



Review for Educational Oversight: report of the monitoring visit of South London College UK, October 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 London College UK (the College) has made acceptable progress with continuing to monitor, review and enhance its higher education provision since the previous [monitoring visit](#) in November 2013.

Section 2: Changes since the last QAA monitoring visit

2 At the time of the visit 220 students were enrolled at the College, a substantial decline from the figure of 382 enrolled at the 2013 monitoring visit. The College has not been in a position to recruit new international students for some time owing to the suspension of its highly trusted sponsor status. Staff at the College consist of a full-time Managing Director and a full-time Academic Director, together with a part-time Quality Director, and student and administrative support staff. Teachers work on a part-time basis, with a lead tutor and team for each programme. The College offers qualifications from the Association of Business Executives (ABE), the Association of Chartered Certified Accountants (ACCA) and Pearson at levels 4 to 7. In April 2014 the College was recognised as an Approved Centre by the Organisation for Tourism and Hospitality Management (OTHM).

Section 3: Findings from the monitoring visit

3 There is a robust admissions procedure underpinned by the admissions policy. All applicants are interviewed either in person or via an online video interview to test the level of their English language skills and to enquire about their motives for study

4 Student attendance is monitored closely. Registers are maintained for each class and there is a central monitoring system to record overall attendance. Students who miss a class without good reason are written to formally. Students are aware of the specific attendance requirements contained in the attendance policy. They also sign a learning agreement when they enrol. Procedures are in place for formative assessment to ensure high completion rates.

5 The College has continued to build on good practice from previous reviews: the Quality Improvement Plan (QIP) forms the basis of a rolling programme of action, with colour-coded areas according to priority. The QIP is aligned with the UK Quality Code for Higher Education (Quality Code) and is updated regularly. However, there is no scope for measuring the impact of improvements that are made.

6 Student representation and engagement with quality enhancement has continued to be well supported with student participation from programme level through to senior management level via the student/staff consultative committee meetings. Focus group meetings are held regularly to elicit student views. Student representation at programme team meetings is now established: students confirm they have a very good response to requests, citing the change to formative assessment timing on level 7 programmes as an example.

7 The student sabbatical officer position has now been in place for a year. The postholder has benefitted students by supporting student representatives, providing personal support, and also arranging student community events. The postholder also works with the College administration on the student services side.

8 The study skills guide has been completed and is available to all students via the virtual learning environment (VLE) or from the library in hard copy. Students found the guide to be informative and supportive. Students reported favourably on the quality of the teaching they receive and the quality and timely feedback they receive on assessment work. There is now an established system for recording feedback to all students to allow quality to be assessed. Tutors are considered to be supportive and helpful. Student newsletters have continued to be issued, now at six-monthly intervals and with increased input from the students, and these are valued.

9 External verifier reports are now posted on the VLE for students to access and are also discussed with students at programme meetings.

10 The teaching staff have generally been in place for some time, and are expected to participate in programme team meetings on a regular basis. Payment is made for these additional duties. Teaching observations are conducted by the Academic Director, and the team saw examples of completed observation forms. However, not all teachers are reviewed on an annual basis.

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

11 The College and its teaching and administrative staff are fully aware of the Quality Code. Updates are reviewed on a timely basis and appropriate adjustments made to the QIP. The Quality Code has been covered as part of the staff development programme.

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 David Taylor (Coordinator) and Mr Jonathan Baker (Reviewer) on 30 October 2014.

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