RTC Education Ltd t/a Regent College

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

June 2013

Key findings about RTC Education Ltd t/a Regent College

As a result of its Review for Educational Oversight carried out in June 2013, 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 programmes it offers on behalf of Pearson, the London Centre of Marketing (LCM), and the Organisation for Tourism and Hospitality Management (OTHM).

The team also considers that there can be **limited 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 information that the provider produces for its intended audiences about the learning opportunities it offers.

Recommendations

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

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

- review its policies to ensure they maintain clarity of procedures and responsibilities apposite to the College and the size of its provision (paragraph 1.2)
- implement a comprehensive annual review process that is course specific and formulates clear action planning (paragraph 1.3)
- devise and implement a more comprehensive teaching and learning strategy (paragraph 2.4)
- develop systematic formal tutorials to provide effective student learning and support (paragraph 2.5)
- implement fully its existing student representation policy and establishes student representation meetings (paragraph 2.8)
- secure accurate and appropriate information to inform decision making for future planning of student support (paragraph 2.10)
- review and fully implement its staff development policy (paragraph 2.11)
- develop a planned and resourced approach to the provision of learning resources (paragraph 2.12)
- implement more stringent mechanisms for the review of information it provides about its learning opportunities (paragraph 3.4).

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

- maintain its recruitment of staff with appropriate qualifications and experience for the delivery of its higher education provision (paragraph 2.3).

About this report

This report presents the findings of the [Review for Educational Oversight](#)[1] (REO) conducted by [QAA](#) at RTC Education Ltd t/a Regent College (the provider; the College), which is a privately funded provider of higher education. 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 Pearson, the London Centre of Marketing (LCM), and the Organisation for Tourism and Hospitality Management (OTHM). The review was carried out by Mrs Angela Maguire, Dr Mark Rawlinson and Mr Mike Slawin (reviewers) and Mrs Brenda Hodgkinson (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 the self-evaluation document, copies of policies and procedures, minutes of meetings, awarding organisation reports, QAA's 2012 REO report, teaching materials, staff and student handbooks, the College website and meetings with staff and students.

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

- the UK Quality Code for Higher Education
- awarding organisations' policies and award programme specifications
- 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](#).

Regent College is a trading name of RTC Education Ltd. The College started its HND programme in the academic year 2010-11 and has offered LCM and Organisation for Tourism Hospitality Management courses since January 2011.

The College delivers its programmes at two centres: Harrow and Wembley. The Harrow campus is shared with the sixth form provision and houses administration for the higher education courses. Second year HND students receive tuition at the Harrow campus. Students enrolled on the first year in this academic year are taught at Wembley. Following closure of the LCM and OTHM courses, all the higher education provision will be delivered at the Wembley campus. The Principal has management responsibility and there is currently 14 academic and six administrative staff.

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

Pearson
- Higher National Diploma in Business (Management) (365)
- Higher National Diploma in Business (Accounting) (10)
- Higher National Diploma in Business (Law) (10)
- Higher National Diploma in Business (Human Resource Management) (13)
- Higher National Diploma in Business (Marketing) (22)

London Centre for Marketing (LCM)

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[1] www.qaa.ac.uk/educational-oversight
[2] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

- Integrated Graduate Diploma (2)
- Graduate Diploma (2)

Organisation for Tourism and Hospitality Management (OTHM)
- Higher Diploma (3)

The provider's stated responsibilities

In respect of the responsibility for academic standards, awarding organisations are responsible for curriculum design, development and approval. The College is responsible for assessment and internal verification, subject to external verification by Pearson. LCM and OTHM have responsibility for assessment. The College has responsibility for the maintenance of the quality of the learning opportunities it provides for its higher education students. The College is responsible for the recruitment of students, their induction, teaching and guidance through the programmes. The College considers that the responsibility for the public information is shared with its awarding organisations.

