



Leo Baeck College

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

October 2012

Key findings about Leo Baeck College

As a result of its Review for Educational Oversight carried out in October 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 King's College London and The University of Winchester.

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 these awarding bodies.

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**:

- the Academic Infrastructure is augmented by a wide range of highly relevant academic and professional external reference points (paragraphs 1.4, 1.5 and 2.3)
- the College has extensive and responsive arrangements for the collection and use of student opinion (paragraphs 1.9 and 2.6)
- programme delivery is enhanced by the close involvement of external stakeholders, including former students and the wider Progressive Jewish community (paragraphs 2.2 and 2.12)
- the comprehensive arrangements for student support are sensitive to the individual needs of the diverse intake and continue from before enrolment until after graduation (paragraph 2.7)
- the comprehensive publicity, marketing and publications policy includes explicit checks and criteria, and is overseen by a subcommittee of the Board of Governors (paragraphs 3.5 and 3.6).

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:

- establish a coherent strategy for the use of electronic communication (paragraph 3.4).

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

- continue to rationalise quality assurance procedures, with a view to further reducing complexity and variance (paragraph 1.6)
- strengthen the formal links between the peer observation of teaching, staff appraisal and staff development (paragraph 2.5)
- bring together existing arrangements in a handbook for work-based and placement learning (paragraph 3.2).

About this report

This report presents the findings of the [Review for Educational Oversight](#)¹ (REO) conducted by [QAA](#) at Leo Baeck College (the provider; 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 King's College London and The University of Winchester. The review was carried out by Mr Paul Monroe, Dr Marie Wheatley (reviewers), and Mr David Lewis (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 a range of internal documentation, such as relevant policies and regulations, administrative and support arrangements, committee terms of reference and records, handbooks, student questionnaires and evaluations, statistical data, role descriptions and staff profiles. The team considered documentation relating to institutional agreements with the awarding bodies and course approvals, as well as an inspection report by the British Accreditation Council. A sample of assessed student work was scrutinised and meetings were held with staff, one of which included a representative of The University of Winchester, and students.

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

- the Academic Infrastructure.

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

Leo Baeck College (the College) was established in 1956, initially as the Jewish Theological College, to begin the process of re-educating and recreating the leadership for the Progressive Jewish communities in the UK and continental Europe. It is now located in a listed Manor House within the Sternberg Centre in Finchley, North London. The College is a small specialist institution whose primary purpose is the training of rabbis, educators and lay leaders. It is currently revising its mission, the latest draft of which is based upon being Europe's leading centre for Progressive Jewish learning. This would be achieved through training outstanding rabbis, teachers and leaders, stimulating Progressive Jewish thought, promoting the study of Judaism, advancing the quality and breadth of Jewish education and developing understanding between religions, cultures and peoples. The academic provision is organised into two academic departments: Jewish Education and Jewish Studies. The College was accredited by the British Accreditation Council in 2009 for a four-year period.

At the time of the review, the College had 15 higher education students, five of them on the MA in Jewish Studies, which is taught jointly with King's College London. Of these, one is from outside the EU. In recent years, the geographical profile of students has been diverse. Apart from the EU, including the UK, students have typically been recruited from Canada, Israel, South Africa, the former Soviet Union and the USA. The College has 29 teaching staff, six of whom are full-time, and six support staff.

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

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

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding bodies, with student numbers shown in brackets:

King's College London

- MA in Jewish Studies (5)

The University of Winchester

- MA in Applied Rabbinic Theology (0)
- MA in Jewish Education (0)
- Graduate Diploma in Hebrew and Jewish Studies Part 1 (8)
- Graduate Diploma in Hebrew and Jewish Studies Part 2 (0)
- Postgraduate Diploma in Hebrew and Jewish Studies (2)
- BA (Hons) in Jewish Education (0)

The provider's stated responsibilities

The responsibilities of the College are different for its two awarding bodies. The agreement with The University of Winchester closely reflects that which has recently ended with London Metropolitan University. It gives the College devolved responsibility for all aspects of curriculum development, programme specifications, assessment, student recruitment, admissions and support, engagement with employers, collecting and using student opinion, and public information. The College shares responsibility with the University for quality monitoring, staff development and learning resources, the latter through student access to the University online library services. The agreement with King's College London gives the College fewer responsibilities. These include sole oversight of student recruitment and shared responsibility for curriculum development, assessment and tutorial support.

