



## **RTC Education Ltd t/a Regent College**

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

January 2014

## Key findings about RTC Education Ltd t/a Regent College

As a result of its Review for Educational Oversight carried out in January 2014, 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 awards it offers on behalf of Pearson.

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 this awarding organisation.

The team considers that reliance **can** be placed on the accuracy and completeness of 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 effective dissemination of College actions in response to student requests (paragraph 3.3).

### Recommendations

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

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

- closely monitor the effectiveness of the newly implemented management and committee structures (paragraph 1.2)
- improve the systematic analysis of statistical trends in student attainment, achievement and progression (paragraph 1.3)
- implement a systematic and formal response to issues of student support to enable effective monitoring to take place (paragraph 2.1)
- ensure discussions and action planning for all academic meetings are fully recorded (paragraph 2.3)
- implement effectively its annual monitoring policy with respect to assuring the quality of students' learning opportunities (paragraph 2.4)
- improve the effectiveness of the learning resources strategy (paragraph 2.12)
- improve the checking of the completeness and accuracy of unit-level information (paragraph 3.6).

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

- clarify and formalise the roles and job descriptions of the key staff (paragraph 1.1)
- regularly review student progression within each semester (paragraph 2.2)
- develop an action plan to support the Learning and Teaching Strategy (paragraph 2.6)
- review the operation of the teaching observation scheme (paragraph 2.11)
- continue to develop the virtual learning environment in line with the College's stated objectives (paragraph 3.3).

## About this report

This report presents the findings of the [Review for Educational Oversight](#)<sup>1</sup> (REO) conducted by [QAA](#) at RTC Education Ltd t/a Regent College (the College), which is a privately funded provider of higher education. The purpose of the review is to provide public information about how the College 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 College delivers on behalf of Pearson. The review was carried out by Mr Mike Coulson, Mrs Joanne Coward and Dr Gwynne Harries (reviewers) and Dr Peter Steer (Coordinator). The Review visit took place in January 2014 with a second visit in March 2014.

The review team conducted the review in agreement with the College and in accordance with the [Review for Educational Oversight: Handbook](#).<sup>2</sup> Evidence in support of the review included documentation supplied by the College, QAA REO reports, meetings with staff and a separate meeting with students.

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

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

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

Regent College is a trading name of RTC Education Ltd. The College mission statement is 'The End of Education is Character'. The College started its Pearson higher education programmes in the academic year 2010-11. The higher education provision is delivered at two centres in Wembley North London; Howarine House and Madison House. The College has sole occupancy of Howarine House where it delivers the teaching for all of the students recruited in January 2013 and April 2013 and for some of the September 2013 intake. Madison House, where the College has a self-contained section of a shared building, is the location for teaching of the July 2013 intake and two of the groups recruited in September 2013. Another centre in Harrow provides accommodation for the non-higher education provision and is the main administrative centre for the College.

The Principal, the Head of Higher Education and other key senior management staff responsible for the higher education provision are based at Howarine House. The Principal reports to the Chief Executive of the Regent Group which has other organisational units not associated with higher education. Enrolment in the academic year 2013-14 totals 1271. All students are full-time and from the UK or EU. At the time of the review, all students had started during 2013 in January, April, July or September.

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

### Pearson

- HND in Business (Accounting) (141)
- HND in Business (Human Resource Management) (108)
- HND in Business (Law) (66)
- HND in Business (Management) (830)

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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-handbook-2013.aspx](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-handbook-2013.aspx)

- HND in Business (Marketing) (126)

## **The College's stated responsibilities**

Pearson is responsible for curriculum design and development. The College is responsible for assessment and internal verification, subject to oversight by the external examiners appointed by Pearson. It has sole responsibility for recruitment and admissions and also for the provision of resources, teaching and student support to deliver the award. Pearson provides detailed information about its awards. However, most information about learning opportunities is the responsibility of the College.

