



Navitas UK Holdings Ltd

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

April 2015

Annex: Birmingham City University International College (BCUIC)

Introduction and background

Birmingham City University International College (the College, BCUIC) is part of Navitas UK Holdings Ltd (Navitas UK) embedded college network. The College delivers pathway programmes in partnership with Birmingham City University (the University, BCU). These provide a route to an undergraduate or postgraduate degree from the University for international students who do not meet the required course entry criteria for direct entry to the University. The College has the status of an affiliate college of the University and operates under the University's Tier 4 HTS licence from UK Visas and Immigration/Home Office. The College was established in 2011 and the first cohort of students arrived in September 2013. At the time of the review the following programmes were being delivered:

- University Foundation in Art and Design
- University Foundation in Art and Design (extended)
- University Foundation in Built Environment Studies
- University Foundation in Business
- University Foundation in Engineering
- University Foundation in Law
- University Foundation in Technology
- First Year Degree in Accountancy and Finance
- First Year Degree in Built Environment Studies (integrated delivery model)
- First Year Degree in Business
- First Year Degree in Economics and Finance
- First Year Degree in Engineering (integrated delivery model)
- First Year Degree in Marketing
- First Year Degree in Technology (integrated delivery model)
- Pre-Master's Business (extended)
- Pre-Master's in Business
- Pre-Master's in Art Design and Media.

The standard programme delivery model involves all teaching taking place at the College. Some undergraduate Stage 2 programmes are delivered using an integrated delivery model whereby College students are taught in the same classes as University students studying for the same qualification, but receive supplementary teaching and tutoring at the College. This model is used for subjects such as Engineering where the College does not have the necessary specialist teaching facilities.

The College, Navitas UK, and the University share responsibility for maintaining academic standards, managing and enhancing the quality of learning opportunities and publishing information on the provision. Responsibilities are articulated within an overarching framework provided by Navitas UK and a quadripartite Recognition and Articulation Agreement (RAA). The College and University both have responsibility for developing the curriculum; monitoring and review of the provision; learning resources; student admissions, assessment and support; and the accuracy and availability of course-related information. The College is responsible for its teaching staff and their development; collecting student feedback; and providing programme information to students, in each case with the support of the University. The Operations Manual sets out the detail of responsibilities regarding the processes and procedures at the College. This is complemented by a set of College Policies and Regulations (CPRs) which are adaptations of standard Navitas UK Policies and Regulations. CPRs cover such areas as attendance, admissions, learning and teaching, student support, student engagement and enhancement. Navitas UK Policies and Regulations and CPRs are informed by the Navitas UK Quality Manual.

Since the 2014 QAA Embedded College Review for Educational Oversight the College has grown in terms of staff, students and facilities. Student numbers have grown from 85 to 207. Roughly half the students are studying on the University Foundation programme; of the others, nearly 40 per cent are now on the first year of a University degree; the remainder are studying for their pre-master's. Business subjects, followed by art and design, are the most popular subjects. Although China and Nigeria account for more than half the students at the College, 33 nationalities are represented in the current student body. Staffing has been increased with new teaching staff and new appointments in marketing and student services. Teaching spaces and IT facilities have been expanded. Policies and procedures for quality assurance have been embedded, for example in the first cycle of annual monitoring reports. Relationships with the University have also been broadened and deepened. The growth that has taken place has been part of the planned development of the College which is intended to grow further in coming years.

The 2014 Review identified five areas of good practice relating to in-session feedback, student engagement, pastoral care, the Students in Jeopardy programme, and the portal. These features remain strengths and have been developed further to enhance the student experience. The review also made four recommendations. These related to ensuring independence in committee chairing for assessment; referring explicitly to national frameworks in programme documentation; ensuring that agreed procedures for the appointment of staff are followed; and clarifying aspects of the Operations Manual. All recommendations have been addressed effectively.

Students studying on higher education programmes at the provider were invited to present a submission to the review team. The review team received a video in which a group of students presented their view on the College and their study experience. A representative group of students also met the review team during the review.

Key findings

The QAA review team (the team) formed the following judgements about Navitas UK Ltd Holdings, Birmingham City University International College.

