



Midlands International College

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

January 2013

Key findings about Midlands International College

As a result of its Review for Educational Oversight carried out in January 2013, the QAA review team (the team) considers that there can be **confidence** in how the College manages its stated responsibilities for the standards of the awards it offers on behalf of the Chartered Management Institute, the Confederation of Tourism and Hospitality and the Institute of Administrative Management.

The team also considers that there can be **confidence** in how the College manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of the Chartered Management Institute, the Confederation of Tourism and Hospitality and the Institute of Administrative Management.

The team considers that **reliance** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Good practice

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

- the procedures for encouraging student engagement with the requirements of academic writing (paragraph 1.7)
- the systematic and comprehensive use of student feedback on teaching and learning (paragraph 2.4)
- the comprehensive academic student support provided by the College, including the use of individual learning plans linked effectively to regular tutorials (paragraph 2.7).

Recommendations

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

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

- improve student access to the online resources of The Chartered Management Institute (paragraph 2.12)
- improve the accuracy of information used for marketing (paragraphs 3.1 and 3.3).

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

- embed detailed action planning into the College Academic Standard Annual Report (paragraph 1.4)
- develop the College management system to make its use more helpful for student learning (paragraph 2.6)
- develop formal procedures for evaluating the effectiveness of pastoral student support (paragraph 2.8)
- develop formal procedures for implementing and monitoring the dissemination of good practice in teaching and learning (paragraph 2.10).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at the Midlands International College (the College). The purpose of the review is to provide public information about how the College discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the College delivers on behalf of the Chartered Management Institute, the Confederation of Tourism and Hospitality and the Institute of Administrative Management. The review was carried out by Mr Chris Davies and Mr Dan Morgan (reviewers) and Dr Peter Steer (coordinator).

The review team conducted the review in agreement with the College and in accordance with the [Review for Educational Oversight: Handbook](#).² Evidence in support of the review included documentation supplied by the College, meetings with staff and a separate meeting with students.

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

- the National Qualifications Framework
- the UK Quality Code for 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](#).

Midlands International College is a private provider located in the Moseley area of Birmingham. The College occupies both floors of a self-contained building. It was incorporated in June 2009 and signed the lease on the current premises in July 2010. The first intake of students was in October 2011 and this cohort completed their studies in August 2012. The College mission is 'to deliver quality professional educational services to our students at an affordable price and in a friendly but professional way.'

The Principal has primary responsibility for academic matters, working closely with the Academic Director. Course coordinators and assessors report to the Academic Director. Overall responsibility for all aspects of the provision lies with the Executive Board, which includes the Principal, the Academic Director and representatives of the owners. At the time of the review, enrolment for the academic year 2012-13 was 84 with 29 others recruited to courses that the College planned to start in the near future. All students are from overseas, are full-time and all are funded privately.

At the time of the review, the College offered the following higher education programmes, listed beneath their awarding organisations, with the number of students in brackets:

The Chartered Management Institute (CMI)

- Level 4 Diploma in Management and Leadership (51)
- Level 5 Diploma in Management and Leadership (24)
- Level 7 Diploma in Strategic Management and Leadership (9)

Confederation of Tourism and Hospitality (CTH)

- Level 7 Postgraduate Diploma in Hospitality and Tourism Management (3 recruited with the programme scheduled to start one week after the review visit)

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

² www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-handbook-2013.aspx

Institute of Administrative Management (IAM)

- Level 4 Diploma in Business and Administrative Management (at the time of the review 26 students had been recruited to this course)

Confederation of Tourism and Hospitality and Institute of Administrative Management numbers include some students whose visas are pending.

The provider's stated responsibilities

The College has the responsibility for recruitment and admissions and also for the provision of appropriate resources, teaching and student support. For The Chartered Management Institute awards the assessments are set, marked and internally verified by the College. The Chartered Management Institute approves the assessments and verifies the completed work. For its award, the Confederation of Tourism and Hospitality provides the assessments and external verification of the completed work. College staff will mark and verify the work and supply the feedback to students. The Institute of Administrative Management sets and marks the assessments for its award with the College providing first marking and feedback to students. The awarding organisations provide much of the programme-level information for students; otherwise responsibility for public information lies with the College.

