma in IT
- Professional Diploma in IT

City & Guilds

- International English for Speakers of Other Languages

Confederation of Tourism and Hospitality

- Diploma in Hotel Management
- Diploma in Tourism Management

¹ www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4.

² www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

- Advanced Diploma in Hotel Management
- Advanced Diploma in Tourism Management
- Postgraduate Diploma in Hospitality and Tourism Management

Edexcel

- Higher National Certificate in Management and Leadership
- Higher National Diploma in Management and Leadership
- Higher National Extended Diploma in Strategic Management and Leadership.

The School is an examination centre for the **Association of Certified Chartered Accountants**.

At the time of the review, the provider did not offer any higher education programmes.

The provider's stated responsibilities

In its self-evaluation the School states that its strategy is realised by five objectives:

- the delivery of a flexible, accessible, engaging, responsive and relevant curricula
- the enhancement of a culture that supports learners and promotes student success
- the further development of assessment that is engaging, promotes learning and enables continuous development
- the support, development and reward of staff in an environment that promotes innovation, continuous enhancement, scholarship and pedagogic research
- the development and maintenance of infrastructure and support systems to facilitate an effective learning environment.

The School states that the quality assurance code for any programme has been the responsibility of the awarding body and organisations, and it has blended the various codes into a framework that encompasses the majority of requirements. Through the mechanics of accreditation, the School claims to have fulfilled the necessary criteria that are deemed by each awarding body or organisation as satisfactory in order to deliver the respective programmes. External reference points have been provided exclusively by the awarding body and organisations and the previous licensing body, the British Accreditation Council, which tested the quality of teaching against their own reference points.

Recent developments

The School had originally planned for higher education student intakes for May, July and September but was unable to do so in 2011-12. The School recruited nine students onto a level 2/3 programme, the City & Guilds International English for Speakers of Other Languages. At the time of the visit five of these were studying at the School.

Students' contribution to the review

Students studying on programmes at the School were invited to present a submission to the review team. With assistance from the School the students on the International English for Speakers of Other Languages, although not higher education students, produced a short video of a meeting they held to discuss the quality of their learning experience. This provided a helpful starting point for the team. Three of the students met the reviewers during the review visit, when they were able to discuss wider issues about the teaching and learning experience on the programme.

Detailed findings about Capital School of Business & Management

1 Academic standards

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

1.1 Executive responsibility for higher education quality issues lies with the Academic Director who is assisted by a management group, the Curriculum and Quality Leadership Team, comprising the Operational Director, the Registrar, the Head of International Operations and Marketing and the full-time tutors. The Curriculum and Quality Leadership Team will meet monthly to ensure the quality of all higher education programmes, monitor the progress of actions identified by programme teams and will be able to respond to emerging higher education issues. The Curriculum and Quality Leadership Team will consider all external examiners' reports, student feedback and programme retention and achievement data. At an operational level, management responsibility will lie with the higher education programme leaders, who report to the Academic Director.

1.2 Currently, management issues for the five students at the School on the International English for Speakers of Other Languages programme are considered by meetings of all the full-time staff, held as necessary. The School has many overlapping policies for quality assurance and while the current management arrangements were considered by the team to be adequate, it is unclear that they will remain effective as the School develops. The team was shown files of the records of meetings which were incomplete and not up to date. The team considers it advisable that the School clarifies the roles, responsibilities, reporting lines and records of meetings to ensure coherence and consistency.

1.3 Programme teams will meet formally in accordance with the Quality Assurance Policy and an annual programme review will be undertaken to consider information gathered from students, external examiners' reports and programme statistics. The reviews will be evaluative and evidence-based. The School has designed common templates and procedures to ensure uniformity of approach across all programmes, irrespective of the awarding body and organisations. The programme reviews will feed into a school-wide annual review report. This process will allow staff to focus and act upon quality issues, strengths and areas for improvement. Minutes of these meetings will be circulated to all staff by means of the shared drive on the School's computer system.

