



Docklands College Ltd

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

March 2014

Key findings about Docklands College Ltd

As a result of its Review for Educational Oversight carried out in March 2014, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the programmes it offers on behalf of ATHE Ltd, the Confederation of Tourism Hospitality, Pearson and the Institute of Commercial Management.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of these awarding organisations.

The team considers that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Good practice

The team has identified the following **good practice**:

- the detailed, evaluative and analytical nature of the annual monitoring reports (paragraph 1.4)
- the establishment and operational ownership of the Docklands College Quality Manual and Academic Planner (paragraph 1.5)
- the comprehensive application of plagiarism checks and subsequent reporting at submission (paragraph 2.12).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

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

- improve the detail provided in the Pearson centre-designed programme specifications and map the existing units delivered against the overarching programme intended learning outcomes (paragraph 1.6)
- develop additional opportunities for external input relating to employability (paragraph 2.13)
- identify and promote further specific scholarly activity in learning and teaching (paragraph 2.14).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Docklands College Ltd (the College), which is a privately funded provider of higher education. The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of Pearson, the Institute of Commercial Management, the Confederation of Tourism and Hospitality and ATHE Ltd. The review was carried out by Ms Barbara Thomas, Mr Gary Hargreaves, Mr Millard Parkinson (reviewers) and Dr Chris Amodio (Coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).² Evidence in support of the review included documentation supplied by the provider and awarding organisations, meetings with staff and students, and reports of reviews by QAA.

The review team also considered the provider's use of the relevant external reference points:

- *The framework for higher education qualifications in England, Wales and Northern Ireland*
- The UK Quality Code for Higher Education (the Quality Code)
- The requirements and regulations of the awarding organisations.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

The College was established as a private higher education college in June 2009. Originally located in Barking, it relocated to Peckham Rye in 2010, acquiring accommodation within a spacious building on two floors. At the same time, a campus in Birmingham was opened but was later closed due to high costs. The College is led by a Managing Director, who is also the Principal, and a management team of key academic staff. This team is responsible for the strategic direction and effective management of the College.

The College's mission is to provide high quality education to meet the needs of local, national and international communities. The College's objectives are to provide courses that can increase students' knowledge, prospects and sense of achievement within a supportive environment where all individuals can flourish and reach their potential. In 2013-14 the College is delivering programmes of study for four awarding organisations.

The College has increased its student numbers considerably in the last year. At the time of the review, there were about 700 students enrolled at the College. This number can change during an academic year, as there are three entry dates. There is a mixture of local and international students. The College is currently recognised as a Highly Trusted Sponsor by the Home Office.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding organisations, with the level of the award and current student numbers in brackets:

ATHE Ltd

- Diploma in Management (level 6) (247)

¹ www.qaa.ac.uk/educational-oversight

² www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

Confederation of Tourism and Hospitality

- Postgraduate Diploma in Hospitality and Tourism Management (level 7) (189)

Pearson

- BTEC HND Business (level 5) (51)
- BTEC Extended Diploma in Strategic Management and Leadership (level 7) (83)

Institute of Commercial Management

- Advanced Diploma in Tourism and Business Studies (level 6) (55)
- Graduate Diploma in Commercial Management (level 6) (71)

The provider's stated responsibilities

The College offers programmes constructed by its awarding organisations. It does not currently have any college-designed programmes. For all awards, the College recruits and selects students, provides teaching together with academic and pastoral support and is responsible for the strategic development of its higher education provision. It is an approved examination centre and tuition provider for Institute of Commercial Management programmes. The College is approved by Pearson to offer BTEC qualifications on the Qualifications and Credit Framework levels 4-7 and is additionally responsible for initial marking of student assignments, provision of feedback and internal verification of the work. The College provides tuition and internal assessments for ATHE Ltd as an approved centre, with similar responsibility for first marking, moderation and providing feedback. It is an approved centre for the Confederation of Tourism and Hospitality, providing tuition and formative feedback only. Monitoring student admission, retention and completion is the responsibility of the College, apart from awards of the Institute of Commercial Management, where the responsibility is shared. For ATHE Ltd and Pearson qualifications, programme review and monitoring is the responsibility of the College. It is also an approved centre for programmes awarded by the Organisation for Tourism and Hospitality Management, but does not currently offer them.

