



# **Sanjari International College Ltd**

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

November 2013

## Key findings about Sanjari International College Ltd

As a result of its Review for Educational Oversight carried out in November 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 ATHE Ltd (The Management Awarding Organisation); Education for Business Managers and Administrators (EBMA); and Pearson Education Ltd.

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.

## Recommendations

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

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

- review and revise the job descriptions for senior managers and academic staff to ensure they clearly reflect responsibilities for the management of academic standards (paragraph 1.2)
- review and update the remit of the Academic Committee to ensure the consistent management of academic standards and quality of learning (paragraph 1.4)
- improve its engagement with external reference points, including the Quality Code, to assure its management of academic standards (paragraph 1.5)
- ensure that all programme specifications are current and meet the expectations of relevant external reference points (paragraph 1.6)
- ensure that the revised annual monitoring report template is completed to support the evaluation of the quality of individual programmes (paragraph 2.2)
- develop and implement a new teaching and learning strategy that is appropriate to the programmes offered, and which supports and enhances independent learning (paragraph 2.5)
- ensure the website content is accurate, complete and trustworthy (paragraph 3.5)
- revise its approach to the management of public information, including how responsibilities are allocated and materials are monitored (paragraph 3.6).

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

- develop the terms of reference for the Board of Governance, in line with those for other committees (paragraph 1.3)
- review the internal verification guidance on the sampling of assessed work to ensure it is appropriate to the size of cohorts (paragraph 1.8)
- revise the teaching observation system to reflect the demands of teaching and learning in higher education (paragraph 2.6)
- develop staff training to support the requirements of higher education teaching and the development of independent learning (paragraph 2.11).

## About this report

This report presents the findings of the [Review for Educational Oversight](#)<sup>1</sup> (REO) conducted by [QAA](#) at Sanjari International College 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 programmes of study that the provider delivers on behalf of ATHE Ltd (The Management Awarding Organisation); Education for Business Managers and Administrators (EBMA); and Pearson Education Ltd. The review was carried out by Mr Peter Hymans, Dr Mark Rawlinson (reviewers) and Mrs Mandy Hobart (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).<sup>2</sup> Evidence in support of the review included policies and procedures, strategic plans, external verifier reports, external reports, minutes of meetings and meetings with staff and students.

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

- the Qualifications and Credit Framework
- the UK Quality Code for Higher Education.

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

The College was established as a privately owned provider of further and higher education in October 2009. It has a single campus in Stepney Green on the first floor of a listed building, close to a range of facilities and the campuses of two large University of London institutions. The College has suitably equipped classrooms, a computer laboratory and a well-stocked library. The UK Border Agency approved the College in February 2011 and highly trusted status was awarded in December 2012 following a successful Independent School Inspectorate review in February 2012. The College mission statement is to 'nurture learners and staff and to enrich their careers, and personal development'.

The College aims to provide opportunities for students to gain management and professional qualifications. There are 128 students, mostly from overseas, studying on business, management and health care management programmes.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding organisations:

### **ATHE Ltd**

- Level 4 Extended Diploma in Management
- Level 5 Extended Diploma in Management
- Level 6 Diploma in Management
- Level 7 Diploma in Healthcare Management
- Level 7 Diploma in Strategic Management

### **Education for Business Managers and Administrators (EBMA)**

- Level 8 Diploma in Strategic Business Research and Leadership Direction

---

<sup>1</sup> [www.qaa.ac.uk/educational-oversight](http://www.qaa.ac.uk/educational-oversight)

<sup>2</sup> [www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx)

### **Pearson Education Ltd**

- Level 4 Higher National Certificate in Business
- Level 5 Higher National Diploma in Business
- Level 7 Extended Diploma in Strategic Management and Leadership

### **The provider's stated responsibilities**

The College has limited responsibility for the management of academic standards. All programmes are externally validated and while the College is responsible for the setting of assessment for its Pearson Education Ltd and EBMA provision, other assessment is externally set and moderated.

### **Recent developments**

A new Principal was appointed in June 2013. The College has also sought to rationalise its provision, and no longer offers provision accredited by the Accrediting Assessment Bureau for Post-Secondary Schools, the Institute of Commercial Management or the London Centre of Marketing.

### **Students' contribution to the review**

Students studying on higher education programmes at the provider were invited to present a submission to the review team. The submission was prepared by student representatives based on surveys and analysis of feedback across programmes, facilitated by the College management. The students met with the review coordinator as part of the preparatory visit and with the review team during the review visit.

