Academic Management Review Report 2015-16

Visit Details	
Academic Management Reviewer	Ken Crafer
AA Number	513805
Reviewer email address	ken@crafer.co.uk
Date of review visit	7/03/2016
Time started	10:25
Time completed	16:00
Name and designation of people involved in the review	Dr Mark Mabey- Principal Dr Barabara Morris- Quality Nominee Mohammad Islam-Manager:Quality Assurance Fahminda Khan- Lead Internal Verifier Paul Cheeseman- Librarian

Essential Actions and Recommendations Review	
Essential Actions from previous report	
Progress Made	Resolved?
	Please select
Recommendations from previous report	
Development of a revised induction system , based upon the model developed for University of Derby Students	
Progress Made	Resolved?
Process now implemented- Students undertake an 8 week study skills programme, supported by a professional workbook.	Resolved

1. Centre details and management

Centre Details	
Centre name	London College UCK
Centre number	11242
Principal / Head of Centre	Dr Mark Mabey
Centre email address	info@lcuck.ac.uk
Centre telephone number	0207 7243 4000
If the Principal / Head of Centre name, centre email address or centre telephone number are incorrect, please instruct the centre to contact: ukvqapproval@pearson.com	
Quality Nominee	Dr Barbara Morris
Quality Nominee email address	b.morris@lcuck.ac.uk
Quality Nominee telephone number	0207 7243 4000
If the Quality Nominee name, email address or telephone number are incorrect, please instruct the centre to update them on Edexcel Online	
Centre type	Private College
Is this centre in its first year of delivery?	No
Number of subsites at centre	0
If subsites exist, please provide full address details of all subsites below:	
Are there any collaborative, sub-contracting, partnership or consortia arrangements in place with other centres?	No
Does the centre operate any distance learning?	No
Does the centre operate any overseas provision?	No
If collaborative, sub-contracting, partnership, consortia, distance learning or overseas arrangements exist, please provide full details below:	

Quality Objective		
1. Your organisational structure is clearly defined and complies with Pearson approval requirements.		
Quality Measures	Details	Is there sufficient evidence that all quality processes are in place and effective?
1.1	Pearson centre approval and recognition requirements are complied with fully.	Yes
1.2	Collaborative arrangements with other sites, centres or organisations are approved by Pearson and appropriately recorded on Pearson systems, including: • Subsites. • BTEC consortia. • Sub-contracting. • Other collaborative partnerships.	N/A: no collaborative
1.3	There is an organisation chart, providing clear reporting relationships, which is communicated to all members of the organisation, ensuring that they understand what their responsibilities are and know to whom they are accountable.	Yes

If 'No' for any quality measures above, an Essential Action is required* Recommendations may be made at any time	
Essential Action	
Recommendation	
Comments:	
The college operates from the one site and has no collaborate partnerships or consotium arrangements for its Pearson programmes. Agreeements are in place to facilitate degree top-up / articulation onto degree programmes with the Univeristy of Derby. There have been changes to the organisational structure since the last visit, these are accurately described within an organisational chart which was provided during the meeting.	

2. Student recruitment, registration and certification

<table>
<tr><td colspan="4">2a. Audit of student records
The Reviewer must select a minimum of 3 students. If there are programmes that have claimed certificates, this must include at least one student who has been certificated.</td></tr>
</table>

<table>
<tr><td>Student 1 name</td><td>Craig Warren Jarrett</td><td>Programme</td><td>HND Construction & Build Environment</td></tr>
<tr><td>Enrolment date</td><td>30/9/2013</td><td>Registration date</td><td>14/11/2013</td></tr>
<tr><td>Timetable seen?</td><td>Yes</td><td>Accurate and complete attendance records seen?</td><td>Yes</td></tr>
<tr><td>Accurate and complete assessment records seen?</td><td>Yes</td><td>Accurate and timely IV records seen?</td><td>Yes</td></tr>
<tr><td>Accurate and timely certification process seen?</td><td>Yes</td><td>Issues identified?</td><td>No</td></tr>
<tr><td>Comments:</td><td colspan="3">Records held by centre show claimed certification date 30/7/15.</td></tr>
</table>

