Essex International College
Programme Annual Monitoring Report 2012/13

Policy name	**Programme Annual Monitoring Report 2012/13**
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Approved by SMT	**2nd February 2014**
Approved by	**Academic Committee**
Date for next review:	**February 2015**

1.0 Recruitment and profiles

1.1 Targets

Target figures included in the table below. Our targets for the intake 2012/13 were:

Romford	200
The Docklands	200
Barking	60
Catford	60
Shepherd's Bush	60
Tottenham	60
Hackney	250
Woowich	60
Peterborough	200
Portsmouth	60
Leicester	60
Birmingham	250

1.1.1   Targets were restricted somewhat due to the BIS block on recruitment in December 2013. However we still managed to recruit 1200 students across all centres.

1.1.2   The College envisages continued growth, in both the Docklands and Romford and therefore programme targets will probably continue to increase in these two campuses. As a result there will be increased number of teaching staff, seating capacity as well as resources to cater the increased number of students.

1.2 Applications

1.2.1   There was a continued good number of applications during the year. The College projects that enrolment figure will increase by another 300 in the 2013/2014.

Qualification name	Applicants	Offers	Acceptances	Enrolled	Ratio applicants: offers	Ratio applicants: enrolled
HND Business	1380	1275	1200	1200	1.08:1	1.15:1

1.3 Enrolment profiles

1.3.1   Figures on student origin, gender, and age groups are included in the tables below for the programme:

Students Origin, Numbers and their Percentages

Country of Origin	Number of students	Percentage
Home/Local Students	1200	100%
TOTAL	1200	100%

Students Ethnicity, Numbers and their Percentages

Ethnicity	Number of students	Percentage
White	404	34%
Black	355	29.5%
Asian	422	35%
Chinese	12	1%
Other Ethnic/Mixed Ethnic	7	0.5%
Other/ Not Known	0	0
TOTAL	1200	100%

2.0 Progression and achievement

1.4 Achievement

1.4.1   One student managed to achieve certification during the year (from the cohort 2011/12). All other students are working towards certification.

1.5 Progression

1.5.1   There is currently no progression path to higher levels. Once the students complete the HND, they progress to various universities for higher level qualifications as we only deliver this one course..

3.0 Curriculum Development

3.1   During the year 2012/2013, no issues were identified arising which required change to the curriculum. There was a positive feedback from the students with regard to the structure and the content of the programme.

4.0 Learning, teaching and assessment

4.1   Learning and teaching

4.1.1   Good planning supports interesting teaching and learning through the use of the schemes of work and associated lesson plans. A scheme of lesson observations has been effective in raising standards and the quality of teaching and learning.

4.1.2   Student feedback showcased that the lecture notes are well planned in line with the schemes of work. Lectures begin with the objectives of the study and recap of previous lessons to inform the students of what is to be taught and what has been taught respectively. There are also questions and answers sessions to challenge the students as well as exercises/quizzes to be solved during the lecture and at workshop sessions. These are formative assessments which are used to gauge whether learning has taken place and are also used to prepare students for summative assessments.

4.2   Assessment

4.2.1   Assessment (both formative and summative) is good and it is used to inform planning. Target setting through the use of the 'Individual Learning Plan' (ILP) enables students to understand how well they are learning, as well as giving them useful information on how to improve. However, there is not a consistent implementation of the ILP across all centres.

4.2.2   Marking is generally very good with encouraging and informative feedback to facilitate learning. In addition, the College's assessment practice is well organised and tracks the students' progress in assignments, with appropriate standards moderation and internal verification processes ensuring quality.

5.0 Learning Resources and other Support Services

5.1   Learning Facilities

5.1.1   There was no adverse feedback on the acceptability of learning facilities during the year. However, again increasing student numbers put more pressure on teaching rooms, study space and the library and the College is continuing to investigate possibilities for future expansion.

Positives are that the online library (Questia), the use of the VLE (BOX) and support from the Learning Support Assistants (LSA's) has been well received.

5.2 Support Services

5.2.1 Student support is key to enhancement of teaching and learning.

Student feedback indicated that their experience is enhanced through a thorough and properly conducted induction process, providing useful programme materials like programme handbook and student handbook. Students felt that their needs were resolved or attended to promptly, especially issues raised in the student evaluation/survey.

5.2.2 The Study Skills module, implemented as a result of the Standards Verifier visit from EDEXCEL, organised to improve students' learning experience, facilitated learning in all the modules/cohorts. During these sessions, topics like research skills, answering of assessment questions, UK standards of teaching and learning as well as referencing were taught. Student feedback showed that these modules provided added value to the programme in total.

6.0 Staff Recruitment and Development

6.2.1 Staff development in the area of teaching, learning, and assessment continued to be undertaken by the members of staff on an ongoing basis.

6.2.2 Management has continued to ensure that sufficient staff of high quality are recruited and suitably trained for their roles in safeguarding, welfare, health and safety.

7.0 Quality management process

7.1.1 Internal quality management continued to be strictly adhered to.

7.1.2 Student feedback is actively encouraged, both in informal (written or oral) and formal contexts. Students are encouraged to report at the end of each module, using Student Evaluation Form (SEF).

7.1.3 The College has an ongoing peer observation policy and team teaching in some modules. The tutors meet for review afterwards. Each member of faculty is observed at least twice in a year.

7.1.4 Review, revision and production of formal documents such as student handbooks and programme specifications, is undertaken by the programme leaders under the authority of the Principal.

Course Start Date: September 2012
Course Completion date: September 2014

Aspect of provision	Strengths	Weaknesses
Module Design, content and organisation	Learning materials were provided to students prior to commencement of studies. This include key dates as well. A good balance of theory and practical was achieved. The Easter recess can provide an opportunity for the weaker students to catch up with the coursework and reading. The module programme, administration, communication and documentation were good with weekly reviews at the end of each section. The end of term feedback well received and helped to identify and issues which could be resolved 'on the fly'.	The module is split across providing an opportunity to complete course work, has a detrimental effect on the flow and continuity of the module.
Teaching quality	The feedback indicates that instructor support was good and contact time was good. Most modules were delivered in sufficient depth and pitched at the correct level. Lecturer had a good level of subject matter knowledge in his disciplines.	In some areas, the complexity of the subject, coupled with the lack of student foundation knowledge, led to the lectures over running.
Student progression and achievement	Students all agreed that they understanding and skills in the subject had increased considerably	Student submission values were still very low across all centres

Assessment Quality	The assessments were spread to avoid overloading. The variety of assessment methods was very good and balanced between individual and collective contribution.	There were some problems with IV across centres. Assessment was not always consistent amongst lecturers
Student support & Feedback	The students acknowledged that they received excellent support from the lecturers and staff. The students reflected that they enjoyed the workshop sessions and were able to gain a lot of learning value from this type of delivery.	Due to disturbance from other groups in the IT lab students caused distraction time to time.
Resources	Although there are still one or two texts that have a limited number or reference only copies – the majority of texts are available in sufficient quantities in the library. The quality of handouts and other supporting materials was good.	The BTEC Handbooks need to be provided from the start of the module.