## Detailed findings about Sanjari International College Ltd

### 1 Academic standards

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

1.1 The College delivers programmes developed by its awarding organisations and has no responsibility for programme design and development. For the ATHE Ltd programmes, the College has no responsibility for setting assessments, but is responsible for marking students' work. For Pearson Education Ltd and EBMA programmes, the College sets, marks and internally moderates all assessments. The marking and internal verification of all provision is clearly evidenced. External examiner reports confirm this work is carried out to the appropriate standard.

1.2 The College's understanding of its responsibilities for the management of academic standards is largely dependent on its awarding organisations' information and compliance with their requirements. The responsibility for the operational management of academic standards lies with the Academic Head who reports to the Chief Executive Officer and the Principal. The College has a management structure with roles and responsibilities defined within the organisation chart and in job descriptions. There are no explicit duties for the management of academic standards set out in the academic and management staff job descriptions. There is also some duplication of responsibilities for the oversight of standards among senior post-holders. It is **advisable** for the College to review and revise the job descriptions for senior managers and academic staff to ensure they clearly reflect responsibilities for the management of academic standards.

1.3 The minutes of the Board of Governance indicate that the College has satisfactory oversight of the academic standards of its higher education provision. There are regular references to a broad range of evidence, including student feedback, the learning environment, student progression and achievement information. Although the membership of the Board is clear and includes two student representatives, there is no Board remit included in the documentation outlining the roles and responsibilities of the College committees. It is **desirable** for the College to develop the terms of reference for the Board of Governance, in line with those for other committees.

1.4 The Academic Committee provides a focus for the oversight of the academic standards of its higher education provision. The Committee's remit is detailed but does not explicitly include responsibilities for the management of academic standards and the monitoring of actions in response to external verifier recommendations. Some actions are noted in the minutes of meetings but there is limited evidence of outcomes being consistently monitored and reviewed. It is **advisable** for the College to review and update the remit of the Academic Committee to ensure the consistent management of academic standards and quality of learning.

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

1.5 Use of external reference points is underdeveloped. The qualifications offered by the College are accredited or aligned to the Qualifications and Credit Framework (QCF). The College relies on its awarding organisations to engage with external reference points in the design of programmes, including the use of subject benchmark statements and level indicators. There is evidence that the College is starting to engage with the UK Quality Code for Higher Education (Quality Code) from the discussion of compliance requirements in meetings, and the inclusion of references in some College policies. As yet, however, there is

little evidence that the College has actively made use of external reference points to support its management of academic standards. It is **advisable** for the College to improve its engagement with external reference points, including the Quality Code, to assure its management of academic standards.

1.6 Programme specifications produced by the awarding organisation are available for all ATHE Ltd and EBMA provision. However, programme specifications for Pearson Education Ltd provision have not been reviewed and updated in line with current awarding organisation guidance, and the Quality Code. It is **advisable** for the College to ensure that all programme specifications are current and meet the expectations of relevant external reference points.

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

1.7 Awarding organisation external verifier reports confirm academic standards meet expectations. The College produces action plans linked to the reports, with actions referenced to the recommendations and timelines. Subsequent external verifier reports confirm appropriate implementation of improvements. The Academic Head has oversight of the action plans, but Academic Committee does not consistently monitor progress against action plan recommendations. The College Quality Manual also lacks explicit reference to procedures for considering and acting on external verifier reports. The College relies on the experience of senior staff to ensure the monitoring of action plans takes place.

1.8 Internal verification is well developed. Staff have received training from awarding organisations and keep records of their work. This meets awarding organisation requirements. Standardisation meetings take place twice per year and provide evidence of rigorous assessment and internal verification procedures. Student work is internally verified to ensure a representative sample of work is reviewed. However, the College policy which requires that 10 per cent of scripts are verified does not provide adequate guidance on the sampling of work from small groups. To ensure that a representative sample of student work is internally verified, it is **desirable** for the College to review the internal verification guidance on the sampling of assessed work to ensure it is appropriate to the size of cohorts.

1.9 The College has no formal systems for the sharing of good practice. The internal verification of assessment instruments and student work provides staff with the opportunity to share good practice in relation to assessment. Informal collaboration at the beginning of each session and consideration of external verifier reports provide further opportunities for the sharing of good practice.

