Bedfordian Business School

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

March 2012

Key findings about Bedfordian Business School

As a result of its Review for Educational Oversight carried out in March 2012, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the awards it offers on behalf of the Association of Business Practitioners and the London Centre of Marketing.

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.

Recommendations

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

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

- ensure that all quality assurance processes, roles and responsibilities are fully implemented, managed and monitored (paragraph 1.1)
- develop a clear assessment strategy aligned with the awarding organisations' requirements (paragraph 1.3)
- fully implement all recommendations from external bodies and monitor the effectiveness of action taken (paragraph 1.5)
- ensure that assessment processes are fully implemented and that assessment tasks are verified (paragraph 1.6)
- monitor student success rates on external assessments to enhance the quality of teaching and learning (paragraph 1.7)
- develop a full teaching and learning strategy that is shared with staff and students (paragraph 2.5)
- ensure that teaching appointments meet the School's recruitment policy and that staff are appropriately qualified for the teaching they undertake (paragraph 2.6)
- ensure that the content of student handbooks is complete and accurate and that intended programme outcomes are clearly identified (paragraph 2.7)
- formalise systems for supporting students' learning as they progress through their programmes (paragraph 2.9)
- further develop mechanisms for providing feedback to students on their assessed work (paragraph 2.10)
- implement a process for the effective management and oversight of all public information (paragraph 3.3)
- ensure that the information on the website about the programmes offered is accurate and complete (paragraph 3.3).

Bedfordian Business School was founded in 2010. At the time of the review there were very few students enrolled on the programmes. The School's processes for the assurance of quality therefore are not fully established. The School has developed a number of policies and expounded procedures to ensure that these policies are embedded in the delivery of its programmes. As further students are recruited and the policies are implemented, it will be

necessary to keep the quality assurance processes under continual review to ensure they are effective and remain fit for purpose.

About this report

This report presents the findings of the [Review for Educational Oversight](1) (REO) conducted by [QAA](1) at Bedfordian Business School (the provider; the School). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of the Association of Business Practitioners and London Centre of Marketing and in preparation of the Association of Chartered Certified Accountants examinations. The review was carried out by Gary Hargreaves and Deborah Trayhurn (reviewers) and Brenda Hodgkinson (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 self-evaluation document and quality assurance policies and procedures supplied by the provider, meetings with staff and students, and reports of reviews by the British Accreditation Council (BAC).

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

- British Accreditation Council reports
- information supplied to the provider by 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](#).

The Bedfordian Business School (the School) was established in 2010 and is situated in the centre of Luton. The School's management considers that there is a demand both locally and nearby in London from professionals seeking to prepare themselves for 'effective and profitable' management roles. The School's aim is to provide students with excellent teaching and learning resources that will give students relevant skills and knowledge. The School is situated on two floors of a building in the centre of Luton. There are six classrooms and two computer laboratories, both of which are well equipped. There is a reception area and a new student common room was being developed at the time of the visit.

Numbers on the higher education provision are very small with two students preparing for their Association of Chartered Certified Accountants examinations and four students studying on the Diploma in Business Management and Marketing. The School also has English for Speakers of Other Languages (ESOL) provision and at the time of the visit there were 37 students on these courses.

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

Association of Business Practitioners
- Extended Diploma in Marketing Management

London Centre of Marketing
- Diploma in Business Management and Marketing
- Higher Diploma in Business Management and Marketing

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[1] www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4.
[2] www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

- Professional Diploma in Business Management and Marketing
- Graduate Diploma in Business Management and Marketing

Association of Chartered Certified Accountants
- Courses for the preparation of accountancy professional examinations

The provider's stated responsibilities

The School does not have any awarding powers in relation to the programmes it delivers. It states that the responsibility for academic standards lies with the external awarding organisations and that it adheres to the standards set by these organisations. It recognises that it has some responsibility for assessing a limited number of assignments undertaken by the students on the Association of Business Practitioners programmes. However, at the time of the review visit, students on these programmes have taken no assignments.