Recent developments

The major recent development has been the partnership agreement with The University of Winchester, introduced for 2012-13. This has replaced the previous links with a variety of awarding bodies, including London Metropolitan University and the US-based Hebrew Union College. The current arrangement with King's College London will end in 2014.

The new University of Winchester agreement is being used to introduce a coherent portfolio of six undergraduate and postgraduate awards and the future development of related music provision. The new awards closely reflect programmes and award levels that the College has provided in the recent past. The agreement will also allow the College to introduce a unified internal quality assurance system. Other developments include a review of the governance structure of the College by the Board of Governors, which is still ongoing. A major restoration of the listed Manor House, in which much of the provision is based, is nearing completion. The restoration includes the upgrading of classrooms.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. This was presented with the self-evaluation. A Co-Chair of the Students' Society attended a QAA briefing with College staff and was given all relevant documentation and guidance concerning the student submission. The Students' Society took responsibility for the submission, basing its final written report on the results of questionnaires it had designed for the purpose. The submission provided the team with a range of clear student perceptions, which informed its planning for the review visit, including the topics to be explored in the meeting with students. The submission was structured around student comments on facilities, student support, public information, learning

opportunities, the tutorial process, feedback from tutors and opportunities for students to express their views.

Detailed findings about Leo Baeck College

1 Academic standards

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

1.1 The College is fully aware of its responsibilities for the management of academic standards, which vary between the awarding bodies, and is diligent in fulfilling them. The management and reporting arrangements are well defined and effective. The Academic Board is the senior committee and reports to the Board of Governors. It has clear aims and terms of reference, which include overall responsibility for academic standards and the quality of learning opportunities. It is chaired by the Principal and has a representative membership that includes the directors of both academic departments, staff representatives and the heads of academic services and student services. The Board also has representatives from the current students and external stakeholders.

1.2 The arrangements for managing standards and quality within the two departments are similarly straightforward and effective. They reflect the small size of the College and its provision. The directors oversee their academic departments, within which course team leaders are responsible for individual programmes. The duties of course team leaders include the preparation of programme specifications, analysing the results of student feedback and the chairing of course team meetings. The College is aware of the potential loss of oversight that might arise where a director also undertakes the role of course team leader.

1.3 The Academic Quality Assurance Team has a key role in supporting the maintenance of academic standards and the enhancement of academic quality. It advises the Academic Board on quality assurance matters, meeting at least twice each year. Its membership includes external representatives from other universities and seminaries. The team checks all quality monitoring reports within the College, including those of external examiners, as well as the minutes of course team meetings.

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

1.4 The provision has been aligned with the expectations of the Academic Infrastructure and the College is now part way through an exercise to check it against the UK Quality Code for Higher Education (the Quality Code). The validation and monitoring procedures of university awarding bodies have helped to ensure that academic standards reflect *The framework for higher education qualifications in England, Wales and Northern Ireland*, as well as relevant sections of the *Code of practice for the assurance of academic quality and standards* (the *Code of practice*). This is clearly the case for the group of programmes recently approved by The University of Winchester. The sample of assessed student work offered evidence that assessment procedures are being implemented in line with the precepts of the *Code of practice, Section 6: Assessment of students*. The College has mapped its postgraduate programmes against the award benchmark statement for master's degrees. It has also carefully interpreted the *Subject benchmark statement: Theology and religious studies* to highlight the specific requirements of Jewish Studies.

1.5 The College makes regular and highly effective use of a range of additional external reference points to underpin academic standards. These include the input of external scholars and practitioners to inform the future direction and content of the programmes. A strategic review of the provision has drawn on the views of congregational rabbis,

synagogues, senior educators in Jewish schools and patrons. The College also makes use of ongoing exchanges with British and European Reform and Progressive Judaism movements, the main professional rabbinic association in the USA and progressive seminaries in Europe and North America. Close links with other academic institutions provide further external references, and include staff teaching elsewhere and acting as external examiners. Overall, the College's engagement with a wide range of academic and practitioner external reference points, which augment the Academic Infrastructure, is an area of good practice.

