



College Annual Monitoring and Enhancement Plan

Introduction

The London College UCK is a medium sized, not for profit independent College situated in Cranford, West London. Our mission is to become the institution of opportunity that is renowned for our creativity and innovation. We develop our students and staff to reach for academic and vocational excellence. We aim to maintain and enhance our recognition as a leading alternative provider by delivering quality in higher education programmes. We also aim to be an employer-focused institution connected with our local communities, providing teaching and learning which opens doors and meets the needs of employers.

Changes since the last Annual Monitoring process

The College premises has access to lifts and enhanced facilities including lecture theatres, large classrooms, large library resource center, spacious and well equipped laboratories, and student common area are much more appealing to existing students and would indeed enhance their overall learning experience.

The College has, at its heart, widening participation by enabling students within the Greater London to study for higher education qualifications. Our portfolio includes Pearson BTEC Higher National Certificate/Diploma programmes in areas of Business Management, Tourism and Hospitality Management, Electrical Engineering, Construction and Built Environment (Civil Engineering), Healthcare and Computer Games Design.

Our portfolio also includes BA/BSc (Hons) and Top Up degree programmes, delivered in partnership with the University of Derby, in subjects of Business Management, International Tourism and Hospitality Management, Electrical and Electronic Engineering, Civil Engineering Practice and Health and Social Care.

The centre continues to monitor these in light of external factors, to assure effective quality assurance across the college functions in line with QAA expectations and that of other regulators. The College demonstrates that it is continuing to maintain academic standards and enhance the quality of student learning opportunities and information about learning opportunities.

The college is registered under the OfS as a HE provider in the Approved category. The College has also been awarded 'Bronze' rating in TEF. The College had a successful QSR review conducted by QAA. The review team has concluded that all the Core Practices have been 'Met' with 'High Confidence'

Most recent NSS statistics, the College has a rating of over 93% for 'learning opportunities', 96% for Academic Support and teaching on the course. 95% of students have stated that the course had provided them with opportunities to explore ideas and concepts, which had enabled them to bring information and ideas together from different topics. Over 92% of students have said that they had received excellent academic support and that the marking and assessment criteria had been very clear. Over 96% of students have said that staff valued students' views and opinions about the course.

The overall student satisfaction rate reported by the NSS statistics is over 96%. We are extremely delighted that all these statistics are above the benchmarks.

Course Leaders produce annual monitoring reports at programme level. The College Annual Monitoring and Enhancement plan has been devised based on the outcomes of the programme level AMR, committee meetings, student feedback, and external examiner reports.

This plan is used and updated throughout the year by the Head of Quality to record actions and progress

Areas for Improvements / Enhancement	Actions taken	Target Date	Lead Responsibility	Current progress / Evaluation
Teaching and Learning	<ul style="list-style-type: none"> • College had adapted well to blended-learning though the pandemic. • Students have been provided extra support sessions throughout. • Activities have been adapted to suit online learning • Staff have been given training and support 	Ongoing	Course Leaders, Head of Quality, Principal	<p>College will continue to review to the ongoing situation and adapt to the changes.</p> <p><i>NSS statistics indicate that over 96% of students stated that the course had provided them with opportunities to explore ideas and concepts, which had enabled them to bring information and ideas together from different topics.</i></p>
Attendance, Retention and Achievement	<ul style="list-style-type: none"> • Attendance to be monitored regularly by the programme team within each term. • 70% attendance is a minimum requirement for progression. • Attendance correlates to progress and achievement 	Ongoing	Program Administrators, Student Support Manager	Program Administrators liaise with Program teams to ensure periodic review.
Assessment	<ul style="list-style-type: none"> • Assessments are adapted to ensure they remain fit for purpose. • Assignment briefs are released via Moodle / Blackboard where learners are able to access the briefs. • There is greater emphasis placed on encouraging students to make links between theory and practice using a wide range of 	Ongoing	Head of Quality, Programme Leaders, Examinations Officers	<p>Assignments are designed and standardised both internally verified and externally checked (through Pearson)</p> <p>Assignment marking to be completed within 3 weeks of final submission.</p>

Areas for Improvements / Enhancement	Actions taken	Target Date	Lead Responsibility	Current progress / Evaluation
	<p>assessment activities to meet different students' needs including 'real world' scenarios.</p> <ul style="list-style-type: none"> All submissions are made via TurnItIn using Moodle / Blackboard. 			<p>Assessments submitted via TurnItIn, plagiarism detection software - Moodle / Blackboard.</p> <p>Feedback is available to view via ProPortal</p> <p><i>NSS statistics say over 92% of students said that they had received excellent academic support and that the marking and assessment criteria had been very clear.</i></p>

