



Review for Specific Course Designation by the Quality Assurance Agency for Higher Education

Millennium Performing Arts

March 2015

Contents

Key findings about Millennium Performing Arts	1
Good practice	1
Recommendations	1
About this report	2
The provider's stated responsibilities.....	3
Recent developments	3
Students' contribution to the review.....	3
Detailed findings about Millennium Performing Arts.....	4
1 Academic standards.....	4
2 Quality of learning opportunities	5
3 Information about learning opportunities.....	8
Action plan.....	10
About QAA.....	15
Glossary.....	16

Key findings about Millennium Performing Arts

As a result of its Review for Specific Course Designation carried out in March 2015, 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 Trinity College 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 this awarding organisation.

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

Good practice

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

- the format of the audition days (paragraph 2.7)
- the provision of weekly student reviews (paragraph 2.8).

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:

- develop a more detailed and targeted review and reporting system for the management of its programmes (paragraph 1.2)
- embed further the Quality Code into its policies and procedures (paragraph 1.6)
- improve the quality and consistency of written feedback to students (paragraph 2.6)
- ensure that the teaching observation and appraisal process is linked more formally to pedagogical staff development (paragraph 2.11)
- provide more detailed and comprehensive programme information on its website (paragraph 3.2)
- formalise its procedures for monitoring information about learning opportunities (paragraph 3.6).

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

- review its methods of communication with students (paragraph 3.4).

About this report

This report presents the findings of the [Review for Specific Course Designation](#)¹ conducted by [QAA](#) at Millennium Performing Arts (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 Trinity College London (TCL). The review was carried out by Miss Caroline Dangerfield, Mr David Jones and Professor Richard Thomas (reviewers), and Mrs Brenda Hodgkinson (coordinator).

The team conducted the review in agreement with the provider and in accordance with the [Review for Specific Course Designation: Handbook, May 2014](#).² Evidence in support of the review included a self-evaluation document, student video submission, the minutes of College committee meetings, College handbooks, and policies and reports from the Council of Dance Education and Training (CDET) and its awarding organisation. Further evidence came from meetings with the current awarding organisation and the proposed awarding body, and from meetings with staff and students of the College.

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

- the Council for Dance Education and Training (CDET)
- the National Qualifications Framework (NQF)
- the UK Quality Code for Higher Education (the Quality Code).

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

The College developed from small beginnings as the Millennium Dance 2000 Theatre School, which was founded in September 1997. Its three Directors have extensive professional experience and have been involved in theatre education for many years. Each is a specialist in a particular discipline within the curriculum. The College is housed in converted premises that are spacious and well equipped with studios and fitness facilities.

The College currently has 114 students enrolled, approximately half of whom receive Dance and Drama Awards funding. The College has entered into a partnership agreement with the University for the Creative Arts (UCA) and has been approved to deliver, subject to validation, a BA (Hons) Musical Theatre. The process of validation is ongoing and the College hopes that the first students will be enrolled in September 2015.

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

Trinity College London - 95 students

- Level 6 - Diploma in Professional Dance
- Level 6 - Diploma in Professional Musical Theatre

¹ www.qaa.ac.uk/en/ReviewsAndReports/Pages/RSCD.aspx

² www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2707

Millennium Performing Arts (internal awards) - 19 students

- Professional Diploma in Performance
- One Year Completion Certificate in Performance
- Two Year Completion Certificate in Performance

The provider's stated responsibilities

The College has an established relationship with TCL. The provider agreement clearly sets out the division of responsibilities. The College takes responsibility for resources, all curriculum development, admissions, and quality assurance mechanisms and assessments, although the latter are overseen by TCL. The College has recently appointed a Quality Manager to assist with the continued development and assurance of its quality mechanisms.

The certificate and diploma programmes are internal college awards and are industry-focused. The College has developed these using a similar format to the TCL programmes, and undertakes all responsibilities for the quality and standards of these certificates and the diploma.

Recent developments

The partnership agreement with UCA will allow the College to increase recruitment of home, European Union and international students. The preparation for delivery of the new degree programme has involved changes to the management structure of the College to comply with UCA's requirements. Work is also currently underway to review the curriculum and address the challenges involved in delivering this new programme.

