Bellerbys Educational Services Ltd (Study Group UK)

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

June 2015

Annex 9: Royal Holloway International Study Centre

Introduction and background

Royal Holloway International Study Centre (RHISC) was established in September 2011 with Bellerbys Educational Services Ltd (BES) signing an agreement with Royal Holloway, University of London (the University) in February 2012. This was followed by a variation to contract in September 2012 and a supplemental agreement in May 2014, setting out the terms of the collaborative arrangements, including specific programmes to be delivered. Built into the agreement is a commitment to conduct a review of the arrangements in February 2016. The first intake of students and delivery of programmes under this supplemental agreement commenced in September 2014. The agreement stipulates that BES is ultimately responsible for academic standards and the University endorses the programme.

Thus, RHISC has moved from delivering a University-validated International Foundation Programme (IFP) to an International Foundation Year (IFY) approved by BES in May 2014 and endorsed by the University in November 2014. The IFY is delivered with four pathways: Business & Economics; Arts; Social Sciences; and Sciences, commencing in September or January. The Centre also offers a one-term English Language Preparation Programme commencing in June or September, for which the intake is typically between five and 15 students.

Student numbers for September 2014 and January 2015 entries have nearly doubled since 2013. Intakes included students from over 30 different countries. Students enrolling on the Business & Economics pathway account for nearly 50 per cent of students overall. The contract with the University states that a maximum of a third of the target for progression should move on to the Management Undergraduate degree programmes and therefore the number of students joining this pathway needs to be managed accordingly.

A new Head of Centre started in September 2014. Given the increase in student numbers, RHISC has increased its teaching team with the addition of three new English teachers and new Physics, Economics, Music, Film/Media and Psychology tutors. It is intended that administrative support will be increased by 1.0 FTE in 2015-16. The appointment of a Deputy Head of Centre is also anticipated by September 2015.

RHISC has operated from one main site on the University campus but, in the light of the increase in student numbers, use has also been made of a number of University teaching rooms across the campus and a physics laboratory at a local college.

Since the last monitoring visit, RHISC has introduced a revised committee structure for quality assurance and enhancement. RHISC's Quality Assurance and Enhancement Group (QAEG) reports to a Regional Quality Assurance and Enhancement Group (RQAEG), which

in turn reports to BES's Academic Quality Assurance and Enhancement Committee (AQAEC). It is intended that the quarterly cycle of QAEG, RQAEG and AQAEC meetings will facilitate the addressing of both good practice and matters of concern. Progress against any actions is recorded in the Centre Action Plan.

BES has also initiated a new Centre Review process which periodically monitors and reports on quality and standards at the Centre. At the end of the academic year, BES's Head of Quality will provide reports to AQAEC on the effectiveness of the revised structure and the Centre Review process.

The review was supported by a RHISC self-evaluation document. There was no student submission but the review team met students at the visit and their views were helpful in confirming the review team's understanding and providing a student perspective on the quality of learning opportunities offered by the ISC.

Key findings

Academic standards

There can be **confidence** that academic standards at the embedded college are managed appropriately and in accordance with the policies and procedures of Bellerbys Educational Services Ltd and of Royal Holloway, University of London.

Quality of learning opportunities

There can be **confidence** that the quality of learning opportunities at the embedded college is assured and enhanced appropriately and in accordance with the policies and procedures of Bellerbys Educational Services Ltd and of Royal Holloway, University of London.

Information about learning opportunities

Reliance can be placed on the information that the embedded college produces for its intended audiences about the learning opportunities it offers.

Good practice

The review team noted the following feature of **good practice** at Royal Holloway International Study Centre (RHISC):

- the use of cross-subject peer observation to enhance learning and teaching practice (paragraph 33).

Recommendations

The review team makes the following recommendations in relation to this College.

The team considers that it is **advisable** for RHISC to:

- complete the review of the Centre's committee structure to ensure the establishment of an integrated governance framework (paragraph 4)
- update and clarify the Centre's assessment regulations, including resit requirements and implications of failure of an assessment element (paragraph 10)
- fully implement the revised arrangements for the chairing of Assessment Boards and their subcommittees (paragraph 12)
- formalise staff development planning and clarify entitlement to University staff development provision (paragraph 44)

- work with the University with a view to establishing systematic, formal links at subject level (paragraph 45).

