



## **Catford College**

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

May 2012

## Key findings about Catford College

As a result of its Review for Educational Oversight carried out in May 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 Edexcel and the Accrediting and Assessment Bureau for Post-Secondary Schools.

The team also considers that there can be **no confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of the Accrediting and Assessment Bureau for Post-Secondary Schools and Edexcel.

The team considers that **reliance cannot** be placed on the accuracy or 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 also identified a number of **recommendations** for the enhancement of the higher education provision.

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

- review the admissions procedures (paragraph 2.4)
- ensure that public information is accurate and complete (paragraphs 3.1 to 3.4).

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

- review the effectiveness of the academic committee and management structure (paragraphs 1.2 and 1.3)
- establish a more rigorous process for course approval (paragraph 1.4)
- formalise the planning of staff development and monitor its effect on the curriculum (paragraph 2.10)
- review the provision of written learning resources (paragraph 2.11).

## About this report

This report presents the findings of the [Review for Educational Oversight](#)<sup>1</sup> (REO) conducted by [QAA](#) at Catford College (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 of academic standards and the management and enhancement of the quality of learning opportunities available to students and the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers. The review applies to programmes of study that the provider delivers on behalf of Edexcel and the Accrediting and Assessment Bureau for Post-Secondary Schools. The review was carried out by Mrs Rozina Hashmi, Mr Mike Slawin and Dr Fayyaz Vellani (reviewers) and Dr Peter Steer (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).<sup>2</sup> Evidence in support of the review included documentation supplied by the provider, meetings with staff and students.

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

- the *Code of practice for the assurance of academic quality and standards in higher education*
- the Qualifications and Credit Framework

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

Catford College is a private provider based in Catford, South East London. The College was registered as a private limited company in October 2009 as Princeton College Ltd and changed its name in December 2011. It aims 'to deliver courses to develop the maturity, judgment and confidence, as well as the knowledge and skills, of its students by providing professional opportunities that will enable its students to perform to their potential'. It recruited its first students in early 2011. Therefore the College has not yet completed one full cycle of its present higher education programmes. All students are from overseas. The College occupies a self-contained floor within shared commercial premises.

The management structure of the College directly reflects the courses being offered at the time. It includes a programme director for each of the College's awards. The Director of Studies is responsible for facilitating programme delivery in consultation with the programme directors and other senior staff. The Principal has overall responsibility for academic standards. Enrolments in the academic year 2011-12 total 130, of which 124 are for Accrediting and Assessment Bureau for Post-Secondary Schools awards. Enrolments in 2010-11 were 136. All students are full-time and all are funded privately.

At the time of the review, the provider offered the following higher education programmes, listed beneath the awarding body and awarding organisation:

### **Edexcel**

- Higher National Diploma in Business

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<sup>1</sup> [www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4](http://www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4).

<sup>2</sup> [www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx](http://www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx).

### **Accrediting and Assessment Bureau for Post-Secondary Schools (AABPS)**

- Level 6 Diploma in Business Management Studies
- Level 7 Postgraduate Diploma in Management

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

For both the awarding body and the awarding organisation the College has the responsibility for recruitment and admissions and also for the provision of appropriate resources, teaching and student support to successfully deliver the awards. For Edexcel programmes, the College is responsible for assessment, marking and feedback to students with oversight provided by an external examiner appointed by the awarding body. For AABPS awards, the College sets the assessments, which are agreed by the awarding organisation and undertakes the marking and feedback to students. AABPS undertakes verification of the outcomes. The College has responsibility for the provision of information to students, although AABPS provides a lot of the material in the course and module handbooks.

### **Recent developments**

Student numbers over the two academic years that the College has been operating are broadly similar. However the mixture of programmes has changed considerably. The majority of students in 2010-11 were on a British Computer Society (BCS) or an Association of Chartered Certified Accountants (ACCA) programme. The students who remained at the College have transferred to the AABPS Level 6 Diploma in Business Management Studies.

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

Students studying on higher education programmes at the provider were invited to present a submission to the review team and did so in April 2012. Some student representatives from across the institution produced a video including a selection of individual student views produced entirely by themselves. Some of the students responsible for the video met the review coordinator at the preparatory meeting and the team at the review. All student involvement was helpful for the team and provided an insight into a number of topics, including the circumstances surrounding their transfer to the AABPS Level 6 Diploma in Business Management Studies.

