



Midlands International College

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

March 2012

Key findings about Midlands International College

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 **limited confidence** in how the provider manages its stated responsibilities for the standards of the awards it offers on behalf of the Chartered Management Institute.

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 this awarding organisation.

The team considers that **reliance cannot** 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 provision of an integrated and accessible system of tutorial and welfare support (paragraph 2.10).

Recommendations

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

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

- ensure that staff receive appropriate training and guidance to enable them to effectively identify and address instances of plagiarism (paragraph 1.9)
- ensure that there are systems in place to maintain version control of published policies and procedures, and to verify the accuracy of public information (paragraph 3.5).

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

- clarify the remit of committees with regard to the oversight of programme review and monitoring (paragraph 1.3)
- ensure that the Examination Committee meets formally to undertake its stated responsibilities (paragraph 1.4)
- ensure that its policy relating to plagiarism and academic malpractice clearly states procedures to be taken in the event of a suspected breach of assessment regulations (paragraph 1.6)
- ensure that the written feedback provided to students on their assessed work is detailed, addresses assessment criteria and academic practice, and identifies areas for improvement (paragraph 2.11)
- improve students' preparation for higher level study and their understanding of academic writing (paragraph 2.12).

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

- continue to embed the process of programme monitoring and ensure that the review reports are evaluative and fully informed by evidence and contain clearly identifiable actions, responsibilities and timescales (paragraph 2.2)
- develop staff understanding and engagement with relevant external reference points and ensure that the guidance is considered in all aspects that impact upon the quality of learning opportunities (paragraph 2.4)
- continue to develop procedures for the observation of teaching to cover all staff, include peer processes and more evaluative recording of observation outcomes to enhance teaching and learning (paragraph 2.7)
- update library texts to match the needs of the curriculum (paragraph 2.16).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Midlands International College (the provider; the College). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management 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 Chartered Management Institute. The review was carried out by Dr Glenn Barr and Mr Chris Davies (reviewers), and Dr Judith Foreman (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).² Evidence in support of the review included documentation supplied by the College and the awarding organisation, including the College's strategic plan, partnership agreement, organisation structure, quality assurance manual, policies and procedures, programme specifications, programme review reports, programme handbooks, samples of students' assessed work, publicity materials, and meetings with staff and students.

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

- the Chartered Management Institute policies and award programme specifications
- 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](#).

The College mission statement is 'to deliver a high quality, professional education service to our students at an affordable price and in a friendly but professional way'. The College has one campus located in the city of Birmingham and draws students from the UK and EU, and outside the EU. The College was incorporated in June 2009 and the lease signed on the current premises in July 2010. Following approval by the Accreditation Service for International Colleges and the UK Border Agency, the College started enrolling students onto its higher education programmes from September 2011.

The College delivers English for Speakers of Other Languages (ESOL) qualifications up to level 3 and is approved to deliver higher level qualifications at level 4 and above, accredited by the Institute of Administrative Management, the Association of Chartered Certified Accountants and the Chartered Management Institute (CMI). The current focus of curriculum delivery is on management and leadership qualifications. There are 16 enrolments on higher level provision, all of whom are working towards qualifications of the CMI.

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

Chartered Management Institute

- Diploma in Management and Leadership - level 4
- Diploma in Management and Leadership - level 5
- Diploma in Strategic Management and Leadership - level 7

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

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

The provider's stated responsibilities

The College is responsible for the local marketing and promotion of approved qualifications and for the admission of students. Assessments are developed by the College, which also has responsibility for internal marking and verification in accordance with the regulations of the awarding organisation. The awarding organisation requires the College to ensure that staff attend CMI tutor training events and invests in staff development programmes that will maintain teaching ability and subject knowledge. The College is also required to have in place an internal complaints procedure for use by students about matters concerning the delivery of programmes.

Recent developments

The College started recruiting higher education students for the first time in June 2011 with the first cohort commencing their studies in October of that year. In preparation for the first enrolments, significant refurbishment of the College building was completed in October 2010 to ensure suitability for educational purposes.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. A written submission was presented. This was developed by means of a questionnaire followed up by meetings with students to gather additional feedback on a range of questions. The findings were analysed and written up by a member of staff at the College who acted as the coordinator of the process. The key matters include: published information about the College, teaching and learning, resources, and students' experiences as learners and the support they receive. The team also met full and part-time students at the preparatory meeting and during the review visit. The written submission and the meetings with students were helpful and productive.