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 Navitas.

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 Navitas.

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 features of good practice at BCUIC:

- the regular and systematic monitoring of student performance and progression up to and beyond entry to Birmingham City University (paragraph 5.3)
- the range and quality of the staff development opportunities offered (paragraph 8.5)
- the formal student representation system and its contribution to quality enhancement (paragraph 9.5)
- the collaboration of staff, student mentors and alumni to enhance support for students (paragraph 10.5)
- the suitability and ongoing development of the campus as a contribution to the learning experience of international students (paragraph 13.1)
- the numerous opportunities for students and staff to access the facilities and services of Birmingham City University (paragraph 13.4).

Recommendation

The review team makes the following recommendation in relation to this College

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

- scrutinise all published information to eliminate any potential ambiguity about the location of programme delivery (paragraph 15.3).

Detailed findings

How effectively do Navitas UK and Birmingham City University fulfil their responsibilities for the management of academic standards at the College?

1.1 Responsibility for academic standards is shared between Navitas UK, the College, and the University. The contractual basis for this is set out in the Recognition and Articulation Agreement which indicates clearly the obligations of each party. The College operates within the framework provided by the Navitas UK Quality Manual which, together with its associated Navitas UK Policies and Regulations, set out the policies and procedures through which standards of Navitas UK college provision are assured. Navitas UK Policies and Regulations are customised to form College Policies and Regulations (CPRs) in consultation with the University. The College Operations Manual, and its associated CPRs, provide the framework within which the College manages academic standards. Navitas UK Policies and Regulations are benchmarked against the requirements of the UK Quality Code for Higher Education (Quality Code).

1.2 The College's Learning and Teaching Board (CLTB) is responsible for the maintenance of academic standards. It is chaired by the College Principal and includes representatives of staff, students and University link tutors. The CLTB feeds into the Academic Advisory Board (AAC) and the Operations Advisory Committee (OAC), both joint College/University committees, and from there into the Joint Strategic Partnership Management Board (JSPMB). The University's Collaborative Provision Committee maintains oversight of the partnership. The College's Senior Management Team (SMT) reports to the Navitas UK Senior Management Team which links back into the Navitas UK Quality and Standards Office and the Navitas UK Learning and Teaching Committee and Learning and Teaching Forum. Link tutors play a central role in the management of academic standards through their provision of guidance and their role in assessment.

1.3 The processes for approval of new programmes are set out in CPR Quality Standard 1 which sets out the respective roles of Navitas UK, the College, and the University in approving a new programme. Approval requires scrutiny by a panel of the level of proposed provision and the appropriateness of its content. Minor amendments to programmes can be made by agreement between the College and the University and are submitted to the Navitas UK Quality and Standards Office.

1.4 The College has implemented a process of programme-based annual monitoring. The report draws upon statistical data, module reports and student feedback; it also incorporates commentary from the relevant link tutor and an action plan. Annual monitoring reports are presented internally at the College to the CLTB and also to the University at its CPC and to Navitas UK Quality and Standards Office. Programmes at the College are normally approved for six years after which re-approval takes place. The University includes review of relevant provision at the College in its subject-area based periodic review. The partnership itself is established for a period of ten years on the basis of the current RAA. An interim review of the partnership is planned at a mid-way point. Navitas UK requires regular reports from the College on a range of metrics which provide the basis for cross-college comparison of performance. It also conducts periodic reviews of its colleges using criteria linked to the Quality Code.

1.5 All programmes have detailed programme specifications, definitive module documents and module guides which indicate clearly expected learning outcomes and assessments. These documents are approved during the process of programme approval. They are made available to staff and students together with the College's policy and operational documents on the College portal. Staff who met the review team were familiar

with the College's policies and processes related to the management of standards as well as the frameworks that underpin them. Students stated that they knew about the College's policies and processes as well as the information related to standards provided in their programme documents. The review team saw evidence of the effective development and embedding of the policies and processes for the management of academic standards since the 2014 Review.

How effective is the management of student assessment?

