



London Academy of Management and Business

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

December 2012

Key findings about London Academy of Management and Business

As a result of its Review for Educational Oversight carried out in December 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 award it offers on behalf of ATHE.

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

The team considers that **reliance 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 development and embedding of a thorough policy for internal verification of assignment briefs (paragraph 1.7)
- the effective use of formative assessment feedback and the development of students' independent learning plans (paragraph 1.8)
- the thorough use of external reference points, which are well understood and articulated by both academic and support staff (paragraph 1.10).

Recommendations

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

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

- ensure that the structures, policies and procedures for assuring academic standards are fully embedded, monitored and evaluated (paragraph 1.1)
- ensure that the assessment policy requires the provision of assessment schedules, timescales for feedback to students, and expectations for providing developmental feedback (paragraph 1.6)
- review and rationalise all handbooks in consultation with staff and students (paragraph 3.2)
- implement robustly the policy and procedures for assuring the accuracy and completeness of published information (paragraph 3.4).

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

- further develop the terms of reference, constitution and membership of the Assessment Board (paragraph 1.4)
- align the peer observation, staff development and appraisal processes, to provide an overarching strategy for the enhancement of teaching quality (paragraph 2.5)
- undertake an evaluation of the student recruitment and induction process (paragraph 2.8).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at the London Academy of Management and Business (the provider; the Academy). 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 the programme of study that the provider delivers on behalf of ATHE. The review was carried out by Dr Gillian Blunden, Mr Gary Hargreaves (reviewers), and Mr Simon Ives (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 agreements with the awarding organisation, quality assurance documents, policies, handbooks, minutes of meetings, and meetings with staff and students.

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

- the Academic Infrastructure
- the Qualifications and Credit Framework (QCF)
- ATHE.

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

London Academy of Management and Business (the Academy) is a registered company and recruited its first intake of students in November 2012. It received a UK Border Agency Tier 4 highly trusted licence in December 2012. The College's mission is to be a leading provider of affordable high-quality higher education, offering educational programmes for career development. The Academy has one central London campus, which provides an open and friendly student learning environment. There is a small number of teaching and administrative staff, many of whom work part-time. The strategic plan of the Academy is to expand its student body, management team and administrative structures to a level required by the standards of the accreditations being pursued. Currently, some staff undertake multiple roles within the Academy. The Academy's strategic intention is to recruit qualified and capable staff, who can deliver a high level of academic and administrative support, and continue to improve the learning opportunities and environment provided for students.

Currently, the Academy has students enrolled on a single programme in partnership with one awarding organisation. The Academy intends to establish further agreements with a number of awarding partners with a view to the future expansion of its range of provision, subject to demand. The total number of full-time students currently enrolled on the programmes under review is four.

At the time of the review, the provider offered the following higher education programme, listed beneath its awarding organisation, with the number of students in brackets:

ATHE

- Level 5 Extended Diploma in Management (4)

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

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

The provider's stated responsibilities

The Academy has a partnership with one awarding organisation, ATHE. Its responsibilities are to develop students' skills to meet the learning outcomes and assessment requirements of the programme. The Academy is responsible for admissions, programme delivery, marking of assessed work, providing feedback to students on their work, responding to student feedback and all aspects of internal quality assurance and review.

Recent developments

The Academy has been under new ownership and management since August 2012. There have been significant staffing changes immediately prior to the current academic year. A new Principal took up post in October 2012, and four new part-time teaching staff have been appointed. The Academy has recently entered into partnership with one awarding organisation, ATHE, and has been accredited to deliver programmes at levels 4-7 on the QCF, although only one programme is currently delivered.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. No formal student submission was received by the team, as students had only recently been enrolled at the time of the visit. Students met reviewers at the preparatory meeting and during the review visit. The team found their views helpful in informing their discussions and in gaining a clear picture of the student learning experience.

Detailed findings about London Academy of Management and Business

1 Academic standards

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

1.1 The Academy has clear policies and procedures to ensure that it effectively fulfils its responsibilities for the management of academic standards. However, at present, many of the processes and structures which are in place are untested, and there has not yet been an opportunity for these to be fully embedded. The team considers it is advisable for the Academy to ensure that the structures, policies and procedures for assuring academic standards are fully embedded, monitored and evaluated throughout the current academic year.

