East London College

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

September 2012

Key findings about East London College

As a result of its Review for Educational Oversight carried out in September 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 University of Greenwich, British Computer Society and City & Guilds.

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 the awarding body and 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 systematic involvement of the Internal Quality Assessor in securing assessment quality in the City & Guilds-validated provision (paragraph 2.7)
- the strong commitment of College staff to providing excellent learning and pastoral support to all students (paragraph 2.13).

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:

- develop and implement an accelerated process of action planning for the introduction of new policies and procedures (paragraph 1.7)
- implement a more formal and expansive approach to recording minutes and action points from all meetings (paragraph 1.8)
- strengthen the existing moderation and evaluation approach towards annual programme monitoring for programmes awarded through the British Computer Society and City & Guilds (paragraph 1.9)
- adopt a more proactive approach to utilising the Academic Infrastructure (paragraph 1.10)
- introduce a policy for staff development (paragraph 2.15)
- introduce a policy to strengthen the management of public information (paragraph 3.5).

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

- continue to develop the new management structure, particularly the role and function of heads of school (paragraph 1.4)
- apply consistently the practices for tracking and evaluating student progress and retention (paragraph 2.3)
- inform students and staff better regarding the Teach, Train and Test model (paragraph 2.5)
- develop and implement a resource policy (paragraph 2.20).

About this report

This report presents the findings of the [Review for Educational Oversight](#)[1] (REO) conducted by [QAA](#) at East London 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 University of Greenwich, British Computer Society (BCS) and City & Guilds. The review was carried out by Maxina Butler-Holmes, Reza Kiaie, Helen Thomas (reviewers), and David Ross (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, student written submission, extensive reference documentation and a sample of student work supplied by the College in both electronic and hard-copy formats. Additionally, programme-specific information was made available from the awarding body and organisations in both electronic and hard-copy formats. During the course of the visit, the team held meetings with a selection of staff and students from the College and a representative from the University of Greenwich.

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

- the Academic Infrastructure
- the awarding body and organisations' regulations, programme specifications and guidance documents.

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

East London College (the College) was established in 1995 as ELC Ltd. In 2003, the College changed ownership and the new leadership has developed the College to have links with several UK awarding bodies and organisations. The College's mission statement states that it is committed to excellence in education by ensuring that learning, as a continuous stream, takes place within and beyond its premises and during and after the tenure of its students.

The College has one campus in east London. All students study on a full-time basis. The College has retained overall British Accreditation Council approval for its programmes since 2004.

At the time of the review, the College offered the following higher education programmes, listed beneath their awarding body and organisations (brackets refer to student numbers in Session 2012-13):

University of Greenwich
- BSc (Hons) Final Year top-up Degree in Computing (34)

British Computer Society (BCS)
- Certificate in Information Technology (6)
- Diploma in Information Technology (6)

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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.

City & Guilds
- Preparing to Teach in the Lifelong Learning Sector (PTLLS) (119)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (129)

The provider's stated responsibilities

The College's responsibilities vary between the awarding body and the two awarding organisations. For the University of Greenwich programme, the College has delegated responsibility for first marking of assessment assignments, assessment feedback, student recruitment and selection, monitoring student admission, retention and completion, and staff development. It has shared responsibility with the University of Greenwich for reviewing and responding to annual monitoring reviews and module evaluations. The University has responsibility for strategic development of higher education, curriculum needs and development, programme specifications and intended learning outcomes, setting, moderation and second marking of assessments, and quality review of higher education provision.

With regard to BCS programmes, the College has delegated responsibility for student recruitment and selection, monitoring student admission, retention and completion, reviewing and responding to annual monitoring reviews and module evaluations and staff development. The awarding organisation has responsibility for strategic development of higher education, curriculum needs and development, programme specifications and intended learning outcomes, setting, all marking and moderation of assessments, giving feedback to students and quality review of higher education provision.