## **Recent developments**

Since the last REO in June 2013 the number of higher education students has grown from 427 to 1271. The College now only provides Pearson programmes where the number of enrolments has grown from 420. For example, during 2013 HND in Business (Management) recruited 67 students in January, 88 in April, 212 in July and 463 in September. The College obtained Howarine House to help to accommodate the expansion of student numbers and opened it in late September 2013.

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

Students studying on higher education programmes at the College were invited to present a submission to the review team and did so in November 2013. The submission is a video which includes the views of a few students and was mainly produced by one student without substantial input from the College. Students met the Coordinator at the preparatory meeting and the team during the review. Their involvement was helpful for the team and provided an insight into a number of topics including the student voice and the nature and use of the virtual learning environment.

## Detailed findings about RTC Education Ltd t/a Regent College

### 1 Academic standards

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

1.1 The arrangements for the management of academic standards are adequate. The College is fully aware of its responsibilities for delivering its Pearson programmes. The Principal has overall responsibility for academic standards supported by the Head of Higher Education. The College has recently reviewed its management structure and has appointed both a new Principal and the Quality Adviser for the purpose of developing its quality processes. These appointments are respectively on a 0.6 and 0.2 full-time equivalent basis. A Pearson Quality Adviser acts as the lead internal verifier and provides advice on the delivery of the programmes. Unit leaders coordinate the delivery of particular subjects which all involve several members of staff. However, one unit leader is yet to be appointed. Unit leaders confirmed that they cover for each other on an informal basis. However, the specific responsibilities for covering a unit without a leader are not clear. There are weaknesses in the procedures for providing cover for key management personnel when the post holder is absent. In one case this led to a delay in the implementation and update of the College data record of student performance. It would be **desirable** for the College to clarify and formalise the roles and job descriptions of the key staff.

1.2 The College committee structure provides a generally suitable level of oversight of academic standards. Since the 2013 REO, the College has made progress in developing its committee structure and making reporting lines clearer. The recently-restructured Academic Board has overseen the development of several new policies since the 2013 REO, for example, on academic misconduct. It receives information on and from students through reports from a number of subcommittees including the Course Board and the Student Representation Committee. The Academic Course Review Board reviews the delivery of the programmes on a twice-yearly basis. Its deliberations are informed by the outcomes of the Assessment Board and also the Course Quality Monitoring Report. These processes provide an adequate mechanism for annual monitoring and action planning on academic standards as recommended in the 2013 REO report. There is effective student representation in the formal committee structure providing a proper response to another of the advisable recommendations in the REO report. However, the structure is yet to be embedded and there is a lack of clarity in the way the structure is articulated by some staff in particular with the delineation of roles and responsibilities which leads to inconsistency. It is **advisable** for the College to closely monitor the effectiveness of the newly implemented management and committee structures.

1.3 The use of data to monitor student attainment, achievement and progression is limited. The College collects various data sets during the academic year but it has not fully implemented its stated monitoring procedures as detailed in paragraph 1.1. It has yet to systematically analyse the available information to monitor student progress and develop policies and procedures. This results in College committees having very limited access to analysis of students' academic progress or statistical trends in student retention. It is **advisable** for the College to improve the systematic analysis of statistical trends in student attainment, achievement and progression.

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

1.4 The College engages appropriately with external reference points. It is reliant on Pearson for the design of its programmes and their alignment with the Qualifications and Credit Framework (QCF) and the related aspects of UK Quality Code for Higher Education (the Quality Code). It has used the guidance in the Quality Code as part of an extensive review of its policies and practice since the 2013 REO. For example, policies on student misconduct and appeals have been modified and there is a new teaching and learning strategy. Staff are able to clearly articulate their understanding of the Quality Code and how it applies to their delivery of the programmes.

1.5 The College has recently undertaken staff training on the aspects of the Quality Code, provided by an external consultant. This has been supported by the production and revision of the Quality Manual which is given to all members of staff and incorporates guidance from the Quality Code. Students have access to this Manual and commented on its usefulness in helping their understanding of programme requirements.

