



London Valley College trading as Lea Valley College

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

December 2012

Key findings about London Valley College trading as Lea Valley College

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 awards it offers on behalf of the Association for Tourism and Hospitality Executives, the Chartered Institute of Management Accountants, Edexcel, and NCC Education.

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**:

- the commitment and investment of the College in supporting staff to achieve higher level teaching qualifications (paragraph 2.4)
- the breadth of tutorial support to students, which includes extensive academic and pastoral advice and guidance (paragraph 2.6).

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 all planned quality assurance processes, committees, roles and responsibilities are fully implemented, managed and monitored (paragraphs 1.3 and 1.4)
- review the adequacy of learning resources available to staff and students (paragraph 2.13)
- develop and implement further checks relating to accuracy of information prior to publication (paragraph 3.3).

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

- fully implement and evaluate the effectiveness of staff appraisal and peer observations (paragraph 2.10)
- formalise staff induction and extend the process beyond the introductory phase (paragraph 2.11)
- develop a virtual learning environment to enhance student learning (paragraph 2.12).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at London Valley College trading as Lea Valley College (the provider; the College). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers or will deliver on behalf of the Association for Tourism and Hospitality Executives (ATHE), the Chartered Institute of Management Accountants (CIMA), Edexcel, and NCC Education. The review was carried out by Mr Mark Cooper, Dr Sumesh Dadwal (reviewers), and Ms Penny Blackie (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 quality and management information, details of awarding organisation programmes, the staff and student handbooks, a range of policies and procedures, and meetings with staff and students.

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

- awarding organisation information about programmes
- the Academic Infrastructure
- Accreditation Service for International Colleges requirements (ASIC)
- the Qualifications and Credit Framework (QCF).

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

Lea Valley College (the College) has been through a number of changes in management and ownership since 2006 and was incorporated as London Valley College, trading as Lea Valley College, in 2010. Under new management in the summer of 2012, the College approached Eden College to propose a transfer of some of the Eden College students to the relocated Lea Valley College at Mile End. The two institutions signed an agreement on 27 July 2012 for the partial merger, where takeover of students and the purchase of the related business and assets took place. The transfer of the students was done with minimum disruption, as students had taken their examinations in June 2012 and were moving to the next level in their respective programmes at Lea Valley College from August 2012. Because their progression would be assured, their status was protected. There was some uncertainty about their future at Eden College, so 203 full-time students chose to transfer to Lea Valley College and were enrolled on the next appropriate level or module of their programmes. All students signed transfer forms that indicated that they accepted this move. The College mission statement is 'high quality education and training through an innovative curriculum delivered within a supportive environment'.

The recently acquired campus at Mile End provides five teaching rooms, 15 computers and a small library which is under development. Total higher education student numbers are 203. The team was aware of the recent creation of Lea Valley College and the work that has taken place to establish it. There are two full-time and six part-time staff teaching on the programmes.

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

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

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

Association for Tourism and Hospitality Executives (ATHE)

- Diploma in Management (level 6) (9)

Chartered Institute of Management Accountants (CIMA)

- Professional Chartered Management Accounting qualification (70)

Edexcel

- BTEC Extended Diploma in Strategic Management and Leadership (level 7) (6)
- Higher National Diploma in Business (levels 4 and 5) (25)

NCC Education

- Diploma in Business (level 4) (30)
- Diploma in Business (level 5) (63)

The provider's stated responsibilities

The College's draft Strategic Plan of November 2012 identifies three key objectives: to maintain the arrangements it has with its awarding organisations and develop a professional qualification in accountancy, to recruit students 'organically' and look for a partnership with the top providers of higher education in London, and to achieve a successful outcome to the QAA Review for Educational Oversight and UK Border Agency highly trusted sponsor status in 2012.

The College operates programmes approved by four awarding organisations. In each case, the awarding partner is responsible for curriculum design, content and development, programme specifications, progression arrangements and summative assessment. The College has some limited responsibility for sharing the setting of assessments for first marking of assessments and feedback to students, particularly with ATHE and Edexcel. At the time of the review, some students had completed a few internally assessed assignments, but other external assessments will follow later. Edexcel provides an external examiner for its programmes.