Recent developments

At the end of the academic year 2011-12 the College reviewed the LCM and OTHM provision and decided to terminate the delivery of these courses by July 2013. A formal course closure policy was agreed and implemented and the awarding organisations, QAA and UKBA were informed. Students enrolled on these courses have been accommodated either at another institution or transferred to the College's HND Pearson programme, if appropriate.

The College has gained specific course designation from the Department for Business, Innovation and Skills for its HND programmes. This development has resulted in a significant increase in student numbers. At the time of the review the College has 427 students enrolled. The College has ambitious plans to increase its numbers further and with this expansion is planning a move to larger accommodation at its Wembley site.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team, however they chose not to do so. Students met the coordinator on the day of the preparatory meeting and the review team on day one of the review visit.

Detailed findings about RTC Education Ltd t/a Regent College

1   Academic standards

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

1.1   The College recognises its responsibilities in maintaining and managing academic standards, which are outlined in the Quality Assurance Manual. The Academic Council has overall responsibility for standards. The Academic Council Membership Policy identifies the current rationale, and membership includes the Principal, senior management and teaching staff. Although student members are anticipated in the policy none attended the last meeting. The Council has met once since the commencement of the College's higher education programmes. The College has recently decided that the Academic Council should meet twice-yearly rather than annually. Key issues relating to academic standards are discussed, including the Pearson external verifier's report, the implications of expanding the provision, and College policies.

1.2   The College has a significant number of policies and procedures that relate to the management of standards and learning opportunities, which are inconsistent and contain unnecessary duplication. This impedes the effective management of both standards and learning opportunities as the policies are unclear and confusing. For example, there are four policies dealing with the subject of student complaints and appeals and a policy dealing with collaborative provision and flexible and distributed learning, although there is no such provision delivered by the College. It is **advisable** that the College reviews its policies to ensure they maintain clarity of procedures and responsibilities apposite to the College and the size of its provision.

1.3   The College's first Annual Review of its provision took place in August 2012. A strategic decision to no longer deliver the London Centre of Marketing (LCM) and Organisation for Tourism and Hospitality Management (OTHM) programmes was taken and these courses will close in July 2013. A course closure policy was developed and adhered to for these closures. Course review procedures set out in the Quality Assurance Manual are not clearly planned or embedded. The Annual Review and Academic Council were subsumed into one meeting. Minutes of this meeting, which record the Annual Review, are not detailed or evaluative and no particular recommendations were identified. It is unclear, therefore, how actions for the maintenance of academic standards are identified and progressed. An HND Business Course Committee has been established with an appropriate standing agenda, but as with the Annual Review the summary minutes of the Course Committee did not identify actions to be taken. There is no direct reporting line from one committee to another. To effectively progress the work of its committees, in light of the College's ambitious planned growth, it is **advisable** that the College implement a comprehensive annual review process that is course-specific and formulates clear action planning.

How effectively does the College make use of external reference points to manage academic standards?

1.4   The College engages with the UK Quality Code for Higher Education (the Quality Code) extensively in its documentation. Reference is made to it in many of the College policies. Teaching staff understand the Quality Code and how it applies to their delivery of the programmes.

1.5   The College maintains an effective dialogue with Pearson as its main awarding organisation, having achieved Centre Approval status in 2010. The guidance and syllabus provided by Pearson is used as the main reference point in the design of assignments, delivery and content of the HND programmes. External verifier meetings and feedback provide useful external input. Staff use subject benchmark statements published by QAA to inform the level of the HND teaching.

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

1.6   The College engages well with Pearson external verification processes and procedures and this is reflected in positive and encouraging external verifier reports. The Principal is the Pearson Quality Nominee, and acts effectively as a first point of contact for dialogue between the College, Pearson and the external verifier. The findings of the external verifier reports are discussed at team level and actioned. For example, the external verifier notes that the internal verifier must make their comments clear to the first marker so as to improve the process. Formal reporting of the findings of the external verifier's report is made at the Academic Council.

