



Christ the Redeemer College

Review for Educational Oversight by the Quality Assurance Agency for Higher Education

February 2012

Key findings about Christ the Redeemer College

As a result of its Review for Educational Oversight carried out in February 2012, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the awards it offers on behalf of the Middlesex University and the Association of Business Executives.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of the Middlesex University and the Association of Business Executives.

The team considers that **reliance can** be placed on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice**:

- student involvement in the management of standards and quality is clearly encouraged by the College through the use of student representation on key committees and the Student Council and the use of questionnaires for student feedback (paragraph 1.4)
- the Guide for Work Placements provides students, teaching and work-placement staff with clear guidance on their respective responsibilities on each stage of the placement (paragraph 2.5)
- the Dissertation Guidance Starter Pack provides clear and comprehensive guidance for students on writing a dissertation from start to finish (paragraph 2.11)
- the introduction of staff seminars provides a facility for the highly qualified staff to develop their knowledge and share ideas and enhance learning and teaching for students (paragraph 2.13).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it is **advisable** for the provider to:

- provide BA (Hons) Theology students with clearer information on Middlesex University's grading system and to ensure that staff provide written feedback which is related to this system (paragraph 1.8)
- continue to monitor the effectiveness of the system in place to check for plagiarism and encourage good academic practices regarding referencing (paragraph 1.9).

The team considers that it would be **desirable** for the provider to:

- produce an annual report for the Association of Business Executive programmes to complement the BA (Hons) report, thereby providing a more comprehensive evaluation of the provision (paragraph 1.3)
- monitor the progression and completion rates for the Associate of Business Executives programme and seek to improve the pass rate (paragraph 1.10)

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- develop a formal procedure for the observation of teaching to enable the sharing of good practice to enhance the students' learning experiences (paragraph 2.6)
- provide Management Information Systems students with a comprehensive programme handbook that would enable them to plan their learning more effectively (paragraph 2.8)
- continue to monitor and update the library book stock, especially key texts, to ensure that it meets the needs of students (paragraph 2.17)
- review its outward-facing public information to ensure effective and secure information commensurate with the *Code of practice, Section 2: Collaborative provision and flexible and distributed learning (including e-learning)*, precepts 25-28 (paragraph 3.2)
- give further consideration to its processes for producing website content to improve the College's internet presence (paragraph 3.6).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Christ the Redeemer College (the College). The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of Middlesex University and the Association of Business Executives. The review was carried out by Dr Gillian Blunden, Mr Jonathan Doney and Mr Mark Langley (reviewers) and Mr Philip Markey (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the [Review for Educational Oversight: Handbook](#).² Evidence in support of the review included Middlesex University reports, the Association of Business Executives reports, meetings with staff, students and samples of student work.

The review team also considered the provider's use of the relevant external reference points:

- The Academic Infrastructure
- Association of Business Executives Accreditation Handbook: Maintaining Standards.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

Christ the Redeemer College was established in 1998 as Christ the Redeemer Bible College. There are other centres in Aberdeen, Birmingham and Manchester. Its initial focus was on theological education. In 2004, it started to negotiate with Middlesex University to offer an undergraduate degree programme. This resulted in a successful validation to offer a BA (Hons) Theology. The College is organised into three departments: the Schools of Theology, Business and Information Technology, and Practical Ministries. In 2009, the College was successful in broadening its provision by offering a programme from the Association of Business Executives. The two programmes are delivered at the College's campus in Kennington in London.

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding body and organisation, with full-time equivalent students (FTEs) in brackets:

Middlesex University

- BA (Hons) Theology with three pathways (Biblical Studies, Counselling and Ministerial Studies) (101 FTEs)

Association of Business Executives

- Management Information Systems levels 4-6 with two pathways (Business Management and Business Information Systems) (76 FTEs)

¹ www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4.

² www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

The provider's stated responsibilities

The College clearly identifies its management responsibilities in a checklist which accompanied the self-evaluation. This noted that the College is responsible for strategic developments, programme development, setting and first and second marking of assignments (for the BA (Hons) Theology programme) and providing feedback to students. It is clear about its responsibilities in relation to the Association of Business Executives. The College is also responsible for recruitment of students and their induction and guidance. The College responds to annual monitoring reviews and to external examiner reports. It is responsible for providing learning resources and gathering and acting upon student feedback. It is also responsible for providing learning resources. For public information, the College is responsible for the completion and accuracy of information in its programme and module handbooks, its prospectus and website.