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 representatives submitted a video presentation outlining student views on many aspects of the College. These included opinions on delivery of the programmes, assessments, facilities, and technical and administrative support. The coordinator met a number of students at the preparatory meeting and the team met students during the visit. At both meetings students were able to discuss fully their experience at the College.

Detailed findings about Millennium Performing Arts

1 Academic standards

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

1.1 The College's quality and monitoring processes are appropriate for a college of this size. There is a close team ethos, with lines of communication from each of the academic committees through to the Academic Board. The management structure supports the five departments within the College. The Directors of the College undertake the role of Head of Department relevant to their expertise within the curriculum. The Quality Manual provides brief information on the management of academic standards and the responsibilities of each College committee; there are some references to the Quality Code. College policies and procedures are included in the manual. Processes have recently been reviewed and the management structure has been adapted in preparation for the proposed integration with UCA procedures. The College recognises that further adjustments may have to be made when the degree programme is successfully validated.

1.2 The College operates an adequate annual review process. An annual report is prepared, which provides an overview of College provision, although it is unclear how this report is informed by or informs each of the committees. The College designs and delivers programmes and is responsible for assessing students. TCL oversees assessment of the two level 6 diploma programmes and reports back to the College on the achievement of standards. The College's own programmes are delivered and assessed in tandem with the validated programmes to ensure that common standards are maintained. The Examination Board meets once a year to consider results and reports from TCL external verifiers. The Academic Board reviews programmes and discusses key information, including enrolment figures, pass rates and student feedback. Although the review team recognises that committee discussions in a college of this size will often overlap, it considers that within its revised committee structure it is **advisable** for the College to develop a more detailed and targeted review and reporting system for the management of its programmes.

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

1.3 The College is accredited by CDET. This accreditation confirms that there are strong links with industry and that the links are effective in informing standards and ensuring the currency of the curriculum. The last accreditation report from CDET resulted in a positive outcome and highlighted the commitment of senior staff and the high level of student support offered. CDET also undertakes an annual monitoring process of the College.

1.4 The College was revalidated by TCL in 2014. TCL reports that all conditions of the revalidation have been met and confirms revalidation for six years. Recommendations from the report have been discussed at the Quality Management Committee, and incorporation of these recommendations into the College key performance indicators is progressing.

1.5 The discussions with UCA, and formulation of documentation in preparation for the degree validation, have enabled the College to address directly the Subject Benchmark Statement for Dance, Drama and Performance. The Subject Benchmark Statement articulates the balance to be achieved within a degree programme of practical and theoretical studies. The College recognises that it is a challenge to achieve this balance and that the development of the programme is still a 'work in progress'.

1.6 The TCL programmes are aligned with the NQF, and in its review of policies and procedures the College makes use of the Quality Code. The Quality Manager has provided staff with a workshop on the application of the Quality Code. The College recognises that the Quality Code has yet to be embedded into College processes, and further work in this regard is being undertaken in collaboration with UCA in the development of the degree programme. The review team considers it **advisable** for the College to embed further the Quality Code into its policies and procedures.

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

1.7 There is good evidence of external involvement in the assessment process, including observation of performances. Verifiers appointed by TCL undertake moderation in relation to the level 6 Diplomas in Professional Dance and Musical Theatre and review internal feedback. Outcomes from TCL reports are considered by the Academic Board and action taken as appropriate.

1.8 Additional external referencing is achieved through the excellent professional links established at the College. Practitioners are involved in the delivery and assessment of all College programmes. Furthermore, on a regular basis, external professionals are invited to observe performances and scrutinise formal assessment tasks to ensure currency and appropriateness to industry standards.

1.9 The College understands that the external examining policies and procedures required by UCA will be implemented for the new degree programme. The UCA Collaborative agreement highlights the fact that procedures will need to adhere to UCA's systems and processes. Further work is being undertaken towards this implementation.

