



Eden College Ltd t/a Eden College International

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

October 2012

Key findings about Eden College Ltd t/a Eden College International

As a result of its Review for Educational Oversight carried out in October 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 Management Development Partnership/University of the West of England partnership, NCC Education, Association of Chartered Certified Accountants, 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 these awarding organisations.

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

Good practice

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

- clear and comprehensive quality assurance guidance for staff (paragraph 1.2)
- a robust and multifaceted approach to providing academic and pastoral support to students (paragraph 2.10)
- in-house provision of the Diploma to Teach in the Lifelong Learning Sector course for staff (paragraph 2.14).

Recommendations

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

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

- record and monitor actions more effectively (paragraph 1.3)
- align quality assurance processes with the Academic Infrastructure (paragraph 1.4)
- clarify the teaching and peer observation process for new teaching staff (paragraph 2.4)
- obtain a richer picture of development and scholarly activity (paragraph 2.13)
- develop and implement a communication protocol for social networking and mobile technologies (paragraph 3.6).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Eden College Ltd t/a Eden College International (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 Management Development Partnership/ University of the West of England, Bristol, NCC Education, Association of Chartered Certified Accountants, and City & Guilds. The review was carried out by Mr David Jones, Dr Helen Corkill, Mr Peter Cutting (reviewers), and Mr Christopher Mabika (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:

- College policy documents
- minutes of various College committee and management meetings
- assessment documents, including moderation reports from the awarding organisations and samples of marked student work
- meetings with staff, students and management
- inspection reports from the British Accreditation Council and Investors in People.

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

- the Academic Infrastructure
- contracts and memoranda of agreements with the awarding organisations.

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

Eden College Ltd t/a Eden College International (the College) is situated in Mile End Road, London. Its current proprietors acquired full control of the College in July 2011. Although Eden College Dublin is owned by the same proprietors, it was not included in this review. A Chief Operating Officer, who is also a director, assumes overall control of the College. The academic department is under an Academic Principal, who reports to the Chief Operating Officer, supported by programme coordinators.

The College provides higher education courses in accountancy, business, and education, awarded by the Association of Chartered Certified Accountants, NCC Education, and City & Guilds respectively. It also offers a third year top-up degree programme in business management in partnership with the Management Development Partnership, which is validated by the University of the West of England, Bristol. Students on higher education programmes are predominantly from overseas. The College also teaches English language, which, although not part of this review, is available at no extra cost to international students who wish to enhance their English language proficiency.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding organisations, with student numbers in brackets:

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

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

Association of Chartered Certified Accountants (ACCA)

- ACCA (111)

NCC Education

- Diploma in Business (level 4) (69)
- Diploma in Business (level 5) (32)

City & Guilds

- Diploma to Teach in the Lifelong Learning Sector (level 5) (9)

Management Development Partnership (MDP) validated by the University of the West of England, Bristol (UWE)

- BSc (Hons) Business Management (10)

The provider's stated responsibilities

The College's stated responsibilities vary according to the awarding organisation. On all its programmes, it is responsible for the recruitment, selection, admission, enrolment and induction of students. It teaches and monitors these and shares the responsibility for the provision of learning resources with the awarding organisations. It has joint responsibility with all the awarding organisations for quality review and monitoring, the quality of teaching and responses to student feedback. It is also responsible for the development and implementation of all teaching and learning strategies, and recruitment, appraisal and development of academic staff. ACCA approves staff recruited to teach its programmes. The College first-marks student work and gives feedback to the students on their assessments, on programmes awarded by NCC Education and City & Guilds. It has no role in assessment on ACCA and MDP/UWE programmes.

Recent developments

The College moved to its current premises in January 2010. In 2012, the present management structure was established. In its latest strategic review conducted in August 2012, the College states that it intends to diversify into the UK and European markets, following a significant decline in the enrolment of overseas students. As part of the strategic refocus, it transferred some of its international students to Lea Valley College through a partial merger in July 2012.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. They provided a video and a written submission. The College supported the student representatives by providing the facilities and resources used to prepare the submission. Some of the students featured in the video also attended the preparatory meeting and a meeting with the review team. During the meeting with the team, all students participated actively and constructively in the discussions.

