

**Kensington College of Business
QAA Higher Education Review (Alternative Providers)
Action Plan**

Area for Improvement	UK Quality Code Reference	Required Action	Responsibility	Completion Date	Success Indicator
Good Practice					
<i>the enhanced Pearson provision which provides a dynamic and integrated model for continuous student learning and development</i>	B3, B1, B4 and B6	Further enhance the Pearson provision.	Pearson Programme Leader	November 2017	APR and AMR
<i>the highly effective practices and systems that facilitate the coherent transition and academic progression of students within and between pathways</i>	B4	Further develop practices and systems.	Principal Programme Leaders	November 2017	APR and AMR
Recommendations					
March 2017 <i>Ensure student membership on deliberative committee structures at all levels.</i>	B5	<p>With a large student population, student membership of College deliberative committees can only be by means of student representatives whose role is explained at induction with candidacies; elections and training taking place within the first month of the new term.</p> <p>The second main deliberative Committees of the College are the Quality Assurance Committee which deals with operational issues and the Academic Board concerned with college strategy which meet weekly and termly respectively.</p> <p>A student representative from each programme level intake joins the QA</p>	Registrar Programme Leaders	In Place	Staff/Student Committee Academic Board minutes APR AMR

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		<p>committee at the end of each month when it is retitled the staff/student committee with the addition of the student representatives. One student representative from each of the college's three awarding body partners is a member of the Academic Board.</p> <p>Students are thereby members of both the operational and strategic (all levels) decision making Committees of the College.</p>			
<p><i>Ensure that students are fully informed of the external examiner role and bring to the attention the availability of external examiners report</i></p>	B7	<p>The role of the External Examiner explained:</p> <p>At the Induction sessions, students are:</p> <ul style="list-style-type: none"> • introduced to the role of the External Examiner using hand-outs and Q and As to clarify the explanations • provided with both student (generic) and programme (specific) handbooks in which more information is provided relating to the role of the External Examiner in: assessment design, marking and the writing of reports. • Finally, students are referred to the KCB Online student portal (which is fully explained and demonstrated) and which holds an electronic copy of the QAA quality code which has the most comprehensive explanation of the role of the External Examiner in quality assurance. <p>Access to the External Examiner Reports:</p> <p>The External Examiners reports for University of Chester and Pearson are made available to all KCB students on the student portal with the locations and access to the reports explained</p>	Registrar Programme Leaders	In Place	<p>Student Web Portal Student Handbooks Programme Handbooks Quality Manual</p>

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		<p>and demonstrated to all new students at the induction course.</p> <p>The External Examiners reports for ICSA are available both on the ICSA website and by means of participatory External examiners webinars which is explained to students in the introductory pack they receive at registration with ICSA.</p>			
<p>By July 2017:</p> <p><i>Ensure that minutes of all deliberative meetings and reports comprehensively and systematically record decisions and actions to promote effective planning</i></p>	<p><i>(Expectation A3.3 and Enhancement)</i></p>	<p>The College has improved the format of the Agenda for Committee meetings by requiring all Agenda items to be subdivided into specific proposals/ questions.</p> <p>The Committee will then discuss and reach agreement on the proposals/questions for which actions need to be taken (and those that do not) and so pass the relevant Resolution/s.</p> <p>The Minutes will then record the resolution for each proposal / question in the form of: what action has to be taken (if any), who is responsible for the action and by when it has to be completed.</p> <p>The action points will continue to appear on the Agenda of the committee meeting until the action is completed at which point its effect will be evaluated and the record transferred to an actions completed file record.</p> <p>At any point in time then there will be a systematic record of decisions taken about actions required with a calendar of completion dates together with a record of actions already completed and evaluated which will aid planning.</p>	Registrar	July 2017	Agenda and Minutes of Committee meetings

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<p><i>Specify ultimate responsibility for ensuring that all information is fit-for-purpose and trustworthy and that robust procedures are consistently implemented and regularly reviewed</i></p>	<p><i>Expectation C</i></p>	<p>Ultimate responsibility for public information:</p> <p>The Principal is ultimately responsible for all College public information with delegated responsibility to:</p> <ul style="list-style-type: none"> i. Programme Leaders for internal information (staff ,student access) e.g. programme and modules handbooks and the student portal ii. The Operations Director for external information (general public access) e.g. the website, social media, marketing materials etc. <p>Consistent robust procedures:</p> <p>At the start of each term the relevant Programme Leaders have to sign off the new module handbooks and entries on to the student portal.</p> <p>For external information any changes proposed have to be signed off by the relevant member of staff e.g. programme information (Programme Leaders) admissions criteria (the Registrar) and only then submitted to the Operations Director for implementation.</p> <p>The framework is designed to ensure the flow of data between relevant staff. This will provide a series of checks to ensure verification of information.</p> <p>Regular reviews:</p>	<p>Principal Registrar Operations Director Programme Leaders</p>	<p>July 2017</p>	<p>AMR Academic Board Minutes Public Information Policy Quality Manual</p>
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		The public information policy and approval processes are part of the Annual Monitoring (institutional) Review submitted annually to the Academic Board which has to approve any changes proposed.			
By November 2017: <i>Ensure that there are appropriate systems in place to engage all students in the quality assurance and enhancement of their educational experience</i>	<i>Expectations B5 and B8</i>	<p>Individual student engagement:</p> <p>KCB now participates in the National Student Survey (NSS) with the same questions used for College student feedback questionnaires.</p> <p>At the end of each term, module questionnaires are completed.</p> <p>The College has a drop box mechanism available for students' suggestions.</p> <p>Student representation:</p> <p>One student representative elected for each programme level intake and all sit on the Staff/ Student Committee with decisions taken fed back to students.</p> <p>One student representative for each awarding body sits on the Academic Board.</p>	Registrar	November 2017	Staff/Student Committee minutes Academic Board minutes Module Questionnaires
<i>Further develop the processes for programme monitoring to ensure critical analysis and evaluation leading to actions which are effectively tracked through deliberative structures</i>	<i>Expectations B8 and A3.3</i>	<p>Programme monitoring:</p> <ul style="list-style-type: none"> • Weekly at the QA meetings • Monthly at the staff/student committee meetings • Termly with: student questionnaires, module reports, External Examiner and awarding body reports and Academic Board meetings. 	Principal Programme Leaders Registrar	November 2017	External Examiners' and Module Reports Staff/Student Committee Academic Board minutes AMR APR