Recent developments

Since the monitoring visit of February 2013, the number of students studying at higher education levels has risen significantly from 173 in 2012-13 to a current figure of 696 with the introduction of new programmes. The first enrolment of students on the BTEC Extended Diploma in Strategic Management and Leadership took place in April 2013, while in July 2013 the College started delivery of a Diploma in Management awarded by ATHE Ltd. The HND Business programme, awarded by Pearson, commenced in September 2013. The College has increased the number of academic staff to eight full and 11 part-time to accommodate this increase. It intends to recruit more staff, both full and part-time as necessary. The current management is continuing to seek university partnerships for progression to bachelor and master's level programmes as appropriate.

Students' contribution to the review

Students studying on higher education programmes at the College were invited to present a submission to the review team. This was submitted following a meeting facilitated by College staff, with student representatives from each level of study for all higher education programmes. The resulting written submission reflected the topics discussed and views expressed and made a useful contribution to the review. During the review visit, the team met a representative group of 19 students and discussed the provision with them.

Detailed findings about Docklands College Ltd

1 Academic standards

How effectively does the College fulfil its responsibilities for the management of academic standards?

1.1 The College is fully aware of its responsibilities for the management of standards of the externally accredited and designed programmes on behalf of its four awarding organisations. Management of academic standards include oversight by the College of quality assurance and enhancement, the quality of teaching and learning, provision of learning resources, together with support for students preparing for internally or externally assessed work or for externally set examinations. The College has effective mechanisms for the timely registration of students to the awarding organisations and entry for examination, and the overall management of student records. In addition, the College monitors and responds to student feedback and provides support and guidance about progression. The implementation and operational effectiveness of the management of standards is evident and well defined. It is outlined in the Docklands College Manual where actual responsibilities are made explicit.

1.2 The College has a clearly delineated and tiered management structure that is responsive to the requirements of its awarding organisations. This is made effective by the facilitation of programme heads assigned to each of the awarding organisations, ensuring that defined responsibilities and expectations are met. There is a coherent management structure consisting of five committees called the Management, Academic, Programme, Student, and Quality Process and Procedures Review. The Management Committee meets at the end of each semester or when the need arises, and has ultimate authority to approve the recommendations of the other committees. It has overall responsibility for quality assurance and the approval of policies, including student welfare and financial management.

1.3 Oversight and overall responsibility of academic standards rest with the Academic Committee, and all other committees apart from the Management Committee report to it. All academic staff, including part-time staff, have input into any changes to College policy and procedures, for example in assessment and teaching and in learning methodology and strategy. The Academic Committee also includes a student representative appointed from the Student Committee. The regularity and consistency of committee meetings and the comprehensive reporting arrangements ensure that issues and necessary actions are generally identified quickly, including those that require more long-term strategic and developmental action. Staff and students confirmed that matters raised are dealt with swiftly and effectively.

1.4 The production of annual monitoring reports is a key element of review and scrutiny within the management structure. All programmes are reported in detail to provide an effective oversight of the student experience. These reports include each programme and take account of induction, attendance, resources, and teaching performance. Annual monitoring reports provide a useful evaluative and analytical development tool that is evidence based. This includes reference to staff meetings, together with detailed and comparative admission, progression and achievement data. The detailed, evaluative and analytical nature of the annual monitoring reports is **good practice**.

1.5 The College's deliberative meetings and processes of evaluation are reflected by the comprehensive overarching support provided for the monitoring, maintaining and review of accredited programmes. The terms of reference for the different committees clearly enhance the College's ability to monitor, enhance and have effective oversight of academic standards. These processes and functions emphasise and demonstrate a broad evidence-

based approach that is effective in supporting internal and external review and the monitoring of academic standards. All information on the College's provision in terms of responsibilities and functions is provided in the Dockland College Manual. This is further synthesised and supported through the Academic Planner, providing a pivotal, useful and practical operational tool for the management of academic standards. The establishment and operational ownership of the Docklands College Manual and Academic Planner is **good practice**.