1.10 The College has appropriate mechanisms in place for the effective management of its responsibilities for assuring academic standards, but should further develop its reporting and review systems. The College works well with external reference points. It is undertaking a review of its policies and procedures to comply with the requirements for the delivery of the proposed degree programme and the new partner awarding body. It recognises the challenges that this presents. Further review and integration of the Quality Code will inform this development.

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 Responsibilities for the management and enhancement of learning opportunities are reflected in the structure noted in paragraphs 1.1 and 1.2 and are appropriate. The Board of Directors has overall responsibility. The College Principal and Quality Manager deal with matters on a day to day basis and a course leader has been appointed for the proposed degree programme.

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

2.2 As noted in paragraph 1.3, the College engages well with external reference points. The College has taken steps to familiarise all staff members with the Quality Code and has worked closely with UCA in preparation for the forthcoming validation. Actions taken by the College in response to reports from TCL and CDET demonstrate how they are applied to course delivery. For example, the TCL report in 2014 notes previous concerns in relation to the Integrated Professional Studies (IPS) units and changes have been implemented by the Quality Manager to improve these sessions.

2.3 The College has extensive links with the performing arts industry. Most of the teaching staff are actively and professionally involved with the industry outside their teaching commitments. Students report that teaching staff use this knowledge and experience to greatly enhance the teaching and learning process. Agents are invited to all the College shows, and the College's professional philosophy and engagement with the industry generally enhances student employability.

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

2.4 College policies and procedures for maintaining and enhancing the quality of teaching and learning are sound. A significant number of teaching staff hold teaching qualifications, and the ambitious Teaching and Learning Aims in the Teaching, Learning and Assessment Policy underpin the core values of the College. The policy is also referred to in the Staff Handbook.

2.5 The teaching team are primarily on part-time contracts. This has a great advantage in that they are working very closely with the industry; their knowledge and expertise feed back directly into the quality of the student experience, and, ultimately, student outcomes. However, as a result of this, staff can be called away to fulfil their external commitments, resulting in last-minute changes to timetabling. To mitigate the impact of such changes, programmes have detailed schemes of work that are used by substitute staff recruited from a bank of trusted cover tutors.

2.6 Students appreciate, and teaching staff demonstrate, a sound understanding and application of the requirements of delivering and assessing the practical aspects of the programmes. However, there are inconsistencies in the feedback and marking of theoretical elements of student work. An examination of assessed work, together with comments from students, and the Ofsted and CDET reviews, indicate that the quality and consistency of feedback on written work varies between modules and individual markers. In many cases, feedback is thorough, detailed and constructive, focusing directly on the learning outcomes. However, in a number of cases student work lacks annotation and summary comments are brief. It is **advisable** for the College to improve the quality and consistency of written feedback to students.

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

2.7 Support for students is effective. Students receive appropriate information, before and on arrival at the College, about accommodation and finance, together with comprehensive programme information in the Student Handbook and the Study and Assessment Support Guide. Pre-entry guidance contained on the website is limited. However, in addition to this, all prospective students are invited to an audition/rehearsal day. This day provides students with an opportunity to find out detailed information by means of a dedicated Q&A session with the Directors. Students value this audition day greatly. Auditions are in a class simulation and constructively supportive. Students are made to feel reassured and relaxed about coming to the College and the format of the audition days is **good practice**.

2.8 The College offers a wide range of pastoral advice and support through a dedicated Learning Support Officer and Student Welfare Committee. The Directors have an open door policy, and take action to ensure that at least one Director is onsite at all times when students are present. Students' report that in the past formal pastoral support could be uneven, but that this has now greatly improved following the appointment of the Deputy Head of Studies. There is also access to specialist expertise from the Vice Principal, for example, who is a qualified osteopath. Heads of Department hold weekly student reviews, where the progress and pastoral needs of all students are discussed and followed up by staff when necessary. This provision of weekly student reviews is **good practice**.

2.9 The College has a clear Equal Opportunities Policy. Students all complete a First Impressions assignment as part of their induction. This is used to identify any learning needs, such as dyslexia, so that appropriate arrangements can be put in place, and also as a vehicle for identifying any initial pastoral concerns.

