



East End Computing & Business College Ltd

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

September 2014

Key findings about East End Computing & Business College Ltd

As a result of its Review for Educational Oversight carried out in September 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 Buckinghamshire New University and Pearson.

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 this awarding body and organisation.

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.

Recommendations

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

The team considers that it is **advisable** for the provider to:

- strengthen the managerial and committee structures to better promote a strategic, proactive and formal approach to oversight of academic standards and the quality of learning opportunities (paragraph 1.2)
- adopt a systematic approach to recording and monitoring identified actions and their impact (paragraph 1.3)
- develop a rigorous process for recording and monitoring of student cohort progression (paragraph 2.9)
- fully implement individualised learning plans for all students (paragraph 2.11)
- adopt a strategic approach to subject-based staff development (paragraph 2.14)
- adopt a consistent approach to articulating key academic policies to stakeholders (paragraph 3.4).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at East End Computing & Business 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 Buckinghamshire New University and Pearson. The review was carried out by Mrs Claire Blanchard, Mr Mike Coulson, Mr Paul McGrath (reviewers) and Dr Monika Ruthe (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 the self-evaluation and further documentation supplied by the provider including policies and procedures, external examiners' and annual monitoring reports, minutes of committee meetings, the academic agreement from the awarding body, the September 2013 REO report, samples of student work as well as meetings with staff and a meeting with students.

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

- the UK Quality Code for Higher Education (the Quality Code)
- the Qualifications and Credit Framework (QCF)
- *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ).

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 founded in 2001 to provide educational programmes in business management, information technology and other related disciplines to international students. It operates from a single location in Commercial Road, East London. The majority of students come from Bangladesh. All the students study full-time.

The College holds highly trusted sponsor status from UK Visas and Immigration. Its current academic portfolio includes qualifications from Pearson and Buckinghamshire New University. Higher education programmes are delivered by 14 part-time lecturers.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding body and organisation. Student numbers are given in brackets.

Buckinghamshire New University

- BA (Hons) Business Management Top-Up (50)
- International MBA Top-Up (20)

- **Pearson**
- HND Business (295)
- HND Health and Social Care (161)
- Extended Diploma in Strategic Management and Leadership (9)

¹ www.qaa.ac.uk/educational-oversight

² www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669

The provider's stated responsibilities

The College's responsibilities in relation to Buckinghamshire New University are clearly defined in the Partnership Agreement. For these awards, the College is responsible for recruitment, admissions and induction of students, learning and teaching, first marking of assignments and research projects, student support and learning resources.

In the case of Pearson programmes, the College identified its responsibilities from the guidance provided by the awarding organisation on its website as the awarding organisation has not provided the College with a written agreement. The College assumes responsibility for student recruitment and admissions; teaching and learning, including the assessment of students; programme monitoring; student support; and learning resources. It perceives the monitoring of programmes and the provision of information about the programmes to be a shared responsibility.

Recent developments

The College has ceased to offer programmes from the Association of Chartered Certified Accountants (ACCA). Its partnership with the University of the West of England, Bristol also came to an end and the last cohort of students graduated in January 2014. In March 2014 the College signed a partnership agreement with Buckinghamshire New University and began to deliver top-up programmes in business at undergraduate and postgraduate level. Student numbers for the two Pearson HND programmes have increased sharply.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. Students from the BA (Hons) Business Management submitted comments on two questions which had been gathered through a focus group led by an external consultant.

Students from all but one programme met the team during the review visit. The student submission and the student meeting provided valuable inputs into the review process.

Detailed findings about East End Computing & Business College Ltd

1 Academic standards

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

1.1 The College has satisfactory arrangements in place to manage those aspects of academic standards delegated to it by the awarding bodies. The deliberative committee structure and the management of provision function adequately in the current circumstances. The Principal has overall responsibility for academic provision. He meets with the owner and senior non-academic colleagues on a monthly basis as the Senior Management Team (SMT) to oversee all College operations. The Principal chairs the Teachers' Committee, the Standardisation Board and the Assessment Board. They have neither student nor external members. Clear terms of reference exist for each of them with minutes kept. Respectively they consider teaching and learning, operational issues for all programmes and external verifier reports; operation of assessments and internal verification; and formal student achievement on each programme. There is limited evidence that matters emerging from these committees are formally considered by SMT, as the Principal provides verbal updates as required. In effect, the three committees function independently with little recorded communication between them or with the SMT.