Recent developments

The College had its first intake of students in October 2011. These six students have now all successfully completed their Chartered Management Institute courses. The College has made preparations for offering awards from the Confederation of Tourism and Hospitality and the Institute of Administrative Management. A number of students have been recruited, although the start of the Level 4 Diploma in Business and Administrative Management will depend on progress in students obtaining visas. The Confederation of Tourism and Hospitality programme was due to start one week after the review visit with one student already at the College undertaking enrolment activities.

The College had an REO on March 2012. It instigated a plan of action to deal with the recommendations made in that review. For example, in the areas covered by essential or advisable recommendations: new procedures have been introduced on the detection of plagiarism and helping students to avoid it; the production and review of policy documents; the Examination Committee has been abolished and its role taken over by the new committee structure; and College has encouraged staff to provide better feedback to students on their work.

Students' contribution to the review

Students studying on higher education programmes at the College were invited to present a submission to the review team and did so in December 2012. With support from College representatives, most students on the Chartered Management Institute programmes provided their views by the means of a questionnaire and a follow-up meeting. Students met the review coordinator at the preparatory meeting and met with the team during the review. The students met at the review included one presently enrolling on the Level 7 Postgraduate Diploma in Hospitality and Tourism Management. Students' involvement was helpful for the team and provided an insight into a number of topics, including guidance on avoiding plagiarism, the provision of resources and student support.

Detailed findings about Midlands International College

1 Academic standards

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

1.1 The College's management structure is proportionate for its small size. The Principal has the primary responsibility for linking the operation of the various College committees, considered in paragraph 1.2, through his membership of all them. He has responsibility for the strategic management of the College's provision, including ensuring that the policies and procedures of the awarding organisation are implemented. He is also responsible for the College's process for preparing for new programmes and their embedding and monitoring. This is informed by student and staff feedback. The Principal is effectively supported in these roles by the Academic Director.

1.2 There is an effective oversight of academic standards. Following the previous REO in 2012, the College redesigned its committee structure. The design brief reflected the College's plans to expand student numbers substantially from the present level. The Curriculum Committee is mainly responsible for academic standards and it is effective in this role. The Committee receives the Annual Report on Validation Activity, which is a useful management review of the previous year's activities produced by the Principal and the Academic Director. Only one such report has been produced so far. While little evidence is presented to support its claims and conclusions, the Report identifies a number of areas of concern that often relate to resource issues. These issues have now been resolved. The Management Committee has responsibility for all issues relating to the support and development of learning. The Operation Committee, which includes teaching staff and student representatives, identifies appropriate actions at programme level based on the deliberations of the Curriculum Committee and the Management Committee. These committees meet regularly with clear and appropriate agendas and produce action points that are effectively followed up. The Executive Board oversees the operation of the Curriculum Committee and the Management Committee.

1.3 The one programme review that has been completed, for the Chartered Management Institute programmes, is detailed and evaluative. In response to the previous REO, the programme review is informed by an appropriate range of evidence bases, including external verifier reports and comments from student representatives. It includes a detailed action plan. Action points flowing from the programme review are recorded at the Curriculum Meeting and progress on them is tracked and recorded.

1.4 The College Academic Standard Annual Report lacks systematic action planning. This document's main purpose is to identify what the College judges it needs to put in place to protect standards as it expands. It is reflective, evaluative, and identifies good practice. However, there is no formal action plan or identification of how the progress will be formally monitored and evaluated by the individuals and committees identified in paragraphs 1.1 and 1.2. It is desirable to embed detailed action planning into the College Academic Standard Annual Report.

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

1.5 In response to the previous REO, the College makes appropriate use of external reference points. The awarding organisations take into account the National Qualifications

Framework (NQF) and Qualifications and Credit Framework (QCF) when specifying the content and learning outcomes of each award. The College makes effective use of programme specifications produced by The Chartered Management Institute in the development of its teaching and assessment strategies. It makes use of the NQF, QCF and the UK Quality Code for Higher Education (the Quality Code) in its quality assurance policy. All staff have a copy of the Quality Code which they have used to introduce improvements. For example, teaching staff have used it to modify their approach to assessment. The College has used the Quality Code suitably to inform and benchmark its provision of public information.

