



Review for Specific Course Designation by the Quality Assurance Agency for Higher Education

The College of Integrated Chinese Medicine

January 2014

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Key findings about The College of Integrated Chinese Medicine

As a result of its Review for Specific Course Designation carried out in January 2014, the Quality Assurance Agency for Higher Education (QAA) review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the programme it offers on behalf of Kingston University.

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 this awarding body.

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 openly reflective approach of the College, as exemplified by the Annual Institutional Monitoring Report (paragraph 1.4)
- the proactive approach in working in collaboration with the Council of Heads for Acupuncture Courses (paragraph 1.7)
- the strong partnership ethos between staff and students which informs learning and teaching (paragraph 2.3)
- the positive willingness to engage in reciprocal communication with students (paragraph 2.7)
- the learning opportunities offered by the Regional Support Groups (paragraph 2.12)
- the positive and supportive nature of the pre-entry process for students (paragraph 2.13)
- the comprehensive and helpful nature of the Student Handbook (paragraph 3.2).

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 that student progression during the year is formally reviewed (paragraph 2.10).

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

- develop staff awareness of the relevant chapters of the Quality Code (paragraph 2.2)
- undertake more regular peer observation of teaching (paragraph 2.6)
- develop and implement the e-learning strategy (paragraph 2.19).

About this report

This report presents the findings of the [Review for Specific Course Designation](#)¹ conducted by [QAA](#) at The College of Integrated Chinese Medicine (the College), 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 programmes of study that the provider delivers on behalf of Kingston University (the University). The review was carried out by Miss Maxina Butler-Holmes, Miss Sarah Crook and Dr Brian Giddings (reviewers) and Mr Martin Hill (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight \(and for specific course designation\): Handbook, April 2013](#).² Evidence in support of the review included documentation supplied by the College, the University and the accrediting body; and meetings with staff and students.

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 Standards of Education and Training for Acupuncture of the British Acupuncture Council
- the Standards of Practice for the British Acupuncture Council.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

The College was established in 1992. The Licentiate Course in Acupuncture, taught by the College, and first accredited by the British Acupuncture Accreditation Board in 1996, was first validated by Kingston University in 2003. In 2009 the course was re-accredited by the British Acupuncture Accreditation Board for the maximum period of six years. The College is housed in two Grade II listed buildings in central Reading with its own dedicated teaching clinic, classrooms with multimedia facilities, a library and information technology centre, and student and staff refreshment and common rooms.

At the time of the review there were 181 full-time students studying at the College. The course is offered in two modes of attendance at the College of two days' duration, either at weekends or weekdays. There are two intakes of students each year. There are 40 teaching staff equating to 14 full-time equivalents. There are four course management staff (two full-time equivalents), 13 administrative staff (5.5 full-time equivalents) and three other staff (1.77 full-time equivalents).

At the time of the review, the provider offered the following higher education course, listed beneath the awarding body with student numbers in brackets:

Kingston University (the University)

- BSc (Hons) Acupuncture (181)

¹ www.qaa.ac.uk/InstitutionReports/types-of-review/designated-providers/Pages/default.aspx

² www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

The provider's stated responsibilities

Under the terms of the Institutional Agreement, the University is responsible for overall academic control of the course. The College, working in association with the University, has overall responsibility for organising and operating the course, including admissions, course design and review, assessment, student support, and feedback. Validation, review, annual monitoring, and the appointment of external examiners take place using University procedures. The College and the University share responsibility for the information given to students. The University formally controls the marketing of the course and all publicity material is submitted for approval by the University.

Recent developments

In autumn 2011, the University introduced a Revised Academic Framework for all of its courses to move from a semester-based system to a whole year system. The College was responsible for drafting the new course specification and module descriptors. In May 2013 the joint University/College revalidation panel approved the documents, with some recommended changes, which were subsequently implemented.

