



Khalsa College London

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

June 2014

Key findings about Khalsa College London

As a result of its Review for Educational Oversight carried out in June 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 the Association of International Accountants, the Institute of Leadership & Management, the Institute of Commercial Management, the Chartered Institute of Management Accountants and the Confederation of Tourism and Hospitality.

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 use of the mandatory weekly staff meeting as a central management tool (paragraph 1.2)
- the extensive individualised academic and pastoral student support (paragraph 2.10)
- the range and diversity of guest speakers (paragraph 2.11).

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:

- develop a formal process for the annual monitoring of courses (paragraph 1.5)
- continue to align its policies and procedures with the UK Quality Code for Higher Education and other relevant external reference points (paragraphs 1.4 and 1.6)
- revise the Lesson Observation Form to reflect higher education expectations (paragraph 2.8)
- review information it provides for prospective students (paragraph 3.2).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Khalsa College London (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 the Association of International Accountants, the Institute of Leadership & Management, the Institute of Commercial Management, The Chartered Institute of Management Accountants and the Confederation of Tourism and Hospitality. The review was carried out by Mr Peter Hymans, Mrs Marian Stewart, Mrs Catherine Symonds (reviewers) and Prof Edward J Esche (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 policy and procedures documents, minutes of meetings, handbooks, curriculum and teaching materials, student course files, staff folders, meetings with staff and students, the College website, agreements and communications from awarding organisations, external verifier reports and Review for Educational Oversight reports published by QAA in 2012 and 2013.

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

- UK Quality Code for Higher Education (the Quality Code)
- the Qualifications and Credit Framework for England, Wales and Northern Ireland
- the regulatory and guidance documents published by 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 in 1985. It is located in Harrow, Middlesex, and it serves both the local and overseas student market. It offers a mixture of professional and academic programmes. The College is accredited by Ofsted for provision other than higher education. It occupies three floors of one building, which it owns.

The College is accredited to run professional programmes for the Association of International Accountants (AIA), the Chartered Institute of Management Accountants (CIMA), the Chartered Management Institute (CMI), the Confederation of Tourism and Hospitality (CTH), the Institute of Commercial Management (ICM), and the Institute of Leadership & Management (ILM). The policy of the College is to recruit students to levels 4 to 7 of the professional programmes. The College also offers GCSE and A Level English, and English as a second language programmes.

In 2009 the College began daytime classes for local students and recruited overseas students. The majority of the recruitment is from India and Nepal because of the historic and cultural background of the College. There are currently 269 full-time higher education students registered with the College. There are 13 full-time members of academic staff.

¹ www.qaa.ac.uk/en/ReviewsAndReports/Pages/Educational-Oversight-.aspx

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

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

Chartered Institute of Management Accountants

- Chartered Management Accountant Certificate level 7 (75)
- Chartered Management Accountant Operational level 7 (48)
- Chartered Management Accountant Managerial level 7 (56)

Chartered Management Institute

- Diploma in Management and Leadership level 4 (3)
- Diploma in Management and Leadership level 5 (9)
- Diploma in Management and Leadership level 6 (11)
- Strategic Management and Leadership level 7 (18)

Confederation of Tourism and Hospitality

- Diploma in Hospitality and Tourism Management level 6 (24)
- Diploma in Hospitality and Tourism Management level 7 (12)

Institute of Leadership & Management

- Diploma in Leadership and Management level 5 (4)
- Award in Management level 6 (3)
- Diploma in Strategic Leadership and Executive Management level 7 (6)

The provider's stated responsibilities

The College's mission is to offer affordable and accessible education to the student community it serves. Its goals are to provide access to different levels of education, to offer careers counselling that meets the needs of the students and industry, to provide opportunities for personal growth and to deliver support programmes to help students achieve their goals and use the skills gained to develop in the business environment.

The College is responsible for the recruitment of students, their induction and guidance. For CIMA and ILM awards, the awarding organisations have responsibility for curriculum design, development and assessment. For CMI and CTH awards, College staff assess summatively and undertake internal verification before student work is submitted for external verification. Students are prepared for the examinations of CIMA and ILM. The College has responsibility for all programme delivery. The College is required to respond to monitoring reviews when conducted by the external verifiers. It is responsible for providing learning resources, and gathering and acting upon student feedback. The College is responsible for the completeness and accuracy of information in its online prospectus, learning materials (including its virtual learning environment), and website.