2.1 Assessment takes place within a framework of regulations, policies and procedures approved by Navitas UK, and set out in a formal College document. This framework is derived from a central Navitas UK document that has been aligned with the Quality Code. Operational arrangements are detailed in the College's Operational Manual which sets out the respective responsibilities for assessment of the College, Navitas UK, and the University. Assessment schemes are approved during the process of programme approval with assessment criteria and progression requirements set out in programme specifications, module guides, and definitive module documents. These documents, as well as the College's assessment-related regulations, are available to staff and students on the College portal.

2.2 Assessments are set and marked by College staff for all modules delivered by the College. On integrated programmes the assessments on those modules taught by the University are set and marked by the University. Assessments on Stage 1 modules, both undergraduate and postgraduate, are approved internally by the CLTB and marked by the module leader. Internal moderation, in the form of second marking, takes place on a sample basis for larger classes and for all where there are fewer than ten scripts. Internal moderation is undertaken within Navitas UK. External monitoring which is provided by the University, is discussed further below. On Stage 2 modules which are taught by the College, assessments are approved by the relevant University module tutor in order to ensure that assessment is comparable with that undertaken by students on the same modules which are taught at the University. The College operates a policy of anonymous marking. Policies and processes are in place to ensure the security of assessment venues and activities.

2.3 The College has formal policies, processes and procedures for ensuring that students demonstrate good academic practice and to deal with academic misconduct. Students are made aware of the importance of proper referencing throughout their programme. The College has recently required all summative assessments to be checked through plagiarism-detection software; students also have access to the software for learning purposes. Policies are in place for reasonable adjustment and for considering mitigating circumstances. The College has appropriate formal processes in place to deal with appeals against assessment decision. Students state that they are fully aware of the criteria used in determining grades and progression and consider the College's assessment processes to be fair. The College operates a system of two-tier module and progression boards chaired by the College. In response to a recommendation in the 2014 QAA Review, chairing arrangements have been changed to provide the appropriate independence of each stage. Academic and Registry staff from the University attend all boards.

2.4 CLTB is responsible for maintaining oversight over all aspects of assessment at the College. Policies and practices related to assessment are reviewed through annual monitoring; feedback on assessment is gathered through the Student Council and discussed at the College Enhancement Team (CET) and, where relevant, at other Navitas UK, College, and joint committees. Enhancement of assessment processes is included in the College's Learning and Teaching Action Plan. Staff have access to guidance on best practices in assessment produced by Navitas UK. The College arranges continuous professional development sessions for teaching staff on topics such as use of

plagiarism-detection software, marking and provision of feedback and managing assessment deadlines. College staff work closely with colleagues teaching related material at the University. On completion of their studies at the College, students receive a Confirmation of Attainment document showing their marks and grades.

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

3.1 The College operates within a set of regulations and policies which are localised versions of regulations and policies developed by Navitas UK. Navitas UK's regulations and policies have been mapped against the Quality Code. Navitas UK programme structures are defined in relation to national qualifications frameworks. Programme approval requires attention to be paid to levels and external frameworks. None of the provision at the College involves PSRBs. Staff who met the review team were aware of the Quality Code.

3.2 The QAA 2014 Review of the College recommended that it would be desirable for the College to make more explicit reference to national frameworks in its programme documentation. This has been addressed and the appropriate level of the qualifications and credit framework or *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* is included in programme specifications, definitive module documents and module guides.

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

4.1 All College programmes are subject to external moderation, the nature of which depends upon the level of the programme and its pattern of delivery. Requirements for external moderation are laid out clearly in the College's policy documents and the Operations manual. External oversight of standards is provided primarily by the University, but also by Navitas UK, through approval of assessments, moderation of scripts, and participation in assessment boards. External examiners are not appointed to the programmes at the College either by Navitas UK or the University. The University does not itself use external examiners to moderate the first year of its undergraduate programmes.

4.2 For Stage 1 of both undergraduate and postgraduate programmes link tutors at the University review assessments and marking to ensure that standards are appropriate. At Stage 2, where the modules are taught at the College, the link tutor approves proposed assessments and also undertakes sample moderation of scripts. The University is represented on all assessment boards. Stage 2 modules taught at BCU on the integrated delivery model are treated in the same way as other first year university modules. Navitas UK moderates the Interactive Learning Skills and Communication (ILSC) modules at all levels. Staff who met the review team confirmed that they understood the requirements for external moderation; and representatives of the University confirmed that moderation occurred in accordance with the agreed procedures.

