



# **London School of Commerce & IT Ltd**

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

September 2014

## Key findings about London School of Commerce & IT 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 the Association of Business Executives (ABE), Industry Qualifications (IQ) 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 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 fostering of independent learning through student-led clubs and the use of external resources (paragraph 2.13).

### Recommendations

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

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

- ensure meeting discussions are fully recorded, agreed actions tracked and outcomes clearly evaluated (paragraph 1.2)
- make effective use of data to inform quality improvement at course and School level (paragraph 1.3 and 2.5)
- consistently apply its process of internal verification (paragraph 1.8)
- revise policies associated with learning, teaching and assessment to be relevant to the context of the School (paragraph 2.2)
- provide written assessment feedback to students that is more detailed, developmental and linked to grading criteria (paragraph 2.7)
- develop procedures to identify students' academic needs and provide appropriately targeted support (paragraph 2.8)
- refine its policy and review all published information to ensure it is complete, consistent and current (paragraphs 3.3 and 3.4).

The team considers that it would be **desirable** for the provider to:

- provide access to minutes of meetings and external examiner reports to students (paragraph 1.7)
- review its committee structure (paragraph 2.3)
- develop students to enable their full participation in the quality assurance of learning, teaching and assessment (paragraph 2.4)
- broaden opportunities and evaluate the impact of staff development (paragraph 2.9)
- develop the provision of course-related resources on the virtual learning environment (paragraph 3.2).

## About this report

This report presents the findings of the [Review for Educational Oversight](#)<sup>1</sup> (REO) conducted by [QAA](#) at the London School of Commerce & IT Ltd (the School), 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 courses of study that the provider delivers on behalf of the Association of Business Executives (ABE), Industry Qualifications (IQ) and Pearson. The review was carried out by Dr Philip Davies, Dr Abigail Hind and Mr Mike Coulson (reviewers) and Ms AnnMarie Colbert (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).<sup>2</sup> Evidence in support of the review included policies and procedures, minutes of meetings and external examiner reports, meetings with staff and students, and reports of reviews by QAA.

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

- the UK Quality Code for Higher Education (Quality Code)
- the Qualifications and Credit Framework for England, Wales and Northern Ireland (QCF)
- requirements of 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 current School was formed in March 2008. This followed the reconstitution of the London School of Commerce and Technology which was originally founded by the current Chief Executive Officer and a group of academics in 2003. The School relocated to newly refurbished premises in 2010. The School's mission includes the aim to achieve excellence through focus on students, quality and academic excellence.

At the time of the review, the provider offered the following higher education programme, listed beneath its awarding organisation and with the student number in brackets:

### **Pearson**

- Edexcel HND Business (37)

## The provider's stated responsibilities

The School's responsibilities include student selection, admission and support, provision of learning and teaching, provision of learning resources, first marking and giving students feedback on their assignments. Responsibility for information in the prospectus and on the website, and the procedures for ensuring the accuracy of that information also reside with the School. The awarding organisation has responsibility for curriculum development, programme specifications and intended learning outcomes.

Responsibilities that the School shares with the awarding organisation include monitoring the quality of higher education teaching and learning, strategic development of higher education, and quality review of higher education provision. Programme and module information

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<sup>1</sup> [www.qaa.ac.uk/en/ReviewsAndReports/Pages/Educational-Oversight-.aspx](http://www.qaa.ac.uk/en/ReviewsAndReports/Pages/Educational-Oversight-.aspx)

<sup>2</sup> [www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669](http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669)

available to students, setting assessments and moderation or second marking, and guidance for progression are also shared with the awarding organisation.

## **Recent developments**

The School has 37 students enrolled, which is a decrease of 83 per cent from the time of the QAA monitoring visit in March 2014. The School's Highly Trusted Sponsor (HTS) licence was revoked in February 2014, at which time students (196) were notified of the situation by UK Visas and Immigration. All those enrolled at the time of licence revocation were overseas students. The School held meetings to advise the students, provided classes within the permitted period to support students to complete their work, and gave individual guidance as appropriate. The School's operations were inhibited during the spring and summer of 2014 as no overseas students were permitted to study at the School. Home and EU students are now recruited to the Pearson Edexcel HND Business course and this is the only course the School plans to offer in the immediate future. The School will reconsider its provision of ABE and IQ courses following the outcome of the judicial review of its HTS status. The School aspires to offer additional Pearson courses and to work collaboratively with a university partner. The School has recently appointed to a new post of Business Development Officer.

