



Buckingham College of London

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

March 2012

Key findings about Buckingham College of London

As a result of its Review for Educational Oversight carried out in March 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 Association of Business Executives and the Association of Business Practitioners.

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 effective evaluation of staff development activities to enhance teaching practice (paragraph 2.13).

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:

- establish clear structures, procedures and responsibilities to enable a rigorous oversight of academic standards, and which ensure the continual review of programmes at module, programme and college level (paragraphs 1.4 and 1.5)
- ensure that engagement with relevant higher education reference points informs College policies, and these reference points are more clearly understood by staff (paragraphs 1.6 and 1.7)
- implement an effective and clearly documented assessment strategy (paragraphs 1.9 and 1.10)
- ensure that developmental written feedback related to learning outcomes is regularly provided to students on their work (paragraph 2.7)
- introduce a process to provide a regular review of student progress (paragraph 2.10)
- ensure that published information is accurate with respect to programmes offered and the College's learning environment (paragraphs 3.8 and 3.9).

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

- develop effective mechanisms for the identification and sharing of good practice (paragraph 1.12)
- formalise the process for student representation and for receiving feedback from students (paragraph 2.12)
- develop a policy on the use of social media (paragraph 3.6).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Buckingham College of 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 Association of Business Executives and Association of Business Practitioners. The review was carried out by Mrs Sue Miller, Ms Deborah Trayhurn (reviewers) and Mr Simon Ives (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 College and its awarding organisations, and meetings with staff and students.

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

- the Academic Infrastructure
- Qualifications and Credit Framework (QCF).

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

The College was established in 2010 and is a registered company. It recruited its first intake of students in May 2011. The College's mission is to be a centre for creative and innovative teaching and learning. It specialises in the delivery of business studies programmes. The strategic plan of the College is to be student-centred and to offer programmes at level 6 and above, on the National Qualifications Framework for England, Wales and Northern Ireland (NQF). The College was accredited by the Accreditation Service for International Colleges (ASIC) in September 2011 and was awarded the UK Border Agency Tier 4 licence in August 2011. The College has partnership agreements with a number of other awarding partners with a view to the future expansion of its range of provision, subject to demand. The total number of full-time students currently enrolled on the programmes under review is 64.

The College is a recently established institution, and a small number of students were enrolled in autumn 2011. Consequently, at the time of the review, there was very little evidence of student progression or achievement for the team to evaluate. The College is in the process of developing formal mechanisms for the review and enhancement of its provision. However, since the College has not yet been through the annual review cycle the team was unable to fully evaluate the effectiveness of these processes. As further students are recruited and the policies and procedures are implemented, it will be necessary to keep the quality assurance processes under review to ensure they are effective and remain fit for purpose.

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

Association of Business Executives

- Graduate Integrated Diploma in Business Management (57)

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

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

Association of Business Practitioners

- Postgraduate Diploma in Leadership and Management in the Health and Social Care Sector (7)

The provider's stated responsibilities

The College has partnerships with two awarding organisations. Its responsibilities for the programme delivered through the Association of Business Executives (ABE) are to develop students' skills to meet the learning outcomes and assessment requirements of the programme, and to undertake a process of annual monitoring and review. The College has responsibility for formative student assessment and feedback. Students sit external examinations marked by the awarding organisation. The College's responsibility for the programmes delivered through the Association of Business Practitioners (ABP) is to develop students' skills to meet the learning outcomes and assessment requirements of the programme. The College is responsible for setting and marking summative assessments, and for undertaking a process of annual monitoring and review. The College has accreditation from a range of other awarding partners, but currently no students are enrolled on programmes.

Recent developments

The College has recently appointed a range of teaching and support staff, including a Director of Studies who also has responsibility as registrar. These staff were appointed prior to the admission of students. Many of the College's staff are employed part-time. The College plans to expand its provision steadily over the next few years, but to remain a small business school.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. Twelve students from a range of programmes contributed to a focus group of student representatives held in November 2011, which informed the student submission. The submission was compiled by the student welfare officer, in conjunction with the senior student representative. The focus group covered a number of areas impacting on the student experience. These included: advice and guidance, induction, published information, teaching quality, and assessment feedback. Students, at a meeting with the team, confirmed that they had contributed to the student submission and concurred with the comments it expressed. Students met reviewers during the review visit and at the preparatory meeting, and the team found their views helpful in informing their discussions.