Recent developments

Since Middlesex University initially approved the programme in 2008, the College has improved the facilities by installing projectors in teaching rooms and increased the library stock. In 2009, the College rationalised the number of programmes from the Association of Business Executives to concentrate on management information systems and also focuses on core theology programmes. The College has been given position to submit an application to Middlesex University to deliver a BA Ministry (Church Music; Youth Work and Christian Leadership) and an MA Missions and Leadership. These programmes will commence in 2013.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. The submission was written by the student representatives based on information from class representatives from both programmes. The method involved a completed questionnaire which was distributed to classes with representatives guiding students. Students also made reference to the Board of Study meetings and module feedback forms completed for Middlesex University. The total response rate was 78 per cent. The responses were generally positive about areas such as expectations, support, learning and teaching, learning resources and assessments. The team met a selection of students from both programmes and was told that the student submission represented their views.

Detailed findings about Christ the Redeemer College

1 Academic standards

How effectively does the provider fulfil its responsibilities for the management of academic standards?

1.1 There is a coherent and clear process for the management of academic standards. Under the partnership agreement with Middlesex University, the BA (Hons) Theology programme remains the overall responsibility of the University, with day-to-day responsibilities coming under the direction of the College. In its self-evaluation, the College demonstrated a clear understanding of its respective responsibilities in respect of academic standards. The College has an organisational structure with clear managerial responsibilities defined to provide the basis for the management of academic standards. There is a clear reporting structure for evaluating the BA (Hons) Theology programme.

1.2 The Academic Board is responsible for the overall academic management, direction and development of higher education programmes. The Academic Board is supported by two boards of study, one for each programme, which meet each term. Membership of the boards includes the module leaders, student representatives, and in the case of the BA (Hons) Theology, a university link tutor. The minutes of the boards are made available on the College's intranet. The day-to-day administration of the programmes is achieved through regular administrative staff meetings.

1.3 The College complies with the requirements of Middlesex University to produce an Annual Quality Monitoring Report for its BA (Hons) Theology programme. This is a thorough evaluation of the programme and incorporates an action plan to enhance provision and a response to the previous year's action plan. Where good practice is identified, the College makes arrangements for its wider dissemination, both electronically and at staff team meetings. While the College receives an annual report from the Association of Business Executives, the report is entirely a statistical statement about student completion rates. The College does not produce its own evaluative annual report and it is not required to by the awarding organisation. However, the review team recommends that it is desirable that the College produces an annual review report for the Association of Business Executives programme to complement the report for the BA (Hons) Theology programme, thereby providing a more comprehensive evaluation of the provision.

1.4 Students play a key role in the College's management of academic standards. Their participation is facilitated by several processes. Students complete module evaluations and annual programme feedback forms. Staff respond to these through the Board of Studies which has student representatives. Student representatives are given direct access to external examiners' reports. Other students may access them by application to the student representatives. There is an active Student Council and matters arising from this are referred to the Board of Studies. Students are very positive about the opportunities the College provides for evaluating the provision and for the feedback they receive. The team consider as good practice the student involvement in the management of standards and quality which is clearly encouraged by the College through the use of student representation on key committees and the Student Council and the use of questionnaires for student feedback.

How effectively are external reference points used in the management of academic standards?

1.5 Through its awarding body and organisation, the College makes effective use of external reference points. At the Middlesex University validation event, 2009, due

consideration was given to *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ), the subject benchmark statement for Theology and religious studies and the *Code of practice for the assurance of academic quality and standards in Higher Education* (The Code of Practice). The College's Equality and Diversity Policy, which predated the validation of its BA (Hons) Theology programme by Middlesex University, has recently been amended so that it complies in full with the requirements of the University Memorandum of Agreement. Programme specifications are provided in the Student Handbook.

1.6 The College was commended in 2008 for the exemplary safe storage of examination/test papers and scripts and other submitted student work as one of the effective measures taken to guard against cheating and other academic assessment offences. The same report further commends the College for the use it makes of statistical data relating to assessment results and the actions taken where any anomalies are observed.

1.7 The Association of Business Executive's Handbook of Quality Assurance provides the College with a code of practice. The College's processes are aligned with this code. The College received its licence to operate by meeting the standards laid down in the awarding body's Accreditation Handbook.

How does the provider use external moderation, verification or examining to assure academic standards?

