



Williams College UK Ltd

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

August 2013

Key findings about Williams College UK Ltd

As a result of its Review for Educational Oversight carried out August 2013, the QAA review team (the team) considers that there can be **confidence** in how Williams College manages its stated responsibilities for the standards of the courses it offers on behalf of the Association of Chartered Certified Accountants (ACCA), the Confederation of Tourism and Hospitality Management (CTH), the Institute of Administrative Management (IAM), Pearson (formerly Edexcel), and the University of Gloucestershire.

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

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

Good practice

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

- the effective internal communications strategy to inform staff about the management of academic standards (paragraph 1.4)
- the detailed understanding shown by students of academic policies and procedures (paragraph 2.9)
- the comprehensive plagiarism handbook that provides students with clear guidance on the nature of plagiarism (paragraph 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 College to:

- evaluate its new arrangements for assuring academic standards at the end of the academic year to ensure that its responsibilities are discharged in line with *Chapters A4: Approval and review* and *B7: External examining* of the UK Quality Code for Higher Education (paragraph 1.8 and 1.10)
- evaluate the effectiveness of its revised policies and procedures for course management by the end of the academic year (paragraph 2.2)
- assess the impact of its Teaching and Learning and Assessment Strategies by the end of the academic year (paragraph 2.5)
- review and monitor the quality and timeliness of written feedback on all assessed work after one full cycle of assessment (paragraph 2.6)
- examine the effectiveness of its new arrangements for student representation by the end of the academic year (paragraph 2.8)
- monitor the progress of its internal and external staff development activities for the 2013-14 academic year (paragraph 2.10).

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

- clarify the reporting lines between its academic and executive decision-making bodies (paragraph 1.3)
- monitor the effectiveness of its student data management system (paragraph 1.5)

- maintain a strategic and proactive approach to its provision of teaching accommodation, computing and library resources (paragraph 2.11).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Williams College UK Ltd (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 courses of study that the provider delivers on behalf of the Association of Chartered Certified Accountants (ACCA), the Confederation of Tourism and Hospitality Management (CTH), the Institute of Administrative Management (IAM), Pearson and the University of Gloucestershire. The review was carried out by Mrs Hamim Azam, Mr Seth Crofts, Mr Philip Price (reviewers) and Dr Anne Miller (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 reports from ACCA, CTH, IAM, Pearson and the University of Gloucestershire. In addition, evidence was gained from meetings with staff and students, and from scrutiny of samples of assessed student work.

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

- the UK Quality Code for Higher Education
- the guidelines provided by the awarding organisations
- the regulations of the awarding body
- the Qualifications and Credit Framework.

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

Williams College is the trading name of Williams College UK Ltd, a private company. It was founded in 2002 as an English language school for overseas students. Until 2012 the College operated from two sites in Oxford Street and Holborn. Subsequently, the College leased teaching facilities at two additional sites in Whitechapel and Hounslow. In addition to provision in English language, it is now a provider of higher education at levels 4 to 7 in business and information technology related areas.

The College operates from offices in Holborn and works with one awarding body and four awarding organisations. Student enrolment on higher education courses has increased significantly from about 100 in 2002 to the current number of 1,152 students.

The strategic vision for the College is to be among the top five private providers of education in London by 2016 and to be renowned for provision of life changing opportunities for its students. Its mission is to provide academic and professional education for UK, EU and other overseas students based on high quality learning opportunities, diversity of provision and employer needs within a transformative private education sector in the UK.

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

Association of Chartered Certified Accountants (ACCA)

- Association of Chartered Certified Accountants - level 7 (161)

¹ www.qaa.ac.uk/educational-oversight

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

Confederation of Tourism and Hospitality (CTH)

- Diploma in Hotel Management - level 4 (3)
- Diploma in Hospitality and Tourism Management - level 6 (114)
- Postgraduate Diploma in Hospitality and Tourism Management - level 7 (4)

Pearson Ltd (Edexcel)

