BRIT College Ltd

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

May 2014

Key findings about BRIT College Ltd

As a result of its Review for Educational Oversight carried out in May 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 programmes it offers on behalf of the Association of Business Executives; the Association of Chartered Certified Accountants; BCS, The Chartered Institute for Information Technology; Organisation for Tourism and Hospitality Management; Pearson; and the University of London.

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 and the awarding body.

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**:

- links with alternative providers and industry events, which enhance students' learning experiences (paragraph 2.6)
- a well produced, regular College newsletter (paragraph 3.2).

Recommendations

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

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

- establish a system of annual review which considers management information and supports enhancement (paragraph 1.4)
- implement fully the peer observation process (paragraph 2.3)
- employ a strategic approach to professional staff development (paragraph 2.11)
- develop a strategic approach to managing learning resources (paragraph 2.15).

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

- introduce programme handbooks which incorporate relevant programme specifications (paragraph 3.3)
- develop procedures which address online security (paragraph 3.5).

About this report

This report presents the findings of the [Review for Educational Oversight](#)[1] (REO) conducted by [QAA](#) at BRIT 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 the Association of Business Executives; the Association of Chartered Certified Accountants; BCS, The Chartered Institute for Information Technology; Organisation for Tourism and Hospitality Management; Pearson and the University of London. The review was carried out by Mr Jonathan Baker, Dr Helen Corkill and Dr Brian Giddings (reviewers) and Mrs Suzanne Richardson (Coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [*Review for Educational Oversight: Handbook*](#).[2] Evidence in support of the review included the following:

- College's self-valuation
- Academic Board minutes
- student feedback and written submission
- College policies
- Staff Handbook
- Student Handbook
- Quality Handbook 2014
- updated QAA action plan 2013-14
- reports of previous reviews by QAA for 2012 and 2013
- sample student work marked and internally verified
- staff development activities and lesson observations
- meeting notes reflecting discussions held with staff and students conducted during the review.

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

- the UK Quality Code for Higher Education (the Quality Code)
- the regulations and guidelines of the awarding organisations
- *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ).

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

The College was established in June 2006 and relocated to its current site in January 2013 at Limehouse Lock within Tower Hamlets, London. The site can accommodate up to 900 full-time students. The College offers a range of higher education awards to both overseas (Tier 4) students and UK/European students under its agreements with the Student Loans Company.

At the time of the review there were 518 students enrolled on awards from level 4 to level 7 in the areas of accountancy, business and management, information technology, law, and tourism and hospitality management.

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[1] www.qaa.ac.uk/en/ReviewsAndReports/Pages/Educational-Oversight-.aspx
[2] www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669#.U-Na7nhwY-I

All awards are offered full-time which includes Saturday and evening attendance. There were 338 students sponsored by the Student Loans Company and 159 Tier 4 students.

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

University of London
- Bachelor of Laws (LLB) - level 6 (12)

Association of Business Executives (ABE)
- Extended Diploma in Business Management - level 6 (6)

Association of Chartered Certified Accountants (ACCA)
- Foundation in Accountancy - level 4 (3)
- Professional programme (9)

The Chartered Institute for Information Technology (CIIT)
- Professional Graduate Diploma in Information Technology - level 6 (36)

Organisation for Tourism and Hospitality Management (OTHM)
- Extended Diploma in tourism and Hospitality Management - level 6 (56)
- Diploma in tourism and Hospitality Management - level 6 (12)
- Diploma in Tourism and Hospitality Management - level 4 (37)

Pearson
- Extended Diploma in Strategic Management and Leadership - level 7 (13)
- HND Business - level 4 (334)

The provider's stated responsibilities

The College currently works with one awarding body and five awarding organisations. It has responsibility for student recruitment, library and learning resources and for reviewing and responding to annual monitoring reviews. It is responsible for collecting and acting upon student feedback, for the admission and induction of students, providing academic tutorials and guidance as well as support for staff development opportunities. The College is also responsible for all public information and the procedures for ensuring this is accurate.

For Pearson awards, the College have additional responsibilities which include setting assignments, first marking of assignments and giving feedback to the students.

The awarding organisations and the awarding body are responsible for the strategic development of higher education, for curriculum development, providing programme and module specifications, setting assessments, first marking and giving feedback to the students.

