

# Academic Management Review Report 2013-14



## Instructions for Academic Management Reviewers

Please submit your completed report to [vgdeployment@pearson.com](mailto:vgdeployment@pearson.com) and send a copy to the centre's Quality Nominee within 10 days of your visit. (If 'Block Recommended' is selected, please send a copy of the report to the relevant Regional Quality Manager).

You must use the following file naming protocol: "AMRreport[centre number].doc", e.g. "AMRreport98765.doc".

### Reporting Outcome

Report Status	No Actions Required
If 'Actions Required' or 'Block Recommended' are selected above, please list the Quality Objectives where Essential Actions are required.	

### Centre Details

Centre Name	West London College of Business & Management Sciences
Centre Number	07498
Principal / Head of Centre	Dr M J Iqbal
Centre Email address	n.ramjohn@wlc.co.uk
Centre Telephone Number	0208 538 0224
If the Principal / Head of Centre name, centre email address or centre telephone number are incorrect please request the centre to contact: <a href="mailto:serviceoperations@pearson.com">serviceoperations@pearson.com</a>	
Quality Nominee	Dr M. Natt
Quality Nominee Email address	m.natt@wlc.co.uk
Quality Nominee Telephone Number	0208 538 0224
If the Quality Nominee's name, email address or telephone number are incorrect please request the centre to update it on Edexcel Online	
Centre Type	Private College
Academic Management Reviewer	Dr Leslie Doyle
AA Number	901054
Date and Time Review started	12 <sup>th</sup> May 2014 11.30 a.m.
Date and Time Review completed	12 <sup>th</sup> May 2014 17.30
Who was the review with?	Dr Natt and Dr.Ramjohn
Is this centre in its first year of delivery?	No
Number of subsites at centre	
If subsites exist, please provide full details of all subsites below	
Are there any collaborative, partnership or consortia arrangements in place with other centres?	No
Does the centre operate any overseas provision?	No
If collaborative, partnership, consortia or overseas arrangements exist, please provide details below	

# 1. Managing the organisation

## Quality objective

1 The organisational structure is clearly defined and complies with Pearson approval requirements.

## Quality Measures

In order to achieve this, you will need to:

- 1.1 ensure Pearson centre approval and recognition requirements are complied with fully.
- 1.2 ensure collaborative arrangements with other sites, centres or organisations are approved by Pearson and appropriately recorded on Pearson systems, including:
  - Subsites.
  - BTEC consortia.
  - Other collaborative partnerships.
- 1.3 maintain fit-for-purpose staff job descriptions providing details of duties for all roles.
- 1.4 have a clear organisation chart, providing clear reporting relationships so all members of the organisation understand what their responsibilities are and know to whom they are accountable.
- 1.5 assure us that BTEC qualifications on the NQF or QCF are not delivered outside of the UK without prior approval.

Centre has provided evidence confirming			
Review Area	All quality processes are in place and effective	All quality processes are in place but some/all are not effective	There is insufficient evidence that effective quality processes exist*
Judgement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*This judgement for Objective 1 will result in a recommended certification block.

Centre development enhancing effectiveness of measures	
Essential Action	
Recommendation	
Comments:	
<p>1.1, 1.2, 1.5 WLCBMS complies with all centre approval and recognition measures required by Pearson. Currently WLCBMS does not have any subsites, collaborative partnerships nor is it part of any BTEC consortia either in the UK or abroad.</p> <p>1.3 The Roles of Assessor and Internal Verifier are defined in the Assessment Guide for BTEC Programmes pp.13-14 and their responsibilities on p.18. A comprehensive list of job descriptions is in the Centre Policies File and includes: Quality Nominee, Lecturer, Internal Verifier, Lead Internal Verifier, Programme Manager, Admissions Manager, Registrar, Quality Manager.</p> <p>1.4 The Centre's Organisation Chart shows the Principal's supervision of 3 functional directors - Registrar and Director of Finance; Director of Studies; and Quality Assurance Manager.</p>	

## 2. Student registration and certification

### Quality objective

2 Your administrative processes and procedures ensure that enrolment, registration and certification processes:

- are accurate and timely.
- are auditable.
- reflect a student's course of study, time spent on programme and level of achievement.
- ensure that exception reporting of inaccurate or unsafe practices or occurrences are made.