2.10 Students' views are clearly valued by the College. There are 16 student representatives who report through regular student representative meetings and the Student Review Committee. Opportunities for the representatives to meet the student body are afforded by means of a slot at the weekly College assembly meetings, where they gather the views of their peers. In addition, regular questionnaires gather information about student views. The results are discussed at the Quality Management Committee, and fed back to the student body through the College notice board.

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

2.11 Staff development is satisfactory. There is a formal Staff Induction process where new staff are observed and mentored by their Head of Department, with expectations being clearly set out in the Staff Handbook. In addition, all regular teaching staff have an annual teaching observation from a member of the management team. The resulting feedback is shared and discussed with the individual staff member. An action plan is produced where appropriate. There are also further informal, brief peer staff/class observations, and staff record their discussions to cascade to other members of their teaching team. Staff engage in professional practice that informs practical classes, but engagement with learning and teaching theory is not clearly addressed. The link between observations, information collected from student review questionnaires, staff appraisals, and any resulting continuing professional development recommendations is not always clear. It is **advisable** for the College to ensure that the teaching observation and appraisal process is linked more formally to pedagogical 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 provides sufficient learning resources to enable students to achieve the intended learning outcomes. The College is housed in bespoke premises and provides a variety of dance studios, rehearsal space and study rooms, all of which are available for students to book independently when needed. The College provides students with access to a variety of stage props and costumes as required for both student-led and assessed performances.

2.13 Library resources are currently limited. However, students have access to local public libraries and the Trinity Laban Conservatoire of Music and Dance Research Centre. The College has developed a strategic and realistic Resource Plan. The Plan sets out the College's approach for the development of its library, IT and learning support provision from 2013-14 through to 2018-19. Materials to support the proposed degree programme are being compiled.

2.14 The prospects for the quality of learning opportunities being maintained are satisfactory. Staff are qualified and maintain professional practice that informs teaching and the student experience. Students are well supported through, amongst other things: audition days when applying to the College; engagement on representative committees; and the professional expertise of staff. Feedback on practical work is good and support for IPS sessions has recently improved, although written feedback could be enhanced. The College responds to recommendations from external institutions and is engaging suitably with its new awarding body.

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

3 Information about learning opportunities

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

3.1 Communication with stakeholders is satisfactory. College statistics show that the number of applications is high. The majority of prospective students are informed about the programmes at the College by their dance teachers and verbal recommendations. The College offers a number of Open Days throughout the year for prospective students, particularly those from local schools, to see the facilities and speak to College staff. Under the leadership of one of the Directors, the College also runs a proactive outreach programme. This includes visiting schools throughout the South East, with current students delivering a performance demonstration. Students from local schools are invited into the College to attend 'taster' sessions. As noted in paragraph 2.7, prospective students are well informed about the College at audition days.

3.2 The College website outlines basic information about the learning opportunities it provides, but there is little detailed programme information. The website has recently had some redevelopment and updating, but this is limited in scope. The College is currently investigating options for its further development. It is **advisable** for the College to provide more detailed and comprehensive programme information on its website.

3.3 Before enrolment, students are given sufficient information to allow them to prepare for their new programme. This information includes additional programme costs, clothing requirements and information on obtaining medical insurance. Students reported that they received sufficient information and were well prepared before their arrival. The College plans to run a project to gather student feedback on the induction programme in order to improve the process for future cohorts.

3.4 The information provided to students during their programme is adequate. Students are given a handbook, which provides information about their programme content, including assessments, as well as how to access student support, what to do should they become injured, and information regarding agencies and casting directors. Students are also provided with a Study and Assessment Support Guide, which they find particularly helpful. The College states that its main vehicle of communication with students replicates industry practice and is by means of the College notice board. Changes to the timetable can arise at short notice because of the use of part-time staff who are also engaged in practice, and this information is communicated on the notice board. This can make planning difficult for both staff and students. It would be **desirable** for the College to review its methods of communication with students.

3.5 All staff are provided with a comprehensive Staff Handbook, which contains information on Staff Induction, relevant policies and required class content. The Quality Manual was developed by the Quality Manager, and staff are aware of its contents and relevance.