For programmes accredited by City & Guilds, the College has delegated responsibility for first marking of assessments, giving feedback to students, student recruitment and selection, monitoring student admission, retention and completion, and staff development. There are shared responsibilities for moderation and second marking of assessment. The awarding organisation has responsibility for strategic development of higher education, curriculum needs and development, programme specifications and intended learning outcomes, setting assessments and quality review of higher education.

Recent developments

The College recently took decisions to suspend provision in accounting programmes (accredited with Institute of Administrative Management and Association of Chartered Certified Accountants) due to lack of interest. However, these programmes remain on the list of higher education provision for the future. In 2011, in response to recent accreditation reports from the British Accreditation Council, the College appointed heads of school for each of its subject areas to ensure enhancement of subject and quality development.

Students' contribution to the review

Students studying on higher education programmes were invited to present a submission to the review team. They were kept informed of the preparations for the review process through regular contact with senior staff in the College. A written submission was provided and the students were given appropriate guidance in preparing this. During the visit, the team met a small cross-section of students representing all higher education programmes.

Detailed findings about East London College

1 Academic standards

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

1.1 The College effectively manages its delegated and shared responsibilities. It executes its responsibilities through a mixture of minuted meetings of staff and staff-students, and internal and external verification. There is also a network of informal discussions at senior staff level for all programmes.

1.2 The College's overall approach has been consistently endorsed by the British Accreditation Council (BAC), the awarding body and organisations. The College responsibilities are clearly set out in the Memorandum of Understanding with the University and the Centre Approval accreditations with its other awarding partners.

1.3 The College management structure is designed to support all aspects of course planning, delivery and assessment, and meets the requirements of its awarding body and organisations. The College's Quality Manual outlines brief information on staff roles and responsibilities. The Principal is responsible for strategic development and managing physical resources. The Vice-Principal is responsible for overseeing the day-to-day operations of academic staff and maintaining relationships with the awarding body and organisations. The Vice-Principal is also the link tutor with the University of Greenwich for the BSC Computing programme and, in this capacity, acts as the first point of contact for students on all matters.

1.4 Further development work is required for the new Head of School role. Three members of senior staff were appointed to this role in 2011, in effective response to a BAC report requirement for refinement of programme management responsibilities. Each Head of School takes appropriate responsibility for the range of management of academic standards and learning opportunities, and they meet regularly to take collective decisions. However, the review team found that the minutes taken in these meetings are brief and informal, lacking reference to action steps. The new management structure is making an effective contribution to the management of academic standards. However, more progress should be made and the team considers it desirable for the College to continue to develop the new management structure, particularly the role and function of heads of school.

1.5 There is a close, effective relationship between the College and the University of Greenwich for the final year of the BSc Degree in Computing. Academic standards are effectively assured through a combination of joint meetings, electronic communication and feedback to tutors. There is also an effective process of annual monitoring, in which the College plays an active and important role. This includes a formal process of programme committee meetings, annual monitoring visits and reports, and external examiner reports managed by the University. The College responded to concerns from the University relating to low levels of student performance and took prompt action in consultation with students and has extended the length of the project module. The Collaborative Partner report in 2012 noted an improvement in standards against key performance indicators.

1.6 The College needs to further develop the range of quality assurance processes across programmes. For example, its Quality Manual contains appropriate but basic reference to procedures across a wide range of areas. Although this provides clear guidance for staff, there is potential for misinterpretation, should changes to the management team take place or higher education numbers grow as planned. Additionally, some policies and

procedures could benefit from more specific detail. For example, the procedures involved in cases of plagiarism and academic appeals, while disseminated effectively through informal processes, constitute one example of where a more formal approach is needed.