1.2 Managerially the Principal is supported by course and assessment coordinators, internal verifiers, the recently introduced programme leaders and a team of administrators. While some responsibilities are delegated, many remain with the Principal. There has been significant growth in activity given the large increase in student numbers this last academic year. Consequently, both committee and managerial structures are under great strain. This has resulted in the College relying on reactive operational systems rather than maintaining a strategic, methodical and developmental approach to the consideration of relevant indicators (see paragraph 2.2). The College, in recognising some of these difficulties, has in place evolving proposals to introduce an Academic Board and to replace the Standardisation Board with Programme Boards. It is **advisable** for the College to strengthen the managerial and committee structures to better promote a strategic, proactive and formal approach to oversight of academic standards and the quality of learning opportunities.

1.3 The College maintains oversight of its academic provision through the collective efforts of key staff, assisted by input from external verifiers and the awarding body's link tutor. While formal minutes of committee meetings are adequate there is insufficient detail regarding the effective monitoring of actions and related outcomes. The majority contain only an overarching statement that all actions identified in the previous meeting were addressed, even when no actions had been assigned. A number of committee minutes are brief and lack detail of discussions or decisions, often only recording information given by the Principal or other staff members. It is **advisable** that the College adopt a systematic approach to recording and monitoring identified actions and their impact.

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

1.4 The College engages effectively with external reference points. It offers programmes via awarding bodies that have successfully made use of the QCF or the Quality Code and related Subject Benchmark Statements.

1.5 The College has produced its own programme specifications which have been informed by the Quality Code, Part A: Setting and Maintaining Academic Standards. Recent revisions have improved these to better identify programmes' intended learning outcomes. They are supplemented effectively with college-designed programme handbooks describing key aspects of study and assessment of intended learning outcomes.

1.6 The College has produced an initial mapping of its policies to the Quality Code. This has resulted in commentaries on Academic Appeals, External Examining, Programme Monitoring and Review, and Recruitment and Selection of Students. These helpfully articulate College policies and practices with the relevant sections of the Quality Code, Part B: Assuring and Enhancing Academic Standards. While full evaluation has yet to occur they provide a useful basis upon which to proceed with such a review of College systems.

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

1.7 The College's comprehensive Assessment Policy and its constituent parts underpin the effective assurance of academic standards. For degree awards, assessments are set by the awarding body with the College marking these; for other awards the College both sets and marks assessments. In each case the outcomes of these are moderated by awarding body nominees. The College has recently moved to a different awarding body for provision of its undergraduate and postgraduate degree awards and these have yet to complete a full cycle of activity from recruitment to overall annual review.

1.8 The College is alert to the prospects of cheating and has in place appropriate systems to deter, detect and address any cases occurring. A situation where a case of plagiarism was identified by an external verifier after the work had been internally verified has led to the College strengthening the submission system.

1.9 Internal verification is working effectively overall with the support of the external verifiers. External verifiers report progress in addressing issues they have previously identified which include coverage of learning outcomes, differentiating student outcomes appropriately, the tracking of changes and the timely completion of internal verification. The latest Pearson academic management review report also notes the generally positive external examiner reports and the progress made against issues raised. Progress against a number of points raised in this report is evident. However, it is not evident how the College responds consistently and explicitly to external observations, and how it accurately records related actions and their outcomes (see paragraph 1.3).

1.10 Students receive helpful and timely developmental feedback on their assignments and confirm that teachers encourage them to achieve higher grades. Sample scripts demonstrate contextualised grading criteria which enables differentiation of achievement, with variable levels of developmental feedback. External verifier reports indicate that the quality of assignment briefs and contextualised grading criteria are areas where the College has taken significant steps to improve.