## Detailed findings about Catford College

### 1 Academic standards

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

1.1 College responsibilities concerning academic standards are clear. It has delegated responsibility for setting and marking assessments, providing feedback to students, and internal moderation. Edexcel appoints an external examiner and AABPS an external verifier. AABPS approves the examination questions set by the College.

1.2 The senior academic committees of the College do not provide coordinated or evaluative oversight of the provision. The terms of reference of the Academic Management Committee indicate it is the main strategic body for academic decision-making. It meets once a year and has student representation. The Academic Assessment Committee, which also has student representation, meets twice a year and deals mainly with more operational matters, for example, the results of assessments, student attendance and considering feedback from students. The Quality Assurance Committee meets once a year and includes within its remit the consideration of annual course reports. However, in practice, it is unclear where the College makes strategic decisions, or how information is shared among the various committees. This is partly due to a high turnover of staff and changing roles and responsibilities for members of these committees. Generally, minutes of meetings do not provide a detailed record of the discussions or an evaluative oversight of the decisions taken. Due to the infrequency of these meetings, staff indicated that many decisions are taken on an informal basis.

1.3 There have been significant changes in the management structure recently that makes evaluation difficult. Individual responsibilities for maintaining academic standards set out in the organisational chart presented at the review have changed significantly since the self-evaluation as the result of significant staff turnover, including the Principal. For example, the previous Principal was also the Quality Assurance Manager but this dual role is no longer part of the structure. The current Principal was on holiday during the review visit. The Director of Studies commenced his employment on 1 April 2012. He has taken over some of the duties of the Academic Coordinator. The Director of Studies acted as facilitator for the review, because the Academic Coordinator was on bereavement leave. It is not clear what role is played by the Board of Directors in terms of reporting and oversight of the provision as the minutes of the Board's meetings were not provided by the College. Procedures for decision making by the academic committees and managerially are not fully developed. The review team considered it advisable for the College to review the effectiveness of the academic committee and management structure.

1.4 The College's Quality Assurance and Improvement Policy document includes the arrangements for course approval although they lack rigor. It indicates areas that the College should evaluate before courses start although there is little guidance about how this should be undertaken or reported. There is no mention of the need for external involvement in course approval. The team was not provided with course approval reports or evidence of external involvement in the process. The outcomes of course approval are not discussed extensively by the College's academic committees. The review team considered it advisable for the College to establish a more rigorous process for course approval.

1.5 The College's Strategic Plan is largely concerned with expanding its operations to meet the increasing needs of students from outside the UK, particularly from Asia, who wish

to study in the UK. It mainly describes the College's marketing plans rather than its aspirations regarding academic standards.

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

1.6 Courses offered at the College are based on specifications set out by Edexcel and AABPS which require staff to set and mark examinations and to provide feedback to students. The College makes suitable use of the *Code of practice for the assurance of academic quality and standards in higher education (the Code of practice), Section 6: Assessment of students* in its assessment processes. Other aspects of the use of external reference points are covered by the specifications provided by Edexcel and AABPS.

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

1.7 Internal verification processes are in place. The guidelines for internal verification are included in the College's Quality Assurance and Improvement Policy. Internal verification occurs for all courses in accordance with this policy. The process is adequate, although not detailed. Feedback on student work is satisfactory, although opportunities to suggest further improvement are not generally provided by the verification process. The self-evaluation mentions an informal audit process to ensure the consistency and appropriateness of assessments using emails between staff, which the team concludes is useful. AABPS verifies the assessments the College proposes. Generally, the College does not second mark assignments unless students appeal. Second marking is not required by Edexcel or AABPS.

1.8 Edexcel and AABPS are responsible for the appointment of an external examiner and an external verifier respectively. The College has not yet received any reports from the external examiner or the verifier, although they both recently visited the College. Their reports were not available at the time of the review.

1.9 The College has introduced programme annual reports for evaluating the provision. So far the only report relevant to present provision that has been produced is for the HND Business. The report covers a number of relevant topics including student feedback and progression. It was considered by the Quality Assurance Committee which noted the need for more evaluative comment in annual reports, a view shared by the team.

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 awarding organisation.

## **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 is responsible for all aspects of its provision with respect to the quality of learning opportunities, although the awarding body and the awarding organisation provide some staff development opportunities. Feedback from students in the form of questionnaire results and student representation on committees provides a useful input into the College's evaluation of its provision.