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

- further develop systems to formally track student achievement at its University partner to inform Centre enhancements to learning, teaching and assessment (paragraph 27)
- ensure a systematic and consistent approach to personal tutoring (paragraph 39)
- ensure that students have comprehensive information about requirements for progression to the University (paragraph 48).

Detailed findings

How effectively do Bellerbys Educational Services Ltd and Royal Holloway International Study Centre fulfil responsibilities for the management of academic standards at this college?

1   As noted on page 1, under the original contract completed in February 2012, the RHISC delivered the Level 3 International Foundation Programme (IFP) validated by the University. A supplementary agreement, dated May 2014, replaced the validated IFP with the International Foundation Year (IFY), a Level 3 programme which is approved by BES and endorsed by the University. BES holds ultimate responsibility for academic standards for the IFY, which is currently in its first year of delivery.

2   Other recent developments include the establishment of the RHISC Quality Assurance and Enhancement Group (QAEG), which forms part of the BES Quality Committee framework, reporting to the Regional Quality Assurance and Enhancement Group (RQAEG) and then to the BES Academic Quality Assurance and Enhancement Committee (AQAEC).

3   RHISC's quality framework also incorporates the existing committee structure, originally established for the IFP and comprising a number of RHISC panels and committees with reporting lines through to the (joint ISC and University) IFY Monitoring Group and thence to the Joint Steering Committee. This original structure, referred to as the Embedded College framework, includes the Centre Committee (to which the Staff-Student Committee meeting and the Curriculum Committee report) and the Programme Assessment Board (PAB) and its subcommittees, which report via a separate reporting line through to the IFY Monitoring Group.

4   It was unclear precisely how BES and RHISC frameworks are intended to operate as an integrated governance framework, and the review team noted that the Centre Review undertaken by BES in March 2015 recommended that the QAEG and Centre Committee terms of reference be clarified, to ensure no overlap should they both continue as Centre committees. In response, RHISC has identified, in the Centre Action Plan, the need to review the effectiveness of its quality and governance framework. That review is now underway, with a view to the establishment of a revised framework in 2015-16. It is advisable for RHISC to complete the review of the Centre's committee structure to ensure the establishment of an integrated governance framework.

5   Centre-level annual monitoring operates effectively under the validated IFP arrangements with the University. Recent annual review reports prepared for submission to the University, and submitted to BES, are comprehensive and evaluative documents incorporating, with respect to academic standards, analysis of achievement and progression data, commentary on visiting examiner feedback, and actions taken in response. For the IFY

from 2014-15, the Centre Action Plan envisages the extension of annual monitoring and reporting through the introduction of a formal process for collating module and programme monitoring. At this stage in the annual cycle, it is not yet possible to evaluate the effectiveness of these enhanced arrangements.

6   BES's Centre Review process is an effective mechanism for identifying enhancements, and RHISC has responded appropriately and in a timely fashion to the recommendations of the recent Centre Review. The outcomes were circulated to all RHISC staff and, following consideration and discussion, responses and actions arising, including the review of the governance structure (paragraphs 2 and 3) and the formal documentation of standardisation and moderation protocols (paragraph 24) were incorporated into the Centre Action Plan, which is a living document. Internal processes, which operate as required, provide for ongoing monitoring of the Centre Action Plan by QAEG, with upward reporting to RQAEG.

7   The review team concludes that BES and RHISC have in place and implement systems and processes for the effective management of academic standards.

How effective is the management of student assessment?

8   The Academic Regulations, which incorporate the assessment regulations, are contained in the Quality Handbook. They define pass/fail grades and set out rules relating to progression within the IFY programme; resit opportunities; special arrangements for exams and assessments; extenuating circumstances procedures; and academic misconduct procedures.

9   Eligibility to resit, which is available only for examinations, is subject to a student achieving a 30 per cent minimum mark. However, the regulations do not currently specify whether the definitive, recorded mark is the resit mark or the higher of the resit or the original mark.