The College shares responsibility with the awarding organisations and the awarding body for monitoring the quality of teaching and learning, for the moderation and second marking of assignments, for monitoring student admission, retention and completion and the student appeal process.

Recent developments

In July 2013 the Student Loans Company granted the College permission to recruit up to 810 UK/European-funded students but, in the face of unprecedented demand for numbers, this was significantly reduced. Permission has recently been granted for the College to

recruit an additional 300 students from September 2014 sponsored by the Student Loans Company. The College is presently in discussions with the Department for Business Innovation and Skills about the possible recruitment and transfer of an additional 189 students who will complete their studies over the summer period at the College.

The current staffing structure has been developed as student numbers have increased and, although teaching staff are primarily part-time, the management structure has been strengthened with the recent appointment of a full-time Academic Director. The recruitment of just over 300 students onto the Pearson HND award from September 2013 has presented the College with some challenges which have resulted in recent reflections on practice in key areas and the need to quickly develop greater staff knowledge of Pearson systems. In addition, the College has received approval from Pearson to deliver two new awards, HND Hospitality Management and HND Travel and Tourism Management. The College plans to recruit to these from September 2014.

Students' contribution to the review

Students studying on higher education programmes at the College were invited to present a submission to the review team. The student representative took the lead in writing the submission with contributions from a variety of students. The College provided details of student feedback to assist the process but the students were given complete editorial control. Students were present at the preparatory meeting and had a meeting with the review team during the review visit. During the review visit the majority of students present were studying the Pearson award with one student from OTHM level 4, no students attended from any other awards. Their views were helpful in informing the discussions.

Detailed findings about BRIT College Ltd

1 Academic standards

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

1.1 The College meets the delegated responsibilities and requirements of its awarding body and awarding organisations and, as a result, fulfils its responsibilities for the management of academic standards. The management structure is well defined with clear roles and responsibilities. There is a Board of Directors, which constitutes the Governing Body. The Senior Management Team comprises the Chief Executive, the Director of Finance and Student Welfare and the Director of Marketing and Communications. The Senior Management Team is responsible for business and administrative functions with the Academic Board having authority to make decisions on academic issues.

1.2 There are regular meetings of the Academic Board and Academic Management Team which focus on actions and targets. The minutes of these meetings confirm completion of agreed actions and provide evidence of student representation and consideration of student views. The part-time Principal works with the full-time Academic Director, appointed in October 2013, and the Registrar to oversee academic standards. The course leaders are line managed by the Academic Director to ensure effective course delivery.

1.3 Applications to the College can be made either in person or via the online process, with all students individually interviewed and assessed for entry requirements, prior learning and support needs. As part of the interview process, students are assessed for English language prior to enrolment and this enables the College to provide the necessary support from the outset. The College provides regular briefing sessions to the recruitment agents and College management ensures these agents have up-to-date course information. They also monitor the recruitment process through student feedback.

1.4 There is currently no formal systematic process of annual programme or College review included within the recently established Quality Framework to identify issues, inform developments and to consider student achievement or satisfaction. This was an action identified in the action plan from the October 2012 Review for Educational Oversight. The requirements of each awarding organisation are followed to ensure the College meets and maintains appropriate standards but this is not considered across awards on a regular basis. It is **advisable** for the College to establish a system of annual review which considers management information and supports enhancement.

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

1.5 The College has focused its quality development and quality management of academic standards on the Quality Code in areas where it has delegated responsibility. Awareness of the Quality Code has been raised through internal staff development activities and opportunities provided by awarding organisations. This includes alignment of policies and procedures with the Quality Code and the review of criteria from the Quality Code within programme delivery.

1.6 The College has a responsive approach to feedback from external organisations which is used in quality development. The College has responded to the most recent Annual Monitoring report by Pearson which confirmed effective management of policies and student recruitment. Areas which require action were incorporated into an action plan which is

monitored by the Academic Board. Previous annual monitoring reports from Pearson were not provided to the review team (see paragraph 2.4).

1.7   OTHM identified the College as a Student Award Winning UK Delivery Centre in 2011-12, a highly commended centre in 2012 and approved the College as a Premier Centre until 2015. CIIT recognises the College as a Centre of Excellence.

