



Designated Quality Body
in England

Quality and Standards Review for Providers Applying to Register with the Office for Students

UK Business College Ltd



Review Report

January 2023

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Summary of outcomes and confidence levels

Core practice	Outcome	Confidence
S1 The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks.	Met	Moderate
S2 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.	Met	Moderate
S3 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	Met	Moderate
S4 The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	Met	Moderate
Q1 The provider has a reliable, fair and inclusive admissions system.	Met	Moderate
Q2 The provider designs and/or delivers high-quality courses.	Met	Moderate
Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.	Met	High
Q4 The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.	Met	High
Q5 The provider actively engages students, individually and collectively, in the quality of their educational experience.	Met	High
Q6 The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.	Met	High
Q8 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.	Met	Moderate
Q9 The provider supports all students to achieve successful academic and professional outcomes.	Met	High

About this report

This is a report detailing the outcomes of the Quality and Standards Review for providers applying to register with the Office for Students (OfS), conducted by QAA in January 2023, for the UK Business College Ltd.

A Quality and Standards Review (QSR) is a method of assessment QAA uses to provide the OfS with evidence about whether new providers applying to be on the OfS Register meet the Core practices of the UK Quality Code for Higher Education (the Quality Code), based on evidence reviewed by expert assessors. This report is structured to outline the assessment team's decisions about the provider's ability to meet the Core practices through detailing the key pieces of evidence scrutinised and linking that evidence to the judgements made.

The team for this assessment was:

Name: Professor Beverley Hawkins
Institution: University of Exeter
Role in assessment team: Subject assessor

Name: Mr Colin Stanfield
Institution: Uni - Connect
Role in assessment team: Institutional assessor

Name: Mr Richard Quayle
Institution: University of Manchester.
Role in assessment team: Student assessor

The QAA officer for the assessment was: Dr Tullio Lobetti.

The size and composition of this assessment team is in line with published guidance and, as such, is comprised of experts with significant experience and expertise across the higher education sector. The team included members with experience of a similar provider to the institution, knowledge of the academic awards offered and included academics with expertise in subject areas relevant to the provider's provision. Collectively the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included at least one senior academic leader qualified to doctoral level. Details of team members were shared with the provider prior to the assessment to identify and resolve any possible conflicts of interest.

About the UK Business College Ltd

The UK Business College Ltd (hereafter the College) is an independent sector provider based in Croydon, London. The College was formed in March 2012 and has previous experience of delivering non-designated Higher National Certificate and Diploma programmes and short courses. The College has entered into a significant and extensive period of transition since a change of ownership in 2016-17, and is currently undergoing scrutiny by Pearson (as the awarding organisation) to achieve centre and programme approval.

The College aspires to deliver higher education provision with effect from April 2023, and plans to begin with a single course as follows:

BTEC Level 5 Higher National Diploma in Business (Pearson)

The College plans to recruit an initial cohort of 25 students.

In October 2022, the College submitted an application to Pearson to run the BTEC HND in Business. The application process has progressed as intended, although it was not yet completed by the time of the team's visit.

The College accountable officer is the CEO, who also chairs the Board of Governors. The Board of Governors includes two independent members and is supported by several subcommittees (Audit, Remuneration, Finance, Student Union). The Executive Committee is the senior management team, while the Academic Board and its subcommittees are responsible for academic governance.

How the assessment was conducted

The assessment was conducted according to the process set out in [Quality and Standards Review for Providers Applying to Register with the Office for Students: Guidance for Providers](#) (July 2022).

When undertaking a QSR all 13 of the Core practices are considered by the assessment team. However, for this assessment it was clear that the provider does not offer a research degree programme. Therefore, the assessment team did not consider Q7 (where the provider offers research degrees, it delivers these in appropriate and supportive research environments).

To form its judgements about the provider's ability to meet the Core practices, the assessment team considered a range of evidence that was submitted prior to the assessment visit and evidence gathered at the assessment visit itself. [Annex 1] To ensure that the assessment team focused on the principles embedded in the Core practices, and that the evidence considered was assessed in a way that is clear and consistent with all other assessments, the team utilised Annex 4 of the Guidance for Providers to construct this report and detail the key pieces of evidence seen. Annex 4 expects that assessment teams will sample certain types of key evidence using a combination of representative sampling, risk-based sampling and randomised sampling. In this assessment, as the College is an 'in prospect' provider, there was no evidence for which sampling was available.

Further details of all the evidence the assessment team considered are provided in Annex 1 of this report.

Explanation of findings

S1 The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications' frameworks

Summary of findings

The team concluded that the Core practice is met for the following reasons:

1 The College has clear and comprehensive academic regulations and frameworks to support the setting and maintenance of academic standards at the relevant threshold levels as established by the awarding organisation (Pearson).¹ The College produced reliable evidence, mainly through oral testimony during meetings, of how the its academic monitoring and quality assurance processes have been designed to ensure academic standards are aligned with sector-recognised standards and Pearson expectations.² These standards are set at the appropriate Qualifications and Credit Framework (QCF)/Regulated Qualifications Framework (RQF) level, which is also consistent with the Office for Students (OfS) sector-recognised standards.

2 Approaches for maintaining threshold standards are robust and credible and likely to ensure that threshold standards are reliably met and are consistent with the relevant national qualifications' frameworks. The College has a clear governance structure³ that sets out which groups are responsible for maintaining standards, and the team found evidence of systematic planning for the development of course materials.⁴ The College has established a deliberative committee structure to include a Course Committee which will review programme and modules,⁵ a Quality and Enhancement Committee which reviews the broader student experience,⁶ and Learning and Teaching Forum to share good practice and communicate expectations among staff.⁷ The Academic Board has oversight of the Course Committee and the Quality and Enhancement Committee with overall responsibility for assuring academic quality and standards as delegated by the Board of Governors.⁸

3 The College's Quality Handbook, which will constitute a key point of reference in regard to the aforementioned processes, is still in development with completion aimed by February 2023.⁹ The handbook intended contents and purposes were nonetheless described in sufficient detail and in credible terms by College staff during meetings.¹⁰

4 The threshold standards outlined in definitive course documentation are consistent with relevant national qualifications' frameworks. Module templates indicate that learning objectives are to be aptly assessed, with due consideration to assessment weighting and

¹ 038a Pearson's Self-Regulated Framework

² M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; 02 UKBC Governance Handbook

³ 02 UKBC Governance Handbook

⁴ 057 UKBC Management Organisation Chart; 047 UKBC Standardisation 29.11.22 CBI; 067 Learning and Teaching Minutes 13.12.2022

⁵ 084 Course Committee Minutes; 09 UKBC Access and Participation Statement; 02 UKBC Governance Handbook

⁶ 02 UKBC Governance Handbook; M04 Meeting 4: Final Meeting with Facilitator and required attendees

⁷ 031 UKBC L&T Agenda

⁸ M04 Meeting 4: Final Meeting with Facilitator and required attendees, 06 UKBC Committee Structure Chart