Detailed findings about Buckingham College of London

1 Academic standards

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

1.1 The College's arrangements for managing academic standards provide satisfactory oversight for the programmes being offered. The College recently transferred students from an alternative awarding partner to the Association of Business Executives (ABE) because it considered that the ABE provided a more credible academic programme of study and better progression opportunities. Students confirmed they had been consulted about this and agreed with the College's decision.

1.2 The College clearly understands its responsibilities for the management of academic standards within the partnership agreements with its awarding organisations. For the award offered in partnership with ABE the College is responsible for formative developmental work to prepare students for external examination. For the programme offered with the Association of Business Practitioners (ABP) responsibilities include the assessment design and implementation, and managing summative assessment processes. Responsibilities for curriculum planning, provision of core teaching materials, and overall quality assurance of the awards rest with the awarding organisations, which provide study manuals for staff and students.

1.3 Many of the responsibilities for academic standards are currently undertaken on an informal day-to-day basis, and this approach is adequate for the number of students and limited range of provision. Senior management meetings are held monthly and consider strategic and operational aspects of delivery. The Principal and Director of Studies have primary management responsibility for standards and quality, and are supported by course leaders and lecturers. The Director of Studies has a key responsibility within the College for standards and quality, and works closely with teaching and support staff. Active support is provided to staff by the Director of Studies who undertakes regular checks that schemes of work are in place and ensures that there is oversight of students' progress.

1.4 The College lacks clear formal mechanisms for the oversight of academic standards. Its self-evaluation indicates that there is an elaborate committee structure for the oversight of higher education. The team found, however, that the majority of the College's committees were not operating at the time of the visit, and committees do not have terms of reference or clear responsibilities for standards and quality. Responsibility for the academic standards and management of the quality of learning opportunities is delegated from the senior management team to the Academic Committee. This is chaired by the Principal and includes senior staff and a teaching staff representative. There is some evidence that the Academic Committee undertakes useful work providing an oversight of provision, and given the small amount of provision the team considered this to be satisfactory. The College has developed a very extensive Quality Assurance Manual. This contains an extensive set of policies and procedures, but many of these are not consistently applied, and in some cases other versions of documentation are used by staff.

1.5 The College has not completed a full academic year and has not yet undertaken any monitoring and review procedures. At the time of the review visit, no external examinations or students' summative assessments had occurred, so there was little evidence available to the team relating to achievement of academic standards. The models proposed for review activities, such as the annual monitoring process, provide little opportunity for evaluation by programme teams, or for the identification of good practice.

The template for annual monitoring is unclear about how the effectiveness of individual modules is evaluated and reviewed, or how this informs the overall programme report. It is not clear how the College has oversight of the review outcomes. The team considers that it is advisable for the College to establish clear structures, procedures and responsibilities to enable a rigorous oversight of academic standards, and which ensure the continual review of programmes at module, programme and college level.

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

1.6 The College relies heavily on its awarding organisations to ensure engagement with key external reference points, including the Qualifications and Credit Framework (QCF). Staff use the module learning outcomes and core teaching materials provided by the awarding organisations, with whom students are required to register. Students access programme specifications, learning outcomes and course information through the awarding organisations' websites. College staff reinforce the use of learning outcomes with students in teaching sessions, and regularly direct students to the awarding organisations' information.

1.7 While College staff are aware of some elements of the Academic Infrastructure, there is little evidence that the precepts of the *Code of practice for the assurance of academic quality and standards in higher education* (the *Code of practice*) are being embedded in policies or practice, or that staff fully understand the expectations. Ultimate responsibility for academic standards rests with the awarding organisations. Awards are located on the QCF and use occupational standards as further reference points. The College's self-evaluation states that the Academic Infrastructure is central to the College's operation, and that it is aware of the expectations of the *Code of practice*. Senior managers stated that they considered that policies and practices in the Staff Handbook and Quality Assurance Manual reflect the expectations of all elements of the Academic Infrastructure. The team considers that it is advisable for the College to ensure that engagement with relevant higher education reference points informs College policies and that these reference points are more clearly understood by staff.

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

1.8 All staff formally register as members of either the ABE or ABP, through whom they receive information and training. Study manuals are provided by the awarding organisations and these are used extensively by staff. On the Graduate Integrated Diploma in Business Management the College is responsible for developing formative assessment to support students' learning and preparation for external examination. On the Postgraduate Diploma in Leadership and Management in the Health and Social Care Sector, the College is responsible for formative and summative assessment. At the time of the review no external assessment had taken place, although some examples of formative assessment were underway on both programmes and were available to the review team. Some formative marking had been completed.