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

1.6 Appropriate procedures are in place for the internal verification of assignments designed by the College. Assessment tasks are internally verified using a template before they are forwarded to the awarding organisation for approval and for distribution to students. There is detailed guidance on the process of verifying assessments designs and moderation of the assessment decisions. A standardised template confirms that verification has taken place. This requires sign-off from the internal verifier and assessor/course tutor. College procedures clearly state that assignment briefs should be issued to students after satisfactory internal and external verification and approval. External verifier reports are received by the Principal and are discussed at the Curriculum Committee and the Operation Committee.

1.7 In response to the previous REO, the College has developed effective procedures to address issues of plagiarism and encourage better academic writing by students. These are well understood by both staff and students. At induction students are alerted to the dangers of plagiarism, what procedures the College follows in order to detect it, and the potential penalties. Guidance is also given on how to improve their academic writing. Students are given a useful booklet that outlines the Harvard referencing system. Students may submit their work twice before final submission so that it can be reviewed by staff using plagiarism software. To stop a superficial response to any detection of plagiarism there is no detailed indication of where the problem lies. Students must thoroughly review all areas of their work for unacceptable academic practice rather than be guided to specific passages. Staff and students find this valuable in promoting student engagement with the needs of academic writing, which was the subject of a recommendation in the previous REO. Final submissions of work are subject to well-documented penalties if plagiarism is found. The procedures for encouraging student engagement with the requirements of academic writing represent good practice.

The review team has **confidence** in the College'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 has appropriate mechanisms for managing and enhancing the quality of learning opportunities. The College uses the processes and procedures described in paragraphs 1.1 and 1.2. The Executive Committee gives final approval to spending on resources. The Operation Committee has a particular focus relevant to the quality of learning

opportunities. For example, it oversees the enhancement of teaching and learning by the encouragement of better referencing, the standardisation of teaching practice between units and the consideration of improved access to learning materials. Although action plans are not used formally, responsibilities are identified and actions following previous meetings are recorded. Student representatives reported that they are clear about their role on the Committee and that they have received adequate training.

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

2.2 The College's use of external reference points is considered in paragraph 1.5.

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

2.3 There is an effective approach to teaching and learning. The College does not have an overarching teaching and learning strategy with the emphasis being on the initiative and expertise of individual staff. It uses a range of supportive teaching methods, including a sensitivity to differences in cultural backgrounds and the recognition that, occasionally, teaching needs to be on an individual basis. Small class sizes support these approaches and help staff encourage independent learning. There is flexibility in the scheduling and delivery of assignments to cater for a range of student situations. Since the previous REO, the College has implemented a number of actions to improve the quality of teaching and learning. Consistency in teaching across all units has been improved by detailed schemes of work and lesson plans. The recently reviewed peer observation scheme is underpinned by a useful guideline document and uses a comprehensive feedback form. Staff provide students with useful written feedback on their work, which is linked appropriately to the assessment criteria and helps them prepare for future assessments.

2.4 Students' views on teaching and learning are collected systematically and used effectively. Methods for obtaining, understanding and using students' views are clearly documented. They represent a systematic and comprehensive way to enhance teaching and learning. Students have a wide range of opportunities to express their views on the quality of teaching and learning, which they use and find valuable. These include tutorials, the student representative system at programme level, questionnaires and informal meetings with staff. Student representatives attend the Operation Committee. The College uses student's views effectively to enhance to delivery of the provision. For example, the scheduling of teaching during the day was altered in response to students' views. The systematic and comprehensive use of student feedback on teaching and learning is good practice.

2.5 The College employs both full-time and part-time staff who are appropriately qualified and have been approved by the awarding organisations. College policy is that all teaching staff must have a master's degree and attend a College induction programme. Teaching qualifications are considered desirable but not essential.