Recent developments

The College has increased its recruitment by 158 students in the past year, a growth of just over 140 per cent, and thus met the criteria for having a full REO in 2014. The College employed five new full-time members of teaching staff in the academic year 2013-14 and one person left. It was accredited by one new awarding organisation in July of 2013, the Confederation of Tourism and Hospitality, and now delivers its levels 4-7 Hospitality and Tourism Management awards.

Students' contribution to the review

Students studying on higher education programmes at the College were invited to present a submission to the review team. Four student representatives from the Student Council gathered evidence and the Lead Student Representative wrote a statement about the student experience. The document was posted publicly and all College students were invited to add further comments. The final document provided useful evidence for the team. The Coordinator met 20 students at the preparatory meeting and the full team met 15 students during the review visit to gather views of the wider student body.

Detailed findings about Khalsa College London

1 Academic standards

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

1.1 The College's arrangements for the management of academic standards continue to be sound. There are appropriate structures for the management and administration of academic programmes and provision of support for students. Terms of reference, including annual meeting cycles, for the committees are clear. The meeting minutes confirm that oversight is appropriate. The Director Principal and Vice Principal have day-to-day oversight and management responsibility for all aspects of the delivery of the programmes, including quality assurance, staffing and resources. They are supported by Course Co-ordinators, who manage the teaching staff, and the Student Welfare Officer. The increase in student numbers has not required any changes to the management structure, which remains fit for purpose.

1.2 The Academic Board ensures effective oversight and maintenance of academic standards and learning opportunities. It is responsible for all aspects of academic standards, learning opportunities and the Quality Code. It meets seven times per year and extraordinarily when necessary. The membership includes the College's senior management and Course Co-ordinators. The Academic Board oversight is underpinned by mandatory weekly staff meetings, which are attended by senior management, Course Co-ordinators and staff from all courses. Student representatives may attend at any time, but must attend once a month. These meetings ensure the appropriate management of courses and also provide an opportunity for enhancing provision. The use of the mandatory weekly staff meeting as a central management tool is **good practice**.

1.3 The arrangements between the awarding organisations and the College are effective. The main point of contact at the College is the Vice Principal, who is supported by a Course Co-ordinator for each awarding organisation. Courses are subject to annual reaccreditation, which the College uses as evidence that they are managing standards and quality to an appropriate level. Teaching staff are fully aware of the requirements of the awarding organisations through the College's meeting structure, the use of staff files, annual training and the virtual learning environment (VLE).

1.4 The College's Policy Handbook was revised last year and contains a large number of relevant policies and procedures, but has scant information on quality assurance arrangements. The quality assurance section in the handbook refers to meeting the requirements of the awarding bodies and the use of internal management systems. While the integrated nature of the management and committee structure provides confidence that the necessary oversight is in place, it is important that the College further develop its quality assurance policies and procedures in order to ensure transparency for staff, students and external stakeholders.

1.5 Formal annual reports are not required by the awarding bodies, but the College management has a range of appropriate monitoring processes. These include an annual quarterly review, teaching observations and student evaluation of teachers. Information considered could be more clearly identified to ensure that actions are documented and monitored to further enhance provision. It would be **desirable** for the College to develop a formal process for the annual monitoring of courses.

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

1.6 The College has made some progress on its use of the Quality Code. It has developed a useful mapping document aligning various sections of the Quality Code with College policies. Staff are aware of the Quality Code and the weekly staff meetings have included discussion and applications of various sections of it. The College recognises, however, that more work needs to be done. It would be **desirable** for the College to continue to align its policies and procedures with the Quality Code and other relevant external reference points.

1.7 The College continues to engage well with awarding organisation guidelines. All programmes delivered by the College are accredited to *The framework for higher education qualifications in England, Wales and Northern Ireland* by the awarding organisations. These organisations develop and review the specifications and provide the assessments. The College's relationship to these external reference points is through application of guidance from the awarding organisations.

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

1.8 Internal moderation is in place to assure standards and the College takes great care to ensure that awarding organisation requirements are met. The College does not have responsibility for the development of any summative assessments. For the CIMA awards there are external examinations and the College is responsible for formative assessment. For CMI and CTH, the awarding organisations are responsible for external verification of student work which is assessed by the College staff. External assessor reports and awarding organisation visits confirm that standards are being maintained.

1.9 In summary, the College fulfils its responsibilities for the management of academic standards. There are appropriate mechanisms in place and a shared understanding of what is required by staff at all levels. There is, however, a need to develop policies and procedures further and to ensure that these are aligned to the Quality Code.

<p>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.</p>
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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 arrangements for managing the quality of learning opportunities are clear, as described in paragraphs 1.1 to 1.3. Operationally, the Director Principal and Vice Principal have joint responsibility for most aspects of quality, with student welfare coming under the remit of the Student Welfare Officer.

