



# **London West Valley College Ltd**

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

December 2013

## Key findings about London West Valley College Ltd

As a result of its Review for Educational Oversight carried out in December 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; BCS, The Chartered Institute for IT (BCS); the Education for Business Managers and Administrators (EBMA); and the Institute of Administrative Management (IAM).

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

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

### Good practice

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

- the support provided to students affected by the cancellation of the Institute of Administrative Management programme is timely and effective (paragraph 1.6).

### Recommendations

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

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

- ensure that outcomes of meetings are fully recorded, and actions are systematically monitored (paragraph 1.3)
- review its assessment policy and ensure that this is fully implemented and monitored (paragraph 1.10)
- ensure that feedback on students' work is comprehensive, developmental, and linked to assessment criteria (paragraph 1.11)
- implement a robust and consistent process for collecting, analysing and evaluating data on student performance (paragraph 1.12)
- develop and implement systematic procedures to ensure that published information is clear, accurate, and fit for purpose (paragraph 3.4).

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

- further develop and implement its quality assurance policies and consistently identify clear reporting lines and actions (paragraph 1.2)
- establish an annual monitoring process in line with the expectations of *Chapter B8: Programme monitoring and review* of the UK Quality Code for Higher Education (paragraph 1.4)
- review and comprehensively map its policies and procedures against the indicators of the Quality Code (paragraph 1.7)
- further develop its teaching observation process (paragraph 2.6)
- make further use of individual learning plans to set targets and review students' progress (paragraph 2.9).

## About this report

This report presents the findings of the [Review for Educational Oversight](#)<sup>1</sup> (REO) conducted by [QAA](#) at London West Valley 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; BCS, The Chartered Institute for IT; Education for Business Managers and Administrators; and the Institute of Administrative Management. The review was carried out by Mr Peter Cutting and Mr Nabeel Zaidi (reviewers) and Mr Simon Ives (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 documentation supplied by the School and its awarding organisations, meetings with staff and students, reports of reviews by Independent Schools Inspectorate and the British Accreditation Council.

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

- the Qualifications and Credit Framework (QCF)
- the requirements of the awarding organisations
- the UK Quality Code for Higher Education (the Quality Code).

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 has been delivering higher education since 2010 and is situated in the Whitechapel area of east London. Currently there are 168 students enrolled on seven higher education programmes in partnership with four awarding organisations. The College offers a range of programmes from level 4 to level 7 on the QCF, specialising in business, management, healthcare management and information technology. The College has been subject to reviews from a variety of external agencies including educational oversight inspection by the Independent Schools Inspectorate in 2012 with a follow-up annual monitoring visit in 2013. The report concluded that the College was meeting expectations, but that variable progress had been made against the required actions. The College revised its organisational structure immediately prior to the review visit, and provided a revised quality assurance policy.

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

### **ATHE Ltd**

- Diploma in Healthcare Management
- Diploma in Management

### **BCS, The Chartered Institute for IT**

- Professional Graduate Diploma in Information Technology

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<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)

### **Education for Business Managers and Administrators**

- Advanced Diploma in Business Administration
- Graduate Diploma in Business Administration
- Postgraduate Diploma in Business Administration

### **Institute of Administrative Management**

- Extended Diploma in Business and Administrative Management

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

The College takes extensive account of the external reference points provided by the awarding organisations, along with the Quality Code. The College is responsible for the recruitment and admission of students, programme delivery, elements of assessment and internal verification, the quality of teaching and learning, the provision of appropriate staffing and physical resources, application of the awarding organisations' standards, regular internal monitoring of quality, and compliance with the awarding organisations' requirements for annual evaluation and review.

## **Recent developments**

The College has recently responded to the difficult situation precipitated by the Institute of Administrative Management entering into liquidation and ceasing trading in November 2013, which has impacted on the student experience. The College has taken extensive steps to facilitate the transfer of students to other suitable programmes. The College has recently gained accreditation from Pearson to deliver Higher National Diploma programmes and intends to recruit students to the HND Business in spring 2014.

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

Students studying on programmes at the College were invited to present a submission to the review team. With assistance from the College, 50 students participated in a survey overseen by the Student Welfare Manager. Comments from this survey informed the content of the student submission, which was approved by the College's Student Union. The submission provided a helpful starting point for the team. Students met reviewers at the preparatory meeting and during the review visit. The team found their views helpful in informing their discussions and in gaining a clear understanding of the student learning experience.

