



London Institute of Technology

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

March 2012

Key findings about London Institute of Technology

As a result of its Review for Educational Oversight carried out in March 2012, the QAA review team (the team) considers that there can be **confidence** in how the Institute manages its stated responsibilities for the standards of the awards it offers on behalf of the Association of Business Executives, Association of Business Practitioners, Association of Chartered Certified Accountants, Chartered Institute of Management Accountants, and Confederation of Tourism and Hospitality.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of these awarding organisations.

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

Good practice

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

- the simple but highly effective committee structure, which supports and maintains academic quality and standards (paragraph 1.2)
- the highly effective formative assessment process (paragraph 2.6)
- the high level of student support (paragraph 2.9).

Recommendations

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

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

- review the Quality Manual to ensure it reflects relevant higher education reference points (paragraph 1.6)
- implement a more rigorous checking mechanism for all public information (paragraph 3.3).

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

- extend the Advisory Board functions to include academic development and support (paragraph 1.3)
- formalise the mechanism by which teaching staff are informed about the teaching and learning strategy (paragraph 2.5)
- formalise the processes for peer observation and staff development (paragraph 2.6)
- maximise the use of data and information collected to further enhance provision (paragraph 2.11).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at London Institute of Technology (the provider; the Institute). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of the Association of Business Executives, Association of Business Practitioners, Association of Chartered Certified Accountants, Chartered Institute of Management Accountants, and Confederation of Tourism and Hospitality. The review was carried out by Ms Amanda Greason, Ms Angela Maguire (reviewers) and Dr Mark Mabey (coordinator).

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

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

- the Academic Infrastructure
- the awarding organisations' external verifiers and examiners
- the regulations of its awarding organisations.

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

London Institute of Technology (the Institute) was established originally as a training and research consultancy, and has now expanded into the area of teaching and the provision of higher education. The philosophy and spirit that underpins the Institute is outlined in the following vision: 'We are committed to making higher education accessible to all those with aspiration to improve their lives'. The Institute was recently awarded an 'A' rating by the UK Border Agency Tier 4 category and is accredited by Accreditation Service for International Colleges. It has a diverse student community, which enhances the learning opportunities and cultural development of students.

The Institute is in a self-contained building with three classrooms, a computer suite, in-house library and student common room, and there are 65 full-time equivalent students currently enrolled.

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

Association of Business Practitioners

- Postgraduate Extended Diploma in Marketing Management (2 full-time equivalent students)

Association of Chartered Certified Accountants

- Foundation Diploma in Accountancy (26 full-time equivalent students)

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

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

Chartered Institute of Management Accountants

- Certificate and Operational in Accountancy (31 full-time equivalent students)

Confederation of Tourism and Hospitality

- Advanced Diploma in Hotel Management (1 full-time equivalent student)
- Graduate Diploma in Hotel and Tourism Management (5 full-time equivalent students)

The provider's stated responsibilities

The Institute has limited responsibility for academic standards, with responsibility being retained by its awarding organisations, subject to the Institute's participation in the assessment processes. All awarding organisations have, however, delegated to the Institute responsibility for the quality of the higher education it provides.

Recent developments

The Board of Management, after reviewing assessment policy, decided to tighten the regular assessment of class work by introducing tutorials based on practical exercises for all courses across the Institute. Students are given feedback on their work and their marks are recorded for each week to ensure their progress can be monitored. This will help the tutors to identify students who need additional support, as well as help all students reach their potential. The Institute is in the process of applying to Association of Chartered Certified Accountants for Gold Status, which is a progressive step from being a tuition provider.

As part of the continuing development of the Institute's database management system, a noticeboard has been introduced with personal log in for all students. This allows students access to information relating to their studies, holidays, examinations, UK Border Agency updates, and so on. A list of all library books has been provided for all programmes, which allows students to view in advance all the resources and book stock they may wish to borrow.

The Institute has improved its methods of analysing student survey results and now also allocates time to present the results to students. At this time, discussion of the results takes place between the staff making the presentation and students. This enables further information to be collated and a more personal approach to understanding the needs of students.