1.7   The College has appointed a consultant as a lead internal verifier. All assignment briefs are internally verified through the use of an extensive checklist. This has the effect of ensuring that assignments are at the right level, and contain clear guidance to enable students to complete their assignments. All marked work is currently internally moderated, which the College has instituted to assure that standards are maintained.

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

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2   Quality of learning opportunities

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

2.1   The management of learning opportunities is broadly the same as for academic standards as noted in paragraphs 1.1, 1.2 and 1.3. The Academic Council is responsible for overseeing the management of the quality of learning opportunities with the HND programme leader having day-to-day responsibility for the courses.

How effectively does the College make use of external reference points to manage and enhance learning opportunities?

2.2   All the College policies reference the Quality Code and teaching staff are mindful of how it applies in their teaching and support for students, as noted in paragraph 1.4. External verifier reports are disseminated to all staff to inform their teaching. It has also strengthened the membership of its Academic Council through the introduction of external members who have considerable experience of higher education.

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

2.3   All staff who teach on the programmes are appropriately qualified and there is a staff appointment policy in place. The College responded to the increase in student numbers in January 2013 by appointing additional staff, or have reallocated staff from other College

education divisions, to deliver the HND pathways. The College management recognise that with the increase in numbers it is important that this level of staff recruitment is continued. Recruitment of further staff is in progress. The College intends to enrol a further 200 students in July 2013. It is **desirable** that the College maintains its recruitment of staff with appropriate qualifications and experience for the delivery of its higher education provision.

2.4   The College teaching and learning strategy is set out in the Programme Design Guide. A staff training day communicated College expectations for 'delivering a lesson' and for peer review of teaching practices. Teaching observations are carried out by senior staff, however these are not analysed across the piece so as to determine a shared understanding for future development of teaching. At the Academic Council meeting the need for variation in teaching methodologies was raised by teaching staff but nothing further was discussed at this meeting as to how this was to be progressed. The Programme Design Guide refers to different delivery methods, but these are currently not being employed. It is **advisable** that the College devises and implements a more comprehensive teaching and learning strategy.

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

2.5   On admission, if English is not their first language, students either attain the appropriate International English Language Testing System (IELTS) score or undertake a college-administered English language test. Students appreciate the optional English language support the College provides, although the College does not monitor the uptake or effectiveness of these classes. Unit tutors provide study skills support but this is only at a student's request. Students report overall satisfaction with teaching, which is mainly through lecture-style delivery. There is no organised tutorial provision for students, many of whom are returners to education with varying support needs. As a result of the increased numbers and diversity of students' educational backgrounds and academic support needs, it is **advisable** that the College develops systematic formal tutorials to provide effective student learning and support.

2.6   Assignment feedback forms require markers to indicate student performance against each of the relevant unit learning outcomes. Feedback forms do not address programme learning outcomes and generic academic skills. However, students completing this academic year reported that they were content with the feedback they received.

2.7   The College captures student evaluation of teaching through annual questionnaires. At their meeting with the team, and in their evaluations, students reported overall satisfaction with teaching. Student questionnaires do not elicit evaluations of pastoral support. Students were enthusiastic about the flexibility of the timetable that allows for morning and late afternoon/evening pathways. Members of staff act as points of contact for students studying outside of regular office hours, and as intermediaries between students and the Welfare Officer. Students found staff approachable and supportive. The College was able to articulate in detail an understanding of its responsibilities for students with learning support needs, but College policies and procedures in relation to such students have not yet been tried or tested.

2.8   The College has a student representation policy that has yet to be fully implemented. Student representatives have come forward, but the College has not yet organised a formal meeting at which students and staff discuss the student experience. It is **advisable** that the College implements fully its existing student representation policy and establishes student representation meetings.

2.9   Students receive guidance about further study, and some of the students met by the team were progressing to university to complete or begin honours degree programmes.

The College recognises that with the expected increase in student numbers, advice on careers and further study opportunities will require enhancing.