⁹ 065 UKBC Quality Assurance Handbook Draft; 3.063 QSR AQO request to provider for additional evidence

¹⁰ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff

format.¹¹ A high-level teaching and learning policy and assessment strategy¹² establish the key principles that the College associates with high quality, reliable and inclusive assessment, and its ambition to deliver the same. Assessment regulations confirm the purpose of assessment at the College, as well as processes for reassessment and resubmission.¹³

5 As the College has not yet received approval from Pearson to deliver the BTEC HND, no specific assessments have yet been developed. However, senior staff were able to consistently confirm the constructive alignment of assessments with programme and module learning outcomes.¹⁴

6 Staff understand and apply the College's approach to setting and maintaining standards. They are supported in this by a staff development programme that provides suitable training on quality and standards in relation to 'levelness' and benchmark expectations.¹⁵ Staff are made aware of benchmarking processes for managing and maintaining quality, including use of externality.¹⁶ Senior members of staff clearly understood their role in contributing to meeting threshold standards and the role of quality assurance in this, and were able to articulate clearly what quality means in the context of the provider.¹⁷

7 As the College is not yet delivering its higher education curriculum, the team could not examine a sample of assessed student work, nor a sample of external examiner or external verifier reports. Regarding the latter, however, the College has detailed plans for seeking and responding to external examiner feedback,¹⁸ including incorporating external verifier feedback into module review and programme review meetings.¹⁹

8 The assessment team considers that, based on the evidence scrutinised, the College's students are likely to achieve standards that will be in line with the sector-recognised standards defined in paragraph 342 of the OfS's regulatory framework. Based on the scrutiny of all the evidence provided the assessment team concludes that this Core practice is met.

The team had a moderate degree of confidence in this judgement for the following reasons:

9 The assessment team was able to review all the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior, academic and professional staff. However, the absence of a finalised Quality Handbook, and the fact that the College's plans for the setting and maintenance of academic standards became clear mostly as an oral narrative during the assessment visit, reduce the team's confidence about the reliability of this evidence. Therefore, the assessment team has a moderate degree of confidence in this judgement.

¹¹ 042a UKBC Module Template

¹² 035 Learning, Teaching & Assessment policy

¹³ 056.1 Assessment Regulations and Procedures

¹⁴ M01 Meeting 1: Senior Staff – Academic Standards; 035 UKBC Learning, & Teaching & Assessment Policy

¹⁵ 05 UKBC Reflective Practitioner

¹⁶ 05 UKBC Reflective Practitioner

¹⁷ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality

¹⁸ 034 UKBC Externality Policy UKBC Externality Policy; M01 Meeting 1: Senior Staff – Academic Standards;

M04 Meeting 4: Final Meeting with Facilitator and required attendees

¹⁹ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality

S2 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers

Summary of findings

The team concluded that the Core practice is met for the following reasons:

10 The College's plans for setting and maintaining comparable standards are robust and credible to support the setting and maintenance of academic standards at the relevant threshold levels as established by the awarding organisation (Pearson). While the provider has not yet produced a comprehensive set of quality and standards regulations, a quality handbook is in development.²⁰ The assessment regulations explain the process of classifying student work at and beyond the threshold,²¹ and internal verification processes have been developed to ensure consistency.²²

11 The standards described in definitive course documentation, such as the programme specification from the awarding organisation, set out learning expectations in connection with the awarding organisation's guidance for Quality Assurance and Assessment.²³ While module content will be provided by Pearson, evidence shows that standardisation meetings are taking place at the College and that discussions are taking place to ensure that teaching materials offer appropriate opportunities for differentiation and provide for formative feedback.²⁴

12 Staff understand the College's approach to setting and maintaining standards,²⁵ and aptly articulated the College's ambition to support student achievement beyond the threshold level through an active learning ethos, regular opportunities for formative feedback,²⁶ and additional opportunities to develop study skills including academic writing workshops, English language support²⁷ and Personal Academic Tutor meetings,²⁸ consistently echoing the Teaching and Learning Policy.²⁹

13 As the College is not yet delivering its higher education curriculum, the team could not examine a sample of assessed student work, nor a sample of external examiner or external verifier reports. In addition, as no students have yet been recruited, the team was unable to seek students' views against this standard.

14 The assessment team, based on the evidence presented, determined that the standards set for students to achieve beyond the threshold on the provider's programme are reasonably comparable with those set by other UK providers. The assessment team considered that the standards described in the approved programme documentation and in the provider's academic regulations and policies should ensure that such standards are

²⁰ M01 Meeting 1: Senior Staff – Academic Standards; M04 Meeting 4: Final Meeting with Facilitator and required attendees; 065 UKBC Quality Assurance Handbook Draft

²¹ 056.1 Assessment Regulations and Procedures

²² 056.2 Internal Verification of Assessment Decisions; 056.4 Internal Verification Process

²³ 035.3 HND Business Spec

²⁴ 035 UKBC Learning, & Teaching & Assessment Policy; M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; 056.1 Assessment Regulations and Procedures

²⁵ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff

²⁶ 056.1 Assessment Regulations and Procedures

²⁷ M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff; 050 UKBC Student Handbook

²⁸ M02 Meeting 2: Senior Staff – Academic Quality; 024 UKBC Personal Academic Tutoring Policy

²⁹ 035 Learning, Teaching & Assessment policy

maintained appropriately. Therefore, the assessment team concludes that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers and that this Core practice is met.

The team had a moderate degree of confidence in this judgement for the following reasons:

15 The assessment team was able to review all the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior and academic and professional staff. However, the absence of a finalised Quality Handbook and definitive module-level documentation, and the fact that the College's plans to support the setting and maintenance of academic standards beyond the threshold level became clear mostly as an oral narrative during the assessment visit, reduce the team's confidence about the reliability of this evidence. Therefore, the assessment team has a moderate degree of confidence in this judgement.

S3 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them

Summary of findings

The team concluded that the Core practice is met for the following reasons:

16 The College has robust and credible plans to secure standards in its provision delivered in partnership with its prospective awarding organisation³⁰ in accordance with Pearson's Self-Regulated Framework Policy.³¹ The policy is detailed and comprehensive, and the College articulated credible plans to employ it to develop and deliver the qualifications for which it will gain centre approval.³² The responsibilities checklist³³ confirms that the awarding organisation will design and develop the course that will be delivered by the College and that the awarding organisation will retain overall responsibility for setting standards for the awards, and for oversight of the provision. Additionally, the responsibilities checklist clearly outlines the wider range of responsibilities of the College and awarding organisation.