1.8 The College responded thoroughly to the external examiner's report for second year of the BA (Hons) Theology. All the recommendations were identified and actions noted to resolve any issues. The management of the assessment process for the BA (Hons) Theology is shared with the awarding body. The College has a system of second marking and formative feedback based on its Learning and Assessment Strategy. The external examiner for the BA (Hons) Theology programme has commented that feedback needs to be aligned more with the assessment criteria and that it should match the grade awarded. Students are not made sufficiently aware of the Middlesex University's grading criteria needed to secure the differentiated honours classifications. The team considers that it is advisable for the College to provide BA (Hons) Theology students with clearer information on Middlesex University's grading system and to ensure that staff provide written feedback which is related to this system.

1.9 Student assignments for the BA (Hons) Theology programme are second marked, as confirmed by the external examiner and the team's scrutiny of samples of student work. A relatively large percentage of students' work came before the Assessment Board to be investigated for plagiarism. The College has responded to this by making the regulations regarding academic malpractice clearer to students and using formative assessments to identify where students are not correctly referencing their work. Software is also used to check for plagiarism. The team considers it advisable that the College continues to monitor the effectiveness of the system in place to check for plagiarism and encourage good academic practices regarding referencing.

1.10 Concern has been raised by the Association of Business Executives over the College's poor examination results. In June 2010, 28 per cent of the students achieved the award and in December 2010, this was 27 per cent. In response, the College has undertaken to improve attendance on the programmes through a more robust system for examination registration and a revised admissions procedure. More recent results indicate an improved overall pass rate of 54 per cent for June 2011. The team considers it desirable that the College continues to monitor the progression and completion rates for the Associate of Business Executives programme and seek to improve the pass rate.

1.11 The College and University worked effectively together to develop and then validate the BA (Hons) Theology. Regular contact is maintained throughout the year to ensure that the College meets all the awarding body requirements. A link tutor appointed by the College and a University academic link tutor from the School of Arts facilitate communications between the two institutions. The external examiner has commented that the relationship is professional and positive. The Assessment Board is well managed and the examiner receives student work in good time. For the Association of Business Executive's programme, the examinations are set and marked externally, with the statistical reports from the awarding organisation being received by the Vice Principal.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the awards it offers on behalf of its awarding body and organisation.

2 Quality of learning opportunities

How effectively does the provider fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1 The management of the quality of learning opportunities is the same as that described for academic standards in paragraphs 1.1 to 1.4. Overall, the current structure provides an effective mechanism for managing the quality of learning opportunities for higher education programmes.

How effectively are external reference points used in the management and enhancement of learning opportunities?

2.2 The use of external reference points used in the management and enhancement of learning opportunities is the same as that for academic standards as described in paragraphs 1.5 to 1.7.

How does the College assure itself that the quality of teaching and learning is being maintained and enhanced?

2.3 The College has processes in place to assure itself that teaching and learning is being maintained and enhanced. This is achieved through several mechanisms, including the College's annual monitoring process. This brings together reports from external examiners, assessment boards, the Board of Studies and student evaluations. Teaching and learning matters are fully addressed in the reports. The Principal recently met with staff teaching on the Management Information Systems programme to address how learning and teaching could be improved, especially with reference to the poor examination results. The subsequent report was thorough and identified how learning and teaching could be enhanced.

2.4 The College has a fair and open appointments process for new staff who are selected to meet the needs of the programmes. New appointments have to be approved by the awarding body. Teaching staff on both programmes are very well qualified. For the BA (Hons) Theology, most staff have doctorates and experience of teaching in theology and/or are practising ministers. The Vice-Principal is responsible for the induction of new teaching staff and new teachers are supported by an informal 'buddy system'.

2.5 Staff use a variety of teaching and learning methods, including discussion groups, problem solving exercises, student presentations and technology-based tasks. Students on both programmes report favourably on the quality of teaching, saying that it is stimulating

and challenging. The methods are reinforced by visual information and stimulating learning materials. BA (Hons) Theology students are continually reminded of the need to adopt an academic approach to the study of theology. They also have the opportunity for work placements and they are well supported in this mode of learning. In particular, the team considers as good practice the Guide for Work Placements because it provides students, teachers and work-placement staff with clear guidance on their respective responsibilities at each stage of the placement.