1.7 The self-evaluation document noted that quality assurance processes for all areas of higher education provision were following the established model developed with the University of Greenwich. However, the processes for programmes validated by BCS and City & Guilds, while adequate for the purpose, are informal in nature. There is only a limited formally articulated annual quality assurance cycle in operation for these programmes. Further, a report from BAC in 2009 required the College to ensure equality of approach to academic standards across all programmes and the 2012 follow-up report noted this was now planned, but not yet in place. The College will shortly embed programme monitoring reports and programme committee meetings, following the University's model as a starting point. However, it is advisable for the College to develop and implement an accelerated process of action planning for the introduction of new policies and procedures.

1.8 The College needs to develop its effective informal processes and introduce a more formalised committee structure to enhance the collation and evaluation of key performance indicators and management information. A number of meetings regularly take place, which play an important role in monitoring the academic provision. However, accounts of these meetings are informal and discursive with loosely associated action plans. This relative informality results in inconsistent tracking of progress on decisions and the systematic capture of actions taken. This also diminishes the effectiveness of providing formal assurance that action was taken in response to earlier decisions. It is advisable for the College to implement a more formal and systematic approach to the process of recording the collation of management information, discussions and actions from all meetings.

1.9 Analysis and evaluation of student achievement and progression data is variable, limited and informal, including monitoring of internal assessments, external examinations performance and awarding body and organisations moderation reports. Adoption of a more formal and consistent approach would provide a better annual focus for academic development and holistic quality review. It is advisable for the College to strengthen the existing moderation and evaluation approach towards annual programme monitoring for programmes awarded through the BCS and City & Guilds.

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

1.10 The College utilises a number of external reference points to inform its management of the academic standards of higher education. For example, programme and module specifications produced by the University of Greenwich are utilised by the College to develop schemes of work and assessment guidance. Additionally, the College is appropriately informed by awarding body documentation of the principles of aligning programmes against *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ). However, the College has a limited understanding of the Academic Infrastructure and relies mainly on its partnership with the University of Greenwich for this knowledge. For example, the College does not currently map its higher education activities against applicable sections of the *Code of practice for the assurance of academic quality and standards in higher education*. It is advisable for the College to adopt a more proactive approach to utilising the Academic Infrastructure.

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

1.11   Internal verification is effectively applied across the provision and there are clear procedures for this. The College has established an appropriate process for tracking summative internal verification activities in the form of a tracking document. For the City & Guilds programmes, the College's responsibilities for management of academic standards for assessment setting and monitoring is well supported through a specialist Internal Quality Auditor (IQA). Sampling strategies and comprehensive peer feedback from the IQA helps to ensure appropriate attention to academic standards management and assurance. This work is highly regarded and valued by the College.

1.12   External verifier and examiner reports confirm the assurance of academic standards with regard to assessment practice. The review team examined a sample of student summative assessment work drawn from all programmes and this confirmed the external reports. For the teacher training programmes, work is only assessed as pass or fail. This has a tendency to result in written feedback comments from staff being brief or not providing an indication of how the work may be enhanced. The team was assured that there is also a strong informal feedback process in operation. This is also enhanced by the valuable written feedback and critique comments from the IQA, evident on assignment front sheets.

1.13   There is good support from the University of Greenwich with regard to the assessment process, including effective feedback to tutors during moderation. The College has responded appropriately to concerns relating to second marking for examinations, which was noted by the University as being 'incomplete or doubtful'. Additionally, the College has made a valuable contribution to the management of academic standards by adopting an effective approach towards formative assessment involving mock examinations. These are helpful as a means of preparing students for their summative assessments and thereby to improve overall success rates. This initiative further promotes the assurance of academic standards.

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

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2   Quality of learning opportunities

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

2.1   The College appropriately fulfils its responsibilities for the management and enhancement of the quality for learning opportunities in accordance with the requirements set by the awarding body and organisations. These are broadly as described for academic standards in paragraphs 1.1 to 1.9.

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

2.2   Engagement with various external reference points to inform the management of learning opportunities, including the FHEQ and requirements of the awarding body and organisations, is outlined in paragraph 1.10.