17 While at the time of the review the College has yet to gain centre and course approval, the team found that the College has taken appropriate measures to secure such approval and has credible plans in place to do so. This is illustrated in the College's communications and meetings with the awarding organisation³⁴ and in meetings with senior staff,³⁵ where staff were able to clearly articulate how they plan to secure centre and course approval. The senior staff have extensive experience of working with the awarding organisation and indeed the College had previously held centre and course approval until this had lapsed during the COVID-19 pandemic.³⁶

18 The provider has clear and comprehensive plans for the management of partnerships with the awarding organisation. The UKBC Governance Handbook³⁷ provides extensive and detailed clarification of the roles, terms of reference, membership, lines of reporting and meeting schedule of the College's committee structure and illustrates a sound basis on which the College will seek to implement its agreement with the awarding organisation. The College has established clear lines of responsibility for managing the relationship with Pearson, with the Principal acting as the Quality Nominee and the Quality Officer acting as partnership manager.³⁸ The latter role is fully articulated in the relevant job description, which is useful in setting out responsibilities for partnership management³⁹ and was clearly described during senior staff meetings.⁴⁰

19 The arrangements for programme monitoring and review will be set out in the College's Quality Handbook, which is currently in development and due to be completed in February 2023.⁴¹

³⁰ M01 Meeting 1: Senior Staff – Academic Standards

³¹ 038a Pearson's Self-Regulated Framework Policy

³² M01 Meeting 1: Senior Staff – Academic Standards

³³ 028 Pearson Responsibilities Checklist

³⁴ 082 Email evidence - Pearson UKBC 17.01.2023; 029.3 Pearson Confirmation Letter 01.09.2022

³⁵ M01 Meeting 1: Senior Staff – Academic Standards

³⁶ 029.1 Pearson Qualification (DET) Approval Letter; 029.2 Qualification Approval Letter 31.10.2019

³⁷ 02 UKBC Governance Handbook

³⁸ 063 UKBC Partnership Manager Job Description

³⁹ 063 UKBC Partnership Manager Job Description

⁴⁰ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality

⁴¹ 065 UKBC Quality Assurance Handbook Draft

20 College staff understand their responsibilities for academic standards as set out by the awarding organisation and have a sound understanding of their roles in this regard.⁴² Senior staff clearly articulated how they had responsibility for agreeing with the awarding organisation which modules they plan to deliver as elements of the programme,⁴³ while academic staff showed robust understanding of how the awarding organisation's requirements relating to intended learning outcomes (as well as grading at pass, merit, distinction levels) should be developed in their assessment strategies.⁴⁴

21 As the College is not yet at the stage of delivering its higher education curriculum, the team could not examine a sample of external examiner or external verifier reports during this review.

22 While at the time of the review the College has yet to gain Centre and Course Approval, the assessment team found that the College had credible plans to work in collaboration with the awarding organisation to support the delivery of a high-quality learning experience. Staff fully understand and are committed to ensuring that partnership arrangements work effectively to ensure that the standards of the award are met. The assessment team concludes, therefore, that the Core practice is met.

The team had a moderate degree of confidence in this judgement for the following reasons:

23 The assessment team was able to review all the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior and academic and professional staff. However, the fact that the College is yet to formally establish an agreement with the awarding organisation, and that details about the partnership were mostly provided as oral narrative during meetings, reduce the team's confidence about the reliability of this evidence. Therefore, the assessment team has a moderate degree of confidence in this judgement.

⁴² M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality, M03 Meeting 3: Academic/Professional Staff

⁴³ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality

⁴⁴ M03 Meeting 3: Academic/Professional Staff

S4 The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent

Summary of findings

The team concluded that the Core practice is met for the following reasons:

24 The College's plans for using external expertise in setting and maintaining academic standards and assessment and classification are robust and credible. The College's Externality Policy⁴⁵ clearly sets out how it plans to use independent experts to contribute to annual and periodic monitoring of programmes, to advise on new course proposals, to comment on assessment design and content and to contribute to teaching and learning and assessment. The College shows good understanding of how independent external expertise should be used in programme design, delivery, assessment and monitoring, over and above that required by the awarding organisation.⁴⁶

25 The provider has clear and comprehensive regulations and/or policies for assessment and classification, and these processes are reliable, fair and transparent. The College will work with the awarding organisation to implement its policy for external verification of assessment, and this will align with the College's internal verification processes.⁴⁷ The College's Learning, Teaching & Assessment Policy⁴⁸ sets out in general terms the College approach to assessment, including the roles of formative and summative assessment and clearly lays out general expectations in relation to student feedback. The College has credible plans to hold internal assessment boards to ensure that final assessment decisions are accurate, fair, reliable and transparent.⁴⁹

26 Staff understand the requirements for the use of external expertise, and the provider's assessment and classification processes.⁵⁰ They were able to give credible examples⁵¹ of the alignment with the awarding organisation expectations, including the need to ensure that assessment briefs expressed learning outcomes in terms of the pass, merit and distinction grades as specified in the awarding organisation's module descriptors. The College has sound plans to deliver a programme of staff development⁵² to support staff in their implementation of the assessment policy and procedure.

27 As the College is not yet at the stage of delivering its higher education curriculum, the team could not examine a sample of external examiner or external verifier reports during this review. No students were available for the team to meet during the visit as none have yet been recruited, and no assessed student work was available for the team to review.

28 The team concludes that the College's plans for using external expertise in maintaining the academic standards set by the awarding organisation are robust and credible. Its regulations and policies are clear and comprehensive in relation to using external expertise and its processes for assessment and classification are reliable, fair and transparent. Staff understand the requirements for the use of external expertise and the

⁴⁵ 034 UKBC Externality Policy

⁴⁶ 034 UKBC Externality Policy; M01; M02; M03

⁴⁷ 056.2 Internal Verification of Assessment Decisions; 056.4 Internal Verification Process

⁴⁸ 035 UKBC Teaching and Learning Policy

⁴⁹ 035 Learning, Teaching & Assessment policy; 056.1 Assessment Regulations and Procedures; 056 UKBC Business and Strategic Plan 2021-2024 ; M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality

⁵⁰ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; Meeting 3: Academic/Professional Staff

⁵¹ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff

⁵² 05 Reflective Practitioner Programme

provider's assessment and classification processes. The assessment team concludes, therefore, that the Core practice is met.

The team had a moderate degree of confidence in this judgement for the following reasons:

29 The assessment team was able to review all the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior and academic and professional staff. However, the Quality Handbook and the module assessment briefs were not yet available. This reduces the team's confidence, as this evidence would represent a key source of information and guidance in regard to the use of externality and assessment. Therefore, the assessment team has a moderate degree of confidence in this judgement.