2.10   The Annual Review meeting considers management information on student progression, but evaluation of the data is limited. The College management information system is populated with admission data but not with progression data so no analysis of data is taking place. Given the significant recent and expected further growth of student numbers it is **advisable** that the College secures accurate and appropriate information to inform decision-making for future planning of student support.

How effectively does the College develop its staff in order to improve student learning opportunities?

2.11   The College's staff development policy has not been effectively reviewed or, as it stands, meaningfully implemented. Minutes of the Academic Council do not reflect any discussion of the policy. The policy states that staff are responsible for their own development. However, there is no process to identify development needs of higher education staff. Staff induction is informal and on a one-to-one basis. A one-day induction/training event has taken place, but there was informal follow-up only, with no evaluation or review undertaken of its value to individual staff. The College reported that it intends to appoint a group human resources manager who will look at staff development and training activities. The team considers it **advisable** that the College reviews and fully implements its staff development policy.

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

2.12   The College Principal and Head of HND take operational responsibility for learning resources. There is no specific budget for higher education learning resources. The College currently subscribes to an online document repository where students can find text-based learning resources, online journals and some of the College's policies. Students appreciate this resource and informally are able to raise any needs with tutors and they reported a positive response to requests. Increased student numbers in the current academic year are accommodated at the College's Wembley campus. Students identify some issues with the teaching accommodation in relation to size of space and furniture. Another cohort of students is due for enrolment in July 2013 and with this further anticipated expansion of numbers the College is currently finalising the lease of larger premises at Wembley. All higher education teaching will move there when completed. It is **advisable** that the College develop a planned and resourced approach to the provision of learning resources.

The review team has **limited confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

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3   Information about learning opportunities

How effectively does the College communicate information about learning opportunities to students and other stakeholders?

3.1   Programme information is available through the prospectus on the website, with links to the awarding organisation. Students confirmed that they had referred to the website before applying to the College and that they had been able to access all the

information they required, supplemented through emails and telephone calls to the College. Generally, they had chosen to study at the College through a friend's recommendation. The College is looking at ways of utilising social media to communicate with existing and potential stakeholders.

3.2   The intranet has been updated to be accessible to the increased number of students. It is in the third phase of its development and allows students and staff to access announcements, materials and policies. Members of staff are able to upload information and materials. The student handbook contains basic information and more detailed policies are available through the intranet. Lecturers provide verbal supplementary information. Students reported that they are aware of how policies and procedures work in practice, for example in relation to plagiarism.

How effective are the College's arrangements for assuring that information about learning opportunities is fit for purpose, accessible and trustworthy?

3.3   The provider's mechanisms for ensuring that information about learning opportunities is fit for purpose, accessible and trustworthy is not fully effective. The website is the main vehicle of communication between the College and its stakeholders. The website contains several minor inaccuracies, for example, the 'Studying with us' page does not reflect class sizes as reported by the students. The note on QAA judgements refers to a different College.

3.4   The College has a procedure for checking accuracy and completeness of information. The responsibility for the creation and publishing of information lies initially with the Head of the HND programme. Information is reviewed by the Principal and checked for accuracy by the Registrar. Sixty per cent of policies have been updated and reviewed since the last QAA visit in 2012. This review is to be finalised by 31 August 2013, as stated in the College's action plan from the 2012 REO. There are some specific issues relating to the accuracy of the policies and procedures already reviewed. For example, the staff development policy refers to two other institutions, there are six policies dealing with assessment resulting in confusion and overlap. The documentation contains references to further education. It is **advisable** for the College to implement more stringent mechanisms for the review of information it provides about its learning opportunities.