How effectively does the College make use of external reference points to manage academic standards?

1.6 A number of external reference points are used and highlighted operationally and are embedded within the College's quality manual. For example, the Quality Code is synthesised into indicators of sound practice including those concerned with admissions, assessment feedback and the monitoring and review of policies. With the exception of Pearson, awarding organisations provide programme specifications that suitably reflect appropriate subject benchmark statements, professional body standards and codes of practice which are used and understood by staff and students. Pearson requires providers to construct centre-defined programme specifications for its programmes at levels 4-7. The current Pearson college-defined programme specifications, while containing the minimum requirements laid down by the awarding organisation, could be more detailed and explicit about relevant external reference points. It would be **desirable** for the College to improve the detail provided in the Pearson centre-designed programme specifications and map the existing units delivered against the overarching programme intended learning outcomes.

How does the College use external moderation, verification or examining to assure academic standards?

1.7 The College has a robust response to external reporting, assuring effective and timely consideration and assurance of academic standards. External reports present a positive view of all programmes and these lead to responsive and deliberative actions following consideration by the Academic Committee. Actions and response are discussed and shared with both staff and students. The College prepares its annual monitoring report from a collection of evidence-based materials with reporting methods including input from teaching staff, committee meetings, external verifier reports, module or unit feedback and student surveys. Sharing of good practice is embedded within the College's process and procedures and is reflected in the reporting and monitoring processes.

1.8 The College is effectively managing its responsibilities for the delivery and assurance of academic standards, and the prospects for it maintaining such standards at current levels are sound. The College has rigorous mechanisms for the management of its higher education programmes in accordance with the awarding organisations' requirements. The College's construction of its quality manual and academic planner are particularly worthy of note, and its annual monitoring reports are analytical and evaluative. However, the College could expand its Pearson programme specification to provide more useful information.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the programmes it offers on behalf of its awarding organisations.

2 Quality of learning opportunities

How effectively does the College fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1 There are effective processes for managing and enhancing the quality of learning opportunities. Members of the academic and administrative staff fully understand and fulfil these responsibilities for the quality of learning. The Director and Principal have oversight of academic and administrative functions and the allocation of resources to programmes. The Academic Principal oversees the operational delivery of learning and teaching.

2.2 The College's first marking, internal verification, and moderation policies are rigorously applied. For Pearson programmes, academic staff have responsibility for setting assessments. Assignment briefs for ATHE Ltd programmes can either be centre designed or internally devised and externally verified. Currently, the College only uses assessments designed by ATHE Ltd. For Institute of Commercial Management and Confederation of Tourism and Hospitality awards, assessment is undertaken through an examination-based system by the relevant awarding organisation. The internal verification procedures are cited as effective and students confirmed the clarity of assessment approaches.

How effectively does the College make use of external reference points to manage and enhance learning opportunities?

2.3 The College has developed a number of policies relating to aspects of the Quality Code. These include a teaching and learning strategy, and policies for internal verification and moderation, academic appeals and complaints. Current developments include detailed cross-mapping of admission procedures to *Chapter B2: Recruitment, selection and admission to higher education* of the Quality Code. Awarding organisations verify the quality of student work and internal verification where applicable.

2.4 The College uses the expertise of tutors in subject areas to ensure external currency in the curriculum. Good practice from other provider review reports is considered for implementation within the College. Examples include informed approaches to student support and study skills and the embedding of plagiarism-detection software across all programmes.

How does the College assure itself that the quality of teaching and learning is being maintained and enhanced?

2.5 The College's teaching and learning strategy reflects its mission of focusing on high quality education as part of quality enhancement. Monitoring and evaluation of the strategy is undertaken by the Academic Committee with adherence to the Academic Planner. The flexibility within the strategy offers staff the opportunity to discuss approaches to learning, teaching and assessment, which are subsequently embedded in the curriculum and articulated in student and staff handbooks. There are clearly outlined requirements for level progression but there is no articulated progression to university courses. The College is currently discussing this with a potential higher education partner.