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 key responsibilities for the management of standards delegated to the College are clearly stated in the partnership agreement with the awarding organisation. This includes the development of the teaching and assessment strategy, internal marking and verification, as well as securing the external verifier's approval and feedback, and acting on any recommendations arising from external verification. The College is also required to have in place policies relating to such issues as appeals and academic malpractice, which align with the stated requirements of the awarding organisation.

1.2 The Principal has responsibility for the strategic management of the College's higher education programmes, and for ensuring that the policies and procedures of the awarding organisation are implemented. The Principal is supported in this role by the Academic Director. At programme level, the Curriculum Coordinator works with the Academic Director and with tutors to manage the delivery of the curriculum.

1.3 The committee structure for the management of academic standards and the quality of learning opportunities does not have full oversight of higher education. Not all committees have met formally to undertake their responsibilities and there are no reporting mechanisms for programme review reports. At programme level, the Operations Committee, chaired by the Curriculum Coordinator, is responsible for the day-to-day management of teaching, reviewing resources, developing assessment strategies, and undertaking documented programme reviews. It is intended that the Operations Committee will report to the Examination Committee, which has cross-college responsibility for such issues as responding to external verifiers' reports, the review of assessment processes, as well as the identification and management of academic malpractice. It is not apparent from the description of committee functions how programme review reports and action plans will be overseen and reported within the structure. It is advisable for the College to clarify the remit of committees with regard to the oversight of programme review and monitoring.

1.4 The meeting schedule for the Examination Committee has not been met. The terms of reference for the Examination Committee state that the Committee should meet twice in each semester. At the time of the review, however, the Examination Committee had not met formally during the first semester to undertake its stated functions. It is advisable for the College to ensure that the Examination Committee meets formally to undertake its stated responsibilities.

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

1.5 The College makes appropriate use of the Qualifications and Credit Framework (QCF) for general guidance on the academic level of the awards it delivers. The awards delivered by the College are aligned with the QCF and the CMI specifies the content and learning outcomes of each qualification. The College makes effective use of the programme specifications produced by the awarding organisation in the development of its teaching and assessment strategies.

1.6 The use of the awarding organisation's policies and procedures can be further developed to support the management of academic standards. The plagiarism and

academic malpractice policy, published by the CMI, sets out the responsibilities of the provider for the management of these issues. The College has developed its own policy on plagiarism. However, it is not clear how the College intends to implement its responsibilities for the management of unfair practice, since its policy contains no description of procedures to be taken in the event of suspected malpractice. In order to strengthen the management of academic standards, it is advisable for the College to ensure that its policy relating to plagiarism and academic malpractice clearly states procedures to be taken in the event of a suspected breach of assessment regulations.

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

1.7 The College is responsible for the design of assessment tasks, the internal verification of assessment briefs, and the internal marking and verification of assessment decisions. External verification of student assessed work is undertaken twice a year by staff appointed by the awarding organisation. The College recognises its responsibilities to make a sample of assessed work available to the external verifier and to respond to feedback from the verifier. However, due to the time of the review, no external verification of assessed work had taken place.

1.8 Appropriate procedures are in place for the internal verification of assessment tasks before they are issued to students. There is detailed guidance on the process of verifying assessments. A standardised verification template is used to confirm that verification has taken place. This requires sign-off from the internal verifier and course tutor.

1.9 The process of internal marking of students' assessed work is not effective in assuring academic standards. At the time of the review, a total of 16 students were enrolled on CMI programmes spread across levels 4, 5 and 7. A sample of seven pieces of student assessed work completed in the first semester was made available to the review team. The sample included work from different students and units of study at each level. First marking and internal verification had taken place and written feedback had been provided to students. However, there was evidence of extensive unacknowledged copying by students of easily identifiable internet sources in four examples reviewed at levels 4, 5 and 7. The plagiarism was not identified in the first markers' comments or reflected in suggested grades. Nor was this identified by the internal verifier. Staff involved in first marking and internal verification were unable to explain why obvious instances of plagiarism had gone undetected in the marking process. It is essential that the College ensures that staff receive appropriate training and guidance to enable them to effectively identify and address instances of plagiarism.

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

2 Quality of learning opportunities

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

2.1 Managerial responsibilities and the mechanisms whereby the College maintains oversight of the quality of learning opportunities are the same as those described for academic standards in paragraphs 1.2 and 1.3. The College is responsible for student admissions, induction arrangements, the development and implementation of teaching and

learning strategies, programme review, gathering and acting on student opinion, the provision of information, advice and guidance to students, and the management and allocation of learning resources.