Students' contribution to the review

Students studying on the higher education course at the College were invited to present a submission to the review team. The College provided the students with organisational and administrative support and a recent graduate, who lives locally, compiled the submission. The student representatives for each class were the prime point of contact for the compilation of the document. The author also had access to Student Consultative Committee minutes and responses, student evaluations, external examiner reports, minutes of Executive Committee meetings, minutes of staff meetings, and details of graduate destinations. The submission was presented in a highly professional and accessible style and the team found it extremely helpful in identifying issues. The team also met a representative group of students and graduates during the visit to further discuss some of the topics.

Detailed findings about The College of Integrated Chinese Medicine

1 Academic standards

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

1.1 An effective management structure ensures that the College meets its responsibilities for the supervision of academic standards. The Institutional Agreement with the University requires the College to conduct a twice-yearly Board of Studies. Membership includes staff from the University, the Chair of the Governing Body and the Accreditation Officer for the British Acupuncture Accreditation Board in addition to academic staff and student representatives. The Board provides an effective peer-based forum in which both academic standards and quality of learning opportunities are discussed. In addition, a Joint Executive Committee meets annually, chaired by a senior member of the University staff. This committee reviews and approves all aspects of the provision in relation to academic standards, quality and information.

1.2 The Governing Body oversees the management of the College. The College Strategic Plan demonstrates a detailed analysis of strengths, opportunities and marketing opportunities with action points. Quality matters are carefully managed by the Joint Principal (Education) and the Academic Director. Programme leaders are responsible for ensuring that programmes meet the requirements of the University quality system. The College and University Liaison tutors work together to ensure compliance with the University's quality assurance handbook.

1.3 The College enjoys close relationships with the University and the British Acupuncture Council. The College has adopted University policies where appropriate. For example, there are common policies for academic misconduct and appeals. The College has responded appropriately to appeals. Policies and procedures are effective in covering the full range of College, staff and student activities. These include the admissions policy, equal opportunities policy, and student assessment. College policies and procedures are comprehensive and detailed, and are updated regularly through a review cycle.

1.4 Regular and detailed Module Review and Development Plans contribute to programme review which is incorporated into an Annual Institutional Monitoring Report. This is evaluative, comprehensive and written in an openly reflective way. This accords with the College's cultural values of reflective practice which have been commended by external examiners and the awarding body. The report synthesises the range of quality assurance processes, makes effective use of student evaluations, responds to the issues raised through the Staff-Student Consultative Committee and external examiners' reports and is approved by the Board of Studies before submission to both the awarding body and to the professional body. The openly reflective approach of the College, as exemplified by the Annual Institutional Monitoring Report is **good practice**.

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

1.5 The College works closely with the University using external reference points to maintain and improve standards. The College was proactive in the development of the re-approval of the course using the Expectations of the Quality Code in relation to academic standards. The re-approval report confirmed that the course continues to meet subject benchmarks and *The framework for higher education qualifications in England, Wales and*

Northern Ireland. The wider issues of the Quality Code were considered recently at a staff development day.

1.6 Other external reference points enhance quality. The College adheres to guidelines on the education and training of acupuncturists and professional standards published by the advisory group for the British Acupuncture Council. Professional accreditation is provided by the British Acupuncture Accreditation Board. An annual visit by the Accreditation Officer involves attendance at the Board of Studies, discussions with management and academic staff, and consequent written comments. An annual letter from the Board to all Colleges of acupuncture highlights current areas for development and shares areas of best practice.

1.7 The Council of Heads for Acupuncture Courses brings together eight colleges meeting twice a year to share experiences and current developments on academic standards, curriculum matters, student recruitment, and accreditation. The College is currently engaged in an inter-college audit of patients in the teaching clinic along with five other institutions. The proactive approach in working in collaboration with the Council of Heads for Acupuncture Courses is **good practice**.

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

1.8 An appropriate system of marking and internal moderation has been developed through close working with the University, external examiners, and the British Acupuncture Accreditation Board. Internal moderation is adjusted to suit the type of work. A sample of assignments are double marked, all dissertations are blind double-marked and a random selection of examination scripts are blind double-marked. The samples focus on fails, boundaries and unusual trends. Discussion between the marker and moderator lead to an agreed mark. The sample of student work confirmed that the moderation process is effective.