2.6 The College management system is developing as an internal repository of teaching and other information for students and staff. It already contains some useful materials and the College has plans for more to be added. These materials are often not organised in the most student-friendly manner. The College management system has little capacity for interactivity between users or access from outside the College, thus limiting its value to students. The College sees the development of the College management system as an important part of its commitment to the enhancement of teaching and learning. It is therefore desirable to develop the College management system to make its use more helpful for student learning.

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

2.7 The College provides effective and comprehensive academic support for students. Students receive a pre-arrival document containing helpful information about the College and studying in the UK. They receive an intensive induction, including a diagnostic assignment which the students find very valuable as an introduction to education in the UK and the requirements of their programme. Detailed individual learning plans help students to develop their academic skills and the College to monitor their progress. Regular, supportive tutorials focus on academic progress and target setting. They provide a strong and effective link with the individual learning plans. Outcomes are recorded on a standard template with clear signposting to support the student's development. Students were complimentary about the scope and nature of the support they receive. They reported that staff are readily available to meet them outside tutorial times. The comprehensive academic student support provided by the College, including the use of individual learning plans linked effectively to regular tutorials, is good practice.

2.8 The College has undertaken no formal evaluation of the effectiveness of pastoral student support. For example, the student questionnaire does not cover the provision of this type of student support. College committees have not undertaken detailed evaluation of pastoral student support. The College recognises this as an area for attention. It is desirable to develop the formal procedures for evaluating the effectiveness of pastoral student support.

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

2.9 The College has a staff development policy that adequately identifies its expectations of staff and the support they can expect to fulfil their duties. The responsibility for ensuring the policy is delivered rests with the Principal. Staff development is reviewed by the Management Committee. Areas for action are identified through staff meetings, reviews and the appraisal process. Much of the staff development is organised within the College to address areas that have been identified as priorities, for example, the avoidance of plagiarism. The College puts the onus on individual staff to update their subject knowledge. A number of staff are members of The Chartered Management Institute, which provides subject updating. Some staff are currently attending teacher education courses.

2.10 The identification and dissemination of good practice in teaching and learning is not formalised. It occurs through informal interaction among the teaching team and through the operation of the peer observation scheme. There is little formal oversight of the process or checking of the extent to which all members of staff have benefitted from the identification of better practice. It is desirable to develop formal procedures for implementing and monitoring the dissemination of good practice in teaching and learning.

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 Learning resources are adequate for the provision. The Operation Committee identifies resourcing priorities with reference to the requirements of the awarding organisations and feedback from students and programme teams. It makes recommendations to the Executive Committee for approval. The College has a number of comfortable classrooms which are suitably equipped. There are sufficient numbers of

computers to properly support the students' studies. The library is small but the book stock has been enlarged recently in response to the previous REO and student comment. Students commented favourably on the scope and scale of resources available to them.

2.12 Some students do not have access to valuable online resources provided by The Chartered Management Institute. The Chartered Management Institute provides access to e-books, journals, blogs and webcasts. Only students that have paid all their fees to the College have the use of these resources. Some students do not complete their payments until late in their course. At the time of the review, only a small number of students had this access. The College has mitigated this disadvantage, for example, by the posting of teaching materials on the College management system. However, staff and students recognise that The Chartered Management Institute materials are a valuable additional aid to learning. It is advisable to improve student access to the online resources of The Chartered Management Institute.

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

3 Public information

How effectively does the provider's public information communicate to students and other stakeholders about the higher education it provides?

3.1 The College provides an appropriate range of information for stakeholders. The website is the primary source for information and is used to produce other materials. It contains a variety of relevant information, including the prospectus, advice on living in the UK, visa requirements and College policies and regulations. It is the main channel used by students to find out about the College prior to entry. A suitable range of general guidance and information for students relating to individual programmes is available through the website, the college-level student handbook and the College management system. This includes entry requirements, assessment methods, progression routes, support services and career options. More detailed information relating to programme outcomes, modules and assessment is supplied by tutors at induction and during the teaching of the programmes. Much of the programme-level information is provided by the awarding organisations. The College uses leaflets to advertise its services to local students although none have yet enrolled. The team was given one leaflet publicising erroneous information that was subsequently withdrawn and replaced with an updated version.