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

1.8   All the awarding organisations define the process of assessment with the exception of Pearson. For Pearson programmes, the College has recently developed a comprehensive process which ensures marking is standardised across the modules with high numbers of students. This involves planning assignments in relation to learning outcomes, discussion and agreement of grading prior to marking, comparison of marking standards of one assignment common to all markers, and internal verification. The College has also used the assignment checking service, provided by Pearson to ensure suitability and consistency. Feedback from the external verifier will be sent directly to the Principal and shared with colleagues at Academic Management Team meetings but the report from the visit by the external verifier in March 2014 was not available to the team at the time of the review. Training, by the Principal and Academic Director, is also given to staff to ensure the consistency of marking and compliance with College processes.

1.9   The College is beginning to interrogate tracking sheets for Pearson results and to enable consideration of student achievement at module level which is necessary and extensive due to the significant increase in student numbers at levels 4 and 5 from September 2013. The other awarding organisations produce general reports for national consumption which are considered by course teams to identify possible improvements. Comparisons of individual student performance are currently underdeveloped and, as a result, have yet to make an impact on enhancement. At present, the College does not use management information to identify good practice or inform decision-making processes. For example, achievement rates for 2012 and 2013 indicate that most programmes are above national benchmarks. The OTHM programme has achieved 66 per cent in 2012 and 67 per cent in 2013 compared with the national average of 45 per cent in 2013. College management information data have not been used to the advantage of the College (see paragraph 1.4).

1.10   The College is effective in managing its delegated responsibilities for academic standards but the introduction of annual programme review and comparative data analysis would assist in maintaining standards and informing future developments, particularly where there is a further expected significant increase in student numbers.

> The review team has **confidence** in the provider's management of its responsibilities for the standards of the programmes it offers on behalf of its awarding body and 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 developed a series of policies and procedures to fulfil its responsibilities for managing and enhancing the quality of learning opportunities. All policies

are subject to annual review. Academic staff understand the expectations of their teaching as set out in the Staff Handbook.

2.2   The College has an organised system of formative assessment which allows students to assess their learning and staff to assess the effectiveness of their teaching. For many students, English is not their first language. The College communicates learning expectations through formative assessment. Students are aware of the assessment criteria and assessment schedules are contained within the schemes of work available on the virtual learning environment (VLE). The College uses a student tracking sheet to monitor student progress in module assessment which enables reflection on module results. The College adjusts delivery and support accordingly. The students acknowledge that extra classes and one-to-one tutorials are available for referrals.

2.3   The College has recently introduced a peer observation policy to facilitate and support the sharing of good practice. The intention is for staff to identify areas for improvement and for links to be made to a formal appraisal system. However, the peer observation process is not yet embedded and has yet to run a full cycle. The review team did not find any evidence to demonstrate this being linked to the appraisal system or the staff development policy as identified in the 2012 REO action plan. It is **advisable** for the College to fully implement the peer observation process.

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

2.4   The College uses external reference points which include awarding organisation guidelines and the Quality Code to enhance student learning opportunities. College policies and procedures are clearly mapped to the Quality Code and it is referenced in staff and student handbooks and staff induction materials. The College uses the QAA educational oversight process to target actions during the academic year and to monitor actions from previous reviews. Due to the recent increased recruitment to Pearson awards and relocation to new premises, progress on embedding actions agreed in the 2012 REO action plan has been limited, as detailed in paragraphs 1.4, 2.3, 2.11 and 2.13.

2.5   The College has taken advantage of Pearson training opportunities and feedback. For example, annual monitoring and review has been used to inform developments to College processes. Awarding organisations provide guidance on suitability for admission which is adopted by the College.

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

2.6   The College has a large number of European students and is responsive to the needs of this group. Students confirm the quality of teaching, the high levels of support offered to them and the changes instigated by the College following student feedback. The College instigated working with other alternative providers to enhance the learning experience for these students. In February, a Romanian MEP was invited to visit the College and, as part of a larger initiative to work closely with other private providers, some local colleges were invited to meet with him and discuss the student experience. This included both academic and welfare issues and the support these students can access. The College recently appointed a part-time Dean of Research to develop research and industrial contacts to enhance the quality of learning opportunities. An industrial conference and international professional forum have been organised for September. The links with other alternative providers and industry events which enhance students' learning experiences are **good practice**.

2.7	The quality of learning is monitored in a number of ways. Student feedback is regarded as important and there are elected student representatives from all groups who meet with the Academic Director on a regular informal basis to discuss concerns. There is also formal student feedback through questionnaires and an open-door environment which enables students to have regular access to staff when required. At the time of the review, there were no end-of-module questionnaires, but students confirmed that they are well supported both academically and pastorally.