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

1.6 Internal verification processes are adequate. They are in place for the whole provision using Pearson guidelines. Recently, the College has undertaken a review of its internal verification processes to ensure they are more thoroughly and effectively embedded. Pearson has agreed to deliver a staff development session for the training of additional internal verifiers. At the time of the review, new verification procedures had just been announced by Pearson. The College is aware of the details and confirmed its intention to update its policy on internal verification to reflect the changes. This review process will be undertaken with the help of the external verifier.

1.7 The College responds to external examiners' reports in an appropriate manner. Any concerns raised by external examiners are properly considered within the College's committee structure resulting in action plans.

1.8 The College has developed and implemented appropriate mechanisms for overseeing academic standards. However, the management and committee structures, and responsibilities associated with them, are recent developments which are not yet fully embedded. The use of statistical data to help the oversight of academic standards has been limited.

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

## **2 Quality of learning opportunities**

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

2.1 The College has adequate mechanisms for the management of the quality of learning opportunities although the oversight of some areas of student support has been weak. It uses the structures described in paragraphs 1.1 and 1.2 to oversee the quality of learning opportunities. From January 2013 the College significantly increased its student

intake. The substantial rise in student numbers has sometimes led to an increase in class sizes and impacted on the College's ability to systematically monitor and support student progress in a timely manner. Student cohorts from January 2013 onwards experienced high withdrawal, referral and non-submission rates. The College has not always undertaken a comprehensive collection or analysis of data on student progress or detailed action planning to improve retention and submission rates. The reasons for any actions or their nature are sometimes not formally recorded and reported in committee minutes. It is **advisable** for the College to implement a systematic and formal response to student support issues to enable effective monitoring to take place.

2.2 Lack of current data has hindered the review of student performance within semesters. Until recently there has been some delay in the full collation and recording of individual student performance including data on attendance and achievement. Consequently the College has not been able to undertake comprehensive reviews of student progression within semesters to complement the longer-term view taken in, for example, annual monitoring. The data sets are now complete and up to date for the current student cohorts. It would be **desirable** for the College to regularly review student progression within each semester.

2.3 Important discussions and decisions are not always formally recorded. Examples related to student support are described in paragraph 2.1. Moreover, as student numbers increased, the College reviewed and strengthened the English language test at admission. Contrary to stated College policy however, discussion and formal approval of this change by Academic Board was not recorded. It is **advisable** for the College to ensure discussions and action planning for all academic meetings are fully recorded.

2.4 College annual monitoring policy has not been fully implemented. The Course Quality Monitoring report written in November 2013 makes reference to high non-submission rates but provided no detailed statistical analysis, causal factors or any proposed actions despite the requirements of the College Annual Monitoring policy. The College acknowledged that the policy had not been fully implemented and that in future two monitoring points in the year were planned, allowing for more timely action to take place. It is **advisable** for the College to implement effectively its annual monitoring policy with respect to assuring the quality of students' learning opportunities.

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

2.5 Use of external reference points is considered in paragraphs 1.4 and 1.5.

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

2.6 In response to the 2013 REO, the Academic Board has approved a Learning and Teaching Strategy that lacks a detailed action plan. The Strategy sets out the College's vision for its learning environment where successful implementation will be determined by two key performance indicators; student satisfaction rates of at least 80 per cent and completion rates (from initial enrolment) of at least 80 per cent. The strategy covers the period 2013-16 but it is not accompanied by a detailed action plan which would guide the implementation of the Strategy. It would be **desirable** for the College to develop an action plan to support the Learning and Teaching Strategy.

2.7 Students receive helpful feedback on both formative and summative assessments. Staff provide feedback in an appropriate manner using assignment coversheets. Students

expressed satisfaction on the level and quality of feedback they received and saw this as supportive in improving their future academic performance.

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

2.8 In response to the outcome of the 2013 REO, the College has strengthened elements of the support it provides to students. It has introduced a tutorial hour at the start of each teaching session and this has been very well received by the students. Free, non-compulsory English classes are available to those students who are non-native speakers of English. The Student Welfare Adviser, who was appointed in October 2013 on a two-day a week basis, provides pastoral support, which students welcome. Academic staff provide helpful support on academic issues.