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 body 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 recognises its responsibilities for managing the quality of learning opportunities, but does not have clearly defined systems and processes to ensure formal management consistently takes place. While the Academic Committee remit refers to the oversight of assessment, schemes of work and review of programmes, the minutes do not record consistent consideration of evidence or the planning of actions in response to

external verifier reports. A review of the Academic Committee's terms of reference, as set out in paragraph 1.4, would formalise its role in maintaining oversight of standards and quality, and would clarify and promote clearer management of the quality of learning opportunities.

2.2 The annual monitoring reports for 2012-13 lack detail and action plans, as well as consideration of student feedback, external verifier reports and progress against recommendations. The College has recently published a policy for the annual monitoring of programmes which includes a template for annual monitoring reports. The implementation of the new report template would ensure the clear monitoring and quality enhancement of programmes, and the evaluation of all aspects of the student learning experience. It is **advisable** for the College to ensure that the revised annual monitoring report template is completed to support the evaluation of the quality of individual programmes.

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

2.3 The College recognises the value of external examiners' reports as reference points for its management of the quality of learning opportunities. The College action plans do not explicitly align with broader external reference points such as the use of subject benchmark statements, but do identify staff development requirements to ensure the quality of teaching.

2.4 The College is beginning to engage with the Quality Code by mapping expectations against some of its policies for managing and enhancing the quality of learning opportunities. The College should continue to work with the Quality Code to ensure its policies are effective in supporting and enhancing its delivery of programmes.

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

2.5 The team could find little evidence as to how policies are being implemented. The College's Learning and Teaching Strategy does not reflect or put in place guidance that matches current delivery strategies and programme requirements. While the College publishes policies to support the enhancement of the quality of teaching and learning and student engagement, there is little evidence of its implementation. It is not clear how the College is addressing enhancement themes such as promoting independent learning. Students describe patterns of delivery as a guided and staged drafting of assignments. It is **advisable** for the College to develop and implement a new teaching and learning strategy that is appropriate to the programmes offered, and which supports and enhances independent learning.

2.6 Teachers have their lessons observed by peers, and reports of these observations are centrally logged and received by the Academic Committee. While peer observations are reviewed by the Academic Committee, minutes do not record how the reports are used to assure or enhance the quality of teaching and learning. There is a lack of differentiation in the grading in the teaching observations, and grading does not always align with the commentary provided in the reports. In addition, teaching observation reports do not make reference to the appropriateness of the levels of teaching, and the strategies to support the development of higher level skills. It is **desirable** for the College to revise the teaching observation system to reflect the demands of teaching and learning in higher education.

2.7 The Student Welfare Officer facilitates the election of student representatives and meets regularly with them each term to gather their views. The College conducts appropriate module evaluations of its programmes and creates an aggregated plan of action with detailed responses to issues identified by students. Student feedback is also considered by

the Board of Governance and the Academic Committee. Feedback to students on actions taken in response to their concerns is provided by the Student Welfare Officer and via the College notice board.

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

2.8 Students receive a good level of personal and academic support. Staff provide additional explanation and clarification of learning outcomes and assessment tasks. Students appreciate the clear feedback they receive on draft assignments, and the guidance helps students to meet the learning outcomes. Support with study skills and academic English is timetabled. Students also report that they found the College induction helpful.

2.9 The College has a clear Student Recruitment and Selection Policy as well as a range of policies governing student engagement and support. Students have access to tutor support and the College's student surveys provide data on student satisfaction, support and welfare. Analysis of the student surveys is recorded through an action plan which sets out areas of concern and the need for improvements by the College. However, the plan does not specify what will be done, or who is responsible for individual actions.

2.10 The College produces progression and retention data reports and a summary analysis which sets out student achievement. The reports are considered at Board of Governance as part of the oversight and management of standards and quality. The Academic Committee considers issues of student support, including academic writing and English language skills, and ensures the sufficiency and availability of support.

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

2.11 The College policy for staff development is not reflective of its structure or the range of provision. The policy makes reference to the induction of new staff, the support of continuing professional development activity and to basic training to support higher level teaching and learning delivery. The policy would benefit from being revised to reflect a range of development needs, including the higher level skills monitoring to support the current staff and programmes as noted in paragraph 2.6. Members of staff attend awarding organisation and QAA training events, and disseminate their learning to colleagues, but there is no formal arena for the discussion of the College's approach to learning and teaching. It is **desirable** for the College to develop staff training to support the requirements of higher education teaching and the development of independent learning.