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

2.3   The College has a well developed, although largely informal, process for assuring the quality of teaching and learning. Formal processes adopted by the College through the partnership with the University of Greenwich are gradually being introduced across other areas of provision. These processes will supplement the current procedures and promote enhancement activities in the BCS and City & Guilds-validated provision. One example where this will particularly enhance the quality of learning and teaching is in a more consistent approach to how data on student progression and retention is collected and used to inform the enhancement process. At present, this is not systematic and reduces the ability of teaching teams to fully evaluate their practice. It is desirable for the College to apply consistently the practices for tracking and evaluating student progress and retention.

2.4   Students across the three programme areas confirm that they consider the teaching they receive to be very good. Formal teaching observation sessions carried out by senior management have resulted in positive contributions to the management of the quality assurance and enhancement of learning opportunities. This initiative was introduced after evaluation of issues identified in student feedback and external verifier comments regarding tutor underperformance and poor programme outcomes. In addition to this initiative, the College has recently introduced peer-to-peer observation of teaching, which is more focused on enhancement of learning and teaching, and has resulted in appropriate sharing of good practice among staff. These processes are further supplemented in the programmes validated by City & Guilds, through observation sessions carried out by the IQA and external verifiers. The College intends to extend peer observation to other programme areas during the current session and this, together with other more formal approaches to evaluating teaching quality, will help to disseminate good practice across programmes.

2.5   A standard College teaching model is applied across all programmes and is based on a simple but effective model known as Teach, Train and Test. This provides lectures, timetabled group tutorials and supervision, and the opportunity for students to evaluate their learning through formative tests and detailed written and oral feedback. This teaching method is most obviously embedded in the three computing programmes and is aimed primarily at preparing students for summative tests set by the awarding body and organisations. The model is valued by students; however, it is not clear how the College evaluates the effectiveness of this towards further teaching practice enhancements. Also, information on the model in the Quality Manual is brief and would benefit from further explanation for teaching staff, who could then communicate this to students. It is desirable for the College to inform students and staff better regarding the Teach, Train and Test model.

2.6   The College has an effective system of communication between students and staff. Students value and understand the role of their student representatives and express their satisfaction that their views contribute to changes in all aspects of the provision. The College collects student views on the quality of teaching and learning in a variety of ways, including feedback questionnaires, one-to-one discussions and student representation on programme committees. Students confirmed that their views are considered seriously.

2.7   The engagement with the IQA outlined in paragraphs 1.11 and 1.12 within the Preparing to Teach in the Lifelong Learning Sector (PTLLS) and Diploma in Teaching in the Lifelong Learning Sector (DTLLS) programmes is highly regarded and valued by the College and well integrated into the management of learning opportunities. For example, sampling strategies and comprehensive peer feedback from the IQA helps to ensure that the quality of teaching and learning is effectively developed. Additionally, the IQA leads several full day meetings with teaching staff throughout the year. During these there is comprehensive

discussion of student progress, recommendations and feedback to tutors. Learning, teaching and assessment practice is considerably enhanced through the effective involvement of an Internal Quality Assessor for the provision awarded through City & Guilds and is an area of good practice.

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

2.8   Academic and personal support is comprehensive and valued by all students. This commences during the application process and extends to students on placement and preparing students for further study.

2.9   During recruitment and admission activities, prospective students are made aware of their obligations and requirements of the programmes and UK study. Administrative staff execute their designated responsibilities effectively with respect to supporting the recruitment and admission of new students. This includes information on library access, operational issues, student complaints and other services. Senior administration staff attend management update meetings.

2.10   Induction is provided for all students in their first two weeks and includes introduction to key staff, guidance on the contents of the student handbook and registration support. Where appropriate, this process also identifies special needs and provision of pastoral care. Additional course-specific induction is provided by teaching staff. For the BSc in Computing programme, a programme-specific off-site induction is also provided by the awarding body.