Q1 The provider has a reliable, fair and inclusive admissions system

Summary of findings

The team concluded that the Core practice is met for the following reasons:

30 The College plans for ensuring that admissions systems are reliable, fair and inclusive are robust and credible. The Student Admissions and Recruitment Policy⁵³ outlines the College's approach to admissions, and includes a section regarding applicants with disabilities, which is consistent with the commitments made in the College's Equality, Diversity and Inclusion Policy⁵⁴ and the Reasonable Adjustments Policy.⁵⁵ However, it is evident that information about an applicant's protected characteristic is incorporated within an admissions decision, which might potentially lead to direct or indirect discrimination. The experience and understanding of reasonable adjustments articulated by staff at the College is likely to reduce the level of risk in this area. This provided the assessment team with confidence that the admissions process will be fair and inclusive.⁵⁶

31 The admissions requirements set out in approved course documentation are consistent with the provider's policy or policies. The HND Business Specification⁵⁷ sets out the expectations of the awarding body entry criteria, including English language requirements. At the assessment visit, Pearson's expectations were verified against the College's proposed entry requirements, which had not yet been codified but that nonetheless included credible plans to verify relevant Level 3 qualifications, as well as entry tests for mature students without relevant qualifications.⁵⁸

32 Staff that will be involved in admissions understand their role and are appropriately skilled and trained. The Staff Development 2022 Agenda⁵⁹ includes a session on Admissions and Marketing. At the assessment visit, staff were able to consistently articulate their understanding of the admissions process and how it would operate.⁶⁰ The admissions team showed significant previous experience in making admissions decisions in the relevant subject area, and provided a credible assessment of their ability to deal appropriately with reasonable adjustments pertaining to admissions decisions.

33 Information for applicants, while limited, is transparent, accessible and fit for purpose. An admission process flowchart⁶¹ clearly outlines each stage of the admission process in clear and concise language which is likely to be easily understandable by applicants. This includes the Screening for Accreditation of Prior Experience process, and an indication of which member of the College staff team will undertake each stage of the process. However, no other recruitment support materials have been provided, and on the College website there was limited specific information pertaining to requirements which would enable prospective students to make an informed choice.

34 As the College has not yet recruited students, the team could not examine a sample

⁵³ 010 UKBC Student Admission and Recruitment Policy

⁵⁴ 011 UKBC Equality, Diversity and Inclusion Policy

⁵⁵ 021 UKBC Reasonable Adjustments Policy

⁵⁶ M03 Meeting 3: Academic/Professional Staff; M04 Meeting 4: Final Meeting with Facilitator and required attendees

⁵⁷ 035 UKBC Learning, & Teaching & Assessment Policy

⁵⁸ 010 UKBC Student Admission and Recruitment Policy

⁵⁹ 039a UKBC Staff development 2023 Agenda

⁶⁰ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff

⁶¹ 066 UKBC Admissions Process Banner

of admission records, and no students were available for the team to meet during the visit.

35 The College has robust plans for the admission of students and has procedures which have the potential to provide a reliable, fair and inclusive admissions system. Staff that will be involved in admissions understand their role and are appropriately skilled and trained. Information for applicants is in the process of being fully developed, but existing documentation is fit for purpose. The assessment team concludes, therefore, that the Core practice is met.

The team had a moderate degree of confidence in this judgement for the following reasons:

36 The assessment team was able to review all the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior and academic and professional staff. However, some recruitment support materials are still being developed and student-facing information was still incomplete. This reduces the team's confidence, as this evidence would represent a key source of information regarding the robustness of the admission process. Therefore, the assessment team has a moderate degree of confidence in this judgement.

Q2 The provider designs and/or delivers high-quality courses

Summary of findings

The team concluded that the Core practice is met for the following reasons:

37 The College has robust and credible plans for designing and delivering high-quality courses. Although approval with the awarding organisation has not yet been secured, the team found clear evidence that work on robust and credible quality regulations and development of quality teaching materials is being consistently coordinated.⁶² The College's Governance Handbook⁶³ outlines a clear governance structure explaining how quality and standards are reported to the Academic Board, the Board of Governors and the Advisory Board, thus indicating that the planned governance processes are likely to enable quality assurance processes to take place. Albeit the Quality Handbook is still being developed, senior staff were able to clearly articulate what contents are still outstanding to ensure that this document is useful for teaching and professional services staff members.⁶⁴

38 Approved course documentation indicates that the teaching, learning and assessment design is likely to enable students to meet and demonstrate the intended learning outcomes. The intended programme is balanced and appropriate in terms of the spread of modules and proposed timetabled teaching/contact hours for each module.⁶⁵ Although the College is awaiting course approval from Pearson, academic staff were able to articulate credible and consistent plans to involve students in discussion about the design of taught content and assessments,⁶⁶ including assessment quality and alignment to learning outcomes, which are regularly reviewed at standardisation and course committee meetings.⁶⁷ There are comprehensive plans to enable staff to adapt teaching, learning and assessment following student feedback, including mid-term surveys,⁶⁸ and create a functioning feedback loop.

39 Staff were able to articulate what 'high quality' means in the context of the College, and to show how the provision will meet that definition. Staff fully understand what they need to do to enable the design and delivery of high-quality provision, and were able to clearly and consistently articulate their understanding of quality and how it relates to their role, either in teaching or professional services.⁶⁹ This is also consistently connected to the College's CPD provisions.⁷⁰ Senior staff are appropriately qualified⁷¹ and senior roles are appropriately described.⁷² Senior academic staff are highly invested in the quality of their provision and have a strong understanding of their approach to quality, and how it will be measured, reviewed and operationalised in teaching practice, training and staff development.⁷³

⁶² M04 Meeting 4: Final Meeting with Facilitator and required attendees; 057.1 UKBC timeline. Gantt Chart; 035 UKBC Learning, & Teaching & Assessment Policy

⁶³ 02 UKBC Governance Handbook

⁶⁴ M02 Meeting 2: Senior Staff – Academic Quality; 065 UKBC Quality Assurance Handbook Draft

⁶⁵ M02 Meeting 2: Senior Staff – Academic Quality

⁶⁶ M02 Meeting 2: Senior Staff – Academic Quality

⁶⁷ M01 Meeting 1: Senior Staff – Academic Standards

⁶⁸ 019 UKBC Student Representation and Engagement Policy; 020 UKBC Student Representative Development Programme; 04 UKBC Virtual Learning Environment Policy (VLE); 044 UKBC Mid-term survey questions

⁶⁹ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff

⁷⁰ 05 UKBC Reflective Practitioner; 013 UKBC Staff Learning and Development Policy; 014 UKBC Teaching Observation Form; 014.1 UKBC Descriptors for class observations

⁷¹ 018 Staff CV; 018.1 Staff CV; M03 Meeting 3: Academic/Professional Staff

⁷² 041 Staff CV; 043 UKBC Job Description – Principal; 043 UKBC Job Description – Principal.1

⁷³ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; M; M04 Meeting 4: Final Meeting with Facilitator and required attendees; 02 UKBC Governance Handbook; 035 Learning, Teaching & Assessment policy; 014 UKBC Teaching Observation Form; 014.1 UKBC Descriptors for class observations; 035 UKBC Learning, & Teaching & Assessment Policy; 031a

40 As the College is not yet at the stage of delivering its higher education curriculum, the team could not observe a sample of teaching and learning sessions, nor see a sample of external examiner or external verifier reports during this review. In addition, as no students have yet been recruited, the team was unable to seek students' views against this standard.