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

2.8	The College has well developed support for student welfare managed by a senior member of staff. This includes help with finding accommodation, finance and the application process. The effectiveness of support for students on Pearson awards is measured by analysing achievement of modules and learning outcomes. There is a three hour weekly tutorial support opportunity where group and one-to-one support is offered with students regularly taking advantage of these sessions. As yet, students do not have specific individual learning or personal development plans and have no formal opportunities to discuss careers advice and guidance.

2.9	Students currently upload completed assignments to the virtual learning environment (VLE), which links to the student tracking system used by the Registrar. There are reported problems with the system crashing if more than 10 students upload work onto the system. However, the College plans to address this issue for September 2014.

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

2.10	The College has yet to embed fully a strategic approach to staff development, including introducing a formal process for recording staff development activities and sharing good practice, as identified in the 2012 REO action plan. The College has a Staff Development and Employment Policy. The policy states that continuing professional development should be recorded for all academic staff. However, this is not carried out systematically. Similarly, individual training needs are identified through the staff development and review scheme, but these are not captured or considered collectively. Attendance at specific development activities is a requirement to meet institutional priorities and legal responsibilities. The College has introduced internal teaching and learning developmental activities and encourages staff to engage with opportunities which enable improvements to the quality of teaching and services to students. Peer observation and continuing professional development for the maintenance of professional registration are offered, but not linked to peer review or staff appraisal (see paragraph 2.3).

2.11	The College appoints teaching staff with relevant professional experience. There is little evidence that staff are appropriately qualified or experienced in teaching at higher levels. Two members of staff hold accreditation with the Higher Education Academy. The College has yet to engage with the UK Professional Standards Framework. It is **advisable** for the College to employ a strategic approach to professional staff development.

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 yet to embed an effective strategic approach to the provision and monitoring of learning resources as identified in the 2012 REO action plan. The College has a resource budget and staff can request library or individual acquisitions. There is currently a

joint Student Support and Learning Resources Policy, which limits consideration of both areas. The Learning Resources section does not reference the library or journal provision.

2.13   The College has yet to embed the VLE in teaching and learning as identified in the 2012 REO action plan. This is currently used as an information repository with interactive usage not yet developed. The College sets minimum requirements for all programme areas on the VLE and these include module specifications and a scheme of work. Staff and student induction includes training and online user guides. The College holds a licence for plagiarism-detection software, but this is not yet used consistently by either staff or students as a tool to inform formative or summative assessment. There are plans to use this more widely and to link this to the virtual learning environment to enable students to achieve their intended learning outcomes.

2.14   The College has a small, dedicated library provision. The book stock, including recent additions, is held in locked cabinets. The College does not employ a librarian. Students report that they were unable to borrow books, an issue they had raised but had not been resolved. Staff assured the team that books can be borrowed for one week by arrangement with the course tutor. The library list, in an attractive format, is newly accessible on the external website. The College provides a small number of desktop computers. Students report difficulty in connecting laptops in the library due to the limited numbers of power sockets. Wireless internet access is available, but is not consistently reliable. The College plans to install a fibre optic cable to help with increased demand.

2.15   The College does not have subscriptions to print or e-journals or to an identity management service for journal access. There are plans to consider electronic books and journals, but they are still unresolved. Students access electronic resources of awarding organisations. The College has started to provide students with Pearson core textbooks, free of charge. Students considered library resources to be barely adequate, with insufficient key texts and outdated book stock. It is **advisable** that the College develops a strategic approach to managing learning resources.

2.16   The College is beginning to develop systems to manage and enhance the quality of learning opportunities. The appointment and remit for the Dean of Research and the partnership working with other private providers are recent examples of enhancement practice. Students are well supported pastorally and academically by a responsive team of staff. The College needs to consider a full review of resources to meet the needs of higher education and an expected growth in student numbers.

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.

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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 a variety of information for its stakeholders. Its website is the main information source for prospective students and their advisers. This provides essential information on individual programmes, entry requirements, application, admissions processes and an electronic prospectus. The website includes a link to a social media site, which the College considers an increasingly useful tool. The website states that all students will be allocated an individual learning plan, but this was not confirmed as accurate. Students

consider the information on the website to be accurate, but basic. They confirmed that it had been useful in supporting their decision to apply to the College.