2.6 There is a comprehensive procedure for the recruitment and selection of staff to support the teaching, learning and administration of the programmes. Curricula vitae show appropriately qualified staff with relevant discipline expertise. Staff receive a handbook when they are appointed, undertake induction and accept a lecturer code of conduct.

2.7 The College has a policy of twice-yearly teaching observation which applies to all full and part-time teaching staff. A joint observee/observer form is used for the purposes of

developmental feedback. This is supported by formal, written commentary which is ultimately fed back to the Academic Principal. Where issues are identified they can lead to further observation or relevant staff development activity. An annual report from these observations informs continuous professional development needs of the College. Individual staff have attended awarding organisation training in teaching delivery, assessment and quality assurance.

2.8 Student feedback is gathered for taught modules and for an end-of-year survey. Methodologies include a learner survey plan, student feedback form and peer group review. Analysis of student feedback for lecturers is undertaken and examples of College responses to unsatisfactory teaching were cited by students who met the team. There are coherent arrangements for students to contribute to the quality assurance of their education. Students are elected to represent their programmes of study and are involved in College activity through the Student Committee. This considers student opinion and is facilitated by a member of staff. Minutes of these meetings are passed to the College's Management Committee or Academic Committee as appropriate.

How does the College assure itself that students are supported effectively?

2.9 The College has an admissions and eligibility policy and an accreditation of prior learning policy overseen by the Academic Committee. The comprehensive student handbook provides useful generic information for all new students. There is a requirement to attend an induction prior to class start as part of student orientation. Students sign to accept the rules and regulations of the College. An induction pack provides links to specific aspects of provider information.

2.10 Adjustment and disability policies focus on the raising of disability awareness among staff. Students inform the College of any additional needs at the application stage. Study and academic skills are addressed through regular, weekly, taught sessions. A Student Welfare Officer has been appointed to provide pastoral and general student support and act as a conduit between students and staff. Additional support is offered through College scholarships and social activity. The availability of College staff and the level of support provided overall was praised by students.

2.11 Students are provided with detailed weekly syllabus coverage and staff produce lesson plans and schemes of work, ensuring that cited material is covered. Students complete individual learning and assignment plans aligned to module learning outcomes and signed off by their module tutors.

2.12 The College undertakes internally-verified formative assessment for all awards. The Institute of Commercial Management and the Confederation of Tourism and Hospitality undertake summative assessment for their awards. ATHE Ltd conduct training for assessment and verification to support the College's responsibility to assess work. Students receive thorough formative and summative feedback. Plans are in place to improve the communication of online formative feedback. All staff and students undertake anti-plagiarism training and students are required to submit a plagiarism report with their module submission. The process works effectively. The comprehensive application of plagiarism checks and subsequent reporting at submission is **good practice**.

2.13 There are implicit links to work experience through the replication of work-based group activities for students. Staff provide relevant industry practice where possible. However, students stated that additional external opportunities in support of future employment would provide added value for academic and employment progression. The team agrees with this view and it would be **desirable** for the College to develop additional opportunities for external input relating to employability.

How effectively does the College develop its staff in order to improve student learning opportunities?

2.14 Academic staff regard continuous professional development as integral to quality enhancement and are expected to take individual responsibility. Annual appraisal is undertaken by full-time staff and all staff complete a professional development record outlining completed and future activity. Staff development opportunities include internal and external staff training, off-college events, anti-plagiarism training and training related to specific awarding organisation requirements. Full-time and part-time academic staff can apply for staff development funding which is approved by the Academic Committee. Most academic staff are undertaking higher and research degrees and are partly supported by the College. An approach to disseminating good practice has recently been introduced. There is evidence of the majority of staff having completed a teaching qualification allied to the lifelong learning sector which has been funded by the College. However, only a limited number of staff have prior experience of teaching in the higher education sector. To enhance further the quality of provision, it would be **desirable** for the College to identify and promote further specific scholarly activity in learning and teaching.