- HND Business Management - level 5 (512)
- HND Business (Marketing) - level 5 (0)
- HND Business (Human Resource Management) - level 5 (1)
- HND Business (Accounting) - level 5 (10)
- HND Hospitality Management - level 5 (40)
- HND Travel and Tourism Management - level 5 (18)
- HND Computing and Systems Development - level 5 (41)
- HND Health and Social Care Management - level 5 (18)
- HND Fashion and Textiles - level 5 (7)
- Extended Diploma in Strategic Management and Leadership - level 7 (18)

Institute of Administrative Management (IAM)

- Extended Diploma in Business and Administrative Management - level 6 (53)

University of Gloucestershire

- Master of Business Administration - level 7, only those students who are being re-assessed (2)
- BA (Hons) Business Management and Strategy - level 6, only those students who are being re-assessed (5)
- BA (Hons) Strategic Hospitality Management - level 6, only those students who are being re-assessed (2)
- BA (Hons) Strategic Tourism Management - level 6, only those students who are being re-assessed (8)
- BSc (Hons) Information Technology - level 6, continuing students only (3)
- BSc (Hons) Health, Community and Social Care - level 6, continuing students only, (32)

No further recruitment is planned to any University of Gloucestershire awards at Williams College.

The provider's stated responsibilities

The College has the following responsibilities for all courses: recruitment and selection, monitoring, retention and completion, staff development, learning and teaching, student support and learning resources. The College is also responsible for collecting and acting on student feedback and opinion, and for public information, including course and module details, the prospectus and the website.

The University and the awarding organisations are responsible for curriculum planning, overall quality assurance of the awards, and provision of programme specifications, the curriculum, core teaching materials, and study manuals as part of their collaborative partnership agreements. In the case of courses from ACCA, CTH, and IAM, the awarding organisations are responsible for setting, marking and moderating assignments with a shared responsibility for providing feedback to the students. For the awards of Pearson, the College has responsibility for the setting of assignments, marking, moderation and providing feedback to the students. For the University courses, the University is responsible for the setting of assignments, moderation of all student work, providing feedback on assessment to the College, and the preparation of annual monitoring reviews. The College has

responsibility for initial marking of assignments and a shared responsibility for providing feedback to the students.

Recent developments

The University has issued a notice of termination under the partnership agreement which will see the partnership end in September 2014. The University revised its approach to franchise provision, and in the case of the College, assumed greater operational responsibility for academic standards of the courses. As part of the University's routine procedures, Williams College was subject to a partnership review which was undertaken in March 2013. Following the notice of termination and the partnership review, the College and the University have agreed a termination strategy that is delineated in an amended contractual agreement. Both partners are currently working to ensure that all students registered on University awards at the College have the opportunity to complete and achieve their awards. The College and University have found suitable alternative courses for the students affected by the planned termination of the partnership in September 2014.

The College plans to relocate to a new site in East London and expects to take possession of new premises in October 2013. The College intends to move from Holborn immediately and to cease operating at the Whitechapel site when the current students complete their studies. The site at Hounslow will be kept under review as students based there complete their studies.

Students' contribution to the review

Students studying on higher education courses at the provider were invited to present a submission to the review team. A brief written submission prepared by student representatives was produced using collated responses from surveys of student opinion. Students met the coordinator at the preparatory meeting and the team during the review visit and made a very helpful contribution to the review.

Detailed findings about Williams College UK Ltd

1 Academic standards

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

1.1 There is a coherent and clear process for the management of academic standards. The College understands and fulfils its responsibilities for the management of academic standards within the partnership agreements with its awarding body and organisations.

1.2 The Academic Board is described as the supreme academic authority whose overall purpose is development and oversight of the higher education courses. Its terms of reference indicate that the Academic Board is primarily responsible for advising the senior management team on academic standards. It is supported by a Quality and Learning Committee and 10 boards of study. The Quality and Learning Committee maintains operational oversight of academic standards on behalf of the Academic Board. Boards of study meet each semester and membership includes the course leader, module tutors and student representatives. Course leaders hold weekly and monthly operational meetings. The Academic Board oversees examination boards convened for Pearson (Edexcel) awards. Assessment of University awards is managed through boards of the University and reported to the College.