1.4 The School asserted in its self-evaluation that 98 students had enrolled on programmes or attended examinations held at the School. On enquiry by the team, these figures were revised to 95 and subsequently to 62. The team is concerned that this uncertainty was confusing and considers it advisable that the School reviews its processes to ensure that reliance can be placed on published levels of achievement.

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

1.5 External reference points have been provided by the awarding body and organisations and the previous licensing body, the British Accreditation Council, which tested the quality of teaching against its own reference points. The Common European Framework of Reference for Languages has been adapted for use in the City & Guilds International English for Speakers of Other Languages programme.

1.6 Reference points have been used successfully by the School to obtain accreditation to offer the higher education programmes and to deliver the City & Guilds International English for Speakers of Other Languages programme. At the time of the visit, there had been no independent evaluation of this programme or further evaluation of the programmes which had been validated, but not yet delivered. The School maintained that the professional expertise of members of staff who still practise can also provide reference points for ensuring the currency of programmes. The team considers it advisable for the School to identify and apply reference points used by relevant professional, regulatory and statutory bodies to ensure the currency of academic standards.

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

1.7 For the future Edexcel programmes, the School will be responsible for setting assessments, marking and second marking, moderation, providing feedback to students, preparing and responding to annual monitoring reviews, including external examiners' reports, and the student appeal system. Higher education programme team meetings will operate to a standard agenda in considering these items. At the visit, the team was shown documentation indicating approval from Edexcel to deliver the Higher National Certificate and Diploma in Management and Leadership, but only an application to deliver the Higher National Extended Diploma in Strategic Management and Leadership. The team considers it advisable for the School to obtain approval from Edexcel before enrolling students onto the level 7 programme.

1.8 For all other qualifications and awards being offered at the School, the awarding body and organisations have ultimate responsibility for academic standards. The School will be responsible for the day-to-day management of these programmes in line with the awarding body and organisations' procedures. For the International English for Speakers of Other Languages programme, the School will receive the comments of the City & Guilds auditor and feedback as the current cohort of students complete the programme. The School is committed to considering and acting upon these comments.

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 body and 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 For the City & Guilds awards, and future Edexcel programmes, the School has responsibility for the recruitment and selection of students, monitoring admissions, retention and completion, module evaluations and annual monitoring and quality reviews. The School is also responsible for the quality of teaching and learning, staff capability and development, student support and induction, feedback on assignments, tutorials, guidance, the provision of learning resources and gathering student opinion.

2.2 The School's Quality Assurance Policy is described in paragraph 1.3. The quality assurance cycle is untested as the School has not yet operated through a complete year. While the ambitions for quality assurance and the vision for the review, reporting and monitoring cycle appear to the team to be sound, the inter-relationships between policies were confusing. There are many detailed policies and guidelines, some of which have overlapping themes. For example, there are four policies covering complaints, three policies

dealing with observation of teaching and learning and three items concerning students' skills development. The team found it difficult to see how the School's claim of blending the various codes into a quality assurance framework was being achieved. The team considers it advisable that the School undertakes an immediate, thorough review to rationalise and simplify all policies and procedures, and a systematic evaluation of these after each cycle of the quality assurance process.

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

2.3 In developing its management and quality systems the School does not refer to any part of the Academic Infrastructure or the delivery standards of the Higher Education Academy. The Further Education National Training Organisation standards for teaching and supporting learning in further education are used as the benchmarks for lesson observations and grades are based on Ofsted criteria. Guidelines for continuing professional practice are taken from the Institute for Learning and staff will be expected to become members. The School's guidance policy states that it is based on elements of the Matrix Quality Standard. However, the School was unable to demonstrate how its policy mapped to these standards. The team considers it desirable that the School identifies and uses the appropriate external reference points, such as the Academic Infrastructure, to identify and support the quality of learning opportunities in higher education.