2.11   All students have a personal tutor, as well as access to both academic and support staff through an effective open-door policy. Students are also able to access English language classes.

2.12   Support for students on the PTLLS and DTLLS programmes is particularly effective. For example, there is excellent support for students before and during practice placements. Clear guidance is given to placement providers on the support provided by teaching staff and expectations of the placement provider. The College addresses the problems of students finding their own placements by maintaining active contact with previous placement providers to support students in this process. Also, the College has established a partnership to proactively engage organisations in the community to provide placement opportunities for students.

2.13   Finally, there is effective specialist support for students with disabilities, including focused one-to-one mentoring and additional support in tackling assessments. The strong commitment of the College to providing excellent learning and pastoral support for all students is an example of good practice.

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

2.14   Induction for new teaching staff is comprehensive. This includes a welcome and induction session from the Principal and Vice-Principal, followed by meetings encompassing academic goals and timescales, administration procedures and general policy matters with their designated mentor. New teaching staff shadow experienced staff and are supported through the moderation of assessed work. In addition, tutors on the BSc in Computing programme have appropriate opportunities for interaction and development through the wider University network. All new staff receive a copy of the College staff handbook, Quality Manual and Scheme of Work templates before induction. These cover a range of key issues,

including clear guidance on employment legislation and other related policies
and procedures.

2.15   The management and evaluation of staff development activities for both academic
and support staff is generally informal and lacks strategic overview for both full-time and
part-time staff. Staff development needs are identified through the annual appraisal cycle.
Staff teaching on the BSc in Computing programme have access to staff development
opportunities supported through the University of Greenwich network. However, the limited
records available show that the majority of staff development activities within the College
focus on operational and regulatory processes rather than teaching practice enhancement
activities that involve engagement with sector-based good practice. The team considers it
advisable for the College to introduce a policy for staff development.

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

2.16   The College has a clear strategy of recruiting teaching staff who have strong
academic backgrounds and relevant sector expertise. The sector expertise is particularly
valued by the students. Staff qualifications are appropriate for delivery of the provision.

2.17   Resources for higher education provision are appropriate for the numbers of
students currently studying towards an award. Students express satisfaction with most of
these, including rest-room facilities provided for their use. The awarding body and
organisations provide all the necessary teaching materials and summative assessments
delivered through virtual learning environments, access to additional learning resources,
and as hard copy for City & Guilds provision, which are used by both staff and students.
The College intranet provides a variety of teaching and learning support materials. However,
there is inconsistent use of this by both tutors and students across different programmes.
Helpful additional learning resources, which are used by both staff and students, are
provided through access to appropriate external internet sites, including those provided by
the awarding body and organisations.

2.18   Comments in the student written submission regarding a lack of availability of
textbooks in the College library for the BSc in Computing provision have been addressed.
The College now issues free copies of all core texts and BSc in Computing students are also
able to access the University of Greenwich library. The provision of books and other study
texts meets awarding body and organisation requirements. Students also comment on the
usefulness of the College library as a place of quiet study.

2.19   College computing resources are fit for purpose. The College also has a supply of
laptop computers that students can sign for and borrow for individual study. This is
commented on favourably by students. Minor problems with functioning of these and other
College computers are dealt with adequately by administration staff.

2.20   There are limited formal procedures for the evaluation of and planning and provision
of student physical and electronic resources. Resource needs are identified through informal
requests by tutors and students to heads of school or directly to the College Principal.
The team considers it advisable for the College to develop and implement a resource policy.

> 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 effectively fulfils the responsibilities for public information delegated by its awarding body and organisations. It provides a wide range of public information to applicants and students studying on higher education programmes. This includes prospectuses, flyers and a comprehensive website. The University provides the College with a template for the production of student handbooks. This allows the College to produce a personalised version that covers the culture, nature and methods of the College. The College also prepares its own student handbooks, which contain comprehensive information for all students. There is an open and transparent policy in publishing information. The BSc in Computing programme and module handbooks are produced by the University.