1.3 The reporting lines between the academic and executive decision-making bodies in the organisational structure introduced in 2013 are not yet functioning as intended. The College has developed explicit terms of reference for its boards and committees. An Executive Board sets the overall strategic direction of the College on advice from the Academic Board and the Senior Management Team. The Senior Management Team meets monthly to establish operating policies and procedures to enact the decisions of the Executive Board. The Academic Board normally meets once a semester and should advise the Senior Management Team on academic standards. It was unclear whether the Academic Board was fully providing a strategic steer for the operational responsibilities of the Senior Management Team as described in the terms of reference. It would be **desirable** for the College to clarify the reporting lines between its academic and executive decision-making bodies.

1.4 There is a timely and consistent flow of information about the management of academic standards across all three sites. The College publishes an academic calendar of meetings. Implementation of a new communications strategy is ensuring that all members of staff receive important information about decisions taken by the leadership team. The effective internal communications strategy to inform staff about the management of academic standards is **good practice**.

1.5 The academic registry has introduced a reliable student data management system for record keeping and to inform decision making about academic standards. The potential of the new system has yet to be fully realised. It would be **desirable** for the College to monitor the effectiveness of its student data management system.

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

1.6 The College makes good use of external reference points in conjunction with its awarding body and organisations. The awards are benchmarked against the Qualifications and Credit Framework, the UK Quality Code for Higher Education (the Quality Code) and professional body requirements. The College makes systematic use of the Quality Code to

benchmark its policies and procedures. The College is using its policies and procedures to secure academic standards across its three sites. Information is provided for staff and students in a comprehensive Quality Manual, through monthly staff meetings and student handbooks.

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

1.7 The College has introduced a valuable assessment strategy, containing clear guidance about approaches to assessment, marking and provision of feedback. The University has provided staff development on marking, feedback and plagiarism. The College identifies and shares good practice in summaries of student feedback, annual monitoring and course leaders' reports. The arrangements for assessment with the awarding organisations are working well. Assessment tasks are well designed to test learning outcomes. Marking, feedback and internal verification are effective. Reports from external verifiers for the awarding organisations affirm the assessment arrangements.

1.8 The arrangements for University oversight of assessed work from the College have caused an undesirable delay in provision of formal feedback to students. The University oversight includes moderation of assessed work from the College and the confirmation of marks at University assessment boards. While students are notified informally of their provisional marks by the College, the marks are subject to confirmation by the University. During the review, moderators' reports about assessed work submitted by the College in June were due to be received in mid-September. This is due to a temporary mismatch in the timing of assessment cycles at the College and the University. The College is planning to align its academic calendar with that of the University to minimise this problem for the remaining duration of the partnership.

1.9 The relationships with the awarding body and organisations are well managed. The Director of Quality Enhancement liaises with the University. A partnership board, chaired by a university partnership coordinator, meets each semester to maintain operational oversight of academic standards. Course leaders and the Director of Studies liaise effectively with the awarding organisations.

1.10 The College's organisational structure is newly established and its arrangements for the management of academic standards are sound but untested. Monitoring reports that are considered by the Quality and Learning Committee evaluate retention, achievement, external verification and examining at the end of each semester. The leadership team agreed that it would be valuable to review the arrangements towards the end of 2013. It is **advisable** for the College to evaluate its new arrangements for assuring academic standards at the end of the academic year to ensure that its responsibilities are discharged in line with Part A: 'Setting and maintaining threshold academic standards', *Chapter A4: Approval and review* and Part B: 'Assuring and enhancing academic quality', *Chapter B8: Programme monitoring and review* of the Quality Code.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the courses it offers on behalf of its awarding body and 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 College has implemented a clear leadership structure that is understood by its staff. The structure provides an effective mechanism for managing the quality of learning opportunities for higher education courses. The Senior Management Team manages the operational delivery of learning and teaching and the allocation of resources to courses. The College has strengthened this leadership team with new senior staff. Appointments have included a new Principal, an Academic Registrar, a Director of Quality Enhancement and a Director for Research and Consultancy Development. Each role has clearly designated responsibilities for introducing revised approaches to learning and teaching at the College. For example, the Principal has a major role in ensuring the consistency of delivery across all centres and promoting effective communication.