2.9 Student views properly inform the delivery and development of the programme. The College undertakes unit surveys at the end of each semester which are collated and considered by the Academic Board. A student satisfaction survey is due to be completed at the end of the programme. A formal system of student representation has been introduced with each group and cohort electing representatives to a newly formed Student Representative Committee, which has met once. Students complimented the College on the accessibility of academic staff, the flexibility of provision and staff responsiveness. Students gave the example of student non-attendance and lateness as one issue they had raised recently and this had resulted in the development of a new attendance policy.

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

2.10 The College has an established policy for staff development which helps to clearly identify priorities for continuous professional development. For example, there have been staff development sessions on internal verification and the use of the virtual learning environment (VLE). Enhancement of subject-specific knowledge is the responsibility of individual members of staff. Staff make use of professional networks to inform their subject knowledge.

2.11 The College has adequate processes for the recruitment and development of academic staff. There is a clear staff recruitment policy, which is suitable for the nature of the provision. Shortlisted applicants are interviewed by the Principal. Not all teaching staff have a teaching qualification although most staff have teaching experience at other institutions. Management staff undertake teaching observations. However, the College has undertaken only eight observations so far this academic year rather than for half the staff as indicated in the Course Monitoring Report. New staff are not always observed during their probationary period. The outcomes of the teaching observations are collated and considered by the Academic Board to identify college-wide staff development needs. At the individual level, the College identifies development needs at appraisal informed by, for example, the outcomes of teaching observations. The June 2013 action plan states that a peer observation scheme is to be introduced in the autumn 2013, but this has yet to happen. It would be **desirable** for the College to review the operation of the teaching observation scheme.

### **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 invested in additional learning resources although its strategy for this area needs further development. Since the 2013 REO the College has opened a new



open access information technology area and improved access to written materials. The College has prepared a discussion document for the development of a learning resources strategy as part of the College's response to the outcome of the last REO. The document is not a mechanism for the identification, implementation and evaluation of learning resources or the means by which current resources are monitored. It does not articulate the process by which the outcome of student feedback, programme monitoring, teaching observations and student performance is to be used for enhancing the College's learning resources. For example, the Student Welfare Officer was appointed in October and is supporting 1271 students on a two-day a week basis and his report noted that his availability does not allow him to adequately support students at risk. The College therefore lacks a formal learning resources strategy by which it can effectively manage its learning resources. It is **advisable** for the College to improve the effectiveness of the learning resources strategy.

2.13 The College has developed adequate mechanisms for the oversight of the quality of learning opportunities. Procedures for overseeing the quality of learning are relatively new and are still developing. There are opportunities to increase the rigour of annual monitoring and also the formal reporting of discussions and decisions at the College's academic committees, for example concerning student achievement.

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

### 3 Information about learning opportunities

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

3.1 The College provides information about learning opportunities in a suitable variety of ways. These include the website, the VLE and the printed material issued to staff and students. The College has decided not to use social media, although some students have created closed contact groups for their own benefit. The College does not issue printed leaflets or fliers.

3.2 The College website is a valuable source of information. It functions as the prospectus, providing the main source of information on programmes, admissions and College facilities. Students confirmed that they had used the website prior to applying to the College and had found it to be helpful and accurate. The website provides comprehensive information on a range of topics relevant to both prospective and current students, including fees, student finance and academic policies and as well as access to the student handbook. The home page of the website, which refers to the REO of May 2012, was changed shortly before the review visit to add a clear link to the June 2013 report.

3.3 The VLE has recently been updated to improve its reliability and increase the content available to students. However, staff recognise that the VLE is still in an early stage of development. Complexities in access are being overcome by a user guide and training. The VLE gives students access to College policies, academic committee minutes and clear details about student representation. It also provides access to an electronic library of relevant books and journals, as well as supplementary reading material uploaded by staff. Staff upload lecture notes, assignment briefs and schemes of work. However, staff use of the VLE is not consistent across all units and does not yet always meet the minimum

requirements set out by the College. It would be **desirable** for the College to continue to develop the virtual learning environment in line with College's stated objectives. Student representatives raise issues with staff formally at meetings, the minutes of which document the College's response and are available to students on the VLE. There is also a dedicated area on the VLE which indicates College actions in response to student requests. These mechanisms provide a particularly effective means of disseminating College actions in response to student requests and represent **good practice**.