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

3.6 The responsibility for the monitoring and oversight of information about learning opportunities rests with the three Directors, one of whom takes particular responsibility; accuracy is assured through their scrutiny of all materials, including the website. The College does not have a systematic procedure for checking accuracy, but reported that there have been no inaccuracies to date. More recently, the accuracy of information has been considered at the Quality Management Committee, and the website is now a standing item at the weekly Administration Committee. Directors are in attendance at both Committees. Given the small quantity of materials, the current arrangements are effective. However, staff acknowledge the need for a more formal approach, especially as the College's higher education provision develops. It is **advisable** for the College to formalise its procedures for monitoring information about learning opportunities.

3.7 The College does effectively communicate with its students and other stakeholders. The extent of information available is somewhat limited and because of this accuracy can be maintained through informal procedures. The College recognises that development is required to formalise procedures and further work is planned on the website.

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

Action plan³

Millennium Performing Arts action plan relating to the Review for Specific Course Designation in March 2015						
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:						
<ul style="list-style-type: none"> the format of the audition days (paragraph 2.7) 	<p>Sharing this practice will help to provide suitable absence cover for audition days staff</p> <p>Encourage new staff to recognise the unique approach to auditions at MPA and to pass this on to other feeder schools at which they work</p> <p>Ensure all staff, College-wide, are aware of the process at audition stage to then support students at induction/transitioning into first year</p>	<p>Staff training sessions to be co-ordinated (small groups depending on role at College)</p> <p>Audition day format to be recorded and reviewed at annual staff training</p>	September 2015	Heads of Department (overseen by Director, Donald McLennan and Auditions Secretary)	Administrative Committee and Directors	<p>Administrative Committee minutes</p> <p>Audition day recording and notes/guidance materials</p>

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 organisation(s).

<ul style="list-style-type: none"> the provision of weekly student reviews (paragraph 2.8) 	<p>Sharing this practice will:</p> <p>Encourage staff to continue to report to Heads of Department/ Principal as appropriate for direct action for students</p> <p>Highlight use of wide range of support mechanisms for students (physiological and psychological)</p>	<p>Staff training sessions</p> <p>Safeguarding training and follow-up materials for e-learning as required</p>	<p>September 2015</p>	<p>Principal</p>	<p>Director, Donald McLennan</p>	<p>Minutes of Welfare committee</p> <p>Safeguarding training, follow up materials</p>
<p>Advisable</p>	<p>Intended outcomes</p>	<p>Actions to be taken to achieve intended outcomes</p>	<p>Target date(s)</p>	<p>Action by</p>	<p>Reported to</p>	<p>Evaluation (process or evidence)</p>
<p>The team considers that it is advisable for the College to:</p>						
<ul style="list-style-type: none"> develop a more detailed and targeted review and reporting system for the management of its programmes (paragraph 1.2) 	<p>To maintain standards and ensure adequate review of all college issues</p> <p>Highlight areas for development, College-wide</p> <p>To encourage Heads of Department to review individual staff and departmental actions/</p>	<p>Quality Cycle will be developed as a formal document to append to MPA Quality Manual</p> <p>Curriculum Planning & Review Committee will follow Quality Cycle procedure to instigate formal course review within each department</p>	<p>November 2015</p>	<p>Head of Studies and Heads of Department</p>	<p>Head of Studies and Directors through Academic Board</p>	<p>Minutes of Academic Board/Teaching Quality & Enhancement Committee</p> <p>Course Review</p> <p>Annual Report</p> <p>Quality Cycle</p>

	activities, reporting back through committee structures and meetings to ensure all channels of communication are clearly documented	Teaching & Quality Enhancement Committee will review student feedback, informed statistics and relevant areas of Annual Report in accordance with Quality Cycle Staff will be involved in formal course review led by Heads of Department to inform Head of Studies course review at end of academic year				
<ul style="list-style-type: none"> embed further the Quality Code into its policies and procedures (paragraph 1.6) 	<p>Enhancement of all MPA Policies and Procedures, current relevance and suitability for HE (QAA/ UCA) relationships</p> <p>Develop staff awareness of the importance of the Quality Code to MPA</p>	<p>Staff workshop - annual meeting/training (for all staff, college-wide)</p> <p>Review all policies in line with Quality Code (accordance with Quality Cycle schedule of activities)</p>	September 2015	Quality Manager	Quality Management Committee & Teaching and Quality Enhancement Committee	<p>Completion of UCA validation will evidence suitability of documentation</p> <p>QAA regular review</p> <p>Minutes of relevant meetings</p> <p>Policy documents within MPA</p> <p>Quality Manual</p>