2.12 The College operates appraisal and observation systems to ensure staff have the skills and knowledge to effectively meet their teaching responsibilities. The College generates clear continuing professional development plans which are systematically and centrally recorded. Staff training and development events are arranged by the College to meet identified training needs, and individual staff are also encouraged to attend external events.

### **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 The College has invested in books for the library to ensure that students are able to access a range of texts. However, there are no explicit criteria or procedures for identifying and agreeing priorities, or for ensuring that resources are current and appropriate and linked to learning requirements. Students are invited to comment on resources, but it is not clear how their feedback informs the acquisition of sufficient resources for the students. The



student submission confirms that students feel their feedback is valued and informs the purchase of additional resources.

2.14 The College provides students with good access to IT facilities, and students are encouraged to undertake online research. The College has consulted with students about on-line resources, and their views are informing the investment in a system for the provision of study information and study materials online. The virtual learning environment has yet to be implemented as a learning resource, though planning is well advanced.

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's website is its main mechanism for communicating with prospective students and other stakeholders, but is not regularly updated. The website provides access to the prospectus and programme descriptors along with information about studying in the UK. As yet there is no functional intranet or virtual learning environment for communicating with students, though the team found reference to use of a virtual learning environment included on the website and in the self-evaluation. Currently students receive information through the College notice board, tutors and the Student Welfare Officer.

3.2 Students receive clear programme and assessment information through handbooks and assessment briefs produced by the College. Programme information is compiled by programme coordinators and approved by the Principal, Chief Executive Officer and the Communications and Academic Coordinator based on information provided by awarding organisations.

3.3 Limited use is made of social media, though the College Communications Policy provides guidance on how this should be managed, including risks attached to poor tracking of site content. The College ensures that students receive clear information on their progression options, both into work and further studies, including through a Pre Exit Guide which assists students with selecting further programmes. The Student Welfare Officer and academic staff provide clarification and additional information to students as appropriate, and students confirmed that they find this useful.

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

3.4 Responsibilities for the approval of programme and facilities information is shared by the Chief Executive Officer, the Principal and the Communications and Academic Coordinator, though there is significant overlap in the stated duties. There is little evidence of regular reviews of the content and quality of information that the College is responsible for publishing. Monthly change reports are used to approve changes to website information, but do not serve to ensure accuracy is maintained. For example, information on the website includes a reference to the current use of a virtual learning environment (VLE) and student's appreciation of the facility, when in fact the VLE is still in the planning stage.

3.5 Website information at the start of the review visit was incomplete and out of date. The prospectus available was for 2012-13 and included programmes no longer being offered. No programme costs were included on the fees page. Updated fees and a new prospectus are now in place along with information on the planned VLE and restricted facilities for disabled students. The College does not, however, make use of clear and regular checks of website content to ensure the accuracy and currency of content. It is **advisable** for the College to ensure the website content is accurate, complete and trustworthy.

3.6 While the College has a tracking sheet for production, implementation and review of policies, there is no equivalent tracking in place for website reviews or programme information, and responsibilities are not clearly defined. As noted in paragraphs 3.4 and 3.5 this has led to out-of-date and inaccurate information remaining in the public domain. It is **advisable** for the College to revise its approach to the management of public information, including how responsibilities are allocated and materials are monitored.

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

## Action plan<sup>3</sup>

Sanjari International College Ltd action plan relating to the Review for Educational Oversight of November 2013						
Advisable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The team considers that it is <b>advisable</b> for the College to:						
<ul style="list-style-type: none"> <li>review and revise the job descriptions for senior managers and academic staff to ensure they clearly reflect responsibilities for the management of academic standards (paragraph 1.2)</li> </ul>	<p>Clear lines of communication and clarity of structure to allow senior staff to focus</p> <p>Understanding of the individuals' roles and responsibilities</p>	<p>Review organisational structure</p> <p>Review and revise the job descriptions for senior managers and academic staff</p>	March 2014	HR Manager	Principal	<p>Enhanced communications process, evidenced in staff feedback</p> <p>Revised organogram</p> <p>Revised job description(s)</p> <p>Meeting minutes (action focused)</p>
<ul style="list-style-type: none"> <li>review and update the remit of the Academic Committee to ensure the consistent management of</li> </ul>	<p>Quality is applied, maintained and enhanced across all courses of study and academic issues are dealt with promptly, competently, and without</p>	<p>Review and revise Academic Committee (roles and responsibility) terms of reference</p> <p>Review individuals' responsibilities within the</p>	March 2014	Academic Committee	Academic Head and Principal	<p>Feedback from Governing Committee</p> <p>Academic Committee meeting minutes</p>