3.2   The College publishes a full-colour newsletter once per semester, designed for internal and external readers. The newsletter contains a range of news items, success stories, internal competitions and updates of essential information. It includes a section on student representation and a summary of recent 'you said, we did' activity. The newsletter is a key tool in celebrating success at the College. The well produced, regular College newsletter is **good practice**.

3.3   All students are provided with a general College Handbook and an induction pack. At present there are no programme handbooks. These are being introduced for Autumn 2014, primarily as a requirement of Pearson. The College intends to produce these for all programmes. The virtual learning environment provides links to the Pearson module specifications and includes schemes of work, lesson plans and assessment schedules. There are no contextualised programme specifications or module handbooks. It would be **desirable** for the College to introduce programme handbooks which incorporate relevant programme specifications.

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

3.4   The College's key strategic document for assuring information on learning opportunities is the recently revised Communications Policy. The Director of Communications, assisted by marketing and communications staff, oversees the production of print and web-based materials. The website is checked every two weeks and the electronic prospectus updated annually. The VLE is updated regularly and remains current. All College documents provide evidence of version control, and are updated annually. They clearly display cross-referencing to related internal documents and sections of the Quality Code.

3.5   The College is making increasing use of social media platforms. It recognises both the usefulness and inherent dangers of social media. Staff and students are encouraged to share news and promote work through a social media platform. The Director of Communications oversees the use of social media, and reacts quickly to remove inappropriate postings. All staff have a college email address and are encouraged not to use their personal ones. The College internet system is as yet unable to support student email accounts, and there are concerns about incoming viruses to the College systems.
The College does not yet have a policy, training or guidance for students and staff on online safety. It would be **desirable** for the College to develop procedures which address online security.

3.6   The College has a mixture of strategic and informal processes for ensuring the accuracy and completeness of information it is responsible for producing. Information on the website and on the VLE is considered to be mostly accurate and updated regularly.
The general Student Handbook is useful, but programme specifications and module information require enhancement. The area of online security requires further consideration. The biannual Newsletter contributes to keeping stakeholders informed and to celebrating success.

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[3]

BRIT College Ltd action plan relating to the Review for Educational Oversight of May 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 **good practice** that are worthy of wider dissemination within the College:						
• links with alternative providers and industry events, which enhance students' learning experiences (paragraph 2.6)	Collaboration between (Student Loans Company) providers on sharing ideas and experience on learning and teaching; retention and progression; and cultural issues affecting effective welfare support	Providers invited to September meeting, facilitated by Dean of Research	September 2014 (then December 2014; March 2015; June 2015)	Principal	Academic Board	Minuted meetings of Provider Group
	Increased industry links arising from hosting Institute of Electrical and Electronic Engineers events	Group to agree timetable of meetings for academic year		Academic Director	Chief Executive	Action agenda and recorded actions

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[3] The College has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the College's awarding body and organisations.

		Guest speakers invite list agreed; timetable of Institute of Electrical and Electronic Engineers events agreed	Institute of Electrical and Electronic Engineers timetable agreed and published in August 2014	Dean of Research		Joint initiatives on any aspect of the student learning experience
• a well produced, regular College newsletter (paragraph 3.2).	To establish an editorial team and ensure the publication of the newsletter each semester	Editorial team agree under leadership of the Development and Marketing Officer (Editor - in-Chief)	September 2014 for next edition	Develop-ment and Marketing Officer	Director of Student Welfare	Minuted meetings of editorial team - task and finish group
	To broaden its scope and include staff and student features	Publication dates agreed and notified to Academic Board	Oct 2014 for dates and working group report (to Academic Board)	Academic Director	Director of Marketing	Academic Board record of progress
	To publish interim newsletters as and when applicable	Editorial team working group to develop format - reported to Academic Board			Academic Board	New edition (September) published and circulated
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 **advisable** for the College to:						
• establish a	Establish a systematic	Review and revise annual	Dec 2014 for	Principal	Academic	Integrated