## Detailed findings about London West Valley College Ltd

### 1 Academic standards

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

1.1 The committee structure of the College provides a sound basis for the management of academic standards. Committees' terms of reference and membership are clearly described in the recently introduced Quality Assurance Policy. However, the Quality Assurance Policy is less clear about the interaction of each of the key committees and their reporting lines, although these arrangements are generally understood by staff. The Academic Committee, chaired by the Director of Studies, meets monthly and includes teaching staff as well as managers. It considers a wide range of operational matters including responding to issues raised in external reports. The Academic Committee reports twice yearly to the Quality Assurance Committee whose membership includes senior managers and a student representative. The Quality Assurance Committee makes recommendations for consideration to the Senior Management Team, chaired by the Principal.

1.2 The College has a wide range of quality assurance policies, many of which have been recently reviewed. However, many of the policies lack relevant detail and procedures. In some policies, responsibilities are not clearly defined and the reporting structures and requirements for action are missing. There are inconsistencies in the implementation of key policies. It would be **desirable** for the College to further develop and implement its quality assurance policies, clarify responsibilities, and consistently identify clear reporting lines and actions.

1.3 Recording of minutes and actions from meetings is variable. Some minutes provide a sound record of proceedings and clearly identify appropriately detailed actions, responsibilities and timescales. However, in many other examples no clear actions are identified, and recording of discussion is scant. While College staff often identify instances of appropriate and timely actions being taken by committees these are often not evident in the minutes. Teaching observations reports, and the results of student satisfaction surveys, both of which staff state are discussed by the Quality Assurance Committee, are not recorded. Actions to address the important recommendations from the British Accreditation Council report and other external reviews, which should be addressed by the Academic Committee, are not evident. Inconsistencies in the recording of discussions and a lack of effective action planning reduces the College's ability to have comprehensive oversight of its activities. It is **advisable** for the College to ensure that outcomes of meetings are fully recorded, and actions are systematically monitored.

1.4 The College has recently introduced an annual monitoring and review process and produced its first draft report prior to the review visit. This process shows some engagement with key issues and themes and identifies some areas for development. However, there are a number of areas where matters raised in reports from external agencies, and comments from external verifiers, are not appropriately considered or addressed, and where clear actions are not evident. Further work needs to be undertaken to embed the process to provide the College with comprehensive oversight of the effectiveness of its provision. It would be **desirable** for the College to further develop and embed the annual monitoring process in line with the expectations of *Chapter B8: Programme monitoring and review* of the Quality Code.

1.5 The College has an appropriate management structure for the management of academic standards. Responsibilities are understood and shared and the Senior Management Team exercise both an operational and a strategic approach role. The Director of Studies is a member of key committees and has lead responsibility for internal verification, and oversight of quality assurance. The role is operationally supported by a full-time deputy. These posts provide effective support for the development and embedding of the quality assurance systems and processes.

1.6 Following the recent cancellation of the programme offered through the Institute of Administrative Management, the College has responded in a timely and effective manner. Ongoing advice and guidance has been provided to affected students both individually and collectively. Students' current achievement has been comprehensively mapped to ensure that they can transfer to alternative programmes at an appropriate level, which supports their career ambitions. The support provided to students affected by the cancellation of the Institute of Administrative Management programme is timely and effective and is good practice.

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

1.7 There is an effective understanding and use of external reference points. The College is generally effective in using the external reference points. The College undergoes periodic re-accreditation by the British Accreditation Council, quality assurance visits by awarding organisations, and has fulfilled the necessary criteria to retain accreditation and approval. The College has recently started taking account of relevant chapters of the Quality Code, which are used to inform College policies. Appropriate chapters are referenced on internal policies and other documents. However, there is limited evidence that the expectations and indicators provided in the Quality Code are either embedded in College policies, or understood by staff. Staff are unable to point to examples of how the Quality Code is used. Policies and procedures are not systematically mapped to ensure that the College is responding appropriately to the indicators. It would be **desirable** for the College to review and comprehensively map its policies and procedures against the indicators of the Quality Code.

1.8 Academic levels and requirements for each programme are well understood by staff. They are aware of the requirements of the QCF and *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) in determining the level of teaching and assessment. Teaching staff, many of whom also teach at the same level elsewhere, are mentored and supported by the Deputy Director of Studies.