2.2 The College's Course Development and Planning document provides useful guidance to support the approval of new programmes and changes to existing programmes. An extraordinary meeting of the Academic Board considered programme development for three awarding organisation programmes, including teaching strategies and learning resources.

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

2.3 The College effectively uses external reference points to manage and enhance learning opportunities, as described in paragraphs 1.6 to 1.7.

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

2.4 The College provides clear guidance to staff on the enhancement and maintenance of the quality of teaching and learning through its teaching and learning strategy, and its policies on assessment, staff performance and examination appeal. It uses management files to organise materials related to each programme, and it maintains records of lesson plans. Senior managers undertake monthly checks to ensure course files are up to date.

2.5 The College has taken effective steps to ensure that quality is being maintained as student numbers have increased. It has employed five new teaching staff, provided additional teaching rooms, extended teaching hours and improved information technology resources. The College confirms that this expansion was carefully planned before increasing recruitment. Students confirm that learning resources meet their needs.

2.6 The College has formal summative assessment responsibilities for the CMI and CTH programmes, and it makes very effective use of additional formative assessment to enhance student learning across all programmes. The College analyses internal and external results on a termly basis for all programmes, which enables the effective monitoring of student performance, including the need for additional classes. Students express a high level of satisfaction with the standard of teaching and support.

2.7 Feedback to students is both timely and effective. Teachers produce formal written assessment feedback. There are universal monthly teacher and student meetings to discuss performance and progress. The outcomes of these meetings are recorded in term reports which are completed by both teachers and students. The Academic Board monitors them to ensure that they are up to date. Students are satisfied with the assessment feedback they receive.

2.8 The College has effective processes in place to support both reflective and objective evaluation of teaching performance. The Teacher's Self-Assessment Form requires staff to carry out a self-evaluation of their teaching performance. There are termly teaching observations of all staff, and new staff are continuously appraised for the first three months of employment. Observed good practice is shared at weekly staff meetings. The Lesson Observation Form does not, however, reflect higher education priorities for appropriate level work. It would be **desirable** for the College to revise the Lesson Observation Form to reflect higher education expectations.

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

2.9 The Student Recruitment, Admissions and Selection Policy sets out guidelines for student recruitment clearly. Students report that application and admissions processes are straightforward and that they receive helpful guidance from College staff. There is also a good College and course induction day, along with a student buddy-up system where students are matched with others from similar backgrounds.

2.10 The College provides highly effective academic and pastoral support to students. Its informal open-door policy enables students to approach managerial, teaching or administrative staff at any time for help and is a credible alternative to a formal tutorial system. This wide ranging support is very highly valued by students. Pastoral support is

managed by the Student Welfare Officer. The Student of the Month award has motivated many students to enhance their academic performance. The extensive individualised academic and pastoral student support is **good practice**.

2.11 The College offers a range of innovative activities to enhance the students' cultural, religious and career awareness. They include an annual social function, career events and morning assemblies. Morning assembly external speakers have included representatives from First Challenge, the State Bank of India and Barclays Bank. Guest speakers at College social events have included a Secretary of State, a Member of Parliament, and local councillors. The range and diversity of external speakers is greatly appreciated and valued by students and is **good practice**.

2.12 The College is diligent in soliciting student views through termly and module questionnaires, a suggestion box and student representation. Student Course Representatives meet monthly with their Course Co-ordinators, and Student Body Representatives are required to attend the weekly staff meetings once a month, but are also invited to attend as they wish. Students are satisfied with the way the College responds to their requests and cited examples of additional learning resources.

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

2.13 The College effectively supports its higher education teaching staff. It has a suite of staff-related policies which includes the Staff Recruitment, Training and Development Policy and the Performance Management Policy. In addition to the weekly staff meetings, as described in paragraph 1.2, the College provides a teacher training week which addresses issues such as session planning, assessment, mentoring and the Quality Code.

2.14 The College offers effective staff development. The Performance Management Policy provides the framework for the annual monitoring of teaching performance and development through a three stage process of planning, monitoring and review, which incorporates the evaluation of lesson observation outcomes and teacher self-assessment. The College supports staff in attaining teaching qualifications and provides them with the opportunity to develop their skills by attending awarding organisation short course training once each academic year. New staff receive an extended induction and helpful mentoring from an experienced staff member. Staff also receive comprehensive training on the College's VLE.