3.2 Most public information is published in more than one medium to ensure communication with students and other stakeholders. For example, the College prospectus is available in both hard copy and online, and is an effective and informative document. The College website and intranet provide adequate information for applicants and students on programmes. This is supported through an extensive network of informal communication. The College supplements the processes for dissemination of information by encouraging the student body to use group email communications, which can be accessed by all students. This is maintained by student representatives.

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

3.3 The accuracy, currency and completeness of public information regarding programmes is, ultimately, the responsibility of the awarding body and organisations. For example, the BSc in Computing student handbook is updated every semester by the College and approved by the University for completeness and correctness of information provided. The University link tutor sends this handbook to the College team for appropriate updating information prior to final approval.

3.4 In practice, the College Principal takes initial responsibility for collating and revising most public information and gives initial approval to this after appropriate discussion with College management and teaching staff. Additionally, programme advertising for the BSc in Computing is initially developed by the College, then sent to the University of Greenwich for approval prior to publishing. For programmes validated by City & Guilds, there is effective additional information prepared and approved by the College in the form of a useful student handbook. This is an appropriate source of information for students.

3.5 Procedures for updating and checking the accuracy of public information are effective but predominately informal, taking place during regular conversations between senior management. This takes into account a variety of largely ad hoc forms of feedback, including conversations with students. Programme material on the College intranet is also monitored in this way at least once every academic year. This process would benefit from being more proactive and taking into account other forms of feedback, for example, by altering the student questionnaire in such a way that specific questions can be asked on the accuracy of public information. The team considers it desirable for the College to introduce a policy to strengthen the management of public information.

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]

East London College action plan relating to the Review for Educational Oversight September 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:						
• the systematic involvement of the Internal Quality Assessor for securing assessment quality in the City & Guilds-validated provision (paragraph 2.7)	A new function of Internal Quality Assurance will be created for British Computer Society programmes This will be used for tracking the appropriateness of the tests set by our tutors, standards of markings, and comprehensiveness/ effectiveness of tutor feedback to students on these tests These will be done in form of periodic meetings with tutors	Once in every six weeks starting from 15 December 2012	Vice-Principal	Peer feedback is given to staff once in six weeks on the standard of the tests, markings and student feedback on the whole process, so that the quality of teaching and learning is effectively developed and maintained	Senior Management Team	Internal Quality meeting minutes with tutors and students for the British Computer Society programmes

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[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 body and organisations.

	and students					
• the strong commitment of College staff to providing excellent learning and pastoral support to all students (paragraph 2.13).	The special needs support required for students will be identified early during student induction for all the programmes This will help the College keep up its commitment in providing excellent learning and pastoral support to all students	During student inductions starting from January 2013 and from then on in February, May, September 2013	Assistant Registrar	Any specialist needs of students are identified early during student induction and documented These induction forms are used as discussion points in programme committee meetings to confirm and ensure that the tutors, administrative staff and external verifiers are using this information effectively to provide excellent learning and pastoral support to all students	Vice-Principal	Student induction forms/learner agreements
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:						
• develop and implement an accelerated process of action planning for	The College has created programme committees for the Teaching School and	Second week of December 2012 and	Vice-Principal, School Head, Teaching School	All new policies and procedures are effectively discussed and	Principal Vice-Principal	British Computer Society Programme Committee

the introduction of new policies and procedures (paragraph 1.7)	British Computer Society programmes The committees consist of the School Head, tutors, student representatives and support staff, if any The first programme committee meeting for British Computer Society programmes will be conducted in the second week of December 2012 Any issues on academic standards, learning resources, tutors and so on will be discussed and resolved in the meetings	from then on once in every semester between the seventh and tenth week from the start dates of each programme		formalised in the programme committee meetings with due inputs from students		meeting minutes and Teaching School Programme Committee meeting minutes
• implement a more formal and expansive approach to recording minutes and action points from all meetings (paragraph 1.8)	A formal methodology will be followed in the conduct of meetings Every meeting will have a clear agenda, follow-up on previous action points, effective chairing and time-bound action points	December 2012	School heads for programme committee meetings Assistant Registrar for College staff meetings	A formal, systematic approach in conducting meetings has been implemented This has helped in effectively tracking progress,	Vice-Principal Principal	College staff meeting minutes, British Computer Society Programme Committee meeting minutes, Teaching School Programme Committee meeting minutes,