Recent developments

The recent establishment of Lea Valley College is described above. The processes for the assurance of quality are therefore not fully implemented. As the students become further engaged on their programmes, the College's policies and procedures will need to be tested but this was not possible at such an early stage. The College has approval to offer a group of City and Guilds programmes, but these are not yet in operation.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. A student submission was prepared by a group of student representatives, which drew on the analysis of a questionnaire that students are to complete twice a year. A video of students giving their views was also provided. A group of students met the coordinator during the preparatory meeting and a larger group attended a meeting with the team during the review. The team found this involvement very helpful.

Detailed findings about London Valley College trading as Lea Valley College

1 Academic standards

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

1.1 The College proprietor and Managing Director oversee the provision at an executive level and delegate responsibility for the day-to-day running of the organisation to the Principal. The Principal is responsible for maintaining College accreditation with its awarding organisations. The Principal is supported by an academic head, otherwise referred to as the Academic Principal, and a Chief Administrator. The Chief Administrator line manages the Student Welfare Manager and oversees the College administration, student welfare, and administrative links with the UK Border Agency and the awarding organisations. The Academic Principal, in consultation with the Principal, is responsible for course administration and the allocation of teaching staff to programmes. They each act as programme coordinator for two awarding organisations' programmes. The Academic Principal is the head of the academic team in charge of overall academic delivery, adhering to and maintaining academic standards, quality assurance of programmes and ensuring the quality of learning opportunities. The Academic Principal heads exam boards, standardisation meetings, student feedback committees and academic staff meetings.

1.2 A formal Quality Control Board is the highest level authority responsible for managing the quality of academic standards. It is chaired by the Principal, supported by the Academic Principal and the Chief Administrator and will meet twice a year or more frequently if necessary. The Managing Director is entitled to attend all meetings and demonstrates his engagement with the College by doing so. The College has developed clear plans for managing quality assurance through a set of committees which report to the Quality Control Board: the Student Representative Committee, the Student Feedback Analysis Committee and the Exam Board. All committees have suitable terms of reference, but, since they have been functioning for only three months, the team saw a limited amount of recorded evidence of their operation. The effectiveness of the working of the committee structure is yet to be tested over a complete academic year.

1.3 The College has developed a number of policies related to assessment, student admissions and attendance, the recognition of prior learning, induction, teaching and learning, information technology, communication, recruitment and staff development. As these processes become embedded, it is advisable that the College ensures that all quality assurance processes, and roles and responsibilities, are fully implemented, managed and monitored. It will be necessary to keep the quality assurance processes under continual review to ensure they are effective and remain fit for purpose.

1.4 The College has systems to evaluate the effectiveness of its management structures, and processes for managing standards in relation to moderation and examining. At present, the latter are planned to be carried out by the Exam Board. The regular student feedback will be supplemented by an Annual Monitoring Report, which has been carefully planned. This report, which will be produced at the end of the academic year, is underpinned by the Semester Management Process Model which includes three stages during the academic year: planning, executing and evaluating. Under the Semester Management Process Model, the College will formally plan and continuously review its provision. Pre-semester activities include planning, registration and enrolment, induction, and the academic plan, and were carried out effectively during 2012. The College was at the

mid-semester point at the time of the review, which included student feedback, teacher observation, implementation of the teaching and learning strategy and formative assessment. End of semester activities will include preparation for self-study, revision for examinations, mock examinations and assessment. The quality cycle will close with mid-semester and annual reviews. This is a comprehensive quality assurance framework, which involves unit reviews, obtaining student feedback, examinations, one-to-one feedback, managing resources and monitoring action plans. The Semester Management Process Model has the potential to become a very useful process, although its effectiveness will have to be reviewed and tested in time. Any good practice will be identified, benchmarked and disseminated across the College through staff meetings, the training calendar, peer observation and informal contact.

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

1.5 The College has been using reference points successfully to obtain accreditation to offer the higher education programmes. The use of external reference points is being developed and is largely determined by the awarding organisations, accreditation bodies and the QCF. Accreditation bodies, such as ASIC, also offer guidelines. While the awarding organisations lay down many requirements for programme design, assessment and delivery, the College is responsible for recruiting students, learning and teaching delivery, a limited amount of assessment, staff development and managing public information. The relationship with the awarding organisations is relatively new and is being established through individual contacts, the process of programme validation and expected annual review visits.