10   The regulations provide that, following a module assessment board (MAB), should a student achieve less than 30 per cent in examinations they will not have the opportunity to resit examinations and a fail grade will be carried forward. Senior staff confirmed that a 'trailed' fail grade does not preclude an overall pass in the relevant subject(s). However, the assessment regulations do not specify how precisely this outcome is determined, for instance whether by compensation, condonement or other means. It is **advisable** for RHISC to update and clarify the Centre's assessment regulations, including resit requirements and implications of failure of an assessed element.

11   Assessment requirements for English and Skills for University Study (ESUS) and all academic subjects, including modes of assessment and weightings, together with detailed grade criteria, are set out clearly in the Quality Handbook and the Student Handbook. Student handbooks also reproduce the Academic Regulations as set out in the Quality Handbook, including information on extenuating circumstances processes, guidance on academic misconduct and associated processes, requests for extension of submission deadlines and penalties for late submission of work.

12   IFP examination boards were previously conducted under University processes and chaired by the University link tutor. For the IFY, the ISC has introduced a system of MABs and PABs; their terms of reference and membership are set out in the Quality Handbook. In response to a recommendation of the Centre Review, the ISC reviewed and amended the provisions relating to the chairing of the Extenuating Circumstances Panel and the Academic Misconduct Panel to ensure that no conflicts of interest arise as a result of common chairing of these panels and the assessment boards. It is **advisable** for RHISC to fully implement the revised arrangements for the chairing of assessment boards and their subcommittees.

13   Students confirm that they are clear as to what is required in assessments, and that tutors provide helpful written and verbal feedback on their assessed coursework, generally provided in a timely fashion and within four weeks, as currently required by RHISC. Students are supportive of RHISC's intention, recommended by the Centre Review and subsequently incorporated into the Centre Action Plan, that feedback be provided within 10 working days. Students understand plagiarism and how to avoid it, and their assessed work is submitted via plagiarism-detection software.

14   The review team concludes that, overall, the RHISC manages assessment effectively.

Where appropriate, how effectively are UK external reference points used in the management of academic standards?

15   UK external reference points are used effectively in the management of academic standards.

16   The IFY is designed to map against Level 3 of the National Qualifications Framework, and ESUS learning outcomes have been developed in line with the Common European Framework (CEFR) global descriptors. There are extensive and detailed marking grade criteria and performance descriptors for ESUS (mapped against International English Language Testing System and CEFR levels and descriptors) and for the academic subjects.

17   Visiting examiners confirm that the aims, intended learning outcomes and content of programmes are consistent with the expectations of national benchmarks.

18   The provider has mapped its quality procedures against the UK Quality Code for Higher Education(the Quality Code). In accordance with provider guidance on an appropriate methodology to ensure that academic provision and practice aligns with the Quality Code, RHISC has adopted a systematic, themed approach to the use of the Quality Code in the evaluation and development of its provision; with respect to standards, the external examining system has provided the most recent focus for this work.

How effectively are external examining, moderation, or verification used to assure academic standards?

19   External examiners, referred to as 'visiting examiners' and formerly appointed by the University under the IFP validation arrangements, are now appointed for the IFY following formal approval by AQAEC at provider level.

20   The visiting examiner role, as set out in the Quality Handbook, includes: the moderation of assessment tasks, examination questions, and sample student work; attendance at the PAB; as well as the provision of feedback; and a written report following the PAB.

21   The RHISC visiting examiner report template asks for confirmation that standards are set at an appropriate level and comparable with similar programmes at other UK institutions; that the briefing, documentation and sample student work provided was sufficient for the effective conduct of the role; and that assessment methods and marking were appropriate and applied consistently.

22   Visiting examiner appointments covering ESUS and all the academic subjects for the IFY are in place for 2014-15. The associated reports for the current year are not yet available, but completed visiting examiner reports for the IFP in previous years confirm that visiting examiners are satisfied that standards are appropriately set, that assessment methods and marking are appropriate and robust, and, generally, that they are provided with

sufficient information and documentation for the effective conduct of their role. IFP examination board minutes record visiting examiner attendance and their verbal reports. The current year's PABs had not yet taken place at the time of the visit.