2.6 For both programmes there are several processes to enhance the quality of teaching and learning. The College does not have a formal teaching observation process in place. However, informal peer teaching observations are encouraged and these contribute to annual staff appraisals. Senior staff work as observers and use session observation forms provided by the awarding body. These are used for both programmes. The College has recently developed its own form. Awarding staff assist in the observations and provide valuable feedback to these staff. The College recently moved from an informal to a formal appraisal system for teaching staff. The team considers it desirable that the College develops a formal procedure for the observation of teaching to enable good practice to be shared to enhance students' learning experiences.

2.7 For both programmes, students and teaching staff are encouraged to provide feedback on teaching and learning through module reviews discussed at the Board of Studies. There is a template to enable staff and students to record their evaluations of learning and teaching. The Board provides action plans for the enhancement of learning and teaching. These are checked so that the Board can be sure that actions are implemented.

How does the College assure itself that students are supported effectively?

2.8 Student support at the College is the responsibility of the Registrar. Students on both programmes confirmed that at their induction they are informed of the support services which are available to them both inside and outside the College. These include the personal tutor system, support from module leaders, counselling and where to obtain legal advice. General advice is also given on finding suitable accommodation, travel, banking, working, visa restrictions and visa renewal for overseas students. At induction, students receive a thorough explanation of their programmes and are shown how to access both on and off-site library resources. BA (Hons) Theology students are provided with an informative programme handbook. Students on the Association of Business Executives programme do not receive a programme handbook. They do receive occasional documentation on class schedules and on assignments. A programme handbook is not required by the awarding organisation, but the team consider it is desirable that Management Information Systems students are provided with a comprehensive programme handbook. This would provide a week-by-week schedule to enable the students to plan their learning more effectively.

2.9 Students are allocated a personal tutor from among the academic staff who offer general guidance on academic issues and assist in dealing with personal queries or difficulties. Students confirm that they have a formally recorded tutorial once a semester, but stated that staff are available at other times should they need further advice and guidance. The College recognises that reflection on and recording of learning experiences can be a stimulus to academic development. To this end, all first year students are required to produce a portfolio of their personal development planning as part of the biblical theology module. Second and third year students may choose to continue with this, but those that do told the team that they found the experience supportive for their learning. Careers advice is given by personal tutors at the College and all students are encouraged to find a placement either by themselves or with the assistance of the College. The College provides support for students on their placements. There is a published list of approved placement providers.

2.10 The College's Student Liaison Officer plays a key role in identifying students' support needs. Additional learning support needs are dealt with initially by the College's Link Tutor who can refer students to an outside professional agent if the need arises. Students are not entitled to support services at Middlesex University, but they may make use of the awarding body's Disability Support Service's assessment for the Disabled Students' Allowance at an additional cost. The College provides a range of well organised formal and informal personal and academic support for students. This is in keeping with the College's religious character and appropriate for its international students.

2.11 The College effectively supports students in the preparation of their dissertation by providing them with a Dissertation Starter Pack which clearly indicates the roles and responsibilities of the student and their supervisors. It provides clear guidance on referencing and academic writing. The dissertation is a requirement for the final year of the BA (Hons) Theology programme with many of them expressing some anxiety about this mode of assessment. The students confirmed that they find the Starter Pack very useful and that it gives them confidence to start the research for the dissertation. The students also have access to a module narrative (guide) for the dissertation. The supervision process works well, with students receiving guidance from staff with specialist knowledge. The team considers that the Dissertation Guidance Starter Pack is good practice because it provides clear and comprehensive guidance for students on writing a dissertation from start to finish.

What are the provider's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?

2.12 The College has a staff development policy and encourages the continuous professional development of all staff. It is in the process of establishing a formalised staff development programme. Comprehensive continuous professional development records are kept by the College and all staff are required to update their records regularly. Annual staff appraisals, managed by the Principal and Vice Principal, are used to identify individual training and development needs. All staff are encouraged to undertake a Postgraduate Certificate in Education teaching qualification. Some staff have completed this award. Staff are supported financially by the College for conferences and professional development. Applications for external staff development activities are considered by the Principal, in consultation with senior colleagues.

2.13 Workshops for staff are planned to share best practice and to enhance the quality of teaching and learning. Monthly academic seminars have been introduced at the College where members of staff present an academic paper on their own area of expertise to both their peers and to students. The team considers the monthly seminars as good practice because they provide a facility for the highly qualified staff to share their knowledge and enrich learning and teaching for students.