The team concludes that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Action plan[3]

RTC Education Ltd t/a Regent College: action plan relating to the Review for Educational Oversight, June 2013						
Advisable	**Intended Outcomes**	**Actions to be taken to achieve intended outcomes**	**Target date(s)**	**Action by**	**Reported to**	**Evaluation (process or evidence)**
The review team considers that it is **advisable** for the College to:						
• review its policies to ensure they maintain clarity of procedures and responsibilities apposite to the College and the size of its provision (paragraph 1.2)	The College will have procedural documentation which is clear, straight-forward, fit for purpose and non-contradictory and which illustrates clear processes and procedures that help ensure that the College operates by a coherent and transparent method	The College to produce policies that are accurate, realistic and fit for purpose within the higher education sector and in accordance with the Quality Code and these are to be approved by the Academic Board Cross-reference within policy documentation Allow public access to key documentation via the College internet site	December 2013 December 2013	Principal Academic Registrar Quality Adviser Head of Higher Education Director of Studies	Academic Board	Track an instance of where a College policy's use has been necessitated, and check whether each stage was followed as directed in the policy New policies are to be approved by the Academic Board Monitor implementation of policies via Policy Review, reporting to Academic

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[3] The College 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 College's awarding organisations.

						Board; each policy to be reviewed after two years of operation
• implement a comprehensive annual review process that is course specific and formulates clear action planning (paragraph 1.3)	The College, through its annual review process, will obtain clear information and data, this data will allow the College to plan appropriately for growth Ensure use of all appropriate documentation in carrying out annual review including data/ Pearson external verifier report, and so on The College will identify areas of best practice for implementation across the HND provision The College will identify areas to be enhanced The College will identify required actions for the following academic year Specific development of	Annual Course Review (ACR) process and procedure revised to ensure fitness for purpose Individual ACR meetings to be convened as per the Academic Calendar Reports from ACR meetings to be prepared and reported to the Academic Board at the end of each academic year Review course review procedures in the Quality Manual to ensure that it provides information and analysis/evaluation needed to inform the annual review process Produce template for minutes of all meetings with standard approach to identifying actions, and monitor progress and	September 2013	Principal Head of Higher Education Director of Studies Academic Registrar Quality Adviser	Academic Board	Annual Course Review document produced in September 2013 Minutes of the Annual Course Review meetings Academic Board Agenda Academic Board Minutes Advisory Board Agenda Advisory Board Minutes Review of action plans through Course Board, Academic Board and Advisory Board

	an Action Plan template Development of an annual academic calendar	achievement and ensure minutes are sufficiently evaluative and detailed to facilitate the above					Pearson external verifier report
• devise and implement a more comprehensive teaching and learning strategy (paragraph 2.4)	The College will have a Teaching & Learning Strategy that is student-centric and sets out a shared understanding between staff and students that enables the College to constantly enhance learning opportunities and for future development of teaching and learning	Devise a Teaching & Learning Strategy that reflects discussion with staff and students Student feedback at Academic Board to monitor and evaluate progress with the Teaching & Learning Strategy Learning and teaching enhancement strategy will reflect the College's approach to teaching and learning and promotes variation in teaching methods Observations of teaching will be summarised and analysed to identify good practice and areas for development to help inform the development of teaching and learning at the College	January 2014	Academic Registrar Head of Higher Education Director of Studies Principal	Academic Board	Teaching & Learning Strategy Peer observations of teaching taken place in the autumn 2013 term Good practice identified and communicated to teaching staff at the College Staff development sessions on variations in approach to teaching delivered Annual Course Review Feedback from staff seminars

		Variations in teaching identified as good practice will be communicated to teaching staff through staff seminars				Student feedback survey and meeting with student representatives Discussions at Academic Board and Advisory Board
• develops systematic formal tutorials to provide effective student learning and support (paragraph 2.5)	Have an effective tutorial system which supports the varying needs of our diverse student body Logging tutorials, with outcomes noted to a devised template Semester timetabled seminar programme (including study skills/ academic writing/ research methods) and programme of tutorial slots for support as required Students elect and book for notified sessions Reflected within the Teaching & Learning Strategy	Timetabled tutorial provision on a weekly basis Weekly seminar series to encourage knowledge of course content, topical issues and academic skills Lecturers to produce module evaluation reports at the end of each semester with academic tracking and trend analysis Pastoral care to continue to be provided by the Student Welfare Officer	September 2013, ready for the autumn term 2013	Head of Higher Education, supported by the tutors and admini-strators Director of Studies	Academic Board	Formal and timetabled tutorial sessions Student Survey to include feedback on tutorial system Reports within the Student Representation Committee Student progression and retention data Student results Monitoring of tutorial system by the Head of Higher Education