1.9 The Quality Assurance Manual does not specify policies for internal verification of assignments. Verification is not consistently undertaken nor documented by the College. College staff were unable to provide formal statements describing assessment approaches for either programme. Assessment schedules and strategies are planned informally, with oversight by course leaders and the Director of Studies. Staff often use their experience of teaching at other providers to inform assessment practice. The College has not yet been in receipt of any external examiners' reports.

1.10 For the Postgraduate Diploma in Leadership and Management in the Health and Social Care Sector, assessment briefs are verified by the Director of Studies and by a tutor delivering the same programme in another college. Formative assessment practices are clearly linked to summative assessment and follow the required criteria. Verification and moderation of summative assessed work will be completed using a similar process, prior to scrutiny by the external examiner. On the Graduate Integrated Diploma In Business Management, summative assessment is undertaken through external examination. College requirements for internal assessment and verification processes are not made clear and formative assessment is not routinely verified or moderated, although staff stated that this often took place informally within the teaching team. The team considers that it is advisable for the College to implement an effective and clearly documented assessment strategy.

1.11 The College's stated intention is that the Academic Committee will have primary responsibility for reviewing and evaluating the effectiveness of its management structures and processes. The team considers that this process will be made more robust by ensuring that it identifies clear responsibilities. The College's self-evaluation states that the senior management team operates a risk-based approach and intends to use qualitative and quantitative data on student retention, progression and achievement as key evidence in its review processes.

1.12 The College does not have formal mechanisms in place for identifying and sharing good practice among staff teams. The review team found evidence of significant differences in teaching, learning and assessment practice, but currently good practice is only informally identified and disseminated by the Director of Studies. Course teams are small, and staff are mainly employed part-time and work together on an informal basis, with little opportunity for cross-course interaction. The team considers that it is desirable for the College to develop effective mechanisms for the identification and sharing of good practice.

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 College's responsibilities for managing and enhancing the quality of learning opportunities reflect those for managing academic standards. These are described in paragraphs 1.1 to 1.5. The College currently has a series of largely informal processes for managing and enhancing learning opportunities, which provide sufficient oversight for the small range of provision.

2.2 The College has a Staff Handbook and Quality Assurance Manual, with extensive details of policies and procedures. The manual details the structures for the management and monitoring of quality, and refers to the responsibilities of the Quality Assurance Committee. Currently, this committee is not in operation, and the monitoring of quality has been subsumed into the remit of the Academic Committee. However, the expectation is that, as the College grows and develops, the committee structure will expand.

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

2.3 Evidence of use of the *Code of practice* in the development of policies and procedures is limited. The College considers the Academic Infrastructure to be its primary external reference point, and this is outlined in paragraphs 1.6 to 1.7. The self-evaluation states that the *Code of practice* is core to its provision and has been used to develop student admissions and support processes. In discussions with the review team, staff were able to demonstrate some understanding of how this relates to their work.

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

2.4 Staff are appropriately qualified for teaching at this level. The College's Quality Assurance Manual provides a detailed overview of the methods used to ensure that the quality of teaching and learning is monitored and improved. Teaching quality is assured through the teaching observations carried out by the Director of Studies. Staff confirmed that they value the developmental nature of the observation process. The Director of Studies informally identifies good teaching practice and shares this among staff. Observation reports indicate teaching performance to be satisfactory, and there is evidence of some reflective practice and developmental actions. The observation report template provided to the team did not match that in the Quality Assurance Manual, and observations are not graded, as the policy requires. The College intends to introduce an additional peer observation process to be undertaken at least twice a year.

2.5 The team found a range of generally effective approaches to session planning and evaluation. Schemes of work, handouts and formative assessment activities are expected for every session. Students confirmed that they engaged in a range of activities, including group work and presentations, but that they would welcome a more integrated use of learning technologies. Staff confirmed that they use session plans, evaluation sheets and comments from students to reflect on their practice and develop their delivery techniques.

2.6 For the Postgraduate Diploma in Leadership and Management in the Health and Social Care Sector the student-centred teaching and active learning approach is appreciated by students. Draft submissions are encouraged and written feedback is provided, which is enhanced by a discussion with a tutor. Supportive comments on content, research skills and writing techniques are provided.

