



Cranford College

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

June 2013

Key findings about Cranford 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 Institute of Administrative Management and ATHE, The Management Awarding Organisation.

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 information that the provider produces for its intended audiences about the learning opportunities it offers.

Good practice

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

- the competition which rewards students' suggestions for improvements (paragraph 2.7)
- the developing use of the virtual learning environment to support assessment and marking processes (paragraphs 2.14 and 3.2).

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:

- implement and evaluate the revised committee structure and review underpinning documentation, in particular the revised quality assurance manual (paragraphs 1.2 and 1.3)
- respond to external monitoring and examination reports in a timely and effective manner (paragraph 1.8)
- review and plan staff development to meet the needs of staff and the strategic requirements of the College (paragraphs 2.9 and 2.12).

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

- continue mapping and developing use and knowledge of the UK Quality Code for Higher Education (paragraphs 1.5, 2.3 and 2.11)
- fully implement its peer observation process (paragraph 2.4)
- develop the use of learning enrichment trips and practitioner visits (paragraph 2.6)
- fully implement a consistent tutorial policy that provides effective academic, pastoral and careers support (paragraphs 2.10 and 2.11)
- review and extend all relevant policies to cover electronic information and include clear evidence of authorisation (paragraph 3.6).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Cranford 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 Institute of Administrative Management (IAM) and ATHE. The review was carried out by Mrs Hamim Azam, Dr Glenn Barr, Mr Mike Coulson (reviewers) and Mrs Freda Richardson (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 strategic plan, the full quality assurance manual and its associated working document, the organisational organogram, committee meeting minutes, meetings with staff and students, the QAA Review for Educational Oversight report, February 2012, and the College's annual monitoring return to QAA, January 2013.

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

- the UK Quality Code for Higher Education
- Pearson programme documentation and centre guidance
- IAM programme documentation and centre guidance
- ATHE centre recognition pack
- the British Accreditation Council's quality assurance scheme for independent further and higher education institutions.

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

Cranford College was incorporated on 25 June 2010. Its mission is to provide cost-effective, reputable qualifications to its clients as a pathway to scholarly and career excellence and to convey practical and academic knowledge, particularly in a vocational capacity. The College endeavours to prepare students for their working and academic lives, not just with knowledge but ways of thinking and acting that provide a competitive advantage when seeking employment opportunities.

The College is based in Hounslow on a single campus that is approved by the British Accreditation Council (BAC) to hold up to 2,000 students at any one time, with a maximum capacity of 4,000. In January 2013 the College had 417 students enrolled on courses; the students are currently between semesters and it is expected that 335 will return to continue their studies on 17 June, the remainder having completed their course. The College has a small library, a 120-seat auditorium, two IT suites and several classrooms.

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

Pearson

- HND Business (226)
- HNC Business (7)
- Extended Diploma in Strategic Management (34)

¹ www.qaa.ac.uk/educational-oversight

² www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

ATHE

- Diploma in Healthcare Management (12)
- Postgraduate Diploma in Healthcare Management (30)
- Diploma in Management (26)

IAM

- Extended Diploma in Business and Administrative Management (62)

The provider's stated responsibilities

For all programmes, the College has responsibility for delivery, formative assessment and internal moderation, the quality of teaching and learning, application of the awarding organisations' standards, regular internal monitoring of quality, and compliance with awarding organisation requirements for annual evaluation and review. For Pearson courses the College is responsible for designing assessment tasks; for IAM and ATHE these are provided by the awarding organisation. In all cases external moderation is undertaken by the awarding organisation. In addition, the College is responsible for programme delivery, staffing, resourcing, admissions, equal opportunities, student support, academic appeals, student complaints and careers guidance.

Recent developments

Student numbers have increased significantly from 49 students at the time of the previous QAA review in February 2012, to 417 in January 2013. This is in part due to increased marketing activity and to the fact that many students are embarked on two or three-year Pearson and IAM programmes.

