College Annual Monitoring and Enhancement Plan

Introduction

The London College UCK is a medium sized, not for profit independent College situated in Notting Hill Gate, London with 920 full-time equivalent higher education students.

The mission statement of the College is, 'We will become the institution of opportunity that is renowned for our widening participation. We will develop our students and staff to reach for vocational excellence and become recognised as a leading alternative provider of quality higher education programmes and to be an employer-focused institution connected with our local communities, providing teaching and learning which opens doors and meets the needs of employers'.

The College currently runs 24 Pearson Edexcel Higher National Certificate/Diploma programmes. The College also operates 7 top-up degree programmes validated by The University of Derby. The College has at its heart, widening participation by enabling students within the Greater London area to study for higher education qualifications.

The College underwent a Review of Educational Oversight in 2012 and received good practice as well as advisable and desirable recommendations. The College has built upon the features of good practice and worked on the recommendations and on the review visit in 2014 was judged 'commendable' on progress and thus did not receive a review visit in 2015.

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 Principal and Quality Office to record actions and progress

Areas for Improvements / Enhancement	Action to be taken	Target Date	Lead Responsibility	Current progress / Evaluation
Teaching and Learning Teaching observations – All staff undergo teaching observation each semester Majority of students values that quality of teaching and support given by lecturers is of high standard	 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, Lead IQA, Quality Manager	Peer observation fully completed for Autumn 2015. All tutors have been observed and appraised.
Assessment Assessments are reviewed each semester. Assessments design has been identified as good practice by external examiners. Feedback to be provided on ProMonitor to be viewed by learners via ProPortal system. Assignment marking to be completed within 3 weeks of final submission.	 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 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 will be done on Promonitor. The college is piloting of its use in Autumn 2015 	Ongoing Ongoing - Piloting in Autumn 2015 To be fully	Course Leaders, Course tutors, Examinations Officers, Internal Quality Assurer (IQA)	Assignments are designed and standardised both internally verified and externally checked (through Pearson) Assessments submitted via TurnItin, plagiarism detention software Feedback is available to view via ProPortal

Areas for Improvements / Enhancement	Action to be taken	Target Date	Lead Responsibility	Current progress / Evaluation
	and will roll it out fully in Spring 2016	implemented by Spring 2016		
Resources Ensure that sufficient resources are in place for all programmes	 Purchase of New Laptops Purchase new books and references Course Leaders to inform librarian of any resource requests Any new requests will be approved by the Academic Board 	End of Each academic year	Course 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 New resources are ordered as required Large printers and Photocopiers available at the basement for all students

Student Engagement / Support / Experience Module evaluation forms are used for module feedback Programme Handbooks Induction program and Study Skills Student Council, Programme Committees and Course Team Meetings Open Door Policy You Said We Did poster Student Support sessions Learning Contracts and extra support sessions	 Module feedback collated and summarised at module level. Comprehensive Induction programme for all learners in the college 8 week study skills program embedded into the HNC/HND curriculum. "You Said, We Did" posters are displayed throughout the College All staff, including the Principal, operates 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, 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. Some students who need extra support and guidance are put on learning contracts to encourage them to take responsibility for their own learning and to monitor their progress
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			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.
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Staff development It is mandatory for College staff to complete and record staff development activities as part of continuous professional development (CPD) to demonstrate that they are keeping abreast with both academic and industry best practice	 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, Quality Office	All staff have record and maintain log of CPD sessions and development undertaken Staff have attended mandatory training and development sessions in house. Currently 11 members of the staff are working towards achieving Fellowships and Senior Fellowships from the HEA. Two of the senior staff achieved Principal Fellowship and Senior Fellowship from the HEA in 2014. 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.
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