### Quality measures

In order to achieve this, you will need to:

- 2.1 have a procedure for the timely and accurate registration of students that is operational and monitored and is compliant with awarding organisation and regulatory requirements.
- 2.2 have a mechanism for checking the accuracy of student registrations.
- 2.3 keep accurate and up-to-date records of attendance for every student, showing appropriate time spent on programme in relation to the qualification guided learning hours.
- 2.4 follow a procedure which ensures timely and accurate certification claims that are checked and verified against assessment records.
- 2.5 have a procedure for checking certificates received against assessment records, prior to issue.
- 2.6 investigate and report to us all inaccurate, early/late and fraudulent registrations or certification claims, via internal senior management.
- 2.7 provide unit certification claims for students where appropriate.

Centre has provided evidence confirming			
Review Area	All quality processes are in place and effective	All quality processes are in place but some/all are not effective	There is insufficient evidence that effective quality processes exist*
Judgement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*This judgement for Objective 2 will result in a recommended certification block.			
Centre development enhancing effectiveness of measures			
Essential Action			
Recommendation			
Comments:			
<p>2.1-2.6 These measures are addressed in the Centre's Awarding Body Registration and Certification Procedures protocol. The Director of Studies and the Registrar act as a check and a balance to confirm the accuracy of student registrations and certification. The Registry is responsible for the attendance records.</p> <p>2.3 Attendance records and programme timetables were examined by the AMReviewer and seen to meet g.l.h. requirements.</p> <p>2.7 This is covered under the Centre's Registration and Certification Policy.</p>			

### 3. Policies and procedures

#### Quality objective

**3** You have effective systems and procedures developed and agreed by managers, which cover Level 4-7 assessment processes and are:

- regularly reviewed and updated.
- readily available to all staff and students.
- operational throughout the organisation.

#### Quality measures

In order to achieve this, you will need to:

- 3.1** have key quality assurance procedures to assure the quality of Level 4-7 provision that:
- are supported by appropriate policies.
  - are appropriate to centre size and the qualification requirements.
  - are supported by senior managers and implemented by assessment and delivery teams
  - manage and report on academic standards matters.
  - include quality standards documentation and working practices suitable for higher education.
  - embrace the precepts contained in the QAA Quality Code.
- 3.2** have policies and procedures for managing:
- equality and diversity.
  - health and safety.
  - special consideration & reasonable adjustments.
  - recognition of prior learning.
  - assessment, internal verification.
  - student/staff malpractice, including plagiarism.
  - student appeals.
- 3.3** review and evaluate centre policies annually.
- 3.4** effectively manage the accuracy and consistency of internal and external communications to ensure the timely dissemination of correct key messages to all stakeholders.
- 3.5** have continuous compliance with our published policies, procedures and regulatory requirements.
- 3.6** have a means for ensuring all students and staff are aware of:
- what constitutes an appeal and what is considered assessment malpractice.
  - the related processes for instigating an appeal or investigating malpractice.
  - the possible outcomes that may be reached.
  - the consequences of both internal and external outcomes.
  - the process that exists to enable students to make an appeal with Pearson relating to the externally or internally awarded assessment outcomes.
- 3.7** demonstrate how the potential for any assessment malpractice informs programme planning and delivery.
- 3.8** have robust systems for recording and managing all assessment appeals and malpractice, including plagiarism.
- 3.9** have a process for reporting serious assessment malpractice to Pearson.

Centre has provided evidence confirming			
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Centre development enhancing effectiveness of measures			
Essential Action			
Recommendation			
Comments:			
<p>The Centre has been in operation since 2005 originally in the Overseas Student market. It now recruits UK and EU students and has 6 years experience of delivering BTEC HND programmes.</p> <p>3.1 WLCBMS has embraced the QAA Quality Code which has been demonstrated through the successful achievement of Confidence, Confidence and Reliance in its institutional audit.</p>			

The quality assurance procedures are outlined in the Centre's Quality Manual which sets up a Committee Structure with an Executive Committee supervising three committees - Administration; Quality Assurance and Operations; and Academic. The latter supervises three committees - Programme; Examination and Assessment; and Student/Staff Liaison. An Advisory Committee also sits under the chairmanship of Professor J R Mason, as required. An Annual Quality Review is conducted and records filed. The Quality Assurance Framework covers Student Feedback, Academic Feedback, External Examiners' Reports, Annual Course Monitoring and Course Reviews. The annual Quality Audit conducted by the Quality Assurance Manager examines previous Quality Assurance Reports, External Examiners' Reports, the College Staff Induction programme, the Staff Development Scheme, Student Guides and Handbooks, Student Induction/Orientation paperwork, Strengths and Weaknesses, Improvement Plans, How Weaknesses are to be Addressed.