41 The College has an externality policy⁷⁴ which addresses the relevance of externality, and explains the duties of external examiners at the College. As the programme is not yet running the team could not review any external examiners' reports, but there was clear evidence that externality will be built into the programme review processes in terms of module design, programme review⁷⁵ and evidence that the importance of externality is covered during training and development for staff.⁷⁶

42 The College's intended organisation, programme structure and plans to deliver the programme will support the delivery of high-quality courses. The planned delivery will ensure that design, content organisation and learning, teaching and assessment approaches will enable students to achieve the intended learning outcomes required to achieve the award. Plans are also in place regarding the use of external examiners, and externality in general. The assessment team concludes, therefore, that the Core practice is met.

The team had a moderate degree of confidence in this judgement for the following reasons:

43 The assessment team was able to review all the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior and academic and professional staff. However, the fact that the Quality Handbook is still in development, and that details about course design became clear mostly as an oral narrative during the assessment visit reduces the team's confidence about the reliability of this evidence. Therefore, the assessment team has a moderate degree of confidence in this judgement.

⁷⁴ 034 UKBC Externality Policy

⁷⁵ 034 UKBC Externality Policy; M01 Meeting 1: Senior Staff – Academic Standards

⁷⁶ 05 UKBC Reflective Practitioner; 034 UKBC Externality Policy

Q3 The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience

Summary of findings

The team concluded that the Core practice is met for the following reasons:

44 The College has robust and credible plans for the recruitment, appointment, induction and support of sufficient appropriately qualified and skilled staff,⁷⁷ showing how workforce planning is connected to the College's plans for expansion and development,⁷⁸ linked to a clear academic staffing structure.⁷⁹ Consistent evidence shows that due attention is given to fairness, equality and inclusion in recruitment⁸⁰ and induction.⁸¹

45 The College's regulations or policies for the recruitment, appointment, induction and support for staff provide for a sufficient number of appropriately qualified and skilled staff. The recruitment and selection process clearly explains how vacancies are identified and job descriptions are drawn up in connection to workforce planning, which is in turn linked to the College's strategy and business plan.⁸² Job descriptions are appropriate for the subject discipline, with suitable qualifications required for teaching staff.⁸³ Selection is accomplished according to sector standards, in the form of interview and potentially micro-teaching sessions to evaluate competency and appointability.⁸⁴ Recruitment and selection policies have been systematically followed as the examined staff CVs consistently meet the expectations of the respective job descriptors.⁸⁵ Discussions with staff confirmed their background, experience, qualification and suitability for their roles.⁸⁶

46 There are sufficient appropriately skilled and qualified staff to deliver a high-quality learning experience and the College has clear plans to invest in further recruitment over time, to accommodate student number projections,⁸⁷ and a clear process for identifying additional recruitment needs,⁸⁸ bearing in mind the target staff/student ratio (currently 1:30).

47 Staff articulated that they have been recruited, appointed, inducted and supported according to the provider's regulations or policies. The College follows a clear and systematic induction process,⁸⁹ supported by an employee handbook⁹⁰ and mandatory training.⁹¹ Throughout their employment, staff are offered comprehensive support in the form of CPD activities⁹² and involved in regular appraisals.⁹³ Staff are also provided with a

⁷⁷ 016 UKBC Staff Recruitment Policy

⁷⁸ 01 UKBC Business and Strategic Plan 2021-2024, 056 UKBC Business and Strategic Plan 2021-2024

⁷⁹ 032 UKBC Academic Chart

⁸⁰ 011 UKBC Equality, Diversity and Inclusion Policy; 016 UKBC Staff Recruitment Policy

⁸¹ 017 UKBC Employee Handbook; 017.1 UKBC HR Induction PowerPoint

⁸² 058 UKBC Recruitment Process; 01; 056 UKBC Business and Strategic Plan 2021-2024 ; 076 UKBC Recruitment Process Flowchart

⁸³ M02 Meeting 2: Senior Staff – Academic Quality; 043 UKBC Job Description – Principal; 074 Lecturer in Business Job Description

⁸⁴ 016 UKBC Staff Recruitment Policy

⁸⁵ 041-041.9 Staff CVs; 041 - 043.1 Job Descriptions; 063 UKBC Partnership Manager Job Description; 064 Staff CV; 075 Staff MSc Certificate; 075.1 Staff PGCE; 075.2 Staff SHEA

⁸⁶ M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff

⁸⁷ 058 UKBC Recruitment Process; 055 Projected number of Students Pearson- January 2023

⁸⁸ 058 UKBC Recruitment Process; 016 UKBC Staff Recruitment Policy

⁸⁹ 017.1 UKBC HR Induction PowerPoint

⁹⁰ 017 UKBC Employee Handbook

⁹¹ 17.1 UKBC HR Induction PowerPoint; M03 Meeting 3: Academic/Professional Staff

⁹² 013 UKBC Staff Learning and Development Policy; 051 UKBC Staff Training Schedule for AY 23; 062 UKBC Induction Croydon 2023; 067 Learning and Teaching Minutes 13.12.2022; 014 UKBC Teaching Observation Form; 014 UKBC Teaching Observation Form.1

⁹³ 015 Appraisal form Sep 22

buddy/mentor on joining.⁹⁴

48 As the College is not yet delivering its higher education curriculum, the team could not observe a sample of teaching and learning sessions. In addition, as no students have yet been recruited, the team was unable to seek students' views about the sufficiency and appropriateness of staffing resources.

49 The College has credible, robust and evidence-based plans for ensuring that there are sufficient appropriately qualified and skilled staff to deliver a high-quality learning experience. Existing roles are sufficient to deliver a high-quality learning experience, and the College's policies for the recruitment, appointment, and induction of staff are likely to provide for the further appointment of appropriately qualified and skilled staff. Therefore, the assessment team concludes that this Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

50 The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior, academic and professional staff. Therefore, the assessment team has a high degree of confidence in this judgement.

⁹⁴ M03 Meeting 3: Academic/Professional Staff

Q4 The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience

Summary of findings

The team concluded that the Core practice is met for the following reasons:

51 The provider's strategies or plans for facilities, learning resources and student support services are credible, realistic and demonstrably linked to the delivery of successful academic and professional outcomes for students. The College's inception timeline⁹⁵ illustrates credible and realistic planning for the delivery of key elements such as the IT infrastructure and campus operations. This is in line with the College's Business and Strategic Plan⁹⁶ which also gives details on the projected numbers of students to be enrolled up to 2026-27.⁹⁷ The College's VLE Policy⁹⁸ provides clear and useful guidance to staff and students on what users can expect from the VLE and who is responsible for content.