The College, which commenced trading in 2010, developed its educational infrastructure in 2011, achieved UK Border Agency accreditation in August 2011 and highly trusted sponsor status in April 2013. It has since undertaken significant marketing activity. The recent growth in student numbers has led to substantial changes to academic management structures and the refining of quality assurance policies and procedures. The majority of the staff, including the senior management team, are new to the College since the 2012 review and a new Principal was appointed at the end of April 2013.

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 written by a senior member of College staff with the full involvement of students. The document was discussed with students and incorporates their views and suggestion for enhancement at the end. The comments in the submission were derived from minutes of student/staff liaison meetings and analysis of student questionnaire surveys. The team also met a representative group of students during the review visit and students met with the coordinator at the preparatory meeting.

Detailed findings about Cranford College

1 Academic standards

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

1.1 The College's responsibilities are clearly articulated in agreements with the awarding organisations and the documentation they supply. The awarding organisations offer programmes with external and college-devised externally moderated modes of assessment.

1.2 The awarding organisations delegate responsibility for academic standards to the College and there is a clear framework to fulfil these responsibilities. There is a coherent committee structure, which has recently been redeveloped and rationalised to streamline operations and ensure timely communication. The Executive Committee, supported by an Advisory Board (which has yet to meet formally), has overall strategic responsibility for academic standards and quality assurance. The Academic Quality Assurance Committee is the key operational group for monitoring standards and quality assurance. The framework requires this Committee to meet twice a year, receive reports from appropriate subcommittees on academic planning, resourcing and compliance, and issue an annual monitoring report to the Executive Committee. Faculty meetings, held as required, provide input to the Academic Planning Committee, which reports to the Academic Quality Assurance Committee. The revised committee structure is supported by clear terms of reference and reporting pathways but is yet to be fully implemented. The Executive Committee is monitoring the revised structure and will determine its effectiveness once sufficient evidence is available.

1.3 Processes for the oversight of higher education are described in the quality assurance manual, which contains clear procedures and process diagrams. Since the review in 2012, the College has reviewed and streamlined the quality assurance manual and produced an abridged version, which is more operationally relevant and easily used, although the full version is still available for staff reference. The abridged manual details the committee structure, composition, and reporting lines, although some aspects do not fully align with current College practice. For example, there is currently no student or external representation on the Academic Quality Assurance Committee. Senior staff are continuing development of the abridged quality assurance manual to ensure accuracy. It is **advisable** that the College implements and evaluates the revised committee structure and reviews underpinning documentation, in particular the revised quality assurance manual.

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

1.4 The College makes effective use of external reference points. It works closely with its three awarding organisations to ensure adherence to their principles and requirements. The UK Quality Code for Higher Education (the Quality Code) is reflected clearly in the awarding organisations' requirements and in the information provided to the College. Responsibility for compliance rests with the recently-formed Awarding Body Standards Committee, which reports to the Academic Quality Assurance Committee. The quality assurance manual, which is aligned to relevant sections of the Quality Code, underpins this process.

1.5 The College has begun mapping its policies and procedures to the Quality Code and is in the process of raising staff awareness. The mapping covers aspects of assessment of students, and programme design and monitoring (aligned to *Sections 6 and 7 of the Code*

of practice for the assurance of academic quality and standards in higher education). An action plan will be developed and considered within the committee structure. Staff demonstrated some understanding of elements of the Quality Code, and developing engagement with it is informing College policies and procedures. It is **desirable** for the College to continue mapping and developing use and knowledge of the Quality Code.

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

1.6 The College has identified some inconsistencies between the internal verification/marketing policies and operational practice, particularly in the use of standard marking and verification forms. The recently-appointed Quality Assurance Manager is addressing this through review and evaluation of the policy and associated forms, and will provide individual support and staff development to ensure the correct forms are used.

