

College Annual Monitoring and Enhancement Plan

Introduction

The London College UCK is a medium sized, not for profit independent College situated in Cranford, West London. Our mission is to become the institution of opportunity that is renowned for our creativity and innovation. We develop our students and staff to reach for academic and vocational excellence. We aim to maintain and enhance our recognition as a leading alternative provider by delivering quality in higher education programmes. We also aim to be an employer-focused institution connected with our local communities, providing teaching and learning which opens doors and meets the needs of employers.

Changes since the last Annual Monitoring process

The College premises has access to lifts and enhanced facilities including lecture theatres, large classrooms, large library resource center, spacious and well equipped laboratories, and student common area are much more appealing to existing students and would indeed enhance their overall learning experience.

The College has, at its heart, widening participation by enabling students within the Greater London to study for higher education qualifications. Our portfolio includes Pearson BTEC Higher National Certificate/Diploma programmes in areas of Business

The centre continues to monitor these in light of external factors, to assure effective quality assurance across the college functions in line with QAA expectations and that of other regulators. The College demonstrates that it is continuing to maintain academic standards and enhance the quality of student learning opportunities and information about learning opportunities.

The college is registered under the OfS as a HE provider in the Approved category. The College has also been awarded 'Bronze' rating in TEF. The College had a successful QSR review conducted by QAA. The review team has concluded that all the Core Practices have been 'Met' with 'High Confidence'

Most recent NSS statistics, the College has a rating of over 93% for 'learning opportunities', 96% for Academic Support and teaching on the course. 95% of students have stated that the course had provided them with opportunities to explore ideas and concepts, which had enabled them to bring information and ideas together from different topics. Over 92% of students have said that they had received excellent academic support and that the marking and assessment criteria had been very clear. Over 96% of students have said that staff valued students' views and opinions about the course.

The overall student satisfaction rate reported by the NSS statistics is over 96%. We are extremely delighted that all these statistics are above the benchmarks.

Course Leaders produce annual monitoring reports at programme level. The College Annual Monitoring and Enhancement plan has been devised based on the outcomes of the programme level AMR, committee meetings, student feedback, and external examiner reports.

This plan is used and updated throughout the year by the Head of Quality to record actions and progress

| Areas for Improvements / Enhancement | Actions taken | Target Date | Lead Responsibility | Current progress / Evaluation |
|--|--|-------------|--|--|
| Teaching and Learning | <p>College had adapted well to blended-learning though the pandemic. Students have been provided extra support sessions throughout. Activities have been adapted to suit online learning Staff have been given training and support</p> | Ongoing | Course Leaders, Head of Quality, Principal | <p>College will continue to review to the ongoing situation and adapt to the changes.</p> <p><i>NSS statistics indicate that over 96% of students stated that the course had provided them with opportunities to explore ideas and concepts, which had enabled them to bring information and ideas together from different topics.</i></p> |
| Attendance, Retention and Achievement | <p>Attendance to be monitored regularly by the programme team within each term. 70% attendance is a minimum requirement for progression. Attendance correlates to progress and achievement</p> | Ongoing | Program | |

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Resources

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| | | | | <p>Students with special needs provision are supported through course based student consultation opportunities, specialist support, additional tutorials and get extended deadline for their assessment submissions.</p> <p>Programme Administrators and Student support officer's act as a one stop shop for all student requirements.</p> <p>Students who had been assessed as having a special educational need(s) or disability are referred to a specialist support provider, who works with the student, offering required and relevant support which include individual support plans.</p> |
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Staff development

All teaching staff to undergo formal teaching observation

Formal appraisal process which supports staff to reflect on their achievements, identify new ideas to support student learning and highlight any areas for staff development.

Staff training sessions arranged in house on assessments, feedback, use of VLE, quality assurance.

Discussion of CPD and qualifications

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Public Information Audit

All published materials including programme handbooks, prospectus and leaflets will be reviewed regularly

The contents of the website are checked and reviewed regularly for accuracy

All policies are reviewed annually

Ongoing –
Review once
every semester

Principal,
Registrar,
Head of Quality

Programme handbooks are reviewed end of each year by the programme leaders

Prospectus and leaflets will be reviewed annual by the Marketing Department

The contents of the website are checked and reviewed regularly for accuracy by Registrar and Head of Quality.

All published materials will be finalised and signed off by the Academic Board prior to it being published.

All policies are approved by the Academic Board