1.6 In spite of the recent inception of the College, the staff demonstrated some familiarity with aspects of the Academic Infrastructure, particularly in understanding how levels are reflected in the learning outcomes, as laid down in *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ). Because the awarding partners are responsible for so much of the detail, the College has not yet engaged actively with the sections of the *Code of practice for the assurance of academic quality and standards in higher education* (the *Code of practice*) that deal with standards. For example, programme approval is in the hands of the awarding organisation and only Edexcel has a system of external examiners. The teaching staff refer to the awarding organisations' programme specifications, especially the Edexcel specification.

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

1.7 The College is in the process of implementing the awarding organisations' assessment regulations effectively. Where appropriate, assignments are set and will be marked internally and moderated externally. CIMA and NCC have external assessment in the form of examinations. The awarding organisations set, administer and mark all examinations. At the time of the review, no examinations had yet taken place. A clear policy supports a system of internal verification of assignment briefs and formative assessment. The internal verification process includes the assessment of student work, internal verification of some assignments and moderation by the Exam Board. A small sample of NCC Education student work was available during the review. Within the sample, there was evidence of assignments relating to the learning outcomes of the programme, effective use of assessment criteria and formative feedback. The written feedback on the students' work was limited, but the students the team met said they received one-to-one feedback during tutorial sessions.

1.8 The College assessment process is clearly defined for staff in a useful diagram that comprehensively considers the stages of assessment. This process maps to the Semester

Management Process Model. Standardisation meetings will enable assessors to share issues and concerns in order to ensure that each assessor makes valid decisions. The meetings will focus on areas such as revisions to standards, the validity and sufficiency of evidence, the different approaches by assessors, and candidate progress. The minutes from all meetings are distributed to attendees and the College intends that all action points will be monitored to ensure implementation.

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?

2.2 The arrangements for managing and enhancing the quality of learning opportunities are the same as those set out in paragraph 1.1. These arrangements are developing appropriately for such a new college.

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

2.3 The College relies heavily on its associated links to the awarding organisation and organisations, and the staff understand their requirements. The information produced by the awarding partners, including the course and unit specifications, act as the key external reference points for the College. In addition, management and staff at the College have a fair grasp of the Academic Infrastructure, including the FHEQ and the *Code of practice*. The Academic Principal has oversight in this respect. The College references the *Code of practice* and embeds many of the precepts in policies and procedures. Notably, it has mapped the precepts of the *Code of practice, Section 3: Disabled students and Section 6: Assessment of students* to see how the College assessment process ensures that students have access to assessment protocols, the return of assessed work and provision for special circumstances relating to disability.

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

2.3 The College has a comprehensive Teaching and Learning Strategy linked to other key quality assurance processes, such as the Teaching Observation Scheme and Annual Monitoring Process. Teaching staff are observed each semester by the Principal or Academic Principal, who provide peer support, advice and guidance on teaching practice. In carrying out observations, they have oversight of the quality of teaching and teacher development. Areas for development or identified good teaching practice themes are determined from observation reports and through opportunities to share or develop. They are realised in the College's continuing professional development plan, for example questioning techniques. The College plans to further develop the observation scheme to include peer observation. It is desirable that the College pursues peer observation to help further improve and disseminate good teaching practice throughout the institution.

2.4 Staff employed at the College are well qualified and all possess a formal teaching qualification. It is an expectation that new staff employed at the College will also hold an appropriate teaching qualification. The College actively encourages those who have

achieved an initial teacher qualification to then pursue a higher level teaching qualification. The College supports staff financially to achieve the appropriate qualification, as it is committed to the value of good quality teaching in the private sector. The commitment of the College in supporting staff to achieve higher level teaching qualifications is good practice. All staff also have industry-relevant experience and actively engage in a range of continuing professional development activities to support practice in the classroom. Teaching staff prepare suitably detailed schemes of work and lesson plans to ensure learning outcomes are achieved. New staff receive support with this planning from the programme coordinators.