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

3.2 The responsibility for the accuracy and completeness of public information is clear and rests ultimately with the Principal. The College is responsible for all its public information with the exception of most of the programme-level materials. The Principal delegates the development of public information to the person with the relevant course or college-level responsibility, but remains responsible for checking its accuracy and completeness. All changes to the website have to be approved by the Principal. The processes to ensure the accuracy and completeness of College policies and procedures are effective, including those relating to plagiarism that were a particular focus of the previous REO. Revisions are undertaken within a policy framework that includes a review schedule that ensures regular updating. The policy framework now ensures that there is only one version of each policy

document, as recommended by the previous REO. However, the scope of this policy framework is limited in that it does not cover marketing or programme information.

3.3 Generally, information is accurate and complete. This includes useful information about the College and its programmes in the prospectus, the rest of the website and the student handbooks. Students reported that they received accurate information face-to-face from staff and that their experience of the College is as they expected. They are asked for their feedback on public information through questionnaires. The questionnaire results indicate a high level of satisfaction. Student comments lead to actions to improve the information provided. However, at the time of the review, in the case of information used for marketing purposes, the team found several cases of exaggerated claims or a lack of clarity. For example, the website indicated the College had 'the latest IT facilities' which is not fully consistent with the equipment provided for student use. Similarly, some statements lacked clarity so potentially could also mislead. For example, the prospectus indicated that it is possible to get a UK university degree through the College's qualifications. In fact, the award the College offers gives advanced standing status. However, based on the comments of students on the value of the information they have received, the impact of these exaggerated claims and lack of clarity in the documentation on student expectations and experience is limited. It is advisable to improve the accuracy of information used for marketing.

The team concludes that **reliance be placed** on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Action plan³

Midlands International College action plan relating to the Review for Educational Oversight January 2013						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The review team identified the following areas of good practice that are worthy of wider dissemination within the provider:						
<ul style="list-style-type: none"> the procedures for encouraging student engagement with the requirements of academic writing (paragraph 1.7) 	<p>The existing process/procedure will be discussed at Operation and Curriculum Committee meetings</p> <p>All responses for further improvements of academic writing will be recorded</p> <p>All actions resulted from responses will be followed up by the Head of Academic</p>	12 March 2013	Curriculum Committee Management Committee	<p>External verifier reports</p> <p>Results of plagiarism software for detection of plagiarism</p> <p>Successful completion of internal verifier reports on student final submitted assignment reports</p> <p>All actions recorded and published on the</p>	Academic Director, Principal and Executive Board	<p>Minutes of Committee meetings</p> <p>External verifier student success reports</p> <p>Plagiarism software summary results of student submitted reports</p> <p>College annual action plan</p>

³ The College 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 College's awarding organisations.

				College's annual action plan		
<ul style="list-style-type: none"> the systematic and comprehensive use of student feedback on teaching and learning (paragraph 2.4) 	<p>Use of existing questionnaires and other methods for obtaining student feedback on teaching and learning will be discussed at Operation and Curriculum Team meetings</p> <p>All actions and responses will be reviewed and recorded for updating/improvement of existing process for obtaining student feedback</p> <p>Improvement actions will be implemented into the feedback process and will be followed up and monitored by Curriculum Committee</p>	10 April 2013	<p>Curriculum Committee</p> <p>Operation Committee</p>	<p>Outcomes of analysis summary reports of student feedback on teaching and learning</p> <p>Outcomes of peer teaching and learning observation showing good practices and teaching and learning improvements</p> <p>All actions recorded and published on the College's annual action plan</p> <p>Outcomes of the programme annual review and evaluation report</p>	Academic Director, Principal and Executive Board	<p>College Academic Standard Annual Report</p> <p>Programme review and evaluation report</p> <p>College Teaching and Learning annual report</p> <p>Minutes of committee meetings</p> <p>Student evaluation feedback report</p> <p>Annual student pastoral evaluation report</p>
<ul style="list-style-type: none"> the comprehensive academic student support provided by 	In consultation with Curriculum, Management and	25 June 2013	Operation and Curriculum Committee team	Outcomes of tutorial review reports showing	Academic Director and Principal	Minutes of Operation Committee