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

1.9 The College understands the different responsibilities for setting and assessing assignments for the various awarding organisations. There is a significant reliance on procedures required by the awarding organisations for managing academic standards. The College has devised an internal verification policy, overseen by the Director of Studies. The detailed processes and procedures for internal verification are clearly and comprehensively contained in the College's Assessment Policy. Currently, however, the processes are not consistent or fully embedded. There is no systematic use of the College policy to ensure that there is parity in the assessment process, and that marking is at an appropriate level.

1.10 Moderation and standardisation is variable across different programmes and awarding organisations, even where the responsibilities are similar. Recent ATHE external verifier reports, and a monitoring and development visit report, commend the College on the significant progress made in improving assessment practice. However, reports also required further areas for improvement in moderation procedures and in providing feedback to students. The College confirmed that some staff development on assessment practice has taken place, particularly with ATHE Ltd, but this needs to be further embedded. It is **advisable** for the College to review its assessment policy and ensure that this is fully implemented and monitored.

1.11 The quality of feedback on students' assessed work varies significantly. Scrutiny of samples of student work showed significant variation in feedback provided to students. Feedback is neither detailed nor developmental and some written feedback is illegible. Additionally, feedback is not consistently related to learning outcomes or assessment criteria. Some developmental training has taken place, and this has improved the quality of assessment feedback on ATHE Ltd programmes. However, more effective remedial action needs to be taken to ensure that the quality of feedback is consistently improved across all programmes. Further work also needs to be undertaken to provide assessors with clear guidance on how to provide students with developmental feedback. Much of the student work scrutinised by the team showed no evidence of second marking or moderation. Senior managers concur that more robust implementation of the College's internal verification policy would support this process. It is **advisable** for the College to ensure that feedback on students' work is comprehensive and developmental, and linked to assessment criteria across all programmes.

1.12 Following the Independent Schools Inspectorate (ISI) educational oversight report recommendation the College has made some progress in collecting and analysing reliable student data. However, senior managers agree that this process is still developing, and that further work needs to be undertaken to ensure that data analysis is fully embedded in 2013-14, as part of enhancement and self-evaluation. It is **advisable** for the College to implement a robust and consistent process for collecting, analysing and evaluating data on student performance.

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

## 2 Quality of learning opportunities

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

2.1 The College's responsibilities for managing and enhancing the quality of learning opportunities reflect those in paragraphs 1.1 to 1.6. The College adopts a reactive approach to managing learning opportunities, often waiting for recommendations from external awarding, accreditation and inspection bodies before identifying and implementing improvements to teaching, learning and assessment. Staff, however, understand their respective responsibilities for each awarding organisation, and implement them appropriately. There are a range of policies and procedures to support oversight of learning opportunities. These include guidance documents, a staff development policy and lesson observation procedures.

2.2 The Teaching and Learning Policy outlines the College's expectations of teaching staff. These requirements are mainly understood and adhered to by managers and staff, who meet regularly to discuss emerging issues. Improvements to teaching, learning and assessment have been mainly driven by the outcomes of the ISI educational oversight inspection, and the ATHE centre and external verifier reports. Subsequent visits confirm the College's ability to respond effectively to most recommendations from these reports.

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

2.3 The College's use of external reference points reflects those in paragraphs 1.7 and 1.8. The College is making effective use of these to manage learning opportunities, and is responsive to the recommendations made by awarding organisations. There has been some recent progress in developing its learning and teaching policies and processes against the relevant chapters of the Quality Code, for example *Chapter B3: Teaching and learning*, and *Chapter B5: Student engagement*. However, many of the College policies and procedures have yet to be tested and reviewed, and are not yet fully embedded in practice.

2.4 Teaching and support staff are clear about their varying responsibilities for learning and teaching requirements for different programmes. Awarding body requirements are utilised in the design of teaching and learning strategies and materials. Learning outcomes and assessment criteria are explicitly referenced in assessment instruments, and sometimes in written feedback to students. External awarding organisation quality assurance templates are used consistently across programmes. Compliance with external awarding body requirements is assured by periodic checks undertaken by the awarding organisations.

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

2.5 The College's Teaching and Learning Policy is used extensively to underpin the teaching and learning strategy. Programme-level discussions take place at weekly academic team meetings where teaching and learning are discussed. This policy outlines the expectations of teaching staff, and provides guidance on how they will be monitored and developed. Schemes of work and lesson plans are produced using a standard template for each taught session.