1.7 The College receives regular external monitoring visits from ATHE and IAM, and Pearson external examiner visits and assignment sampling. The Assessment Board, which reports to the Academic Quality Assurance Committee, receives the reports from these visits. The Academic Quality Assurance Committee and a faculty meeting have recently considered action points from ATHE and Pearson visits. The College is implementing an action plan that includes staff training and assignment review, which has yet to be evaluated.

1.8 The recent Pearson external examiner's report identifies some weaknesses in the marking and verification of assessments on the HNC and HND courses, particularly relating to the use of grading criteria and verification rigour. The report notes that previous issues raised have not been addressed with consistent timeliness. Assessment forms for Pearson programmes do not include contextualised grading criteria and do not facilitate achievement of grades higher than a pass. Recent staff training is addressing these concerns in line with awarding organisation requirements. It is **advisable** that the College responds to external monitoring and examination reports in a timely and effective manner.

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.

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 responsibilities for the management of the academic standards and reporting arrangements detailed in paragraphs 1.2 and 1.3 apply equally to the management of the quality of learning opportunities. Organisational changes are in the process of improving the operation of the committee structure since the 2012 review report. The Student Advisory Committee is developing into an effective forum for dialogue with the student body on all matters relating to their studies, including the quality of learning opportunities.

2.2 Quality processes centre on the meeting of the Academic Planning Committee, Academic Quality Assurance Committee, annual programme reviews, peer observation of teaching, and student feedback on each module. The quality assurance manual states that Academic Quality Assurance Committee produces a report containing improvements using data from student feedback, peer review and other statistical data. Limited progression data is currently available as most students are mid-programme, although data on qualifications on entry and recruitment to target is available. The College has yet to fully consider student

data through the committee system to contribute to the management and enhancement of student learning opportunities.

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

2.3 As noted in paragraphs 1.4 and 1.5, the awarding organisations' requirements reflect the expectations of the Quality Code. Detailed procedures conforming to the Quality Code, *Chapter B2: Admissions*, ensure fair admission and students confirmed that the admissions process was fair and met their individual needs. Comprehensive procedures on academic misconduct and complaints and appeals conform to the Quality Code, *Chapter B9: Academic appeals and student complaints*. Continued mapping of policy and procedure against the Quality Code is planned.

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

2.4 Well-qualified and experienced teaching staff support student learning. The College ensures that teachers are well qualified, experienced in their profession, and have attained qualifications that meet the awarding organisations' requirements. Peer observation of teaching is yet to develop through a full cycle of observations. A summary report on teaching observations, highlighting good practice and practical improvements, is considered by the Academic Quality Assurance Committee. Observations are conducted by the Principal, Dean and Deputy Dean who are planning joint observations to ensure consistency and maintain standards. At the time of the review only a third of the teaching staff had been observed with the remainder due the following month. Follow-up observations to check that improvements have been made are yet to be undertaken. It is **desirable** for the College to fully implement its peer observation process to assure effective teaching and sharing of good practice.

2.5 The College has clear expectations of teachers and this is set out in the quality assurance manual. The website describes the College's preferred teaching methods of academic staff. Questionnaire surveys allow students to reflect on the teaching they encounter, and these inform a summary report on student views. Student surveys and students who met the team indicate satisfaction with teaching and the variety of methods employed by staff.

2.6 Work-based learning is not part of the curriculum; however, programmes offered are vocational in nature. Staff use examples from industry to illustrate their teaching. Students identified limited use of visiting speakers and suggested that their increased use, and external visits, would provide further context and variety to allow them to apply theory to practice. It is **desirable** for the College to extend the use of learning enrichment trips and practitioner visits.

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

2.7 Effective monitoring of student opinion takes place. Elected and trained student representatives attend the Student Advisory Committee. Student feedback to peers is through the virtual learning environment. Course monitoring also identifies areas that students would like improving. The College responds to student requests, for example with improved provision of textbooks, online journals and expanded computer facilities. A competition which rewards the five best student suggestions for improvements further enhances student engagement and is **good practice**.