Bedfordian Business School was founded in 2010. At the time of the review there were very few students enrolled on the programmes. The Schools processes for the assurance of quality therefore are not fully established. The School has developed a number of policies and expounded procedures to ensure that these policies are embedded in the delivery of its programmes. As further students are recruited and the policies are implemented, it will be necessary to keep the quality assurance processes under continual review to ensure they are effective and remain fit for purpose.

Recent developments

The School has ambitious plans to expand its provision and is approved by the Association of Business Practitioners to offer two further Extended Diplomas: Leadership and Management in Health and Social Care Sector and Business Computing. It is currently advertising these to commence in September 2012.

The School has recently invested in its information technology facilities and has appointed a technician to support this development. In addition, it has acquired electronic recognition equipment, both at the reception area and in every classroom, for the tracking of student attendance.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. Student numbers are small and so the School carried out a number of one-to-one interviews with students to gather their views for the review. Transcripts of these interviews were annexed to the School's self-evaluation. The review team met students on the second day of the review.

Detailed findings about the Bedfordian Business School

1 Academic standards

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

1.1 The School management structure includes a senior management team and the Strategic Planning Committee (SPC). SPC advises and sets long-term goals, and periodically reviews strategic plans. The first five-year strategic plan was approved by SPC in 2010. This includes the School's aim to improve the quality of learning, teaching and leadership. Within the SPC terms of reference there are plans to monitor the operation of all policies and procedures, including those related to the strategic plan. The Principal is directly responsible for implementing any agreed plans. The School has a useful improvement measurement tool in the form of a four-point 'improvement journey' monitoring process from satisfactory to excellence. This tool is used across the committee structure to drive improvement and allow for intervention. A Quality Assurance Committee (QAC) with responsibility for the assurance and enhancement of the quality of learning opportunities has recently been formed. The management structure, although well understood by staff, has yet to be fully embedded across the school. The review team considers that it is advisable for the School to ensure that all quality assurance processes, roles and responsibilities are fully implemented, managed and monitored.

1.2 The School is organised into six departments, although only two departments are fully functioning: English and Business. The Director of Studies is responsible for teaching, learning and assessment and reports to the Principal in relation to curriculum management. There is a head of each Academic Department who deal with day-to-day management of the programmes. The small numbers involved currently allow staff to undertake a number of roles in programme management. The School is planning to recruit more students beginning from September 2012 in Computing, Health and Social Care, with Education and Travel Tourism following on later. The proposed expansion may require further definition of responsibilities and roles within the developing committee structures.

1.3 The School has not yet developed an assessment strategy. The Association of Business Practitioners determines the curriculum and the summative assessment for the awards for which it is responsible. The School is not responsible for assessment for the other awarding organisations. There is limited internal and external verification of assessment procedures and a lack of consistent guidance on formative assessment as a means of developing student learning. A more structured approach to assessment would provide staff and students with realisable aims and would also assure the awarding organisations that the School is fulfilling its responsibilities for the management of academic standards. The School is advised to develop a clear assessment strategy aligned with the awarding organisations' requirements.

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

1.4 The School operates with close reference to the requirements of the awarding organisations. The Extended Diploma is accredited by Ofqual and expectations are reflected in the teaching and learning materials, including references to module learning outcomes.

1.5 A British Accreditation Council inspection took place in 2010 and 2011 but without any student enrolments in the first instance. The School has yet to respond fully to the

recommendations of the October 2010 report, which includes the provision of a disabled toilet and a multi-faith prayer room. The review team considers it advisable that the School fully implements all recommendations from external bodies and monitor the effectiveness of action taken.

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

1.6   The School has put in place the development of internal monitoring processes, although these have yet to be tested. The Association of Business Practitioners programmes have an element of coursework and these are administered in accordance with the Association of Business Practitioners requirements. There was some lack of clarity as to how monitoring processes are to be rolled out. The review team considers it advisable that the School ensures that assessment processes are fully implemented and that assessment tasks are verified.