2.6 Teaching and learning observations are regularly undertaken by the Director of Studies in line with the Staff Development and Performance Review Policy. Staff are encouraged to reflect on the session observed and provide their own comments on the feedback they receive. Some of these reflections are comprehensive and evaluative. The College report identifies strengths and areas for individual staff development. These are intended to be incorporated in an action plan. However, examples of completed observation feedback forms show that development needs are not always clearly specified, and associated action plans often lack clarity and detail. It would be **desirable** that the College further develop its teaching observation process to include specific staff development requirements and a timetable for reviewing actions.

2.7 Students are given the opportunity to provide feedback through student representatives, and through questionnaires completed each semester, which ask explicitly for feedback about learning and teaching. Students speak positively about the quality of the teaching they receive, the range and variety of teaching methods employed, the support they receive, and the accessibility of tutors. Minutes of meetings demonstrate staff engagement in discussions about enhancing the quality of teaching and learning. The College



acknowledges that the deliberate use of student feedback to inform improvements to teaching, learning and assessment is at a formative stage.

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

2.8 A thorough system of student support is in place addressing pastoral concerns and encouraging students' academic development. The College has a well established process for admissions and enrolment, and a dedicated staff team. The Student Admission and Enrolment Policy and Procedure provides a sound basis for ensuring the admissions process is rigorous and conforms to awarding organisations' entry criteria. It also establishes a minimum English language requirement. All students are interviewed and write a personal statement. Staff discuss career needs and aspirations with students at the pre-admission stage. Students confirm that they underwent a rigorous recruitment process before being enrolled, and received helpful advice and support.

2.9 All students receive an induction to their programme. This provides helpful guidance on important academic matters, learning and teaching approaches and pastoral support. A Student Welfare Manager responds to welfare needs, and students comment favourably about the level of support that they receive. Students' progress is monitored at unit level and includes tracking by achievement of assessment criteria. Initial diagnostic assessments and individual learning plans are used to ensure that students are supported at the appropriate level of study. Support needs are identified at an early stage and ongoing programme related advice and guidance is provided effectively. An individual learning plan is completed in conjunction with students and retained by tutors. Students were unable to confirm their involvement with this process. Further opportunity exists for staff to engage students more explicitly in developing and reviewing the individual learning plans, and with setting measurable actions. It would be **desirable** for the College to make further use of individual learning plans to set targets and review students' progress.

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

2.10 The College takes reasonable steps to ensure that its staff are supported in personal and professional development. The Staff Development and Performance Review Policy provides sound guidance for managers and staff. The Principal has overarching responsibility for implementing the staff development policy. Individual staff members are also expected to take ownership of their own development, and are actively encouraged to do so. Staff development requirements are informed by an annual appraisal process. This explicitly uses the outcomes of lesson observations to inform professional development needs.

2.11 A range of useful internal and external staff development is undertaken. The College responded to weaknesses in teaching and assessment identified by an awarding organisation, and other external reports. This response required staff to attend training sessions provided by the awarding organisation ATHE Ltd. The staff development focused on key aspects of assessment and internal verification. Subsequent feedback from ATHE Ltd's external verifier confirmed that significant improvement had taken place in providing formative and summative feedback for ATHE programmes. This was confirmed in the assessed student work reviewed by the team.

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

2.12 The College has made reasonable progress in providing adequate learning resources. This is confirmed in reports from external verifiers. Seminar rooms are well appointed and equipped with current technology, including computers, large screen displays and projectors. There is a small library and students are encouraged to use a range of nearby public libraries. Students confirm the College's responsiveness to requests for additional resources. Following their requests wireless internet access has been improved. Some further improvements have been made to the information technology available and to the library stock. However, there is still further room for improvement to ensure that learning resources enable students to achieve the intended learning outcomes.

2.13 Students are positive about the developing use of the virtual learning environment which provides remote access to key study and learning materials. PowerPoint slides, schemes of work and lesson plans are uploaded at regular intervals. The virtual learning environment is currently used primarily as a repository of information, but further staff development is being undertaken to develop this as an interactive teaching tool.

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 There is effective communication about learning opportunities to potential and current students, staff and other stakeholders. The College publishes a wide range of information. Published information includes the website, prospectus, staff and student handbooks, information related to awarding organisations' policies, complaints and appeal procedures, assessment policies, an induction pack and quality procedures. Materials are produced in hard copy and are also available electronically.