	These action points will be tracked, reviewed and managed with a clearly set review date			following up action points from previous meetings and ensuring that they are closed		Teaching School Head meeting and staff-student meetings minutes
• strengthen the existing moderation and evaluation approach towards annual programme monitoring for programmes awarded through the British Computer Society and City & Guilds (paragraph 1.9)	To formalise and periodically maintain the progression tracking sheets for each cohort on results achieved on each module, once results are announced for the British Computer Society and City & Guilds programmes A programme annual report, consisting of a student list, a progression tracking sheet, moderation reports, comments on action taken on student feedback, will be done annually	Third week of February 2013 and from then on whenever results are released in February/ September	Assistant Registrar	A robust annual programme monitoring system measured through the programme annual report is in place, which effectively tracks, updates and manages the achievement and progression status of each student annually	Vice-Principal	College progression tracking sheets and programme annual reports for British Computer Society and City & Guilds programmes
• adopt a more proactive approach to utilising the Academic Infrastructure (paragraph 1.10)	Revisit the College Quality Manual to formalise policies and to ensure that they synchronise with acceptable external reference points in the higher education	Third week of January 2013	Vice-Principal	The College meets the academic standards given in the chapters of the Quality Code that are relevant to the College as	Principal	Programme committee meeting minutes for all programmes Programme annual reports for

	sector, such as the UK Quality Code for Higher Education The effectiveness of the new policies are tracked and evaluated by the various trackers, committees and meetings that are, or will be, put in place, such as programme committees for all programmes and programme annual reports It can be noted here that programme annual reports will be produced only for Teaching School programmes and British Computer Society programmes No programme annual report will be created for Bachelor of Science (Honours) top-up as there are many reports which perform the same function as			adequately evidenced by the committee reports and annual reports It achieves this by effectively managing its higher education provision by utilising the appropriate parts of the Academic Infrastructure		British Computer Society programmes and Teaching School programmes

	adequately evidenced during the QAA review					
• introduce a policy for staff development (paragraph 2.15)	Formalise and develop a matured staff development policy with well developed eligibility criteria and conditions This will be included in the Quality Manual and Staff Handbook Along with other aspects, this policy will also be introduced during staff induction Staff appraisals that are already in place give opportunities to staff to identify any development needs Any Continuing Professional Development is recorded and maintained for each school	February 2013 and from then on annually during the month of December	Principal/ Vice-Principal/ school heads	Every member of staff is fully aware from their inductions of what constitutes the staff development policy, how it maps with the vision of the College and how to formally utilise it to empower themselves and the College This is evaluated through the manager comments and evaluations in the staff appraisal process carried out annually	Senior Management Team	Staff Development Tracker sheet Staff appraisals Continuing Professional Development
• introduce a policy to strengthen the management of public information	The student feedback questionnaire will be amended with some improvements,	March 2013 and from then on	Principal	The student body has full confidence in the public information	Senior Management Team	Student feedback questionnaires in 2013

(paragraph 3.5).	including questions on accuracy of public information	between the fourth and sixth week from start date of a programme		shared about the College and they regularly help the process by providing feedback on the same		
	A policy on the management of public information will be introduced and provided in the Quality Manual A document control tracker with details on the date a piece of public information was produced, review date, version number, approval status and any comments on the same will be recorded and tracked once in three months for the sake of accuracy, reliability and completeness	Third week of January 2013 and then on once in three months	Vice-Principal	The College has a proactive approach in managing its public information with a well laid-out policy	Senior Management Team	Document control tracker reviewed for effectiveness once in three months
	All adverts and web content will be produced by one staff and moderated by another senior staff	January 2013 and from then on annually	Principal	All adverts are moderated and approved for consistency, accuracy and	Senior Management Team	Advert tracker reviewed and tracked annually

