



## Specific Course Designation: report of the monitoring visit of UK Business College Ltd, March 2016

### 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 UK Business College Ltd (the College) has made acceptable progress with implementing the action plan from the July 2014 [Review for Specific Course Designation](#).

### Section 2: Changes since the last QAA review and monitoring visit

2 The College has not enrolled any students or delivered any courses since the previous monitoring visit in April 2015. This is due to the Home Office revoking the College's Tier 4 licence so that it cannot recruit non-EU students. The College has had to reorganise and change focus. It has plans to deliver higher education programmes to local and EU students from April and September 2016. The College has won a Skills Funding Agency contract to deliver a Diploma in Business at level 3, awarded by ATHE, to 24 students. All necessary arrangements are in place to enable the students to be recruited successfully. The College is preparing for the delivery of programmes and is appointing staff previously employed. Timetables, schemes of work and lecture plans have been developed. There is also recent approval from Pearson Education for the College to deliver a Higher National Diploma in Business: Strategic Management and Leadership at level 7, and a BTEC Diploma in Education and Teaching at level 5.

### Section 3: Findings from the monitoring visit

3 The College continues to address the action plan from the 2014 Review for Specific Course Designation and has developed a new action plan for 2016. The Management Committee continues to review College policies and practices. A comprehensive course annual monitoring and review process has been established, together with a procedure for monitoring staff performance. It is not possible for the College to evaluate the impact of all these actions until students are admitted and courses are being delivered. Although the College currently has no students, it is in the process of recruiting and has the appropriate structures for delivering courses in prospect. The College documentation describes the actions taken by the Management Committee, and the review team concludes that the College is making acceptable progress.

4 The 2015 monitoring visit report found that the College had made good progress on the action points from the full review, with the exception that assessment and internal verification data were not included in its course evaluation; this is now included in the annual course evaluation report. A new plan identifies three current issues for action during 2016, with intended outcomes and methods of evaluation. At the current review visit the College supplied a statement on progress of the 2016 action plan, which stated that only one of the three actions has been addressed. This is due to a combination of factors, including the non-recruitment of students and the subsequent need not to recruit teaching staff. Recent Management Committee minutes show that consideration of the action plan by senior staff is continuing, with references to all three issues.

5 The 2016 action point on which the College has made progress is the continuing review of existing College practices, policy documents and the website, in respect of the newly developed course portfolio and changed student profile. The College reviewed all policies in September 2015 to reflect its changed circumstances. The revised policies reflect a clear version control process. The College has a staff development policy based on College needs and staff performance. The College monitors staff performance through observation and an annual review process, which identifies developmental needs or addresses areas of concern. Although no teaching staff are currently employed, a member of the previous teaching staff confirmed that their performance had been reviewed while they were employed.

6 The College has a comprehensive Admissions Policy and Admissions Appeals Policy, both of which are available on the College website. The Admissions Policy has been written with reference to the UK Quality Code for Higher Education (the Quality Code), *Chapter B2: Recruitment, Selection and Admission to Higher Education* and provides a secure basis for the admission of students. The Admissions Policy includes a requirement for the testing of English proficiency where the candidate has not taken previous qualifications in the English language. Admissions staff assess the student's ability and intention to study by using a combination of scrutiny of prior qualifications and English language ability, and an interview. The student's intention and reason for applying for the new course forms part of the pre-admission assessment interview. There was no evidence that the Admissions Policy has been implemented, as the College has not admitted any students since the last monitoring visit.

7 The Quality and Operations Manual describes how courses are reviewed annually. Course committees monitor courses through module reports, outcomes from student evaluation, progression and achievement data, and admissions information. Student feedback questionnaires are appropriate and contribute to the College Annual Monitoring and Quality Control Report, which provides a comprehensive framework for course monitoring and evaluation. The report includes consideration of progress against the previous action plan and its further development. No courses have been delivered since the last monitoring visit; as a result, the review team was unable to evaluate a completed programme report. The College has, however, used the documentation to prepare a general report on activity, giving details of development since the last review.

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

8 The College applies the Quality Code, Part A: Setting and Maintaining Academic Standards through its relationships with its awarding organisations. For example, the College relies on the awarding organisations to set admissions entry criteria, develop the curriculum and set programme learning outcomes. There is a detailed programme specification for the newly approved Diploma in Learning and Teaching. This is the definitive record that serves as a reference point for students and academic staff involved in delivering the programme. The College has carried out an analysis of the Quality Code, which is contained in its Quality and Operations Manual. This is issued to staff and maps expectations and indicators of the Quality Code, Part B: Assuring and Enhancing Academic Quality, and Part C: Information about Higher Education Provision, to relevant College policies and procedures.

## **Section 5: Background to the monitoring visit**

9 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.

10 The monitoring visit was carried out by Mr Peter Hymans, Reviewer, and Mrs Catherine Fairhurst, Coordinator, on 17 March 2016.

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