3.2 The prospectus provides clear information about the College and the programmes it offers, and students confirm they find the content useful. The College website is easy to navigate and offers helpful guidance on the student experience, finance and on individual programmes, including module outlines. Potential progression routes linked to each programme are clearly identified. Students confirm that personal recommendation is the most important factor in considering which college to choose. The information provided on the website provides valuable pre-application guidance and supports their choices. The website is updated as required.

3.3 There are appropriate mechanisms for providing information about learning opportunities as students progress through their programme. On the website direct links are provided to the awarding organisations' websites where students can access qualification specifications and further information. Induction information includes study guides, advice on note-making, study methods, and organising and planning assignments. Schemes of work generally include a recommended reading list. Assessment instruments clearly reference learning outcomes and assessment criteria against tasks. The Student Handbook provides a

range of programme-related information and policies and procedures, including appeals, plagiarism and pastoral care. The College has recently begun publishing a newsletter for students, and intends to provide this on a regular basis. It contains general news and specific information on changes to programmes. It also includes profiles of current and former students and activities at the College.

**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's mechanisms for ensuring published information is trustworthy are only partly effective. Responsibilities for signing off information prior to publication are not explicit. The College's publications policy is not being consistently or rigorously applied. It lacks clear and detailed guidance on procedures for ensuring the accuracy, completeness and trustworthiness of information. The July 2013 British Accreditation Council report found serious errors in information about student finance. Other inaccuracies and potentially misleading statements were apparent in the prospectus and on the website. These related to student loan information, financial guidance and progression possibilities. These inaccuracies were quickly corrected during the review process, after they had been drawn to the College's attention. Some College documents contain grammatical errors and spelling mistakes. It is **advisable** for the College to develop and implement systematic procedures to ensure that published information is clear, accurate, and fit for purpose.

3.5 The College is effective in managing its recruitment agents and ensuring that the information they provide to prospective students is accurate. Prior to entering into contractual arrangements with agents the College carefully checks references to guide selection. Once agents are appointed the College monitors them by undertaking 'mystery shopper' activities to ensure accuracy and trustworthiness of the information they provide to prospective students.

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>

London West Valley College Ltd action plan relating to the Review for Educational Oversight of December 2013						
Good practice	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The review team identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> <li>the support provided to students affected by the cancellation of the Institute of Administrative Management programme is timely and effective and is good practice (paragraph 1.6).</li> </ul>	Internal transfer process completed	Transfer of courses in Information for Management Systems, finance software and academic files	23 December 2013	Deputy Director of Studies, Director Finance and Administration and Administration and Student Welfare Manager	Chief Executive Officer and Principal	Updated Information for Management Systems, finance software and academic files
	Notification to Home Office	Notify Home Office as per tier 4 policies within 10 working days	30 December 2013	Director Human Resources and Tier 4 Compliance		

<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.

	Completion of registration process	Registration with relevant awarding organisations	17 February 2014	Director Finance and Administration		
<b>Advisable</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>advisable</b> for the College to:						
<ul style="list-style-type: none"> <li>ensure that outcomes of meetings are fully recorded, and actions are systematically monitored (paragraph 1.3)</li> </ul>	<p>Meeting minutes are properly recorded</p> <p>Actions to be taken from each meeting are systematically monitored</p>	<p>Chairperson of each and every committee ensures meeting minutes are properly recorded and actions are taken</p> <p>Internal monitoring process assesses meeting minutes and actions taken</p>	26 September 2014	<p>Chairperson of each and every committee</p> <p>Quality Assurance Manager</p>	Quality Assurance Committee	<p>Meeting minutes of all the committees</p> <p>Internal Monitoring Report</p>
<ul style="list-style-type: none"> <li>review its assessment policy and ensure that this is fully implemented and monitored (paragraph 1.10)</li> </ul>	Assessment Policy review	Evaluation of Policy by Quality Assurance Committee	28 March 2014	Quality Assurance Committee members	Quality Assurance Committee, Senior Management Team, Chief Executive Officer and Principal	Reviewed Assessment Policy, Quality Assurance Committee meeting minutes, Senior Management Team meeting minutes and website

		Evaluation report to Senior Management Team Action Plan	4 April 2014	Quality Assurance Committee chairperson		
		Review of Action Plan by Quality Assurance Committee	11 April 2014	Senior Management Team		
		Identify the need for policy and/or handbook drafted by Member of SMT	18 April 2014	Quality Assurance Committee members		
	Reviewed Assessment Policy is fully implemented.	Quality Assurance Committee Verifies Policy	9 May 2014	Senior Management Team		
		Chief Executive Officer and Principal review the Policy and Approves Policy Published (Printed hard copy)	16 May 2014	Quality Assurance Committee members		
			23 May 2014	Chief Executive Officer and Principal	Assessment Committee, Academic Committee	Assessment Committee and Academic Committee meeting minutes, Assessor and Internal Verifiers feedback of assessed works.