2.5 Students commented positively about the quality of teaching they receive. They particularly appreciate the interactivity of the sessions and how teachers use their skills to support students at various stages in the learning process, for example in the way they take account of their background and culture in the planning of sessions. Teaching methods are appropriate to the level of the student and include a range of activities, such as case studies, presentations and students teaching each other. The assessment strategies are varied enough to allow all students to meet the learning outcomes of their programmes. At the time of the review, no external verification of teaching and assessment had taken place. The small sample of student work that the team scrutinised confirmed that students are generally operating at the appropriate level. Students have a number of opportunities to give their views about their provision (see paragraph 2.8).

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

2.6 Students collectively receive three hours of timetabled tutorial each week and find the support they receive to be of very high quality. The tutorial programme is a mix of one-to-one and group sessions led by both staff and students as appropriate. The programme supports students in meeting the intended learning outcomes of their programmes of study. The academic and administrative teams provide pastoral support. The Principal meets students on an informal basis with regard to pastoral needs and the Chief Administrator meets students for administrative pastoral support, for example in relation to registering with a local General Practitioner or housing matters. The College also assesses the students' English language skills through a formal test in addition to a self-devised free writing test. Students requiring further language support are identified by this means and are supported to raise their level of competence in order to meet the intended learning outcomes. The breadth of tutorial support to students, which includes extensive academic and pastoral advice and guidance, is good practice.

2.7 The College has an adequate student induction programme. Students spoke positively about their induction experience, confirming that they found it helpful in providing information about their awarding organisations, registration, deadlines, appeal procedures and health and safety. The induction programme also covers course outlines, the academic plan, timetables, programme specifications, College policies and procedures and facilities such as the kitchen, library and information technology room. The induction programme lays the groundwork for continuing support.

2.8 Students consider that the College has an effective student feedback system in place and the team agreed. Student representatives formally represent the student body in discussions with the management team and at key committees, such as the Student Feedback Analysis Committee. Student feedback is also sought formally twice each semester by means of compulsory completion of a student questionnaire. The questionnaire is anonymised and the process is managed by the Chief Administrator who collates the results, analyses responses and writes a report for the Principal. The findings are then shared and discussed at the Student Feedback Analysis Committee, thus advising the student body of the actions the College is taking in response. One such example dealt with improvements to wireless access.

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

2.9 The College has a well considered staff development policy that outlines its expectations of staff for continual updating of teaching, industry and academic knowledge. The policy makes clear that staff appraisal will provide the structure for the review of training needs. Individuals are given the opportunity to evaluate their own performance and to identify development needs. Following a meeting with their line manager, an agreed course of action in terms of staff development is identified. To support this, the College produces an annual calendar of training activities for both academic and administrative staff that makes clear the attendance requirements of each member of the team, some of which are mandatory events hosted by the awarding organisations.

2.10 A formal performance staff appraisal review is to be held at the end of each academic year, so this process has not yet been realised. It is intended that the review of further training and professional development will officially identify staff needs. The programme coordinators and/or the individual's line manager will schedule and conduct the review meeting. As part of the quality assurance process, student assessments and peer reviews conducted throughout the academic year will be included as part of the appraisal review. It is desirable that the College fully implements and evaluates the effectiveness of the staff appraisal scheme and peer observations.

2.11 The Principal satisfactorily inducts staff to the College by discussing key College policies and procedures. Programme coordinators then carry out a programme-specific induction. This part of the induction includes familiarisation with the awarding organisations' expectations, assessment practices, formulating an appropriate scheme of work and expectations regarding lesson planning. It also links back to the Semester Management Process Model. The process is relatively informal, although the associated Staff Induction Pack includes a copy of their contract of employment, hard copy of relevant policies and procedures, timetable and academic plan. Staff confirmed that they find the process sufficient to support them in carrying out their contractual responsibilities. It is desirable for the College to formalise staff induction and extend the process beyond the introductory phase.

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

2.12 The College has a basic range of resources, such as white boards and projectors in classrooms. A dedicated computer room with internet and software facilities is available to students to support their learning. The associated Computer and IT Usage Policy makes clear the expectations of student access to electronic learning materials. The College does not have a virtual learning environment, but is currently exploring various platforms on which to launch a service in the new year that will be accessible through remote access. It is desirable for the College to develop a virtual learning environment to enhance student learning.