2.2 The Quality and Learning Committee develops policy in relation to teaching and learning and responds formally to student feedback. The boards of studies review the operation of each course delivered by the College. The College's new arrangements and procedures for monitoring the quality of the student experience require evaluation to confirm their efficacy. It is advisable for the College to evaluate the effectiveness of its revised policies and procedures for course management by the end of the academic year.

2.3 The College uses standard templates for recording the minutes of meetings. The meetings are documented in a systematic way with clear action plans that allocate tasks to designated staff. Discussions in the meetings frequently take the form of providing an update about developments within the College. The minutes do not always convey sufficient detail of strategic discussions in relation to resource allocation.

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

2.4 Members of academic and administrative staff understand the major provisions of the Quality Code, which inform practice with students. In disseminating an awareness of the Quality Code, the leadership team successfully conveys its significance to members of staff. This is achieved through meetings at each site led by senior staff, course leader meetings and a series of staff development events. Monthly newsletters provide staff with helpful examples of successful application of aspects of the Quality Code. The College's responses to the Quality Code have been the subject of extensive staff development and are included in the Quality Manual.

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

2.5 The College is seeking to strengthen the vocational relevance of its classes and to limit overly instructional sessions. The College has implemented a new learning and teaching strategy and an assessment strategy. Both strategies outline ambitious agendas for an innovative and learner-centred approach, with a schedule of assessment that supports learning. The College is currently planning further staff development to ensure that this is implemented effectively. It is **advisable** for the College to assess the impact of its Teaching and Learning and Assessment Strategies by the end of the academic year.

2.6 The College has recognised and responded to a need to improve assessment. The College has reviewed its approaches to assessment and developed clear procedures for timely provision of written feedback on student's assessed work. Course tutors have

participated in a significant amount of staff development led by internal staff and staff from the University. The impact of this work cannot be fully gauged as the College and its University partner have not yet completed the assessment of student's work for the current semester. It is **advisable** for the College to review and monitor the quality and timeliness of written feedback on all assessed work after one full cycle of assessment.

2.7 Members of the leadership team have reviewed the performance of all course tutors using a recently introduced system of teaching observation. The systematic reporting of the outcomes in a summary report yielded a series of team-based staff development events. Individual staff development needs are considered during the formal appraisal of tutors, who welcome the new approach. The College's leaders recognise the need to establish clear priorities for staff development in other areas for development, such as research and scholarship.

2.8 The College has implemented new arrangements to foster student participation in its quality systems, which are at an early stage of development. The College surveys student views about the quality of learning and teaching at the mid-point and the end of each semester. Course leaders are responsible for collation of the findings and inclusion of a written report in an annual quality monitoring report. Student representatives, including a student president, contribute to discussion of learning opportunities through attendance at committees and boards. The student representatives are guided by a useful Student Representative Handbook. A draft student charter is under development and includes a clear statement of students' responsibilities. It is **advisable** for the College to examine the effectiveness of its new arrangements for student representation by the end of the academic year.

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

2.9 The College provides good levels of tutorial and pastoral support for students. New students are provided with a helpful induction and a range of informative online and paper-based materials. Tutors provide weekly tutorials for individual students and for groups of students. A learning support officer provides assistance with academic writing and language skills. A student welfare officer provides support for pastoral matters, including individual support for newly arrived overseas students. The College has implemented an academic misconduct policy. An informative student handbook is given to all students and includes guidance on student complaints and academic appeals. Any student complaints are recorded and monitored effectively. Careers advice is delivered by subject experts and an academic welfare officer and is augmented by a useful careers booklet. In meetings with the team, students demonstrated a sophisticated understanding of academic policies and procedures relevant to their studies. The detailed understanding shown by students of academic policies and procedures is **good practice**.