1.7   At the time of the review visit, the students have taken no external assessments. No review of the standard achieved could yet be undertaken. The review team considers it advisable that the School monitors all external assessment completions in order to ensure that the management of academic standards is effective in relation to this type of external assessment.

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

2   Quality of learning opportunities

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

2.1   The overall strategic responsibility for academic affairs, developing and maintaining academic standards and learning opportunities resides with the Principal who chairs the Quality Assurance Committee (QAC). Roles and responsibilities for quality assurance are clear. The School has in place a School Improvement Strategy and there is regular senior staff discussion around this strategy. Work of QAC is at an early stage. A schedule to implement the Teaching and Learning Strategy and to monitor and review the provision across a quality cycle has not yet been set. The School has appointed an External Advisor for Quality to provide specialist guidance and to assist in the development of QAC. The School's development of processes is emerging and the School is reviewing and adjusting these. The Quality Assurance Manual is not sufficiently detailed to communicate precisely how policies and procedures are used to manage and enhance provision. The review team considers that it is important for the School to make operational links clear and embed appropriate practices, linking these to associated policies and procedures in more detail so these are capable of being tracked. A new monitoring system was seen by the review team in relation to the admission policy. If applied retrospectively to other developing strategies and policies, the monitoring of progress will be more effective.

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

2.2   The use of external reference points is little developed and largely determined by the awarding organisations. The Association of Business Practitioners courses are mapped against National Qualifications Framework (NQF) level 7 Management qualification and support national occupational standards.

2.3   The newly formed Quality Assurance Committee (QAC) is charged with the task of maintaining the precepts of the *Code of practice for the assurance of academic quality and standards in higher education.* An external adviser has been appointed to provide specialist guidance and currently sits on the QAC.

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

2.4   Students attest to the quality of teaching, particularly the commitment of staff to assist their learning. The development of a virtual learning environment platform for the School benefits students in ensuring access to learning materials. Students and staff welcomed this development as a further means of communication.

2.5   The School's vision of high quality teaching and learning and student-centred practice is not clearly set out in the Teaching and Learning Strategy. The School is advised to develop a Teaching and Learning Strategy clear to staff and students, which encompasses the outcomes required by its awarding organisations.

2.6   The School has a staff recruitment policy to appoint qualified and experienced academics. It provides an induction programme. New teaching staff are observed in their induction period and mentored. Teaching observations are undertaken twice termly by a small group of senior staff, including an external adviser. Observation recording has been overhauled to improve the advice and feedback provided. Staff teach across the provision and the review team considers it advisable for the School to ensure that teaching appointments meet the School's recruitment policy and that staff are appropriately qualified for the teaching they undertake.

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

2.7   Students receive a welcome pack at induction and are able to approach both academic and administrative staff, if they need information. Information provided to students is not detailed and on occasions inconsistent, with references made to documents such as a student handbook that was found not to be in use. Further development of documents to students is needed to make explicit the procedures and facilities provided. First point of contact mechanisms for resolving student concerns could be more implicit. In addition, although there are detailed module learning outcomes, not all of the handbooks contain programme specifications or programme learning outcomes. The review team considers that the School should ensure that the content of student handbooks is complete and accurate and that intended programme outcomes are clearly identified.

2.8   The School promotes the use of an independent learning plan for ESOL students based on diagnostic assessment. This was not systematically used with students on the courses under review. Expanding its use would support the School's student-centred ethos and develop application into a work context. There are plans to develop digital literacy, but this is not yet operating. The School makes students aware of academic practice in the course handbook and provides additional support to them. Staff recognise that study skills

operating alongside subject study are not as effective as they could be, and they are investigating ways to further develop the synthesis of the two elements of learning.

2.9   The School plans to monitor student progress on a regular basis but this had not been fully instituted at the time of the review visit, given the juncture of the academic year. The review team considers it advisable for the School to formalise systems for supporting students' learning as they progress through their programmes.