## **Students' contribution to the review**

Students studying higher education courses at the School at the time of HTS licence revocation were invited to present a submission to the review team. A small group of students compiled a written submission with the support of a member of staff. Students also made a helpful contribution during the preparatory meeting and at their meeting with reviewers during the review visit.

## Detailed findings about London School of Commerce & IT Ltd

### 1 Academic standards

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

1.1 The School mostly fulfils its responsibilities for the management of academic standards effectively. Appropriate processes are embedded in the School's systems and procedures. Responsibility for oversight of the management, delivery, monitoring and review of academic standards resides with the Academic and Quality Enhancement Committee. This Committee is chaired by the Principal and reports to the Board of Directors. The Principal is responsible for the implementation and monitoring of the School's quality assurance systems and the Dean of Academics and Quality is responsible for awarding organisation liaison. The Course Committee manages academic standards for courses validated by a single awarding organisation. The Committee is responsible for planning course delivery, evaluating course quality and recommending improvements. The Course Committee, composed of the course leader and all teaching staff, reports to the Academic and Quality Enhancement Committee. The Course Team manages the delivery of an individual course and is responsible for continuously monitoring compliance with awarding organisation regulations. These activities are overseen by the Dean. The Course Team is also responsible for quality assurance, day-to-day management and the preparation of annual course self-assessment reports. It reports to the Course Committee. Student representatives are full members of the Academic and Quality Enhancement Committee, the Course Committee and the Course Team.

1.2 Committee reporting and recording is of limited value. Minutes of meetings are not sufficiently discursive or evaluative, although the School's plan to produce more detailed meeting minutes in response to the March 2014 monitoring visit by QAA has resulted in some progress. The recording of discussions of problem areas such as attendance and pass rates is limited. It is not always possible to check that actions arising are completed or to be assured that all issues are successfully monitored and tracked. This has the potential to inhibit the School's oversight and monitoring of academic standards. It is **advisable** for the School to ensure meeting discussions are fully recorded, agreed actions tracked and outcomes clearly evaluated.

1.3 There are appropriate processes to ensure awarding organisation expectations are met, however implementation is sometimes imprecise. Annual self assessment reports draw upon some pertinent sources to provide oversight of academic standards. Positive practice identified in external verifier and examiner visits is emphasised in the 2013 report. However, as with the committee minutes, there is limited evaluation of the effectiveness of actions completed or those in progress to address matters of concern. Consideration of complete student enrolment, retention, and achievement or destination data at either a course, awarding organisation or School level is inconsistent. An annual course review conducted by the course team draws upon relevant resources, including minutes of meetings and feedback from stakeholders. The Principal and the Dean monitor reviews and report to the Academic and Quality Enhancement Committee. Course Teams review action plans produced at course level and these are also monitored by the Course Committee and briefly recorded in meeting minutes. The School does not currently include destination data in its monitoring data sets. The School has not yet fully realised its plan to produce more comprehensive annual reports in response to the March 2014 QAA monitoring report. It is **advisable** for the School to make effective use of data to inform quality improvement at course and School level.

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

1.4 The School makes use of external reference points. Its systems are designed to meet the expectations of the Quality Code and some progress has been made in revising processes. New committee structures, reporting and delegation arrangements have been introduced as have changes to the allocation of responsibilities.

1.5 The extensive Quality Manual maps School practices to every aspect of the Quality Code. The Manual represents progress in the School's approach to documenting, standardising and disseminating quality processes and procedures. However, the Manual contains some inconsistencies, including superfluous information about expectations for awarding bodies and reference to research degrees.

1.6 Awarding organisation guidance is used as an external reference point. Staff respond to changes in awarding organisation regulations to ensure that assessment procedures and processes continue to meet their requirements. The Academic Quality Enhancement Committee selects external courses, which relate to the Qualifications and Credit Framework using a standardised course selection checklist.