<p>Resources</p>	<ul style="list-style-type: none"> • The college facilities include lecture theatre and large classrooms, large library resource centre, Well-equipped laboratories- e.g. Electronic, Electrical and Hydraulics • Student common area • All necessary resources are purchased as requests arise. • Requests are approved by the Academic Board 	<p>End of Each academic year</p>	<p>Programme Leaders Librarian</p>	<p>Feedback from module evaluation about resources will further monitored through course AMR</p> <p>Overall students have indicated that resources are sufficient for their needs</p> <p>College is premier member of EBSCO</p> <p>Large printers and Photocopiers available for all students</p> <p><i>NSS statistics state that the College has a rating of over 92% for 'learning resources' and 94% for 'learning opportunities'.</i></p>
-------------------------	--	----------------------------------	--	---

<p>Student Engagement / Support / Experience</p>	<ul style="list-style-type: none"> • Module feedback collated and summarised at module level. • Comprehensive Induction programme for all learners in the college • Online Academic skills sessions • “You Said, We Did” posters are displayed throughout the College • All staff operate an “Open Door” policy for students. • Specific slots allocated for student support and engagement. (blended and online) • Access to study materials and academically accredited resources on VLE • Reasonable adjustments for Special Needs students 	<p>Ongoing – Review each semester</p>	<p>Principal, Course Leaders, Tutors, Program Administrators, Student Support Unit, IT Department, Quality Office</p>	<p>All modules have undertaken end of module evaluations. The summary of student feedback is used as part of Annual Monitoring report</p> <p>Program handbooks are available on Moodle.</p> <p>Feedback from students in Student Council meetings is collated and responded to in “You Said, We Did” posters</p> <p>As extra support initiative, in addition to class teaching sessions, the timetable has specific slots allocated for student support and engagement.</p> <p><i>NSS statistics state that 96 % have found the course has challenged them to achieve the best work</i></p> <p><i>NSS statistics indicate 96 % believe that staff value students’ views and opinions about the course and they have the right opportunities to provide feedback on my course.</i></p>
---	--	---------------------------------------	---	---

				<p>Students with special needs provision are supported through course based student consultation opportunities, specialist support, additional tutorials and get extended deadline for their assessment submissions.</p> <p>Programme Administrators and Student support officer's act as a one stop shop for all student requirements.</p> <p>Students who had been assessed as having a special educational need(s) or disability are referred to a specialist support provider, who works with the student, offering required and relevant support which include individual support plans.</p>
--	--	--	--	---

<p>Staff development</p>	<ul style="list-style-type: none"> • All teaching staff to undergo formal teaching observation • Formal appraisal process which supports staff to reflect on their achievements, identify new ideas to support student learning and highlight any areas for staff development. • Staff training sessions arranged in house on assessments, feedback, use of VLE, quality assurance. • Discussion of CPD and qualifications through the staff appraisal system • Members of the staff are working towards achieving Fellowships and Senior Fellowships from the HEA. • Sharing of good practice through course and department meetings 	<p>Ongoing – Review each year</p>	<p>Principal, Course Leaders, Tutors, Head of Quality</p>	<p>All staff have record and maintain log of CPD sessions and development undertaken</p> <p>Staff have attended mandatory training and development sessions in house.</p> <p>Staff have achieved Fellowships and Senior fellowships and more staff are working towards achieving them</p> <p>Staff attend sessions and events organised by HEA, Pearson, University of Derby, QAA as part of their CPD</p> <p>All tutors have been observed and appraised.</p> <p><i>NSS statistics suggest that 96% have said that teaching is good on their course.</i></p>
---------------------------------	---	-----------------------------------	---	---

Public Information Audit	<ul style="list-style-type: none"> • All published materials including programme handbooks, prospectus and leaflets will be reviewed regularly • The contents of the website are checked and reviewed regularly for accuracy • All policies are reviewed annually 	Ongoing – Review once every semester	Principal, Registrar, Head of Quality	<p>Programme handbooks are reviewed end of each year by the programme leaders</p> <p>Prospectus and leaflets will be reviewed annual by the Marketing Department</p> <p>The contents of the website are checked and reviewed regularly for accuracy by Registrar and Head of Quality.</p> <p>All published materials will be finalised and signed off by the Academic Board prior to it being published.</p> <p>All policies are approved by the Academic Board</p>
---------------------------------	--	--	---	---