



Educational Oversight for Embedded Colleges: report of the monitoring visit of Navitas UK Holdings Ltd, April 2019

London Brunel International College

Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that London Brunel International College (the College) is making commendable progress with continuing to monitor, review and enhance its higher education provision since the May 2018 [monitoring visit](#).

Changes since the last QAA monitoring visit

2 There have been no material changes since the last monitoring visit except for an increase of more than 20% in the number of students between February 2018 and 2019.

Findings from the monitoring visit

3 The review team considered evidence including: policy documents; annual monitoring reports; data concerning students during their time at the College and in the later stages of their degree at Brunel University; together with information published on the College's website. Meetings were held with senior teaching and support staff from the College and a representative of Brunel University, and also with a cross-section of students and alumni. Following the previous annual monitoring visit to the College, its various action plans have been brought together as a single document and good progress has been made in achieving completion of the actions listed. The College has enhanced its provision and built upon the good practices.

4 Staff indicated that the changes impacting most positively on the quality of provision since the last review were the introduction of the Programme Element Leader role, improved support for progression of students to the partner university, and staff development.

5 Programme Element Leaders are responsible for: maintaining all programme modules and ensuring they are updated within the virtual learning environment; attending meetings with other Programme Element Leaders; leading the annual monitoring process; and supporting and mentoring teaching staff on the modules for which they are responsible. Staff who met with the review team stated that the introduction of this role was key in enhancing provision.

6 Progression to the partner university showed a decline from 91% in 2015-16 to 80% in 2016-17. Students have the opportunity to progress to other universities. Several initiatives have been introduced to address this. A pilot personal tutor system in which a personal tutor will meet their tutee in weeks 2-3 and weeks 7-8 with attendance by the student compulsory has been introduced. These are formal meetings, with discussions recorded. Tutors cover areas such as academic performance and intervention, welfare and pastoral (subject to training), and attendance monitoring. Oversight will be from the Manager of Student Services. The pilot began in January 2019 and is initially confined to foundation students. Another introduction is the notion of a 'resit community' in which students needing

to resit modules are introduced to one another and encouraged to set up a study group schedule, supported by an academic, to agree key topics on which to focus during revision sessions. These initiatives will be evaluated later in the current academic year. Diagnostic tests on arrival have also been introduced with additional classes and homework for those who do not perform well - this has resulted in some improvement in pass rates for maths and physics, but they remain below expectations. The progress of students after transfer to the partner university is recorded.

7 Staff development sessions for teachers are held regularly and have recently included sessions on Blended Learning and Technology in Teaching. There is also a regular series of staff development activities associated with professional services including sessions on mental health, safeguarding and 'prevent duty'.

8 The process for admissions is managed through the Navitas central Admissions and Recruitment Centre (ARC) with agents working to a Code of Ethics to ensure alignment with the Quality Code for Higher Education, and the overall admissions process following guidelines to ensure alignment with UK Visa and Immigration Tier 4 Regulations. Applications considered as non-standard or borderline are referred to the College which makes a decision together with the partner university.

9 Assessments are set by academic staff of the College and the assessment process is governed by Navitas regulations. The College rigidly follows the regulations. The regulations specify that, at the start of a module, students must be provided with the details of each assessment element - its weighting and how it is assessed; the grading criteria for each assessment; and submission dates for assessed coursework with dates of any scheduled examinations. Also included are details of which elements and how many elements must be passed, whether there are any assessment elements that may in no circumstances be the subject of compensation for failure and the measures in place to enable students to make good an initial failure. There is guidance on timeframes for feedback and the dates of final results. Students who met the review team confirmed that this information was available and that they received helpful feedback on assessed coursework within the two-week timeframe specified. Students were aware of the need to avoid plagiarism and other forms of academic cheating. Scripts are marked anonymously, and a specified percentage is double-marked. Partner university staff are involved as externals to the assessment process. Steps are taken to ensure examination papers are kept confidential prior to the examination date.

The embedded colleges' use of external reference points to meet UK expectations for higher education

10 Navitas and its embedded colleges make extensive use of the Quality Code for Higher Education (Quality Code). Part A is used to set and maintain academic standards, Part B to assure and enhance academic quality and Part C for guidance and information about higher education provision. The Quality Code is reflected throughout the College's provision, processes and regulations as exemplified in the assessment regulations.

Background to the monitoring visit

11 The monitoring visit serves as a short check on the provider's and its embedded colleges' 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 and its embedded colleges of any matters that have the potential to be of particular interest in the next monitoring visit or review.

12 The monitoring visit was carried out by Mr Philip Markey, QAA Officer, and Professor Gaynor Taylor, QAA Reviewer, on 9 April 2019.

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