2.8 Student induction is comprehensive with inputs on study skills and awarding organisation regulations. Students are provided with details of learning support, library and

IT services, student welfare and personal development planning available at the College to support their studies. The quality manual defines the aims of induction which include ensuring students are welcomed to their course, are aware of the learning and teaching approaches that will be taken, are able to identify their own learning style and receive initial advice on study skills. A special induction allows students who enrol late to catch up with peers. Students confirmed the effectiveness of induction arrangements and late enrolment.

2.9 Processes supporting students through assessment are not yet fully effective. Assignment briefs written by ATHE suggest responses in particular role and format. However, written work examined by the team did not always follow the requirements of the brief in this regard and feedback focused on content rather than providing guidance on following the brief more carefully in order to improve achievement. As noted by the external examiner, assignments written for Pearson levels 4 and 5 programmes do not encourage students to achieve grades other than a pass. Students identified inconsistencies in receiving feedback and written feedback on assignments is limited and descriptive. A staff development programme is addressing the concerns raised by the external examiner and is focusing on effective assignment writing, formative assessment and feedback.

2.10 A detailed tutorial policy establishes clearly the students' entitlement to academic, pastoral and careers support according to a published timetable. The appointment of a Director of Student Welfare and the establishment of personal development planning underpin the tutorial process. Full implementation of tutorial support is incomplete, although all students will be assigned a personal tutor from the start of the next session. Students confirmed they felt well supported by tutors or the Welfare Office. Tutorial records are variable in detail, lack action points and have no copy for students to take away for future reference.

2.11 Information available to students on progression to employment or further study lacks clarity and consistency. Conformance with the Quality Code, *Chapter B4: Enabling student development and achievement*, will require further action to strengthen careers education. The College has progression agreements with the University of Middlesex and a private college, however, students who met the team had not yet received clear information on the progression opportunities available to them. It is **desirable** that the College fully implements a consistent tutorial policy that provides effective academic, pastoral and careers support.

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

2.12 Staff audit, training needs analysis and a competency framework coupled with peer observations provide a comprehensive structure for staff development. The annual staff appraisal process, not yet implemented, will result in individual development plans informed by teaching observation and student feedback. However, the recent programme for staff development, as discussed in paragraph 2.9, does not derive from this framework and is reactive rather than strategic. It is **advisable** that the College reviews and plans staff development to meet the needs of individual staff and the strategic requirements of the College.

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

2.13 Comprehensive processes to identify and respond to learning resource needs ensure that students receive extensive resources to support their learning. Detailed feedback from the teaching staff and students informs resource allocation. The Dean

summarises this feedback in an overall course monitoring report which is considered by the Academic Quality and Standards Committee before reporting to the Executive Committee. The Resources Committee considers resource needs for the delivery of programmes, reporting to the Academic Quality Assurance Committee on allocations and improvements. Recent examples are extra computing facilities, subscription to electronic journals and staffing.

2.14 Students praise the College virtual learning environment and the improvements to facilities for learning and teaching. They appreciate being able to submit work electronically after passing it through plagiarism detection software. The College is moving to mark all assessed work electronically to speed the feedback process, and is investing in enhancements to its virtual learning environment and in electronic portfolio software. The virtual learning environment, currently used as an administrative tool and repository for lecture notes, timetables and assessments, is developing into an interactive learning platform. The developing use of the virtual learning environment to support assessment and marking processes is **good practice**.

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 Information about learning opportunities

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

3.1 The College provides an informative website to potential students and stakeholders, which includes an e-prospectus available for download. Course information, student support information, regular news updates and a short video provide an interesting and informative overview of College provision. Clear information is provided about course content, entry requirements and fees for the courses that are commencing this year. There is a direct link from the website to the College virtual learning environment which is available for staff and students.

3.2 The College has an effective virtual learning environment, which allows students to obtain relevant course information and news updates. Students are encouraged to use the virtual learning environment to organise recreational activities and to communicate with staff and each other. The virtual learning environment is being developed to streamline the assignment process, as described in paragraph 2.14.