23   Visiting examiner feedback is used effectively to enhance the provision. The Head of Centre (or, formerly, the University link tutor for the IFP) responds formally to the visiting examiners, noting action taken or to be taken in response to their comments. Recently, such action has included the instigation of a review of assessment loading and changes to the presentation of feedback to students.

24   The internal standardisation and moderation processes that operated, and were fully and formally documented, under the previous IFP validation arrangements with the University, continue to operate with respect to the IFY. These processes include pre-marking standardisation through consideration of sample marked assessments, and moderation of a defined sample of submitted work. Visiting examiners confirm that RHISC staff carry out a full process of standardisation followed by moderation of sample student work and that the process works well. Currently, the standardisation and moderation processes are not set out in formal IFY documentation, a matter which gave rise to a Centre Review recommendation. In response, RHISC has inserted into the Centre Action Plan a requirement for internal standardisation and moderation processes and protocols to be included in 2015-16 Centre and Student Handbooks.

25   The review team forms the view that external examining, moderation, and verification are used effectively to assure academic standards.

How effectively is statistical information used to monitor and assure academic standards?

26   With respect to student achievement at RHISC, data is gathered systematically, and closely tracked, analysed, reported and evaluated in annual review, enabling RHISC to identify areas for development in learning, teaching and assessment. Developments include action taken in response to the disappointing English achievement rates of a particular national group of students, through the streaming of ESUS classes, allowing additional support to be provided for weaker students (while also allowing the more able to be appropriately challenged); and additional support sessions provided in response to the poorer performance of students on International Business Management and/or the Mathematics with Statistics courses.

27   Data on student achievement following progression to the University is available to RHISC but is not currently systematically analysed and used to identify areas for development. RHISC recognises that the tracking of progressed students is not effective, a recognition that is particularly timely, as the first cohort of progressed RHISC students is due to graduate this year. The Centre Action Plan includes an action on liaison with the University to enhance the availability, analysis and use of data. It would be **desirable** for RHISC to further develop systems to track student achievement at its University partner to inform enhancements to learning, teaching and assessment.

How effectively are responsibilities for managing and enhancing the quality of learning opportunities fulfilled?

28   The agreement between BES and the University commits BES to providing the infrastructure and resources required for teaching and learning, and the arrangements for supporting students, and the University to providing these resources. RHISC students have the same access to library, information technology, including the virtual learning environment (VLE), and support services as that provided to the University's students. Students whom

the review team met confirmed they had full access to all learning and support facilities of the University.

29   The majority of teaching is undertaken in areas provided by the University for the exclusive use of RHISC students and staff. However, as noted in the introduction, because of pressure on space as a result of recent growth in student numbers, use is made of other University teaching spaces and of specialist science facilities in a nearby college.

30   One aspect of the Centre Action Plan is a weekly review between the Regional Director and the Head of Centre of any delivery issues. These are also discussed at meetings of the Centre Committee. These discussions are informed by student feedback.

How effectively are external reference points used in the management and enhancement of learning opportunities?

31   UK external reference points are used effectively in the management and enhancement of learning opportunities.

32   Regular meetings across the BES network ensure that senior staff are kept informed of developments in the sector and across the network in relation to the management and enhancement of learning opportunities. This is reinforced in a number of ways including via the programme approval process and the role of visiting examiners.

How effectively do Bellerbys Educational Services Ltd and Royal Holloway International Study Centre assure themselves that the quality of teaching and learning is being maintained and enhanced?

33   A primary mechanism whereby assurance is gained concerning the quality of teaching and learning is through the process of teaching observation. There is both a process of formal annual teaching observation by management and a peer observation system. These mechanisms are seen as complementary. The peer observation system has been developed with a more targeted and developmental approach. It involves staff across subjects and is being developed with colleagues in other centres. The review team came to the view that the use of cross-subject peer observation to enhance learning and teaching practice is**good practice**. Student feedback is also seen as an important mechanism for ensuring that the quality of teaching is maintained.

34   Staff are encouraged to be externally engaged and involved with colleagues across the provider network.

How effectively is student feedback used to assure and enhance the quality of learning opportunities?