1.2 Responsibilities for the management of academic standards, including admissions, programme delivery, marking of assessed work, feedback to students and quality assurance, are clearly understood and articulated, by both academic and support staff. There is a close and supportive relationship between the Academy and its awarding organisation. This is exemplified in the Academy's response to the actions required by ATHE following the accreditation visit, and the support provided in ensuring that a rigorous approach to the management of academic standards is achieved.

1.3 The Quality Assurance and Enhancement Handbook provides a thorough and overarching guide to the management of standards and quality. It provides terms of reference for the key committees, and information on roles and responsibilities for assuring academic standards. The Academy's organisational structure and managerial responsibilities provide an embryonic but clear basis for the oversight of academic standards. Strategic direction is set through the Executive Committee, with the Principal assuming overall responsibility for academic standards. As an interim measure, the Principal is also currently acting Head of Academic Governance. Academic staff are managed within one department, with the Programme Leader having key responsibilities for programme delivery and for module tutors. In practice, the currently very small scale of provision requires that staff often undertake multiple roles, and staff meetings take place on a weekly basis.

1.4 The Academy has introduced a Quality Assurance and Enhancement Board currently chaired by the Principal. The Board has an appropriate constitution and terms of reference and meets termly, although it has only met once. It has oversight of academic standards and responsibility to review the quality of provision and promote quality enhancement. When the Board is fully established, it will be supported by four subcommittees. These include an Assessment Board, whose purpose is to review and confirm student marks and to discuss special issues relating to individuals and claims for mitigation. However, the Assessment Board has no clear terms of reference or membership. With staff undertaking multiple roles it is advisable for the Academy to further develop the terms of reference, constitution and membership of the Assessment Board to ensure that it provides a clearly independent process for validating students' grades.

1.5 Oversight and review of academic standards is intended to be achieved through the completion of annual programme reports, compiled by the Programme Leader from module reviews, and through the visits and report of the ATHE external verifier. There has been no opportunity for either process to take place, so it is too early to judge the effectiveness of this deliberative structure for the management of academic standards.

1.6 The Academy has developed its own assessment policy in line with ATHE requirements. The policy covers most relevant aspects of assessment. However, some key requirements are missing from the policy, including timescales for providing feedback on assessed work, and guidance to staff on providing feedback. The team considers that it is advisable for the provider to ensure that the assessment policy requires the provision of assessment schedules, timescales for feedback to students, and expectations for providing developmental feedback.

1.7 The Academy has developed its own process for the internal verification of assignment briefs beyond the requirement of the current awarding organisation. This process allows staff to review and contextualise assessment tasks and briefs, which are currently provided by ATHE, and to establish a robust process, which will be developed as the Academy expands its range of provision. The development and embedding of a thorough policy for internal verification of assignment briefs is considered good practice.

1.8 The Academy is required to deliver and assess the programme in accordance with the published policies of ATHE, including the first marking and internal verification of assignments. The Academy has drawn up its first and second marking schedule for the programme, although this has not yet been provided to students. Currently, only formative assessment has been conducted, which provides high-quality and in-depth tutor comment, together with action plans agreed with students to aid future learning. The effective use of formative assessment feedback, and the development of students' independent learning plans, is good practice.

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

1.9 As an approved centre, the Academy is required to comply with the external reference points underpinning the ATHE programme accreditation. Staff spoke confidently of their understanding of their varied responsibilities, and of the expectations outlined in the QCF, and of the Academic Infrastructure. The Academy has produced a series of policies, including those for assessment, appeals and academic misconduct, designed to meet these requirements, although it is too early to evaluate how effectively the provider uses these to maintain academic standards.

1.10 In addition, the Academy has mapped its policies against the relevant sections of the *Code of practice for the assurance of academic quality and standards in higher education*. Both academic and support staff have used the appropriate provisions of the Academic Infrastructure, together with peer referencing from other more experienced ATHE centres, to support effective recruitment of students at the appropriate level. The thorough use of external reference points, which are well understood and articulated by both academic and support staff, is good practice.