Detailed findings about Eden College Ltd t/a Eden College International

1 Academic standards

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

1.1 The College's management structure and reporting systems place an effective and coherent oversight of its delegated responsibilities for the management of academic standards at the highest level. The Academic Principal is responsible for the management of academic standards and, by reporting to the Chief Operating Officer, reports directly to the Board of Directors. The College also operates a well designed and effective quality assurance system with clear documentation around the management and committee structures. The committee structure is well documented, with membership, frequency of meetings and responsibilities clearly identified.

1.2 The College's procedures and processes for managing its delegated responsibilities for academic standards ensure that appropriate action is both identified and implemented. Both management and staff were able to provide the review team with examples of where issues had been identified, discussed and action taken. These included instances when the College changed its assessment practices after identifying problems with plagiarism and when the 'feed-forward' system applied by one of the awarding organisations exposed issues with marking. Teaching staff confirmed, supported by records of meetings, that they are conversant with and fully engaged in the College's quality assurance processes and procedures. The College briefs new tutors on the system as part of their induction. It provides guidance to staff in a clear diagrammatic format, with useful detailed accompanying notes, including reference to the different requirements of the awarding organisations. College staff were enthusiastic about the quality assurance system and stated that it facilitates the planning of improvements for module delivery by course teams. The clear and comprehensive quality assurance guidance for staff constitutes good practice.

1.3 However, the College acknowledged that, as part of its preparation for this review, it had identified the need to improve the quality of minutes of its meetings. The College claims to have made progress with improving action planning and recording outcomes of minutes, and is planning further improvements. It provided the review team with recent minutes containing evidence that clearly supports these claims for some of the awarding organisations. The absence of such records pertaining to other awarding organisations reflects inconsistencies in the quality of recording of actions and expressing these as clear, specific time-bound targets. In addition, there is no formal system in place to record and review progress on actions planned. It is desirable that the College records and monitors actions more effectively.

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

1.4 Although College management indicated that they had only recently become aware of the Academic Infrastructure, they demonstrated that they had secured an understanding of its component parts and precepts. The College uses the procedures stipulated by the awarding organisations as 'direct', and sources such as reports from the British Accreditation Council and Investors in People as 'indirect' external reference points. Teaching staff are conversant with *The framework for higher education qualifications in England, Wales and Northern Ireland* regarding level descriptors. They are also conversant with the general principles of the Academic Infrastructure in relation to different sections of the *Code of*

practice for the assurance of academic quality and standards in higher education (the *Code of practice*), including *Section 6: Assessment of students*, *Section 7: Programme design, approval, monitoring and review*, *Section 8: Career education, information, advice and guidance*, and *Section 10: Admissions to higher education*, and programme specifications. The College recently conducted a mapping of its existing policies and practices against the Academic Infrastructure. However, despite its usefulness, this exercise did not consider the individual precepts within the *Code of practice*, or how relevant parts of the *Code of practice* might be used to assure standards and enhance practice. It is desirable that the College aligns quality assurance processes with the Academic Infrastructure.

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

1.5 The College considers carefully comments from the awarding organisations on its assessment practices and records suggestions for improving module delivery. The system for responding to NCC Education moderation reports is particularly robust and comprehensive. The College provided clear evidence of issues that the awarding organisation raised concerning some of its teaching. The College had addressed these and had produced a detailed action plan. The College operates a robust and effective internal verification system based on cross-institution policies and procedures. For example, improvements were made to assignment briefs as a result of internal verifier feedback on first-marked assignments before submission to the awarding organisations for second-marking.

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

2 Quality of learning opportunities

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

2.1 Operating through its well established quality assurance system and management structure, as described in paragraph 1.2, the College meets effectively the requirements and responsibilities of its awarding organisations in relation to the management and enhancement of the quality of learning opportunities.