<table>
<tr><td>Student 2 name</td><td>Basil Surendraraj Jeevaratnam</td><td>Programme</td><td>HND Business Management</td></tr>
<tr><td>Enrolment date</td><td>19/2/15</td><td>Registration date</td><td>19/2/15</td></tr>
<tr><td>Timetable seen?</td><td>Yes</td><td>Accurate and complete attendance records seen?</td><td>Yes</td></tr>
<tr><td>Accurate and complete assessment records seen?</td><td>Yes</td><td>Accurate and timely IV records seen?</td><td>Yes</td></tr>
<tr><td>Accurate and timely certification process seen?</td><td>N/A</td><td>Issues identified?</td><td>No</td></tr>
<tr><td>Comments:</td><td colspan="3">Still on programme. Attendance 72%</td></tr>
</table>

<table>
<tr><td>Student 3 name</td><td>Phenpa Meenil</td><td>Programme</td><td>HND Graphic Design</td></tr>
<tr><td>Enrolment date</td><td>15/9/14</td><td>Registration date</td><td>14/11/14</td></tr>
<tr><td>Timetable seen?</td><td>Yes</td><td>Accurate and complete attendance records seen?</td><td>Yes</td></tr>
<tr><td>Accurate and complete assessment records seen?</td><td>Yes</td><td>Accurate and timely IV records seen?</td><td>Yes</td></tr>
<tr><td>Accurate and timely certification process seen?</td><td>Yes</td><td>Issues identified?</td><td>No</td></tr>
</table>

Comments:	Certification claimed 18/2/16

If extra students are required to be audited, please include them below:

Student 4 name	Sultana Said	**Programme**	HND Health & Social Care
Enrolment date	4/8/15	Registration date	30/9/15
Timetable seen?	Yes	Accurate and complete attendance records seen?	Yes
Accurate and complete assessment records seen?	Yes	Accurate and timely IV records seen?	Yes
Accurate and timely certification process seen?	N/A	Issues identified?	No
Comments:	Currently on programme. Attendance records summary show an attendance rate of 88%		

Student 5 name		**Programme**	
Enrolment date		Registration date	
Timetable seen?	Please select	Accurate and complete attendance records seen?	Please select
Accurate and complete assessment records seen?	Please select	Accurate and timely IV records seen?	Please select
Accurate and timely certification process seen?	Please select	Issues identified?	Please select
Comments:			

Student 6 name		**Programme**	
Enrolment date		Registration date	
Timetable seen?	Please select	Accurate and complete attendance records seen?	Please select
Accurate and complete assessment records seen?	Please select	Accurate and timely IV records seen?	Please select
Accurate and timely certification process seen?	Please select	Issues identified?	Please select
Comments:			

2b. Quality Objective

2. Your administrative processes and procedures ensure that recruitment, registration and certification processes:
- are accurate and timely.
- are auditable.
- reflect a student's course of study, time spent on programme and level of achievement.
- provide safe and accurate certification.

Quality Measures	Details	Is there sufficient evidence that all quality processes are in place and effective?
2.1	Suitable processes are in place to assure the integrity of student recruitment onto the centre's L4 -7 provision.	Yes
2.2	The centre publishes information that is accurate and provides students with a basis for making an informed choice about enrolment decisions.	Yes
2.3	There is a student recruitment process that enables the applicant to discuss learning needs, additional help that might be required on programme, and takes account of progression aspirations.	Yes
2.4	There is a procedure for the timely and accurate registration of students that is operational and monitored and is compliant with awarding organisation and regulatory requirements.	Yes
2.5	There is a mechanism for checking the accuracy of student registrations.	Yes
2.6	Accurate and up-to-date records of attendance are kept for every student, showing appropriate time spent on programme in relation to the qualification guided learning hours.	Yes
2.7	There is a procedure which ensures timely and accurate certification claims that are checked and verified against assessment records.	Yes
2.8	There is a procedure for checking certificates received against assessment records, prior to issue.	Yes
2.9	The centre will investigate and report to us all inaccurate, early/late and fraudulent registrations or certification claims, via internal senior management.	Yes
2.10	The centre provides unit certification claims for students where appropriate.	Yes

If 'No' for any quality measures above, an Essential Action is required* Recommendations may be made at any time	
Essential Action	
Recommendation	
Comments:	

Recruitment is supported by published entry requirements- full details are available from college website.
Applications are processed via a standard application form, all applicants are interviewed by a member of staff who discusses learning needs, career aspirations and course content. Diagnostic tests are taken to ascertain the level of functional English and help to identify

any additional support that may be needed.