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

1.7 The School makes use of external verifiers and external examiners and acts on their recommendations. The Principal and Dean attend external verifier and examiner meetings to discuss the reports. The Academic and Quality Enhancement Committee reviews the reports to ensure recommendations are implemented. Reporting and deliberation about the feedback from external verifiers and external examiners is brief in meeting minutes. Student representatives have access to external verifier and external examiner reports and minutes of meetings during committee meetings. However, these documents are not fully available to the general student body. It would be **desirable** for the School to provide access to minutes of meetings and external examiner reports to students.

1.8 Internal verification procedures are implemented inconsistently. Verification of assessment briefs does not always identify errors in the text, nor are areas for improvement identified such as the absence of contextualised grading criteria. Similarly, verification of assessment decisions does not always support improved assessment practice. For example where assessment feedback is imprecise or too brief to be of value in supporting students to improve. It is **advisable** for the School to consistently apply its process of internal verification.

1.9 In summary, the team found that the School is mostly effective in fulfilling its responsibilities for the management of academic standards. However, committee meeting minutes lack detail and evaluative content, and this has the potential to inhibit the School's oversight and monitoring of academic standards. The School's processes are appropriate to ensure awarding organisation expectations are met. However, not all available information sources are incorporated to fully inform management processes. In particular, data are not fully used to inform quality improvement at course and school level. The School makes use of external reference points to manage academic standards and of external verifiers and external examiners to assure academic standards. External verifier and external examiner reports are not available to the general student body. Internal verification procedures are appropriate, but not always implemented consistently or rigorously.

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 organisation.

## 2 Quality of learning opportunities

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

2.1 The School's processes for managing the quality of learning opportunities are as described in paragraphs 1.1 to 1.4.

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

2.2 The extensive Quality Manual, the Teaching, Learning & Assessments Policy and the LSCI Policies and Procedures document govern the arrangements by which the School manages and enhances learning opportunities. References to the Quality Code and contractual arrangements with awarding organisations are included. Collectively, the documents contain large volumes of information which are irrelevant to the work of the School. There is duplication in some policies and procedures, including those governing harassment and bullying, attendance, and misconduct. Provisions unconnected to the School are included in the arrangements governing complaints and academic misconduct. The School's own published arrangements, and use of the Quality Code as effective reference points, are not fully embedded into the School's operations. It is **advisable** for the School to revise policies associated with learning, teaching and assessment to be relevant to the context of the School.

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

2.3 The School clearly specifies responsibilities for each of the committees through which the quality of teaching and learning is monitored. These arrangements are potentially burdensome in the context of a small school. The three-tier committee structure includes course team, course committee and the Academic and Quality Enhancement Committee which reports to the Board of Directors. Individual staff are members of multiple committees. Meeting of minutes are cursory and contain some duplication. There is imprecise recording of active consideration of key information sources and agreement of clear action plans to maintain and enhance learning opportunities. Reporting and deliberation is brief, including that about feedback from students, and statistical data relating to enrolment, retention, achievement and destination levels. An action plan log of completed activities is maintained and signed off by relevant line managers but the log operates in isolation of the formal committee arrangements. The action plans are signed off by line managers and not comprehensively recorded as such in committee minutes. It would be **desirable** for the School to review its committee structure.

2.4 Two appropriately structured student committees provide students with additional means for comment. The Student Representation Committee offers opportunity for involvement in the management of standards and provides an effective means to raise pastoral concerns. Opportunity to present perspectives on the quality of teaching and general student welfare is also offered. The Student General Body Meeting reviews overall student satisfaction levels, welfare and academic needs. Students are active participants, they are content with their representation and state that the School listens to their concerns and acts upon them. However, student contribution to decision making is primarily in relation to pastoral matters. It would be **desirable** for the School to develop students to enable their full participation in quality assurance of learning, teaching and assessment.

## **How does the School assure itself that students are supported effectively?**

2.5 The Student Handbook provides helpful information for students about key aspects of academic, social and pastoral support. The School's arrangements for supporting students are also specified in the Teaching, Learning & Assessments Policy and Guidelines. This information is supplemented by more detailed arrangements in the collated Policies and Procedures document. These documents are primarily process-related and the School does not have a distinct learning and teaching strategy to set out its vision for future development or enhancement plans. This absence, accompanied by partial use of data in action planning in the self-assessment reviews, has the potential to restrict the School's oversight of strategic priorities for the planned enhancement of learning and teaching. Therefore, the recommendation in paragraph 1.2 also applies here.