2.2 The system of programme reviews to monitor and enhance the quality of learning opportunities is appropriate. This takes the form of regular team meetings and the production of review reports. Programme review reports follow a standard agenda, reflecting on student achievement, the effectiveness of teaching and resources, and the impact of student support. This is the first year in which programme review reports have been implemented and examples were only available for the first academic term. The reports and accompanying action plans vary in the quality of evaluation and lack detailed consideration of evidence relating to, for example, student performance and student feedback. Nevertheless, the review reports have the potential to make an important contribution to programme monitoring and enhancement. It is desirable for the College to continue to embed the process of programme monitoring and ensure that the review reports are evaluative and fully informed by evidence, and contain clearly identifiable actions, responsibilities and timescales.

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

2.3 The College fulfils its responsibilities with regard to meeting the CMI requirements for the provision of learning opportunities. The agreement with the awarding organisation establishes responsibilities for a range of policies and procedures intended to support students and enhance learning opportunities. This includes the requirement to make appropriate assessment arrangements and have in place procedures to deal with complaints and appeals, as well as providing guidance on admissions and varying assessment arrangements for disabled students.

2.4 As yet, the College has only used the CMI requirements as external reference points. It could strengthen the management and enhancement of learning opportunities through the use of other higher education reference points and indicators of good practice, such as the UK Quality Code for Higher Education. It is desirable for the College to develop staff understanding and engagement with relevant external reference points and ensure that the guidance is considered in all aspects that impact upon the quality of learning opportunities.

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

2.5 The College deploys a range of supportive teaching strategies tailored to the preferred learning styles of the students and designed to encourage independent, enquiry-led learning. Very small class sizes allow high levels of individualised teaching and learning, which students appreciate. Teaching is sensitive to the cross-cultural experiences and expectations of the students. Flexibly designed assignment activities allow students to apply their workplace context to their learning or use case studies to apply theory to practice. Part-time UK students describe making clear connections between their study and their employment, and value the flexibility of studying on Saturday to fit study around their work commitments.

2.6 All programmes have detailed schemes of work and lesson plans. Improvements have been made to the lesson planning template, which now contains useful information on prior student knowledge, differentiation, content, activity and learning checks to enable more effective planning.

2.7 There is a system of regular teaching observation undertaken by College managers. Although observations follow a checklist of points with an overall summary of the lesson, there is little evaluative detail in the commentary to direct improvements. Not all teaching staff have been observed in the current year. The College is planning to introduce a peer-based observation process to allow for greater sharing of effective practice. It is desirable for the College to continue to develop procedures for the observation of teaching to cover all staff, include peer processes and more evaluative recording of observation outcomes to enhance teaching and learning.

2.8 Students have a range of opportunities to express their views on the quality of teaching and learning. Opportunities include: tutorials, the operation of a student representative system at programme level, questionnaires, and informal meetings with staff. Students confirmed that the College is responsive to their views and pointed to a range of positive changes brought about through feedback.

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

2.9 Teaching and student welfare teams work effectively together to support student learning. Practical pre-arrival information supports students in living and acclimatising to study in the UK. The induction programme contains detailed information on fees and charges, discipline, health and safety, as well as practical information for international students. Although student feedback on the induction process identified areas for improvement, students confirmed that their induction was supportive and informative.

2.10 Regular, supportive tutorials focus on academic progress and target setting, and are recorded on a standard template. The College recently allocated additional time to support students with their coursework, literacy, numeracy and research skills, supplemented with a drop-in service of specialist tutor support and a trained counsellor. Students report that staff are readily available and very helpful, even outside of normal working hours. The provision of an integrated and accessible system of tutorial and welfare support is good practice.

2.11 Students reported positively on constructive formative feedback, which was helpful in the development of their assessed work. However, written summative feedback on students' assessed work lacks detail and does not adequately address assessment criteria nor comment on appropriate academic practice. It is advisable for the College to ensure that the written feedback provided to students on their assessed work is detailed, addresses assessment criteria and academic practice, and identifies areas for improvement.

2.12 Four pieces of assessed work were not effectively referenced and relied extensively on web sources. It is advisable that the College takes steps to improve students' preparation for higher level study and their understanding of academic writing.

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

2.13 The agreement with the awarding organisation requires the College to invest in staff development and training programmes that will maintain teaching ability and subject knowledge. The College is aware of its responsibility to make effective arrangements for staff development and the overall approach is set out in a formal policy.