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

1.6 Generally, the College has successfully implemented quality assurance arrangements to reflect the different requirements of its awarding bodies. However, frequent changes to awarding bodies over recent years have created difficulties. It is now desirable that the College continues the process of simplifying its quality assurance procedures. The strategic decision to work with The University of Winchester as the sole awarding body is an important move in this process. The College has extensive experience of producing collaborative annual monitoring reports for its previous awarding bodies. Similar reporting arrangements will be implemented for The University of Winchester programmes.

1.7 There are clear procedures for managing the reports of external examiners, which have regularly confirmed that academic standards, including the design and implementation of assessments, are appropriate on the programmes. These procedures will be applied to the requirements of The University of Winchester programmes. The College has no direct role in relation to the work of external examiners for the MA in Jewish Studies.

1.8 The assessment responsibilities delegated from the awarding bodies are clearly documented and have been carried out in accordance with the formal assessment frameworks and regulations of the universities. Staff are benefitting from support from The University of Winchester to help them adjust to the new assessment practices.

1.9 The College's collection and use of student opinion to help assure academic standards and quality are extensive and represent an area of good practice. A variety of mechanisms is used, including meetings with the highly effective Students' Society, student representation on committees, mid-semester discussions, student surveys and exit interviews. There is also a regular dialogue resulting from the close and open working relationship with teaching staff. The College is therefore well informed about student views and is able to take timely action on issues as and when appropriate. Students confirm that they are kept informed of the College's response to the matters they raise.

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 bodies.

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 College's devolved responsibilities for the quality of learning opportunities and its assurance are effective. The arrangements are as described for academic standards in paragraphs 1.1 to 1.3. The Academic Board has overall responsibility for all aspects of quality, subject to the requirements of the awarding bodies.

Directors and course team leaders hold regular informal meetings with staff to assist them in carrying out their responsibilities for ensuring the quality of learning opportunities within the academic departments. Tutors are directly responsible for the delivery of their modules, including providing guidance and feedback to students, and for the initial design of formative and summative assessments. Student progress and issues relating to teaching, learning and assessment are regularly addressed at course team meetings.

2.2 The widespread engagement with an extensive range of stakeholders and the Progressive Jewish community in general is fundamental to ensuring and enhancing the quality of learning opportunities and is a feature of good practice. It includes carefully assigned and well supported work placements for students preparing for rabbinic ordination. All students are encouraged to develop and maintain individual links with the community, including potential employers. Graduates, working as rabbis and senior staff in schools, provide an active and growing network of contacts that informs programme delivery.

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

2.3 The College makes extensive and effective use of external reference points, as described in paragraphs 1.4 and 1.5. It has formally mapped the alignment of its provision with the precepts of the *Code of practice*. A range of policies and regulations is in place to reflect the expectations of the *Code of practice*, for example in respect of *Section 3: Disabled students* and *Section 10: Admissions to higher education*. The College recognises that future developments will require it to strengthen its arrangements in relation to *Section 2: Collaborative provision and flexible and distributed learning (including e-learning)* and *Section 9: Work-based and placement learning*, or their equivalents in *Chapter B3: Learning and teaching* of the Quality Code.

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

2.4 The closeness of the small, highly specialised core group of staff, many of whom are graduates of the College, enables the quality of teaching and learning to be kept under continuous review, both formally and informally. Networks have been established with other specialist institutions and departments to avoid isolation and to share scholarly interests. The University of Winchester 2012 validation report noted that 'the programmes are demonstrably informed by staff research and knowledge exchange'.

2.5 The College has a developmental scheme of peer observation and a staff appraisal system, both of which are clear, comprehensive and well implemented. While the current arrangements are operating well, it is desirable that the two systems are scheduled and linked more formally. This could allow the outcomes of peer observation to be monitored more easily, along with any follow-up staff development.

2.6 Students have regular opportunities to comment on the quality of their learning and teaching, the outcomes of which are consistently positive. Such feedback is an integrated feature of the extensive set of arrangements described in paragraph 1.9. Students place high value on the College's use of external speakers, some of whom enjoy a high national or international profile. Overall, the positive feedback from students reflects the views of external examiners and evidence from the scrutiny of assessed student work. The latter confirms that the written feedback given to students is thorough and helpful.