How effectively does the College ensure that learning resources are accessible to students and sufficient to enable them to achieve the intended learning outcomes?

2.15 Although there is no formal strategy for the development of learning resources, the Management Committee is responsive to continuing improvement of the resource provision. Students confirmed the positive response made by the College to requests for additional resources. Apart from a request for more computers, recent additional student resources include provision of an on-site canteen. Staff have access to desktop computers and information technology. Classrooms are equipped with appropriate technology, and the number of available computers has recently been increased. All computers are internet linked and have licensed software. Future plans include improved access to recreational activities.

2.16 Students have access to on-site library provision and online open resources. The Confederation of Tourism Hospitality provides access to their online resources for students on their awards while the Institute of Commercial Management allows the scanning of its text books. The virtual learning environment is effectively used as a repository for programme documentation, staff materials and case studies and is accessible on and off-site. Staff use email as the main e-communication tool with students.

2.17 The College is effectively managing its responsibilities for the quality of learning opportunities, and the prospects for it maintaining the quality of provision at current levels appear sound. The College has rigorous mechanisms for ensuring and enhancing the quality of learning opportunities, reflecting the requirements of its relevant awarding organisations. The College's comprehensive use of anti-plagiarism checking and reporting is especially worthy of note. The provision could be enhanced by building additional opportunities for external input relating to employability, and focusing professional development on scholarly activity in learning and teaching.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

3 Information about learning opportunities

How effectively does the College communicate information about learning opportunities to students and other stakeholders?

3.1 The College provides comprehensive information on its provision and appropriate guidance for students. The principal means of providing information is the internally produced College website. This provides comprehensive information about the College, its facilities and provision. Potential applicants to the College navigate the website to find details of programmes and the application process with application forms downloaded from the website. Most images used in College publicity are bought from agencies. Where images of Docklands College students are used, their permission is sought in signed consent forms and full use of the images is explained. The website is managed by the Head of Information Technology and the content is approved by the Principal.

3.2 The website also enables downloading of the College's prospectus. This includes details of College teaching accommodation, learning resources, and some guidance for overseas students. The prospectus has separate course overview leaflets which contain all appropriate details for each course, including the awarding organisation, entry requirements, fees and course content. Information for overseas students is also provided in a separate pre-arrival guidance document which includes visa procedures, welcoming arrangements and advice on living in the UK. The prospectus is normally published annually but, because of its format, can be easily updated as required.

3.3 Students are issued with a College student handbook containing all general information and a signed declaration that they will follow all rules and regulations. Programme handbooks are provided which are generic to all programmes and provide information on teaching, learning and assessment approaches, access to resources, including off-site access to e-learning resources and information about the role of module and personal tutors. Handbooks also include individual programme specifications which contain all information on modules and units provided by awarding organisations. For Pearson programmes, there is a link to the relevant programme specifications and Confederation of Tourism and Hospitality awards are cross-referenced to National Occupational Standards. Handbooks are downloadable through the College website. During induction, new students are provided with appropriate advice and documentation which introduces them to College life and their own responsibilities.

3.4 The College makes good use of its virtual learning environment to provide students with details of programme delivery and assessment; College policies and available learning materials. The College intends to develop its virtual learning environment as a vehicle for communication between staff and students on each programme. College staff do not currently use any social media to communicate with students or provide information. Information for academic staff is provided on the staff portal of the virtual learning environment. The College also produces an annual newsletter which celebrates student achievement and extra-curricula activities.

How effective are the College's arrangements for assuring that information about learning opportunities is fit for purpose, accessible and trustworthy?

3.5 Docklands College's publishing policy states its responsibility for providing accurate, easy to read information about its provision. This policy outlines the processes of compiling and distributing information. Linked to it is a process of collecting student opinion about information through feedback forms. This policy is being followed.

3.6 Awarding organisations provide most information on their programmes, subsequently checked for accuracy by programme teams at Programme Committee meetings. Information about awarding organisations, including use of their logos, is governed by the relevant agreement. All information is produced under the editorial control of the Principal who has final responsibility for signing off information. Other areas of public information are considered and approved by the appropriate committee and also signed off by the Principal. The compilation, publication checking and approval processes for information are carried out with reference to the Quality Code, *Part C: Information about higher education provision*.