2.14 Staff are well qualified and maintain their currency through engagement with relevant professional bodies. The CMI provides regular tutor training and expects that the College staff are supported to attend these events. The awarding organisation's process of checking qualifications ensures that staff are appropriately qualified for teaching to the

required level of the awards. Staff development needs are identified through regular appraisal and the operation of the teaching observation process. At the time of the review, the need for some staff to obtain teaching qualifications had been identified in the appraisal process. The College is considering how it will support this need.

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

2.15 Resources are sufficient to support the small numbers of students and the programmes undertaken. Responsibility for resource allocation rests with the Executive Board responding to the requirements of the awarding organisation and feedback from students and programme teams. The College has a number of comfortable classrooms with projectors, a laboratory with 21 computers, and a small drop-in facility with five machines.

2.16 Students confirm the suitability of the classrooms, computer lab and internet access to support their studies. The speed and reliability of computers were recently improved in response to student concerns. The College does not have a dedicated virtual learning environment, but students are able to use the online resources of the awarding organisation. Students confirm that they are a useful source to support their studies, providing not only course materials but access to e-books, journals, blogs and webcasts. The College library contains the core textbooks published by the awarding organisation for their awards, as well as a range of additional texts. New books are purchased as a result of student requests. However, the book stock is limited with many dated texts. It is desirable that the College updates library texts to match the needs of the curriculum.

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 College publishes a comprehensive range of general guidance materials for students and information relating to specific programmes, which are available through the website and, in the case of the prospectus, in hard copy as well. Entry requirements, assessment methods, progression routes and career options are for the most part clearly detailed in the prospectus and on the website. The College is authorised to make use of the awarding organisation's logo in its public information.

3.2 All programmes have an informative handbook, which is available to students in printed format or electronically. Students receive a copy prior to starting their studies or at induction. The handbook includes start dates, duration of study, entry requirements, fees, brief description of the levels and aims of each award, as well as content and assessment. It provides important and helpful information of use to prospective students, as well as those who are on a programme. More detailed information relating to programme learning outcomes, modules and assessment are made available by tutors during the course of study.

3.3 The website contains an extensive range of relevant information and is the main channel used by students to find out about the College prior to entry. In addition, the accessible range of information obtained through personal contact with staff at the College prior to entry is highly valued by students. For students who are on programmes, and staff, the website provides a broad range of information. However, the organisation and signposting of some of this information could be improved in order to facilitate its access by different stakeholders. For example, the mitigating circumstances policy is in the public information section and not in information for students.

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

3.4 The procedures for ensuring accuracy and completeness of information are not robust and there are instances of inaccurate and potentially confusing information in public documents. The College is responsible for checking the accuracy and completeness of public information. Documents pass through a number of stages before being issued. For example, the course handbook is developed by the programme coordinator and checked by other members of the team. The final responsibility for ensuring accuracy and completeness of public information lies with the Principal. Students are able to feed back on the quality of information through dialogue with staff and end-of-module questionnaires.

3.5 There are three documents dealing with student appeals and complaints. Two of the documents refer to complaints described as academic or non-academic matters and the third document deals with complaints about any aspect of College life or a grading decision. In each case the procedures are different. There are also two different statements relating to unfair assessment practice available on the website, entitled Academic Integrity and Plagiarism Policy. While these statements are not contradictory, it is not clear in the documents how they relate to each other. Neither document provides any information about procedures to establish or investigate suspected malpractice. Evidence of plagiarism in samples of students' assessed work discussed in paragraph 1.8 indicates that the policies are not effectively guiding students' or staff understanding of malpractice. Additionally, the Academic Integrity and Plagiarism Policy states that if a case of unfair practice is found, the penalty will be a record on the student's file. The sentence detailing this information ends with a question mark, indicating uncertainty regarding actual consequences. There are also instances of references to structures and job titles in policy documents which do not correspond to actual structures and roles as described in the College organisational chart. These examples of multiple and sometimes differing policies addressing similar issues, and instances of inaccuracies and incompleteness in documents, indicate a weakness in systems for managing the accuracy and completeness of information. It is essential that the College ensures that there are systems in place to maintain version control of published policies and procedures, and to verify the accuracy of public information.

