

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.

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	<ul style="list-style-type: none"> • 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

<p>Student Engagement / Support / Experience</p> <p>Module evaluation forms are used for module feedback</p> <p>Programme Handbooks</p> <p>Induction program and Study Skills</p> <p>Student Council, Programme Committees and Course Team Meetings</p> <p>Open Door Policy</p> <p>You Said We Did poster</p> <p>Student Support sessions</p> <p>Learning Contracts and extra support sessions</p>	<ul style="list-style-type: none"> • 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 	<p>Ongoing – Review each semester</p>	<p>Principal, Course Leaders, Tutors, 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>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</p>
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<p>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</p>	<ul style="list-style-type: none"> • 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 	<p>Ongoing – Review each year</p>	<p>Principal, Course Leaders, Tutors, Quality Office</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>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.</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>
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