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

1.11 The Academy's very recent enrolment of a first small student cohort on one programme of study has precluded the use of external moderation and verification of standards. Staff are fully conversant with the requirements of the awarding organisation, which will appoint an external verifier for the Level 5 Extended Diploma in Management. Consequently, there is no evidence of any external verification of results, or analysis of progression and achievement. It is intended that this analysis will be considered at the Quality Assurance and Enhancement Committee and at other programme and assessment meetings. Detailed information on the review processes is clearly identified in the Academy's

Quality Assurance and Enhancement Handbook, and this is understood by managers and staff.

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 organisation.

2 Quality of learning opportunities

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

2.1 The College's responsibilities for managing and enhancing the quality of learning opportunities reflect those in paragraphs 1.1 to 1.7. The Academy has a clear and well documented structure, outlining and delineating its key responsibilities, and those of the awarding organisation. The Programme Leader plays a central role in the day-to-day course management, with close support from the Principal.

2.2 Responsibilities are clearly defined and understood by academic and support staff. Policies and procedures for managing and enhancing the quality of learning opportunities are designed for future growth in numbers and range of provision. The ATHE accreditation report commented positively on the policies and procedures for the management and enhancement of learning opportunities. The Academy has responded appropriately to actions required by the awarding organisation following its accreditation visits, and requirements for further development are clear and understood.

2.3 Overarching programme specifications are provided by ATHE. However, individual units have been carefully selected by the Academy to ensure a coherent programme of study, responsive to student needs. With the current small staff numbers, the Principal, in conjunction with the Programme Leader, is responsible for monitoring assessment and learning plans, ensuring schemes of work are aligned to programme specifications and unit learning outcomes. Assessment plans and internal verification schedules demonstrate that there is a consistent approach. The Academy has already held meetings of the Quality Assurance and Enhancement Committee and the Course Committee, and these are well documented, with clear developmental actions. Monitoring and auditing of learning opportunities will take place through yearly planned annual monitoring, although it is too early to ascertain the effectiveness of this procedure.

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

2.4 The Academy's primary external reference points are the Academic Infrastructure and the QCF. Comments on how the Academy effectively utilises external reference points reflect those in paragraphs 1.8 and 1.9. There has been active engagement with the awarding organisation as part of its process of aligning provision with external reference points. Academic and support staff spoke confidently of their understanding of these, and how they are reflected in policies on student recruitment, induction, monitoring of achievement and attendance. In addition, the Academy has begun to work on ensuring that policies for learning opportunities reflect the expectations of the UK Quality Code for Higher Education.

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

2.5 Staff are fully conversant with the Academy's strategy for the development and enhancement of teaching and learning. The Principal has oversight and key responsibility, and the Academy's approaches are embedded in the staff handbooks, and are well understood. The peer teaching observation process, staff appraisal, and the staff development policy provide a broad framework for enhancement. The peer teaching observation scheme has recently been developed, using an appropriate higher education model, but is not yet fully embedded or evaluated. Observations have begun, using the most experienced staff, in order to facilitate pedagogic dialogue, and to identify areas for improvement. Staff appraisal and staff development policies are in their infancy, and staff were unable to articulate clearly how these various elements would work in practice as a coherent strategy for enhancement. It is desirable for the Academy to align the peer observation, staff development and appraisal processes to provide an overarching strategy for the enhancement of teaching quality.

2.6 Teaching and assessment methodologies are clearly indicated to students. Teaching staff provide full schemes of work and thorough assessment feedback. Students spoke positively about the calibre of teaching staff, and the range and variety of teaching methods employed. Student views inform teaching approaches and are obtained through questionnaires and meetings with staff.

2.7 The Academy recruits well qualified and experienced teaching, management and support staff. Most teaching staff have qualified teacher status and those without are encouraged to gain a teaching qualification, and may be given financial support by the Academy.

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

2.8 There is an effective student engagement strategy and students will be invited to complete module and programme feedback questionnaires. Additionally, students participate in a formal Course Committee and the Quality Assurance and Enhancement Committee. Students welcomed the opportunity to attend the recent Course Committee meeting and feel that their suggestions have been valued. Students are provided with a full induction to aspects of learning, teaching, assessment and support, along with matters related to welfare. The Academy has not currently had a formal review of the student recruitment and induction process, although it intends to undertake this, with a view to ensuring that students recruited at the appropriate level, and to ensure that additional support is identified and provided post enrolment. It is desirable for the Academy to undertake an evaluation of the student recruitment and induction process, and analyse the feedback these receive.