2.13 Students and College management note that the library and study area, which is currently being developed, need more books and resources to support students in their learning. The range of books available to students is poor and the breadth of reading material is limited mostly to awarding organisation publications. The College recognises that access to electronic resources such as e-journals is also an area for development and is exploring subscriptions to a range of online journals for students. Students are currently encouraged to use local libraries and open access resources for access to e-journals. It is

advisable that the College reviews the adequacy of learning resources available to staff and students.

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 information the College provides about its higher education provision is appropriately communicated to all stakeholders. Admissions information for prospective students is in the prospectus and on the website. Information for enrolled students is contained in the generic student handbook and programme handbooks, where the details are largely those of the awarding organisations. There is also a staff handbook which covers operational information for programme teams. The College also uses a suitable variety of information channels, such as information about open days, a student induction pack and marketing information. Students and staff expressed their satisfaction with the information they receive, with some students commenting that they receive more than they had expected. Although regular use of emails and text messages offers support to students, there had been one occasion when classes had been cancelled and students only informed verbally, which meant that some might not have been aware of the changed arrangements.

3.2 The College website has recently been redesigned and continues to be updated with notable improvements. The review and design process will focus on currency, completeness and review of information, improving navigation and reaching out to stakeholders. The College plans to review the content of its website annually during the summer break and involve students in the review. Students and staff will be canvassed for their opinions formally through a feedback form on the quality and content of the website. In the interim, minor amendments are carried out monthly to ensure the accuracy of documents and procedures and to improve usability.

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

3.3 The College has a clear publishing policy for ensuring the accuracy and completeness of information that it publishes. The process is applied to marketing materials and information for students and staff. The stages in checking, updating and quality control of public information is clear. Ultimate responsibility for signing off rests with the authorising officer, either the Principal or Academic Principal. In practice, the majority of promotional and marketing material is prepared by either the Academic Principal or the Principal and they informally sign off each other's material as accurate and complete with a confirmatory email. The content and information is then proofread by the College's English specialist for spelling and grammar. The College is generally responsive, but does not yet have a formal system for checking details to capture potential inaccuracies before final publication. As a result, some overstating, for example regarding resources, leads to a factually inaccurate claim about its library provision. In more than one policy, the College still refers to Eden College, which may prove misleading to students and staff. The College recognises that, at this stage in its development, more careful attention should be paid to detail and proofreading.

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 Valley College trading as Lea Valley College 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 commitment and investment of the College in supporting staff to achieve higher level teaching qualifications (paragraph 2.4) 	Continue providing financial and training support to new and existing staff to achieve higher level teaching qualifications	March 2013, September 2013 and every six months following	Programme Coordinators for Chartered Institute of Management Accountants, Edexcel, Association for Tourism and Hospitality Executives and NCC Education	All teaching staff have Diploma-level teaching qualification within 18 months of the start of their employment with Lea Valley College	Programme Monitoring Committee	Continuing Professional Development records of lecturers Teaching staff feedback form and report Programme Committee meeting minutes
<ul style="list-style-type: none"> the breadth of tutorial support to students, which includes extensive 	Update and revise policies as necessary related to student support	January 2014 and every 12 months	Student Welfare Manager	Fully functional implemented policy on student support	Student Welfare Committee	Minutes of Quality Control Board