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

2.2 The College effectively engages with a wide variety of external reference points, and has started to do so with the Academic Infrastructure, as discussed in paragraph 1.4.

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

2.3 The College maintains oversight of the quality of teaching and learning through a series of mechanisms linked to a Semester Management Process Model, which informs the way in which the planning and assessment of teaching, deliberative meetings, teaching observations and student feedback are drawn together. The teaching staff are fully conversant with the application of the Model. It maintains effective annual reviews of its

Teaching and Learning Strategy and Assessment Policy for currency that help to maintain and enhance the quality of learning opportunities. Teaching staff demonstrated a comprehensive knowledge of the Teaching and Learning Strategy and Assessment Policy and how it informed their own practice in relation to the planning, delivery and observation of teaching, as well as staff appraisal. They indicated that they use the Teaching and Learning Strategy to help identify their own strengths and areas for development. In line with this policy, the College uses prompt formative feedback and scrutiny of draft written work as a feature of delivery. Students confirmed that they are happy with the variety of teaching methods employed as a result of this policy and that they particularly appreciate the opportunities for role play, group work and presentations. They indicated that they are given ample opportunity to use practice examination questions, often drawn from past papers.

2.4 The College does not have a formal teaching observation policy, and there is no written guidance for staff on teaching or peer observations. It operates an appraisal system in which staff complete an appraisal twice annually, starting with preparatory paperwork and followed by a discussion with their line manager. Staff and management identify action points and training needs during the appraisal. There is also evidence that the College operates a system for the observation of teaching. Although it is not formal, the system appears robust and is linked both to the Teaching and Learning Strategy and the staff appraisal scheme. The College undertakes both management and peer observations each semester. The teaching observation scheme, staff appraisal and regular staff meetings serve as vehicles for disseminating good practice among staff. Meetings with College tutors confirmed that together these provide good and effective opportunities for staff to discuss and plan to incorporate good practice into their teaching. Staff confirmed that the process and paperwork was clearly explained to them during induction and before the observations themselves. However, there is no evidence of a written procedure in the induction documents and the staff handbook that clearly explains the process. While this system is effective, it is desirable that the College provides a written guideline that clarifies the teaching and peer observation process for new teaching staff.

2.5 There is ample evidence from College documents and meetings with management and staff that College procedures and processes work effectively in the evaluation of its management structures. This includes responses to student feedback, the inter-relationships with the awarding organisations and the completion of interim and final monitoring reports. The monitoring reports incorporate feedback from awarding organisation examiners and consider student achievement rates. The College expends considerable effort to gather detailed information from the students about their experience on each module studied and produces summaries twice per semester. Questions in the student questionnaire cover both teaching and administration. The College responds to issues raised on the questionnaires within 10 working days. Administration staff analyse student feedback; the Academic Principal reviews the analysis. The responses are passed to course teams for discussion. Requests for specific actions may also be derived from the process, such as a recent request to have an external person to assess spoken presentation work or to have a social trip to Paris. Appropriate action is taken, for example in the student written statement 'more resources and flexibility in borrowing books' is listed as an area of improvement. Students confirmed that this had been resolved successfully. Administrative staff feed outcomes back to students.

2.6 The College has a rigorous system for the appointment of new teaching staff, including multiple rounds of interviews, giving a presentation and a mock class. It requires all academic staff to have subject-related qualifications and experience. All teaching staff who do not hold a teaching qualification prior to joining the College are expected to obtain one. The British Council confirmed that academic staff have appropriate qualifications and are deemed to be given sufficient support to ensure that their teaching meets the needs of their

students. Staff curriculum vitae are supplied to the awarding organisations for approval where required (for example MDP).

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

2.7 Although the College does not have a written tutorial policy, nor formal personal tutor system, it embeds tutorial support within the academic plan for each term. It allocates three hours each week for the purpose of academic support on a personal basis. Staff explain to students during induction that, while there is no generic personal tutor system at the College, they should see course coordinators or the Director of Student Welfare Services for any academic or non-academic needs that may arise. In addition, teaching staff indicated that they allocate 15 minutes before and after taught sessions to help with individual matters. Students can also book tutorials, which may include discussions on progress. Students confirmed that they feel well supported through tutorials.