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

2.4 The team concluded that the current teaching staff are well qualified and appropriately professionally experienced for teaching on the International English for Speakers of Other Languages programme and for future Edexcel programmes in business and management. The School expects staff recruited to teach on vocational qualifications at higher education level to have a master's degree and current professional experience. The School will encourage tutors to undertake teaching qualifications such as the City & Guilds programmes for teachers in the lifelong learning sector.

2.5 The teaching and learning policy sets out the commitment to inclusive learning. There is also a quality assurance learner, teacher and assessment policy which covers curriculum delivery, the development of the learning environment and continuous staff development, including scholarship and pedagogic research. The team noted the School's commitment to teaching excellence evidenced in the development and checking of lesson plans and the teaching and learning observation processes. The latter are clearly presented in a comprehensive tutor handbook. The member of staff who had recently been observed reported that it had been a very helpful process and would inform future lesson planning. There is strong leadership from the Academic Director who meets teaching staff monthly, and may also observe lessons to monitor the quality of teaching and learning.

2.6 Students on the International English for Speakers of Other Languages programme provided very positive feedback on their learning experience. They reported that they enjoyed their classes and teaching methods, and felt well supported by their tutor. Student opinion will be gathered from student evaluations and through programme representatives. The student evaluations are currently read by the Academic Director. With the current small numbers of students, the student representative policy is not fully operational. The team concludes that with larger numbers of students this will be an important mechanism for seeking student opinion.

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

2.7 The School has many policies and procedures designed to support students. These cover areas including admissions, the recognition of prior learning, induction, and health and safety issues. The team was unable to examine the operation of many of these. The School does not use overseas agents to recruit students. The current students had undertaken an online video interview before being accepted onto the programme. On arrival there was a friendly and informative induction by the Student Welfare Officer. The induction pack helpfully provides essential information on obtaining accommodation, registering with a doctor, opening a bank account and the locations of libraries.

2.8 Individual learning plans are drawn up and current students can meet individually with their tutor at the end of each week to discuss their progress. The close working relationship means that issues can be raised and dealt with quickly. The Student Welfare Officer and administrative staff also provide pastoral support. The team saw examples of how the particular needs of individual students had been identified and help provided by referral to appropriate agencies. The School has some assistive technologies, including software that enables text to be vocalised. This is particularly useful to the International English for Speakers of Other Languages students as well as those with visual impairment.

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

2.9 All new School employees have an individual induction covering personnel and workplace matters. There is a mentoring scheme to assist new and newly promoted staff. This was working well in supporting the development of new members of teaching staff.

2.10 The staff supervision and review policy provides a framework for one-to-one supervision to assist in the continuous professional development of staff. The School also has a staff development policy and continuous professional development guidelines. The School demonstrates a commitment to staff development and to funding such activities. For example, a member of staff had been supported to undertake a Preparation to Teach in the Lifelong Learning Sector programme. The School was actively encouraging other newly employed staff to undertake the same qualification. However, the team heard that, in future, the School planned to place staff on its own teacher training programmes. The team considers it advisable that the School ensures that staff on higher education programmes embark upon appropriate teaching qualifications with another institution before the operation of the higher education programmes.

2.11 The School stresses that the qualifications it offers are distinctively professional and vocational. Accordingly, the emphasis for staff expertise is on current practice rather than academic knowledge. The School claims that it will recruit highly qualified professional staff although there is a lower expectation for them to engage in scholarship and research than noted in the quality policies. The team noted the School's positive approach in requiring staff to become members of the Institute for Learning. The School provides some in-house staff development. The team heard that instruction in the use of the virtual learning environment is planned. In future the School intends to use its informal links with some universities to facilitate staff exchanges and the sharing of practice.