1.9 The two subject-specialist external examiners appointed by the University report annually to the University. New external examiners are inducted and supported by the College and the University. The external examiners review a sample of scripts and can feed back on any urgent issues at the Module and Programme Boards as well as through a formal written report. The moderation report and the College response is monitored by the University. Assessment boards involve external examiners and representatives of the University. Programme teams also prepare a formal response to external examiner reports. Recent reports from external examiners state that standards compare well with other courses, feedback is good, and assessment and moderation are conducted with rigour. External examiners have highlighted the high standards of marking, moderation and the quality of feedback which was confirmed by the team's review of student work.

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 body.

2 Quality of learning opportunities

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

2.1 The College's management of its responsibilities for enhancing the quality of learning opportunities mirrors that for academic standards outlined in paragraphs 1.1 to 1.4.

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

2.2 The recent course re-approval presented the opportunity for key staff to begin to refer to the Quality Code. Staff demonstrated that existing practices align with the Expectations in the Quality Code, particularly *Part B: Assuring and enhancing academic quality*. However, the College has not fully realised the opportunities presented to guide learning, teaching and support practices and to use the Quality Code in a developmental way. It would be **desirable** for the College to further develop staff awareness of relevant chapters of the Quality Code.

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

2.3 There is a prevailing emphasis on a community of staff and students with students at the centre. Feedback is actively sought and responded to as part of a continuous enhancement of the student learning experience. The re-approval panel commended the innovative approach to cross-level student interaction and peer observation which facilitates an engaging learning environment and opportunity for skills development. Students met by the team particularly valued the opportunities to observe final level students in clinics. The strong partnership ethos between staff and students which informs learning and teaching is **good practice**.

2.4 The Learning, Teaching and Assessment Strategy was recently reviewed to enable more progressive learning, through formative assessment approaches and the inclusion of synoptic assessments at final level. The external examiner noted that the highly integrated approach promotes and encourages students to display their individual strengths. Students are enthusiastic in endorsing the high quality of teaching and feedback. The scrutiny of work indicates that written feedback is extensive and developmental.

2.5 There are appropriate mechanisms for maintaining an oversight of the quality of teaching and learning, through the Joint Principal (Education) and the Academic Director. A range of learning and teaching approaches are adopted including lectures, practical sessions and clinical supervision. External examiners comment consistently that students are creatively tested. As a result of consistent student feedback, the use of anonymised case histories has been introduced to improve the learning environment in the conventional medical sciences classes.

2.6 Observation of teaching is completed every two years and operates on a peer-based approach with the constructive sharing of strengths and suggestions for improvement. Some peer observations with the awarding body have been undertaken as required under the agreement. However there were no recent examples. It would be **desirable** for the College to undertake more regular peer observation of teaching.

2.7 The twice-yearly Staff-Student Consultative Committee, which reports to the Board of Studies, provides a forum for a wider range of key staff and students to discuss teaching and learning experiences. A telephone conference approach enables involvement of a wide range of students. The minutes of these meetings consistently include open feedback from the teaching staff. The positive willingness to engage in reciprocal communication with students is **good practice**. The student evaluation questionnaires enable students to feedback on teacher performance. The students met by the review team would welcome more explicit feedback on the strengths of the provision.

How does the College assure itself that students are supported effectively?

2.8 The student submission commended the College for its transparency and responsiveness to issues raised by students. This was also acknowledged by the British Acupuncture Accreditation Board in the reaccreditation report. Students feel well supported within the learning community.

2.9 The College has reviewed how the Personal Tutor Scheme would support the student experience. Students receive a combination of face-to-face and electronic tutorial support. Students complete a self-assessment exercise in advance of the formally recorded meetings. A summary Personal Tutors Report is received by the Executive Committee allowing the College to evaluate the effectiveness of the support arrangements.