The team concludes that **reliance cannot 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 plan³

Midlands International College 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 area of good practice that is worthy of wider dissemination within the provider:						
<ul style="list-style-type: none"> the provision of an integrated and accessible system of tutorial and welfare support (paragraph 2.10). 	<p>Continue with the integrated system of tutorial and welfare support</p> <p>This will be happening every two weeks</p> <p>Each student entitled to receive one-to-one tutorials with their personal tutors</p> <p>All students will be interviewed by Welfare Officer at the beginning of each semester during the induction week to determine and arrange individual</p>	Ongoing	Programme tutors Welfare Officer	<p>This will be measured by: students attending 100 per cent tutorial sessions, staff attending 100 per cent workshop and tutorial sessions</p> <p>Improvement of student assignment work by referring back to previous set target</p> <p>Testing the effectiveness of support systems by positive evaluation from students and staff</p>	Academic Director	<p>Reports of tutorials, workshop support and seminars</p> <p>Induction evaluation reports</p> <p>Minutes of Curriculum Committee meeting regarding the provision of student support system</p> <p>Analysis/evaluation report of student surveys</p> <p>Feedback from tutors and Welfare</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 organisation.

	additional support sessions The provision of support will be reviewed twice a year	September 2012 March 2013				Officer during induction and tutorial sessions
Essential	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is essential for the provider to:						
<ul style="list-style-type: none"> ensure that staff receive appropriate training and guidance to enable them to effectively identify and address instances of plagiarism (paragraph 1.9) 	<p>The College has purchased software that detects instances of plagiarism</p> <p>The College management arranged specific staff development days (three training days) in-house to ensure that staff receive appropriate training and guidance to enable them to effectively identify and address instances of plagiarism</p> <p>All new academic staff will receive appropriate training</p>	<p>8 March 2012</p> <p>22 March 2012</p> <p>26 April 2012</p> <p>24 May 2012</p> <p>15 August 2012</p>	<p>Academic Director and course tutors</p>	<p>100 per cent staff attendance at training sessions organised by the College</p> <p>Positive results of internal verification of marked assignment</p> <p>Satisfactory/positive feedback from Curriculum Committee and internal verifier</p> <p>Staff ability to use plagiarism detector software</p>	<p>Principal/ internal verifier</p>	<p>External verifier/moderator's report</p> <p>Samples of marked assignments</p> <p>Internal verifier's feedback</p> <p>Internal verification action plan</p> <p>Analysis/evaluation of external verifier/internal verifier's implemented action plan</p>

	on plagiarism during staff induction period					
<ul style="list-style-type: none"> ensure that there are systems in place to maintain version control of published policies and procedures, and to verify the accuracy of public information (paragraph 3.5). 	<p>The College will have a procedure in place to maintain version control of published policies/procedures and to verify the accuracy of published information</p> <p>Policies and procedures of the College will be reviewed on a regular basis</p> <p>The review cycle may vary depending on the policy type and its scope, but once a year is typical</p> <p>The Executive Committee will be responsible for checking the accuracy and completeness of public policies and information Principal will be policy controller to ensure implementation and</p>	2 July 2012	Academic Director, Principal	<p>Revised policies and public information</p> <p>Policy and published information review procedure document</p> <p>Positive feedback from staff, student and agents on published information</p> <p>All published information is accurate and clearly understood by students, agents and staff</p>	Chair of Executive Committee	<p>Minutes of the Executive Committee meeting and the results of carried out actions</p> <p>Minutes of staff and student representatives meeting</p> <p>The College policy review document describing processes for maintaining policies and published information</p> <p>Staff, student and agents' feedback evaluation report</p>

<ul style="list-style-type: none"> ensure that the Examination Committee meets formally to undertake its stated responsibilities (paragraph 1.4) 	<p>The College has reviewed the role of the Examination Committee and has replaced this committee with the Curriculum Committee</p> <p>The Curriculum Committee met formally on 8 March 2012</p> <p>This will be followed by further scheduled meetings</p> <p>This change enables the Curriculum Committee to carry out its stated responsibilities</p>	<p>8 March 2012</p> <p>6 June 2012</p> <p>8 August 2012</p> <p>4 October 2012</p> <p>6 December 2012</p>	<p>Academic Director</p>	<p>Curriculum Committee's formal meeting as scheduled, followed by a positive/favourable feedback from members of the committee</p>	<p>Executive Committee and Principal</p>	<p>Minutes of Curriculum Committee meetings</p> <p>Actions carried out by the Curriculum Committee</p> <p>Curriculum Committee reports</p> <p>Annual College self-evaluation report</p>
<ul style="list-style-type: none"> ensure that its policy relating to plagiarism and academic malpractice clearly states procedures to be taken in the event of a suspected breach of assessment regulations (paragraph 1.6) 	<p>The College will amend its plagiarism policy document with stated procedure relating to plagiarism and academic malpractice to deal with suspected breaches of assessment regulations</p>	<p>11 June 2012</p>	<p>Principal</p>	<p>Staff following appropriate steps when cases of malpractice are identified</p> <p>Staff giving positive feedback on the effectiveness of the policy procedure</p>	<p>Executive Committee</p>	<p>Internal verification of marked assignments</p> <p>External verifier/moderator's report</p> <p>Minutes of Curriculum Committee meeting discussion on cases of</p>