	Reviewed Assessment Policy is fully monitored.	Policy Published (Website)	30 May 2014	Quality Assurance Manager	Quality Assurance Committee, Senior Management Team	Quality Assurance Committee and Senior Management Team meeting minutes, Internal Monitoring Report
		Assessment committee discusses the reviewed Assessment Policy	30 May 2014	Director IT and Monitoring		
		Academic committee discusses the reviewed Assessment Policy	6 June 2014	Assessment Committee members		
		Assessments is done according to the reviewed Assessment Policy	13 June 2014	Academic Committee members.		
		Quality Assurance Committe decides about the Internal Monitoring	4 July 2014	Assessors and Internal Verifiers		
		Internal Monitoring takes place	18 July 2014	Quality Assurance Committee members		
		Quality Assurance Committe discusses the outcome and action points of Internal Monitoring	26 September 2014	Quality Assurance Manager		
		SMT discusses the outcome and action points	3 October 2014	Quality Assurance		

		of Internal Monitoring.		Committee members		
			10 October 2014	SMT members		
<ul style="list-style-type: none"> <li>ensure that feedback on students' work is comprehensive, developmental, and linked to assessment criteria (paragraph 1.11)</li> </ul>	Assessors have clear guidance on how to provide students with developmental feedback	Assessor training	30 May 2014	Director of Studies	Academic committee and Assessment committee	Assessor training documents
		Academic committee meeting	13 June 2014	Academic committee members		Academic committee meeting minutes
		Assessment Committee Meeting before the External Verification visit	6 June 2014	Assessment committee members		Assessment committee meeting minutes
		Assessment Standardisation Meeting after the External Verification visit	31 July 2014	Assessment committee members, Director Human Resources and Tier 4 Compliance, Chief Executive Officer and Principal		Assessment standardisation meeting minutes
		Robust implementation of Internal Verification policy.	Assessors and Internal Verifiers are selected based on expertise and	13 June 2014		Director of Studies



		<p>experience</p> <p>Assessment and Internal Verifiers plan for assessors and Internal Verifiers</p> <p>Assessor assesses student work and gives feedback</p> <p>Internal Verifiers checks for appropriateness of assessed work and gives feedback</p>	<p>13 June 2014</p> <p>27 June 2014</p> <p>4 July 2014</p>	<p>Director of Studies</p> <p>Assessors</p> <p>Internal Verifiers</p>		<p>Internal Verifiers plan</p> <p>Assessor feedback</p> <p>Internal Verifiers feedback</p>
<ul style="list-style-type: none"> <li>implement a robust and consistent process for collecting, analysing and evaluating data on student performance (paragraph 1.12)</li> </ul>	<p>Process for collecting data on student performance.</p>	<p>Academic department will collect data regarding students' formative and summative assessments from teachers/assessors/internal verifiers</p>	<p>11 July 2014</p>	<p>Director of Studies</p>	<p>Academic Committee</p>	<p>Students' formative and summative assessments</p>
	<p>Process for analysing data on student performance</p>	<p>Academic department will analyse data on student performance and upload the data in the Virtual Learning Environment and One Student Management System</p>	<p>18 July 2014</p>	<p>Academic Committee members and Director of Studies</p>	<p>Academic Committee</p>	<p>Academic committee meeting minutes, Virtual Learning Environment, and One Student Management System</p>
	<p>Process for evaluating data on student performance</p>	<p>Senior management will evaluate data on student performance</p>	<p>25 July 2014</p>	<p>Senior Management Team members</p>	<p>Senior Management Team</p>	<p>Senior Management Team meeting minutes</p>