1.11 The Assessment Board meets on an as-needed basis and conducts its business thoroughly but not efficiently. It met some 23 times to consider the awards for 49 students over an eight month period. One external verifier expressed concern about the structure and purpose of this Board. Sustainability of its current mode of operation should be reviewed given the anticipated growth in students gaining awards (see paragraph 1.2).

1.12 The College fulfils its responsibilities for the management of academic standards adequately but there is a lack of coherence as to how matters are identified and progressed within the committee and management structures. There is also insufficient rigour in the

recording and monitoring of actions identified along with evaluation of their outcomes. Relevant external reference points are used to good effect. Internal verification processes are working effectively. These along with other systems assure the standards of awards being made.

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 body and organisation.

2 Quality of learning opportunities

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

2.1 The committees described in paragraph 1.1 also oversee the quality of learning opportunities. In light of the recent increase in student numbers, the College has developed plans to substantially review the committee structure with the intention of improving the effectiveness of oversight.

2.2 Monitoring and enhancing of the quality of learning opportunities is not fully effective. The lack of formal recorded interaction between committees hampers the identification of areas for quality enhancement and necessary improvements are not always addressed in a timely manner. For example, SMT receives detailed annual programme monitoring reports but does not consider any issues raised for further action and quality improvement.

2.3 The College does not have an overarching quality manual but has developed and regularly reviews a number of separate policies affecting student learning opportunities. These include, for example, learning and teaching, assessment, internal verification, attendance and work placement policies. Printed copies of policies are issued to all staff and appropriate committees monitor their implementation. The College is currently giving consideration to producing a single quality manual.

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

2.4 The College makes effective use of external reference points and meets the requirements of its awarding body and organisation. Awards are aligned to the correct levels of the FHEQ and the QCF.

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

2.5 The Teachers Committee, which meets monthly and reports to the SMT, monitors the quality of teaching and learning satisfactorily. The College uses also feedback from external verifiers to maintain the quality of learning opportunities at an acceptable level. Issues identified by them are dealt with effectively.

2.6 Annual programme monitoring reports are a satisfactory tool for maintaining and enhancing programme quality. Programme leaders produce a detailed report for each programme which contains evidence of action planning. However, reports would benefit from greater critical reflection and explicit attention to important aspects, such as student progression, in order to better identify areas for further improvement across the provision.

2.7 Teachers on top-up programmes are approved by Buckinghamshire New University. Teaching staff are encouraged to reflect on their teaching and assessment of students. The terms of reference for the Teachers' Committee specify opportunity to share areas of good practice identified through teaching observations.

2.8 Student representatives make effective use of termly, recorded meetings of the Staff Student Committee. Students can also submit comments using a suggestion box or during the regular individual meeting with their tutor. The College regularly uses student feedback questionnaires to improve quality. Students confirm that the College is responsive to their comments and takes appropriate action.

2.9 The College considers student progress for Pearson programmes on an individual basis, using detailed spreadsheets to track student performance in each unit and record progress towards their award. However, these lack detail to undertake module or cohort analyses of the rate of progress, which limits the identification of programme strengths and areas for improvement. Assessment Boards which consider student awards also indicate an individualised approach. The lack of recorded detail within their minutes makes pass rates within a given period unclear and hampers data and subsequent overall progression analysis. It is **advisable** for the College to develop a rigorous process for recording and monitoring student cohort progression.

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

2.10 The College provides appropriate and helpful support to students. Students appreciate the induction programme, which helps familiarise them with life in the UK and where they are provided with a student handbook and contextualised programme handbooks. The College provides a diagnostic test at enrolment, in conjunction with an individual personal written statement, to identify weaknesses in English and arranges appropriate remedial classes. Students can approach the College Welfare Officer and teaching staff for help with personal issues, including special needs, and find staff very willing to provide support.