2.8 The College has developed a system for students to submit a draft of their assignment in week four and prior to formal submission to an awarding organisation. The system is intended to provide formative feedback to students and to help to detect any malpractice. Students confirmed that they received feedback on written work very quickly, often by email. They received results of mock tests within one week, as specified in the academic plan. Where appropriate, the College extends English language and essay writing support. Administrative staff also offer support with proofreading of student work.

2.9 Students have ample opportunity to make their views about the support they receive known. In addition to the questionnaires discussed in paragraph 2.5, the College has a robust system of student representation supported by a written policy. Representatives are elected for each cohort of each programme. The selection process is carried out formally with each candidate being required to produce an election profile complete with a photograph, which is placed on the shared drive. Student representatives carry out formal meetings twice each month and more frequently if specific needs arise. These are recorded and the minutes placed on the shared drive for students and staff to read.

2.10 Students confirmed that they feel well supported by all staff, including senior management, teaching, welfare and academic staff. They appreciate the fact that the College looks after them on a much broader basis and indicate that they feel free to approach staff for help with non-academic matters. They also value the fact that the College operates two 24-hour-a-day, seven-day-a-week emergency telephone lines to assist them in case of difficulties. The robust and multifaceted approach to providing academic and pastoral support to students is good practice.

2.11 The College makes little use of explicit retention data, but captures and utilises enrolment and achievement data. Coordinators carry out analysis of programme data, which is then discussed with the Academic Principal and actions identified. Visa issues, rather than academic or personal matters, were identified as a key factor in retention. Teaching staff are supplied with achievement data and there is evidence that this is used in focusing additional support for students. There is detailed data calculated from examination attempts, rather than tracking students on roll, and which shows a wide variation of pass rates within and between cohorts.

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

2.12 All new staff take part in an induction process, which introduces them to the College and the requirements of the awarding organisations whose programmes they will deliver.

They are also given a range of materials, including the Staff Handbook and Teaching and Learning Strategy and Assessment Policy. The College has a Staff Development Policy which is linked to the strategic goals of the organisation. Managers discuss development needs with staff on an annual basis as part of the Performance Review Process. In the case of staff new to the College or new to a role, the policy intends that training needs should be identified between one and two weeks respectively of starting work. Training needs may be additionally identified by individual departments through the annual planning process and exceptionally, as specific needs arise throughout the year. Staff have been given a training schedule for the following calendar year. Any action points arising out of student feedback questionnaires result in training points being discussed with the Academic Principal.

2.13 The College encourages staff to undertake a range of formal and informal work-related activities. It provides financial support for relevant courses and any training activity which is deemed to be in the direct interest of the organisation, for example safeguarding and customer care. Some staff are engaged in completing postgraduate degrees, higher level continuous professional development awards of professional bodies and assessor awards. Staff participate in workshops and training events run by the various awarding organisations, for example NCC Education and MDP/UWE. Members of staff are also actively engaged in maintaining professional updating on a more informal basis, enterprising examples of this being found among both academic and support staff. Support staff reported that they take professional updating very seriously, as it has significant implications for students. They are actively engaged in continuous professional development activity, including the College funding all administration staff to undertake customer care training. It is desirable that the College obtains a richer picture of development and scholarly activity. This will be beneficial to the College.