	Ensure robust and consistent process for collecting, analysing and evaluating data on student performance	Internal Monitoring assesses e entire process of collecting, analysing and evaluating student performance data.	26 September 2014	Quality Assurance Manager	Quality Assurance Committee	Internal Monitoring Report
<ul style="list-style-type: none"> <li>develop and implement systematic procedures to ensure that published information is clear, accurate, and fit for purpose (paragraph 3.4).</li> </ul>	Revised Publishing Policy that explicitly contains responsibilities for signing off information prior to publication and detailed guidance on procedures for ensuring the accuracy, completeness and trustworthiness of information	Evaluation of Policy by Quality Assurance Committee	28 March 2014	Quality Assurance Committee members	Quality Assurance Committee, Senior Management Team, Chief Executive Officer and Principal	Revised Publishing Policy, Quality Assurance Committee meeting minutes, Senior Management Team meeting minutes, and website
		Evaluation report to Senior Management Team	04 April 2014	Quality Assurance Committee chairperson		
		Action Plan	11 April 2014	Senior Management Team		
		Review of Action Plan by Quality Assurance Committee	18 April 2014	Quality Assurance Committee members		
		Policy drafted by Member of Senior Management Team	9 May 2014	Senior Management Team		

		Quality Assurance Committee Verifies Policy	16 May 2014	Quality Assurance Committee members		Publishing materials such as website, prospectus and brochures
		Chief Executive Officer and Principal review the Policy and Approves	23 May 2014	Chief Executive Officer and Principal	Chief Executive Officer and Principal	
		Policy Published (Printed hard copy)	30 May 2014	Quality Assurance Manager	Quality Assurance Committee, Senior Management Team	Quality Assurance Committee and Senior Management Team meeting minutes, Internal Monitoring Report
		Policy Published (Website)	30 May 2014	Director Information Technology and Monitoring		
	Publishing materials such as website, prospectus, brochures and so on are free from misleading statements, grammatical errors and spelling mistakes	IT department and Marketing Department discuss the reviewed Publishing Policy.	6 June 2014	Director, Information Technology and Monitoring, Student Monitoring and Marketing		
		Website and other publishing materials are	27 June 2014			

	Reviewed Publishing Policy is monitored	<p>prepared according to the reviewed Publishing Policy</p> <p>Quality Assurance Committee decides about the Internal Monitoring</p> <p>Internal Monitoring takes place</p> <p>Quality Assurance Committee discusses the outcome and action points of Internal Monitoring</p> <p>Senior Management Team discusses the outcome and action points of Internal Monitoring</p>	<p>18 July 2014</p> <p>26 September 2014</p> <p>3 October 2014</p> <p>10 October 2014</p>	<p>Manager</p> <p>Quality Assurance Committee members</p> <p>Quality Assurance Manager</p> <p>Quality Assurance Committee members</p> <p>Senior Management Team members</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 would be <b>desirable</b> for the provider to:						
<ul style="list-style-type: none"> <li>further develop and implement its quality assurance policies and consistently identify clear</li> </ul>	Quality Assurance policies have relevant detail and procedures, responsibilities are clearly defined and the reporting structures and requirements for action	Evaluation of policies by Quality Assurance Committee	28 March 2014	Quality Assurance Committee members	Quality Assurance Committee, Senior Management Team, Chief Executive	Revised policies, Quality Assurance Committee meeting minutes, Senior Management

reporting lines and actions (paragraph 1.2)	are specifically mentioned	Evaluation report to Senior Management Team	4 April 2014	Quality Assurance Committee chairperson	Officer and Principal	Team meeting minutes, and website,
		Action Plan	11 April 2014	Senior Management Team		
		Review of Action Plan by Quality Assurance Committee	18 April 2014	Quality Assurance Committee members		
		Policy drafted by Member of Senior Management Team	9 May 2014	Senior Management Team		
		Quality Assurance Committee Verifies Policy	16 May 2014	Quality Assurance Committee members		
		Chief Executive Officer and Principal review the Policy and Approves	23 May 2014	Chief Executive Officer and Principal		
		Policy Published (Printed hard copy)	30 May 2014	Quality Assurance Manager		