2.9 Students' personal development is encouraged through the use of individual learning plans. This enables students to be actively engaged in independent learning and in setting their own educational goals. Further support is provided through a recently introduced Personal and Professional Development unit of study, delivered by a newly appointed member of staff. Early indications are that this initiative is providing a useful diagnostic process, allowing for early intervention to identify individual students' study skills requirements. In addition, free access to additional study and language skills support is made available.

2.10 The Student Welfare Officer provides the first point of call and an independent voice for students. This officer provides valuable advice about health and safety matters, living in the UK and regulatory requirements, including police, UK Border Agency and visa applications. The Academy had clear mechanisms for regularly monitoring students'

attendance, retention and achievement. However, with very small student numbers this is at present being achieved through informal team meetings. In future, formal procedures will include annual monitoring and review at programme and institutional level.

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

2.11 The Academy has a clear commitment to provide planned and targeted staff development for both teaching and support staff as a key means of enhancing its teaching quality. The College operates a robust and comprehensive staff induction process, which is supported by a staff handbook, and a full day's induction session. Staff are expected to update their own professional practice, and regularly attend sector-specific events and conferences. Two staff have recently undergone ATHE training on assessment and verification. The Academy has developed a template to monitor and evaluate staff development.

2.12 There are a number of mechanisms by which good practice can be identified and disseminated, including teaching observation, discussions at committee meetings, staff development evaluation records, and teaching observation. However, all these are at an embryonic stage and there have been no formal evaluations.

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

2.13 Resources are generally good with accommodation located in an easily accessible part of London. Seminar rooms are well appointed and equipped with current technology, including computers, large screen displays and projectors. There is a small but expanding library accessible five days each week. It currently provides a minimum of two copies of all reading lists recommended by the awarding organisation, including journals. Students also have good access to a range of nearby public libraries. Future resource planning is well considered, with the anticipation of a significant increase in student numbers and the provision of further printed sources, electronic materials and computers. Technical support is currently outsourced, ensuring regular maintenance of computer equipment. In addition, printing, scanning and photocopying are available to students.

2.14 Students confirmed that, overall, resources are fit for purpose, and the Academy is amenable and responsive to requests for additional ones, including e-books and journals. The virtual learning environment is providing an emerging and useful resource, and students confirmed that it is easily accessible online both from home and overseas. At present, staff upload course and teaching materials, and there is a planned facility for discussion forums, the submission of student work, and opportunities for staff to monitor achievement and attendance. Students are also regularly consulted about resource needs, including through questionnaires and as members of committees.

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 Students stated that they found the published information helpful and informative. The Academy has a clear understanding of its responsibilities for publishing a range of information through its website, intranet and in hard copy. This includes a downloadable prospectus and printed student handbooks. Programme specifications, units of study information and assignment briefs are provided for students and staff by the awarding organisation. These materials are published on the Academy website and the virtual learning environment. The Academy is responsible for publishing the Course Handbook that includes unit definitions, learning outcomes and entry requirements. Other information on support for learning, teaching and assessment is also provided. Students found the website and virtual learning environment useful, and confirmed that, generally, the information is relevant, helpful and accurate.

3.2 The Principal is responsible for the development and provision of three handbooks: a student handbook, which includes a module and assessment guide for each semester; a staff handbook; and a handbook for external audiences. However, handbooks contain much repetitive information, are not responsive to the needs of their target audience, and contain typographical and grammatical errors. It is advisable for the Academy to review and rationalise all handbooks in consultation with students and staff, to ensure that they contain full, accurate and consistent information.

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

3.3 The Academy provides, where appropriate, direct links to relevant external websites, such as that of the ATHE. This ensures that information for students and staff is current. The Academy has developed a policy and procedure for assuring the accuracy and completeness of its public information. However, inaccuracies and inconsistencies in information published show that the policy is not fully complied with. Where appropriate, the Academy conforms to the requirements of the awarding organisation's policy regarding the use of its logo and other published information.