2.14 The College provides an in-house training course for a Diploma to Teach in the Lifelong Learning Sector (DTLLS) award, run by an external tutor and accredited by City & Guilds. The award is open for both full and part-time staff, as well as external participants. A majority of teaching staff undertake the course. Some of the staff use the course as a refresher course to update their practice. Staff appreciate the opportunity provided and the enthusiasm for and expertise in enhancing teaching and learning generated by the programme tutor. They indicate that a number of benefits are derived from the nature of the provision, including establishing an effective forum for the sharing of good practice both internally and with external participants on the course. Participation in micro-teaching, which is often filmed, is also cited as having wider benefits, such as providing an insight into the potential benefits of being observed and observing. During meetings with staff, it was evident that the DTLLS course has been received enthusiastically by the academic staff and has a positive impact on their awareness of the College's teaching and learning strategies. It also offers learning points which can be used in conjunction with aspects of the UK Professional Standards Framework to move staff development processes forward. The in-house provision of the DTLLS course for staff is good practice.

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 The College is housed in a substantial building with adequate teaching space. Classrooms are equipped with interactive whiteboards. Students gave their views on resources through the use of the evaluation forms. They commented favourably on physical resources and also that the College provides them with sufficient materials for their course, including books, notes, booklets, virtual learning materials, free internet access, printing and photocopying facilities. Three of the awarding organisations have their own resources available online, which students can access both at the College and at home. Students found access to all the awarding organisation virtual learning environments very beneficial.

2.16 The College has a small book collection within a dedicated library area. It updates its library resource base regularly. Students noted that if books are not available in the library, staff arrange to borrow them from other libraries or help students to purchase them. The shared drive contains useful links to open access electronic journals. Students are also aware of access to online journals through eBook Subscription Collections and some students confirmed that they use their awarding organisation identity cards to access reference materials at the nearby Queen Mary, University of London library. Students indicated that they are encouraged to use the British Library for dissertation work and that staff sometimes organise visits there.

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 provides information effectively in a variety of formats, including a prospectus (in hard copy and electronic format), an extensive and well designed website, a Student Handbook and Induction Pack, course handbooks and module materials. It also employs a shared drive in order to store College and course information, although this can only be accessed by students from within the College. Admissions procedures are clearly documented in the marketing materials and on the website, which is well organised and allows potential students easy access to details relating to the College, including entry requirements and procedures. Students are able to declare disability on application and the College also has a reasonable adjustment and special considerations policy. The website is updated on at least a quarterly basis. Students comment that they find the information accessible and useful. These resources also provide useful information on a number of pastoral matters, for example visa requirements and living in London.

3.2 The College monitors robustly the activities of all overseas recruitment agents it employs. The Chief Operating Officer has personally visited agents to inspect them and the College arranged and financed key agents to visit the College. Furthermore, the College supplies all agents and recruiters with a dedicated agent information pack.

3.3 The College provides relevant academic information to all of its students in the Student Handbook, supported by programme-specific handbooks and course materials on the shared drive. The minimum content to be covered by these sources is stipulated. The shared drive also holds other essential information, including timetables, programme calendars and disciplinary and appeals processes, together with information on referencing and plagiarism for which plagiarism detection software is employed. In order to ensure that the students access this information, they are required to sign an undertaking that they have received and read the handbook. Furthermore, it is clear from talking to students that they are aware of this information and how to access it. There is also a virtual learning environment which can be accessed by students on the BSc (Hons) programme; a password-protected website for ACCA students and a similar site for NCC students. These are all managed by the awarding organisations and are not the responsibility of the College.

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

3.4 Effective procedures are in place to ensure the accuracy and completeness of publicity materials and programme handbooks. The Chief Operating Officer and the Academic Principal have overall responsibility for the content, which is created and authenticated by the different department heads. It is all proofread by the English department. Everything is seen again by the Chief Operating Officer prior to posting. All public documents and the content of the College's website go through this quality monitoring process, resulting in accurate information for students. The prospectus is updated annually with the form and content being approved by the Chief Operating Officer and the Academic Principal. The department heads check the course details for the handbooks and the website. The College is developing its processes whereby it utilises feedback from students to refine the information it provides and ensure its accuracy.