35   RHISC makes use of standard questionnaires administered at the end of induction, and at the end of modules taught during a term. The results are analysed within the Centre and discussed at QAEG and the Centre Committee. The personal tutor system is seen as a further mechanism for obtaining student feedback, although RHISC acknowledged, and students confirmed, that the regularity of contact between students and their personal tutors is variable across subjects and tutors (see paragraph 39).

36   RHISC operates a student representation system, with representatives drawn from each subject area for each intake. Students' representatives are briefed by the Head of Centre on appointment, although it is acknowledged that a more formal training would be helpful, and there is currently discussion with the University Students' Union about the possibility of this being organised. Student representatives sit on the Staff/Student

Committee which meets termly. Overall, students were positive about RHISC's responsiveness to issues raised.

How effectively do Bellerbys Educational Services Ltd and Royal Holloway International Study Centre assure themselves that students are supported effectively?

37   Students receive a Student Handbook, available both online and in hardcopy, which contains detailed information about assessment, progression and conduct. Students confirmed that they found the information they were provided with to be clear, accurate, comprehensive and helpful. In particular, they receive clear guidelines on assessment and this is backed up during lessons with information on any specific requirements.

38   Attendance by students is closely monitored, and the introduction of a new management information system has made this easier and more effective.

39   All students have a personal tutor responsible for the pastoral care of the student, and for close monitoring of their progress from arrival in the Centre to moving on to the University. Staff have some flexibility in the way they undertake their personal tutor duties, so that the support students receive may vary. Some staff hold regular tutorials, while others operate a booking system for individual tutorials as required. The Centre acknowledges that regular student attendance at tutorials has been an issue and there is an intention to review the personal tutorial system during 2015-16 with the aim of ensuring a more consistent and effective approach. Accordingly, it would be **desirable** for the RHISC to ensure a systematic and consistent approach to personal tutoring. Despite this variation, students that the review team met commented positively about their general accessibility to Centre staff and the positive support they receive. Students have access to the full range of student support services, including the International Student Support Office, available in the University, and may be referred to specialist services if it is considered necessary.

How effectively does Royal Holloway International Study Centre manage the recruitment and admission of students?

40   Recruitment and admission of students is managed centrally by BES which has a comprehensive and rigorous process in place. The admissions team in Brighton, which has specific expertise in assessing international qualifications, filters applications and admits students who match the agreed criteria and possess the requisite qualifications to particular Centres.

41   Offers of a place can be issued only if a student meets the specific entry requirements for the course. In some cases, where the student is thought to be borderline, BES admissions staff may refer the application to the Head of Centre. The Head reviews the case and has the final say on whether the student may be accepted or refused a place.

42   There is an induction period at the start of each programme, introducing students to the Centre, the University and the local area. There is a programme of events which helps students to settle into their accommodation and which directs students to appropriate support. Students the review team met thought the induction programme was of benefit.

What are the arrangements for staff development to maintain and/or enhance the quality of learning opportunities?

43   RHISC employs a combination of full-time, part-time and sessional staff to deliver its programmes. There is an induction process in place for new staff. There is an annual staff appraisal system in place, which leads to a report and an agreed action plan, although the

team heard that the scheme is not yet fully operational. At the appraisal meeting staff development needs and opportunities are discussed.

44   There are a number of ways that staff development operates at RHISC, although the approach both to the identification of needs and provision of development tends to be informal. Events are organised within the Centre itself including, in the recent past, training for RHISC's management information system. The SED indicates that as a result of the new 'teachers' skills needs analysis' that it will be possible to have a more consistent and coherent approach to the development of a staff development plan in 2015-16. There are also development opportunities with BES, through its annual teachers' conference and other RHISC network events. Staff at the Centre reported that they were also able to attend staff development events held by the University although University staff told the review team that this was not thought to be possible. In the light of this uncertainty, it is **advisable** for RHISC to formalise staff development planning and clarify entitlement to University staff development provision.