system of annual review which considers management information and supports enhancement (paragraph 1.4)	process for evaluating provision across awards - focused on effective use of management information and enhancement	review process, including role of Academic Management Team and Academic Board in the process	process review		Management team	Review structure actioned and reports considered by committees
	Use positive management information (student achievement data) to promote courses, identify good practice and inform decision-making	Review management information to streamline expectations and ensure efficient flow of data to correct destination	July 2015 for full review against new expectations	Academic Director	Academic Board	Progress reported periodically
		Development and Marketing Officer to receive all achievement data and use to promote and/or review (against national expectations) as appropriate		Develop-ment and Marketing Officer	Board of Directors	Student achievement data a feature of marketing strategy
		Add Annual Review progress to standard agenda for all committees				
• implement fully the peer observation process (paragraph 2.3)	A peer observation recorded outcome for all staff in each semester Links to staff appraisal as appropriate and - for individuals and groups - to staff development Peer observation scheme	Fully embed peer review process in College systems, focused on sharing good practice and identifying areas for improvement Clarify and highlight (to staff and mangers) link to both appraisal and staff	December 2014 (for Semester 1) June 2015 (for Semester 2)	Academic Director	Principal Academic Management Team Academic Board	Staff files show evidence of process completed and outcomes for all staff in each semester Links to appraisal and

	seen as a driver for staff development structure	development opportunities				staff development for individuals and groups
• employ a strategic approach to professional staff development (paragraph 2.11)	A well qualified and/or experienced teaching staff	Ensure staff are qualified and/or experienced to teach at Higher Education	September 2014 (for recruitment)	Principal	Senior Management Team	All teaching staff suitably qualified and/or experienced - evident in staff files
	Increased - individual and group - involvement with the Higher Education Academy	Promote Higher Education Academy membership for all staff - with College support	December 2014 (for Professional Standards training)	Academic Director	Academic Management Team	Staff Development event focused on Professional Standards Framework
	Managers (and staff) have increased awareness of UK (Higher Education Academy) Professional Standards Framework	Engage with UK (Higher Education Academy) Professional Standards Framework in recruitment and development	March 2015 (For Higher Education Academy membership)		Academic Board	100 per cent (+3 staff) increase in Higher Education Academy membership
• develop a strategic approach to managing learning resources (paragraph 2.15).	Ensure that learning resources support effective learning, and are accessible and reflect the student numbers	Subscribe to relevant e-journals	Sept 2014 for e-library additions	Academic Director	Principal	Subscriptions in use; student use monitored
	To develop a proactive approach to resource (learning) management	Increase the number of core texts in the library - related to student/course numbers	Sept 2014 for new book acquisition and distribution	Director of Student Welfare	Academic Management Team	Increased library stocks and old stock removed

| | | Remove outdated books and manage stock

Provide key texts to each student on enrolment | Dec 2014 for completion of library review and additional resources | | Academic Board | Students in possession of core books |
| | | Target students and staff with resources (adequacy) questionnaire | Oct 2014 for student and staff questionnaires | | Database Manager | Improved retention and enhanced levels of student achievement

Staff and student satisfaction levels improved |
| **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 **desirable** for the College to: | | | | | | |
| • introduce programme handbooks which incorporate relevant programme specifications (paragraph 3.3) | To provide a dual focused data set, with a generic Student Handbook alongside a focused Programme Handbook that include context specific information | Modify Student Handbook so that it contains only generic College (welfare and general academic) and/or area/regional information

Produce and circulate a series of Course | Sept 2014 | Academic Director

Registrar | Principal

Academic Management | Evidenced by new set of Programme Handbooks available in hard copy format and on Moodle

Featured at Induction |

		handbooks that provide contextualised programme specific information (incorporating programme specifications)		Development and Marketing Officer	Team Academic Board	
• develop procedures which address online security (paragraph 3.5).	A revised Communications Policy that incorporates provision (training and guidance) for both staff and students on online safety	Review and revise Communications Policy	Dec 2014	Director of Comms	Principal	Revised Comms Policy
		Incorporate online safety session in staff-development programme		Registrar	Academic Management Team	Revised Student Handbook
		Include online safety as a feature of student Induction Programme		Assistant, Registrar and Database Admin-istrator	Academic Board	Staff Development session
		Include information in revise Student Handbook				Student induction feature

About QAA

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

QAA's aims are to:

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

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

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

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/en/ReviewsAndReports/Pages/Educational-Oversight-.aspx.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/about-us/glossary. Formal definitions of key terms can be found in the www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669#.U-NbtXhwY-J.[4]

academic quality A comprehensive term referring to how, and how well, higher education providers manage teaching and learning opportunities to help students progress and succeed.

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

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

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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[4] www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669#.U-Nb7HhwY-K

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**.