3.3 The comprehensive and effective induction pack includes practical guidance and information on the College and living in the UK including the student handbook, course academic calendar and timetable, and health advice. The student handbook provides general guidance and relevant academic policies. It could be improved by the inclusion of further information for international students on keeping safe during their stay in the UK, for example by providing contact details of the emergency services.

3.4 The College has adapted awarding organisation programme handbooks and these are available to staff and students on the virtual learning environment. These informative handbooks include programme specifications and clear information about assessment and, in the case of Pearson programmes, generic grade descriptors.

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

3.5 The College has effective policies and procedures for assuring the quality of printed information. The publication policy and procedure describes the process of issuing low-risk and high-risk documents. Low risk documents are those created from document templates, including awarding organisation templates, while high-risk documents are those that are institutionally relevant and affect the operational statutes of the College. The document control policy establishes standards and procedures for review of all internal and external documents. However, the process for checking information published on the website and the approval of information on the virtual learning environment is not covered by these policies and is not clearly documented. There is no policy covering the use of social media.

3.6 Until recently the management of the website was undertaken by an externally appointed subcontractor; this process has now been brought in-house. There is no documented process defining the overall management of information published on the website, although information is currently only published on the authority of the College Registrar and the Chief Executive Officer. It is **desirable** that the College reviews and extends all relevant policies to cover electronic information and include clear evidence of authorisation.

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 plan³

Cranford College action plan relating to the Review for Educational Oversight June 2013						
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 College:						
<ul style="list-style-type: none"> the competition which rewards students' suggestions for improvements (paragraph 2.7) 	<p>Student Advisory Committee to review and assess the ideas submitted by the students, and finalise the awards</p> <p>Student Advisory Committee to meet each term and publish the Student Relationship Management Programme and all the key events for the next term</p> <p>Review Student Relationship Management Programme</p>	<p>30 Sept 2013 for the Ideas Competition</p> <p>30 Sept 2013</p> <p>Meeting of Student Advisory Committee once a term</p> <p>30 June 2014</p>	Student Welfare Director	<p>Feedback received from students on the effectiveness of student relationship management system</p> <p>Results compiled, awards finalised and given to students</p> <p>Student attitude surveys will be conducted where student motivation and engagement will be assessed on</p>	Chief Executive Officer	<p>Executive Committee meeting minutes</p> <p>Student Advisory Committee meeting minutes</p>

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.

				<p>the basis of Likert scale to measure the level of participation of students</p> <p>Participation of students in the Academic Quality Assurance Committee</p>		
<ul style="list-style-type: none"> the developing use of the virtual learning environment to support assessment and marking processes (paragraphs 2.14 and 3.2). 	<p>Continue online marking on the virtual learning environment and use of plagiarism detection software</p> <p>First cycle of online marking completed</p> <p>The monitoring and implementation process of using the virtual learning environment as a means of marking will be reviewed in the monthly Academic Team meetings</p>	<p>Ongoing, each term</p> <p>30 Oct 2013</p> <p>Ongoing monthly Academic Team meetings</p>	<p>Dean of Studies</p> <p>Academic Coordinator</p>	<p>Monthly student submission report will be monitored and analysed by the Academic Coordinator and then forwarded to the Assessment Board and reviewed by Principal and the Dean of Studies and fed into the Academic Quality Assurance Committee</p>	<p>Principal</p> <p>Dean of Studies</p>	<p>Academic Quality Assurance Committee meeting minutes</p> <p>Assessment Board meeting minutes</p>