	Review of consistencies in the implementation of policies	Policy Published (Website)	30 May 2014	Director IT and Monitoring	Quality Assurance Committee, SMT	Quality Assurance Committee and SMT meeting minutes, Internal Monitoring Report
		Quality Assurance Committee decides about the Internal Monitoring	18 July 2014	Quality Assurance Committee members		
		Internal Monitoring takes place	26 September 2014	Quality Assurance Manager		
		Quality Assurance Committee discusses the outcome and action points of Internal Monitoring	3 October 2014	Quality Assurance Committee members		
		Senior Management Team discusses the outcome and action points of Internal Monitoring	10 October 2014	Senior Management Team members		
<ul style="list-style-type: none"> <li>establish an annual monitoring process in line with the expectations of the Quality Code,</li> </ul>	Annual programme monitoring and review	Establish an annual monitoring process in line with the expectations of the Quality Code	26 September 2014	Quality Assurance Manager  Director, Finance and Admin	Quality Assurance Committee  Chief Executive Officer and	Internal Monitoring Report  Annual Monitoring Report

<p><i>Chapter B8: Programme monitoring and review (paragraph 1.4)</i></p>					Principal	
<ul style="list-style-type: none"> <li>review and comprehensively map its policies and procedures against the indicators of the Quality Code (paragraph 1.7)</li> </ul>	<p>The expectations and indicators provided in the Quality Code are embedded in College policies.</p>	<p>Evaluation of policies by Quality Assurance Committee</p> <p>Evaluation report to Senior Management Team</p> <p>Action Plan</p> <p>Review of Action Plan by Quality Assurance Committee</p> <p>Policy drafted by Member of Senior Management Team</p>	<p>28 March 2014</p> <p>4 April 2014</p> <p>11 April 2014</p> <p>18 April 2014</p> <p>9 May 2014</p>	<p>Quality Assurance Committee members</p> <p>Quality Assurance Committee chairperson</p> <p>Senior Management Team</p> <p>Quality Assurance Committee members</p> <p>Senior Management Team</p>	<p>Quality Assurance Committee, Senior Management Team, Chief Executive Officer and Principal</p>	<p>Revised policies, Quality Assurance Committee meeting minutes, Senior Management Team meeting minutes, and website</p>

		Quality Assurance Committee Verifies Policy	16 May 2014	Quality Assurance Committee members		
		Chief Executive Officer and Principal review the Policy and Approves	23 May 2014	Chief Executive Officer and Principal	Quality Assurance Committee	Quality Code training materials
		Policy Published (Printed hard copy)	30 May 2014	Quality Assurance Manager		
		Policy Published (Website)	30 May 2014	Director Information Technology and Monitoring	Quality Assurance Committee, Senior Management Team	Quality Assurance Committee and Senior Management Team meeting minutes, Internal Monitoring Report, Policy Mapping
	Staff are able to point to examples of how the Quality Code is used	Quality Code training for all staff	6 June 2014	Quality Assurance manager		
			10 October 2014			
	Policies and procedures are systematically reviewed and mapped to ensure that the College is responding appropriately to the indicators	Quality Assurance Committee decides about the Internal Monitoring	18 July 2014	Quality Assurance Committee members		



		Internal Monitoring takes place	26 September 2014	Quality Assurance Manager		
		Quality Assurance Committee discusses the outcome and action points of Internal Monitoring	3 October 2014	Quality Assurance Committee members		
		Senior Management Team discusses the outcome and action points of Internal Monitoring	10 October 2014	Senior Management Team members		
		Policies and procedures are systematically mapped based on the review	17 October 2014	Quality Assurance manager		
<ul style="list-style-type: none"> <li>• further develop its teaching observation process (paragraph 2.6)</li> </ul>	Teaching observation process to include specific staff development requirements and a timetable for reviewing actions.	<p>Include SMART (Specific, Measurable, Achievable, Relevant and Time bound) objectives in Observation of Teaching and Learning</p> <p>Internal monitoring to review the implementation of SMART in Observation of Teaching and Learning</p>	26 September 2014	Quality Assurance Manager, Director of Studies, Deputy Director of Studies	Quality Assurance Committee	Observation of Teaching and Learning, Internal Monitoring Report
<ul style="list-style-type: none"> <li>• make further use of individual learning plans to set targets and review students' progress (paragraph 2.9).</li> </ul>	Individual Learning Plan to include specific student development requirements and a timetable for reviewing actions	<p>Include SMART (Specific, Measurable, Achievable, Relevant and Time bound) objectives in Individual Learning Plan.</p> <p>Internal monitoring to review the implementation</p>	26 September 2014	Quality Assurance Manager, Director of Studies, Deputy Director of Studies	Quality Assurance Committee	ILP, Internal Monitoring Report

		of SMART in Individual Learning Plan				
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## About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: [www.qaa.ac.uk](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.

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<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**.

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