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 The College uses its awarding organisations' guidance and programme specifications effectively to ensure that hard copy and e-learning resources are both sufficient and accessible to students. Students are able to access e-learning resources via the College's VLE and through its awarding organisations' online e-learning resources. The library is well stocked and holds the required texts for all courses. Staff and students can make requests for additional materials. Course-related specialist computer software is updated as required. Students are happy with the level and accessibility of learning resources.

2.16 The College's VLE is well developed and provides an excellent resource for students. There is a specification for the minimum content to be uploaded for each module. Teachers monitor individual activity to ensure students are up to date. Students confirm that

the VLE supports and enhances their learning experience. The College plans to develop this learning resource further in the near future.

2.17 In summary, the College is effective in fulfilling its responsibilities for managing and enhancing the quality of learning opportunities. A robust management structure and appropriate policies and procedures support teaching and learning. It uses appropriate external reference points. There is excellent academic and pastoral support for students, which is accessible, timely, and highly valued by students. The College is committed to developing its staff and ensures access to professional updating. It provides accessible and sufficient learning resources for its students. The range of support for students is **good practice** and the College's VLE is an effective learning resource.

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 communicates information about learning opportunities to all of its stakeholders well. The prospectus, which can be downloaded from the website, is comprehensive and accurate. It quotes from awarding organisation documentation as appropriate. It contains good guidance for prospective students on College resources, accommodation and academic and pastoral support, including for those with additional learning requirements.

3.2 The website is well laid out and mostly helpful. Students confirm that the information provided on the website is accurate and reflects their learning experience at the College. The Policy Handbook, which can be downloaded from the website, contains the Admission Policy. There is one substantial omission of information: the costs of studying at the College, including course fees, are not included either on the website or in the prospectus. It would be **desirable** for the College to review the information it provides for prospective students.

3.3 Information that the College produces for staff on academic standards and on quality is satisfactory, but could be improved. The recently revised and expanded Policy Handbook is good, but would benefit from including a teaching and learning policy, which could be adapted from the teaching strategy on the website. The College's Quality Assurance Cycle document should also include the quarterly course reviews.

3.4 The College provides useful handbooks. The Student Handbook is a helpful guide to studying at the College. Individual course handbooks are comprehensive and meet the requirements of *Part C: Information about higher education provision* of the Quality Code. Students state that both handbooks are useful to them on their courses.

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 has effective arrangements for assuring that information about its learning opportunities is fit for purpose, accessible and trustworthy. The Procedure for Checking on Published Information places general responsibility for the accuracy of information on all College staff. In practice the senior team, particularly the Vice Principal,

is responsible for the production and checking of College information, and the Director Principal has final approval. Academic Board is the main forum for the management of the College's information, which it regularly discusses.

3.6 The College's social media account provides a good forum for social activity and a means of communication between the College and the students. The Vice Principal retains control of the content to ensure its integrity. Students value the sense of community the site provides for them. Student views of the social media have been obtained by means of an online survey. Their views on other information are gained informally and by means of student representation at the weekly staff meetings.

3.7 The College communicates information about learning opportunities to students and other stakeholders effectively, through a variety of hard copy and electronic means. The management of information is good; all staff share responsibility for its accuracy and the Director Principal retains overall control. Information provided for prospective students should be reviewed.

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

Khalsa College London action plan relating to the Review for Educational Oversight of June 2014						
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 use of the mandatory weekly staff meeting as a central management tool (paragraph 1.2) 	To offer an inclusive environment where students and staff feel they are working towards a common goal of open communication channels	To maintain regular meetings with staff in mandatory attendance and to encourage students to choose representatives from their body to attend	The weekly staff meetings will continue throughout the academic year	Staff and students	Director Principal	<p>Good communication channels open allowing staff and students to feel that their voice is an important part of decision making</p> <p>Evaluation is gained from the evidenced feedback in the form of minutes and noted verbal feedback</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.

						Minutes and any comments are available for all to view in the student common room
<ul style="list-style-type: none"> the extensive individualised academic and pastoral student support (paragraph 2.10) 	We will continue to build on the support we give to students; we know from feedback how popular it is and will look to further develop ways of helping students over the next academic year	<p>Proposal to add further opportunities to meet with staff during breaks and after College</p> <p>These meetings could be timetabled after formal teaching has ended for the day</p>	<p>Always under review is the requirement for support; this is addressed at staff meetings and also identified in the Course Co-ordinators' meetings with students</p> <p>The support options can be modified as necessary but formally reviewed each term</p>	<p>Course Co-ordinators and student reps meet monthly</p> <p>Staff meetings are held weekly, therefore there are many opportunities to identify student support needs throughout a month</p>	<p>Course Co-ordinators and Director Principal will meet weekly to discuss any requirements as the Course Co-ordinators will have a greater understanding of the students' requirements for academic and pastoral support</p> <p>An emergency issue would be dealt with immediately via a Student Welfare Officer, Vice</p>	<p>The formal and informal feedback which we receive from students is discussed in staff meetings, Course Co-ordinator meetings and in the open forum assembly if appropriate; this allows the greater student population the opportunity to comment on issues if they have been unable to attend a staff meeting</p> <p>Any formal minutes with student representatives are displayed in the student common room</p>