2.10   As noted before, the School has yet to develop an assessment strategy. Staff recognise the potential for a variety of assessment practices offered by its awarding organisations. Information concerning assessment and reassessment methods, referrals and appeals process was not provided to students at the time of the review. An example of assessment design with clear learning outcomes being tested did not offer, however, detailed feedback on the level of achievement. To ensure students are fully supported in their development and assessment practice the review team considers it advisable for the School to further develop mechanisms for providing feedback to students on their assessed work.

2.11   The review team met students and they confirmed that they had each been allocated a personal tutor. Student representatives had been appointed. The student forum had now met and they had been given the opportunity to give feedback on their programmes. Students reported that they received emails informing them of any changes and news alerts. Their attendance was monitored, although there had been some teething problems with the new biometric system.

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

2.12   A formal staff development policy is in place and active encouragement and support given for academic staff to develop skills and obtain teaching and higher level qualifications. The responsibility for execution of the Staff Development Policy rests with individual heads of academic departments, responsible to the Director of Studies. Staff record their development needs at induction and are encouraged to take up opportunities, recording their experiences in staff development plans. These are reviewed quarterly by the Principal and linked to staff appraisal.

2.13   Valuable staff development activities have been recorded recently and records kept in personnel files. For example, staff attended training workshops to disseminate and discuss the Association of Business Practitioners requirements for internal verification and second marking to outline the Academic Infrastructure reference points and help staff to develop level descriptor statements. A number of staff are studying for additional teaching qualifications. A course on Teaching in the Lifelong Learning Sector has been undertaken by senior staff who cascade this training to colleagues. Formal monitoring and review of practices to evaluate the impact of staff development activity in meeting the School's strategic plan will be undertaken through the QAC.

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   Staff appointments and support for staff professional development has ensured a balanced staff resource. Staff are experienced, some with professional and valuable commercial practice. The staff development policy is extending the number of staff with suitable teaching qualifications.

2.15   Provision is located in a large capacity building with computing facilities and well equipped classrooms. A student common room area and a multi-faith prayer room are being developed.

2.16   Library resources have been increased. The core awarding organisations' texts are included and students are advised on use of local libraries to supplement the library resources. An acquisition policy is being developed to ensure stock purchases are current and appropriate for study, particularly at level 7.

2.17   Students appreciate the resources, and the technical support available from the School. Virtual learning environment developments intended by the School were enthusiastically greeted as opportunities to widen communications channels to staff and colleagues.

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.

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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 information the School provides about its higher education provision is clearly communicated to all stakeholders. Information for potential students is provided through the School website and a prospectus setting out the requirements of the awarding organisations. The School website provides useful direct links to the awarding organisations' websites, for example, the Association of Chartered Certified Accountants students register with the awarding organisation and then have direct access to its online materials and additional information. The School publishes educational development international entry requirements and has regular updates from a visiting account manager.

3.2   The website has recently been updated and is the major focus of information for the recruitment of potential students. Further updating of the website is planned to improve navigation. Current students indicated that the School website was an essential and useful source of information about courses, online application and admissions processes, including visa applications and English language proficiency.

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

3.3   The School demonstrated a robust and reliable process for ensuring that educational consultants, used in the recruitment of students, are carefully selected and that they are provided with accurate information. Reviewers concluded that this process should continue to be monitored, audited and embedded in the student recruitment process. The Information Technology Manager internally manages published information. Checks and details are provided by the School's Administrator and signed off by the Principal. Email updates received are posted on the website. Procedures for ensuring accuracy and completeness of information are informal with policies still emerging. The review team considers that in order to ensure that the management and oversight of all publications, particularly the website, is effective it is advisable that the School implements a process for the effective management and oversight of all public information. No distinction is made on the website of the courses currently running and those that could be offered, if numbers

allowed, and if additional resources were found. The review team considers it is advisable for the School to ensure that the information on the website about the programmes offered is accurate and complete.