2.2 The academic committee and management structure discussed in paragraphs 1.2 and 1.3 are also relevant to the quality of learning opportunities. While the College's management system for the oversight of learning opportunities is not clearly delineated, tutors demonstrated a commitment to student learning and pastoral care. Learning resources are allocated by the Board of Directors on the recommendation of the Principal, sometimes based on requests from tutors. Programme directors do not have delegated budgets.

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

2.3 The College asserts that it has engaged with the *Code of practice* relevant to the quality of learning opportunities in the development of its policies. However, the team found little evidence to support this. For example, its consideration of the minutes of senior committees and discussions with staff did not provide evidence of extensive use of the *Code of practice* or the Qualifications and Credit Framework.

2.4 College admission policies led to all students on a BCS programme failing to progress. The College states that its policies are clear, fair, and explicit and embrace the *Code of practice, Section 10: Admissions to higher education*. It claims that students are given complete and accurate information about their courses, including their content and methods of delivery. All 136 students originally enrolled on the BCS Professional Diploma in Information Technology left the course following a mock examination, which all the students failed. Students who remained at the College transferred to AABPS Level 6 Diploma in Business Management Studies. Students met by the team indicated that this BCS programme was significantly more difficult and complex than they were expecting from the admission information they had received. Their previous knowledge and qualifications had not equipped them to be successful in completing the programme. Staff confirmed this and indicated that it was the more technical aspects of computing where the students were insufficiently qualified. Following the internal assessment, 101 students remained at the College, while 35 students left to continue their studies elsewhere. Students enrolling on to the BCS award did not have a clear understanding of the programme and the College did not undertake rigorous admission procedures. The senior academic committees of the College have had few formal discussions about admission procedures in the light of the experience on the BCS programme or changed them significantly. The review team considered it essential that the College review its admissions procedures.

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

2.5 The College assesses the quality of teaching and learning through two main mechanisms; assessments from students who grade the effectiveness of their teachers, and an internal peer observation scheme that feeds into the appraisal process. The student feedback on teaching and learning takes the form of a grading exercise. All staff achieved high grades. The students fill in a simple, yet useful, questionnaire that considers the teacher and teaching style, the course content, and the administrative support. This review of teaching and learning takes place twice annually. The peer observation scheme is clear and easy to understand. Staff met by the team indicated that it has benefitted their teaching. As with the student feedback, this information is used to inform appraisal and suggest staff development. Students consider the teaching to be of a high standard.

2.6 The College has recently produced a teaching and learning strategy. The strategy makes reference to mission, vision and core values, but at this stage there is little evidence of its widespread use or impact on improving the quality of the learning opportunities.

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

2.7 The College has suitable procedures to support students during their studies. All students are full-time and from overseas and this is reflected in the support mechanisms. Each teaching session is allocated four hours including one hour identified for academic and assignment support. Students reported that this support was effective and of value in improving their understanding, enabling them to improve their work. Students are monitored for attendance. If a student is not attending sufficiently, the Director of Admissions and Student Welfare is proactive in contacting the student in order to address any potential problems and issue warning letters if necessary. The students confirmed that tutors are readily accessible both at the College and via email. Students receive a welfare pack when they arrive as part of the induction process. The College provides appropriate non-academic and welfare support, for example, relating to medical services and visa extensions.

2.8 Students initially enrolled on the ACCA programme received helpful advice and guidance. Since July 2011 overseas students studying for ACCA qualifications in the UK are required by the UK Border Agency to be sponsored by an ACCA 'Gold' or 'Platinum' Approved Learning Partner. As the College has never had this status, students were advised to transfer to an approved provider, or transfer to a different programme at the College. Students met by the team confirmed that the information, advice and guidance they received in order to make this choice was balanced and helpful, and aided them in deciding on whether to leave the College or not.

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

2.9 The College has a commitment to ensuring that all staff are well informed both about their role in supporting the provision and about the staff development opportunities it offers. Staff take advantage of the opportunities for staff development provided by the College, although these are not extensive. All staff new to the College receive a staff handbook and an induction pack. Staff met by the team confirmed that they feel well supported from the commencement of their employment. The College undertakes regular, though informal, monitoring during the six-month probation period to make sure that staff are receiving the appropriate training and help.