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

5.1 The College makes extensive and effective use of statistical information to monitor and assure academic standards. The College's CLTB sees statistics on student performance including attendance, retention and progression on a regular basis. These are reported to Navitas UK on a monthly, quarterly and annual basis. Navitas UK determines the metrics used and compares the College's performance with performance across the Navitas network. Student data is recorded on the MAZE student record system. The system also provides data for internal reports such as annual monitoring.

5.2 The College is working with the University to integrate its MAZE system with the University's SITS student records system. This will facilitate the production of annual reports for the College by the University that trace the overall performance of College students once they have progressed to the University. In addition, link tutors provide qualitative feedback on the performance of College students to facilitate an immediate response to any gaps identified in learning and skills.

5.3 The review team concluded that the regular and systematic monitoring of student performance and progression up to and beyond entry to Birmingham City University is **good practice**.

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

6.1 The responsibilities of the College, of Navitas and of the University for the quality of learning opportunities are stated in the Operations Manual. The Operations Manual also clearly states the responsibilities for oversight of the quality of provision in the College vested in the University's committees, in particular its Collaborative Partnerships Committee, and in its senior staff. Scrutiny of relevant University committee minutes and discussion with University staff demonstrated close involvement with the College and a genuine collaboration aimed at both managing and enhancing quality.

6.2 According to the self-evaluation document, the primary driver for enhancing learning opportunities is the CET which comprises key College management staff together with student representatives and academic staff. The team meets frequently and, from the minutes provided, it is evident that it discusses a wide range of issues related to the student experience ranging from the development of a 'virtual' welcome pack for late-arriving students to the enhancement of social facilities and events. Module feedback results are also presented to CET.

6.3 With respect to the quality of learning opportunities the self-evaluation document states that 'Within the College, the main forum for discussing learning and teaching matters is the CLTB. The Board is informed by the Student Council and the College Enhancement Team...which together enable an ongoing dialogue between all staff and students about learning and teaching issues'. Minutes from CLTB, which meets most months and includes student members, provide evidence of discussion of a range of quality assurance and enhancement topics including monitoring of the Learning and Teaching and Enhancement Action Plans and information emanating from the Quality Assurance Agency for Higher Education (QAA). Learning and teaching matters are discussed across the Navitas UK network through the Navitas UK Learning and Teaching Committee.

6.4 The review team formed the view that, through these clearly defined governance systems, and through the academic and personal support it offers to students, BCUIC, fulfils effectively its responsibilities for maintaining and enhancing the quality of learning opportunities.

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

7.1 Validation and periodic review of programmes is conducted in line with the University's procedures, aligned to the expectations of the Quality Code, subject benchmarks and, where appropriate, professional bodies. Annual monitoring is also integrated both with Navitas and with the University's procedures, thus ensuring suitable external reference points inform learning opportunities.

How effectively do Navitas UK and BCUIC assure themselves that the quality of teaching and learning is being maintained and enhanced?

8.1 Academic teaching staff are employed on a sessional basis. Following a recommendation in the QAA Embedded College Review for Educational Oversight report of February 2014, new academic teaching staff appointments are made in accordance with paragraph 3.6 of the Recognition and Articulation Agreement with the University participating in the process and approving all appointments. Link Tutors are now required to sign the BCUIC Module Management Form which indicates staff changes as well as other module modifications and all existing staff have been approved retrospectively by this process.

8.2 Potential new staff are interviewed by the Manager of Academic Services, with experience at the required level and some experience of teaching to international students expected.

8.3 New staff attend the 'Welcome to Navitas UK' induction process, and are subject to probationary review including a management observation of their teaching within the first four weeks of employment. There is also an ongoing staff appraisal process informed by management observation of teaching, using a detailed, standard form and occurring at least once per year.