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

Action plan[3]

Bedfordian Business School action plan relating to the Review for Educational Oversight March 2012						
Advisable	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The team considers that it is **advisable** for the provider to:						
• ensure that all quality assurance processes, roles and responsibilities are fully implemented, managed and monitored (paragraph 1.1)	Quality Assurance Committee to review programme leaders' reports and Staff Student Liaison Committee minutes	Next meeting 30 August 2012 and then every three months	Principal, Quality Assurance Committee	Minutes of Quality Assurance Committee meetings to be recorded	Board of Directors, Principal Report to Board of Directors, Director of Studies Report to Quality Assurance Committee on academic quality assurance	Board of Directors' minutes
	A full report to be published by the School's external adviser upon each quarterly visit	30 Sept 2012, then 30 Jan 2013 Every three months	Principal			Quality Assurance Committee Reports (Programme leader and head of departments' reports, Quality Assurance Committee minutes)
	Roles and responsibilities to be clarified during staff meetings held each semester		Director of Studies	All job descriptions confirmed and allocated appropriately	Principal	
	Heads of department to produce annual monitoring reports	Starting Oct 2012	Heads of department	Report produced at end of each academic year	Director of Studies and Quality Assurance	Departments' annual performance reports

[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.

					Committee	
						Annual monitoring of courses in each department by Department Of Studies
• develop a clear assessment strategy aligned with the awarding organisations' requirements (paragraph 1.3)	The Director of Studies to work with each head of department to develop individual formative and summative assessment strategies that reflect awarding organisations' recommendations: Business Department Computing Department Health & Social Care Department	 30 July 2012 30 Sept 2012 30 Dec 2012	Director of Studies and heads of department	Completed assessment strategies prepared by each department reflecting various and creative assessment criterion of accreditation bodies Assessment strategies to be confirmed and signed off by Quality Assurance Committee	Principal and Quality Assurance Committee	Strategies reviewed in annual course monitoring reports/external examiners reports and student feedback reports
• fully implement all recommendations from external bodies and monitor the effectiveness of action taken (paragraph 1.5)	The School to expand by acquiring the ground floor of the building Planning for a disabled toilet to begin immediately after	30 March 2013	Manager of Operations, Director of Facilities	School to have a disabled toilet and multi–faith prayer room	Principal and Board of Directors	Review and report in Board of Directors' minutes

	acquisition Plans for a student multi-faith prayer area are already underway					
• ensure that assessment processes are fully implemented and that assessment tasks are verified (paragraph 1.6)	Staff to ensure all students undertake diagnostics assessment All Association of Business Practitioners and Edexcel-British Technology and Education Council assessments to be verified by the Director of Studies and Principal before being issued to students Each course leader to present an assignment brief to the Head of Department who will work with the Director of Studies to verify it before it is administered Embedded skills, general and academic English, routinely assessed through exams, presentations and role play	30 October 2012	Principal and Director of Studies	Completed internal verification forms, cross-referenced to the awarding bodies specifications Feedback from external examiners	Quality Assurance Committee	Association of Business Practitioners and Edexcel-British Technology and Education Ccouncil inspection reports, student surveys, internal verification forms All above collated and reviewed to enhance student performance and staff delivery by Principal and Quality Assurance Committee Results collated to improve staff and student performance
• monitor student	The Director of Studies	First	Director of	Students' results	Principal	Annual

success rates on external assessments to enhance the quality of teaching and learning (paragraph 1.7)	to work with the Administrator to develop a system for collating and evaluating success rates Annual monitoring of all programmes and departments Input from Staff Student Liaison Committee and external bodies/ examiners reports for appropriate actions (such as staff development) to facilitate continuous improvement in the academic standards	completed set 30 June 2013	Studies and Quality Assurance Committee	summary completed with evaluation Annual monitoring and the action identified are completed		departmental reports, Quality Assurance Committee and Principal review of reports Monitoring reviewed by Principal and Quality Assurance Committee Quality Assurance Committee to formulate action plan to enhance teaching and learning performance
• develop a full teaching and learning strategy that is shared with staff and students (paragraph 2.5)	The Director of Studies and heads of department to develop a teaching and learning strategy with targets and academic year plans for implementation Use virtual learning environment to enhance the Teaching and Learning Strategy	30 October 2012 30 October 2012	Director of Studies and heads of department and Quality Assurance Committee Information Technology Coordinator	Completion of teaching and learning strategy, shared with students Student feedback	Principal and Director of Studies	Annual programme reports/Quality Assurance Committee minutes/Staff Student Liaison Committee minutes