2.10 The College relies heavily on part-time staff with the onus for staff development often lying with the individuals. It employs staff who have appropriate qualifications and who often undertake similar part-time appointments in other institutions, including universities. The College treats many aspects of staff development, especially those of a subject-specific nature, as an individual responsibility which it will consider supporting if suitable suggestions are made by a member of staff. Recently, the College has experienced a high turnover of teaching staff which makes the planning of staff development more difficult. Since the inception of the College there have been considerable changes in the courses offered requiring a different mix of staff expertise and with different staff development priorities. The College has no formal process of evaluating the impact or effectiveness of staff development, and the team found little evidence of the planning of staff development activities. The review team considered it advisable to formalise the planning of staff development and monitor its effect on the curriculum.

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

2.11 The College notes in its self-evaluation that it has 'a modest collection of business and computer-related books'. Students met by the team reported that many books were out-of-date and, in many cases, insufficient for the modules they are studying. Staff agreed that some resources were out-of-date and not directly related to courses presently on offer. They indicated that as yet it had not been possible, due to resource constraints, to provide all the books on the AABPS programmes that were needed. The College advises students to use public libraries though students felt that this was not an effective solution and sought their own alternative resources including borrowing from friends not at the College. Information on the website does not warn students of the necessity of using these alternative resources to get suitable texts to support their learning. The review team considered it advisable for the provider to review the provision of written learning resources.

2.12 Information technology and teaching facilities to support the provision are appropriate, although students do not have wireless access. While students have access to the internet from the Information Technology suite, at present students are not allowed wireless access to the College network from their own laptops. The College position is that students may access unsafe sites on their own laptops, while they are filtered on the College system. Students met by the team indicated that improved access to the wireless network would enhance their learning experience.

2.13 Information relating to careers for students is provided by staff when requested. However, at present there is no formal or structured approach to careers advice or guidance.

The review team has **no 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 Within the agreements with its awarding body and awarding organisation the College is responsible for almost all published information. This includes all the material published on its website and in the prospectus. The website is the main channel through which information is communicated to both current and prospective students. Therefore, for prospective students its accuracy and completeness is of paramount importance. The awarding body and awarding organisation provide detailed specifications for their programmes which staff use to develop programme and module handbooks. College-supplied handbooks for AABPS use a lot of awarding organisation material.

3.2 Information on the College website and in the prospectus is incomplete, and, in some instances, inaccurate. The College continues to advertise the ACCA programme through its website and prospectus, including the level of overseas fees, although it is no longer able to accept overseas students to this programme. In December 2011 the College changed its name, but at the time of review this had not been fully reflected in the information available on the College website. In the absence of concise programme summaries, prospective students have access to limited information about course content

and structure. They are left with module titles for making judgements about their suitability for the programme. At the time of the review, there were also a number of other misleading or inaccurate statements on the website concerning, for example, awards that the College no longer intends to run, the availability of wireless access for students, and the amount of work permitted for new overseas students. Staff and students indicated that the virtual learning environment had become operational two weeks prior to the review. For an extended period, the website has advertised that the College is installing a 'cutting edge' virtual learning environment.

3.3 Programme and module handbooks make little effort to contextualise the material to reflect local programme delivery. For example, the programme handbook for the AABPS Level 6 Diploma in Business Management Studies contains references to the Level 5 qualification, which the College is not currently delivering. There are also inconsistencies in the information provided to students through the different sources of public information. For example, the website information on assessment is different to that contained within the Level 6 Diploma in Business Management Studies programme handbook. General academic information is available in a college-wide student handbook; students find this a useful reference source.

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

3.4 The College has a written policy on the management of its public information although the team found limited evidence of its operational effectiveness in ensuring accuracy and completeness of information. The policy identifies the Director of Information Technology and Monitoring as the responsible person for managing all public information, with delegated responsibilities for the production of various documents. According to the policy, the website material is produced by the Director of Information Technology and Monitoring and reviewed by the Managing Director. However, through discussions with staff, the team confirmed that the Director of Information Technology and Monitoring is only responsible for designing and publishing material. Website content is developed and reviewed by the appropriate member of staff; this is currently the Director of Studies and was previously the Academic Coordinator. In general, changes to the website are made as and when they are identified; there is no defined schedule for the regular review of information. The responsibilities for managing public information are not clear. Staff agreed there is a need to update the website to provide accurate information to its stakeholders. The review team considered it essential that the College ensure that public information is accurate and complete.