2.10 There is no mechanism to formally record and review the academic progress of each student during the year. Current practice relies on the personal tutor identifying individual concerns. The College has not considered how the new 30-credit modules, which were required under the course re-approval, might impact on progression and success rates and the expectations of the formative assessment processes. It is **advisable** that the College ensure that student progression during the year is formally reviewed.

2.11 The College has a Learning Support Coordinator and has recently appointed skills tutors. A helpful study skills handbook was recently produced. Post-entry study skills sessions are offered on a voluntary basis and these workshops have also recently been offered to second-year students. The College is attentive to the needs of students with additional support needs or for those with disabilities. Guidance leaflets are provided for staff to identify cases for referral to specialist support. Where necessary, the College can draw upon the additional resources of the University.

2.12 Additional academic and practical support is provided through the monthly Regional Support Groups which are held in various locations. Attendance is optional, but overwhelmingly students choose to engage with this opportunity. The focus of the Groups is determined by students, providing the opportunity to identify areas for additional learning. Students often travel significant distances to attend meetings to engage with practitioners and academics. Several students identified this enhancement as a distinguishing factor which influenced their application to the College. The learning opportunities offered by the Regional Support Groups is **good practice**.

2.13 There are clear arrangements in place for admissions. Most students attend an open day which provides an effective introduction to the College ethos and enables applicants to observe practical sessions and hear experienced and enthusiastic specialists. The College gathers feedback on the effectiveness of open days, and this confirms that students felt well supported and encouraged through the application and induction processes. The positive and supportive nature of the pre-entry process for students is **good practice**.

How effectively does the College develop its staff in order to improve student learning opportunities?

2.14 The College considers staff development important in enhancing teaching practice. Themed staff development days are held throughout the year to ensure that good practice is shared. The staff development days are valued by staff. Staff may attend the University's staff development days. Likewise, University staff may attend the College's staff development days. The College is actively seeking to enable its staff to undertake professional development through studying for a Postgraduate Certificate in Education.

2.15 Most staff hold graduate or postgraduate qualifications, in addition to being active practitioners. Students value the levels of expertise and many cited this as a reason for their selection of the College. All staff, including the Joint Principal (Education), complete a personal development plan. Staff view these as a way of highlighting the interrelationship between their professional practice and their teaching.

2.16 The College has a comprehensive staff induction policy, which includes mentoring and supervision. It also has an appraisal policy, the guidelines of which are available in the College's Staff Handbook. Staff consider these processes to be useful and effective.

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

2.17 Although there is no separate learning resources strategy, the Executive Committee and Joint Executive Committee meetings include resources as a standing agenda item. The minutes show investment in computing, equipment and library resources. The agreement with the University allows student access to the University library facilities and borrowing rights. The resources are appropriate in enabling students to meet their learning expectations.

2.18 The College self-evaluation indicated some emerging issues about students being unable to access some of the University online resources. This has been resolved through improved study skills support or subscription to some paper-based journals.

2.19 The College acknowledges that the virtual learning environment (VLE) requires further development. An e-learning paper is currently under discussion. Engagement with the VLE is variable among both staff and students. Greater use is being made of recorded lectures and practical demonstrations. Students commended the development of DVDs as a learning tool. The College recognises the need for a more strategic approach towards the use of technology in the enhancement of students' learning opportunities. It would be **desirable** for the College to develop and implement the e-learning strategy.

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

3.1 The College provides information to prospective students through the website, printed materials, and through the provision of open days. Students confirmed that the information they used in choosing the College was effective and accurate. The College monitors student views on the provision of information upon entry to the College. Information about course content and course specifications is available online, and this is the principal way that students access information about the College. The College is increasingly emphasising the online provision of information and has ensured that a more succinct version of the prospectus is accessible. This online material is overseen by the Executive Committee and by members of the Marketing Committee, the membership of which overlaps.