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

2.7 The College has thorough and well documented arrangements for student support, which are sensitive to individual needs and ensure support from recruitment until after graduation. This area of good practice begins with the Recruitment Officer making personal contact with applicants and inviting them to visit the College and observe classes. Students value the recruitment process, which is underpinned by a detailed and supportive policy statement. Once enrolled, all students undertake a carefully designed induction and attend academic skills workshops. Additional English language classes are available where required. Students appreciate the care that is taken when allocating personal tutors, whom they meet at least each semester. Examples were cited to support this, including an overseas student who was given a tutor who had first-hand knowledge of their home town. Where appropriate, students can be referred to 'Raphael', a Jewish therapeutic counselling service offering subsidised counselling to students and employees. Graduates maintain close links with the College and benefit from opportunities for continuing professional development. Students confirmed that they know the staff well, are treated as equals and find it easy to approach them informally for additional advice and support.

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

2.8 The aims, strategies and responsibilities for the continuing professional development of academic and support staff are clearly outlined in a short policy statement. The Senior Management Team has overall responsibility for the professional development of staff and individual needs are determined annually as part of staff appraisal.

2.9 The College is now giving increased attention to the needs of formal staff development, following a period of relative neglect during two years of organisational change. It recognises that opportunities for substantive development activities, such as study sabbaticals, will remain limited due to financial constraints and the part-time status of many staff. However, staff have continued to engage in a range of scholarly activity and have been supported in developing approaches to postgraduate learning. They have also participated in informal activities to understand the expectations of the Academic Infrastructure and the Quality Code, as well as the needs of REO. A modest but suitably focused programme of staff development has been published for 2012-13, based around equality, disability and the working with the academic regulations of the new awarding body. All new academic appointees are assigned an established member of staff to act as a mentor during their first year at the College.

2.10 Staff development opportunities are being significantly enhanced by the new partnership agreement with The University of Winchester, which entitles College staff to take part in University development activities. The University is providing specific training in the use of its virtual learning environment, which is being adopted by the College. This will clearly support teaching and learning. It will also help to address the need for more development in the use of information technology, which staff have prioritised in feedback to the College. A distinctive feature of the College's approach to staff development is the ongoing training and support offered to graduates who are working as rabbis and teachers. This is implemented through the active alumni association.

How effectively does the provider ensure that learning resources are accessible to students and sufficient to enable them to achieve the learning outcomes?

2.11 The allocation of human and physical resources operates to a clear annual cycle, with the needs of the forthcoming year being discussed at an annual review meeting.

Priorities are identified, with those for 2012 focusing on the refurbishment of classrooms and improving audiovisual and information technology facilities, including wireless access. These priorities reflect concerns expressed in student feedback.

2.12 A combination of procedures helps to ensure that academic staff are well matched to the needs of the highly specialised provision. There are formal procedures for appointing full-time core staff. The College uses its strong network of specialist academic, community and practitioner contacts to locate appropriate part-time and visiting teachers. Staff are sufficient in number to cover the programme learning outcomes and are highly qualified academically. A significant number are graduates of the College and some are practising rabbis.

2.13 The College procurement procedures have helped to sustain a well resourced library and resource centre, which clearly meet the needs of the programmes. The library is an acknowledged international resource for Hebrew and Jewish Studies. It is supported by a scholar librarian and includes journals and special collections, with some precious items of major historical and cultural importance. The library has evolved to meet changing student requirements, although its housing and layout create occasional issues in terms of access and study space. The provision for students is being enhanced by access to the electronic collections at The University of Winchester.

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 delegated responsibilities for public information are well understood and effectively managed. The responsibilities are clearly defined within partnership agreements, which give the College substantial authority for a wide range of external and internal materials, subject to well defined approval procedures by the awarding bodies.

3.2 The College publishes a range of generally clear and accurate information in electronic and printed form for prospective and enrolled students, staff, former students and the Jewish communities with which it has close links. The range includes a mission statement, a variety of policies and regulations, prospectus, useful and well structured student and staff handbooks, publicity materials and many helpful guides, including those for induction and the library. It is desirable that the College now draws together existing practices and produces a handbook specifically for placement and work-based learning, as acknowledged in the self-evaluation.