8.3 Link tutors and other teaching staff from the University work closely with ATS and provide ongoing development concerning teaching and learning in higher education. The review team was informed that link tutors typically spend half a day a week in the College. The input of experience from this range of sources provides an effective learning environment for the College's teaching staff.

8.5 The review team finds the range and quality of the staff development opportunities offered to be **good practice**.

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

9.1 Feedback from students on the teaching they receive is provided via end-of-module and end-of-semester student questionnaires. The internal review of the College by Navitas commented that teaching staff did not see these automatically and suggested that, in future, such feedback should form part of the annual monitoring process. The annual monitoring forms seen by the review team include summary information from module feedback.

9.2 Each programme has a student representative. Potential representatives provide a short written statement of their suitability for the role to the College Student Services and those that are approved then stand for election to the Student Council. Training is provided for those elected, including a meeting with past student representatives and student representatives who met the review team indicated that this had been helpful to them. Individual student representatives are allocated specific areas of responsibility such as administration of the representatives' email system, teaching and learning, or facilities. All the students meet together in the Student Forum and this is the major means by which representatives learn of any issues rising from their peers.

9.3 Students are chosen from the Student Council to attend meetings of CLTB and CET. The choice depends on availability for the meeting and hence the experience of representation and understanding of College processes is widely distributed.

9.4 Items from the Student Council, from CLTB and from CET are fed back by the student representatives at the next student forum. The effectiveness of the process was demonstrated by examples given by the students of changes that had been brought about,

such as enhancements to the social space. Minutes of Student Council Meetings demonstrate discussion of a wide range of topics including the content of the arrival week, the need for locker space for those studying art and design and the use of in-session feedback. Students also fill in questionnaires at the end of each module.

9.5 The review team identifies the formal student representation system and its contribution to quality enhancement as **good practice**.

How effectively do Navitas UK and BCUIIC assure themselves that students are supported effectively?

10.1 BCUIIC does not offer a personal tutor system for all students, however both ATS and academic and student services staff operate an open-door policy with students encouraged to make contact by email as well as in person. An additional student services officer has been appointed in view of the increased student numbers. The students who met the review team stated that they received good, and readily available, support from all staff. Where necessary, students may be referred to the University's counselling service. In addition to their subject-specific modules all students must follow the ILSC module to prepare them for higher education in the UK.

10.2 Students following the second year of integrated degree programmes attend first year lectures, tutorials and practical sessions with the relevant cohort at the University, but follow the ILSC module at BCUIIC and receive additional tutorial support from the College. Students in this group have access to two tutors, one at the University and the second at the College and are well supported in their dual environments.

10.3 Students under 18, those arriving after the start of their programme, those not in regular attendance at their classes and those failing academically are required to take part in the Students in Jeopardy programme. Such a programme is run at all Navitas UK colleges and involves a weekly meeting with a Student Services officer to provide extra monitoring and support. Students who had taken part in the programme informed the review team that they had found the programme useful and believed that their academic work had benefited from it.

10.4 All students have the opportunity to visit the relevant University faculty. This visit involves interaction with teaching staff at the University and the opportunity to meet university students some of whom may be alumni of the College. Students who have completed their programmes at the College and are now attending the University are involved in mentoring current students in activities such as the debating society.

10.5 The review team finds the collaboration of staff, student mentors and alumni to enhance support for students to be **good practice**.

10.6 All students have access to a Student Handbook which provides general information including details of complaints and appeals procedures and clear explanations of academic misconduct including plagiarism. In addition, programme specifications and module guides provide information about the specific programme being undertaken.

How effectively does BCUIIC manage the recruitment and admission of students?

11.1 Recruitment is primarily managed by the College admissions team, one of whom is a member of the University staff, thus ensuring good liaison. Entry requirements for each programme are set and reviewed in consultation with academic staff in the relevant department of the University and approved by the University.

11.2 Applicants are required to submit a personal statement as well as certificates and transcripts. Those wishing to follow programmes in Art and Design may also be required to provide a portfolio of their work. Admissions staff at BCUIIC can follow up an application with a video conferenced interview and, particularly in the case of marginal applicants, may liaise with the University's International Office and the relevant faculty.