<p>the College, including the use of individual learning plans linked effectively to regular tutorials (paragraph 2.7).</p>	<p>Operation Committee members discussing arrangement of a staff development day for the development of a process/procedure/system for maintaining and/or further improving existing individual learning plans and tutorial process/system</p> <p>All actions and responses resulted from staff development day will be reviewed and recorded for further improving or updating/maintaining of existing individual learning plans and tutorial processes</p> <p>Carry out semester monitoring report on tutorial sessions</p>		<p>members</p>	<p>accurate effective link between individual learning plans and regular tutorials</p> <p>Semester monitoring reports of systematic tutorial reviews</p> <p>Outcomes of student feedback on effectiveness of the individual learning plans and support processes</p>		<p>meetings reflecting on student representative views</p> <p>College Academic Standard Annual Report</p> <p>Student evaluation feedback report</p> <p>Annual student pastoral evaluation report</p> <p>College Teaching and Learning annual report</p> <p>Annual programme review and evaluation report</p>
<p>Advisable</p>	<p>Action to be taken</p>	<p>Target date</p>	<p>Action by</p>	<p>Success indicators</p>	<p>Reported to</p>	<p>Evaluation</p>
<p>The team considers that it is advisable for the provider to:</p>						

<ul style="list-style-type: none"> improve student access to the online resources of The Chartered Management Institute (paragraph 2.12) 	<p>In consultation with Executive Board and Management Committee, introduce a process where all students enrolled on The Chartered Management Institute (CMI) courses to be registered with CMI within first four weeks of course commencements</p> <p>Inform students registered with CMI the availability and accessibility of CMI online resources</p>	June 2013	Operation Committee	<p>List of new registered students with CMI (completed CMI registration forms)</p> <p>Outcomes of student feedback on College as well as CMI resources</p> <p>Student survey on usage of CMI online resources</p>	Academic Director and Principal	<p>Minutes of Operation Committee meetings reflecting on student representative views on CMI resources</p> <p>Student evaluation feedback report on College and CMI resources</p> <p>Evaluation of student survey on usage of CMI resources</p>
<ul style="list-style-type: none"> improve the accuracy of information used for marketing (paragraphs 3.1, 3.3) 	<p>In consultation with Executive Board include a process for improving accuracy of marketing information that the College is responsible for publishing</p> <p>Update policy review document to have a process for monitoring of marketing publications (for</p>	July 2013	Principal	<p>Outcomes of executive consultation discussion report</p> <p>A written process/procedure for monitoring the accuracy of information for marketing</p> <p>Embedded process within</p>	The Executive Board	<p>Minutes of Executive Board meeting</p> <p>College annual self-evaluation report</p> <p>Executive Board consultation report on marketing information</p>

	<p>example, leaflets, booklets) by the College</p> <p>Inclusion of marketing publication monitoring onto the College annual action plan</p> <p>Carry out student and agents feedback on published information</p>			<p>policy review document for monitoring the accuracy of marketing information</p> <p>New marketing/ advertising leaflets or booklets published by the College</p> <p>Outcomes of student and agent feedback report</p>		<p>Evaluation report on the College advertising materials</p> <p>College annual action plan</p> <p>Evaluation of student and agents feedback analysis</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"> embed detailed action planning into the College Academic Standard Annual Report (paragraph 1.4) 	<p>The existing Academic Standard Annual Process to be revisited/reviewed during Curriculum and Management Committee meetings for embedding detailed action planning</p> <p>All actions and</p>	July/ August 2013	Academic Director and Curriculum Committee	<p>Outcomes of actions and responses resulted from the Academic Standard Annual Report Review</p> <p>Detailed embedded College Academic</p>	Principal Executive Board	<p>Minutes of Curriculum and Management Committees</p> <p>College annual self-evaluation report as well as the College Academic Standard Annual Report</p>