<sup>3</sup>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.

academic standards and quality of learning (paragraph 1.4)	bias	Academic Committee				
<ul style="list-style-type: none"> <li>ensure that all programme specifications are current and meet the expectations of relevant external reference points (paragraph 1.6)</li> </ul>	<p>Monitoring Group to review and revise lines of communication</p> <p>Clarity of current information management structures</p> <p>External reference points monitored for changes</p>	<p>Establish Monitoring Group (membership and terms of reference)</p> <p>Permanent agenda for all academic meetings; action focused</p> <p>Continuing professional development provision for minute takers</p>	April 2014	Academic Committee	Academic Head and Principal	<p>Academic meeting minutes</p> <p>Course handbook revised bi-annually to incorporate latest programme specification</p>
<ul style="list-style-type: none"> <li>Improve its engagement with external reference points, including the Quality Code, to assure its management of academic standards (paragraph 1.5)</li> </ul>	<p>All policies reflect alignment with, and/or, relevant aspects of the Quality Code and other external reference points</p> <p>Bi-annual review</p> <p>Management of Academic Standards via scheduled Continuing professional development/staff development events</p>	<p>Review and revise – every six months - the policies in relation to the Quality Code and awarding organisation requirements</p> <p>Awareness of QAA incorporated into annual Continuing professional development schedule</p> <p>Revise Staff Handbook signposting key areas of concern</p>	Annually and bi-annually from July 2014	Principal	CEO	<p>All policies and procedures current and focused</p> <p>Staff Handbook signposting key issues/concerns</p>
<ul style="list-style-type: none"> <li>ensure that the revised annual monitoring report template</li> </ul>	<p>Performance evaluation</p> <p>Progress towards fulfilment of the Strategic</p>	Effective evaluation of data collection, including student data (retention and progression)	<p>July 2014</p> <p>August 2014</p>	Admin Manager	Principal	(Action focused) Annual Monitoring Report; audit trail

is completed to support the evaluation of the quality of individual programmes (paragraph 2.2)	Plan monitored – interim reviews	Data processing training (Continuing professional development) provided to key administrative staff	September 2014	Academic Head		of key issues
<ul style="list-style-type: none"> <li>develop and implement a new teaching and learning strategy that is appropriate to the programmes offered, and which supports and enhances independent learning (paragraph 2.5)</li> </ul>	<p>A revised Teaching and Learning strategy compliant with <i>Chapter B3: Learning and teaching</i>, that matches current/future delivery strategies and programme requirements</p> <p>A support structure that will enhance practice, share ideas and promote independent learning</p>	<p>Review and revise the current Teaching and Learning strategy; ensuring compliance with <i>Chapter B3</i></p> <p>Continuing professional development utilised to implement revised Teaching and Learning strategy</p> <p>Ensure strategy is appropriate to the programmes offered</p>	June 2014	Academic Coordinator	Principal/ Academic Head	<p>Application of revised Teaching and Learning strategy evidenced in enhanced classroom activities</p> <p>Positive staff and student feedback</p>
<ul style="list-style-type: none"> <li>ensure the website content is accurate, complete and trustworthy (paragraph 3.5)</li> </ul>	<p>Accurate information presented in enhanced format, following detailed audit of content</p> <p>Full use of tracking sheet for notifying changes in public information</p>	<p>Review the content of website to ensure mapping with the Quality Code and awarding organisations' requirement</p> <p>Fortnightly audit of content, with website review as a permanent agenda item in monthly Administrative meeting</p>	Monthly from April 2014	Comms Coordinator	Principal	<p>QAA and/or internal or external audit to show a 98%+ accuracy level</p> <p>Administrative meeting minutes provides record of discussion</p> <p>Tracking sheets filled and filed</p>