3.3 Work is ongoing to improve the easily navigated website, which is the main source of information for prospective students and the wider public. The website includes extensive information for prospective students, including a page specifically for international applicants. It also provides access to the full library catalogue. For external users, there is an electronic news-sheet, available through subscription, and details of the consultancy services offered to Jewish Progressive communities. Students are complimentary about the accuracy, clarity and usefulness of the information provided on the website. Rabbinic students also value the opportunity to publish their sermons on the website.

3.4 Overall, electronic communication is at an early stage of development within the College. A clearly organised College intranet acts as an authoritative repository of core staff and student information, including current policies and handbooks. However, there is clearly scope to extend the range of material and interactivity of the intranet, which is reflected in recent student feedback. Currently, there is no virtual learning environment, but the College has made a strategic decision to adopt The University of Winchester virtual learning environment for its own internal use. It will be available to students and staff later in 2012 and preparatory training has been arranged with the University. It is advisable that the College establishes a coherent strategy for the future use of electronic communication for information and teaching, taking account of the proposed introduction of blended learning approaches to course delivery.

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

3.5 There are clear and effective arrangements for ensuring the accuracy and completeness of public information. These are defined within the recently implemented Publicity, Marketing and Publications Policy, which has been developed with reference to Part C: Information about higher education provision of the Quality Code. The policy is clear and comprehensive, with explicit arrangements for ensuring that published information is accurate, consistent and up to date. A checklist is used to ensure that all published materials adhere to the policy and comply with relevant College regulations, strategies and procedures. The policy, which covers all aspects of electronic and printed information that is the responsibility of the College, is an example of good practice. It defines aims, strategies and responsibilities for public information, including those for the external promotion of College programmes.

3.6 A subcommittee of the Board of Governors is responsible for managing the policy and reporting back to the Board. The committee membership is representative of the academic and service departments of the College. It is chaired by the Principal and includes a representative of the Board, with other members co-opted to meet specific needs. The committee oversees the accuracy, standard and consistency of recruitment materials, handbooks, promotional leaflets and web pages. Committee members take responsibility for approving the general content and style of draft publications. The Head of Academic Services provides a further check on the accuracy of materials prior to their publication.

3.7 The partnership agreements include clear procedures through which the awarding bodies approve public information that relates directly to their awards or makes use of their corporate image. A representative of The University of Winchester confirmed that it is the University policy to make regular checks on the College website.

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

Leo Baeck College action plan relating to the Review for Educational Oversight October 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"> the Academic Infrastructure is augmented by a wide range of highly relevant academic and professional external reference points (paragraphs 1.4, 1.5 and 2.3) 	<p>Invite experts in Jewish music from the Jewish community (including cantors, choir masters and academics) to consider a proposal to develop a new programme in sacred music and then proceed to develop the programme</p> <p>This approach builds on drawing in experts as external reference points</p>	<p>Meetings to run between January/ May 2013</p>	<p>PA to Principal/ Head of Academic Services</p>	<p>Curriculum is developed</p>	<p>Principal</p>	<p>Approval by the Academic Board</p>
	<p>Develop with stakeholders (head</p>	<p>Meeting on 28</p>	<p>Director of Jewish</p>	<p>Strategy agreed with the aim of</p>	<p>Principal</p>	<p>Student enrolment data for the BA</p>

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 bodies.

	<p>teachers and rabbis) a strategy for recruiting students onto the Jewish education degrees</p>	<p>November 2012; addressing the Conference of Rabbis 11 December 2012</p>	<p>Education</p>	<p>recruiting 4+ students for each Jewish education award</p>		<p>(Hons) and MA in Jewish Education</p>
	<p>Continue to map College regulations against the UK Quality Code for Higher Education: <i>Chapter B9: Complaints and appeals on academic matters,</i> <i>Chapter B4: Student support, learning support and careers education, information, advice and guidance,</i> and <i>Chapter B1: Programme design and approval</i></p>	<p>March 2013</p> <p>July 2013</p> <p>October 2013</p>	<p>Head of Academic Services and directors of department</p>	<p>Regulations updated</p>	<p>Principal</p>	<p>Approved by the Academic Board</p>
	<p>Respond to the request of Newbold College to appoint a member of staff from the College as external examiner</p>	<p>November/ December 2012</p>	<p>Head of Academic Services</p>	<p>The appointment of the Director of Jewish Studies as external examiner</p>	<p>Principal and Academic Board</p>	<p>Minutes of the Academic Board</p>