2.6 Extensive student survey arrangements provide potentially useful information about course delivery and assessment, access to information, support and guidance, resources, and enrichment opportunities. Students are appreciative of the support they receive from a small and friendly staff base. In particular, students express enthusiasm for their induction course and their participation in student clubs. In response to the March 2014 QAA monitoring report, the School has endeavoured to support the development of students' employability, through the Entrepreneur Club and through the limited use of visiting speakers. Internal evaluation of the benefits of such clubs, as recommended in the March 2014 QAA monitoring report, indicates students value the clubs and consider that their skills have been improved as a consequence of participation. The School also works to develop employer links within the community to create a network of employers who might contribute to this work.

2.7 The School uses appropriate formative assessments arrangements, including quizzes, presentations and written feedback on drafts. Students appreciate these activities and consider support for assessments and assessment feedback helpful and timely. However, assessment feedback sometimes lacks sufficient detail to support students to achieve higher grades and some handwritten feedback is difficult to read. Contextualised grading criteria are not always included in assessment briefs. It is **advisable** for the School to provide written assessment feedback to students that is more detailed, developmental and linked to grading criteria.

2.8 Arrangements for admissions, induction and student support have been partially effective for overseas students. The arrangements have not fully overcome the high levels of non-attendance and poor English language skills among some students. Bimonthly module reports prepared by tutors and external verifier reports provide a valuable assessment of resource and staff development needs to support the management of learning opportunities. These reports refer to the need to enforce attendance expectations and improve the English language skills of some students. The School provides weekly one-hour English classes, student attendance at which is voluntary. The School's draft plans to adapt its arrangements for admissions, induction and student support for the home/EU market are primarily focused on recruitment, rather than on curriculum or support needs. It is **advisable** for the School to develop procedures to identify students' academic needs and provide appropriately targeted support.

## **How effectively does the School develop its staff in order to improve student learning opportunities?**

2.9 The arrangements by which staff are supported to improve student learning opportunities are generally effective. Most tutors are part-time and some benefit from the development opportunities provided by their other employers. The School is rationalising the Staff Development Policy and associated supporting documentation in response to the



March 2014 QAA monitoring report which identified that recognition and strategic management of staff development is not always clear. Events facilitated by awarding organisations, internal training seminars and some limited attendance at external training courses contribute to meeting staff development needs. It would be **desirable** for the School to broaden opportunities and evaluate the impact of staff development.

2.10 Peer and senior staff observation of teaching contribute effectively to the sharing of good practice. Staff are able to provide examples of how their teaching practice has benefitted from observing their peers. Every tutor is required to complete a bimonthly self-assessment report of their classes in order to identify their own development needs and identify other resource needs. These reports are based on student feedback, classroom observations, student achievement and external verifier reports. The Dean and the appropriate committees discuss any training needs identified. The Academic Quality Enhancement Committee has a remit to review feedback from students, classroom observations and annual performance appraisals to inform its decisions on staff development.

2.11 Arrangements for sharing good practice are effective in improving the quality of learning opportunities. Enhancement and the dissemination of good practice are discussed and considered at all committee levels and included in appropriate action plans. The Dean distributes email bulletins highlighting good practice to staff at regular intervals and monitors the implementation of good practice. Staff development activities and the outcomes of teacher observations also feed into the good practice and professional concerns that are shared. Induction is provided for all new staff which includes briefings on course delivery, assessment and internal verification processes, committee structures and other pedagogical matters.

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

2.12. The School provides appropriate teaching resources to facilitate student learning. There is a clear written policy defining operational management of the library, the virtual learning environment, and the approval process for additional resources. The resources policy states that essential and desirable resource requirements identified by teachers or students are considered by the course committee. In practice, requests are submitted to the Principal and normally approved. The policy includes student access and training for the virtual learning environment. Students confirm that the virtual learning environment is a useful aid to their learning and particularly appreciate links to external websites.

2.13. The on-site library contains a modest range of relevant books available on loan to students. Library resources are augmented by encouraging student membership of local library provision and the British Library. Memberships are facilitated through the student-run Literary and Library club which encourages students' use of internal and external library resources, organises trips to external library facilities, and is working towards producing a half-yearly journal. This and the Entrepreneur club are particularly appreciated student-led extracurricular activities which are supported by the School. Students consider that their use of external resources and the club activities are extremely valuable, citing the positive contribution made to learning by the associated written communication and team work. The fostering of independent learning through student-led clubs and the use of external resources is **good practice**.