3.5 The shared drive referred to in paragraphs 3.1 and 3.3 facilitates administrative functions and acts as a document repository for students. Students value access to the information, but find internal access also convenient. They expressed a strong desire for external access to college-based resources and information, and made specific reference to the benefits of access to a virtual learning environment, citing specific examples like the value of being able to access recordings of lectures for revision purposes. The College indicated that it is considering developing a virtual learning environment, but is currently in the early stages of discussions. The shared drive is a valuable source of information and undergoes regular updating. It is an effective means of communicating information about the individual programmes. The email system is used for contacting individuals or groups of students; furthermore, the teaching team also provides personal mobile phone and email addresses, if this is deemed necessary. Only department heads are permitted to adjust the course materials on the shared drive, ensuring that information is not posted or taken down without the appropriate checks being completed, although this process is not consistently recorded in the appropriate team meetings.

3.6 The College now utilises a social networking site as one of its sources of communication with students, but this is in its infancy. As yet, there is no established procedure to check the use of social networking sites and mobile technologies. The social networking site is unofficially monitored by the Student Welfare Officer, and, while this system works well now, it has the potential to place both staff and students at risk in future. It is desirable that the College develops and implements a communication protocol for social networking and mobile technologies.

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 plan³

Eden College Ltd t/a Eden College International action plan relating to the Review for Educational Oversight October 2012						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The review team identified the following areas of good practice that are worthy of wider dissemination within the provider:						
<ul style="list-style-type: none"> clear and comprehensive quality assurance guidance for staff (paragraph 1.2) 	<p>Revise and update quality assurance systems and procedures every year</p> <p>Inform and update the new and existing staff of quality assurance guidance at the time of induction and at internal meetings</p>	<p>July every year</p> <p>Staff induction</p>	Academic Principal	<p>Updating of the quality assurance processes in response to changes by awarding organisation and annual monitoring report</p> <p>Management and staff are informed and aware of the Quality Assurance processes at the College</p> <p>Quality Assurance</p>	Chief Operating Officer	<p>Quality Control Board meeting minutes</p> <p>Minutes of the Academic staff meetings</p> <p>Staff feedback form</p>

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

	Continue providing the staff with guidance in a clear and legible format	February/ August every year at the beginning of every semester		system guidance provided can be read and understood by tutors from different backgrounds and specialisms		Staff feedback form
<ul style="list-style-type: none"> a robust and multifaceted approach to providing academic and pastoral support to students (paragraph 2.10) 	<p>Update and revise policies related to student support as necessary</p> <p>Inform and update new and existing students about academic and pastoral support available at the time of induction</p> <p>Inform and update student representatives about the availability of academic and pastoral support throughout the term</p> <p>Train the relevant academic and administrative staff</p> <p>Provide students</p>	<p>July every year</p> <p>At the time of admission and induction time (February/ August every year)</p> <p>In meetings with student representatives at least twice in every semester</p> <p>January/July every year</p> <p>Throughout the</p>	Student Welfare Manager	<p>Fully updated and functional policy on student support</p> <p>Students, student representatives and Staff are aware of the support services offered by the College</p> <p>Staff who offer support are well-trained to provide services 80% of the students surveyed during term time are satisfied with support from the College</p>	Academic Principal and Chief Operating Officer	<p>Minutes of the Quality Control Board</p> <p>Student confirmation of receipt of information in student induction pack</p> <p>Student representative logbooks and/or minutes of the meeting</p> <p>Student feedback forms</p> <p>Staff continuous professional development record</p>

	with support as per the standard procedures	academic year				
<ul style="list-style-type: none"> in-house provision of the Diploma to Teach in the Lifelong Learning Sector course for staff (paragraph 2.14). 	<p>Continue the in-house provision of the Diploma to Teach in the Lifelong Learning Sector programme for new and external teaching staff</p> <p>Share good practices at the programmes like Diploma to Teach in the Lifelong Learning Sector</p>	<p>March/September every year</p> <p>Throughout the programme</p>	Academic Principal	<p>All teaching staff have Diploma-level teaching qualification or working towards one</p> <p>All teaching staff follow standard scheme of work and lesson plan template for their respective modules</p> <p>Teachers observe and share good practices to learn from each other experience</p>	Chief Operating Officer	<p>Peer observation records</p> <p>Records of tutor observation by Programme Coordinator</p> <p>Student feedback forms evaluating teachers in their delivery of module</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"> record and monitor actions more effectively (paragraph 1.3) 	Development of the procedures for recording and monitoring the minutes of the meeting to ensure	5 February 2013	Academic Principal	Formal policy and procedure document	Chief Operating Officer	Policy and procedures document