11.3 The majority of applicants apply through agents in their home country. Agents are recruited and trained by Navitas and students told the review team that the information they received had been timely and correct. Students are provided with an information pack prior to leaving their home country and the College organises an orientation week prior to the commencement of classes. Students indicated that this had included visits and sightseeing trips as well as presentations about life in the UK which had made them feel 'at home'.

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

12.1 A wide range of professional development events is offered to staff. A schedule of events for the current year showed these to cover a range of topics aimed towards enhancement of teaching and learning. Events are provided internally by the College, for example, material on use of the standard feedback sheets and feedback guidelines, through Navitas UK and through BCU.

12.2 Within the College, in addition to the management observation process which forms part of staff appraisal, there is a peer-to-peer observation schedule which encourages the sharing of good practice. Staff are supported to attend development events and monthly staff meetings which include some in-house training as well as allowing issues to be raised. Staff development available through Navitas, includes, for instance, IT training for Associate Teaching Staff.

12.3 All staff development events at BCU are open to College Academic Teaching Staff. In particular the Academic Services team at BCUIIC is working with BCU Centre for Enhancement in Learning and Teaching to deliver a bespoke version of its Supporting Learning and Teaching for Overseas Partners (SLTOP) course free of charge to BCUIIC ATS. This leads to a nationally recognised qualification from the Staff and Educational Development Association (SEDA).

12.4 Link tutors and other teaching staff from the University work closely with Academic Teaching Staff and provide ongoing development concerning teaching and learning in higher education. The review team was informed that link tutors typically spend half a day a week in the College. The input of experience from this range of sources provides an effective learning environment for the College's teaching staff.

12.5 The review team finds the range and quality of the staff development opportunities offered to be **good practice**

How effectively do Navitas UK and BCUIIC ensure that learning resources are accessible to students and sufficient to enable them to achieve the learning outcomes?

13.1 The College is situated in a dedicated building on the Bournville Campus providing a secure and pleasant place of study for students newly arrived from overseas. Staff who met the review team commented that the environment was pleasant with not too many distractions. The building provides well equipped classroom space, two ICT rooms and two art and design studios which the students who met the review team described as 'top of the range'. Recent new additions to the provision include a new common room for students and

a reception area designed to make access to support staff open and easy. University technicians visit frequently and ensure that resources are available and in good working order. Staff from the University informed the team that it has a specific budget for continued refurbishment of the buildings. Expansion and diversification of the provision is monitored and there is sufficient space to allow further development of classrooms as these are required. The review team finds the suitability and ongoing development of the campus as a contribution to the learning experience of international students to be **good practice**.

13.2 Staff are required to put their teaching materials (lecture notes, course work questions and past questions) on the virtual learning environment. A plagiarism-detection tool is also available and students can submit their work to this multiple times prior to the deadline to ensure that their work is properly referenced. Quizzes and end-of-module results are also provided as are notices of cultural and social events. Use of the system is consistent across modules.

13.3 Students have access to ebooks via the University and can use the libraries of all its campuses. Both students and sessional academic staff make use of these facilities. Students may also access University support services such as counselling and careers. Visits are arranged to BCU faculties for groups of students to allow them to meet staff and current students (including those who are alumni of BCUIIC) to find out more about their proposed university programmes and these sessions are found informative and reassuring.

13.4 The review team finds the numerous opportunities for students and staff to access the facilities and services of the University to be **good practice**.

How effectively does BCUIIC's public information communicate to students and other stakeholders about the higher education it provides at this college?

14.1 The College provides extensive information about its provision both internally and externally using a range of communication channels. Information for prospective students is available on the College web pages and in brochures. Both Navitas UK and the University make use of agents for recruitment. Navitas UK has processes and procedures for the selection, monitoring and management of recruitment agents. Agents are provided with training in their own country and in the UK. The College collects feedback from students on their experience of agents. Students who met the review team indicated that they had been appropriately informed by their agents.

