3 BUINTCOL has effective procedures for ensuring the appropriate maintenance of academic standards, which are consistent with the KIC Quality Assurance Framework (QAF) and Academic Standards and Quality Manual (ASQM).

How effective is the management of student assessment?

4 BUINTCOL delivers centrally approved KIC programmes which incorporate local variations to reflect the nature of the programmes at the University to which students may progress. BUINTCOL has adopted the standard KIC assessment regulations across these programmes. More accessible summary versions of these assessment regulations are made available to students in the student and programme handbooks. Students are made aware of how they can access the complete set of regulations.

5 BUINTCOL staff produce all assessments except for summative assessments on credit-bearing English language exit assessments, which are produced centrally by KIC. Students reported that they are provided with very clear and standardised information on their assessment tasks, including the provision of detailed assessment criteria. Teaching

agree a common understanding of the assessment criteria), sample double marking, and moderation and oversight by external examiners.

How effectively is statistical information used to monitor and assure academic standards?

11 BUINTCOL uses the KIC student record system to record recruitment, student attendance and performance and this data is considered by the programme committees. These committees are also responsible for drafting an Annual Programme Report, which is approved by the JAB. BUINTCOL will also be able to receive performance data on students who have progressed from KICB from 2015-16 and there are arrangements in place to allow the University to feed back information to the College about how BUINTCOL students perform compared to other student groups on the same University programme. This is recognised to be a key performance indicator, that will be used by BUINTCOL to review its future provision. KIC produces an Academic Standards and Quality of Programmes report (ASQP), which draws on information from the APRs and is considered by APQC.

There can be **confidence** that academic standards at BUINTCOL are managed appropriately and in accordance with the policies and procedures of Kaplan International Colleges UK Ltd.

How effectively are responsibilities for managing and enhancing the quality of learning opportunities fulfilled?

12 BUINTCOL makes good use of guidance and policies set out centrally by KIC, in local processes and documentation. The Senior Management Team is effective in cascading and embedding these in local processes. BUINTCOL has added its own list of desirable actions to those arising from the last QAA visit to its action plan with clear timelines for progression and processes for evaluation.

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

13 The Quality Code is embedded in BUINTCOL practice through its use of the KIC QAF and ASQM and there is a clear awareness of it among the senior staff. Various chapters of the Quality Code have been used to inform the development of the Learning, Teaching and Assessment Strategy.

How effectively do KIC and BUINTCOL assure themselves that the quality of teaching and learning is being maintained and enhanced?

14 BUINTCOL is teaching to the new curriculum and it is operating effectively under the Director of Studies. Appropriate methods of learning and teaching are applied, enabling students to meet the learning outcomes. There is a strong emphasis on active learning and on the application of theory to practice.

15 BUINTCOL staff are open to innovating in learning and teaching in order to enhance provision. Students and alumni can articulate how their learning at Kaplan prepared them for their degree programme. BUINTCOL continues to ensure the cross-fertilisation of language and academic skills and this is facilitated by the structure of the new curriculum. It responds carefully to student feedback in reviewing and enhancing provision.

How effectively is student feedback used to assure and enhance the quality of learning opportunities?

16 There are robust mechanisms for obtaining feedback from students, and alumni, include student surveys, leaver surveys, student representation at programme committee meetings and an active student representative system. Student representatives were supported by BUINTCOL staff to prepare a student submission, for which they surveyed students, obtaining feedback useful to BUINTCOL. Students appreciated being part of an embedded college and the access to the University's(.)]TJETBT1 0 0 n 0 1 272.38 657.98 Tm[(U)]TJETBT57

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Action plan[1]

KIC BUINTCOL action plan relating to the Embedded College Review for Educational Oversight in July 2014						
Good practice	**Intended outcomes**	**Actions to be taken to achieve intended outcomes**	**Target date(s)**	**Action by**	**Reported to**	**Evaluation (process or evidence)**
The review team identified the following areas of **good practice** that are worthy of wider dissemination within KIC:						
the effective use of processes to ensure consistency of marking within module teams (paragraph 10)	The high standard of feedback given to students to be maintained or to improve, and to stay consistent with National Qualification Framework levels	Ensure processes are embedded at BUINTCOL in 2014-15, and are perceived as a standard part of each tutor's role Explore with the Centre for Learning Innovation and Quality (through the Academic Planning and Quality Committee) how best to share good practice across network, for example at KIC Best Practice Day in 2014-15 Introduce practice of termly scheduling of standardisation meetings from autumn term	31 Aug 2015 31 Oct 2014 31 Oct 2014	Director of Studies Director of Studies Director of Studies	Director of Student Learning and Centre for Learning Innovation and Quality	Schedule of standardisation sessions during 2014-15 Samples of standardised work Materials used to share good practice Revised job descriptions for new teaching posts

[1] Kaplan International Colleges UK Ltd has been required to develop this action plan to follow up on good practice and

	students are aware of our holistic approach to learning; staff to be encouraged to seek out opportunities to enhance students' learning and make explicit links to the graduate outcomes	Database; increase in number of alumni as Student Helpers from Sept 2014; development of comprehensive programme of support activities	31 Dec 2014 31 Dec 2014 and 30 April 2015	Manager of Student Services Manager of Student Services		Revised induction programmes Schedule of student support activities through 2014-15
staff are actively encouraged to participate in development and there are clear mechanisms for sharing learning across BUINTCOL (paragraph 25).	Expected that students will recognise that staff are appropriately prepared for their roles as reflected in feedback in summer 2015 Staff to feel they have opportunities for development in their specific role, and more holistically as a member of the College team	Explore with HR how best we could share good practice across network, for example KIC Best Practice Day in 2014-15 Further action to include: cross-college peer observation opportunities to be repeated and extended from autumn term 2014; more subject/role-related development to be provided, for example through existing/bespoke University training opportunities; more staff to attend the University's Festival of Learning sessions in spring 2015	31 Oct 2014 31 Oct 2014 31 Aug 2015 31 May 2014	College Director (CD) Director of Studies Director of Studies/ Manager Ops Director of Studies/ Manager Ops	Director of Colleges, Director of Student Learning	Training records

Advisable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)

programmes to ensure they accurately reflect academic content (paragraph 33).	and Pre Masters Business Law and Finance programmes to give greater clarity regarding the programme content	Sept/Oct 2014 Anticipated that amendments will be made in preparation for start of 2015-16 academic year	31 August 2015	CD	Director of Recruitment	electronic marketing collateral; revised transcripts and certificates; revised programme specifications and handbooks, and so on

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