	responses will be reviewed and recorded for updating of existing process for production of Academic Standard Annual Report			Standard Annual Report Action Plan		
<ul style="list-style-type: none"> develop the College management system to make its use more helpful for student learning (paragraph 2.6) 	<p>The capability of existing College management system to be discussed during Management, Curriculum and Operation Committee meetings for its usefulness to become a virtual learning environment to support student learning</p> <p>All actions and responses will be recorded for reviewing College management system</p>	August 2013	<p>Information Technology support</p> <p>Academic Director</p>	<p>Outcomes of actions and responses resulted from the discussion meeting on College management system</p> <p>Demonstration of College management system as a learning environment</p> <p>Implementation of new College management system as the College virtual learning environment</p>	Principal and Executive Board	<p>Minutes of committee meetings on the College management system and the College self-evaluation annual report</p> <p>Student evaluation feedback report on College resources as well as Teaching and Learning annual report</p>
<ul style="list-style-type: none"> develop formal procedures for 	Process/procedures for evaluating the	August 2013	Curriculum and Operation	Development of formal written	Principal and Academic	College annual self-evaluation

<p>evaluating the effectiveness of pastoral student support (paragraph 2.8)</p>	<p>effectiveness of pastoral student support to be developed by personal tutors</p> <p>Implement semester updates of pastoral student support by personal tutors</p> <p>Production of annual report on pastoral student support</p>		<p>Committees</p>	<p>procedure for evaluating the effectiveness of pastoral student support</p> <p>Outcomes of semester pastoral reports by personal tutors</p> <p>Outcomes of annual report on pastoral support</p>	<p>Director</p>	<p>report</p> <p>College Academic Standard Annual reports</p> <p>College annual evaluation report on pastoral student support</p> <p>College Teaching and Learning annual report</p>
<ul style="list-style-type: none"> develop formal procedures for implementing and monitoring the dissemination of good practice in teaching and learning (paragraph 2.10). 	<p>In consultation with staff and committee chairs discuss development and implementation of procedures for monitoring the dissemination of good practices</p> <p>All actions and responses will be reviewed and recorded for updating of the College's annual report on teaching and learning</p> <p>Development of teaching and learning</p>	<p>Sept 2013</p>	<p>Curriculum and Operation Committees</p>	<p>Outcomes of consultation with staff and committee chairs</p> <p>Outcomes of actions resulted from consultations</p> <p>Formal written procedure for monitoring of shared good practices</p> <p>Staff shared area on the College intranet for storage of</p>	<p>Principal and Academic Director</p>	<p>Committee meetings showing results of consultations on monitoring of good shared practices</p> <p>The College Teaching and Learning evaluation annual report</p> <p>Academic Standard Annual reports</p>

	resources to be shared by all teaching staff on the College intranet			teaching and learning resources		
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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.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/educational-oversight.

Glossary

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

Academic Infrastructure The core guidance developed and maintained by QAA in partnership with the UK higher education community and used by QAA and higher education providers until 2011-12 for quality assurance of UK higher education. It has since been replaced by the UK Quality Code for Higher Education (**Quality Code**).

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

academic standards The standards set and maintained by higher education providers for their courses and expected for their awards. See also **threshold academic standards**.

awarding body A UK higher education provider (typically a university) with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

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 which formed the core element of the **Academic Infrastructure** (now superseded by the **Quality Code**).

designated body An organisation that has been formally appointed or recognised to perform a particular function. QAA has been recognised by UKBA as a designated body for the purpose of providing educational oversight.

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

enhancement The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. It is used as a technical term in QAA's 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 for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and *The framework for qualifications of higher education institutions in Scotland*.

⁴ www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-handbook-2013.aspx

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 study, teaching, assessment, academic and personal support, resources, and specialist facilities (such as libraries and information systems, laboratories or studios).

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

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

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

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

provider A UK degree-awarding body or any other organisation that offers courses of higher education 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').

Quality Code Short term for the UK Quality Code for Higher Education, which is being developed from 2011 to replace the **Academic Infrastructure** and will incorporate all its key elements along with additional topics and overarching themes.

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 standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national qualifications frameworks and **subject benchmark statements**. See also **academic standards**.

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

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