2.14 In summary, the School makes use of external reference points to manage and enhance learning opportunities. However, the policies associated with learning, teaching and assessment contain information irrelevant to the School and these require revision. While

the committee structure is clear, the arrangements are potentially burdensome and there is some duplication of activity. Thus the School may benefit from reviewing its committee structure. While students are generally active participants, they contribute less fully to the quality assurance of learning, teaching and assessment. While students are generally supported appropriately, written assessment feedback is not always sufficiently detailed, developmental or linked to grading criteria. Arrangements for admissions, induction and student support are partially effective. Students will benefit from formal procedures to identify their academic needs and the provision of appropriately targeted support. Arrangements to support staff to improve student learning opportunities are generally effective. However, broadening and evaluating the impact of staff development is desirable. The provision of learning resources is appropriate and the fostering of independent learning through student-led clubs and the use of external resources is good practice.

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 School communicate information about learning opportunities to students and other stakeholders?

3.1 Clear information is provided on all available courses. The School primarily communicates information about learning opportunities to potential students using its website. The current prospectus and student handbook are available for download. The website also contains quotes from previous students and information about student involvement in the School's quality processes, as well as the extracurricular clubs available. The website contains links to awarding organisations, but does not specify which modules are taught by the School. Precise module details are given to students at induction. Information about learning opportunities issued to students in hard copy at induction includes course and student handbooks, relevant policies and academic timetable. Members of the student IT club, in conjunction with School staff, provide input in improving the website. The School has resolved the potentially misleading information on the website identified in the March 2014 QAA monitoring report. Students confirm that the information they receive is helpful. Students appreciate the clear electronic display in the School reception area that provides daily information about developments and welfare issues.

3.2 Senior staff expectations for the contents of the virtual learning environment are not always reflected in practice. Expectations of content are that schemes of work, lesson plans, assignment briefs and lecture notes are present for each module. Additional learning resources and general School information may also be present. In practice, little general information and only lecture notes are supplied for many modules. The School is addressing these deficiencies for the new intake of Home and EU students. Information is updated by module tutors and overseen by the course leader. It would be **desirable** for the School to develop the provision of course-related resources on the virtual learning environment.

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

3.3 The scope of the written policy for ensuring the accuracy of information is adequate in covering the prospectus, website, student handbook, student induction pack and Quality Assurance Manual. However, the policy does not explicitly mention information on the virtual learning environment or social media. The School does not actively use social media and

there is no formal oversight of social media pages by staff. The School has recently started removing historic social media pages of which it was unaware. These pages bear the School name and contain outdated or incorrect information. Lack of awareness of these pages indicates insufficient focus in application of the School's process to monitor such media.

3.4 Implementation of the policy for checking information provided on and through the website is partially effective. Students are able to comment on the accuracy of website information at meetings and an evaluation form is available on the website. While information is generally fit for purpose and trustworthy there are a number of minor textual errors on the website and in downloadable documents which indicate a lack of stringency. The course leader is responsible for overseeing information on the virtual learning environment. However, scrutiny by students and recently appointed staff highlighted textual errors which the School is correcting. It is **advisable** for the School to refine its policy and review all published information to ensure it is complete, consistent and current.

3.5 In summary, the School provides clear information about all available courses. However, course-related resources on the virtual learning environment require development. While the School's policy is generally adequate it requires broadening to include the virtual learning environment and social media. Implementation of the policy is partially effective, minor textual errors are apparent and require attention.

<p>The team concludes that reliance <b>can</b> be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.</p>
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## Action plan<sup>3</sup>

London School of Commerce & IT Ltd action plan relating to the Review for Educational Oversight of September 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 <b>good practice</b> that are worthy of wider dissemination within the School:						
<ul style="list-style-type: none"> <li>the fostering of independent learning through student-led clubs and the use of external resources (paragraph 2.13).</li> </ul>	<p>At least two activities will be organised by student clubs during the academic year</p> <p>At least three seminars will be organised in coordination with external experts, during the academic year</p>	<p>Students will be encouraged to organise their clubs</p> <p><u>Seminars and interactions with external experts</u></p> <p>Seminar organised on entrepreneurial skills</p> <p>Seminar on preparing a curriculum vitae and covering letter</p> <p>Seminar on employment laws</p> <p>Seminar on continuous professional development</p>	<p>29 Sep 2014</p> <p>1 Oct 2014</p> <p>5 Nov 2014</p> <p>3 Dec 2014</p>	Principal	Chief Executive Officer	<p>Minutes of student clubs, annual self-assessment report</p> <p>Activities of students clubs will be monitored by the course committees and provide needed assistance</p> <p>Formal feedback from external experts, participants and student</p>

<sup>3</sup> The School 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 School's awarding organisation.

