Educational Oversight: report of the monitoring visit of Khalsa College London, June 2015

Section 1: Outcome of the monitoring visit

1   From the evidence provided in the annual return and at the monitoring visit, the review team concludes that Khalsa College London (the College) has made acceptable progress with implementing the action plan from the June 2014 [Review for Educational Oversight](#) report.

Section 2: Changes since the last QAA review visit

2   The College currently has no students, due to the Home Office revoking its Tier 4 Sponsorship Licence in June 2014. The College is accredited to run professional programmes from the Chartered Institute of Management Accountants; the Association of International Accountants; the Confederation of Tourism and Hospitality; and the Institute of Leadership and Management. The College is no longer offering Chartered Management Institute programmes. All the other awarding organisations re-approved the College during the 2014-2015 academic year to run their programmes. There are 15 permanent members of staff, including six teachers on the programmes. The College was approved in May to become a Pearson Virtual User Environment Testing Centre. The College's strategy is to recruit home students from September 2015 and reapply for its Tier 4 Sponsorship Licence.

Section 3: Findings from the monitoring visit

3   The College has made acceptable progress in responding to the good practice and desirable recommendations identified in the 2014 Review for Educational Oversight report. The good practice of weekly staff meetings has continued to ensure readiness for the future recruitment of students. The staff highly value these meetings, which include weekly discussions on the UK Quality Code for Higher Education (Quality Code). The review team confirms that these staff meetings provide an effective mechanism for communication and for the maintenance and enhancement of the quality of provision.

4   The use of guest speakers, also identified as good practice, is discussed in staff meetings to ensure that speakers reflect and address the potential career routes of students. Staff will also ask awarding organisations for recommendations of appropriate speakers. Three talks were given over the past academic year, from banking, medical, and charity representatives.

5   The College will continue to build upon the extensive individualised academic and pastoral support it currently provides for its students. This includes an informal open-door policy for students to approach managerial, teaching and administrative staff for help, rather than a formal tutorial system. There is a range of study skill support, and pastoral support is provided by a Student Welfare Officer. The College's Annual Review indicates that additional tuition sessions were provided last year. The issue of support is addressed in staff meetings. There have been developments in the intranet to improve support to students: these include the new Personal Development Planning Guide, which will be introduced to new students at an individual meeting with the Course Coordinator and Welfare Officer, with the aim of ensuring an academic and pastoral focus to achieve their qualifications. The personal

development plan will also be accessible on the intranet, which the team confirms is used effectively to support students' learning.

6   The Annual Review 2013-14 relates to the whole College and there is an attached summary of data for all professional programmes. Separate data is provided on retention and achievement for each awarding organisation. Quarterly programme reviews take place at staff development days, and programmes are reviewed throughout the year by the Academic Board. Senior management reviews programmes in the summer using an annual monitoring template to consider possible changes to programme provision: the template includes consideration of student enrolment, resources, entry requirements, assessment procedures, analysis of results and cost considerations. The review team notes, however, that the absence of a formal written annual programme review with a continuous action plan limits the usefulness of the critical overview, even though critical matters, such as the quality of the learning opportunities and staff and student evaluations, are considered at various meetings.

7   The College has continued to align its policies and procedures with the Quality Code through a comprehensive mapping process. The mapping constitutes a significant development in quality maintenance and enhancement, and is discussed further in Section 4.

8   The Planning and Policies Committee is responsible for reviewing policies and drafting new policies, which include a Malpractice and Maladministration Policy, in response to awarding organisations' requirements and a policy on Safeguarding from Extremism, Radicalisation and Terrorism; both of these will be added to the Policy Handbook and website. Information on quality assurance arrangements has not been updated, but will be reviewed during summer 2015.

9   The Lesson Observation Form, which did not previously reflect higher education expectations, has been revised; lesson observation takes place termly and is used to identify future staff development. A higher education section has been added relating to administrative information. Further improvements will be made prior to its use, to ensure its alignment with *Chapter B3: Learning and Teaching* of the Quality Code, a process which will be informed by the College's mapping document.

10   The Review for Educational Oversight report identified that not all information about the costs of study, including course fees, was included on the website or in the prospectus. The website does, however, make clear what additional costs, such as awarding organisation membership, assessment fees and course books, exist, and that students are expected to provide their own laptops. Revised fees will be published in the prospectus and on the website when it is planned to recruit students.

11   Interviews and induction days support students through the recruitment and admissions processes. The Student Recruitment, Admissions and Selection Policy is reproduced in the Policy Handbook. The main sources of recruitment are word of mouth, enquiries from the website and awarding organisation websites, knowledge in the community and press advertising. Selection is based on criteria which include previous academic history, attendance, suitability and interest of studying with a view to future employment in candidates' home countries. In addition, candidates are required to take a Home Office-approved English language test. Interviews are conducted by senior management and further checks take place at time of admission and enrolment. An induction day is held before the start of the programme and students receive a comprehensive induction pack and a personal development planning briefing. Feedback is provided to unsuccessful students, although there is no appeals' procedure. In all other respects staff confirmed that the College recruitment and admissions procedures meet the Expectation of *Chapter B2: Recruitment,*

Selection and Admission of the Quality Code. This is reflected in the College mapping document and the team confirms that the College's use of this Chapter is appropriate.

12   The College follows the assessment processes of the awarding organisations. For Confederation of Tourism and Hospitality awards staff assess and undertake internal verification, using set assessment forms and marking criteria. Plagiarism programmes are used before assessments are sent to the awarding organisation for external marking. For the other awarding organisations, the College is responsible only for formative assessment and the team found satisfactory evidence of effective tracking of formative assessment outcomes. Staff confirmed that all assessment procedures are in place for the future recruitment of students.

Section 4: Progress in working with the external reference points to meet UK expectations for higher education

13   Through communication and training with the awarding organisations, staff keep up-to-date with course specification and policies; awarding organisation updates are displayed on notice boards and web pages and are disseminated in the weekly staff meetings. In-house training has taken place jointly with the International School of Sikh Studies and staff attend awarding organisations' training sessions.

14   Since the last review, the College has developed a detailed system of mapping College policies on to the Quality Code. Discussions of the Quality Code have taken place throughout the year at Academic Board and weekly staff meetings. Although no students are enrolled, the development of the mapping indicates a college commitment to the continuing development and enhancement of the provision. The team confirms that the mapping demonstrates College policies and procedures largely meeting the expectations of the Quality Code and that they are appropriate for future cohorts of students.

Section 5: Background to the monitoring visit

15   The monitoring visit serves as a short check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

16   The monitoring visit was carried out by Mrs Monica Owen (Coordinator) and Mrs Catherine Symonds (Reviewer) on 10 June 2015.