3.7 Students who met the team confirmed that the information they received prior to application and on arrival was useful and accurate, and that their experience had lived up to expectations. They also indicated that the handbooks are useful and informative. Students reported that they used the virtual learning environment as an effective means of information and programme communication.

3.8 The College is aware of its responsibilities for producing accurate and informative information on the programmes of study it offers. It has effective mechanisms for ensuring that the information is accurate, trustworthy and useful, with clear lines of responsibility for its approval and dissemination.

The team concludes that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Action plan³

Docklands College Ltd plan relating to the Review for Educational Oversight of March 2013						
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 College:						
<ul style="list-style-type: none"> the detailed, evaluative and analytical nature of the annual monitoring reports (paragraph 1.4) 	<p>Aids progression and achievement within semester and year of exams, assessments, results and learning outcome of the students</p> <p>Enhance the quality of delivery and allows more effective planning for the future</p> <p>Develop further the tools of self evaluation within the organisation</p>	<p>Ensure that teaching and management staff follow all the procedures in implementation and development, recorded quarterly on overall management of the provision</p> <p>Improve on the present recording mechanism and evaluate each semester outcome of the external awarding organisation inspection and/or reports</p>	December 2014	Academic Committee and Academic Head	Principal	<p>External awarding organisations reports and results</p> <p>Minutes of meetings of Management Committee and Academic Committee</p> <p>Reports from teaching staff and Management</p>

³ The College 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 College's awarding organisations.

<ul style="list-style-type: none"> the establishment and operational ownership of the Docklands College Quality Manual and Academic Planner (paragraph 1.5) 	<p>Update and develop to improve further the quality of delivery and College management</p> <p>Develop staff and students' understanding and awareness through this guide in following the policies and procedures of the College</p> <p>Promote effective higher education provision across all curriculum areas with high recruitment, retention, success and progression data</p>	<p>Management and Academic Committee is assigned to enhance the present quality manual whenever there is a requirement from external awarding organisation or from internal evaluation</p> <p>The guidelines are followed rigorously to record and monitor the overall implementation to improve the quality manual</p> <p>Any changes in the quality manual are recorded and released in an updated version</p>	August 2014	Management and the Academic Committee	Managing Director/ Principal	<p>Organisation structure planner charts</p> <p>Feedback from staff, all committee heads and management staff</p> <p>External awarding organisation references</p>
<ul style="list-style-type: none"> the comprehensive application of plagiarism checks and subsequent reporting at submission (paragraph 2.12). 	<p>Extend use to provide information to support teachers to detect and deal with plagiarism</p> <p>Improve and enhance guidance on how teachers might adapt their present practices to reduce the occurrence of plagiarism in the future</p> <p>Reduce instances of plagiarism</p>	<p>Enhance and maintain high standard of student submission through anti-plagiarism software technology</p> <p>Improve and implement of anti-plagiarism workshops for academic staff, lecturers and students</p> <p>Enhance understanding of what constitutes plagiarism and ensure</p>	October 2014	Internal verifier and programme heads	Principal	<p>International verification forms on accessed work and plagiarism detection</p> <p>Follow guidelines and practices on College policy on plagiarism</p> <p>Reduced</p>

		everyone is aware of College policy concerning it				instances of plagiarism and emphasis on good assessment
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 College to:						
<ul style="list-style-type: none"> improve the detail provided in the Pearson centre-designed programme specifications and map the existing units delivered against the overarching programme intended learning outcomes (paragraph 1.6) 	<p>Production of a programme specification that includes all essential information of the programme</p> <p>A mapping of units to programme outcomes</p> <p>Clarification of the learning outcomes for students</p> <p>The external awarding organisation specifications are exactly taught and learning outcome are achieved</p> <p>Improve student achievement</p>	<p>Revisit the mapping of all programmes to external reference points and present in standard format</p> <p>Engage in discussion with Pearson and related to programme specification and learning outcomes</p> <p>Mapping the present specification and modifying it with the Pearson programme learning outcomes and assessment criteria</p>	June 2014	Pearson Programme Head	Principal	<p>Lecturers with programme heads will evaluate scheme of work, lesson plans and external reference points from Pearson awarding handbook</p> <p>Ultimate evaluation both internal and external via partners</p> <p>College Quality Manual</p>