3.5 Procedures for ensuring that all aspects of the website are operational and that information is readily available to students are not always effective. The website links to the student handbook and prospectus have only recently been restored; prior to the visit, the team was unable to access these documents. Most of the essential information for both prospective and current students is contained in various types of handbook; these are only provided to prospective students on request. They are distributed as a hard copy to current students during induction. Students met by the team indicated that the website provided only a limited amount of information. They are generally satisfied with the information provided to them through direct contact with staff while at the College. Staff met by the team agreed prospective students would benefit if programme information were more readily available.

<p>The team concludes that <b>reliance cannot be placed</b> on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.</p>
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## Action plan<sup>3</sup>

Catford College action plan relating to the Review for Educational Oversight May 2012						
Essential	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is <b>essential</b> for the provider to:						
<ul style="list-style-type: none"> <li>review the admissions procedures (paragraph 2.4)</li> </ul>	<p>Student's suitability will be measured examining they achieved qualifications focusing programme entry requirements</p> <p>Students will be discussed with the clear progression route and structure of the programme and units they will be studying at the time of admission</p> <p>International English Language Testing System 5.5 in overall, 6 band scores in writing or College internal three months intensive writing skills workshop</p>	November 2012	Director of admission with student councillors	<p>Raise retention, increase pass ratios and successful grading achievement on each programme</p> <p>Improved student interest and motivation</p>	Academic Management Committee	<p>Review of retention rate; pass ratios in each programme individually</p> <p>Review and Enhancement Process report</p> <p>Admission documentation will be checked and teaching staff will be discussed in programme committee meeting to measure quality of intake</p>

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

	<p>An interview will be conducted with a structural competency based questions to measure programme suitability:</p> <ul style="list-style-type: none"> <li>• review of quality admission twice in a year</li> <li>• local and home students will sit for one-to-one interview</li> <li>• overseas students will be assessed through telephone interview or online video interview</li> </ul>		Academic Management Committee		Board of Directors	
<ul style="list-style-type: none"> <li>• ensure that public information is accurate and complete (paragraphs 3.1 to 3.4).</li> </ul>	<p>College has devised website evaluation form and will evaluate twice in a year focusing feedback from staff and students</p> <p>A formative report will be developed identifying key areas of website information update requirement and pass forward to the Director of Information</p>	Feb 2013	<p>Director of Studies will work closely with staff and learners and put forward to Director of Information Technology to be implemented</p> <p>Programme Director will work on Programme Handbook and review annually</p>	<p>All programme, student and staff handbooks contains accurate information</p> <p>Website and Virtual learning contains updated information focusing learner needs</p>	Academic Management Committee chaired by Director of Studies	<p>Report developed from website evaluation survey</p> <p>Review and tracking versions of all handbooks annually</p> <p>Student feedback each term time</p>

	<p>Technology and monitoring to be implemented</p> <p>A virtual share point will be developed where college staffs can place opinions for continuous website navigation experiences</p> <p>Programme handbook and student handbook will be updated with course structure</p> <p>Association of Chartered Certified Accountants and British Computer Society programmes will be removed and will be ensure website contains appropriate programme description as College delivered only</p> <p>Learners will be updated with the career development information and job searching opportunities will be</p>	<p>October 2012</p> <p>October 2012</p>		<p>College Career notice board will be updated periodically</p>		
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	arranged					
<b>Advisable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
The team considers that it is <b>advisable</b> for the provider to:						
<ul style="list-style-type: none"> <li>review the effectiveness of the academic committee and management structure (paragraphs 1.2 and 1.3)</li> </ul>	<p>Interactive management structure formed with existing staff and expertise involved with the institutions</p> <p>External designated bodies and advisor collaboration will be established for consultation and College academic standards benchmark</p>	<p>November 2012</p> <p>May 2013</p>	<p>Board of Directors and directors involved in functional areas</p> <p>Director of Studies with Principal</p>	<p>Transparency of responsibilities and information exchanged within internal departments</p> <p>UK Quality Code for Higher Education and national standards maintained</p>	<p>Academic Management Committee with Principal</p>	<p>Review of minutes of the meeting by Academic Management, Quality Assurance, Academic Assessment Committee</p> <p>Head of Academics will check date for meeting has been set and minutes have been taken</p>
<ul style="list-style-type: none"> <li>establish a more rigorous process for course approval (paragraph 1.4)</li> </ul>	<p>Assessment methods will be developed by internal academic members to be approved by course provider</p> <p>Assignment Briefs will be developed internally and approval will be achieved following internal and</p>	<p>November 2012</p> <p>April 2013</p>	<p>Director of Studies</p> <p>Director of Marketing</p>	<p>Quality study materials developed</p> <p>Less intercourse transition or no transition unless course completion</p>	<p>Academic Management Committee</p>	<p>Review and analysis of survey data annually</p> <p>Review students registered with Edexcel and Accrediting and Assessment Bureau for Post-Secondary Schools</p>