	<p>The policy will include the requirement to notify the awarding organisation of suspected cases</p> <p>This will enable staff to follow appropriate procedure when cases of malpractice are identified</p>					<p>malpractice</p> <p>Actions carried out on cases of malpractice</p> <p>Results of appeal process</p>
<ul style="list-style-type: none"> ensure that the written feedback provided to students on their assessed work is detailed, addresses assessment criteria and academic practice, and identifies areas for improvement (paragraph 2.11) 	<p>Staff training will be arranged to ensure formative and summative feedback given on student submitted work, addressing assessment criteria/assessment learning outcomes</p> <p>Programme leader should share external verifier's report with tutors/students and encourage them to use the feedback for future work improvements</p>	21 June 2012	Programme leader	<p>Improvement of student submitted work, showing understanding of learning outcomes/ assessment criteria and areas for further development</p> <p>Positive feedback from students on helpfulness of the written feedback given</p>	Academic Director	<p>Internal verification report of marked assignment</p> <p>External verification/moderation report of marked assignments</p> <p>Results of student questionnaire</p> <p>Reports of Curriculum Committee on formative and summative feedback practices</p> <p>Internal verifiers and external verifiers' reports</p>
<ul style="list-style-type: none"> improve students' 	Timetable of	20 June	Programme	All students who	Principal	Internal and

preparation for higher level study and their understanding of academic writing (paragraph 2.12).	<p>additional support with staff in attendance on preparation of academic writing to be arranged for all students at various levels</p> <p>This support will be available for students every week on Wednesday afternoons</p> <p>Programme leader will identify learners to attend additional support</p>	2012	team leader	<p>are identified by their personal tutors for additional support attending additional support sessions</p> <p>Improved student academic writing by meeting the grading criteria</p>		<p>external verification reports</p> <p>Workshop reports on individual student progress</p> <p>Course review and evaluation report</p> <p>Student survey report</p> <p>Analysis report on student progress and progression</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"> continue to embed the process of programme monitoring and ensure that the review reports are evaluative and fully informed by evidence and contain clearly identifiable actions, 	<p>There will be scheduled process in place for programme review and evaluation to be completed by programme team leaders</p> <p>This process will be carried out at least twice a year</p>	March and July of each year	Programme team leaders	<p>Carrying out programme review and evaluation by team leaders twice a year</p> <p>Production and Implementation of programme action plan</p>	Academic Director and Principal	<p>Minutes of programme team meeting</p> <p>Minutes of Management Committee meeting</p> <p>Programme/course review and</p>

	engaged with external reference points					Annual student feedback report Annual College self-evaluation report
<ul style="list-style-type: none"> continue to develop procedures for the observation of teaching to cover all staff, include peer processes and more evaluative recording of observation outcomes to enhance teaching and learning (paragraph 2.7) 	<p>Arrangements and recording of peer observation</p> <p>Scheduled peer observation will be carried out during each semester</p> <p>Outcomes of the peer observation is analysed and discussed with the tutor for future improvements</p> <p>Tutors will be encouraged to use observation feedback as part of their personal development plan</p>	<p>April 2012</p> <p>July 2012</p> <p>December 2012</p>	<p>Programme team leader, Academic Director or Principal</p>	<p>Scheduled implementation of peer observation</p> <p>Monitoring successful completion of actions by tutors</p> <p>This is monitored by the internal verifier</p> <p>Improved lesson planning by comparing with previous lesson plans</p> <p>Use of observation feedback as part of staff personal development plan</p> <p>Learning from observation feedback to improve teaching practice</p>	<p>Academic Director</p>	<p>Records of lesson observation</p> <p>Lesson evaluation and identification of action for improvements</p> <p>Staff personal development plan records</p> <p>Samples of improved lesson planning</p>

About QAA

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

QAA's aims are to:

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

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

More information about the work of QAA is available at: www.qaa.ac.uk.

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

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

quality See **academic quality**.

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

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

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

RG 942 08/12

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ISBN 978 1 84979 593 7

All QAA's publications are available on our website www.qaa.ac.uk

Registered charity numbers 1062746 and SC037786