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		<ul style="list-style-type: none"> Annually with awarding bodies APRs and AMR recommendations decided at the Academic Board with feedback to awarding bodies and tracking of the action plan agreed. <p>All decisions taken by the above Committees are converted into an action plan with the date for completion and the person/s responsible and evaluation on completion thereby ensuring effective tracking.</p>			
<p><i>Further develop processes to ensure the identification, integration and evaluation of enhancement initiatives in a systematic and planned manner at provider level</i></p>	<p><i>(Enhancement).</i></p>	<p>Specific enhancement initiatives contribute to meeting six key objectives:</p> <ol style="list-style-type: none"> Teaching excellence – by looking at more effective ways of sharing good practice and of improving CPD opportunities Consistent quality of the academic experience across all programmes Embedding student engagement within the course monitoring and review processes Ensuring, as far as our awarding partners permit, that curricula reflect the external environment and prioritise employment skills and employability Constructive and transparent assessment processes with personalised feedback Transition to a customised learning environment, both virtual and physical 	<ol style="list-style-type: none"> Principal/Programme Leaders/Academic Board Principal Academic Board Programme Leader/Academic Board Programme/Module Leaders Academic Board/Board of Directors 	<p>November 2017</p>	<ol style="list-style-type: none"> Good practices are being shared at departmental meetings and the outcomes are brought together at Academic Board for College-wide dissemination. CPD for academic staff is embedded within the appraisal cycle. Monthly Staff/Student Committee Meetings include comparative input from student representatives from University of Chester, Pearson, and ICESA programmes. Minutes of student input to AMRs at the Academic Board. Needs of employers are taken account of in learning outcomes, in devising

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					<p>employability/soft skills in all curricula.</p> <p>e) Accessibility by individual students to assessment processes, criteria and outcomes, and to personalised feedback.</p> <p>f) Improvements to the VLE; a framework plan/timetable for the transition to a new customised campus.</p>
		<p>Identification, integration and evaluation of enhancement initiatives is facilitated by making enhancement a separate standing agenda item of Academic Board and of the Board of Directors, and by the creation of a live file dedicated to identifying enhancement initiatives, available for both external audit and as a working tool.</p>	Principal/Registrar	November 2017	<p>Regular discussion of enhancement initiatives at appropriate Boards; the availability of the live enhancement file.</p>
Affirmation of action being taken					
<i>The introduction of the annual monitoring report which provides institutional oversight</i>	<i>Expectation A3.3</i>	<p>Prior to the QAA review in 2015, the KCB annual monitoring process was different for each awarding body:</p> <ul style="list-style-type: none"> i. For University of Chester, the AMR was completed by KCB for submission to the University. ii. For Pearson, the AMR was completed by Pearson and then submitted to KCB iii. For ICOSA, there was no AMR in either direction. <p>Post the QAA review, it was decided:</p>	Principal	November 2017	APRs and AMRs

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		<p>To introduce an internal Annual Programme Review (APR) by KCB for each of the programmes and for consideration at KCB and submission to each of the three awarding bodies including quantitative data together with feedback from students, staff, external examiners and awarding bodies.</p> <p>The three APRs with findings and recommendations are then collated into an Annual Monitoring Review (AMR) which considers the institution as a whole.</p> <p>The AMR is then considered by the Academic Board which will decide on an action plan incorporated into the standard KCB format with actions agreed, persons responsible and dates for completion. This review process is now fully embedded and enables with the new action plan format, improvements to be based on complete information and to be fully tracked.</p>			
<p><i>The introduction of the revised and strengthened terms of reference for Academic Board in promoting quality enhancement on a College-wide basis</i></p>	<p><i>Expectation A3.3</i></p>	<p>Terms of Reference strengthened:</p> <p>The role of the Academic Board has been clarified and improved now being charged with overall responsibility for the College's academic standards, quality assurance and enhancement. The most important contribution to this is consideration of the annual APRs and AMR of the College and monitoring the implementation of the decisions taken at the Board.</p> <p>College wide basis:</p> <p>Student membership of the Board has been strengthened with the formal inclusion of one</p>	<p>Registrar</p>	<p>In Place</p>	<p>Academic Board Terms of Reference</p>

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		<p>student representative from each of the College awarding body partners thereby ensuring the student voice is heard at the highest level in decisions taken on quality assurance and enhancement.</p> <p>Staff membership has also been extended to include representatives from all of: management, academic and administrative staff.</p> <p>The new terms of reference and college wide representation ensures support across the college of quality enhancement initiatives.</p>			
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