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 with approx. 900 full-time equivalent higher education students.

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 theatre to accommodate 60 learners, 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 21 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 12 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 College has a successful QAA monitoring review in April 2019 which resulted in a commendable outcome.

The College has performed in the top quartile of the 2018-19 NSS survey for 'Assessment and Feedback'. We introduced institution-wide, online assessment and feedback, to enable consistent, timely and personalised feedback for all students through appropriate digital channels, which students have reported as valuable in supporting their learning. All modules offer formative assessment opportunity to support continuous learning. New tools that enable feedback on group activities such as online discussion groups and blogs are embedded in the College's Virtual Learning Environment (VLE).

Based on the 2018-19 NSS statistics, the College has a rating of over 95% for 'learning opportunities'. 96% 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 92% of students have said that staff valued students' views and opinions about the course.

The overall student satisfaction rate reported by the 2018-19 NSS statistics is over 95%. 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 progamme 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	Action to be taken	Target Date	Lead Responsibility	Current progress / Evaluation
Teaching and Learning	• All teaching staff to undergo formal teaching observation • All staff to complete and receive a peer observation from Course leaders or Senior Staff members. • 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. • An individual action plan is put in place based on the outcomes of observation	Ongoing – to be completed end of each semester	Course Leaders, Head of Quality, Principal	All staff undergo teaching observation each semester. All tutors have been observed and appraised. NSS 2018 – 2019 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.*
Attendance, Retention and Achievement	• 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 .	• Assessments are revised each semester to review and upgrade assignment briefs ensuring they remain fit for purpose. • Assignment briefs are released via Moodle where learners are able to access the briefs. • There is greater emphasis placed on	Ongoing	Head of Quality, Programme Leaders, Examinations Officers	Assignments are designed and standardised both internally verified and externally checked (through Pearson) Assignment marking to be completed within 3 weeks of

Areas for Improvements / Enhancement	Action to be taken	Target Date	Lead Responsibility	Current progress / Evaluation
	encouraging students to make links between theory and practice using a wide range of assessment activities to meet different students' needs including 'real world' scenarios. • All submissions are made via TurnItIn using Moodle. • All marking and feedback is done on Promonitor.			final submission. Assessments submitted via TurnItin, plagiarism detention software Feedback is available to view via ProPortal *The College has performed in the top quartile of the 2018-19 NSS survey for 'Assessment and Feedback'.* Based on NSS 2017 – 2018 statistics *over 92% of students said that they had received excellent academic support and that the marking and assessment criteria had been very clear.*

| Resources | • The college has improved facilities including lecture theatre and large classrooms
• large library resource center
• Well-equipped laboratories- e.g. Electronic, Electrical and Hydraulics
• Student common area
• Purchase of New Laptops
• Purchase new books and references for new qualifications and Degree programs
• Programme Leaders inform librarian of any resource requests
• Any new requests will be approved by the Academic Board | End of Each academic year | Programme Leaders

Librarian | Feedback from module evaluation about resources will further monitored through course AMR

Overall students have indicated that resources are sufficient for their needs

College is premier member of EBSCO

Large printers and Photocopiers available for all students

Based on the 2018-19 NSS statistics, the College *has a rating of over 95% for 'learning opportunities'.* |

| Student Engagement / Support / Experience | • Module feedback collated and summarised at module level.
• Comprehensive Induction programme for all learners in the college
• Study skills program embedded into the HNC/HND curriculum.
• "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.
• Access to study materials and academically accredited resources on VLE
• Reasonable adjustments for Special Needs students | Ongoing – Review each semester | Principal, Course Leaders, Tutors, Program Administrators, Student Support Unit, IT Department, Quality Office | All modules have undertaken end of module evaluations. The summary of student feedback is used as part of Annual Monitoring report

Program handbooks are available on Moodle.

Feedback from students in Student Council meetings is collated and responded to in "You Said, We Did" posters

As extra support initiative, in addition to class teaching sessions, the timetable has specific slots allocated for student support and engagement. |

| | | | | 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.

The college has a dedicated student support centre which acts as a one stop shop for all student requirements.

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. |

Staff development	• All staff are formally observed at least one a semester • Staff training sessions arranged in house on assessments, feedback, use of VLE, quality assurance. • Members of the staff are working towards achieving Fellowships and Senior Fellowships from the HEA. • Sharing of good practice through course and department meetings • Discussion of CPD and qualifications through the staff appraisal system	Ongoing – Review each year	Principal, Course Leaders, Tutors, Head of Quality	All staff have record and maintain log of CPD sessions and development undertaken Staff have attended mandatory training and development sessions in house. Staff have achieved Fellowships and Senior fellowships and more staff are working towards achieving them Staff attend sessions and events organised by HEA, Pearson, University of Derby, QAA as part of their CPD All tutors have been observed and appraised.

| Public Information Audit | • 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 | Ongoing – Review once every semester | Principal, Registrar, Head of Quality | • Programme handbooks are reviewed end of each year by the programme leaders
• Prospectus and leaflets will be reviewed annual by the Marketing Department
• The contents of the website are checked and reviewed regularly for accuracy by Registrar and Head of Quality.
• All published materials will be finalised and signed off at the Academic Board by the Principal prior to it being published. |