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

2.12 The School has a very small library stock of business and management texts. To support current students the School has arrangements with local libraries to borrow

books and make limited copies for students' use. The School subscribes to some online academic journals. All requests for the purchase of books have been met by the School. In preparation for the higher education programmes, the School has engaged appropriately qualified staff to write lesson plans and design and collect materials. The School is committed to purchasing essential texts from the Edexcel reading lists and will direct students to other materials with the virtual learning environment.

2.13 The School is committed to the use of information learning technologies. It has a computer suite with a large number of machines and aims to update software regularly. The team considered the facilities for the current students were generous. The School will review the sufficiency of learning resources as student numbers increase. Current students do not use the virtual learning environment but have used computers for information searches and as dictionaries. The team saw little activity or material on the virtual learning environment. However, the School intends to make increasing use of it and to upgrade to a more effective system.

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 School publishes information to inform current and prospective students and other interested parties, including promotional and marketing material as well as programme-related documents. These are published in hard copy, on the School's website or, to a limited extent, on the virtual learning environment. The documents include a handbook for international students, a student induction pack, assessment information, a wide range of School policies, and promotional and marketing literature. For its Edexcel programmes, the School will have responsibility for the preparation and dissemination of publicity and detailed programme information and handbooks.

3.2 The School's website contains details of the current City & Guilds programme and the planned higher education programmes. At the start of their programmes all students will receive handbooks in hard copy. Electronic versions will be available on the virtual learning environment. Programme specifications will clearly indicate the key elements of the programmes and modules. The information in the hard copy prospectus is mirrored on the School website, allowing details to be accessed by a wider audience. There are appropriate links to the websites of the awarding body and organisations. The students on the International English for Speakers of Other Languages programme considered that the information they received was helpful.

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

3.3 The School uses standard templates for assessment briefs, programme handbooks and programme specifications. Handbooks and assessment documents for the Edexcel programmes will follow similar formats. Programme handbooks will be collated and produced by the academic staff involved with a programme, together with the Registrar and the Academic Director, using templates from the appropriate awarding body and organisations. The team saw revisions to the working documents for the Edexcel programmes. The School

recognises the need for a more thorough process for ensuring the accuracy of published information. This will include checks by programme leaders and the Head of International Operations and Marketing. The School also has many policy documents which the team found to overlap, contradict or vary in content. To ensure that all published information is the latest approved, the team considers it advisable that an effective system of version control for all published documents be established by the School.

3.4 Website programme information is produced by academic staff and checked by the Academic Director before being forwarded to the Registrar for publishing. The academic staff, the Academic Director and the Registrar subsequently check the website for accuracy. The website pages describing the involvement of the School with the MBA programme taught by Toulouse Business School do not accurately reflect the terms of the contract between the organisations. They incorrectly state that the School's policies apply to this programme and that the School's staff teach on it. These claims could be misleading to applicants. The team considers it advisable that the website references to the connections with Toulouse Business School are revised to clarify the School's involvement in line with the terms of the contract.

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 plan³

Capital School of Business & Management action plan relating to the Review for Educational Oversight January 2012						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is advisable for the provider to:						
<ul style="list-style-type: none"> clarify the roles, responsibilities, reporting lines and records of meetings to ensure coherence and consistency (paragraph 1.2) 	<p>The School will formalise the roles and responsibilities within the School and this will be illustrated by organograms</p> <p>The School will also formalise the team structures to ensure that all the major aspects of delivery, assessment and quality assurance is coherent and consistent</p> <p>Every team will be required to create appropriate agendas and record meetings by way of minutes in accordance with the</p>	<p>Documentation approved - 31 May 2012</p> <p>Teams set up - 14 June 2012</p> <p>First meetings held and agendas and minutes created - 30 June 2012</p>	Academic Director	<p>Board of Directors have approved all documents</p> <p>The teams have been set up and the first meetings held</p> <p>The agenda and minutes for the first meeting have been created</p> <p>The organogram (reporting lines) and job specifications (roles and responsibilities) have been created</p>	Principal	<p>The Board of Directors will evaluate the list of team meetings, the organogram and job specifications to ensure that every role has an identifiable contribution to the stated aims and objectives of the School</p> <p>Every team will evaluate the feedback of every meeting to see if their informational needs are met</p>