2.14 Members of staff attend conferences both as delegates and presenters. Middlesex University publicise an annual Learning and Teaching Conference to which staff at partner colleges are invited. There is also the Partner Institution Quality Forum which is held three times a year. The University also provides specific training for link tutors. Some College staff are members of the Institute for Learning. The link tutor from Middlesex University attends Board of Studies meetings twice per year to share best practice and to discuss training needs. For the Association of Business Executives programme, staff are able to bring their commercial experiences to enhance learning and teaching, with some of the staff continuing to work in industry.

How does the College ensure the sufficiency and accessibility of the learning resources the students need to achieve the intended learning outcomes for their programmes?

2.15 The Principal is responsible for the learning resource provision with delegated responsibility for the library held by the College's Student Relations Officer. The College's Learning Resource Policy is reviewed annually by the Academic Board and an operational budget confirmed. Module leaders review general resource levels and make recommendations to the Principal. It is the responsibility of all teaching staff to inform the Student Relations Officer of any specific programme requirements. This process works well by providing a link between students and staff to ensure that resource needs are identified.

2.16 The College has an on-site library which meets the immediate needs of its students. The College has negotiated agreements with neighbouring colleges for its students to access their specialist libraries and resources on payment of a nominal fee. Students enrolled on Middlesex University courses do not have university student cards nor have access to the University's learning resource services. With the recent permission given to the College to deliver a BA Ministry (Church Music; Youth Work and Christian Leadership) and an MA Missions and Leadership, the College is currently refurbishing a second room as a library resource. This is planned to be complete for the start of the 2012-13 academic year. The College is confident that it can support these new programmes by allocating sufficient resources.

2.17 The Student submission states that, overall, the majority of students are satisfied with the learning resources and facilities provided. They did express their desire for an increase in book stock and this was reinforced at the team's meeting with students. Given the students' concerns and the College's plans to develop new programmes, the team considers it desirable that the College continues to monitor and update the library book stock, especially key texts, to ensure that it meets the needs of students.

2.18 The College's virtual learning environment provides an additional learning resource. All students are entitled to use this and state that there are no problems with remote access. Students stated that they find the virtual learning environment useful and use it not only as a document centre but also for establishing discussion and support groups. They also use it for contacting their tutors whom they say are quick to respond to their requests.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

3 Public Information

How effectively does the provider's public information communicate to students and other stakeholders about the higher education it provides?

3.1 The College operates effective procedures for managing every aspect of public information. It meets the public information responsibilities of its awarding body and awarding organisation. The College has highlighted public information as an area for improvement but staff are clearly aware of the range of public information the College is responsible for producing. Students consider the website, prospectus and handbook information helpful and accurate, but would prefer more detail about the academic nature

of the programme prior to enrolment. The College is aware of this and has recently improved the amount of pre-entry information for applicants.

3.2 The website is work in progress, which the College amended following comments raised prior to the review visit, for example, adding the contractually required link to Middlesex University. More hyperlinking would improve navigation around the website and enable students to access information more easily. Applicants can download the prospectus from the website as a portable document file. It fully describes the higher education on offer, but some errors and poor presentation make this an undynamic marketing tool. Furthermore, the prospectus is open to external manipulation and the College should consider the security of such broadly disseminated information. The team recommends that it is desirable the College reviews its outward-facing public information to ensure effective and secure information commensurate with the *Code of practice, Section 2: Collaborative provision and flexible and distributed learning (including e-learning)*, precepts 25-28

How effective are the provider's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?

3.3 The College's arrangements for assuring the accuracy and completeness for its public information are rigorous. The Principal chairs the College's Publicity Committee, which implements the College's Publishing Policy and Procedures. The Vice-Principal tracks all published information and works effectively with the Link Tutor for the College to ensure adherence to the procedures. Information for the Association of Business Executive programmes adheres to the guidelines of the awarding organisation. The Publicity Committee subsequently reports to the Administrative Staff Committee and only at that point does the Principal sign off any material, thereby allowing full iteration and consideration by all relevant staff. A procedural flowchart clearly explains this process.

3.4 Middlesex University approves the BA (Hons) Theology programme handbook during the validation process. Annual document exchanges between College and University link tutors manage any amendments. The awarding body and the awarding organisation convey annually updated information for the College. The information in the college-generated handbooks and support materials, including the college-generated Work Placement Handbook, the Dissertation Guidance Starter Pack and the programme handbook are thoroughly checked for accuracy and completeness.