		Cultural Club organising cultural event,  Study tour (venue to be confirmed)  British Library visit  Mock interview sessions to enhance employability skills  Academic and Quality Enhancement Committee reviews the success of support and achievements of student-led clubs and external resources, twice in the academic year	15 Dec 2014  16 Feb 2015  17 Mar 2015  18 and 25 May 2015  8 Dec 2014 8 Jun 2015			representatives  Feedback quantified and monitored by Academic and Quality Enhancement Committee once every two months  Summary of the feedback received and actions taken will be included in the annual self-assessment report and submitted to the Board of Directors
<b>Advisable</b>	<b>Intended outcomes</b>	<b>Actions to be taken to achieve intended outcomes</b>	<b>Target date(s)</b>	<b>Action by</b>	<b>Reported to</b>	<b>Evaluation (process or evidence)</b>
The team considers that it is <b>advisable</b> for the School to:						
<ul style="list-style-type: none"> <li>ensure meeting discussions are fully recorded, agreed actions tracked and</li> </ul>	1 The meeting minutes will be more detailed including the details of discussions and evaluation of problems	Detailed discussions and evaluations of problem areas in meetings  Action plans to be	1 Nov 2014  In various meetings as	Dean	Principal	Minutes of committees in detail, evaluation of actions in the action plans

<p>outcomes clearly evaluated (paragraph 1.2)</p>	<p>identified</p> <p>2 Action plans are completed within the agreed deadlines thereby improving quality standards and student satisfaction levels</p>	<p>monitored in each meeting</p> <p>Record discussions</p> <p>Record action plans</p> <p>Monitor and review each action plan and completion of actions within the due dates</p> <p>Identify and include areas for future compliance/ actions where necessary</p>	<p>follows:</p> <p>Course Committee:</p> <p>1 Sep 14 10 Nov 14 8 Dec 14 12 Jan 15 20 Feb 15 20 Apr 15 8 Jun 15</p> <p>Academic and Quality Enhancement Committee:</p> <p>11 Sep 14 17 Nov 14 19 Dec 14 4 Feb 15 6 Apr 15 8 Jun 15</p>			<p>The minutes of all meetings will be monitored and evaluated by the Academic Quality and Enhancement Committee every two months as per a planned schedule of all meetings</p>
<ul style="list-style-type: none"> <li>make effective use of data to inform quality improvement at course and school level (paragraph 1.3)</li> </ul>	<p>Development of templates and procedures including actions to support intended outcomes of effective evaluation of data received</p>	<p>Data recording systems will be reviewed to capture and record the following:</p> <p>Individual learning plans and identification of learning needs for each</p>	<p>31 Dec 2014</p> <p>10 Nov 2014 and reviews as required</p>	<p>Dean</p>	<p>Principal</p>	<p>Records to include the data on progression, attendance, course completion, retention and</p>

and 2.5)	The data captured through feedback, student representatives and other sources will be quantified, actions identified and taken up by the immediate meeting of the Course Committee and the Academic and Quality Enhancement Committee	<p>student</p> <p>Tracking student progression</p> <p>Monitoring attendance</p> <p>Monitoring course completion rates, retention and destination data</p> <p>The data will be evaluated by the Academic Quality and Enhancement Committee in its meetings and used for the annual monitoring reports</p>	<p>20 Feb 2015</p> <p>8 Jun 2015</p> <p>10 Aug 2015</p> <p>10 Nov 2014</p> <p>12 Jan 2015</p> <p>20 Apr 2015</p> <p>8 Jun 2015</p> <p>10 Aug 2015</p> <p>Data will be evaluated once in every two months by the Academic and Quality Enhancement Committee incorporating the scales of student satisfaction, pass rates, and external reports</p>			<p>destination of students</p> <p>The data recorded will be monitored by the Course Committee and reported to the Academic Quality and Enhancement Committee</p>
<ul style="list-style-type: none"> <li>consistently apply its process of internal verification</li> </ul>	Internal verification process will be applied consistently for all modules and courses offered	Internal verification policies and procedures have been revised to ensure consistency in internal verification	1 Nov 2014	Dean	Principal	Revised internal verifier policy and procedures, internal verifier documents

