



## Review for Educational Oversight: report of the monitoring visit of Aldgate College London Ltd, June 2014

### 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 Aldgate College London Ltd (the College) has made acceptable progress with continuing to monitor, review and enhance its higher education provision since the [previous monitoring visit](#) in June 2013.

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

2 The College continues to deliver ATHE Ltd programmes in management at levels 5, 6 and 7. As at the monitoring visit in 2013, the College has 10 students. It no longer offers programmes approved by the Institute of Administrative Management, as the awarding organisation is no longer operating, and has gained approval to offer Pearson BTEC provision. Management and resources are shared with London Corporate College, including some jointly taught classes. The two colleges continue to occupy premises adjacent to each other.

### Section 3: Findings from the monitoring visit

3 Areas identified as good practice have been maintained and developed. Effective admissions information and advice continue to represent sound practice, and students receive accurate guidance on UK visa and College entry requirements. Prior qualifications are checked and students have access to clear information to inform their choice of programme. Students confirm that they had been well informed and have good access to advice and guidance and to flexible support from the academic staff.

4 The College has made variable progress in implementing the recommendations set out in their original action plan. A new action plan has been developed which includes some previous recommendations alongside new priorities. New action points focus on the evaluation of pre-arrival information and the admissions process through new student surveys; a more formal induction programme; and plans to monitor the impact of changes to the committee structures. Analysis of pre-arrival surveys confirms that students feel information is clear and the process is rigorous.

5 More opportunities for formal student representation on College committees is under longer-term consideration once the new structures have been evaluated. The College plans to evaluate and review the new structures as part of its annual quality review in 2014. The Student Council continues to play an important part in providing a forum for students to discuss their experiences and for liaising with College management. Students gave examples of changes that had been implemented as a result of their feedback, including provision of blinds in classrooms and social activities.

6 The Quality Manual is reviewed regularly, though the College has not formally analysed how it aligns with the UK Quality Code for Higher Education (the Quality Code). The new Teaching and Learning Policy and assessment procedures have been included in the updated Quality Manual. The Internal Verification Procedure, however, remains as a separate policy and may be included in the Quality Manual when it is next reviewed.

7 Basic annual monitoring report templates have been introduced focusing on data analysis. The reports lack specific consideration of student feedback or external verifier reports and do not include key outcomes or an action plan. The College plans to continue the development of these reports to include actions linked to external recommendations, and to facilitate sharing of progress and good practice.

8 The College does not produce formal action plans in response to external verifier reports. Recommendations are, however, discussed by programme and academic committees and the Quality Board. The recording of the outcomes of these meetings lacks detail to support clear monitoring of progress and remains an area for development.

9 The College continues to review its provision of learning resources at a strategic level. A learning resources policy has been incorporated into the Quality Handbook, and students report that they have access to a range of resources both through the College library and online. Students also have access to resources and programme materials through the fully activated virtual learning environment, which they value and use on a regular basis. This includes clear guidance on the penalties for late submission of work.

10 The Principal is responsible for final approval of all public information, though the use of sign-off forms still varies. The Quality Board monitors the effectiveness of public information which takes account of student feedback. Students indicated that they have access throughout their learning journey to information that is helpful, timely and accessible.

11 The College has a clear staff development programme which includes regular workshops on the Quality Code. Staff reported that they value the sessions which support improvements in teaching and learning and programme management. An evaluation form has recently been introduced. As teaching staff are part-time, formal appraisals have not been conducted, but teaching observations and student feedback inform staff development priorities.

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

12 The College continues to engage closely with the requirements of its awarding organisations. An accreditation application to Pearson to offer level 5 programmes has recently been successful and the College plans to introduce new provision with reference to the Pearson BTEC Quality Guide.

13 A number of teaching staff are members of relevant professional bodies and are able to ensure that the content of their lectures reflects current professional codes of practice and legislative requirements.

14 Familiarisation of staff with the expectations of the Quality Code has been at the centre of many of the staff development workshops held during the year. Reference to the Quality Code in the review of the College Quality Manual is reflected in its layout, which tracks the student journey. Formal references to the expectations of the Quality Code have not been included but the College plans to undertake an alignment exercise to ensure that all relevant expectations can be evidenced.

#### **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 Mandy Hobart (Coordinator) and Mrs Sue Miller (Reviewer) on 10 June 2014.

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