2.7 On the Graduate Integrated Diploma in Business Management staff rely upon a less interactive teaching approach. Students are encouraged to undertake regular formative assessments and to take part in mock examinations to prepare them for the external summative assessments. Written feedback on the formative assessments is of variable quality and not routinely given to students. Business management staff stated that internal assessment reports are sometimes discussed with students but not given out. Staff comments, written on these reports, sometimes use language which is inappropriate, and often give little indication of how students could improve their work. Students confirmed that tutors discuss their submissions with them but that they did not receive written feedback. The team considers that it is advisable for the College to ensure that developmental written feedback related to learning outcomes is regularly provided to students on their work.

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

2.8 Pre-enrolment support was praised by students, who confirmed that when they contacted the College they were advised appropriately. They were able to have a full

discussion to ensure that the courses available would fully meet their needs and that the College could provide the support required.

2.9 All students receive a comprehensive induction and are provided with a Student Handbook. This gives useful information on the range of support and advice the College can offer. A student welfare officer is in post and an experienced counsellor is also available. Advice and support on living and working in London is provided, as well as careers guidance. Additional classes in English language are provided for any student who either needs, or would like, to improve their skills. Students are asked to declare any disability on their application so that suitable support can be put in place prior to enrolment and accessibility ensured.

2.10 There are inconsistencies in the application of processes to enable the regular review of student progress and no formal process is undertaken. The College's Teaching and Learning Strategy states that each student will be assessed to determine the most appropriate learning style and provided with an individual learning plan and negotiated learning goals. However, the team found that there is little evidence of this process being undertaken consistently, and students are reliant on informal meetings with tutors to review their progress and discuss ways to improve their work. The team considers that it is advisable for the College to introduce a process to provide a regular review of student progress.

2.11 Students confirmed that staff are accessible and available to respond to their queries. A student representative is nominated by the student body to act as the senior representative. Students' views are sought through the use of surveys and staff-student meetings. The College intends to gather opinion from students through an annual survey based on a range of questions relating to teaching and learning, support and facilities. Student opinions are sought during short informal class meetings with the Director of Studies, and through student representatives who take student issues to the course leader. Students confirm that questions about both academic and welfare issues have been considered and acted upon, and that College staff are approachable and supportive.

2.12 There has been little formal student representation to date. The Student Handbook provides detailed information on the role of the course committee, and how students will be able to be formally represented. The committee's role is identified as providing a formal opportunity for staff and students to discuss academic matters, and provide an ongoing review of curriculum and delivery, and review of student progress. However, these meetings are not currently taking place. The team considers that it is desirable for the College to formalise the process for student representation and for receiving feedback from students.

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

2.13 Staff have undertaken a range of appropriate developmental activities. The appraisal process and input from teaching observations identify potential training needs and aspirations for scholarly activity. Some staff are engaged in scholarly activity and personal development, though currently the College has provided little financial support for this. Most staff are employed part-time and have additional access to staff development through their other employment. The awarding organisations' training courses are considered to be valuable and are regularly attended by staff. Staff development records indicate a range of activities undertaken by staff, including Preparing to Teach in the Lifelong Learning Sector (PTLLS), curriculum development, health and safety, counselling, and examination procedures. On completion of their development activity staff provide an evaluation of staff development activities to show how the activity has effectively enhanced teaching practice, and the team considers this to be good practice.

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

2.14 The College learning environment is appropriate for the small number of students currently enrolled and there is a range of well equipped teaching rooms. Students are encouraged to register with the awarding organisation as soon as they are enrolled. Students rely heavily on the study materials provided by the awarding organisations, which are readily available on their websites. Book stock in the library is purchased from the recommended reading lists and tutor suggestions, and a selection of journals and newspapers is available. Staff and students agreed that the library is responsive to their requests. The College is in the process of developing an online learning portal where additional resources and course-related information will be available. Computer access is provided and classrooms have data projection facilities. A recent audit in preparation for potential partnership working identified a lack of computer access, and this was immediately rectified.

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 Students confirmed that the written information they received was comprehensive, informative and accurate. Students also commented favourably on the information they received when they telephoned to make initial enquiries. They confirmed that the reality of their experience matched the impression they had gained from the information the College provided.

3.2 Staff and students each receive a handbook, which provides useful details of College facilities, welfare and support arrangements, as well as relevant policies and procedures. Students are provided with programme specifications which they find useful, and are encouraged to access the website of the relevant awarding organisation for further information. Students are provided with a pre-enrolment welcome pack, the Course Handbook and other information during induction. Staff are provided with a Staff Handbook and have access to the Quality Assurance Manual. These publications provide extensive information, including details on policies and procedures.