3.4 A number of inaccuracies occur in the public information published by the Academy, including in the Prospectus where information is out of date. Some website information is potentially misleading, including the statement about potential progression routes. At present, no clear managerial responsibility exists for oversight of the virtual learning environment, or for control over what material is uploaded by staff. The Academy has recognised a number of these problems, and is responsive to the need rapidly to correct inaccurate information. During the review process, electronic materials were speedily amended when inaccuracies were drawn to the attention of senior managers. It is advisable for the Academy to implement robustly the policy and procedures for assuring the accuracy and completeness of published 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 plan³

London Academy of Management and Business action plan relating to the Review for Educational Oversight December 2012						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The review team identified the following areas of good practice that are worthy of wider dissemination within the provider:						
<ul style="list-style-type: none"> the development and embedding of a thorough policy for internal verification of assignment briefs (paragraph 1.7) 	<p>Continued application of internal verification process</p> <p>Expansion of staff team engaged in the verifying assignments</p> <p>Sharing this good practice across other Academy programmes</p>	<p>First week of every semester starting February 2013</p> <p>26 July 2013</p> <p>6 September 2013</p>	Head of Department working with programme leaders	<p>Contextualisation of assignment briefs</p> <p>Robust verification system</p> <p>Increased staff development opportunities</p>	Principal	<p>Internal verification records</p> <p>External examiner reports</p> <p>Course Committee meeting minutes</p> <p>Continuing professional development records</p>
<ul style="list-style-type: none"> the effective use of formative assessment feedback and the development of students' 	Continued use of formative assessment activities	Fourth week of every semester starting with the February 2013 intake	Programme leaders working with the teaching team	Progressive development of students' learning and positive comments with regards to the	Head of Department	<p>Assessment results</p> <p>Student feedback</p> <p>Course</p>

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

<p>independent learning plans (paragraph 1.8)</p>	<p>Further develop the use of individual learning plans and spread the practice across other courses</p> <p>Embed guidance on writing assessment feedback into the staff development programme of events to ensure the sharing of good practice</p>	<p>26 July 2013</p>		<p>contribution that assessment feedback and individual learning plans have made to this advancement</p> <p>Productive staff training event to include opportunities for teachers to write sample feedback using students' work from previously submitted formative assignments</p>		<p>Committee meeting minutes</p> <p>Staff development training event report</p>
<ul style="list-style-type: none"> the thorough use of external reference points, which are well understood and articulated by both academic and support staff (paragraph 1.10). 	<p>Review mapping of the Academy's policies to external reference points and in particular update this process to reflect the recent introduction of the UK Quality Code for Higher Education (the Quality Code)</p> <p>Embed a briefing on the Quality Code and its fit with the</p>	<p>26 July 2013</p>	<p>Head of Academic Governance</p>	<p>Staff understanding and ability to articulate how the Academy uses external reference points in the management of its academic standards</p>	<p>Principal</p>	<p>The Quality Code Mapping Statement</p> <p>Staff Induction Handbook</p>

	Academy's policies into the staff induction programme					
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is advisable for the provider to:						
<ul style="list-style-type: none"> ensure that the structures, policies and procedures for assuring academic standards are fully embedded, monitored and evaluated (paragraph 1.1) 	<p>Advanced planning for adherence to the schedule of academic events in order to ensure that all committees and boards are convened in a timely and appropriate manner</p> <p>Detailed minutes for all meetings to be produced and attention paid to ensure action points derived from all such events are specific, measurable, achievable, realistic and time scaled</p> <p>Feedback loops to be closed to ensure effective reporting of events and the Quality Assurance and Enhancement</p>	<p>8 March 2013</p> <p>Within one week following each meeting</p> <p>Within three weeks following each meeting</p>	Head of Academic Governance	<p>Record of effective and productive meetings having taken place with good participation and detailed sets of minutes</p> <p>Record of effective inter-academy communications evidencing how action points have</p>	Principal	<p>Course Committee meeting minutes</p> <p>Quality Assurance and Enhancement Committee meeting minutes</p> <p>Assessment Board meeting minutes</p> <p>External examiner reports</p> <p>Student/Staff Liaison Committee meeting minutes</p> <p>Annual Academy and course review</p>