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

2.10 The College is vigorously implementing staff development activities to improve student learning opportunities. The leadership team has recently completed annual appraisals with all staff and conducted a significant amount of staff training and development. Individual induction programmes are provided for new staff and include informal mentoring through a buddy system. Plans for the further development of individual members of staff are under consideration. For example, a rolling programme of opportunities to attend external training courses that develop and extend teaching capabilities and scholarship is being discussed. Three course tutors are Fellows of the Higher Education Academy and there are plans for more tutors to gain this recognition. It is **advisable** for the

College to monitor the progress of its internal and external staff development activities for the 2013-14 academic year.

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

2.11 Current arrangements for the provision of learning resources, including teaching accommodation, are variable and require improvement. The availability of learning resources such as library and computing facilities at the College is uneven, resulting in a strong reliance upon public libraries. While tutors are expected to make teaching materials available through the virtual learning environment for use by students, their practice is inconsistent. The College has recognised that significant investment is needed to develop the teaching accommodation and library facilities for students. The College is committed to providing better quality teaching accommodation with enhanced computing and library facilities at new premises in October 2013. The leadership team is developing a learning resource plan for the new accommodation and associated learning resources. It would be **desirable** for the College to maintain a strategic and proactive approach to its provision of teaching accommodation, computing and library resources.

The review team has **confidence** that the College 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 uses a clear, concise and user-friendly website to provide information for applicants, current students and staff. It contains information on curriculum content, entry requirements and fees for the courses offered by the College. A short video provides an interesting overview of courses and College events, while e-prospectuses for ACCA and Pearson courses are available for download. The prospectus outlines the key elements of each course, details the entry requirements and fees and is available in hard copy format. The website includes regular news updates, student welfare information and easy access to the virtual learning environment for staff and current students.

3.2 All students are provided with a range of materials to support their learning, which they consider to be informative and accurate. A comprehensive student handbook contains the College mission statement, guidance on welfare support, and the academic policies and procedures of the College. Other materials provided for students include the careers support booklet and the student representative handbook. Staff and students receive training on using newly established plagiarism-detection software and a thorough handbook to help students understand and avoid plagiarism. This dual approach is effective in supporting students who must submit assignments through the plagiarism-detection software. Similarly, members of staff use the new system efficiently. The comprehensive handbook that provides students with clear guidance on the nature of plagiarism is **good practice**.

3.3 The College uses a virtual learning environment and plans to exploit its potential more fully in future. The College's virtual learning environment can be accessed easily through a link provided for staff and students on the College website. It is currently used as a repository for course information intended for use by staff and students. The College provides detailed module handbooks containing curriculum descriptions, learning outcomes

and assessment information for all modules. The module materials are approved by the awarding organisations and the awarding body before they are placed on the virtual learning environment. Some tutors upload teaching materials onto the virtual learning environment, however, students indicate that this helpful practice is not adopted by all tutors. The leadership team uses the virtual learning environment to notify staff and students about college-wide initiatives and developments. The material for staff includes policies and procedures and the recorded outcomes of various meetings between managers and groups of staff. The leadership team intends that, in future, the virtual learning environment is used as a tool for learning as well as provision of information.

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

3.4 The College is implementing a policy on the publication of information to ensure that it is fit for purpose, accessible and trustworthy. The policy assigns responsibilities and defines procedures for the secure preparation of all documents and information intended for publication. A Public Information Committee, chaired by the Principal, uses a scrutiny process to maintain oversight of the suitability of items of information. The Principal authorises all new items of information before their publication or use within the College. The College has implemented a social media policy which is communicated to both staff and students. However, the policy omits to provide information on the consequences for students or staff should misuse occur.

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

Williams College UK Ltd action plan relating to the Review for Educational Oversight, August 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 effective internal communications strategy to inform staff about the management of academic standards (paragraph 1.4) 	Academic calendar to be published at the start of the 2013-14 academic year	September 2013	Principal	Academic calendar published for the 2013-14 academic year	Senior Management Team	All staff have access to the 2013-14 academic calendar on the College's virtual learning environment
	Monthly meetings for all staff included in the academic calendar	From September 2013	Principal	Minuted, monthly staff meetings held throughout the 2013-14 academic year	Senior Management Team	Staff feedback at monthly meetings with suggestions for next meeting
	Staff update newsletters to be uploaded to College virtual learning environment on at least a two-monthly	From October 2013	Director of Quality Enhancement	Staff newsletters available to all staff on the College's virtual learning environment	Senior Management Team	Staff report reading newsletters and find them valuable