3.5 The College submits advertising and publicity material for approval to the Associate Dean of the appropriate University School. The Association of Business Executives approve any form of words that refer to its accredited provision and requires the College to operate its procedures for ensuring the accuracy of public information. Staff confirm they hold copies of these procedures and reflect them in their practice. The Publicity Committee oversees this process to ensure adherence to the requirements of both the awarding body and awarding organisation.

3.6 In addition to the Publicity Committee, the University periodically checks the College's website. When it recently identified an inaccurate statement, the College duly corrected it. The University confirms the effectiveness of this process. While the information on the website is accurate and complete, the team considers it desirable that the College give further consideration to its processes for producing website content to improve the College's internet presence.

The team concludes that **reliance can be placed** on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Action plan³

Christ the Redeemer College action plan relating to the Review for Educational Oversight February 2012						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The review team identified the following areas of good practice that are worthy of wider dissemination within the provider:						
<ul style="list-style-type: none"> student involvement in the management of standards and quality is clearly encouraged by the College through the use of student representation on key committees and the Student Council and the use of questionnaires for student feedback (paragraph 1.4) 	Monitor student involvement in Board of Studies meeting	June 2012	Institute Link Tutor	Students' positive and increased engagement in Board of Studies meetings	Academic Board and the Principal	Annual Monitoring Report
	Respond to student concerns following assessment of the module feedback forms	Sept 2012	Quality Assurance Manager	Positive evaluation from students		
	Distribute external examiners' report and Board of Studies minutes to students via student representative and the College intranet	Sept 2012	Learning Resource Manager	Improved communication between staff and students		

³ The provider has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the provider's awarding body/organisation.

<ul style="list-style-type: none"> the Guide for Work Placements provides students, teaching and work-placement staff with clear guidance on their respective responsibilities on each stage of the placement (paragraph 2.5) 	<p>Review the work-placement guide in order to maintain standard</p> <p>Monitor use of work placement guide</p>	<p>Nov 2012</p> <p>Apr 2013</p>	<p>Module leaders</p>	<p>Positive evaluation from placement supervisors/managers and students on placement</p>	<p>Programme Leader and Principal</p>	<p>Academic Board</p>
<ul style="list-style-type: none"> the Dissertation Guidance Starter Pack provides clear and comprehensive guidance for students on writing a dissertation from start to finish (paragraph 2.11) 	<p>Review in order to maintain standard of starter pack</p> <p>Monitor the usage by students and supervisors using evaluation forms</p>	<p>Sept 2012</p> <p>Jan 2013</p>	<p>Programme Leader</p>	<p>Positive feedback from supervisors and students</p>	<p>Academic Board</p>	<p>Curriculum and quality committee</p>
<ul style="list-style-type: none"> the introduction of staff seminars provides a facility for the highly qualified staff to develop their knowledge and share ideas and enhance learning and teaching for students (paragraph 2.13). 	<p>Compile seminar papers into manuals for future publication</p>	<p>Apr 2013</p>	<p>Publications committee</p>	<p>Positive evaluation from stakeholders, ie students, lecturers, Board of Directors, academic reviewer and awarding bodies</p>	<p>Academic Board</p>	<p>Academic Publication reviewer</p>

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is advisable for the provider to:						
<ul style="list-style-type: none"> provide BA (Hons) Theology students with clearer information on Middlesex University's grading system and to ensure that staff provide written feedback which is related to this system (paragraph 1.8) 	<p>Students to be taught grading system as part of study skills</p> <p>Detailed handout to be distributed to all students</p> <p>One-off session for current students</p> <p>University Link Tutor to train tutors</p>	<p>Oct 2012</p> <p>Sept 2012</p> <p>May 2012</p>	<p>Quality Assurance Manager</p> <p>Quality Assurance Manager</p> <p>University Link Tutor</p>	External examiner report	Academic Board	Annual Monitoring Report
<ul style="list-style-type: none"> continue to monitor the effectiveness of the system in place to check for plagiarism and encourage good academic practices regarding referencing (paragraph 1.9). 	<p>Students to be taught grading system as part of study skills</p> <p>Detailed handout to be distributed to all students</p> <p>One-off session for current students</p> <p>University Link Tutor to train tutors</p>	<p>Oct 2012</p> <p>Sept 2012</p> <p>May 2012</p>	<p>Quality Assurance Manager</p> <p>Quality Assurance Manager</p> <p>University Link Tutor</p>	External examiner report	Academic Board	Annual Monitoring Report