					Principal and Course Co-ordinator meeting	All student/Course Co-ordinator meetings are timetabled and are also displayed so that students know when to approach their course representative if they have any issues to be brought to staff meetings
<ul style="list-style-type: none"> the range and diversity of guest speakers (paragraph 2.11) 	The purpose of the guest speakers is to show students what routes their potential career paths can take; therefore we will continue to look for a variety of guest speakers	To liaise with awarding organisations to see if they can also recommend speakers	<p>Discussion in staff meetings can help to identify when a speaker can be booked and the speaker's relevance to any course or particular event in the year</p> <p>This will be noted in the weekly staff meeting minutes</p>	Vice Principal and Principal meeting	Director Principal	<p>All minutes of meetings are available in the Admin Office and distributed to staff weekly; any discussion on speakers can be found in these minutes</p> <p>Additionally, feedback from speakers and/or invitations to speakers are displayed in the student common room</p>

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:						Students are also invited to suggest ideal guest speakers
<ul style="list-style-type: none"> develop a formal process for the annual monitoring of courses (paragraph 1.5) 	To produce an annual monitoring report from August 2014 and thereafter every August	<p>An initial review by Director Principal, Vice Principal and 'Course Co-ordinators to discuss the previous year's academic findings at a set meeting in July</p> <p>This will then lead to a formal report produced in August which will cover a variety of areas including course approvals, results, attendance, course level, assessment etc</p> <p>Our aim is to deliver a concise breakdown</p>	July 2014 for initial meeting and August 2014 for formal annual monitoring report production	Director Principal, Principal, Vice Principal and Course Co-ordinators to review each course, starting at the initial July 2014 meeting with the Vice Principal and producing a report for final sign-off in August by the Director Principal	Vice Principal. Director Principal will make the final decision on the format	<p>Evidence will be in the form of Annual Monitoring Reports</p> <p>Therefore, first report will be 2013-14</p>
<ul style="list-style-type: none"> continue to align its policies and procedures with the Quality Code and other 	This process will be developed into its second year, making use of external reference points	Vice Principal to continue to review QAA documentation/guidelines and so on and any additional external	Throughout the academic year starting September 2014	Vice Principal to control the capture of information and dissemi-	Director Principal to review information gathered and	Evidence for quality assurance will be published and added to the Policy Handbook

relevant external reference points (paragraphs 1.4 and 1.6)	The quality assurance policies will be reviewed	reference points and match these to our policies and procedures		nation into College policies and procedures	report back to staff meeting how College will use the information to relate to the Quality Code	and website as appropriate The Quality Code will be discussed as before in the weekly staff meetings and evidenced in minutes
<ul style="list-style-type: none"> revise the Lesson Observation Form to reflect higher education expectations (paragraph 2.8) 	To produce a clearer understanding by teachers of expectations of higher education	To be reviewed in August 2014 with a proposed quarterly issue to staff in the first term ending December 2014	August 2014 for discussion and formulation	<p>After the August 2014 staff meeting and input from staff a clearer idea of the format of the lesson plans will be visible</p> <p>Final design will be co-ordinated with Vice Principal and Course Co-ordinators</p>	Director Principal will sign off final format and the new form will be used for the first academic term Sep-Dec 2014	<p>New form produced to reflect higher education expectations for term of Sep-Dec 2014</p> <p>This will be minuted in first term staff minutes and any feedback also noted in minutes</p>

<ul style="list-style-type: none"> review information it provides for prospective students (paragraph 3.2) 	<p>We aim to publish a guide to fees for the Sep-Dec 2014 term on our website</p>	<p>To be reviewed in August 2014</p>	<p>Agreement in August will lead to publication on website, Sep-Dec 2014 term</p>	<p>Vice Principal, Director Principal and Principal to meet to discuss and research market trends in fee publication</p>	<p>Director Principal to give final comment on fees publication</p>	<p>The evidence will be in the public domain on our website in Sep-Dec 2014 term</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 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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