3.4 The College provides students with other helpful sources of information. Students receive an electronic copy of the student handbook and other programme information at registration. The College provides them with the helpful College guidance on plagiarism and access to a printed copy of the Quality Manual.

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

3.5 The College has addressed the advisable recommendation from the 2013 REO report by introducing a written policy which is generally effective for checking the accuracy of the information it provides. The Principal is responsible for approving college-level documentation and materials including the website, staff and student handbooks, the Quality Manual and College policies. The Head of Higher Education is responsible for approving academic material relating to the programme structure, for example, unit guides. The College uses approval forms to assist the successful implementation of the system. It uses feedback from student representatives and unit feedback forms to correct misunderstandings and errors in the information given to students. However, as the student representation system has only recently been introduced, full evaluation of its effectiveness for checking information is not yet possible.

3.6 The College policy on checking information has been less successful at the level of unit delivery. It makes unit leaders responsible for ensuring the accuracy and completeness of unit-related information placed on the VLE. As well as the absence of some unit-level material described in paragraph 3.3, there are some fundamental textual errors demonstrating a lack of rigorous checking. For example, the marking table in the assignment brief template listed a 'Distinction' grading as 'D: Destination'. It is **advisable** for the College to improve the checking of the completeness and accuracy of unit-level information.

3.7 Information about learning opportunities is generally fit for purpose, accessible and trustworthy. Students confirm this. However, the provision of information at the unit level is less robust.

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>

RTC Education Ltd t/a Regent College action plan relating to the Review for Educational Oversight January 2014						
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 effective dissemination of College actions in response to student requests (paragraph 3.3).</li> </ul>	We will continue to disseminate actions in response to matters raised by students	Discussions with students at the Student Representative Committee to identify ways to enhance dissemination	October 2014	Principal, Head of Higher Education and Student President	Academic Board, Student Representative Committee	Student feedback and discussion at Academic Board
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>closely monitor the effectiveness of the newly implemented management and committee</li> </ul>	Management and committee structures to be effective, fit for purpose and appropriate to the higher education provision at the College	The committee and management structure will be reviewed at the end of the 2013-14 academic year with recommendations	October 2014	Quality Adviser	Advisory Board, Academic Board  Chief	Changes for 2014-15 will be reviewed in July 2015

<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 organisation.

structures (paragraph 1.2)		<p>implemented for the start of the 2014-15 academic year</p> <p>All staff will be briefed on the management and committee structures and new staff will have this briefing as part of their induction programme</p>	October 2014 for all existing staff, then ongoing	Principal and Human Resources Manager	<p>Executive Officer and Principal</p> <p>Chief Executive Officer and Academic Course Review Board</p>	
<ul style="list-style-type: none"> <li>improve the systematic analysis of statistical trends in student attainment, achievement and progression (paragraph 1.3)</li> </ul>	<p>Detailed and accurate student records will be kept and maintained for attainment, achievement and progression to allow analysis of trends so that any remedial action can be taken in a timely way</p> <p>Data from our student record system will be used to analyse trends and changes for the above indicators. This will be done on a six monthly basis to allow Academic Course Review Board to consider the analysis and decide appropriate actions to be taken</p>	<p>Student records for enrolments, withdrawals, submission of assessed work, achievement, referrals and awards further enhanced and updated</p> <p>Head of Higher Education and Examinations Officer to produce summary data for further statistical analysis by the Quality Adviser</p> <p>Academic Course Review Board to meet at least every six months to consider reports on student trends</p>	<p>June 2014 and ongoing</p> <p>June 2014 and ongoing</p>	<p>Head of Higher Education, Examinations Officer</p> <p>Head of Higher Education, Examinations Officer and Quality Adviser</p>	<p>Academic Board and Academic Course Review Board</p> <p>Chief Executive Officer and Principal</p>	<p>Pearson satisfaction with student records</p> <p>Effective management reports to inform course monitoring reports and to enable actions to be identified and taken</p>