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 organisations.

	overall audit cycle of business within, and outside, the School as an organisation					
<ul style="list-style-type: none"> review its processes to ensure that reliance can be placed on published levels of achievement (paragraph 1.4) 	The School will implement an electronic-based student management system that will track the student from initial enquiry to graduation	<p>Decision package - 31 March 2012</p> <p>Implementation of system - 31 March 2012</p> <p>Data entered - 30 April 2012</p> <p>Testing complete - 31 July 2012</p> <p>Go live - 1 August</p>	Administration Manager	<p>Decision communicated to the School</p> <p>First piece of historical data entered</p> <p>Final piece of historical data entered</p> <p>Reports created match expected/manual reports</p> <p>System live</p>	Academic Director	All data input will be batched by a member of staff who does not enter data Batch summaries are created and the result of each entered batch is compared to the batch summary A printout of the entered data will be compared with the original by a second member of staff, a report of entered results is created and this report is checked against the initial version The outcome of the comparison will be evaluated by the Academic Director

<ul style="list-style-type: none"> identify and apply reference points used by relevant professional, regulatory and statutory bodies to ensure the currency of academic standards (paragraph 1.6) 	<p>The School will ensure that all courses have reference points that are identified and applied by the Professional, Statutory and Regulatory Bodies (PSRBs) that are included on the The Higher Education Better Regulation Group database of PSRBs where possible</p> <p>The major point for identification will be whether (1) completion of the course allows the student to become an associate member or member, (2) enrolment on the course allows the student to become a student member, or (3) whether the course has either direct or indirect progression to another course that fulfils parts 1 or 2</p> <p>A suggestions/ complaints procedure will be in force to collect feedback from staff and students</p>	<p>The report will be completed by 30 April 2012</p> <p>Suggestions or complaints procedure will be in force - 31 August 2012</p>	<p>Academic Director</p>	<p>Mapping report completed by the Academic Director and approved</p> <p>The awarding body and organisations to be consulted in undertaking any academic mapping so as to prevent any breach of the <i>Code of practice</i> or Ofqual requirement for the particular award</p> <p>The suggestions or complaints procedure will be in force</p>	<p>Principal</p>	<p>The mapping will be based upon the criteria set by the PSRBs</p> <p>The Academic Director will prepare a report listing the membership criteria or each relevant body and then explain how enrolment on each of our courses, either directly or indirectly, allows the student to secure membership with an appropriate PSRB</p> <p>The Principal will evaluate this report</p> <p>Any comments or complaints from the students relating to their ability to gain membership in a relevant PSRB will also be reported to the Principal for their evaluation</p>
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<ul style="list-style-type: none"> obtain approval from Edexcel before enrolling students onto the Level 7 programme (paragraph 1.7) 	<p>The School will contact Edexcel to determine the status of our application to run the level 7 programme</p> <p>The application has been submitted and we are awaiting formal approval</p>	30 April 2012	Academic Director	We receive a letter notifying us that we have approval	Chief Executive Officer	Any correspondence on this matter will be included in the minutes to the Board of Directors They will evaluate this by sighting a copy of the approval letter
<ul style="list-style-type: none"> undertake an immediate, thorough review to rationalise and simplify all policies and procedures and a systematic evaluation of these after each cycle of the quality assurance process (paragraph 2.2) 	<p>The School will undertake an immediate and thorough review of all policies and procedures</p> <p>The School will conduct systematic evaluations after each cycle of the quality assurance process (yearly)</p> <p>A suggestions/ complaints procedure will be in force to collect feedback from staff and students</p>	<p>Initial review - 31 May 2012</p> <p>End of current cycle of the quality assurance process - 31 August 2012</p> <p>Suggestions or complaints procedure will be in force - 31 August 2012</p> <p>End of first full cycle of the quality assurance process - 31 August 2013</p>	Academic Director	<p>Reviewed policies approved by Principal</p> <p>Policies reviewed, after the end of the next cycle of the quality assurance process, and adjusted where necessary</p> <p>The suggestions or complaints procedure will be in force</p>	Chief Executive Officer	The Board of Directors will evaluate the report from the Academic Director It will highlight: the new policies; a summary of each policy; the feedback received from existing staff and students; and a diagram of how the policies and procedures link together