	Formal induction for new and returning students					reporting through ACR

Academic skills support sessions

Feedback from staff on the effectiveness of the tutorial system and identify further enhancements for the spring 2014 term |
| • devise a student representation policy and establish student representation meetings (paragraph 2.8) | Review and implement student representation policy and ensure that student representation is effective and in accordance with the Quality Code

Students are considered and deem themselves as stakeholders in the College, and their views are taken into account as a central part of College planning and ongoing operation | Develop a Student Representation Policy agreed with the students and in which the student body elects their representatives

Produce a role descriptor and guide for student representatives to help them fully enact their role

Elected learners will form the Student Representation Committee (SRC) that will meet, at least once a semester, to discuss the student experience, with a | September 2013 | Students

Student represent-tatives

Head of Higher Education

Director of Studies

Academic Registrar | Academic Board | Student Representation Policy

Role descriptor and guide produced for student representatives and staff approved by Academic Board

Feedback from students at the end of the autumn term 2013 to identify any |

		student-led agenda				enhancements
		Three members of the SRC will sit on the Academic Board				Minutes of Student Representation Committee
		Evaluate student engagement by benchmarking against the Quality Code, identify and implement enhancements				Student representatives at the Academic Board meeting
						Student engagement benchmarked against the Quality Code and document considered by Academic Board
• secure accurate and appropriate information to inform decision making for future planning of student support (paragraph 2.10)	The College obtains relevant and accurate information contains full information about student progression, withdrawal and achievement, at both unit and course level, to inform decision making and future planning It uses this information to support the student fully throughout the student	Analyse admissions data and maintain progression data for the institution as a whole and course by course Use this data to ensure that the College can best identify innovative methods of teaching, provide the most suitable support materials, and best prepare students that are preparing to move on	January 2014	Academic Registrar Head of Higher Education Director of Studies Principal	Annual Course Review Meetings Academic Board	Data presented to Academic Board and used to assist Course Review by the Course Board, Assessment Board and the Advisory Board Student record system enhanced and reports used in deliberations

	learning journey to facilitate a learner-centric Teaching & Learning Strategy	to other endeavours and employment opportunities Enhance the student record system to ensure information about individual student progression, withdrawal and achievement is maintained and kept up to date with proper audit trails Use reports on the student record system for discussion at management meetings and board meetings, and for analysis in regular reporting, including the annual course review process Use student data to compare performance on different modules/units to help identify areas for quality enhancement and student support Use data on the student record system to inform strategic planning for the College				by the Principal/ CEO Data from the student record system used in the annual quality monitoring process

• review and fully implement its staff development policy (paragraph 2.11)	The College has a Staff Development Policy that supports the staff in their own professional development, to meet future needs of the College This in turn will generate reflection on teaching standards resulting in better learning opportunities for students The College will also enjoy a good staff retention rate and a high staff morale	Identify a required level of and criteria for development of staff and reflect this in the revised Staff Development Policy Formal induction procedure for new staff Ensure that individual staff development is tracked by the HR Manager and introduce an appraisal system, including self-evaluation by the staff themselves Any training/induction should be reviewed post completion to assess how useful it was and this information fed to the HR Manager who will provide a summary report to the Academic Board The HR Manager can feed this information into the Academic Board meeting	January 2014	HR Manager Head of Higher Education Director of Studies Academic Registrar	Academic Board	Maintain record of training opportunities undertaken by staff Updated Staff Development Policy Academic Board Minutes/Agenda Staff performance review documentation Staff Appraisal Policy Summative report of Staff Appraisals from the HR Manager Formal staff induction process with feedback used for further development
• develop a planned and resourced	The College will have a Learning Resources Strategy, including a	Head of Higher Education and Director of Studies to implement the Learning	January 2014	Principal Academic	Academic Board	Minutes of Student Representation

| approach to the provision of learning resources (paragraph 2.12) | specific plan that outlines our intentions in regards to provision of resources | Resource Strategy