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 body and awarding organisations.

	basis			under the General Staff area		
<ul style="list-style-type: none"> the detailed understanding shown by students of academic policies and procedures (paragraph 2.9) 	<p>Induction sessions at the start of each semester and meetings with student representatives will include reminders about existing policies and briefings on any changes or new policies and procedures</p> <p>Student Handbook will be updated for the start of each new semester</p> <p>Revised/new policies and procedures will be uploaded to the website and/or the College virtual learning environment as appropriate</p>	<p>Start of October 2013 semester</p> <p>Mid-semester Student Representative meetings</p> <p>Start of each new semester</p> <p>When new policies and procedures approved</p>	Director of Studies, course leaders and Director of Quality Enhancement	<p>Induction sessions specify policies and procedures for student attention</p> <p>Student Representative agendas include specific policies and procedures</p> <p>Revised Student Handbook on the College website</p> <p>Website and virtual learning environment updated to reflect new policies and procedures</p>	Senior Management Team, course boards of studies, Quality and Learning Committee	<p>Feedback from students and student representatives</p> <p>Students use the policies and procedures when the need arises</p> <p>Feedback from students about the Student Handbook</p> <p>Feedback from students about the value of information on website and virtual learning environment</p>

<ul style="list-style-type: none"> the comprehensive handbook that provides students with clear guidance on the nature of plagiarism (paragraph 3.2). 	<p>New students will be issued with a copy of the plagiarism handbook, and copies made available in the library and at the student helpdesk</p> <p>Induction at the start of each semester will include a session on plagiarism, the Handbook and how to use and interpret the plagiarism software</p>	<p>Start of the autumn 2013 semester</p> <p>Start of the autumn 2013 semester</p>	<p>Director of Studies, Director of Quality Enhancement, course leaders</p>	<p>All students, current and new, have a plagiarism handbook and have been briefed on how to use and interpret the plagiarism software</p> <p>All new staff have received plagiarism handbook and received training on data interpretation</p> <p>Induction sessions at the start of a semester include plagiarism as a topic</p>	<p>Senior Management Team</p> <p>Quality and Learning Committee</p>	<p>Student Representatives, at the semester meetings, report students understand plagiarism issues</p> <p>Boards of studies discuss student knowledge of plagiarism</p>
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Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is advisable for the College to:						
<ul style="list-style-type: none"> evaluate its new arrangements for assuring academic standards at the end of the academic year to ensure that its responsibilities are discharged in line with <i>Chapters A4: Approval and review</i> and <i>B7: External examining of the UK Quality Code for Higher Education</i> (paragraphs 1.8 and 1.10) 	Report produced which will review the summary reports, including external examiner report, annual quality monitoring report, student feedback report, and so on, in the context of the deliberations of the Quality and Learning Committee and Academic Board	June 2014	Principal, Director of Studies and Director of Quality Enhancement	Report produced evaluating management of academic standards at the College	Academic Board Senior Management Team Executive Board Awarding partners, especially University of Gloucestershire and Pearson/ Edexcel	Comments from committees at the College and from awarding partners summarised in a short evaluative report with recommendations for enhancement
<ul style="list-style-type: none"> evaluate the effectiveness of its revised policies and procedures for course management by the end of the academic year (paragraph 2.2) 	Review of effectiveness of policies and procedures for course management will be undertaken, and informed by external points of reference, course leaders reports and student feedback	June 2014	Director of Quality Enhancement	Report produced for consideration within the College and for consideration by key awarding partners, especially Pearson/ Edexcel and	Academic Board, Senior Management Team, Executive Board Awarding partners, especially University of	Recommendations for enhancements to policies and procedures considered and implemented where appropriate Feedback from awarding body/ organisations

