

## Review for Educational Oversight: report of the monitoring visit of South Chelsea International College Ltd, April 2014

### 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 South Chelsea International College Ltd (the College) has made commendable progress with continuing to monitor, review and enhance its higher education provision since the April 2014 [monitoring visit](#).

### Section 2: Changes since the last QAA monitoring visit

2 Student enrolments have remained constant at 87 between January 2013 and January 2014, although the full-time teaching establishment has decreased by one to six members of staff. There have been no other staff changes.

### Section 3: Findings from the monitoring visit

3 The College continues to make steady progress completing the actions identified by the educational oversight review of 2012 and subsequent annual monitoring of 2013. The College has taken steps to clarify its system of academic deliberation and management. The small scale of the College remains, allowing close attention to detail from the Management Team. Operational management takes place through weekly senior staff meetings and through the Quality Assurance Committee. Decisions are reported to monthly faculty meetings. The Academic Board is the main deliberative body, now with a clear cycle of business and improved detail to its minutes. The Study Board, suspended since March 2013, resumed in April 2014 to discuss assessments, resources and staff development.

4 The processes of annual reporting and action planning continue to improve. The annual report for 2013, considers issues of teaching quality, examination results, learning resources, student support and staff development. Comparisons of examination performance over time and the inclusion of action points make the report more effective. The College has moved beyond the review action plan, using its own a rolling action plan derived from the annual report and committee minutes.

5 Student representation on the Study and Academic Boards is effective. The College's open-door policy, much praised by students, complements formal student representation on College committees. Students provided numerous examples of how the College had made significant improvements to the student experience since the previous monitoring visit. Improvements to resources, teaching, the virtual learning environment (VLE) and extracurricular activities were among those noted. Students particularly appreciated the speed of response to issues raised and the subsequent communication to the student body of actions taken. Teaching staff and students noted the success of additional support workshops to improve examination performance.

6 The College continues to make progress in improving teaching and learning. Improvements are evident in staff development and steps taken to improve teaching quality. The College Principal observes teaching and individual staff benefit from the subsequent feedback. Observation records show improvement in teacher performance as a result of the process. Faculty meetings and workshops allow the dissemination of good practice. Workshops include sessions on the VLE and the encouragement of active learning. Some staff were also able to attend a programme run by an awarding organisation. Students

appreciate the varied and participative approaches to teaching which place their studies in a vocational and international perspective.

7 The VLE increasingly supports learning. Staff continue to make good progress on using the platform to enhance their teaching, although few currently make use of its interactivity. Students were enthusiastic about using it to support their learning, to communicate with staff and colleagues and to bolster social opportunities within and outside the College community.

8 The College has maintained effective processes for monitoring student progression and completion. The College provides strong academic and pastoral support for its students who appreciate the electronic tracking systems which allow them to monitor their own progress and improvement.

9 Information management is rigorous. The Quality Assurance Committee oversees the checking of published information and the website. The process is well documented and changes are discussed at the Academic Board with final sign-off by the Principal. Students confirm that the information is accurate.

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

10 The College continues to make effective use of the National Qualifications Framework and the Qualifications and Credit Framework, and refers to the syllabus descriptions, learning outcomes and assessment requirements published by its awarding organisations.

11 The College Quality Assurance committee has made considerable progress at a managerial level mapping its policies, practices and provisions to the Expectations and Indicators of the UK Quality Code for Higher Education (Quality Code). Some examples of enhancement have resulted from this exercise and the use of other external reference points. Consideration of the Quality Code and the BCS awarding organisation's national report has led to the development of additional support for students' academic writing. The Quality Code activity has been disseminated through a training workshop to teaching and support staff but, with some exceptions, staff understanding remains a work in progress.

## **Section 5: Background to the monitoring visit**

12 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.

13 The monitoring visit was carried out by Dr John Hurley (Coordinator) and Dr Glenn Barr (Reviewer) on 9 April 2014.

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