52 The Academic Board will be responsible for resources to support and enhance learning and will routinely receive reports from Programme Committees and the Quality Enhancement Committee to advise senior management on resource needs.⁹⁹ The College has credible plans to establish a Student Support Services Team¹⁰⁰ which will be the first point of contact for students seeking non-academic support. Said team will lead on providing such services and offer professional and impartial advice to any student who is experiencing difficulties impacting on their learning, including a declared disability.

53 Relevant staff understand their roles and responsibilities and were able to clearly and consistently articulate their roles in this sense.¹⁰¹ Professional support staff displayed good understanding of how their support roles integrated with those of academic staff and of how they could and should signpost students to other support services.¹⁰²

54 The assessment of facilities and learning resources confirms that they are likely to provide a high-quality academic experience. The team undertook a tour of the four-storey campus building and found that a wide range of high-quality resources are already in place.¹⁰³ The campus is used only by the College, and is well located with ready transport infrastructure close by. The building is bright and spacious having good accessibility, with a managed reception requiring staff, students and visitors to 'clock in' at reception. The assessment team was also able to verify that the College has in place sufficient staff to support the physical and IT resources, including an Operations Manager, IT Officer and VLE Officer.

55 As the College is not yet delivering its higher education curriculum, the team could not seek students' views against this Core practice, or to gather third-party views.

56 The documentation examined, and direct observation of the facilities undertaken by

⁹⁵ 057.1 UKBC timeline. Gantt Chart

⁹⁶ 01 UKBC Business and Strategic Plan 2021-2024

⁹⁷ 055 Projected number of Students Pearson- January 2023

⁹⁸ 04 UKBC Virtual Learning Environment Policy (VLE)

⁹⁹ 000 Provider's submission – paras 16 – 17; M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; 06 UKBC Committee Structure Chart

¹⁰⁰ M02 Meeting 2: Senior Staff – Academic Quality; 000 Provider's submission-paras 24 and 18; 09 UKBC Access and Participation Statement – page 3

¹⁰¹ M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff

¹⁰² M03 Meeting 3: Academic/Professional Staff

¹⁰³ OF Observation of facilities and VLE; M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff

the team provide evidence that the provider has sufficient and appropriate facilities, learning resources and support services to deliver a high-quality academic experience. Further, it has credible plans in place to establish a suitable Student Support Services team. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

57 The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with academic and professional staff and further corroborated during direct observations of facilities, learning resources and student support services. Therefore, the assessment team has a high degree of confidence in this judgement.

Q5 The provider actively engages students, individually and collectively, in the quality of their educational experience

Summary of findings

The team concluded that the Core practice is met for the following reasons:

58 The College has a clear and effective approach to engaging students, individually and collectively, in the quality of their educational experience. This will be primarily through elected student representatives, as outlined in the Student Representation and Engagement Policy.¹⁰⁴ The Governance Handbook shows that the College aims to have student representation on most committees, aside from Board of Governors' subcommittees and the assessment, admissions, or student casework committees.¹⁰⁵ This broad engagement demonstrates a clear commitment to ensure formal student engagement. However, while the Student Representation Policy¹⁰⁶ states that the College will provide opportunities for formal and informal feedback, the list of routes only includes formal student voice opportunities.

59 The College has robust and credible plans to actively engage students, individually and collectively in the quality of their learning experience. The College's Student Feedback Policy¹⁰⁷ details the approach to student voice at multiple levels through formal methods of feedback. The Feedback Loop process¹⁰⁸ outlines the approach to dealing with student feedback, and how the College will ensure that students are made aware of the actions resulting from their feedback.

60 Student representatives will be provided with training according to the Student Representative Development Programme.¹⁰⁹ The Student Charter¹¹⁰ has been provided in draft form as the College intend to agree a final version with the Student Union once the College has recruited students. The document is clearly laid out using language which would be readily understandable, and demonstrates a clear institutional commitment to genuine student engagement, as it covers all relevant areas with realistic and reasonable expectations. Furthermore, the College's Head of Student Engagement and Enhancement¹¹¹ job description demonstrates a clear commitment to establish a senior strategic role which takes responsibility for student engagement.

61 As the College is not yet delivering its higher education curriculum, the team could not seek students' views as to whether the College engages them in the quality of their educational experience. Similarly, there are currently no examples of the College making changes as a result of student engagement.

62 The assessment team reviewed the College's plans to actively engage students, individually and collectively, in the quality of their educational experience. There will be opportunities for students to provide feedback and clear plans to elect student representatives who can provide feedback to the College via participation in a range of committees and other routes. The assessment team concludes, therefore, that the Core practice is met.

¹⁰⁴ 019 UKBC Student Representation and Engagement Policy

¹⁰⁵ 02 UKBC Governance Handbook

¹⁰⁶ 019 UKBC Student Representation and Engagement Policy

¹⁰⁷ 077 UKBC Student Feedback Policy

¹⁰⁸ 053 UKBC Feedback Loop

¹⁰⁹ 020 UKBC Student Representative Development Programme

¹¹⁰ 046 UK Business College Student Charter

¹¹¹ 061 UKBC Head of Student Engagement and Enhancement

The team had a high degree of confidence in this judgement for the following reasons:

63 The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with academic and professional staff, therefore the team has a high degree of confidence in its judgement.

Q6 The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students

Summary of findings

The team concluded that the Core practice is met for the following reasons:

64 The College's procedures for handling complaints and appeals are definitive, fair and transparent, and are expected to deliver timely outcomes. The Student Complaints Procedures¹¹² provide a clear, fair and transparent structure for a three-stage complaints process, which is easily accessible on the College's website. The Appeals Policy and Procedures¹¹³ clearly outline the process of appealing a decision, which will be heard by an Appeals Panel, and then can be reviewed internally before it will be considered by the awarding organisation in a final review stage. The Student Code of Conduct and Disciplinary Procedures¹¹⁴ provides for a robust two-stage process to handle disciplinary issues, as well as other student issues such as tuition fee exclusions or non-attendance exclusions.

65 The assessment team noted that the Complaints Procedures state that there will be no right of appeal to the Office of the Independent Adjudicator (OIA), while the Appeals Policy and Procedures state that UKBC subscribes to the OIA's scheme for the independent review of complaints and appeal, and the Conduct and Disciplinary Procedures provide information on appealing to the OIA if students are on an HND/Level 4 course or higher only. However, at the assessment visit, staff were able to clearly articulate the distinction and operation of complaints and appeals processes, including the role of the OIA as sector ombudsman.¹¹⁵ The College confirmed that its application to the OIA had been submitted and that policies would reflect that membership in due course, thus clarifying the apparent contradiction noted in the submitted documentation.

66 The provider's procedures for handling complaints and appeals should be easily accessible to students. The Student Handbook¹¹⁶ incorporates appropriate general descriptions and references to the complaints and appeals processes, and cites the full processes that should be followed by students.

67 As the College is not yet delivering its higher education curriculum, the team could not view examples of complaints or appeals, nor identify any deviations from procedure. In addition, as no students have yet been recruited, the team did not have the benefit of their views on the fairness, transparency or accessibility of the procedures or their application.