The enrolment process includes the validation of identity with approved documents, a copy of the photograph is also included within the online monitoring software. A policy is in place to outline this process, discussions with staff helped to ascertain this was the process in practice.

Recently purchased software (Prosolutions) is now being used to monitor attendance, superceding previous software. Registers are taken twice a day by tutors.

There are written protocols that are followed to manage the registration and certification of learner achievement. The college has a dedicated examinations and registrations team.

Suitable safeguards are in place.

3. Managing assessment and verification

	Quality Objective	
	3. Your assessment strategy, processes and management underpin an assessment and internal verification system that: • confirms authenticity of student evidence. • delivers valid and reliable assessment outcomes. • follows Pearson regulations and requirements. • reflects national standards. • enables internal verification to drive and maintain assessment standards. • leads to the safe certification of student achievement.	

Quality Measures	Details	Is there sufficient evidence that all quality processes are in place and effective?
3.1	All higher level qualifications have an accurate Programme Specification, as defined by the QAA Quality Code, which includes clear requirements for authenticity of student evidence.	Yes
3.2	There are clearly defined assessment procedures that are operational and auditable at all assessment locations and for all assessors, units and students.	Yes
3.3	Assessment recording documentation is clearly understood by assessors and students and is used consistently across the centre and all assessment locations.	Yes
3.4	Assessment methodology leads to valid and reliable assessment outcomes against national standards, which are in line with regulatory and standards setting body requirements.	Yes
3.5	There is open and equal access to fair assessment for all students, including any students with particular needs.	Yes
3.6	The internal verification process is compliant with awarding organisation and regulatory requirements and ensures that: • assessment instruments are fit for purpose. • assessment outcomes are valid, reliable and to national standards.	Yes
3.7	There are processes for dealing with weaknesses in assessment, whether highlighted internally or externally.	Yes
3.8	The centre utilises the outcomes of Pearson's external monitoring to improve internal systems, processes and assessment.	Yes

If 'No' for any quality measures above, an Essential Action is required*	
Recommendations may be made at any time	
Essential Action	
Recommendation	
Comments:	
The centre was able to provide documentary evidence of its policies which define assessment procedures. This is communicated to staff and students in a variety of ways, the for latter primarily through the course handbook. The centre has invested in new software which has been implemented in this current semester to provide secure and accurate feedack to learners; increasing its timeliness. This new software will also make other aspects of progress more accessible to learners on and off campus.	

Courses are working with up to date specifications. Examples were provided within the evidence pack for the visit.

External Examiner reports show that assessment standards and correct interpretation of criteria are being used across subject areas.

A change to the college staffing strucuture has facilitated for course managers to meet together. Meeting minutes show how these are a forum for spreading best practice across different departments.

Minutes from the Academic Quality & Standards committee show that the college reviews feedback from external agencies and awarding bodies to influence and improve perceived weaknesses in practice.

4. Staff resources

Quality Objective

4. The delivery and assessment of your Level 4-7 qualifications is enhanced by an appropriate programme team that:
- is appropriately qualified in the skill of teaching and assessment.
- is vocationally competent to teach and assess the subject.
- has sufficient time to effectively fulfil all aspects of the role.
- views quality and improvement as an inherent part of their job role.
- is supported by a formal programme of continuous professional development.

Quality Measures	Details	Is there sufficient evidence that all quality processes are in place and effective?
4.1	There are fit-for-purpose staff job descriptions providing details of duties for all roles.	Yes
4.2	Staffing on Level 4-7 programmes is continuously monitored in order to maintain adequate numbers of appropriately qualified and vocationally experienced personnel.	Yes
4.3	There is an effective recruitment and selection process which ensures the maintenance of adequate and appropriate staffing.	Yes
4.4	Teaching and assessing staff are given sufficient time for programme planning, delivery, assessment, verification and evaluation activities.	Yes
4.5	Any external experts who deliver and assess on programmes are familiar with the specification and able to conduct appropriate and accurate assessment.	Yes
4.6	There are suitable programmes of induction and development for the centre's L4 -7 provision to assure that staff are in step with national standards, business trends and developments in teaching, assessment and learning.	Yes
4.7	There is an ongoing and formally recorded programme of continuous professional development for staff to ensure that knowledge, skills and qualifications are appropriate and up to date.	Yes