<ul style="list-style-type: none"> develop additional opportunities for external input relating to employability (paragraph 2.13) 	<p>Opportunities of working in subject relevant sectors and interacting with experienced people working in the sector</p> <p>Enhance students' overall confidence on approach to work and interviews</p> <p>Assist students in gaining experience in finding work and working</p> <p>Increase students' opportunities for finding work</p>	<p>Invitation of some employers for job placements</p> <p>Organise training on work placements</p> <p>Develop job training skills and workshop for students on facing interviews and creating a curriculum vitae</p> <p>Register and work with the JobCentre</p> <p>Guest speakers from industry experience</p>	January 2015	Managing Director	Principal	<p>Student feedback</p> <p>Management Committee review on potential student employability</p> <p>Effectiveness of seminars for students on interview and curricula vitae</p>
<ul style="list-style-type: none"> identify and promote further specific scholarly activity in learning and teaching (paragraph 2.14). 	<p>Enhanced staff skills and knowledge</p> <p>Continuous staff development to enhance the productivity</p> <p>Identify specific needs and requirement of individual staff to improve success indicators</p>	<p>Create a team for regular review, analysis and reporting of faculty and staff development to include analysis of direct and indirect impact on student learning experience and the organisation</p> <p>Further training and workshops for staff to enhance their individual skills and subject developments, thus improving the quality of the provision</p>	October 2014	Academic and Management Committees	Principal	<p>Student feed back achievement of the course</p> <p>Effectiveness of the evaluation system to be tracked via the impact on specific programmes and through lecturers as documented in annual monitoring</p>

		Yearly monitoring on the human resource management policy and procedure of the College				reports Evaluation through faculty and staff feedback, through peer evaluations and classroom observations
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About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/educational-oversight.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the [Review for Educational Oversight: Handbook](#).⁴

academic quality A comprehensive term referring to how, and how well, higher education providers manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by degree-awarding bodies for their courses (programmes and modules) and expected for their awards. See also **threshold academic standards**.

awarding body A UK higher education provider (typically a university) with the power to award degrees, conferred by Royal Charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA.

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

designated body An organisation that has been formally appointed or recognised to perform a particular function. QAA has been recognised by UKBA as a designated body for the purpose of providing educational oversight.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement The process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported. It is used as a technical term in QAA's review processes.

external examiner An independent expert appointed by an institution to comment on student achievement in relation to established academic standards and to look at approaches to assessment.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and *The framework for qualifications of higher education institutions in Scotland*.

good practice A process or way of working that, in the view of a QAA review team, makes a particularly positive contribution to a higher education provider's management of academic standards and the quality of its educational provision. It is used as a technical term in QAA's review processes.

highly trusted sponsor An organisation that the UK Government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

⁴ www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

learning opportunities The provision made for students' learning, including planned study, teaching, assessment, academic and personal support, and resources (such as libraries and information systems, laboratories or studios).

learning outcomes What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

programme (of study) An approved course of study that provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes** of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider (s) (of higher education) Organisations that deliver higher education. In the UK they may be a degree-awarding body or another organisation that offers programmes of higher education on behalf of degree-awarding bodies or awarding organisations. In the context of Review for Specific Course Designation the term means an independent college.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

quality See **academic quality**.

Quality Code Short term for the UK Quality Code for Higher Education, which is the UK-wide set of reference points for higher education providers (agreed through consultation with the higher education community, and published by QAA), which states the Expectations that all providers are required to meet.

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standards The minimum acceptable level of achievement that a student has to demonstrate to be eligible for an academic award. Threshold academic standards are set out in the national **frameworks for higher education qualifications** and **subject benchmark statements**. See also **academic standards**.

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