	<p>consistency among all programmes</p> <p>Communicate procedures of record keeping the minutes of the meeting and standard template to all departments</p> <p>Keep minutes of the meeting according to the procedures and by using the desired template</p>	<p>22 February 2013</p> <p>From 28 Feb 2013 at every meeting</p>	<p>Academic Principal</p> <p>Department heads/Chair of the meetings</p>	<p>Records of minutes of the meetings</p>	<p>Chief Operating Officer</p> <p>Academic Principal</p>	<p>Minutes of the staff meetings</p> <p>Minutes of the different meetings with action points and follow up from people responsible</p>
<ul style="list-style-type: none"> align quality assurance processes with the Academic Infrastructure (paragraph 1.4) 	<p>Review of College quality assurance processes against the individual expectations from the UK Quality Code for Higher Education (the Quality Code)</p>	<p>19 July 2013</p>	<p>Academic Principal</p>	<p>Revising and updating the policies and procedures following the framework provided by the Quality Code</p>	<p>Chief Operating Officer</p>	<p>Quality Control Board minutes of the meetings</p> <p>Updated policies and procedures</p>
<ul style="list-style-type: none"> clarify the teaching and peer observation process for new teaching staff (paragraph 2.4) 	<p>Prepare written policy and procedures for teaching and peer observation</p> <p>Inform and update the new and existing staff of the teaching and peer observation</p>	<p>7 February 2013</p> <p>February/ August every year</p>	<p>Programme coordinators</p> <p>Programme coordinators</p>	<p>All staff in receipt of information and following them as per procedures</p> <p>Tutor and peer observations takes place as per schedule and</p>	<p>Academic Principal</p> <p>Academic Principal</p>	<p>Quality Control Board meeting minutes</p> <p>Written policy document</p> <p>Completed teacher and peer observation forms</p>

	process at the time of their induction and at the pre-semester meeting			helps in tutor development		Minutes of the meeting of teaching staff
<ul style="list-style-type: none"> obtain a richer picture of development and scholarly activity (paragraph 2.13) 	<p>Produce a yearly plan of development and scholarly activity in consultation with the staff</p> <p>Communicate the yearly plan to all the staff concerned</p>	<p>August 2013</p> <p>September 2013</p>	Academic Principal	<p>All staff concerned are aware of the support provided by the college</p> <p>All staff concerned participate in at least 80% of the scholarly activities during an academic year</p>	Chief Operating Officer	<p>Continuous professional development record of the tutors</p> <p>Minutes of the Academic staff meetings during semester</p> <p>Attendance records and feedback forms from the participants of scholarly activity</p> <p>Updated annual plan</p>
<ul style="list-style-type: none"> develop and implement a communication protocol for social networking and mobile technologies (paragraph 3.6). 	<p>Prepare a written policy and procedures to establish protocol for social networking and mobile technologies</p> <p>Inform and update the new and existing staff and students of</p>	<p>28 February 2013</p> <p>7 March 2013</p>	Student Welfare Manager	<p>Students, tutors and administrative staff are aware of the protocols</p> <p>These protocols are part of the staff and student induction pack</p>	Chief Operating Officer	<p>Minutes of the Quality Control Board meeting</p> <p>Student Representatives' log and minutes of the meetings</p> <p>Minutes of the academic staff</p>

	these protocols Monitor and review these protocols every term	July/January every year		These protocols are effectively implemented		meetings during semester Student and staff feedback forms
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About QAA

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

QAA's aims are to:

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

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

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

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

Glossary

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

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.

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