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	These will be tracked and reviewed annually using an advert tracker			relevance and approved by the respective awarding body		
The team considers that it is **desirable** for the provider to:						
• continue to develop the new management structure, particularly the role and function of heads of school (paragraph 1.4)	Formalise an annual School Head meeting for the Teaching School, involving the School Head, Internal Quality Assessor, Vice-Principal and Assistant Registrar to discuss, develop and plan the implementation of new policies and procedures	December 2012 and from then on annually in December	School Head, Teaching School	The role and function of school heads have formally evolved The responsibilities discharged by school heads have contributed in effectively managing the academic standards and learning opportunities of the College	Principal	Teaching School Head meeting minutes, programme committee meeting minutes and College staff meeting minutes
	To formally include an agenda item on new policies in staff meetings, involving all full-time staff members, to discuss, develop and plan the	July 2013 and from then on annually in July	Vice-Principal	The role and function of school heads have formally evolved The responsibilities	Principal	Teaching School Head meeting minutes, programme committee meeting minutes and College staff

	implementation of new policies and procedures for British Computer Society programmes			discharged by school heads have contributed in effectively managing the academic standards and learning opportunities of the College		meeting minutes
• apply consistently the practices for tracking and evaluating student progress and retention (paragraph 2.3)	To create a centre tracking sheet with all student names, showing retention, achievement and progression data for the British Computer Society and City & Guilds programmes	July 2013 and December 2013	Assistant Registrar	The College tracks and evaluates student progress/ retention to good effect It takes all steps to meet the set target for progression and to maintain teaching and learning standards The College has set a progression target of 70 per cent for all programmes, excluding withdrawals and exclusions	Vice-Principal	College centre tracker sheets showing retention, achievement and progression data for British Computer Society and City & Guilds programmes
• inform students and	To include a	Third week	Vice-Principal	All staff members	Principal	Any Teach, Train

| staff better regarding the Teach, Train and Test model (paragraph 2.5) | comprehensive manual on Teach, Train and Test methodology to be included in the Quality Manual/Staff Handbook with an example scheme of work

A section on student handbook will be included, which explains with examples how the components of 'Teach', 'Train' and 'Test' can be used from a student perspective

In addition, successful findings, reports done by students, as part of Teach, Train and Test in workshops, and tutorials that match real market standards, are added to the intranet for the benefit of the school and other students | of January 2013 | | at the College fully utilise and customise the Teach, Train and Test methodology to suit the requirements of their respective subject benchmark statements

Students fully utilise the tutorials/ workshops of Teach, Train and Test to increase their employability in future

These are discussed in staff-student meetings/ programme committee meetings, so that the College knows how well students utilise this provision

During Teach, Train and Test sessions students | | and Test workshop reports produced by students posted on the intranet

All Teach, Train and Test tutorials and tests posted by staff on the intranet |
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				are encouraged to use these workshop reports/ critiques as a selling point in job interviews to enhance their chances as evidenced by the reports themselves		
• develop and implement a resource policy (paragraph 2.20).	To introduce and implement a resource policy Resources evaluation will be done from student feedback, programme committee meeting minutes and resources request form, which will be evaluated within a month and tracked and managed annually by the Senior Management Team	Third week of January 2013 and from then on annually	Principal	The resource policy of the College is simple and clear to understand and all staff use it effectively The resource request forms are evaluated using a resource tracker similar to the document tracker and advert tracker mentioned above for efficiency	Senior Management Team	Student feedbacks/ resource request forms and resource tracker

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.