Students' contribution to the review

Students studying on higher education programmes at the Institute were invited to present a submission to the review team. The student submission was compiled by student representatives from across all programme areas. The report was written and the process coordinated by current student representatives who canvassed their peers' views. Student representatives attended staff meetings when QAA review items were on the agenda in order to learn about the process. A further meeting was organised between the student representatives and key staff members to discuss the production of the student submission. Students were given information on the significance of their role in the REO process by the Student Support Officer and Head of Study and Human Resources. They successfully and very independently conducted their own submission report, while staff was on hand to help with any of their questions and meet their resource requirements.

Detailed findings about London Institute of Technology

1 Academic standards

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

1.1 Under the terms of agreements, each of the awarding organisations retains overall responsibility for the maintenance of academic standards, but delegates operational responsibility for academic standards to the Institute.

1.2 The Institute has structures and responsibilities for the management of effective standards, with the Executive President, along with other members of the Board of Management, having overall responsibility. The Board of Management holds the overall responsibility for the management of all institutional quality issues. The Executive President advises the Board of Management on all issues relating to the quality of academic standards. The Head of Studies and Human Resources and the Assistant Dean have responsibility for implementing and maintaining academic standards. The Board of Management meets once per semester, feeding into monthly staff meetings with student representation on both committees, ensuring effective input of the student voice. In addition, the meetings are able to feed relevant issues upwards to the committees. There are comprehensive minutes and action points arising from the committee meetings, which are followed up by the management team and effectively communicated within the Institute. The simple but highly effective committee structure, which supports and maintains academic quality and standards, is good practice.

1.3 Responsibility for the oversight of academic standards is outlined in the constitution and governance document, which clearly lays out the responsibilities of the Advisory Board, Board of Management, Executive President and student representation. As the Institute has a small number of staff, the same people attend all committee and board meetings, and comprise membership of all boards. The Advisory Board meets annually and presently advises the Institute on commercial business matters such as finance. There is a recognition that a similar, more proactive, approach to academic developments would enhance the Institute's provision as it grows in the future. It is desirable that the Institute extends the Advisory Board functions to include academic development and support.

1.4 There are four key aspects that support the Institute's framework for managing quality in academic standards. The first is the institutional strategic plan, which states the Institute's objectives and how it plans to implement its vision. The second is the student support unit where existing informal practices have recently been formalised and further developed with the aim to utilise alumni more effectively. The third area is the continual monitoring of institutional progress, with the final one being the assessment policy, which supports students with continuous formative assessment such as preparation for external examinations.

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

1.5 The Institute works with five awarding organisations, all of which are monitored by Ofqual. All the qualifications are on the Qualifications and Credit Framework database. The Institute uses the awarding organisations' reference points effectively and links to relevant professional body standards.

1.6 The staff are aware of the Academic Infrastructure and have utilised relevant sections to inform development. For example, the effective use of the *Code of practice for the assurance of academic quality and standards in higher education* (the *Code of practice*), *Section 9: Work-based and placement learning* has been made in the development of the student support system. The Quality Manual is comprehensive in content but would be enhanced by linking more explicitly to external reference points. In order to strengthen monitoring of academic standards, it is advisable that the Institute reviews the Quality Manual to ensure that it reflects relevant higher education reference points.

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

1.7 Internal verification is completed by an internal verifier and the Assistant Dean, which is confirmed by the external verifier. This is represented on the formal committee structure. The management of standards of the Association of Business Practitioners provides an external verifier who attended the review meeting fully supporting and complimenting the Institute's work. The external verifier's reports are discussed at the monthly management meeting and comments and subsequent actions to be taken are logged.

1.8 The Institute applies a process of continuous self-assessment. Utilising the quality manual as a yardstick, a management review takes place every six months, which evaluates the provision and makes suggestions for improvements, forming part of the Institute's self-evaluation process. Students have to register themselves for examinations, with support being given by the Institute. This is further reinforced by the awarding organisations' external verification process.

1.9 Within the quality management system, student completions are monitored in a highly effective way, with interest being taken into student progression and support given to students regarding university options. This is evaluated at committee level and reviewed by the awarding organisations during their annual visits. The Institute wishes to strengthen its alumni as it develops and matures in order to develop an external review process for course development.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the awards it offers on behalf of its awarding organisations.