<ul style="list-style-type: none"> <li>revise its approach to the management of public information, including how responsibilities are allocated and materials are monitored (paragraph 3.6)</li> </ul>	<p>A revised Public Information Management Policy published</p> <p>Tracking sheet utilised for communication of all changes in Public information</p>	<p>Develop a Public Information Management Policy, with all key stakeholders involved</p> <p>Appropriate use of tracking sheet for recording changes in public information</p> <p>Use supported by Continuing professional development events to appropriate staff</p>	Annually from April 2014	Comms Coordinator	Principal	<p>Public Information Management Policy published</p> <p>Tracking sheets record all changes in public information</p> <p>Audit</p>
<b>Desirable</b>	<b>Intended outcomes</b>	<b>Actions to be taken to achieve intended outcomes</b>	<b>Target date/s</b>	<b>Action by</b>	<b>Reported to</b>	<b>Evaluation (process or evidence)</b>
The team considers that it is <b>desirable</b> for the College to:						
<ul style="list-style-type: none"> <li>develop the terms of reference for the Board of Governance, in line with those for other committees (paragraph 1.3)</li> </ul>	<p>Publication of revised terms of reference and roles and responsibilities of Board of Governance</p> <p>A revised structure within which quality is applied, maintained and enhanced across the College and all issues are dealt with promptly, competently, and without bias</p>	<p>Review and update of Board of Governance roles and responsibilities</p> <p>Review of individuals' responsibilities</p> <p>Review the roles and responsibilities in line with other committees</p>	September 2014	Principal	CEO	<p>Enhanced role of Board of Governance</p> <p>Staff and student clarity on roles within the Board of Governance</p> <p>Board of Governance minutes demonstrate</p>

						action orientated agenda
<ul style="list-style-type: none"> <li>review the internal verification guidance on the sampling of assessed work to ensure it is appropriate to the size of cohorts (paragraph 1.8)</li> </ul>	<p>A revised Internal Verification Policy building on current good practice</p> <p>The publication of a revised sampling strategy to ensure 'it is appropriate to the size of cohorts'</p>	<p>Review and revise existing Internal Verification Policy, ensuring compliance with <i>Chapter B6: Assessment of students and the recognition of prior learning</i> and sampling guidelines from awarding organisations</p> <p>Review, revise and promote a new robust Internal Verification Policy which ensures the quality in the assessment of students' work</p>	July 2014	Academic Head	Principal	<p>Internal verification documents demonstrating revision on small group samplings</p> <p>Standardisation meeting minutes</p>
<ul style="list-style-type: none"> <li>revise the teaching observation system to reflect the demands of teaching and learning in higher education (paragraph 2.6)</li> </ul>	<p>Effective teaching observation system established, with clear differentiation as to the level of teaching and the development of higher level skills</p>	<p>Review and revise the teaching observation system</p> <p>Set objectives of differentiated outcomes and the promotion of independent learning</p> <p>Establish a focus on Continuing professional development</p>	April 2014	Academic Head	Principal	<p>Identification of training needs provided by revised scheme</p> <p>Employee Appraisals</p> <p>Unit Evaluation Survey evidences enhanced focus</p>
<ul style="list-style-type: none"> <li>develop staff training to support the</li> </ul>	<p>Robust Staff Development Policy established to reflect the</p>	<p>Review and revise Staff Development Policy to reflect the range of</p>	June 2014	HR Manager	Principal	<p>Needs of individual staff identified and</p>

<p>requirements of higher education teaching and the development of independent learning (paragraph 2.11)</p>	<p>range of development needs  Formal arena for the discussion of learning and teaching practice established and operational</p>	<p>development needs  Establish and subsequently promote a Learning and Teaching Forum; establish a focus on Continuing professional development</p>				<p>supported; Continuing professional development recorded in Individual Development Plans  Discussion forum operational – positive staff feedback</p>
---	--	--	--	--	--	--



## 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](http://www.qaa.ac.uk).

More detail about Review for Educational Oversight can be found at: [www.qaa.ac.uk/educational-oversight](http://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](http://www.qaa.ac.uk/aboutus/glossary). Formal definitions of key terms can be found in the [Review for Educational Oversight: Handbook](#).<sup>4</sup>

**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.

**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 immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

---

<sup>4</sup> [www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx)

**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.

**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**.

**QAA632 – R3635 - FEB/14**

© The Quality Assurance Agency for Higher Education 2014  
Southgate House, Southgate Street, Gloucester GL1 1UB

Tel 01452 557000  
Email [enquiries@qaa.ac.uk](mailto:enquiries@qaa.ac.uk)  
Web [www.qaa.ac.uk](http://www.qaa.ac.uk)

Registered charity numbers 1062746 and SC037786