	<p>in Bible</p> <p>Such appointments expose lecturers to other institutions of higher education and this experience acts as a further reference point for the College</p>					
<ul style="list-style-type: none"> the College has extensive and responsive arrangements for the collection and use of student opinion (paragraphs 1.9 and 2.6) 	<p>Redeveloping the form used to collect end-of-term student feedback on modules</p> <p>Invite a student representative to help in the process</p>	<p>Meetings between February and April 2013</p>	<p>Head of Academic Services and directors of department</p>	<p>New form developed</p> <p>Use new form at the end of the second semester</p>	<p>Course teams</p>	<p>Views from the Student Society representative</p> <p>Content of annual monitoring reports</p>
<ul style="list-style-type: none"> programme delivery is enhanced by the close involvement of external stakeholders, including former students and the wider Progressive Jewish community (paragraphs 2.2 and 2.12) 	<p>An area of programme delivery involving stakeholders is one on placements</p> <p>Write a policy document on placements, summarising existing practice and how external stakeholders are used in the process</p>	<p>March - May 2013</p>	<p>Head of Vocational Studies (new appointment)</p>	<p>Policy document written and distributed to rabbis, chairs of synagogues and students as a guide to ensure clarity of the process</p>	<p>Placement Committee</p>	<p>Minutes of Placement Committee</p>
<ul style="list-style-type: none"> the comprehensive arrangements for student support are sensitive to the 	<p>Assembling a resource bank on special learning needs</p>	<p>March - June 2013</p>	<p>Head of Human Resources</p>	<p>Resource Bank is created and made accessible to faculty and</p>	<p>Senior Management Team</p>	<p>Awareness of Resource Bank reflected in student feedback</p>

individual needs of the diverse intake and continue from before enrolment until after graduation (paragraph 2.7)				students		
<ul style="list-style-type: none"> the comprehensive publicity, marketing and publications policy includes explicit checks and criteria, and is overseen by a subcommittee of the Board of Governors (paragraphs 3.5 and 3.6). 	The Publicity, Marketing and Publications Committee to oversee the production of the new corporate brochure, the fundraising brochure in accordance with the policy	Meetings at six weeks' interval between November 2012 - June 2013	Members of the Publicity, Marketing and Publications Committee	Publication of documents	Board of Governors	Minutes of the Board of Governors
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"> establish a coherent strategy for the use of electronic communication (paragraph 3.4). 	Write a document outlining the College's strategy for electronic communication (website, College net, virtual learning environment)	April - May 2013	Head of Human Resources and Webmaster Officer	A strategy document is prepared so that faculty and students are aware of the strategy and in order to guide its implementation	The Publicity, Marketing and Publications Committee	Minutes of the Academic Quality Assurance Team
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"> continue to rationalise quality assurance procedures, with a view to further reducing complexity and variance (paragraph 1.6) 	Bed down the new quality assurance procedures required by The University of Winchester	Throughout a cycle of one academic year - end of August 2013	Directors of department, course team leaders and Head of Academic Services	Use of The University of Winchester annual monitoring reports and regulations	Course teams and Academic Board	Minutes of course teams, Academic Board, Academic Quality Assurance Team
<ul style="list-style-type: none"> strengthen the formal links between the peer observation of teaching, staff appraisal and staff development (paragraph 2.5) 	Prepare a document considering ways in which staff development can be strengthened in light of peer observation and staff appraisal	July 2013	Principal/ directors of department/ Head of Academic Services	New procedures are agreed which will ensure that faculty are given opportunities for feedback and development	Course teams	Staff appraisal files
<ul style="list-style-type: none"> bring together existing arrangements in a handbook for work-based and placement learning (paragraph 3.2). 	Prepare a handbook on placements and work-based learning	March - June 2013	Director of Jewish Studies and Head of Academic Services	Handbook prepared and disseminated to students so that there is clarity about process, responsibilities and roles of those involved in the placement	Course Team in Jewish Studies	Student feedback on handbook next academic year 2013-14

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: Handbook](#)⁴

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:

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

The 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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