45   In preparation for transition to the University, some students experience introductory sessions from University staff and have the opportunity to visit University departments and facilities relating to their intended progression route. However, this was not common practice across all subject areas and the BES Centre Review noted that the move to approved status had reduced contact between RHISC and the University. Senior management from BES and University staff explained that there were plans to develop a formal proposal designed to establish a more formal system of link tutors. The review team was of the view that it would be helpful for this linkage to be strengthened and concluded that it is **advisable** for RHISC to work with the University with a view to establishing systematic, formal links at subject level.

How effectively do Bellerbys Educational Services Ltd and Royal Holloway International Study Centre ensure that learning resources are accessible to students and sufficient to enable them to achieve the learning outcomes?

46   From the evidence provided to the review team, it is clear that the learning resources available to students can enable them to achieve the intended learning outcomes. RHISC is on the main University campus and students at the Centre have access to all its facilities including student support services. The students the review team met were positive about the learning resources available to them both within RHISC and the University, although they did feel that student numbers were outgrowing the current space available in the Centre.

47   Students were positive about the RHISC's VLE, although they did comment that its use by academic staff was inconsistent. The RHISC action plan for 2014-15 has identified the enhancement of the VLE as an objective.

How effectively does Royal Holloway International Study Centre's public information communicate to students and other stakeholders about the higher education it provides at this college?

48   The RHISC website and prospectus provide clear and useful information about the IFY. The prospectus and the offer letter refer prospective students to the website, which sets out in detail the requirements for progression to the University, including minimum grades for ESUS and the academic subjects, and any additional requirements such as interviews, auditions, personal statements, and portfolios. Students confirm that pre-entry information, including information provided by agents, and information provided at induction is accurate and helpful. Student handbooks are comprehensive, detailed and clearly valued by students. However, information about requirements for progression to University degrees displayed on RHISC notice boards was incomplete in some respects. While the required ESUS and

academic subject grades were set out fully, the information displayed did not include all relevant additional requirements, such as personal statements. Accordingly, it would be **desirable** for the ISC to ensure that students have comprehensive information about requirements for progression to the University.

49   Students met by the review team were aware of visiting examiner reports, which are presented and discussed at Staff/Student Committee and posted on RHISC notice boards.

How effective are Royal Holloway International Study Centre's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing at this college?

50   RHIS's arrangements for assuring the accuracy and completeness of published information are effective. BES is responsible for the production of all marketing materials, which must be approved by the University before publication. University staff confirm that this requirement is met and that the system works effectively. The Head of Centre is accountable to BES for the accuracy and completeness of published information, and is required to report on the process within the Centre Action Plan, which is received and considered by RQAEG.

Action plan[1]

Royal Holloway ISC - Action plan relating to Embedded College Review for Educational Oversight						
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 area of **good practice** that are worthy of wider dissemination within and/or beyond the Centre:						
• the use of cross-subject peer observation to enhance learning and teaching practice (paragraph 33).	Cross-subject peer observation to be a formalised process to ensure full staff participation and for the process to be shared across the network.	1 Process and schedule for observations during Terms 1 and 2 to be agreed at Quality Assurance and Enhancement Group (QAEG) 2 Updated targeted peer observation forms to be used by all staff (with targeted focus for observation) 3 Process and forms shared at RQAEG.	July 2016	Head of English; Head of Academic Subjects	Head of Centre/ Regional Director	Feedback from staff to QAEG; staff appraisals; feedback from Regional Quality Assurance and Enhancement Group (RQAEG), Centre Action Plan

[1] The provider 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 partner higher education institution.

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 Centre to:						
• complete the review of the Centre's committee structure to ensure the establishment of an integrated governance framework (paragraph 4)	A revised governance framework, ensuring that all committees have appropriate terms of reference and membership, with staff and students clearly understanding the framework and their role	1 Suggested committee structure, ToRs and membership discussed and agreed at QAEG 2 Produce new governance framework to reflect this 3 Include in all relevant Centre documentation 4 Communicate to staff and students, for example in Centre documentation, during induction, staff meetings, tutorials 5 Report to RQAEG	From September 2015	Head of Centre	Regional Director	New published governance framework, Centre documentation Centre Action Plan, Minutes of QAEG
• update and clarify the Centre's assessment regulations, including resit requirements and implications of failure of an assessment element (paragraph 10)	The production of revised, clear and thorough assessment regulations, including resit requirements and implications of failure, communicated to University, staff and students.	1 Discuss and agree assessment regulations at QAEG 2 Revise and update all Centre documentation accordingly 3 Report to RQAEG and University	From September 2015	Head of Centre	Regional Director	Centre documentation, for example Centre and Student Handbooks, Centre Action Plan, Minutes of QAEG meetings