14.2 The College publishes information about its provision on its web pages as well as producing brochures. Students who met the review team indicated that both web pages and brochures had provided an accurate picture of the College and their course. Once enrolled, students are given a handbook providing information about being a student at the College. Programme information is provided in the form of programme specifications, definitive module documents, and module guides. Programme information, together with the College's policies and procedures, and information about operational matters, is available to staff and students on the College portal. Staff and students also have access to the University's intranet. Both staff and students who met the review team indicated that the portal provides a helpful and effective means of accessing information relevant to their work and studies.

How effective are BCUIIC's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing at this college?

15.1 Processes and procedures for assuring the accuracy and appropriateness of information about learning opportunities are embedded in the Operational Manuals and associated policies of Navitas UK and the College. Programme documentation is checked

and signed off during programme approval. Link tutors and University staff in the marketing team and relevant academic areas are involved in reviewing information. Recruitment and marketing materials require sign-offs by the College, Navitas UK and the University. All marketing materials bearing the logos of the University are signed off by the Pro Vice-Chancellor Student Learning Experience after checking by the International Office, Marketing Team, and Registry.

15.2 Students who met the review team stated that the information they received prior to application, during the application process, and once enrolled, was accurate and helpful. However, the review team did note that some programme descriptions on the College's website which, while they did not misrepresent the programmes offered by the College and the University, were open to misinterpretation about the location of teaching of the different stages of a qualification.

15.3 In order to reduce the potential for misunderstanding, it would be **desirable** for Navitas to scrutinise all published information to eliminate any potential ambiguity about the location of programme delivery.

Action plan¹

Navitas UK Holdings Ltd (BCUIC) action plan relating to Embedded College Review for Educational Oversight April 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 BCUIC:						
<ul style="list-style-type: none"> the regular and systematic monitoring of student performance and progression up to and beyond entry to Birmingham City University (paragraph 5.3) 	Tracer Data	Continue to use MAZE data to track performance of BCUIC students Receive tracer data statistics from BCU when students eventually graduate	End of every semester Estimated first set of data from BCU 2017	BCU CDP BCUIC	AAC Annual monitoring NVT UK QaSO	BCUIC Academic Metrics BCU Tracer Data
<ul style="list-style-type: none"> the range and quality of the staff development opportunities offered (paragraph 8.5) 	Support staff in CPD opportunities	Continue to support staff to undertake CPD	Ongoing Review periodically	DCS	CLTB CET AAC Annual monitoring NVT UK QaSO NVT	Staff appraisals Staff Workshops

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.

					UK LTF	
<ul style="list-style-type: none"> the formal student representation system and its contribution to quality enhancement (paragraph 9.5) 	Continue to encourage student involvement in QA/QE processes	Support students in participating in college fora	Ongoing Review periodically	DCS	AAC CET CLTB NVT UK QaSO	Meeting minutes CLTAP
<ul style="list-style-type: none"> the collaboration of staff, student mentors and alumni to enhance support for students (paragraph 10.5) 	Engage cross college CET	Continue to support key stakeholders via the CET	Ongoing Review periodically	CDP DCS	AAC CET CLTB NVT UK QaSO NVT UK LTF	CET meeting minutes AAC reports
<ul style="list-style-type: none"> the suitability and ongoing development of the campus as a contribution to the learning experience of international students (paragraph 13.1) 	Enhance student experience	Improve built environment	Sept 2015	CDP DCS	AAC CET CLTB NVT UK QASO NVT UK LTF	AAC report
<ul style="list-style-type: none"> the numerous opportunities for students and staff to access the facilities and services of 	Support staff development opportunities	Provide access to BCU CPD	Sept 2015	DCS	CET CLTB AAC report Annual Monitoring process	CET CLTB Meeting minutes AAC report

Birmingham City University (paragraph 13.4).					NVT UK QaSo NVT UKLTF	Annual Monitoring Report
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 BCUIC to:						
<ul style="list-style-type: none"> scrutinise all published information to eliminate any potential ambiguity about the location of programme delivery (paragraph 15.3). 	Make more explicit the location of BCU delivered components of programme delivery	Make more explicit the location of onward BCU study on the website and other published material	June 2015	DMA	CLTB AAC report NVT UK QaSO	Meeting minutes Emails

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