If 'No' for any quality measures above, an Essential Action is required* Recommendations may be made at any time	
Essential Action	
Recommendation	
Comments:	

Teaching staff have a wide skills base, suitable to cover the broad curriculum offer.
Staff are appriately qualified and have job descriptions.
The process for the induction of new staff is supported by a staff handbook.
There is evidence of good planning for courses, schemes of work were available to view and there is evidence of assignment briefs already internaly verified in readiness for use.
Some courses do utilise gues speakers to give additional industry relevance but they do assess learners.
The quality assurance team are proactive with the other team members to ensure that standards are being maintained. Copies of powerpoints from briefing sessions and meeting minutes were available to view.

CPD records demonstrate updating of skills and knowledge on an annual basis.

5. Physical resources

	Quality Objective	

5. There is adequate provision of physical resources that will:
- support general learning and assessment at Level 4-7.
- enhance subject specific and technical learning and assessment at Level 4-7.
- ensure student and staff safety.

Quality Measures	Details	Is there sufficient evidence that all quality processes are in place and effective?
5.1	There are suitable specialist and general resources available that are sufficient for student volumes.	Yes
5.2	There are the required facilities and resources required by Pearson for the conduct of external assessment, where this forms part of a BTEC programme.	Yes
5.3	The centre monitors all resources regularly to ensure they are fit for purpose and safe to use.	Yes
5.4	The centre considers the sufficient provision of general and subject specific resources when planning the introduction of new programmes.	Yes
5.5	When used, external resources are contractually available, fit for purpose, appropriate and safe.	N/A
5.6	There are appropriate and fair access arrangements for all enrolled students regardless of ability, disability or other protected characteristics.	Yes

If 'No' for any quality measures above, an Essential Action is required* Recommendations may be made at any time	
Essential Action	
Recommendation	
Comments:	

The college is well resourced, with an open access library area at its hub. A meeting with the library manager allowed them to cite examples of where student demand for specific books was met; the mechansism by which the demand was identified and recorded, and the resultant actions that occurred. The monthly "you said, we did… poster" also includes an example of a request for more computers in the library and how it was addressed (Feb 2015).
In addition to physical book stock the college also subscribes to e-libraries to which students have access.
There are sufficient teaching rooms, some organised for general teaching with others set up to meet the needs of specific subjects.
The building has been recently redecorated in brighter colours (again from student feedback) and the senior team are curently reviewing how the internal structure of the building can be remodelled.
The building is on many floors. Timetables/ room allocation can be adjusted for those with limited mobility, although there are plans for the installation of a lift to allow for greater accessibility across the whole building.

6. Assessment tracking, recording and reporting

Quality Objective

6. You record assessment decisions in a way that:
    • is clearly measured against recognised, regulated standards.
    • allows student progress to be accurately tracked.
    • allows the assessment process to be reliably verified.
    • provides clear evidence of the safety of certification.

Quality Measures	Details	Is there sufficient evidence that all quality processes are in place and effective?
6.1	All assessment records are stored securely and safely.	Yes
6.2	Up to date records of student achievement are maintained and are regularly reviewed and tracked accurately against recognised, regulated standards.	Yes
6.3	Assessment records are retained for centre and awarding organisation scrutiny for a minimum of three years following certification.	Yes
6.4	All current student evidence is available for centre and awarding organisation verification processes.	Yes
6.5	All current records of assessment feedback are available for awarding organisation verification processes.	Yes

If 'No' for any quality measures above, an Essential Action is required Recommendations may be made at any time	
Essential Action	
Recommendation	
Comments:	
Assessment recording uses online systems. There has been a migration towards the use of the new Promonitor software; all 2015-16 academic year enrolments are utilising this system, those ommencing previously have records on the old an new system- all current activity being on the upgraded system. A review of student acheivement showed this to be up to date. The colllege is storing previous records for a minimum of the required period. A request to see materials for past learners demonstrated this information was readily available.	