2.11 The College aspires to ensuring that students develop an individual learning plan each semester in conjunction with staff. These are intended to identify the students' strengths and areas for development and allow timely targets to be set. Current examples contain instances of duplicated phraseology and insufficient detail to promote higher levels of academic achievement by students. Implementation is monitored by the Principal but progress since the last review is slow. A lack of student awareness of individual learning plans also indicates that the system is not yet fully embedded across all provision. It is **advisable** that the College fully implements unique individualised learning plans for all students.

2.12 Assessment briefs for Pearson programmes are developed by teaching staff and approved by the internal verifier. Students are provided with an assessment schedule which clearly indicates when assessments are due to be submitted. Assessment criteria are clearly indicated on the assignment briefs. Students confirm that they understand the key requirements of each assessment and what they have to do to pass a unit.

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

2.13 The College has adequate procedures in place to develop its staff in order to improve student learning opportunities. All staff are appropriately qualified. Students confirm that staff are knowledgeable about their subject areas. Teaching staff have an induction prior

to commencing work at the College. They also receive a useful staff handbook and all policies and procedures.

2.14 The College has a Staff Development Policy which aims to provide a progressive training and development scheme to enable staff to develop relevant skills and acquire knowledge to underpin their current role and career aspirations. To this end there is an effective programme of internal staff development for teachers which focuses on pedagogy. Despite the increase in provision, particularly at postgraduate level, there is no Scholarly Activity Policy and a significant omission of subject knowledge development under the auspices of the College. The College relies on staff to keep up to date and maintain currency in their discipline by attending relevant external conferences. It does not provide financial support and staff attend at their own discretion and in their own time. It is **advisable** for the College to adopt a strategic approach to subject based staff development.

2.15 All academic staff are appraised annually by the Principal. The College uses staff appraisal to identify development needs which are intended to feed into the College's staff development plan.

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

2.16 The College has adequate procedures in place to ensure that learning resources are accessible to students and sufficient to enable them to achieve the intended learning outcomes. There is no overarching resources policy. Requests for new resources are considered and approved by SMT.

2.17 The College stocks a selection of books but does not have access to online journals. Students are encouraged to access the facilities at local libraries. Students enrolled on Buckinghamshire New University programmes have access to the online programme resources of the University. Students confirm that library and information technology resources are adequate for their needs. They have the opportunity to provide feedback on the adequacy of resources in the end of module questionnaires.

2.18 The College's virtual learning environment is still under development. It is currently used as a repository for information and for the submission of assignments. The College has firm plans to complete the development by the end of the year.

2.19 The College fulfils its responsibilities for maintaining and enhancing the quality of learning opportunities adequately, although the current committee structure lacks formal communication and a proactive approach to improvement. Processes for programme monitoring are broadly effective. However, systems for recording and monitoring individual student and cohort progression are weak. The College supports its student well and its learning resources meet students' needs. Teaching staff development provided by the College is limited to development of pedagogy.

<p>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.</p>

3 Information about learning opportunities

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

3.1 The College effectively communicates information about learning opportunities to students and other stakeholders. All information regarding learning opportunities is communicated to students and other stakeholders through the prospectus, leaflets, local newspapers and the website. Publicity material relating to Buckinghamshire New University provision is submitted to the University for their approval before it is distributed by the College.

3.2 The website contains information on how to apply to the College, course fees, programme information and some policies and procedures. Entry requirements are clearly stated for all programmes. All students are interviewed prior to enrolment and the requirements of the programme are fully explained to all applicants. Students confirm that the information they receive prior to enrolment is accurate and that they find it useful.

3.3 At induction students receive a comprehensive programme handbook which provides information on plagiarism, complaints, appeals and progression opportunities. They also receive module guides. The student handbook is also available online. Students state that they are provided with sufficient information and a helpful induction.

3.4 The College has a Resubmission Policy, outlined in the programme handbooks and in the Assessment Policy. It has a clear view on the regulations concerning resubmission, plagiarism and progression. However, the documents lack the precision to effectively convey operational aspects in a uniform manner. The level of detail varies resulting in uncertainty amongst students and some staff about the number resubmissions allowed and responsibilities for their approval. It is **advisable** for the College to adopt a consistent approach in articulating key policies to stakeholders.

