



Educational Oversight: Report of the monitoring visit of Leicester Commercial College Ltd, June 2015

Section 1: Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that Leicester Commercial College Ltd (the College) has made commendable progress with continuing to monitor, review and enhance its higher education provision since [the previous monitoring visit](#) in June 2014.

Section 2: Changes since the last QAA monitoring visit

2 Since the June 2014 annual monitoring review, student numbers have dropped by a further 15 per cent to 94 as the admission of new students stopped in September 2014.

3 The College now produces the Academic Registrar's report twice yearly to coincide with the examination sittings, and this continues to provide a comprehensive review of the all College's activities.

Section 3: Findings from the monitoring visit

4 The College has maintained the features of good practice and has completed or further developed the actions relating to the recommendations of the 2012 Review for Educational Oversight, and to the comments arising from the 2013 and 2014 annual monitoring visits.

5 The committee system continues to be effective with comprehensive action planning central to its function. The Quality Assurance and Standards Committee develops and regularly monitors and reviews College-wide action plans derived from plans by all other committees. The Management Board signs off completed actions. Each committee has clear terms of reference and maintains records of proceedings in minutes accessible to all staff, other committees and students. The Academic Registrar's report also informs the development of action plans, assigns responsibilities and sets target completion dates, and contains a section dedicated to updating the status of all the specific actions.

6 The Board of Study continues to manage the identification and dissemination of good practice through training sessions, meetings, seminars and the virtual staffroom. Staff appreciate the online discussions arising from peer observations of teaching and learning although the use of the online forum is not yet fully developed.

7 The high level of collective engagement is still in place. Students continue to value highly the support they receive from the Welfare Officer and feel that issues they raise are dealt with promptly and effectively. Students value the formative feedback, which the College continues to use extensively to support them and provide guidance on how to improve. Most students participate in the voluntary 'feedback on feedback' process. The Systems and Course Administrator formally moderates the quality of feedback, collates student comments, and feeds this back to tutors. Tutors find the 'feedback on feedback' beneficial as a part of their performance and development reviews.

8 All lecturers are contractually required to upload their teaching notes and study materials onto the virtual learning environment, allowing students to access them remotely at

any time. Students commented positively on the improved access to teaching materials and the opportunity the materials on the virtual learning environment gives them to recap after their lessons or to catch up following unavoidable absences.

9 The College continues to expect all teaching staff to hold or work towards a postgraduate teaching qualification, and provides financial support where necessary. Staff value the continued use of the performance and development reviews to support staff development. The College has made good progress in addressing and formalising the management of higher education staff development needs through development and training related to students' independent learning and the staff performance and development review process which monitors key performance indicators and actions for individual staff. The College is assessing the requirements and benefits of registration for the Higher Education Academy membership to further enhance staff development opportunities.

10 Student recruitment and admissions processes remain unchanged. The College requires that students meet the awarding organisation's entry requirements, and that they prove that their English language proficiency and finances satisfy the UK Visa and Immigration regulations. The College still conducts the 'intention to study' interview, a recorded one-to-one interview conducted when new students arrive in the country to identify any additional academic support needs and career plans.

11 Assessments at Levels 5 and 6 continue to be through examinations set, marked and moderated by the Association of Business Executives (ABE). Level 7 assessments are set and marked internally using the awarding organisation's assessment guides and marking schemes. The Assessment for Learning document provides a comprehensive delivery, assessment and feedback schedule.

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

12 The College has completed the review and update of the Quality Assurance Manual. The Manual is clearly mapped against the Expectations of the UK Quality Code for Higher Education (Quality Code). As part of their induction, staff receive training on aspects of the Quality Code. Staff confirmed that the training helped them understand the application of the Expectations within their own teaching, and demonstrated a good level of understanding of these.

Section 5: Background to the monitoring visit

13 The monitoring visit serves as a short check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

14 The monitoring visit was carried out by Christopher Mabika (Coordinator) and Rob Mason (Reviewer) on 11 June 2015.

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