<ul style="list-style-type: none"> improve the quality and consistency of written feedback to students (paragraph 2.6) 	<p>Develop College-wide staff confidence in own ability to give valuable, written feedback</p> <p>Improvement in quality of student feedback (consistent approach and detailed in comments) to enhance learning experience</p> <p>Develop a uniform approach to feedback and learning support/ advice at MPA</p>	<p>Individual staff training for those responsible for giving feedback</p> <p>Standardisation activities - annually</p> <p>Continuation of internal moderation activities in conjunction with External review</p>	September 2015	Head of Studies	Teaching Quality and Enhancement Committee	<p>Course review</p> <p>Student Survey responses</p> <p>Assessment results</p> <p>External review reports</p>
<ul style="list-style-type: none"> ensure that the teaching observation and appraisal process is linked more formally to pedagogical staff development (paragraph 2.11) 	<p>Enhance staff awareness of effective pedagogical skills</p> <p>Widen staff involvement in sharing best practice in generic teaching skills</p> <p>Develop College-wide professional development activities aside from discipline specific training</p>	<p>Continue appraisal process</p> <p>Enhance evaluation and discussion element of appraisal process</p> <p>Revise moderation strategy to strengthen the importance of timely observations/moderation visits</p>	September 2015	Head of Studies/ Principal	Teaching and Quality Enhancement committee	<p>Observation/ moderation reports</p> <p>Session plans</p> <p>Students Surveys</p>
<ul style="list-style-type: none"> provide more detailed and comprehensive programme information on 	<p>Inform prospective auditionees fully about course at MPA</p>	<p>Web prospectus</p> <p>Regular updating of website</p>	July 2015	Vice Principal	Administrative Committee and Directors	<p>Administrative Committee minutes</p> <p>Website</p>

its website (paragraph 3.2)	Provide a competitive edge/develop MPA USPs	Detailed enhancement of website staged over coming year				Prospectus
<ul style="list-style-type: none"> formalise its procedures for monitoring its information about learning opportunities (paragraph 3.6) 	<p>Cohesive approach to review process (surveys/ feedback and evaluations/reports)</p> <p>Ensure accuracy of college materials and standardised approach to language and style of communication</p>	Directors comments to be formalised by Administrative Committee	July 2015	Directors (Jacki Mitchell)	Directors	<p>Administrative Committee minutes</p> <p>Board of Director minutes</p>
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:						
<ul style="list-style-type: none"> review its methods of communication with students (paragraph 3.4) 	<p>More effective communication with students</p> <p>More preparation time for students</p> <p>More continuity in information sharing</p> <p>Efficient use of DropBox</p>	<p>Sharing of timetable through group emails</p> <p>Student and staff intranet</p>	September 2015 (staged process)	Vice Principal	Administrative Committee and Directors	<p>Student Surveys</p> <p>Student Representatives feedback/ minutes</p>

About QAA

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

QAA's aims are to:

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

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

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

More detail about Review for Specific Course Designation can be found at: www.qaa.ac.uk/en/ReviewsAndReports/Pages/RSCD.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 [Review for Specific Course Designation: Handbook, May 2014](#).⁴

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

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

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

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

differentiated judgements In a Review for Specific Course Designation, 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.

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.

⁴ www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2707

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.

quality See **academic quality**.

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

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

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

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

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.

QAA1213 - R4256 - June 15

© The Quality Assurance Agency for Higher Education 2015
Southgate House, Southgate Street, Gloucester GL1 1UB

Tel 01452 557000
Email enquiries@qaa.ac.uk
Website www.qaa.ac.uk

Registered charity numbers 1062746 and SC037786