<ul style="list-style-type: none"> <li>implement a systematic and formal response to issues of student support to enable effective monitoring to take place (paragraph 2.1)</li> </ul>	<p>Action plans concerned with student attendance, coursework submission, achievement and progression will be developed to identify support for students to enhance the student learning experience</p>	<p>The six monthly Course Quality Monitoring reports will include actions plans developed with the aim of enhancing student engagement and achievement with their studies</p>	<p>October 2014 and ongoing</p>	<p>Head of Higher Education and Quality Adviser</p>	<p>Chief Executive Officer and Principal  Academic Board and Academic Course Review Board</p>	<p>Action plans from Course Quality Monitoring Reports will be evaluated by Academic Board and Academic Course Review Board</p>
<ul style="list-style-type: none"> <li>ensure discussions and action planning for all academic meetings are fully recorded (paragraph 2.3)</li> </ul>	<p>Minutes of formal committee and boards to fully reflect discussion that has taken place and decisions made</p>	<p>Minutes to be produced within two weeks of meetings taking place and carefully checked and amended by the Chair</p> <p>Principal to give final approval to minutes before being issued</p>	<p>April 2014 and ongoing</p>	<p>Senior Administrator and Academic Administrator</p>	<p>Chief Executive Officer, Principal and Quality Adviser</p>	<p>Appropriate meetings to carefully consider minutes of the previous meeting before final approval</p>
<ul style="list-style-type: none"> <li>implement effectively its annual monitoring policy with respect to assuring the quality of students' learning opportunities (paragraph 2.4)</li> </ul>	<p>The six monthly Course Quality Monitoring Report will include detailed information on student data</p> <p>This will include, where appropriate, information on enrolments, course work submissions, attendance, progression and achievement</p>	<p>The Head of Higher Education and Examinations Officer will produce student data by cohort for enrolments, submissions, attendance, progression and achievements on a regular basis at the end of each semester</p> <p>Academic Course Review Board and Academic</p>	<p>October 2014 and ongoing</p> <p>October 2014 and ongoing</p>	<p>Head of Higher Education and Examinations Officer</p> <p>Quality Adviser</p>	<p>Chief Executive Officer, Principal and Quality Adviser</p>	<p>Course Quality Monitoring reports will be considered and evaluated by Academic Board and Academic Course Review Board</p> <p>Academic Course</p>

	This will allow actions to be identified to help improve student submissions, attendance, progression and achievement	Board will review the effectiveness of the annual monitoring reports on an annual basis  Recommendations for enhancement will be incorporated into revisions of the policy and procedure, as appropriate				Review Board and Academic Board will evaluate the effectiveness of the annual monitoring policy and process and agree enhancements
<ul style="list-style-type: none"> <li>improve the effectiveness of the learning resources strategy (paragraph 2.12)</li> </ul>	Effective learning resources strategy developed with input from staff and student discussion, including discussion at the Student Representative Committee	The learning resources strategy discussion document will be developed into a learning resources strategy with an action plan to guide implementation	October 2014	Quality Adviser and Head of Higher Education	Chief Executive Officer and Principal  Academic Board and Student Representative Committee	Student feedback about learning resources  Course monitoring reports considered by Academic Board
<ul style="list-style-type: none"> <li>improve the checking of the completeness and accuracy of unit-level information (paragraphs 3.3 and 3.6).</li> </ul>	Accurate unit information and guides given to students  Sign-off unit guides according to the Information about the Higher Education Policy and procedure	Unit-level information checked for accuracy by Unit Leaders and approved before being issued to students	June 2014 and ongoing	Principal and Head of Higher Education	Academic Board and Academic Course Review Board	Student feedback on unit guides  Discussion at the Student Representative Committee