	<p>Committee to serve as central body for the dissemination of information</p> <p>Effectiveness of structures, policies and procedures to be monitored throughout the year by the senior management team and evaluated through the annual review process</p>			<p>been acted upon</p> <p>Staff fully engaged with management systems and contributing to their successful implementation</p>		
<ul style="list-style-type: none"> ensure that the assessment policy requires the provision of assessment schedules, timescales for feedback to students, and expectations for providing developmental feedback (paragraph 1.6) 	<p>Revise assessment policy to reflect the introduction of assignment scheduling and obligations of staff to provide feedback within specified time limits for both summative and formative assessments</p>	22 April 2013	Programme Leader	<p>Student awareness of the assignment deadlines for at least one term in advance</p> <p>Formative development of student skills, knowledge and understanding resulting from detailed tutor feedback provided within given time limits</p>	Principal	<p>Assessment Policy</p> <p>Assessment Schedules</p> <p>Sample assignments with tutor feedback</p> <p>Module reports</p> <p>Student survey reports</p> <p>Teachers Handbook</p>
<ul style="list-style-type: none"> review and rationalise all handbooks in consultation with 	<p>Undertake a review of handbooks and solicit feedback from students to determine</p>	29 March 2013	Principal	<p>Revised set of handbooks that contain full, accurate and</p>	Senior Management Team	<p>New handbooks</p> <p>Student feedback</p>

staff and students (paragraph 3.2)	<p>the clarity and appropriateness of content</p> <p>Process draft documents to the Academy's public information management system to ensure staff consultation and also to verify that contents are full, accurate and consistent</p>			<p>consistent information</p> <p>High levels of student and staff satisfaction</p>		<p>Staff feedback</p> <p>Managing public information, tracking sheets and sign-off reports</p>
<ul style="list-style-type: none"> implement robustly the policy and procedures for assuring the accuracy and completeness of published information (paragraph 3.4). 	<p>Review policy and procedure documentation for the management of public information, identify areas for improvement and assign clear roles and responsibilities to staff</p> <p>Implement revised system, keep detailed records and review effectiveness on an annual basis</p>	29 March 2013	Director of Operations	<p>Staff recognition of importance for the effective management of public information and clarity on their role within that system</p> <p>Accurate and complete information contained in all print-based and online materials</p>	Head of Academic Governance and the Senior Management Team	<p>Managing the Public Information Policy, tracking sheets and sign-off reports</p> <p>Senior Management Team meeting minutes</p> <p>Website and Prospectus</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"> further develop the terms of reference, constitution and membership of the Assessment Board (paragraph 1.4) 	<p>Review membership of Assessment Board and clarify its terms of reference</p> <p>Detail changes and revised constitution in the Quality Assurance and Enhancement Handbook</p>	24 May 2013	Head of Academic Governance	Effective conduct and attendance to assessment board meetings	Principal	<p>Quality Assurance and Enhancement Handbook</p> <p>Assessment Board meeting minutes</p> <p>Quality Assurance and Enhancement meeting minutes</p>
<ul style="list-style-type: none"> align the peer observation, staff development and appraisal processes, to provide an overarching strategy for the enhancement of teaching quality (paragraph 2.5) 	<p>Review policy and develop coherent strategy</p> <p>Implement elements of policy and integrate outcomes in order to identify enhancement opportunities</p> <p>Monitor and evaluate effectiveness of strategy on an annual basis</p>	21 June 2013 30 September 2013	Principal working with programme leaders	Staff understand and are able to articulate clearly how all the elements of appraisal and development policies work in practice and how they contribute to the enhancement of teaching quality	Head of Academic Governance	<p>Staff Appraisal and Development Policy</p> <p>Staff appraisal records</p> <p>Staff Handbook</p> <p>Quality Assurance and Enhancement meeting minutes</p>
<ul style="list-style-type: none"> undertake an evaluation of the student recruitment and induction process (paragraph 2.8). 	<p>Review recruitment procedures to ensure ongoing compliance with UK Border Agency regulations and programme entry requirements</p> <p>Solicit student feedback on the</p>	9 August 2013 30 September 2013	Director of Operations working with the Head of Admissions and student support officers	Positive feedback from students with regards to their experience of the induction programme, their feeling of preparedness for their studies and whether	Principal	<p>Student feedback questionnaires</p> <p>Annual Academy and course review</p> <p>Student retention and progression rates</p>

	induction process and further develop a programme that is comprehensive in content and diagnostic in nature to ensure that students' support needs are identified			expectations had been met according to their first impressions Identification of academic support requirements		Students Induction Handbook
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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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