				University of Gloucestershire	Gloucestershire and Pearson	
<ul style="list-style-type: none"> assess the impact of its Teaching and Learning and Assessment Strategies by the end of the academic year (paragraph 2.5) 	<p>Impact assessment of the Teaching and Learning and Assessment Strategies conducted using student and staff feedback</p> <p>Strategy to be reviewed as a result, and revised as appropriate</p>	June 2014	Principal and Director of Quality Enhancement	Impact report produced with recommendations for revising the Teaching and Learning and Assessment Strategies	<p>Quality and Learning Committee, Academic Board</p> <p>Senior Management Team and Executive Board</p>	Recommendations of the impact assessment incorporated into revised Teaching and Learning and Assessment Strategies
<ul style="list-style-type: none"> review and monitor the quality and timeliness of written feedback on all assessed work after one full cycle of assessment (paragraph 2.6) 	Report on quality of feedback on assessed work, informed by external examiner and verifier reports, student feedback and in the context of the College's Feedback policy	June 2014	Director of Studies and Director of Quality Enhancement	Report, with recommendations for enhancement, produced and discussed with student representatives	<p>Quality and Learning Committee</p> <p>Senior Management Team</p>	Recommendations of report considered and enhancements implemented

<ul style="list-style-type: none"> examine the effectiveness of its new arrangements for student representation by the end of the academic year (paragraph 2.8) 	Report produced evaluating effectiveness of the student representative system, including recommendations for enhancement	June 2014	Director of Quality Enhancement and Communications Officer	Report produced which includes input from the Student President and student representatives	Students Quality and Learning Committee Senior Management Team	Report made available to all students for comments Enhancements considered and implemented for the next academic year
<ul style="list-style-type: none"> monitor the progress of its internal and external staff development activities for the 2013-14 academic year (paragraph 2.10). 	Information about staff development activities, both internal and external, will be centrally collected and an annual report produced	June 2014	Human Resource Manager	Report produced identifying staff development activities	Academic Board Executive Board	Report on activities considered by reference to the College's Strategic Plan
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it would be desirable for the College to:						
<ul style="list-style-type: none"> clarify the reporting lines between its academic and executive decision making bodies (paragraph 1.3) 	Ensure that Academic Board provides strategic steer to the Senior Management Team by having standing items on the agendas for each set of meetings	From October 2013 going forwards	Principal and Vice Principal	Minutes of meetings of each committee demonstrate strategic steer from Academic Board to the Senior Management Team	Executive Board	Short report produced in June 2013 to evidence strategic steer by Academic Board and matters considered

<ul style="list-style-type: none"> monitor the effectiveness of its student data management system (paragraph 1.5) 	Regular semester reports on student data produced	January 2014 and end of each subsequent semester	Academic Registrar	Reports used for quality monitoring and considered by Senior Management Availability of data for Assessment Boards	Academic Board Executive Board	Feedback from Course leaders and Executive Board used to further enhance the student data management system
<ul style="list-style-type: none"> maintain a strategic and proactive approach to its provision of teaching accommodation, computing and library resources (paragraph 2.11). 	Learning resources strategy discussed by Executive Board and operational plan developed	December 2013	Principal and Director of Quality Enhancement	Operational plan produced and implemented for new accommodation	Quality and Learning Committee Senior Management Team	Student feedback through discussion with student representatives and from results of student surveys

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 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 degree-awarding bodies for their courses (programmes and modules) and expected for their awards. See also **threshold academic standards**.

awarding body A UK higher education provider (typically a university) with the power to award degrees, conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA (in response to applications for taught degree-awarding powers, research degree-awarding powers or university title).

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

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 review processes.

external examiner An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

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*.

good practice A process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to a higher education provider's management of academic standards and the quality of its educational provision. It is used as a technical term in QAA's review processes.

highly trusted sponsor An organisation 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, and resources (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 (of study) 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 (s) (of higher education) Organisations that deliver higher education. In the UK they may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of degree-awarding bodies or awarding organisations. In the context of Review for Specific Course Designation 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 See **academic quality**.

Quality Code Short term for the UK Quality Code for Higher Education, which is the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the Expectations that all providers are required to meet.

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.

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 **frameworks for higher education qualifications** 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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