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

<p>academic and pastoral advice and guidance (paragraph 2.6).</p>	<p>Inform and update new and existing students about academic and pastoral support available at the time of induction and through notices</p> <p>Inform, update and seek feedback from student representatives about the academic and pastoral support provided in the term</p> <p>Train the relevant academic and admin staff</p> <p>Provide students with support as per the standard procedures</p>	<p>following</p> <p>April 2013/ October 2013 and every six months following</p> <p>July 2013/ January 2014 each year and every six months following</p> <p>Throughout the academic year</p>	<p>Programme Coordinators for Chartered Institute of Management Accountants, Edexcel, Association for Tourism and Hospitality Executives and NCC Education</p> <p>Student Welfare Manager</p> <p>Programme coordinators and Student Welfare Manager</p>	<p>Students, student representatives and staff are communicated and are aware of the support services offered by the College</p> <p>Students are satisfied with the support provided by the College</p>		<p>Staff meeting minutes</p> <p>Staff Continuing Professional Development Records</p> <p>Student questionnaire feedback forms and report</p>
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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 all planned quality assurance processes, committees, roles and responsibilities are fully implemented, managed and monitored (paragraphs 1.3 and 1.4) 	<p>Implement, evaluate and update all areas of the Quality Assurance Systems of the College activity calendar for semester</p> <p>Process Management Model is created for each term and carried out as planned</p>	<p>January 2014 and every 12 months following</p> <p>As planned during academic year</p>	<p>Programme coordinators for Chartered Institute of Management Accountants, Edexcel, Association for Tourism and Hospitality Executives and NCC Education</p>	<p>Updated Quality Assurance System that are communicated to all concerned and are aware of their responsibilities</p> <p>All activities are carried out as per schedule and as per the requirements of awarding organisation</p>	<p>Quality Control Board</p> <p>Exam Board</p> <p>Student Welfare Committee</p>	<p>Minutes of Quality Control Board</p> <p>Minutes of the exam board</p> <p>Minutes of the Student Feedback Committee</p> <p>Minutes of the staff meetings</p> <p>Awarding Organisation external examiner report, moderation reports and Annual Reviews</p> <p>Updated Quality Assurance System</p>
<ul style="list-style-type: none"> review the adequacy of learning resources available to staff 	<p>Review the adequacy of learning resources against the number of</p>	<p>June 2013 and every 12 months following</p>	<p>Programme Coordinators for Chartered Institute of Management</p>	<p>Students are satisfied with the adequacy of learning</p>	<p>Quality Control Board</p>	<p>Student feedback Questionnaire</p> <p>Minutes of</p>

and students (paragraph 2.13)	programmes and students Allocate annual budget to continuously develop learning resources for the staff and students	July 2013 and every 12 months following	Accountants, Edexcel, Association for Tourism and Hospitality Executives and NCC Education	resources		Quality Control Board and Staff meetings
<ul style="list-style-type: none"> develop and implement further checks relating to accuracy of information prior to publication (paragraph 3.3) 	<p>Develop, communicate, implement and review formal procedures involved in signing off the public information</p> <p>Revise and update public information proactively ensuring that information is accurate, up to date and trustworthy</p>	January 2014 and every 12 months following	<p>Chief Administrator</p> <p>Programme coordinators (Academic information)</p> <p>Administrator (non-academic information)</p>	All public information is accurate, complete and up to date	Quality Control Board	<p>Student feedback</p> <p>Staff Feedback Forms about the effectiveness of the process</p> <p>Minutes of the quality Control Board</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"> fully implement and evaluate the effectiveness of staff appraisal and peer observations (paragraph 2.10) 	<p>The policy on staff appraisal and peer observation will be fully implemented and reviewed yearly</p> <p>A plan will be devised each semester for peer observation outlining who to observe whom</p>	<p>July 2013 and every 12 months following</p> <p>July 2013 and January 2014 and every six months following</p>	<p>Programme coordinators for Chartered Institute of Management Accountants , Edexcel, Association for Tourism and Hospitality Executives and NCC Education</p>	<p>Teaching staff will observe the good practices through peer observation in follow-up meetings</p>	<p>Programme Monitoring Committee</p>	<p>Peer Observation Records</p> <p>Programme Monitoring Committee meeting minutes</p> <p>Staff Handbook</p> <p>Feedback from staff about the effectiveness of the process</p>
<ul style="list-style-type: none"> formalise staff induction and extend the process beyond the introductory phase (paragraph 2.11) 	<p>A formal staff induction policy and procedure will be drawn up, communicated, implemented and reviewed regularly</p>	<p>July 2013 and every 12 months following</p>	<p>Programme coordinators for Chartered Institute of Management Accountants , Edexcel, Association for Tourism and Hospitality Executives and NCC Education</p>	<p>All of the teaching staff aware of the policies and procedures concerning their work</p>	<p>Programme Monitoring Committee</p>	<p>Staff Induction Forms</p> <p>Programme Monitoring Committee Meetings minutes</p> <p>Feedback from staff about the effectiveness of the process</p>
<ul style="list-style-type: none"> develop a virtual learning environment to 	<p>Prepare a written policy for tutors and students on the use</p>	<p>March 2013</p>	<p>Programme coordinators for Chartered Institute</p>	<p>An updated policy which all teaching staff are aware of</p>	<p>Programme Monitoring Committee</p>	<p>Student feedback</p> <p>Staff feedback/</p>

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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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