2 Quality of learning opportunities

How effectively does the provider fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1 Arrangements for the management and enhancement of learning opportunities through the committee structure, and some of the key post holders, are outlined in paragraphs 1.1 and 1.2. In addition, the Head of Studies and Human Resources works closely with the Assistant Dean on issues related to learning opportunities. The Institute aims to monitor the cycle of student experience at the Institute from recruitment and admissions to their course of study. The monthly management meetings, which are attended by the student representatives, are key to facilitating the gathering of feedback from staff and students in order to enhance provision.

2.2 Student surveys are analysed with outcomes being fed back to students in class. Students welcome the good communication links within the Institute. Actions taken as a direct result of student feedback include: the setting up of the student common room and identification of the need for the Institute to be involved in organising social activities for students.

2.3 The Quality Manual, which was compiled as part of the application for ISO 2001, serves to guide the Institute in discharging its responsibilities for the management and enhancement of learning opportunities. The Institute acknowledges the limitations of the Manual, given its emphasis on administrative procedures, and so has enhanced this with a range of academic policies covering, among other things teaching and learning, assessment and staff development policy. This is an effective process and all staff are knowledgeable about the Manual and how it was ensuring consistency across the whole provision.

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

2.4 The institute's use of external reference points is outlined in paragraphs 1.5 to 1.7.

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

2.5 Student feedback elicited in the annual student survey and confirmed in the student meeting indicates the value that students place upon the different teaching methods employed, which include group work, presentations, case studies and the use of technology. These methods successfully reflect the aims of the Institute's teaching and learning policy in developing cognitive abilities, skills and independent learning. Teaching staff are apprised of the requirements of the teaching and learning policy at induction, when the Head of Studies and Human Resources advises new staff about the Institute's approach to teaching, learning and assessment. The Institute does aim, however, to provide some autonomy for teaching staff and this is reflected in the lesson plans. To ensure that the Institute's strategy for teaching and learning continues to be practised and embedded, the team recommends it desirable that the Institute formalises the mechanism by which teaching staff are informed about the teaching and learning strategy.

2.6 The Executive President observes some teaching and records the outcomes using a standardised template. This is considered when staff apply for staff development opportunities, although the practice is not widespread or systematic. The team recommends it as desirable for the Institute to formalise the process for peer observation and staff development. The relatively small number of staff means, however, that the dissemination of any good practice identified is relatively easy to facilitate. The Institute acknowledges the value of formative assessment, which is a key element of the Institute's assessment policy and occurs on all courses. The Association of Business Practitioners course is assessed solely by assignments set and marked by the Institute and where the grading system is based upon a pass/fail basis only. The Institute has devised a clear grading scale so that students and staff can more easily monitor individual progress. Students commented on the benefits of this process in helping develop a range of research skills and enhanced learning opportunities. The highly effective formative assessment process is good practice.

2.7 The Institute acts on the issues raised by the external verifier for the Association of Business Practitioners courses and in doing so has ensured that all assignment briefs state clearly the intended learning outcomes. Students confirm that they are made aware of the assessment requirements. They also voiced their satisfaction with the quality of the written

feedback on assignments and stated that they found it helpful both in understanding the reason for the grade awarded and how they might improve.

2.8 Teaching staff are drawn from the Institute's management team and a small number of part-time and visiting lecturers are also used. The Executive President interviews all potential academic staff. Scrutiny of CVs confirmed that most of the staff have master's degrees. Students commented extremely favourably on the quality of teaching.

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

2.9 The small size of the Institute enables it to develop close professional relationships with its students, who stated that they felt extremely well supported in academic and pastoral terms and confirmed that they had easy access to academic and administrative staff. A valuable feature of academic support is the recording of student performance in continuous assessment on the database management system. This enables students to monitor their own progress, which is discussed with them by their tutor. The students were highly complimentary of the support they received on both a formal and informal basis and on the highly effective individual approach available. They all commented that this was a key feature of the organisation and one they would recommend to potential applicants. To further enhance this support, the Institute is about to establish a student support unit and the team learned that this was on target for implementation in September 2012. The unit will provide support through an appointments system and through extensive web-based information. It will include academic guidance on a variety of topics, including academic writing and referencing, welfare advice and directing students to the location of a wide variety of information such as careers advice. The Institute plans to review the effectiveness of the new unit using the annual student survey. The current high level of student support is a feature of good practice.