• fully implement the revised arrangements for the chairing of Assessment Boards and their subcommittees (paragraph 12)	No conflict of interest between Chair of Assessment Boards and their subcommittees and point of appeal	1 Head of Centre removed as Chair from Academic Misconduct and Extenuating Circumstances Boards 2 Head of Centre to liaise with University to agree alternative Chair for Assessment Boards 3 Update Governance framework & Centre documentation 4 Report at QAEG and RQAEG	By April 2015 From September 2015	Head of Centre/ University	Regional Director	New published governance framework and Centre documentation, Centre Action Plan, Minutes of QAEG
• formalise staff development planning and clarify entitlement to University staff development provision (paragraph 44)	A staff development plan for 2015-16 based on information received from Staff Skills Audit form and appraisals, including clarification of provision at partner University	1 Collect and collate information from Staff Skills Audit form and staff appraisals 2 Clarify access to University staff development provision 3 Produce Staff Development Plan, including access to University provision (publish in Staff Handbook) 4 Communicate to all staff 5 Report to QAEG and RQAEG	From September 2015	Head of Centre	Regional Director	Staff Development Plan (published in Staff Handbook), Centre Action Plan, Minutes of QAEG
• work with the University with a view to establishing	Formalised system of link tutoring for all subjects agreed with University, individuals	1 Proposal at International Foundation Year Monitoring Group in June 2015 for formal system of	From October 2015	Head of Centre/ University	Regional Director	Feedback from link tutors (verbal, informal and formal reports)

systematic, formal links at subject level (paragraph 45).	identified and in role for 2015-16.	link tutors 2 Action for Head of Centre (HoC) to attend faculty meetings to present proposal in October 2015 3 Once agreed, arrange meetings with nominated link tutors, HoC and ISC tutors to cement role, duties and responsibilities, for example in joined-up activities, Open Days, meetings 4 Report to QAEG and RQAEG				and from students, Centre Action Plan, Minutes of QAEG

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 Centre to:						
• further develop systems to formally track student achievement at its University partner to inform Centre enhancements to learning, teaching and assessment (paragraph 27)	Effective process for data analysis and reporting to track performance of progressed ISC students A full representation of the student journey from the ISC through the University to feed into curriculum development	1 Liaise with University to agree how data can best be collected, analysed and reported 2 Liaise with Head Office (Brighton) to establish how data is currently used in order to enable best dissemination 3 Use data to inform future curriculum developments 4 Report to QAEG and RQAEG	By July 2016	Head of Centre/ University	Regional Director	System/process to track student achievement, Centre Action Plan, Minutes of QAEG

• ensure a systematic and consistent approach to personal tutoring (paragraph 39)	All students to have consistent, structured tutorials (academic and pastoral) on regular basis with an additional process for data to be used to inform progression initiatives	1 Reduce number of personal tutors and allocate increased hours for tutorials to ensure consistency of delivery 2 Develop tutorial programme with structured content and guidance for delivery, with both academic and pastoral focus 3 Develop schedule for tutorial programme 4 Implement process for central recording of tutorial meetings and concerns 5 Report to QAEG and RQAEG	From September 2015	Head of English/ Head of Academic Subjects/ Head of Centre	Head of Centre/ Regional Director	Tutorial programme and schedule document, Central tutorial file, Centre Action Plan, Minutes of QAEG
• ensure that students have comprehensive information about requirements for progression to the University (paragraph 48).	Clear information on progression tariffs and additional requirements communicated to staff and students	1 Confirm progression requirements with University 2 Check wording for additional requirements is clear 3 Publish and communicate to staff and students, for example Handbooks, Moodle, Induction briefing, tutorials 4 Report to QAEG and RQAEG	From September 2015	Head of Centre/ University	Regional Director	Centre documentation, for example Centre and Student Handbooks Minutes of QAEG