3.2 The students are issued with a handbook upon entry to the College and this was widely praised by students as a key reference document throughout their time at the College. The handbook is well presented and includes a three-year learning timetable and articulates the learning philosophy of the College. The comprehensive and helpful nature of the Student Handbook is **good practice**.

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

3.3 The College has clearly articulated lines of responsibility for the production and review of information. The publication of accurate information is overseen within the College at multiple levels, including by programme leaders, marketing personnel, and the Executive Committee. The University is the final point of reference as articulated within the Institutional Agreement.

3.4 Material for the VLE is written by academic staff, programme leaders and the Executive Committee, and overseen by the University. The framework of the VLE is principally under the control of the University and is reviewed twice annually. From 2013-14 external examiners will be able to access information on the VLE through the University.

3.5 There are appropriate procedures for checking the completeness of materials. The College gave examples of cases in which it had amended a short prospectus, and how it had responded to notification that information was out of date or misleading. Responsibilities for provision and monitoring of information are suitably defined. Oversight is done on a periodic or continual basis dependent on the type of information under production.

3.6 The Marketing Committee drafts marketing information. This information is checked by the Executive Committee, programme leaders and the University. The website content is drafted by staff at the College, and is checked by programme leaders, the Executive Committee and the University. The student evaluation is analysed by administrative staff, programme leaders, teaching staff, and reviewed by the University and the Executive Committee. The Student Consultative Committee acts as a further mechanism through which the completeness and accuracy of information is monitored.

3.7 The College plans to involve students in the production of materials for the website. The College also invites feedback on the website through its graduate newsletter. This illustrates the good practice identified in 2.7.

The team concludes that reliance **can** be placed on the information that the provider produces for its intended audiences about the learning opportunities it offers.

Action plan³

College of Integrated Chinese Medicine action plan relating to the Review for Specific Course Designation, January 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 good practice that are worthy of wider dissemination within the College						
<ul style="list-style-type: none"> the openly reflective approach of the College, as exemplified by the Annual Institutional Monitoring Report (paragraph 1.4) 	<p>Biannual Module Review and Development Plans feed into a biannual course report discussed at the biannual Board of Studies meetings</p> <p>The annual institutional monitoring report draws on all relevant sources of information (Module Review and Development Plans, student evaluations, external examiner reports) to reflect on the</p>	<p>Biannual Module Review and Development Plans</p> <p>Course report</p> <p>Synthesise information from Module Review and Development Plans, course report, student evaluations, Staff-Student Consultative Committee, external examiner reports and British Acupuncture</p>	<p>April and October 2014</p> <p>April and October 2014</p> <p>December 2014-January 2015</p>	<p>Programme Leaders</p> <p>Joint Principal (Education) and Academic Director</p>	<p>Board of Studies and Kingston University</p> <p>Board of Studies and Kingston University</p> <p>British Acupuncture Accreditation Board</p> <p>Governing Body Kingston University</p>	<p>Board of Studies minutes</p> <p>Written response from British Acupuncture Accreditation Board and annual visit by Accreditation Officer</p>

³ The College 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 College's awarding body.

	quality of the College's provision and discuss planned developments	Accreditation Board annual letter				
<ul style="list-style-type: none"> the proactive approach in working in collaboration with the Council of Heads for Acupuncture Courses (paragraph 1.7) 	<p>Attendance at and reporting on biannual Council of Heads of Acupuncture Courses meetings</p> <p>Inter-college audit</p>	<p>Identify issues for discussion at Council of Heads of Acupuncture Courses</p> <p>Discuss issues raised by other Colleges</p> <p>Progress data collection in teaching clinic</p>	<p>June 2014 December 2014</p> <p>November 2013- November 2014</p>	<p>Joint Principal (Education)</p> <p>Acupuncture Research Resource Centre coordinator and College of Integrated Chinese Medicine research module leader</p>	<p>Executive Committee</p> <p>British Acupuncture Council</p> <p>Council of Heads of Acupuncture Courses</p> <p>Member institutions</p>	<p>Report on and minutes of Council of Heads of Acupuncture Courses meetings</p> <p>Acupuncture Research Resource Centre minutes</p>
<ul style="list-style-type: none"> the strong partnership ethos between staff and students which informs learning and teaching (paragraph 2.3) 	<p>Enable students to benefit from experience of level 6 students through peer observation in the teaching clinic</p>	<p>Introduce clinical observations to new level 4 group</p>	<p>April 2014</p>	<p>Teaching staff</p>	<p>Executive Committee</p> <p>Research and Reflective Practice and Professional Practice programme staff</p>	<p>Student reflective journals</p> <p>Student Evaluations</p>