2.10 The Institute's recruitment process and admissions policy ensures that students are recruited with the relevant qualifications, as stipulated by the relevant awarding organisation, and that they have the potential to achieve the award. All staff appointed by the Executive President, are very well qualified. The Institute ensures that students join the courses with the necessary English language qualifications but provide additional support if this is required.

2.11 The Institute cites good levels of retention as one of its objectives and the recording on the database management system of student achievement in the continuous assessment process enables the Institute to track retention; however, the data could be further exploited to assist in enhancing learning opportunities for students. This is discussed in the monthly management meetings. The team considers it desirable for the Institute to maximise the use of data and information collected to further enhance provision.

2.12 Students stated that they were wholly satisfied with the opportunity they have to provide feedback on their experience at the Institute through the annual student survey and through the attendance of their student representatives at the monthly management meetings. Students confirm that they receive the report compiled by the Institute on the basis of the comments made by them in the annual survey and are made aware of the actions taken by the Institute. They cited the example of the provision of a common room as being an issue they raised in the survey and upon which the Institute has taken action.

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

2.13 The Institute's staff development policy seeks to support staff through the provision of in-house and external training. The policy stresses the responsibilities placed upon staff to take the initiative and consider their own training and development needs, and to advise the Executive President accordingly. A number of staff are registered on doctoral programmes and support is provided for those seeking additional higher level qualifications. Induction forms an important element of staff development and recent in-house training has been devoted to the new database management system. Lecturers are encouraged to attend training sessions convened by the awarding organisations.

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

2.14 The Institute operates from small premises, which include space for administration, two teaching rooms, a small library, computer cluster and a small student common room. The Institute ensures that resources are deployed to support student learning and uses feedback from students and staff to ensure their relevance and sufficiency. The Institute has a modest in-house library, which provides students with core texts and additional reference materials. In addition, the Institute has membership with an online library and students have access to it in order to write their assignments. Fifteen computers are also available. Students stated that they made use of the online materials of the awarding organisations and were able to make use of libraries in the vicinity. Students were satisfied with the resources provided for them at the Institute.

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

3 Public information

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

3.1 The Institute has a range of effective mechanisms for communicating information about its provision to students and other stakeholders. The website and prospectus hold information relating to the awarding organisations' qualifications. This information is taken directly from the websites of the awarding organisations, which have full responsibility for the information. The Institute aims to further provide links to these websites, thereby ensuring that the students always have up-to-date access to the awarding organisations' information. The recently acquired academic web address is now fully operational with an updated website. The Institute outsources the building of the website and the management of the student intranet.

3.2 A student handbook can be downloaded from the website. The Institute's intranet is referred to as the database management system. Both the students and staff find this to be a very helpful and an excellent form of communication, housing management information, noticeboard, news, personal information, educational progress and library item listings. Students stated that they found the website, which is the key source of information for prospective students, clear, as was advance information and details about their course.

Students are provided with a detailed information pack during induction, which also includes the student handbook that the team found to be a comprehensive and useful document.

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

3.3 The three senior managers have responsibility for the creation of information on fees and other areas, which is generated by staff, students and other stakeholders, and is then proofread by the Assistant Dean and finally approved by the Executive President. There are a few examples of misleading information within the prospectus, for example some course specification details, and it is advisable that the Institute implements a more rigorous checking mechanism for all public information.