68 The assessment team reviewed the provider's procedures for handling complaints and appeals and concluded that they are definitive, fair and transparent, and likely to deliver timely outcomes. Students are likely to be provided with information that will enable them to access these procedures. The assessment team concludes, therefore, that the Core practice is met.

¹¹² 022 UKBC Student Complaints Procedures

¹¹³ 023 UKBC Academic Appeals Policy and Procedures

¹¹⁴ 027 UKBC Student Code of Conduct and Disciplinary Procedures

¹¹⁵ M03 Meeting 3: Academic/Professional Staff

¹¹⁶ 037a UKBC Student Handbook

The team had a high degree of confidence in this judgement for the following reasons:

69 The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with academic and professional staff. Therefore, the assessment team has a high degree of confidence in this judgement.

Q8 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them

Summary of findings

The team concluded that the Core practice is met for the following reasons:

70 The College has robust and credible plans to ensure a high-quality academic experience for provision delivered in partnership with its prospective awarding organisation. At the visit, the assessment team was able to verify¹¹⁷ that the College's approach to ensure a high-quality academic experience is substantially based on its plans to adhere to the guidance of the awarding organisation (see S3). This is set out in detail by the awarding organisation in its Higher Nationals Centre Guide to Quality Assurance and Assessment,¹¹⁸ Specification,¹¹⁹ and in the Higher Nationals Centre Guide to External Examination.¹²⁰ These documents are comprehensive and detailed, and because College staff¹²¹ demonstrated a good understanding of them and how they will be applied to the planned programmes, the team considered that they formed a sound and credible basis for the delivery of a high-quality student experience.

71 The College has clear and comprehensive plans for the management of the intended partnerships with the awarding organisation. The UKBC Governance Handbook¹²² provides a sound basis on which the College will seek to implement its agreement with the awarding organisation (see S3). The College has established clear lines of responsibility, with the College Principal acting as the quality nominee and the Quality Officer acting as partnership manager (see S3). Evidence¹²³ shows that the College is likely to aptly discharge its responsibilities for programme monitoring and review through liaison with awarding organisation subject verifiers.

72 The arrangements for programme monitoring and review will be set out in the College's Quality Handbook,¹²⁴ which is under development. Because the handbook is not yet complete, the assessment team could not fully confirm that it would serve its intended purpose as a point of reference for staff in their work in partnership matters.

73 College staff understand their responsibilities for quality within the relationship with the prospect awarding organisation.¹²⁵ Senior staff clearly articulated their responsibility for agreeing with the awarding organisation which modules are to be delivered as part of the programme, while academic staff had a good understanding of how the awarding organisation classification requirements should be addressed in their assessment strategies.¹²⁶

¹¹⁷ M01 Meeting 1: Senior Staff – Academic Standards; M04 Meeting 4: Final Meeting with Facilitator and required attendees

¹¹⁸ 030 BTEC Higher National Centre Guide to Quality Assurance and Assessment

¹¹⁹ 060 Pearson Specification

¹²⁰ 069 BTEC Higher Nationals Centre guide To External Examination

¹²¹ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality

¹²² 02 UKBC Governance Handbook

¹²³ 000 Provider's submission para 69; M01 Meeting 1: Senior Staff – Academic Standards; 006 UKBC Committee Structure Chart

¹²⁴ 065 UKBC Quality Assurance Handbook Draft

¹²⁵ M01 Meeting 1: Senior Staff – Academic Standards; M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff

¹²⁶ M03 Meeting 3: Academic/Professional Staff

74 As the College is not yet at the stage of delivering its higher education curriculum, the team could not examine a sample of external examiner or external verifier reports during this review.

75 The available documentation and discussions with staff demonstrate that the College understands its responsibilities under its prospective partnership with its awarding organisation and the need to have appropriate policies and procedures in place to ensure that the academic experience is high quality for all students. The College's comprehensive plans for the management of the intended partnership with the awarding organisation are likely to ensure delivery of a high-quality academic experience for students. The assessment team concludes, therefore, that the Core practice is met.

The team had a moderate degree of confidence in this judgement for the following reasons:

76 The assessment team was able to review all the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with senior, academic and professional services staff. However, the fact that the College is yet to formally establish an agreement with the awarding organisation, that details about the partnership were mostly provided as oral narrative during meetings, and that the Quality Handbook is still in development reduce the team's confidence about the reliability of this evidence. Therefore, the assessment team has a moderate degree of confidence in this judgement.

Q9 The provider supports all students to achieve successful academic and professional outcomes

Summary of findings

The team concluded that the Core practice is met for the following reasons:

77 The College's plans to support students to achieve successful academic and professional outcomes are comprehensive, robust and credible, as outlined in the College's submission¹²⁷ and in the UKBC Statement on Student Support¹²⁸ which covers all necessary areas of student support for the intended level of study. This is further corroborated by the job description for the Head of Student Engagement and Enhancement,¹²⁹ which outlines the staff responsibility in this area.

78 The provider's approach to student support is likely to facilitate successful academic and professional outcomes. The College plans to utilise a risk-based approach, using metrics and staff feedback to Red-Amber-Green rate students, which will then drive specific support interventions. Full details are outlined in the Student Academic Progress Review process¹³⁰ which demonstrates a full understanding of the student lifecycle and of the relevant interventions that may be required to support academic success. The Personal Academic Tutoring Policy¹³¹ defines the relationship students will have with their nominated Personal Academic Tutor (PAT). The Learning, Teaching and Assessment Policy¹³² makes general commitments to supporting the learning of students, while the Reasonable Adjustments Policy¹³³ focuses on support which may be made available to students with disabilities. The College has a clear and robust policy for dealing with attendance issues, as outlined in the relevant policy,¹³⁴ designed to support and re-engage students at the earliest opportunity.

79 The College has a detailed agenda¹³⁵ for the induction programme for new students, which outlines the types of topics that will be covered during the induction period. This includes relevant student support topics, as evidenced in the provided timetable,¹³⁶ which covers key academic skills, such as referencing, IT skills, and academic writing.

80 The College's Career and Employability Narrative¹³⁷ outlines the College's approach to supporting graduate outcomes, including a job description for a relevant member of staff.

81 Staff (both academic and professional support) understand their role in supporting student achievement. At the assessment visit,¹³⁸ staff members were able to talk comprehensively, knowledgeably and consistently about the support that will be in place for students to support their academic journey while at the College. The information that will be covered in the training sessions for PATs¹³⁹ clearly outlines the College's approach to

¹²⁷ 000 Provider's submission, p.29

¹²⁸ 054 UK Business College Student Support

¹²⁹ 061 UKBC Head of Student Engagement and Enhancement

¹³⁰ 078 SAPR UKBC

¹³¹ 024 UKBC Personal Academic Tutoring Policy

¹³² 035 Learning, Teaching & Assessment policy

¹³³ 021 UKBC Reasonable Adjustments Policy

¹³⁴ 026 UKBC Student Attendance Policy

¹³⁵ 037b Induction Agenda Pearson Programmes – Croydon April 2023

¹³⁶ 039 UKBC Academic Skills Plan

¹³⁷ 045 Careers and Employability Narrative

¹³⁸ M02 Meeting 2: Senior Staff – Academic Quality; M03 Meeting 3: Academic/Professional Staff

¹³⁹ 036 Personal Academic Tutorial (PAT), PDP and SAPR

student support.