(paragraph 1.8)		<p>Standardisation meetings to check internal verifier's consistency, prior to each external assessment</p> <p>External verifier's reports and comments on internal verifier's process will be evaluated by the Academic and Quality Enhancement Committee in its meetings</p>	<p>19 Dec 2014 20 Apr 2015 7 Aug 2015</p> <p>19 Dec 2014 8 Jun 2015</p>			<p>pertaining to the courses delivered</p> <p>The internal verifier's procedures will be monitored by the Course Committee and compliance reported to the Academic and Enhancement Committee</p>
<ul style="list-style-type: none"> <li>revise policies associated with learning, teaching and assessment to be relevant to the context of the School (paragraph 2.2)</li> </ul>	<p>All policies associated with learning, teaching and assessments will be reviewed and updated to ensure that policies are not duplicated and remain relevant to the context of the School</p>	<p>Revise policies and procedures as follows:</p> <p>The work will be carried out in two phases:</p> <p>1 Teaching, Learning and Assessments policies</p> <p>2 Quality Manual (to include all policies)</p> <p>The effectiveness of work undertaken will be ensured by a subcommittee comprising two senior managers of the School, who report to the Academic Quality and Enhancement Committee</p>	<p>4 Feb 2015</p> <p>6 April 2015</p> <p>4 Feb 2015</p>	<p>Dean</p>	<p>Principal</p>	<p>Revised policies and procedures embedding the Quality Code and its Expectations</p> <p>All the revised policies will be compiled in the Quality Manual for monitoring by the Academic and Quality Enhancement Committee</p>



		The Academic and Quality Enhancement Committee will evaluate and approve the completion and updating of Quality Manual and all policies	6 April 2015			
<ul style="list-style-type: none"> <li>provide written assessment feedback to students that is more detailed, developmental and linked to grading criteria (paragraph 2.7)</li> </ul>	<p>Detailed, constructive and written feedback will be provided to all students</p> <p>Improvement in pass rates and student progression rates</p>	<p>Provide reorientation to all the teachers on constructive feedback that is more detailed, developmental and linked to the grading criteria</p> <p>Provide adequate training to the new assessors where applicable</p> <p>Standardisation meetings to check quality of feedback prior to each external assessment</p> <p>External verifier reports and comments on to check quality of feedback will be evaluated by the Academic and Quality Enhancement Committee in its meetings</p>	<p>30 Nov 2014</p> <p>24 Nov 2015</p> <p>19 Dec 2014 20 Apr 2015 7 Aug 2015</p> <p>19 Dec 2014 8 Jun 2015</p>	Dean	Principal	<p>Training records, teachers' participation in training sessions on assessment feedback and qualitative feedback evidenced on students assignments</p> <p>The quality of feedback will be monitored by the Course Committee and the Academic and Quality Enhancement Committee</p>
<ul style="list-style-type: none"> <li>develop procedures to identify students' academic needs and provide</li> </ul>	Individual learning plans will be implemented for each student to identify their learning needs from the stage of admission until the completion of	<p>Development/revision of procedures:</p> <p>Admission procedures</p> <p>Individual learning plan,</p>	<p>4 Feb 2015</p> <p>10 Nov 2014</p>	Dean	Principal	Student individual learning needs assessment and plans, monitoring records and