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is desirable for the provider to:						
<ul style="list-style-type: none"> produce an annual report for the Association of Business Executive programme to complement the BA (Hons) report, thereby providing a more comprehensive evaluation of the provision (paragraph 1.3) 	Annual Monitoring Report provided	Oct 2012	Association of British Executives Programme Coordinator	Positive assessment of report by the Academic Board	Academic Board	Senior Management Team
<ul style="list-style-type: none"> monitor the progression and completion rates for the Associate of Business Executives programme and seek to improve the pass rate (paragraph 1.10) 	Provide Annual Monitoring Report Conduct mock assessment Provide past questions and model answers	Oct 2012 Apr 2012 Apr 2012	Association of British Executives Programme Coordinator	Increase in exam success rate	Academic Board	Annual Monitoring Report
<ul style="list-style-type: none"> develop a formal procedure for the observation of teaching to enable the sharing of good practice to enhance 	Develop formal procedures in consultation with Middlesex University	May 2012	Quality Assurance Manager	Positive feedback from staff and students	The Principal	Teaching and Learning Committee

the students' learning experiences (paragraph 2.6)	Develop schedule for formal teaching observation	Sept 2012	Programme Leader			
<ul style="list-style-type: none"> provide Management Information Systems students with a comprehensive programme handbook that would enable them to plan their learning more effectively (paragraph 2.8) 	Programme handbook to be provided for Association of Business Executives students.	July 2012	Association of Business Executives Programme Coordinator	Handbook provided on target date	Publication Committee	Senior Management Team
<ul style="list-style-type: none"> continue to monitor and update the library book stock, especially key texts, to ensure that it meets the needs of students (2.17) 	Two copies of key texts, on all modules, to be made available in the library Complete work on library extension	Sept 2012 April 2013	Learning Resource Manager Principal	Positive feedback from students	Academic Board	Annual Monitoring Report
<ul style="list-style-type: none"> review its outward-facing public information to ensure effective and secure information commensurate with the <i>Code of</i> 	Publication committee to review all public information on a quarterly basis	July 2012	Chair of Publication Committee	Positive feedback from service users	The Principal	Senior Management Team

<p><i>practice, Section 2: Collaborative provision and flexible and distributed learning (including e-learning), precepts 25-28 (paragraph 3.2)</i></p>						
<ul style="list-style-type: none"> • give further consideration to its processes for producing website content to improve the College's internet presence (paragraph 3.6). 	<p>Review existing processes for content gathering for website production</p>	<p>July 2012</p>	<p>Chair of Publication Committee</p>	<p>Positive feedback from service users</p>	<p>The Principal</p>	<p>Senior Management Team</p>

About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the quality of UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/institutionreports/types-of-review/tier-4.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the [Review for Educational Oversight: Handbook⁴](#)

Academic Infrastructure Guidance developed and agreed by the higher education community and published by QAA, which is used by institutions to ensure that their courses meet national expectations for academic standards and that students have access to a suitable environment for learning (academic quality). It consists of four groups of reference points: the **frameworks for higher education qualifications**, the **subject benchmark statements**, the **programme specifications** and the **Code of practice**. Work is underway (2011-12) to revise the Academic Infrastructure as the UK Quality Code for Higher Education.

academic quality A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

awarding body A body with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

awarding organisation An organisation with the authority to award academic qualifications located on the Qualifications and Credit Framework for England and Northern Ireland (these qualifications are at levels one to eight, with levels four and above being classed as 'higher education').

Code of practice *The Code of practice for the assurance of academic quality and standards in higher education*, published by QAA: a set of interrelated documents giving guidance for higher education institutions.

designated body An organisation that has been formally appointed to perform a particular function.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement Taking deliberate steps at institutional level to improve the quality of **learning opportunities**. It is used as a technical term in QAA's audit and review processes.

feature of good practice A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

framework A published formal structure. See also **framework for higher education qualifications**.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks: *The*

⁴ www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) and The framework for qualifications of higher education institutions in Scotland.

highly trusted sponsor An education provider that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

learning opportunities The provision made for students' learning, including planned **programmes of study**, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

learning outcome What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reports.

programme (of study) An approved course of study which provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes of study**, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider An institution that offers courses of higher education, typically on behalf of a separate **awarding body or organisation**. In the context of REO, the term means an independent college.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

quality See **academic quality**.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standard The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the **subject benchmark statements** and national qualifications frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree. See also **academic standard**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.

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