Desirable	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 would be <b>desirable</b> for the College to:						
<ul style="list-style-type: none"> <li>clarify and formalise the roles and job descriptions of the key staff (paragraph 1.1)</li> </ul>	<p>Revised role and job descriptors to include clear statement and understanding for cover of staff in management roles when a post holder is absent from work</p> <p>Staff to be informed of any changes</p>	<p>All key staff role and job descriptions will be reviewed and enhanced to include, where appropriate, cover arrangements</p> <p>Communication of any changes to staff</p> <p>All units operating in any one semester will have clearly identified Unit Leaders with clear arrangements for cover if a Unit Leader is absent from work</p>	June 2014	Quality Adviser, Chief Executive Officer, Principal and Human Resources Manager	Chief Executive Officer, Principal and Academic Board	<p>Report by Human Resources Manager for consideration by Academic Course Review Board</p> <p>Effective cover arrangements working for staff and students if and when a post holder is absent</p>
<ul style="list-style-type: none"> <li>regularly review student progression within each semester (paragraph 2.2)</li> </ul>	Student progression monitored using attendance data, course work submissions and resubmissions from student record data	Student records of coursework submissions and resubmissions analysed for each cohort by unit of study	October 2014 and ongoing	Head of Higher Education, Examinations Officer and Quality Adviser	Chief Executive Officer, Principal, Academic Board and Academic Course Review Board	Evaluation at Course Management and Academic Board meetings

	We will continue to implement the attendance policy and procedure with rigour to ensure we have up to date information for each student concerning their engagement with their programme of study	Attendance records for each cohort and each student will be kept  Fortnightly meetings between the Head of Higher Education and Unit Leaders with the Student Welfare Officer will be held to review student attendance and progression  Action notes will be kept of these meetings	Ongoing  June 2014	Academic Administrator  Head of Higher Education, Student Welfare Officer and Unit Leaders		Progress on actions evaluated through semester report to Course Management Meetings and Academic Course Review Board
<ul style="list-style-type: none"> <li>develop an action plan to support the Learning and Teaching Strategy (paragraph 2.6)</li> </ul>	Action plan will assist with monitoring and implementing the Learning and Teaching Strategy	Action plan based on a standard format developed to identify actions, responsible persons and timescales for implementation of the Learning and Teaching Strategy	June 2014	Quality Adviser	Chief Executive Officer and Principal  Academic Board, Advisory Board	Regular monitoring on a six monthly basis of progress with the action plan by Academic Board and Academic Course Review Board
<ul style="list-style-type: none"> <li>review the operation of the teaching observation scheme (paragraph 2.11)</li> </ul>	Revised teaching observation scheme based on experience of operation over on academic year	All staff will be observed according to the teaching observation scheme  Review of the optional peer observation aspect of the scheme will be	October 2014	Principal, Head of Higher Education and Human Resources Manager	Chief Executive Officer and Principal  Academic Board	Annual report on the operation of the teaching observation scheme discussed by



		undertaken  Revised scheme implemented for the 2014-15 academic year				Academic Board and Academic Course Review Board
<ul style="list-style-type: none"> <li>continue to develop the virtual learning environment in line with the College's stated objectives (paragraph 3.3).</li> </ul>	<p>Greater consistency across different units and enhancements for learning support to students</p> <p>All units to meet stated minimum standards</p>	The revised learning resources strategy will include clear and specific targets and guidelines for the development of the virtual learning environment	August 2014	Quality Adviser, Head of Higher Education and Academic Administrator	Academic Board, Student Representative Committee	Feedback from students from semester surveys and the Student Representative Committee

## 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.

**operational definition** A formal definition of a term, which establishes exactly what QAA means when using it in reviews and reports.

**programme (of study)** An approved course of study that provides a coherent learning experience and normally leads to a qualification.

**programme specifications** Published statements about the intended **learning outcomes** of **programmes** of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

**provider (s) (of higher education)** Organisations that deliver higher education. In the UK they may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of degree-awarding bodies or awarding organisations. In the context of Review for Specific Course Designation the term means an independent college.

**public information** Information that is freely available to the public (sometimes referred to as being 'in the public domain').

**quality** See **academic quality**.

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

**reference points** Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

**subject benchmark statement** A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

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

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