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

3.3 The College updates information through its relevant departments. The Principal ultimately signs off copy for publication. The Information Technology Manager acts as a single point for uploading content to the website and makes regular checks to ensure it is up to date. The College shares responsibility with its awarding organisations for ensuring accuracy of information relating to programmes, including the prospectus and web entries. The College does not amend information provided by the awarding organisations, but makes regular checks to ensure that it is current.

3.4 Course handbooks are produced by the Director of Studies with input from relevant staff and course leaders, and are approved by the Principal. The College intends to review its own policies and procedures annually, and version control information is printed on each page to ensure the currency of the documents. However, the team's analysis demonstrates that staff use a range of policies and procedures which are not always consistent with College information.

3.5 The College appoints international recruitment agents through a rigorous procedure, and monitors their performance through a six-month probationary period. Agents are required to use publications provided by the College and the marketing manager monitors agents closely, reviewing publications, making occasional visits and reporting practices to the Principal.

3.6 The website is the main source of information for applicants. It provides extensive links to study guides from the awarding organisations. College documents and policies for students and agents are also available. Applicants may also use the website to apply for courses, though few applications are currently received by this means. The College intends to increase the breadth of learning materials available through the website. It has also begun to develop the use of a range of new social media as an interactive communication channel for students. At present, the College does not have a policy for the management and monitoring of this by staff or students. The team considers that it is desirable for the College to develop a policy on the use of social media.

3.7 The College procedures for the approval of published information are clear, although evidence suggests that these are not entirely effective. Procedures for checking the accuracy of information are less well documented, and some of the published information is potentially misleading or out of date. College managers, including the IT Manager, Marketing Manager and Director of Studies, have responsibilities for different publications, and the prospectus, website and handbooks are signed off by the Principal.

3.8 The College has recently made significant changes to its website, following advice from an external consultant. However, the website currently states that the College provides an opportunity for 'the pursuit of wisdom, knowledge, understanding and continuous personal development at the highest level of excellence'. It also asserts that it 'fosters an intense interdisciplinary approach that will inspire students to develop vital skill sets and excel in their field of learning'. While no current students stated that the website provides inaccurate information, the team are concerned that some of the information could potentially be misleading, and might raise unrealistic expectations for prospective students. The team found programmes advertised on the College website from a range of other awarding partners with whom the College has accreditation, but which do not have any current enrolments.

3.9 In its self-evaluation the College states that it is the 'London campus of the University of Wolverhampton'. At the time of the visit, the website more accurately makes

reference to the College as the 'representative for University of Wolverhampton in London'. The team discussed with the College the need to ensure that information provided verbally and in writing to students is accurate and unambiguous, particularly with regard to its relationship with the University. The team considers that it is advisable for the College to review its published information to ensure that it is accurate with respect to programmes offered and the College's learning environment.

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.

	<p>Staff will be encouraged to present and publish papers relevant to their subject for self enhancement</p> <p>Preparing to Teach in the Lifelong Learning Sector will be made mandatory</p>					
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"> establish clear structures, procedures and responsibilities to enable a rigorous oversight of academic standards, and which ensure the continual review of programmes at module, programme and college level (paragraphs 1.4 and 1.5) 	<p>The committee structure of the College will be reviewed and terms of reference and clear responsibilities of standards and quality will be ensured</p> <p>The quality assurance manual is due for review and necessary changes will be incorporated</p> <p>Annual monitoring and periodic reviews will be conducted</p>	30 September 2012	Principal Director of studies	<p>All the committee members will be made aware of standards and quality and their responsibilities</p> <p>Consistent application of policy and procedures</p> <p>Half yearly and annual review at college and</p>	<p>Academic Committee</p> <p>Senior Management Team</p>	<p>Minutes of meetings</p> <p>Review of changes 12 months after implementation</p> <p>Staff and student feedback</p> <p>Clear and robust process of annual review by programme and College</p> <p>Feedback from external</p>