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

Action plan³

London Institute of Technology action plan relating to the Review for Educational Oversight March 2012						
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 simple but highly effective committee structure, which supports and maintains academic quality and standards (paragraph 1.2) 	<p>Review and discussion on reference points of the Quality Code at every level for example:</p> <p>Monthly staff Board of Management Advisory Board meeting</p>	<p>On a periodic basis starting from June 2012</p> <p>Monthly Quarterly Annually</p>	Assistant Dean, Head of Studies will facilitate the discussion in all meetings	<p>Staff and faculty will be more aware of the reference points</p> <p>This will be measured through their monthly performance sheet to know how they use the reference points</p> <p>Students will be aware of the learning outcomes in their courses, and the student welfare</p>	Executive President, Board of Management and Advisory Board	<p>Staff and faculty performance (through monthly performance measurement form) will be evaluated to know how they use the reference points in their practice</p> <p>The reference points will be discussed in monthly staff meetings</p> <p>Meeting minutes will be evaluated</p>

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

				support during their studies This will be measured through annual student feedback form and student representatives		Annual student feedback
<ul style="list-style-type: none"> the highly effective formative assessment process (paragraph 2.6) 	Review of the effectiveness of assessment forms on a quarterly basis	At the end of every semester starting from autumn semester (August) 2012	Head of Studies will lead the review and implement the outcomes	<p>Students' performance will be improved</p> <p>This will be measured in each student's weekly mock test results</p> <p>The students' progress is recorded weekly on the Institute's database management system</p>	Executive President, Assistant Dean	<p>Students' weekly progress will be monitored to evaluate if students' mock test results are in progress</p> <p>Internal verifier and external verifier reports on a periodic basis</p> <p>Staff and faculty performance report</p>
<ul style="list-style-type: none"> the high level of student support (paragraph 2.9). 	Developing a separate section of student support on the Institute's website	September 2012	Student Support Officer will collect information to upload on the Institute's website	Students provided with web-based and in-house information and materials for academic, welfare and career support	Board of Management	In May 2013 evaluation to take place through consultation with students' representatives

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is advisable for the provider to:						
<ul style="list-style-type: none"> review the Quality Manual to ensure it reflects relevant higher education reference points (paragraph 1.6) 	The Quality Manual will be reviewed and relevant sections will be amended by adding reference points of the Quality Code	<p>Every six months</p> <p>The next is scheduled in the first week of July 2012</p>	Head of Studies and Assistant Dean will lead the review in participation with faculty members	<p>The Institute will be better able to manage the Academic Infrastructure, quality of teaching, public information and effective service delivery to its clients</p> <p>This will be measured by comparing the previous year's customer satisfaction level (monthly consultation with student representatives, yearly student feedback)</p>	Board of Management and Advisory Board	<p>A comparative analysis of annual student feedback with current and previous year's survey</p> <p>Next student feedback is due in December 2012</p>
<ul style="list-style-type: none"> implement a more rigorous checking mechanism for all public information (paragraph 3.3). 	Assign the task to an independent proofreader and an adviser on public information	<p>Every six months and quarterly basis</p> <p>The next will</p>	Executive President will assign a proofreader and adviser	Public information will be reviewed and scrutinised before going into public domain	Public Information Committee	Quarterly and annual evaluation by the Board of Management and Advisory Board by

	<p>The review of public information will take place at two levels - a major review will be carried out along with the revision of the Quality Manual</p> <p>These reviews will be carried out jointly by the adviser, Board of Management and the Public Information Committee</p> <p>At this level all publications and the Institute's website will be reviewed</p> <p>The Institute's website and the regular publication materials will be reviewed by the Public Information Committee on a quarterly basis in order to make sure information is published as accurately as humanly possible</p> <p>The minutes of</p>	<p>be in July 2012</p> <p>Correction of public information (if required) will be done in 15 days after meeting</p> <p>The implementation of action plan will be monitored in monthly staff meetings where staff and student representatives attend</p>		<p>A third party to proof check</p> <p>Half-yearly and quarterly review will be undertaken</p> <p>Action plan for correction and implementation</p> <p>Monthly review by Public Information Committee and students representatives</p>		<p>checking the channels of scrutiny (quarterly and annual meeting minutes)</p> <p>Half-yearly and quarterly public information review reports</p> <p>Monthly meeting</p> <p>Student annual feedback</p>
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	<p>review meetings will be prepared with action plan to implement the corrections (if any)</p> <p>The action plan will be used for monitoring its successful implementation</p> <p>After revision at both levels (half-yearly and quarterly), the action for correction (if required) will be completed within 15 days</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"> extend the Advisory Board functions to include academic development and support (paragraph 1.3) 	<p>Amendments to the Advisory Board roles in the organisational governance documents to include:</p> <ul style="list-style-type: none"> discussion on students' progress and retention in the Advisory 	<p>The Advisory Board documents will be amended by 31May</p> <p>Annually - the next In June 2012</p>	<p>Head of Studies and Assistant Dean will review the Advisory Board documents, include amendments and facilitate</p>	<p>The Advisory Board members will be informed about the amendments</p> <p>The role of Advisory Board will be expanded from policy review to academic</p>	<p>Executive President, Board of Management and Advisory Board</p>	<p>A revised document (Advisory Board)</p> <p>Minutes of the Advisory Board meeting in June 2012</p> <p>Guest speaker feedback form</p>