	To use peer support to help students to make a smooth transition into level 5	Timetable level 6 student or recent graduate to talk to students starting level 5	March and September 2014	Joint Principal		Student Evaluations Personal tutorial reports
	Maintain the practice of prompt response to student issues	Send out response to student written submission and action all points raised	February-April 2014	Joint Principal and relevant academic staff	Executive Committee Board of Studies	Student Evaluations Personal tutorial reports
<ul style="list-style-type: none"> the positive willingness to engage in reciprocal communication with students (paragraph 2.7) 	Maintain the practice of prompt response to student issues	Send out response to student written submission and action all points raised	February-April 2014	Joint Principal and relevant academic staff	Executive Committee Board of Studies	Staff-Student Consultative Committee meeting minutes Board of Studies minutes
	Ensure that issues raised in Staff-Student Consultative Committee meetings are addressed appropriately	Circulate Staff-Student Consultative Committee reports and collate responses	June and October 2014	Dean and relevant academic staff	Executive Committee Board of Studies	Staff-Student Consultative Committee meeting minutes Board of Studies minutes
	Ensure that issues raised in student evaluations are addressed	Circulate student evaluations to programme and module leaders	April and October 2014	Programme leaders and academic	Executive Committee Board of	Executive Committee minutes

				staff	Studies	Board of Studies minutes Module Review and Development Plans
<ul style="list-style-type: none"> the learning opportunities offered by the Regional Support Groups (paragraph 2.12) 	<p>Disseminate information about Regional Support Group meetings</p> <p>Monitor attendance, activities and issues arising at regional support group meetings</p>	<p>Publish information about Regional Support Group tutors and meetings</p> <p>Collect monthly reports and collate into overall report</p>	<p>April and October 2014</p> <p>June 2014 and January 2015</p>	<p>Regional tutors and admin</p> <p>Regional Support Group coordinator</p>	<p>Regional Support Group coordinator</p> <p>Executive Committee, Learning Support coordinator and teaching staff</p>	<p>List on StudySpace (virtual learning environment)</p> <p>Student evaluations</p> <p>Staff-Student Consultative Committee minutes</p> <p>Board of Studies minutes</p>
<ul style="list-style-type: none"> the positive and supportive nature of the pre-entry process for students (paragraph 2.13) 	<p>Ensure that Open Day structure and content fulfils the needs and expectations of prospective students</p>	<p>Collate feedback and circulate report</p>	<p>May and October 2014</p>	<p>Registrar and other relevant staff</p>	<p>Executive Committee and Marketing Committee</p>	<p>Executive Committee and Marketing Committee minutes</p>

	Ensure that pre-entry information and guidance fulfils the needs and expectations of prospective students	Collate feedback and circulate report	May and October 2014	Registrar and other relevant staff	Executive Committee and Marketing Committee	Executive Committee and Marketing Committee minutes
<ul style="list-style-type: none"> the comprehensive and helpful nature of the Student Handbook (paragraph 3.2) 	Ensure that Student Handbook is up to date	Update handbook biannually	February and August 2014	Joint Principal Academic Director Administration	Teaching staff Student body	Student evaluations Staff-Student Consultative Committee minutes
	Consider and act on recommendations in student written submission	Amend student handbook in accordance with discussion of student written submission recommendations	March-April 2014	Joint Principal Academic Director Administration	Teaching staff Student body	Student evaluations Staff-Student Consultative Committee minutes
Advisable	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 is advisable for the College to:						
<ul style="list-style-type: none"> ensure that student progression during the year is formally reviewed (paragraph 2.10) 	Give more explicit feedback on student progress in personal tutorials	Review personal tutorial paperwork to ensure more explicit review of progress	June 2014	Learning Support Coordinator Personal tutors	Executive Committee Board of Studies	Personal Tutorial reports Student evaluations Executive Committee minutes