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

3.5 The College's arrangements for assuring that information about learning opportunities is accurate and fit for purpose are effective. The College has a Publications Policy which outlines how changes are to be made to publications as well as responsibilities for their approval.

3.6 The Administration Manager periodically updates all College policies and quality procedures. Student handbooks are produced by the Registrar. Programme teams are responsible for writing programme handbooks whereas module guides are developed by the individual lecturers. All programme documentation is checked and approved by the Principal. The same applies to information on the website. Students have the opportunity to provide feedback on the quality of programme materials via end of unit questionnaires.

3.7 The College's arrangements for communicating information about learning opportunities through a variety of channels are generally effective but a more consistent approach in articulating academic policies to all stakeholders is required. Processes for ensuring the accuracy and usefulness of published information work satisfactorily.

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

East End Computing & Business College Ltd action plan relating to the Review for Educational Oversight of September 2014						
Advisable	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 is advisable for the College to:						
<ul style="list-style-type: none"> strengthen the managerial and committee structures to better promote a strategic, proactive and formal approach to oversight of academic standards and the quality of learning opportunities (paragraph 1.2) 	Robust governance, management and decision-making structure	Restructure committees and line management to reflect a clear hierarchy with well defined reporting and communication channels and protocols	Feb 2015	Chief Executive Officer	Senior Management Team	Senior Management Team minutes Academic Board minutes
	A flow of information across different committees with formal arrangements of communication and reporting	Protocols to include annual plans of work Expansion and clear demarcation of roles and responsibilities of executive members and middle managers of the College	Mar 2015	Principal	Senior Management Team	External examiners' reports Student feedback on the quality enhancement of teaching and learning
	A well defined quality management structure in place	Create the Quality and Academic Standards function with its own	Jan 2015	Chief Executive Officer	Senior Management Team	Annual

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 body and organisation.

	Internal quality assurance procedures for all the academic programmes are in place	<p>head closely working with the Principal</p> <p>Produce Annual Quality Monitoring reports for overall quality assurance processes and enhancement</p> <p>Review, update and develop College's key policies in alignment with the College's long-term strategy and in compliance with the UK Quality Code for Higher Education and other external references</p> <p>Produce a quality assurance handbook to inform students of expectations and allow staff continually to evaluate the quality of the teaching and learning experience provided to the students</p>	<p>Jan 2015</p> <p>Apr 2015</p> <p>Mar 2015</p>	<p>Head of Quality and Academic Standards department</p> <p>Head of Quality and Academic Standards department</p> <p>Head of Quality and Academic Standards department</p>	<p>Senior Management Team</p> <p>Academic Board</p> <p>Academic Board</p>	<p>Quality Monitoring reports measuring a year-on-year enhancement</p> <p>Minutes of Academic Board's year end meeting- July 2015</p>
<ul style="list-style-type: none"> adopt a systematic approach to recording and monitoring identified 	Better dissemination of information and decisions through the committee structure	Adopt a standard minute-recording format across all the committees with a mechanism of tracking and monitoring of	Dec 2014	Head of Quality and Academic Standards department	Academic Board	Full implementation of plan-do-check cycle

<p>actions and their impact (paragraph 1.3)</p>	<p>All the tiers of hierarchy are consistent and transparent in their operations and are appropriately informed</p> <p>Evaluation of auditable evidences for internal and external quality assurance processes and procedures</p>	<p>individual actions</p> <p>Designate a secretary for each committee with the responsibility for:</p> <ul style="list-style-type: none"> Recording the minutes and actions accurately and communicating the minutes across all the relevant departments Tracking and monitoring of actions until all the actions are completed and closed 	<p>Dec 2014</p>	<p>Principal</p>	<p>Senior Management Team</p>	<p>Completion of action points across all the committees</p>
<ul style="list-style-type: none"> develop a rigorous process for recording and monitoring of student cohort progression (paragraph 2.9) 	<p>Clear and detailed statistics of student progression with individual cohort and module analysis</p> <p>Identification of low performing students and issues that can impact on student progress</p> <p>Identification of weak areas and good practices in teaching and</p>	<p>Produce a detailed term and annual statistics report of module, programme and student progression allowing the College to determine the areas of concern</p>	<p>First report in Feb 2015 then after every term</p>	<p>Programme leaders</p>	<p>Academic Board</p>	<p>Annual Quality Monitoring Report with a detailed section on the student progression statistics with an analytical commentary</p> <p>Academic Board minutes</p>