	<p>Board meeting</p> <ul style="list-style-type: none"> • staff performance and quality teaching will be discussed • support being offered to students and staff in order to improve the performance 	<p>Six monthly - next in June 2012</p> <p>In every semester - next in July 2012</p>	<p>process in Advisory Board meetings</p>	<p>development and support</p> <p>The amendments will be reflected in the Advisory Board documents</p> <p>The Advisory Board will take part in and discuss academic development and support</p> <p>The Advisory Board will offer support to staff and students by facilitating guest lectures and educational site visits</p>		<p>Student site visit feedback form</p> <p>The success indicators will be measured in the students' feedback form</p> <p>External verifier and internal verifier reports</p>
<ul style="list-style-type: none"> • formalise the mechanism by which teaching staff are informed about the teaching and learning strategy (paragraph 2.5) 	<p>The Institute's teaching, learning and assessment strategy to be formally designed and disseminated among all staff</p> <p>Review of the effectiveness of the newly designed document</p>	<p>Design completing by 10 May 2012</p> <p>Dissemination by end of May 2012</p> <p>By December 2012</p>	<p>Head of Studies will prepare the strategy document and disseminate to all teaching staff in conjunction with Assistant Dean</p>	<p>The staff and faculty will become aware of the formalised strategy at the beginning of the spring semester</p> <p>The success indicators will be measured in the review of new</p>	<p>Executive President, Advisory Board and the Board of Management</p>	<p>Revised document</p> <p>Minutes of monthly staff meetings</p> <p>Minutes of review meeting</p>

				strategies - how much it is effective from the previous strategy		
<ul style="list-style-type: none"> formalise the processes for peer observation and staff development (paragraph 2.6) 	<p>Adding a new column for staff development requirement in the monthly faculty performance review form</p> <p>The column will be used for staff/faculty to request their development requirements</p> <p>On a half-yearly basis, the staff/faculty development needs will be reviewed to see how successfully their development needs were met</p>	To be implemented from the next semester May 2012 (on monthly basis)	Assistant Dean will redesign the staff and faculty performance review form	<p>Staff development needs will be identified</p> <p>The competency of staff and faculty will increase</p> <p>This will show that the staff development plans are effective as the competent staff will be better able to enhance the students' performance on their weekly mock test</p>	Executive President	<p>Staff development plans</p> <p>A chart of all staff/faculty development needs will be compiled and ways to fulfil them will be documented</p>
<ul style="list-style-type: none"> maximise the use of data and information collected to further enhance provision (paragraph 2.11). 	Discussion with the relevant teaching staff on continuous assessment at monthly staff performance meetings	To be implemented from the next semester May 2012	Head of Studies will ensure that all teaching staff submits their action plan on time	<p>Students' feedback will be incorporated in staff/faculty's action plans</p> <p>Students' progress will be</p>	Head of Studies	<p>The students' progress marks will be evaluated on monthly basis</p> <p>The students representatives will be consulted</p>

	<p>All relevant faculty members will be advised to make action plan to improve students' progress</p> <p>Make provision to implement the action plan prepared by the teaching faculty</p>	<p>From September 2012</p>		<p>improved This will reflect in their weekly mock test results</p> <p>A satisfied group of students will be developed at the Institute</p>		<p>and share the progress reports</p> <p>Annual students feedback report</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.

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

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

highly trusted sponsor An education Institute 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 Institutes 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.

Institute 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 Institutes 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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