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is advisable for the College to:						
<ul style="list-style-type: none"> implement and evaluate the revised committee structure and review underpinning documentation, in particular the revised quality assurance manual (paragraphs 1.2 and 1.3) 	<p>Publish the new/revised committee structure with the terms of reference</p> <p>Publish the revised quality assurance manual</p> <p>Implement the revised committee structure</p> <p>The committee structure would be reviewed each semester, leading to a yearly review</p>	<p>30 Oct 2013</p> <p>30 Oct 2013</p> <p>30 Jan 2014</p> <p>30 June 2014 and then ongoing each semester</p>	<p>Chief Executive Officer</p> <p>Registrar</p>	<p>Feedback from the relevant teaching and admin staff members to see how effective the new system is in relation to the terms of reference of the committee</p>	<p>Executive Committee</p>	<p>Academic Quality Assurance Committee meeting minutes</p>
<ul style="list-style-type: none"> respond to external monitoring and examination reports in a timely and effective manner (paragraph 1.8) 	<p>Action plan for each awarding organisation prepared and approved after discussion at different committee levels</p> <p>The action plans will be monitored by the Academic Team</p>	<p>30 Oct 2013</p> <p>Monthly meetings (ongoing)</p>	<p>Principal</p> <p>Dean of Studies</p> <p>Academic Coordinator</p>	<p>The action plan will be reviewed at the Academic Quality Assurance Committee</p> <p>The subsequent awarding organisation</p>	<p>In the continuing progression of this task the Dean of Studies and Academic Committee will report to the Chief Executive Officer and the Academic Quality</p>	<p>The Executive Committee and the Academic Quality Assurance Committee will review and evaluate the effectiveness of the response to the external reports</p>

	<p>during the monthly Academic Team meetings</p> <p>The action plans will be reviewed in the Academic Planning meeting</p>			reports	Assurance Committee	
<ul style="list-style-type: none"> review and plan staff development to meet the needs of staff and the strategic requirements of the College (paragraphs 2.9 and 2.12). 	<p>Review the training calendar and incorporate more training on the Quality Code, assessment and internal verification processes and awarding organisation standards</p> <p>Publish the training programme</p> <p>Evaluate/review the staff development training programme</p>	<p>30 Oct 2013</p> <p>30 Oct 2013</p> <p>30 June 2014</p>	Registrar	<p>We will use the Kirkpatrick model to analyse the success of our training programmes. It is a four-stage model and has the following steps:</p> <ol style="list-style-type: none"> 1 reaction of learners by getting feedback on the satisfaction level 2 behaviour of learners - evaluation 3-6 months post training 3 impact of learning - knowledge demonstration in form of test 	<p>Executive Committee</p> <p>Academic Quality Assurance Committee</p>	The Executive Committee meeting minutes

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is desirable for the College to:						
<ul style="list-style-type: none"> continue mapping and developing use and knowledge of the UK Quality Code for Higher Education (paragraphs 1.5, 2.3 and 2.11) 	<p>Continue mapping the College policies and procedures to the Quality Code</p> <p>Continue to raise staff awareness of the Quality Code at faculty meetings and staff development workshops</p> <p>An action plan for the mapping exercise will be developed and considered by senior management</p> <p>Sections 1-5 and 8-10 of the <i>Code of practice</i> will be mapped</p> <p>A staff quiz will be held on a termly basis to gauge staff familiarity with the Quality Code</p>	<p>Summer 2014</p> <p>Multiple target dates as this is a continuing exercise</p> <p>By end Oct 2013</p> <p>Sections 1-5 winter 2013 and Sections 8-10 summer 2014</p> <p>Ongoing each semester</p>	Dean of Studies	<p>Staff will demonstrate full awareness of the Quality Code</p> <p>The developing Cranford engagement with the Quality Code will inform College policies and procedures in the future</p> <p>The success of this will be measured by a review of the policies and procedures and their implementation in the work of the College</p> <p>The Quality Code will be published online for staff to familiarise themselves via</p>	In the continuing progression of this task the Dean of Studies will report to the Chief Executive Officer and the Academic Quality Assurance Committee	<p>The Executive Committee and the Academic Quality Assurance Committee will review and evaluate the effectiveness of the mapping exercise</p> <p>The rising staff awareness and the updating of College policies and procedures will evaluate effective use and knowledge of the Quality Code</p>