		Develop guide for timetabled email contact to include review of progress	July 2014			Board of Studies minutes
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 desirable for the provider to:						
<ul style="list-style-type: none"> develop staff awareness of the relevant chapters of the UK Quality Code for Higher Education (paragraph 2.2) 	Increase staff awareness of links between the Quality Code and Kingston University and British Acupuncture Accreditation Board quality assurance requirements and processes	<p>Organise Staff Development Day session</p> <p>Organise staff discussion workshop</p>	<p>June 2014</p> <p>Oct 2014</p>	<p>Joint Principal</p> <p>Joint Principal, programme and module leaders and other relevant academic staff</p>	<p>Board of Studies</p> <p>British Acupuncture Accreditation Board</p> <p>Kingston University</p>	<p>Board of Studies minutes</p> <p>Response to annual institutional monitoring report</p>
<ul style="list-style-type: none"> undertake more regular peer observation of teaching (paragraph 2.6) 	<p>Ensure that in-house programme of peer observation of teaching continues to operate smoothly</p> <p>Increase the regularity of peer observation of teaching between Kingston University and College of Integrated Chinese Medicine</p>	<p>Monitor timetabling of in-house peer observation programme to ensure that the two-yearly cycle is maintained</p> <p>Arrange a reciprocal peer observation programme with Kingston University and discuss appropriate frequency with Kingston University</p>	<p>March 2015</p> <p>Next reciprocal observations scheduled for March and May 2014</p>	<p>Appraisal coordinator</p> <p>Liaison officers and designated teachers</p>	<p>Executive Committee</p> <p>Executive Committee</p> <p>Joint Executive</p>	<p>Appraisal reports</p> <p>Executive Committee minutes</p> <p>Joint Executive minutes</p>

<ul style="list-style-type: none"> develop and implement the e-learning strategy (paragraph 2.19). 	Establish strategy for initial proportion for e-learning in the course	Organise planning meetings with relevant academic staff	October 2014	Resources coordinator and other relevant staff	Executive Committee Teaching staff meetings	Executive Committee minutes Staff meeting minutes
		Develop online patient in-class teaching session	December 2014	Acupuncture skills module leader	Executive Committee Board of Studies	Executive Committee minutes Board of Studies minutes
		Develop online plagiarism awareness teaching session	May 2015	E-learning Committee and programme leaders	Executive Committee Board of Studies	Student evaluations Executive Committee minutes Board of Studies minutes
		Monitor use of online point location and practical skills DVDs	April 2015	Programme leaders	Executive Committee Board of Studies	Student evaluations Executive Committee minutes

						Board of Studies minutes Student evaluations
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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.

More detail about Review for Specific Course Designation can be found at: www.qaa.ac.uk/InstitutionReports/types-of-review/designated-providers/Pages/default.aspx.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the [Review for Educational Oversight \(and for specific course designation\): Handbook, April 2013](#).⁴

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 (in response to applications for taught degree awarding powers, research degree awarding powers or university title).

awarding organisation An organisation authorised to award a particular qualification; an organisation recognised by Ofqual to award Ofqual-regulated qualifications.

differentiated judgements In a Review for Specific Course Designation, 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.

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.

⁴ www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/REO-designated-providers-handbook-13.aspx

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reviews and reports.

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 Specific Course Designation 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**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.

QAA701 - R3684 - Apr 14

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Registered charity numbers 1062746 and SC037786