



Educational Oversight: report of the monitoring visit of London Guildhall College Ltd, April 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 the London Guildhall College Ltd (the College) has made progress but further improvement is required with implementing the action plan following the April 2014 [Review for Educational Oversight](#).

Section 2: Changes since the last QAA review visit

2 The College is currently operating with just five continuing students on two courses; two on the BTEC Higher National Diploma Business level 5 course and three on the BTEC level 7 Diploma in Strategic Management and Leadership. Most of its former cohort of 58 higher education students taking levels 5, 6 and 7 programmes validated by Pearson and ATHE Ltd left the College after its Tier 4 Sponsor licence was revoked in July 2014. A large proportion of affected students were helped to transfer and complete at other institutions.

3 The College has appointed a new principal, reduced its staffing numbers and relocated to new premises. Plans are underway to rebuild a more streamlined and diversified business with greater recruitment of home and Eastern European students to existing Pearson and ATHE Ltd programmes as well as the development of English language teaching and Summer Schools. A reciprocal arrangement has been made with The London College of Commerce and IT, which occupies a separate floor in the same building, to develop progression routes for students.

Section 3: Findings from the monitoring visit

4 The College has built on its good practice in supportive admissions with the introduction of an interview form that records and evaluates the intentions of applicants. Students confirmed that they found their one-to-one interviews helpful.

5 The College has made some progress on revising its policies to reflect current practice but there is still little documented evidence of monitoring practice against these policies or of student opinion being part of the policy review process. The Assessment and Publishing Policies have been updated and the College continues to apply its Learning and Teaching Strategy 2013. However, this will need to be kept under careful review during the current plans to diversify and remodel the curriculum.

6 The College has put in place provisional committee arrangements while it rebuilds and diversifies its business. The Academic Board had terms of reference established in September 2014, but was suspended in December 2014. Its key roles transferred temporarily to the Academic Committee in February 2015 under temporary adapted terms of reference. There has been one inaugural meeting of the Academic Committee but no firm dates set for future meetings. The College will need, as a matter of urgency, to establish a clear calendar of meetings and re-establish student representation for this committee.

7 The College has not yet organised systematic mapping of the UK Quality Code for Higher Education (Quality Code).

8 The College has made limited progress in the formal recording of discussion points from management and academic meetings. Minutes do contain a narrative of relevant information but would be improved by following a standardised reporting format with agenda, action points and follow-up.

9 The College has taken steps towards implementing mechanisms to recognise and share good practice, including a marking standardisation meeting and dissemination of ideas by teachers with recently acquired educational qualifications.

10 The College published a Resources and Facilities Report as part of its annual review process. Students confirmed that learning resources are sufficient and requests for improvement, such as faster broadband, are followed up. However, the annual monitoring and review process as a whole needs improvement. The evidence base for the Annual Monitoring Report, as well as clear targets and action planning, need to be made explicit.

11 The College has enhanced its procedures for version control of policies by introducing a Policy and Control Table. However, not all documents had the version stated and the process would be improved further by ensuring that policy review and approval are formally recorded in meeting minutes.

12 College recruitment and admissions strategy is still under development. The College plans to continue with direct recruitment, individual checking of application form authenticity and using its enhanced interview arrangements to check students' English proficiency and motivation to study. However, a more comprehensive system for recording individual student enrolment, retention, progression and achievement would be beneficial, and would aid monitoring and action-planning. The College website and noticeboards also need to be updated to more accurately reflect the College's current status.

13 The revised Assessment Policy and Procedure takes account of awarding body guidance and certain indicators from the Quality Code. Assessment practice and internal verification are satisfactory and the standard of student work is generally good. Students reported being satisfied with arrangements for assignments and feedback received. However, they were unclear about marking procedures, including verification and appeals. Students confirmed access to course and student handbooks, but these do not explain verification or appeal procedures. The College needs to ensure that handbooks are accurate and complete, including comprehensive, and explicit assessment information.

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

14 The College has taken elements of the Quality Code into account in reviewing and updating its policies and procedures. For example, the Assessment Policy references *Chapter B6: Assessment of Students and the Recognition of Prior Learning*. The External Examiner's report 2015 also notes that the College has referenced the Quality Code for its policies and procedures related to the Edexcel programme. However a systematic mapping of the Quality Code has not yet been undertaken.

15 The College works closely with its awarding body, Pearson, to deliver the programmes in accordance with awarding organisation regulations and guidelines.

Section 5: Background to the monitoring visit

16 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.

17 The monitoring visit was carried out by Jacqueline Young (Review Coordinator) and Jenny Steer (Reviewer) on 23-24 April 2015.

QAA1221 - R4335 - June 15

© The Quality Assurance Agency for Higher Education 2015
Southgate House, Southgate Street, Gloucester GL1 1UB

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

Registered charity numbers 1062746 and SC037786