	<p>assessments in a year-on-year comparative analysis of the student progression</p> <p>Improved recruitment and selection process so that students with academic strength to complete a chosen programme of study are offered admission</p>					
<ul style="list-style-type: none"> fully implement individualised learning plans for all students (paragraph 2.11) 	<p>Achieve a better differentiation to identify most appropriate learning style of individual students</p> <p>Enhance student support by improving student profiling</p> <p>Improve student progression by addressing the students' learning needs</p>	<p>Expansion of role of programme leaders to incorporate the development of individualised learning plans of students based on their needs, strengths and learning preferences</p> <p>Employ all communication channels to increase the awareness of individualised learning plans</p>	<p>Jan 2015</p> <p>Dec 2014</p>	<p>Programme leaders</p> <p>Programme leaders</p>	<p>Teachers' Committee</p> <p>Teachers' Committee</p>	<p>Student feedback</p> <p>Annual Quality Monitoring reports</p>
	<ul style="list-style-type: none"> adopt a strategic approach to 	<p>Achieve excellence in quality of teaching and delivery</p>	<p>Ensure teachers are qualified and subject experts to teach at the</p>	<p>Dec 2014</p>	<p>Principal</p>	<p>Academic Board</p>

subject-based staff development (paragraph 2.14)	Experienced and qualified teaching faculty with expert knowledge in different subject area	higher education level in their respective disciplines				teaching staff
	A learning culture is in place with continuous organisational learning activities to enhance the learning experiences of the students	Upgrade the existing framework for staff appraisal to incorporate annual staff development and training plan including pedagogy and subject-specific development, internal briefings and trainings	Feb 2015	Principal	Academic Board	Curriculum Vitae for all staff with details of teaching and learning experience at higher education Annual staff appraisal reports
		Arrange at least one seminar by external experts from industry and academia in each area of study offered at the College for the teaching staff	Mar 2015, then every semester	Chief Executive Officer	Senior Management Team	Student feedback on enhancement of learning environment Staff development events focused on subject-specific staff development
		Initiate process for Higher Education Academy registrations	Jan 2015	Principal	Academic Board	
<ul style="list-style-type: none"> adopt a consistent approach to articulating key academic 	Complete and accurate information to the stakeholders Increased	Scrutinise sources of information to ensure they are clearly and consistently documented	Dec 2014	Head of Quality and Academic Standards department	Academic Board	The completed public information policy

<p>policies to stakeholders (paragraph 3.4)</p>	<p>confidence of the College's stakeholders in the accuracy of its information</p> <p>Promote the correct perspective of the College</p>	<p>Develop and implement publication policy</p> <p>Encourage everyone to use website more</p> <p>Briefings for staff and students on policies on citation and plagiarism</p> <p>Regular feedback to students</p> <p>Trainings for the student representatives</p>	<p>Mar 2015</p> <p>Mar 2015</p>	<p>Head of Quality and Academic Standards department</p>	<p>Academic Board</p>	<p>Student feedback Sources of information available in different media</p>
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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/en/ReviewsAndReports/Pages/Educational-Oversight-.aspx.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/about-us/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/information-and-guidance/publication?PubID=2669

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 Educational Oversight 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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Southgate House, Southgate Street, Gloucester GL1 1UB

Tel 01452 557000
Email enquiries@qaa.ac.uk
Web www.qaa.ac.uk

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