Decisions on learning resources to be fed by information received from the teaching staff, the Student Surveys and discussion within the Student Representation Committee and guidance from the Advisory Board

Write and have approved by Academic Board and management a learning resources strategy | | Registrar

Head of Higher Education

Director of Studies | Student Represen-tation Committee | Committee

Student Survey

Review of implementation of resource planning in minutes of Academic Board

Module evaluation reports by teaching staff

Monitoring and implementation of Learning Resources Strategy |
| • implement more stringent mechanisms for the review of information it provides about its learning opportunities (paragraph 3.4). | The College will ensure that all information that is publicly accessible in regards to the College is accurate, relevant and trustworthy | Policy on Public Information to be devised in consultation with staff and students and approved by the Academic Board

All public information to be checked as specified in the Policy

Senior Administrator to be aware of any changes to | December 2013 | Principal

Head of Higher Education

Director of Studies

Senior Admini-strator | Academic Board | Policy on information about the higher education provision

Accurate public information

Feedback from staff and students about published information about |

Desirable	Intended Outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
		documentation that are necessary				higher education obtained and enhancements identified
The review team considers that it is **desirable** for the College to:						
• maintain its recruitment of staff with appropriate qualifications and experience for the delivery of its higher education provision (paragraph 2.3).	The College will have sufficient staff to provide a good level of service and meet the requirements of the College's teaching and support systems and Teaching & Learning Strategy	Newly appointed HR Manager to assist Head of Higher Education and Director of Studies in recruitment of new staff and to vet new recruits and ensure they are correctly qualified, taking into account the content of the Teaching & Learning Strategy HR Manager to obtain a portfolio of suitable staff for future deployment as needed with a rigorous recruitment process Principal to ensure appropriate staffing levels to meet the resource needs of the student body	Summer 2013	HR Manager Head of Higher Education Director of Studies Principal	Academic Board	High quality teaching Expression of satisfaction with teaching through the Student Survey Good staff retention rate Staff Induction Pack and process Staff appraisal system Learning Resource Strategy

		Staff development events to maintain awareness of higher education requirements, and offer opportunities for improvement				Maintain a potential staff portfolio

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/educational-oversight.

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 The core guidance developed and maintained by QAA in partnership with the UK higher education community and used by QAA and higher education providers until 2011-12 for quality assurance of UK higher education. It has since been replaced by the UK Quality Code for Higher Education (**Quality Code**).

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

academic standards The standards set and maintained by higher education providers for their courses and expected for their awards. See also **threshold academic standards**.

awarding body A UK higher education provider (typically a university) with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

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 which formed the core element of the **Academic Infrastructure** (now superseded by the **Quality Code**).

designated body An organisation that has been formally appointed or recognised to perform a particular function. QAA has been recognised by UKBA as a designated body for the purpose of providing educational oversight.

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

enhancement The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. 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 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: *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

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[4] www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

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 study, teaching, assessment, academic and personal support, resources, and specialist facilities (such as libraries and information systems, laboratories or studios).

learning outcomes 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 reviews and reports.

programme An approved course of study that 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 A UK degree-awarding body or any other organisation that offers courses of higher education 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').

Quality Code Short term for the UK Quality Code for Higher Education, which is being developed from 2011 to replace the **Academic Infrastructure** and will incorporate all its key elements along with additional topics and overarching themes.

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 standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national qualifications frameworks and **subject benchmark statements**. See also **academic standards**.

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