• ensure that teaching appointments meet the School's recruitment policy and that staff are appropriately qualified for the teaching they undertake (paragraph 2.6)	New marketing manager to be appointed by the Principal New Information Technology Head of Department to be appointed New lecturing taff to be appointed Interview to include candidates presenting a sample lecture Appropriate checks made All suitable applicants to provide proof of experience/qualifications before they are offered a teaching position	30 April 2012 1 June 2012 31 May 2012 First set of academic appointments completed 10 June 2012	Principal, Director of Studies, heads of department	All staff files to include current CV, educational certificates, references and sample lesson report Upon successful interview and appropriate checks suitable candidates appointed	Principal and Board Of Directors	Principal and Director of Studies to review lecturers upon completion of three months' probation
• ensure that the content of student handbooks is complete and accurate and that intended programme outcomes are clearly identified (paragraph 2.7)	Handbooks to be developed and improved for new and existing courses The handbooks will include aims and objectives of course, course specification, learning outcomes and important information from awarding organisations	30 June 2012	Director of Studies and heads of department	Completed handbooks accessible through the virtual learning environment and also hardcopies available in library and during student induction	Principal	Student feedback surveys Programme handbooks

	It should be consistent with awarding organisations information					
• formalise systems for supporting students' learning as they progress through their programmes (paragraph 2.9)	Students to be allocated a personal tutor Lecture material to be made available on the virtual learning environment	30 July 2012	Heads of department	Detailed plans for monitoring students' progress to be completed Students' files to include a comprehensive progress report	Director of Studies and heads of department, course lecturer	Results published in annual departmental reports
	Drop-in extra information technology and English for Speakers of Other Languages sessions will be available on demand or through lecturer's suggestion	1 May 2012		Student Feedback Academic year 2012-13		
	Ongoing essential study skills sessions will be provided	1 May 2012				
	Students to be provided with School email addresses for study support outside normal learning hours	1 May 2012				

• further develop mechanisms for providing feedback to students on their assessed work (paragraph 2.10)	Tutors to provide comprehensive written feedback to students on formative and summative assessments and in addition provide a comprehensive report on student progression and academic achievement to Director of Studies	30 Nov 2012	Information Technology Manager, Director of Studies	Students regularly using the virtual learning environment as a virtual learning tool	Principal	Student and academic year ongoing evaluation reports
	The development of the virtual learning environment will allow students to remotely access feedback on their assessed work	Feedback online 30 Oct 2012		Completed records of student progress including records of tutorials		
	The School to implement a system of individual/small group tutorials to provide students with feedback on their assessed work	1 June 2012				
• implement a process for the effective management and oversight of all public information (paragraph 3.3)	The current 'Internal Verification forms' to be modified to manage changes made to public information Staff to be made aware of the processes of publication, writing, proofreading and	30 August 2012	Principal	Comprehensive, parallel and accessible adjustments made to the website and prospectus	Quality Assurance Committee	Quality Assurance Committee report and student feedback

	approval					
• ensure that the information on the website about the programmes offered is accurate and complete (paragraph 3.3).	A new, more comprehensive website to be developed, ensuring all information is accurate and complete Website to be edited by the Information Technology Manager with instruction/ supervision from the Principal, including pertinent information from each department head	30 June 2012	Principal, Information Technology Manager, Quality Assurance Committee	Website is complete and accurate Checking processes complete all updates in place	Quality Assurance Committee	Quality Assurance Committee report and student feedback

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: Handbook[4]

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

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

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

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

awarding organisation An organisation with the authority to award academic qualifications
located on the Qualifications and Credit Framework for England and Northern Ireland(these
qualifications are at levels 1 to 8, with levels 4 and above being classed as 'higher
education').

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

quality See **academic quality**.

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

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

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