	<p>external verification process</p> <p>Survey will be conducted with few highly trusted private institutions to identify appropriate course preferred by student</p>					
<ul style="list-style-type: none"> <li>formalise the planning of staff development and monitor its effect on the curriculum (paragraph 2.10)</li> </ul>	<p>Tutors will be interviewed consistently and records kept to identify training requirement individually</p> <p>Staff induction with updated staff handbook, peer observation and student feedback will be maintained</p> <p>A continuous professional development record will be kept</p> <p>Teachers training including assessor and verification will be established with awarding bodies and by external consultancy</p>	<p>November 2012</p> <p>May 2013</p>	<p>Principal with Director of Studies</p> <p>Director of Studies with programme directors</p>	<p>Employee satisfaction, professionalism, knowledge and skills development and management</p> <p>Improved job satisfaction of teaching staff and elimination of job stress</p>	<p>Academic Management Committee chaired by Head of Academics</p>	<p>Review of continuous professional development record, peer observation report and student feedback</p> <p>Documentation of existing teachers will be examined to ensure that all teachers are teaching subjects in line with their experience and qualifications</p> <p>Principal will check with course leaders and student representatives that teachers are capable of</p>

						teaching allocated subjects
<ul style="list-style-type: none"> <li>review the provision of written learning resources (paragraph 2.11).</li> </ul>	<p>Course leaders will prepare a list of text books for their courses which will be purchased</p> <p>Student union and teaching staff will be consulted to find the best time library to be kept open</p> <p>Class teachers will instruct students on how to access learning materials from virtual learning environment</p> <p>Representatives from Emerald, Nexus and IET will demonstrate products</p> <p>College will decide on most suitable product as cost factor involved</p> <p>An annual subscription will be purchased for</p>	<p>November 2012</p> <p>May 2013</p>	<p>Director of Studies will check that the learning portal is functioning correctly and instruct teachers on how to upload materials onto virtual learning environment</p> <p>Director of Welfare will liaise with Information Technology Technician and student union to ensure access of library resources</p> <p>Director of Administration</p>	<p>There will be sufficient core texts in library for all courses running at Cat C</p> <p>All students will have access to appropriate online resources</p> <p>All teachers can access and upload materials on to learning portal</p> <p>All students can access materials on learning portal 24 hours</p>	<p>Academic Management and Quality Assurance Committee</p>	<p>Unit specification by awarding body and organisation will be verified to ensure that that all core texts have been ordered and purchased</p> <p>Learning portal will be checked continuously in term time working correctly and all teachers can use learning portal appropriately</p> <p>Reminder will be sent by Information Technology Manager to ensure learning resources uploaded on time</p> <p>Feedback will be analysed annually and check with student representatives that all students</p>

	<p>required product including detection software for plagiarism and collusion issues; product will be made accessible to staff and students</p> <p>Wireless and online resources access continuously maintained to ensure learners have term-time access</p>		<p>with the Head of Academics</p>			<p>can use the learning portal to access materials</p> <p>The subscription product will be checked to ensure product chosen is fit for purpose and within budget</p>
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## About QAA

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

QAA's aims are to:

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

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

More information about the work of QAA is available at: [www.qaa.ac.uk](http://www.qaa.ac.uk).

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

## Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: [www.qaa.ac.uk/aboutus/glossary](http://www.qaa.ac.uk/aboutus/glossary). Formal definitions of key terms can be found in the [Review for Educational Oversight: Handbook](#)<sup>4</sup>

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

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

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

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

**awarding organisation** An organisation with the authority to award academic qualifications located on the Qualifications and Credit Framework for England and Northern Ireland (these qualifications are at levels 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:

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<sup>4</sup> [www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx](http://www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx).

*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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