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 <b>desirable</b> for the School to:						
<ul style="list-style-type: none"> <li>provide access to minutes of meetings and external examiner reports to students (paragraph 1.7)</li> </ul>	<p>Students will have access to all minutes of committee meetings and external examiner reports</p> <p>This will enable our students to monitor and provide inputs for effective management of academic standards</p>	<p>Access to minutes and external examiner reports will be provided to students through the School's library</p> <p>The confidential information not directly related to students' general learning will not be disclosed</p>	1 Nov 2014	Principal	Chief Executive Officer	<p>Library records, Students General Body Meeting minutes - seeking their inputs on the minutes and external examiner reports</p> <p>Minutes of Students General Body Meeting will be monitored by the Academic and Quality Enhancement Committee for ensuring compliance with student access to reports and minutes</p>
<ul style="list-style-type: none"> <li>review its committee</li> </ul>	A two tier committee structure in place to	Academic and Quality Enhancement Committee	17 Nov 2014	Principal	Chief Executive	Minutes of the Academic and

structure (paragraph 2.3)	closely coordinate quality implementation and enhancement	<p>to evaluate the current structure and consider and approve a revised structure to a two tier system in its meeting to be held on 17 Nov 2014</p> <p>A representative from Board of Directors will participate in the meeting to approve the revision</p> <p>The success of the revised structure will be evaluated in the annual self-assessment report and discussed by the Academic and Quality Enhancement Committee</p>	7 Aug 2015		Officer	<p>Quality Enhancement Committee and course committees</p> <p>The Academic and Quality Enhancement Committee will monitor the effectiveness of the revised committee structure</p>
<ul style="list-style-type: none"> <li>develop students to enable their full participation in the quality assurance of learning, teaching and assessment (paragraph 2.4)</li> </ul>	In addition to the pastoral concerns, students and their representatives proactively contribute to quality assurance of learning, teaching and assessments	<p>1 Students general body and the representatives will be briefed about their role in quality assurance</p> <p>2 Student representatives will be provided training on importance of their contributions to quality assurance</p> <p>3 Student Handbook to include guidelines on Quality Assurance</p>	Dean	<p>30 Sep 14 14 Oct 14 14 Sep 15</p> <p>14 Oct 2014 9 Feb 2015 1 Jun 2015</p> <p>6 Apr 2015</p>	Principal	<p>Minutes of meetings, training records and the Students Handbook</p> <p>The Course Committee and Academic and the Quality Enhancement Committee to encourage student representatives</p>

		The success of students' participation will be evaluated in the annual self-assessment report and discussed by the Academic and Quality Enhancement Committee		7 Aug 15		in the Quality Assurance process and monitor their participation
<ul style="list-style-type: none"> <li>• broaden opportunities and evaluate the impact of staff development (paragraph 2.9)</li> </ul>	Staff will be more motivated and improved levels of performance established through performance evaluations and feedback from stakeholders	<p>1 Staff development will be included as an essential item on the agenda of course committees, in addition to the other opportunities like bimonthly self-assessments, peer and student feedback and appraisals</p> <p>2 The Chief Executive Officer participates in meetings of the Academic and Quality Enhancement Committee and accords financial approvals for staff development during the annual self-assessment meeting</p> <p>3 The impact of staff development will be evaluated through peer and student feedback and internal training sessions</p>	Dean	<p>30 Nov 2014</p> <p>7 Aug 2015</p> <p>7 Aug 2015</p>	Principal	<p>Staff development policy, staff development records and feedback from students and peers</p> <p>The Academic Quality and Enhancement Committee monitors the implementation of staff development plans and impact assessments</p>
<ul style="list-style-type: none"> <li>• develop the provision of</li> </ul>	Course related resources will be provided on the	The course leaders will update the virtual learning	Dean	30 Nov 2014	Principal	The virtual learning

<p>course-related resources on the virtual learning environment (paragraph 3.2).</p>	<p>virtual learning environment to help the students to have convenient and easy access to the learning resources that are relevant to their respective course and modules being taught</p>	<p>environment with course related resources and report the needs to the Course Committee for procurement of additional resources where required</p> <p>The Course Committee will evaluate the adequacy of learning resources and updating of virtual learning environment resources in its meetings prior to the commencement of each term</p> <p>The Course Committee completes the actions needed and reports to the Academic and Quality Enhancement Committee</p>		<p>8 Dec 14 30 Mar 15</p> <p>4 Feb 15 6 Apr 15</p>		<p>environment with updated course related resources, minutes of meetings and reports from course leaders</p> <p>The Information Officer monitors the update of the virtual learning environment and reports to the Course Committee</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](http://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](http://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](http://www.qaa.ac.uk/about-us/glossary). Formal definitions of key terms can be found in the [Review for Educational Oversight: Handbook](#).<sup>4</sup>

**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.

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<sup>4</sup> [www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2669](http://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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