82 As the College is not yet at the stage of delivering its higher education curriculum, the team could not examine a sample of assessed student work to assess the feedback provided. Similarly, as no students have yet been recruited their views on the support provided could not be appraised by the assessment team.

83 The assessment team reviewed the provider's policies as they relate to student support and concluded that they are likely to facilitate successful academic and professional outcomes. The provider's plans to support students to achieve successful academic and professional outcomes are comprehensive, robust and credible. Staff, both academic and professional support, understand their role in supporting student achievement. The assessment team concludes, therefore, that the Core practice is met.

The team had a high degree of confidence in this judgement for the following reasons:

84 The assessment team was able to review all of the available evidence recommended in Annex 4 for a provider not yet delivering higher education. This was triangulated in meetings with academic and professional staff. Therefore, the assessment team has a high degree of confidence in this judgement.

Annex 1 - Evidence listing

000 Provider's submission

01 UKBC Business and Strategic Plan 2021- 2024

02 UKBC Governance Handbook

03 UKBC Publish Information Policy

04 UKBC Virtual Learning Environment Policy (VLE)

05 UKBC Reflective Practitioner

06 UKBC Committee Structure Chart

07 Teaching Lesson Observation Policy

08 UKBC External Speakers and Event Policy

09 UKBC Access and Participation Statement

010 UKBC Student Admission and Recruitment Policy UKBC

011 UKBC Equality, Diversity and Inclusion Policy UKBC Equality, Diversity and Inclusion Policy

012 UKBC Teaching and Learning Policy UKBC (Older version)

013 UKBC Staff Learning and Development Policy

014 UKBC Teaching Observation Form

014.1 UKBC Descriptors for class observations

014.2 UKBC Lesson Plan Template

014.3 UKBC Peer2Peer observation

015 Appraisal form Sep 22

016 UKBC Staff Recruitment Policy

017 UKBC Employee Handbook

017.1 UKBC HR Induction PowerPoint

018 Staff CV

018.1 Staff CV

019 UKBC Student Representation and Engagement Policy

020 UKBC Student Representative Development Programme

021 UKBC Reasonable Adjustments Policy UKBC Reasonable Adjustments Policy

022 UKBC Student Complaints Procedures

023 UKBC Academic Appeals Policy and Procedures

024 UKBC Personal Academic Tutoring Policy

025 UKBC Mitigating Circumstances Policy UKBC Mitigating Circumstances Policy

026 UKBC Student Attendance Policy

027 UKBC Student Code of Conduct and Disciplinary Procedures

028 Pearson Responsibilities Checklist

029 3.063 UKBC Partnership Manager Job Description QSR AQQO request to provider for additional evidence

029.1 Pearson Qualification (DET) Approval Letter

029.2 Qualification Approval Letter 31.10.2019

029.3 Pearson Confirmation Letter 01.09.2022

030 BTEC Higher National Centre Guide to Quality Assurance and Assessment

031 UKBC L&T Agenda

031a UKNC Learning & Teaching Forum - Agenda

032 UKBC Academic Chart

034 UKBC Externality Policy

035 UKBC Learning, & Teaching & Assessment Policy

035.3 HND Business Spec

036 Personal Academic Tutorial (PAT), PDP and SAPR

036.1 UKBC Personal Development Plan (PDP)

037 UKBC Staff Development 2022 Agenda

037a UKBC Student Handbook

037b Induction Agenda Pearson Programmes – Croydon April 2023

038 Admissions Decision

038a Pearson's Self-Regulated Framework Policy

039 UKBC Academic Skills Plan

039a UKBC Staff development 2023 Agenda

040 UKBC VLE Audit

041 Staff CV

041.1 Staff Master's
041.2 Staff PGCE
041.3 Staff GHEA Certificate
041.4 Staff PhD Cert
041.5 Staff MA Cert
041.6 Staff PGCE Cert
041.7 Staff FHEA Certificate
041.8 G. Staff CIPD L7
041.9 Staff CV
042 UKBC Job Description Recruitment Manager
043 UKBC Job Description – Principal
043.1 Job Description – Academic Lead 1
044 UKBC Mid- term survey questions
045 Careers and Employability Narrative
046 UK Business College Student Charter
047 UKBC Standardisation 29.11.22 CBI
048 Pearson Self-Regulated Framework Policy
049 UKBC Module Template
050 UKBC Student Handbook UKBC Student Handbook
051 UKBC Staff Training Schedule for AY 23
052 UKBC Personal Academic Tutoring Policy
053 UKBC Feedback Loop
054 UK Business College Student Support
055 Projected number of Students Pearson- January 2023
056 UKBC Business and Strategic Plan 2021-2024
056.1 Assessment Regulations and Procedures
056.2 Internal Verification of Assessment Decisions
056.4 Internal Verification Process
057 UKBC Management Organisation Chart

057.1 UKBC timeline. Gantt Chart

058 UKBC Recruitment Process

060 Pearson Specification

061 UKBC Head of Student Engagement and Enhancement

062 UKBC Induction Croydon 2023

063 UKBC Partnership Manager Job Description UKBC Partnership Manager Job Description

064 Staff CV

065 UKBC Quality Assurance Handbook Draft

066 UKBC Admissions Process Banner

067 Learning and Teaching Minutes 13.12.2022

068 Academic Monitoring Process

069 BTEC Higher Nationals Centre guide To External Examination

070 Example session 1

071 Example session 2

072 UKBC Additional learning materials

073 Academic Management Structure at UKBC_1.2

074 Lecturer in Business Job Description

075 Staff MSc Certificate

075.1 Staff PGCE

075.2 Staff SHEA

076 UKBC Recruitment Process Flowchart

077 UKBC Student Feedback Policy

078 SAPR UKBC

079 UKBC Personal Academic Tutoring Policy

080 UKBC Governance Reporting Hierarchy

081 RISK MANAGEMENT REPORT [Risk Register] Template

082 Email evidence - Pearson UKBC 17.01.2023

083 UKBC Strategic Enhancement Plan Log Draft 2022-2023

084 Course Committee Minutes 09.01.2023

085 UKBC Training Interview Presentation

086 Citylink West Sub Lease

M01 Meeting 1: Senior Staff – Academic Standards

M02 Meeting 2: Senior Staff – Academic Quality

M03 Meeting 3: Academic/Professional Staff

M04 Meeting 4: Final Meeting with Facilitator and required attendees

OF Observation of facilities and VLE

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