7. Policies and procedures

Quality Objective		
7. You have effective systems and procedures developed and agreed by managers, which cover Level 4-7 assessment processes and are: • regularly reviewed and updated. • readily available to all staff and students. • operational throughout the organisation.		
Quality Measures	Details	Is there sufficient evidence that all quality processes are in place and effective?
7.1	There are centre-wide quality assurance procedures for Level 4-7 provision, that: • are supported by appropriate policies. • are appropriate to centre size and the qualification requirements. • are supported by senior managers and implemented by assessment and delivery teams • manage and report on academic standards. • include quality standards documentation and working practices suitable for higher education. • embrace the precepts contained in the QAA Quality Code. • have continuous compliance with our published policies, procedures and regulatory requirements.	Yes
7.2	Policies and procedures are in place for managing: • equality and diversity. • health and safety. • special consideration & reasonable adjustments. • recognition of prior learning. • assessment, internal verification. • student/staff malpractice, including plagiarism. • student appeals. • distance/flexible learning and assessment, if relevant.	Yes
7.3	Centre policies and procedures are reviewed and evaluated annually, incorporating student feedback, improvement planning and actions.	Yes
7.4	The accuracy and consistency of internal and external communications are effectively managed to ensure the timely dissemination of correct key messages to all stakeholders.	Yes
7.5	There is a means for ensuring all students and staff are aware of: • what constitutes an appeal and what is considered assessment malpractice. • the related processes for instigating an appeal or investigating malpractice. • the possible outcomes that may be reached. • the consequences of both internal and external outcomes. • the process that exists to enable students to make an appeal to Pearson. • how the potential for any assessment malpractice informs programme planning and delivery.	Yes
7.6	There are robust systems for recording and managing all assessment appeals and malpractice, including plagiarism.	Yes
7.7	There is a process for reporting serious assessment malpractice to Pearson.	Yes

If 'No' for any quality measures above, an Essential Action is required
Recommendations may be made at any time

Essential Action	
Recommendation	7.3 Develop a simple control mechanism to ensure no policies are omitted in the annual review.

Comments:

 Quality assurance systems are supported by appropriate policies. These have been updated within the last academic year and evidenced by minutes of the Quality and Standards committee. Policies have been developed so that they meet the requirements of all awarding bodies workign with the college, thus reducing the risk of variance in documentation or approach. While there is evidence of the updating of policies, the process could be made more robust with the addition of a control sheet to be signed bty the committee, preventing any omissions or a check box on each document itself.
There is evidence of continual development in line with learnt experience, reports from External Verifiers and feedback from staff and students.
Key information on policies is communicated to students in a variety of ways; anti plagiarism policies by the course handbook and induction training, others are linked to the Moodle (VLE) site.
The college has installed anti-plagiarism software (Turnitin) which all learner work is processed through prior to assessment.
Health & Safety Policy updated 1/7/15.

General Comments

The London College UCK is long established. Operating from Notting Hill is attracts learners from London and further afield. A change in college strategy means that the college targets primarily UK based learners. Currently there are nearly 1000 FTE learners engaging with the college and has good links to employers in in chosen sectors.

The college is resourced to deliver a wide range of progammes at Higher National and degree level (the latter through a partneship with the University of Derby).

Quality assurance at the college is supported by an established, experienced team many of whom have inspection experience outside of the college and are able to bring their expertise to bear within the college's own processes.

Investment in enhanced MIS software (Prosolutions) has enhanced the the tracking of attendance, student progress, acheivemnt and communication with the learner. The phased implementation is underway and has the potential for the team to make decisions in a timely and accurate manner when all courses and students are fully intergrated.

The strategic plan for the college is to see a further development of HE courses for its catchment area, the senior management team have plans for a reorganisation of the interior of the current building to enable it to meet their needs in the coming years.

It was pleasing to hear and read of a number of practical examples where learner voice has resulted in changes to the college and its facilties; staff able to recount examples resulting in the purchase of more text books to reduce waiting lists for students, more computing equipment to ease access and the change in colour of the interior and exterior decoration of the college.

Areas of Exemplary Practice
The college has numerous examples of good practice, supported and overseen by an experienced and knowedgable team. The development of a stand-alone induction course, complete with printed course book not only looks professional, but enables unfamilar learners to learn about and practice a number of important study skills.

PEARSON USE ONLY		
Reporting Outcome		
No Actions Required		
Name	Designation	Date
Sally Peacock	Head of Centre	15-03-2016