	Complete mapping and fully develop use and knowledge of the Quality Code in the relevant departments	By autumn 2014		<p>the College virtual learning environment</p> <p>The Quality Code will be circulated in hard copy format among key staff for them to familiarise themselves with it</p> <p>Physically holding the policy and reading it will make the staff more comfortable with the document</p> <p>In terms of measurement, again, staff work, staff meetings and staff-student engagement should show evidence of familiarity with the Quality Code</p>		
<ul style="list-style-type: none"> fully implement its peer observation process (paragraph 2.4) 	Ensure that peer observation of teaching develops through a full cycle of	The end of this term (Aug 2013)	Dean of Studies working with the Academic	For each faculty observed this term productive and successful	The Academic Quality Assurance Committee	A summary report on teaching observations conducted this

	<p>observations</p> <p>Complete a summary report on teaching observations, highlighting good practice and practical improvements, after visiting all faculty members this term</p> <p>Undertake follow-up observations in the next semester, new academic year, to check that improvements have been made</p>	<p>Sept 2013</p> <p>Dec 2013</p>	<p>Coordinator</p>	<p>post-observation meetings are held on an individual basis</p> <p>In the follow-up observations next semester it will be checked whether improvements to teaching have been sufficiently undertaken by faculty</p> <p>Another success indicator will be student feedback on the quality of teaching and learning</p> <p>In the end-of-term student questionnaires students give both quantitative and qualitative feedback on tutor performance on a particular course</p>		<p>term will be evaluated at the next Academic Quality Assurance Committee</p> <p>At an end-of-term faculty meeting, as a result of the observations undertaken, the observation process will be evaluated to assure effective teaching and sharing of good practice</p>
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<ul style="list-style-type: none"> develop the use of learning enrichment trips and practitioner visits (paragraph 2.6) 	<p>Plan all visits and guest lectures</p> <p>A complete list of visits and guest speakers will be compiled and published (list to be managed for every semester)</p>	<p>30 Oct 2013</p> <p>At the start of every semester</p>	<p>Welfare Director</p> <p>Registrar</p>	<p>Number of trips and guest lecturers taken place in the College (one visit-lecture/semester)</p> <p>Student feedback and through discussions in meetings of the Student Advisory Committee and the Academic Quality Assurance Committee</p>	<p>Academic Quality Assurance Committee</p>	<p>Academic Quality Assurance Committee meeting minutes</p>
<ul style="list-style-type: none"> fully implement a consistent tutorial policy that provides effective academic, pastoral and careers support (paragraphs 2.10 and 2.11) 	<p>All students assigned a personal tutor</p> <p>Publish the personal tutor roles and responsibilities and the schedule of meetings on virtual learning environment</p> <p>Professional development planning awareness for students through induction/virtual learning environment</p>	<p>July 2013</p> <p>July 2013</p> <p>Sept 2013</p>	<p>Student Welfare Director</p> <p>Dean of Studies</p>	<p>Feedback from personal tutors</p> <p>Analysing the personal tutor records for completion as per the personal tutor policy</p> <p>Feedback from students on personal tutors and professional development planning</p>	<p>Chief Executive Officer</p>	<p>Academic Quality Assurance Committee meeting minutes</p>

	and personal tutors					
	Publish schedule for professional development planning process	Oct 2013				
	Evaluate full cycle of the tutorial system	Aug 2014				
<ul style="list-style-type: none"> review and extend all relevant policies to cover electronic information and include clear evidence of authorisation (paragraph 3.6). 	The document control procedure will be reviewed through the Executive Committee to cover electronic information and clear evidence of authorisation for electronic information	30 Sept 2013	Chief Executive Officer Registrar	The website will contain the latest and up-to-date information, all approved by the Executive Committee Feedback on the quality of information from different stakeholders (students/awarding organisations/QAA, and so on)	Chief Executive Officer	Executive Committee meeting minutes

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

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.

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