	Further develop a student forum/representation to consider issues related to review modules and course			programme level by Academic Committee Establishment of student forum and its impact		examiners, assessors that policies are implemented across all provision student feedback
<ul style="list-style-type: none"> ensure that engagement with relevant higher education reference points informs College policies, and these reference points are more clearly understood by staff (paragraphs 1.6 and 1.7) 	<p>Provision of relevant educational reference points in College policies at annual review of policy meeting</p> <p>A quality review panel will be set up for explicit mapping against the <i>Code of practice</i> and other sections of the Academic Infrastructure and other external reference points such as the Qualifications and Credit Framework</p> <p>Will be made available to staff and ensure that staff has understood the reference points clearly through staff</p>	30 September 2012	Principal Director of Studies	Consistent approach and application of policies and reference points in collaboration with awarding organisations	Academic Committee	<p>Student feedback</p> <p>Evidence of these being understood and embedded with staff</p> <p>Clear set of well understood policies which are effective</p> <p>Staff questionnaire</p>

	<p>development programmes Introduce staff development days</p> <p>Revising job descriptions and performance objectives and review working knowledge of staff of our teaching and learning strategy</p>					
<ul style="list-style-type: none"> implement an effective and clearly documented assessment strategy (paragraphs 1.9 and 1.10) 	<p>Develop and implement enhanced assessment strategy with clear and effective structures including internal verification and moderation of both assignments brief written by staff, moderation/second marking of students' work when it is going through the assessment process</p> <p>Explicit formative assessment strategy</p>	31 July 2012	Director of Studies	<p>Progress reports of students</p> <p>Feedback from awarding organisations</p> <p>Notes from internal verification and moderation</p>	Principal	<p>Student and staff feedback</p> <p>Moderator and verifier feedback</p>
<ul style="list-style-type: none"> ensure that developmental written feedback related to learning outcomes is 	<p>Ensure inclusion of learning outcomes in all assignment briefs</p> <p>Developmental</p>	31 July 2012	Director of Studies	<p>Student feedback and reports</p> <p>Review of this at College level</p>	<p>Principal</p> <p>Senior Management Team</p>	<p>Student progression</p> <p>Student satisfaction</p>

regularly provided to students on their work (paragraph 2.7)	feedback related to learning outcomes to be provided on their work through standardised feedback forms Staff development to ensure staff provides appropriate feedback every quarter					Annual review process to consider this
<ul style="list-style-type: none"> introduce a process to provide a regular review of student progress (paragraph 2.10) 	Regular progress reviews for students Inclusion of Progression Board/Academic Board/tutor's meetings on quarterly basis review students	31 July 2012	Director of Studies	Minutes of meetings Entitlement in student handbook	Principal	Student progression data
<ul style="list-style-type: none"> ensure that published information is accurate with respect to programmes offered and the College's learning environment (paragraphs 3.8 and 3.9). 	Ensure that all notices and published documentations are effectively second reviewed Further care protocols will be introduced to ensure clarity and accuracy of public information about the College's learning environment and interdisciplinary work	Continuous Conduct a review of all published documentation of the College by 31 July 2012	Information Technology Support Manger Head of Marketing	Accurate information on website and other public information manuals	Principal	Prospective students and feedback and audit reports

	<p>The public information procedure will be fully implemented</p> <p>The external adviser will be consulted for accuracy and appropriateness</p> <p>Student volunteers to be involved in proofreading website and prospectus information</p>					
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"> develop effective mechanisms for the identification and sharing of good practice (paragraph 1.12) 	<p>Identifying and sharing of good practice will be formalised</p> <p>For example, special agenda, staff suggestion box</p> <p>Lunch time briefings, peer observations and cross interactions</p>	31 July 2012	Director of studies	<p>Minutes of meetings</p> <p>More cross interaction</p>	Academic Committee	<p>Minutes of meeting</p> <p>Staff engaged and sharing across subject areas, peer observation programmes, annual performance reviews</p>
<ul style="list-style-type: none"> formalise the 	Student	31 July 2012	Student	Student	Director of	Student feedback

process for student representation and for receiving feedback from students (paragraph 2.12)	representation will be formalised and regular feedback will be obtained Monthly meetings (last Tuesday of month)		Welfare Officer, Director of Studies	involvement, improvement and interaction	Studies	and suggestion forms
<ul style="list-style-type: none"> develop a policy on the use of social media (paragraph 3.6). 	<p>A clear and progressive policy will be developed on social media A forum will be created to work on this matter</p> <p>The virtual learning environment will be activated for uploading lecture notes and handouts</p>	31 July 2012	Information Technology Manager and teachers	Student awareness and improved communication	Principal	<p>Find the number of students-prospective students/registered and accessing students</p> <p>Students have lesson plans for all programmes taught and able to access lecture notes for each session</p>

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 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:

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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