<ul style="list-style-type: none"> ensure that staff on higher education programmes embark upon appropriate teaching qualifications with another institution before the operation of the higher education programmes (paragraph 2.10) 	<p>All teaching staff will have, or be working towards, either: (1) a PGCE or equivalent or (2) a City & Guilds PTLLS, CTLLS or DTLLS course awarded by City & Guilds This will allow them to gain QTLS or ATLS with the Institute for Learning</p> <p>NB: the DTLLS course is a requirement for membership of the Institute for Learning</p>	<p>All current staff to have PTLLS - 30 June 2012</p> <p>All current staff to have CTLLS - 31 December 2012</p> <p>All current staff to have DTLLS - 31 March 2014</p>	<p>Academic Director</p>	<p>All existing staff to get PTLLS, CTLLS and DTLLS by assigned dates and produce certification and or CPD evidence</p>	<p>Principal</p>	<p>A report from the Academic Director detailing all staff and their progress towards their teaching qualifications will be presented to each meeting of the Curriculum and Quality Leadership Team and they will evaluate that report</p>
<ul style="list-style-type: none"> establish an effective system of version control for all published documents (paragraph 3.3) 	<p>The School will establish an effective system of version control for all published documents and notifications sent electronically to members of that particular group</p> <p>The documents will need to be transferred into their respective library and resources forum</p>	<p>30 May 2012</p>	<p>Principal</p>	<p>The system has been approved by the Chief Executive Officer</p> <p>The master list has been created and approved</p>	<p>Chief Executive Officer</p>	<p>A master list will be kept on the Intranet The CEO will compare the disseminated version numbers with the Intranet version numbers The Board of Directors will evaluate a report from the Principal detailing: the version control system; the</p>

						procedures required to ensure that all staff and students are aware of the latest version number for each policy; and the outcome of the comparison check by the CEO
<ul style="list-style-type: none"> revise the website references to the connections with Toulouse Business School to clarify the School's involvement in line with the terms of the contract (paragraph 3.4). 	The School will revise the website references to the connections with Toulouse Business School (TBS) to clarify the School's involvement in line with the terms of the contract	30 April 2012	Marketing Manager	<p>The revised passages on the website is approved by the Principal</p> <p>The Dean of Post graduate Studies at TBS will approve any content to be placed on the website</p> <p>The CEO is to be appointed as a guest lecturer at TBS so as to represent their interests at the School</p>	Chief Executive Officer	The Board of Directors will evaluate a report prepared by the CEO listing the changes and they will sign a copy of any correspondence from the Dean of Post graduate Studies at TBS on this matter as part of their regular agenda

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is desirable for the provider to:						
<ul style="list-style-type: none"> identify and use the appropriate external reference points which exist to identify and support the quality of learning opportunities in higher education (paragraph 2.3). 	Identify appropriate external reference points such as those published by QAA and the Higher Education Academy, and map these to the School's policies and procedures for managing the quality of learning opportunities	31 July 2012	Academic Director	The mapping is created and it is approved by the Principal	Principal	The Academic Director will create a report detailing the mapping The Curriculum and Quality Leadership Team will evaluate that report

About QAA

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

QAA's aims are to:

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

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

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

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

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the [Review for Educational Oversight: Handbook⁴](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

quality See **academic quality**.

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

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

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

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