3.2 Centre Policies on file include: Assessment Policy, Assessment Malpractice Policy; Plagiarism Policy; Credit Transfer and AP/APEL Policy; Staff Malpractice Policy, Internal Verification Policy, Course Delivery Policy, Student Progression Policy, Student Engagement Policy, Malpractice Policy and Procedure, Student Complaints Procedure, Equality and Diversity Policy Statement, Equal Opportunities Policy including Reasonable Adjustments, Academic Appeals Policy, Admissions Policy, Admission and Enrolment Policy, Safeguarding Policy, Data Protection Policy, Disability Policy, Student Welfare and Support Policy, Public Information Policy, Academic Staff Induction Policy, Staff Mentoring Policy, Lesson Observation Policy, Peer Review Policy, Sustainability Policy, Health and Safety Policy Statement.

3.3 The Quality Audit process covers annual review and evaluation of Centre policies.

3.4 The Centre has a Public Communications Policy which covers these aspects.

3.5 Programme Meetings files have evidence of the receipt and discussion of developments in BTEC Policies, procedures and regulatory requirements.

3.6 This is addressed in the Student Handbook, and the Academic Appeals Policy.

3.7 The Centre's principal means of countering assessment malpractice is the Exam Boards which regularly review student work and assessment outcomes. Clear indication is given in the Student Handbook about what constitutes Assessment Malpractice and this supported by a statement on the College website and a Centre Policy. At the start of each new cohort there is a lecture by Professor J R Mason of Kings College, London on plagiarism. All new staff are made aware of the issue during induction. Similarly student awareness is raised in their Induction. Students are instructed on proper referencing practice. Students make a declaration of all assignments that the work is their own. Observation records and Witness statements also establish the veracity of student achievements. The Centre is in process of adopting Turnitin software to detect plagiarism from online sources. In addition the formative assessment process enables assessors to gauge the ability of each learner and thus be aware of discrepancies through plagiarism. Assignment design is focused on individual application and interpretation of principles in real working situations. The integrity of student online files is maintained to avoid the possibility of copying. Assignment briefs are reviewed annually and Standardisation of assessment practice ensures a constant awareness of authentic work. The Internal verification process also militates against the possibility of plagiarism in checking briefs and assessment decisions. Finally Edexcel On-line is only accessible by the Registrar and the Quality Nominee.

3.8 These procedures are outlined in the Student Handbook.

3.9 The Tutor Assessment Guide for BTEC Programmes p.19 states that "the Quality Nominee is responsible for informing the Awarding Body about any acts of malpractice".

## 4. Managing assessment and verification

### Quality objective

4 Your assessment strategy, processes and management underpin an assessment and internal verification system that:

- delivers valid and reliable assessment outcomes.
- follows Pearson regulations and requirements.
- reflects national standards.
- enables internal verification to drive and maintain assessment standards.
- leads to the safe certification of student achievement.

### Quality measures

In order to achieve this, you will need to:

- 4.1** have an accurate Programme Specification, as defined by the QAA Quality Code.
- 4.2** have clearly defined assessment roles and personnel.
- 4.3** have clearly defined assessment procedures that are operational and auditable at all assessment locations and for all assessors, units and students, as appropriate.
- 4.4** have assessment recording documentation that is clearly understood by assessors and students and is used consistently across the centre and all assessment locations.
- 4.5** use an assessment methodology that leads to valid and reliable assessment outcomes against national standards, which are in line with regulatory and standards setting body requirements.
- 4.6** provide equal access to assessment for all students, as appropriate.
- 4.7** deliver an internal verification process that is compliant with awarding organisation and regulatory requirements that ensures that:
- assessment instruments are fit for purpose.
  - assessment outcomes are valid, reliable and to national standards.
- 4.8** have processes for dealing with weaknesses in assessment, whether highlighted internally or externally.
- 4.9** utilise the outcomes of Pearson's external monitoring to improve internal systems, processes and assessment outcomes.

Centre has provided evidence confirming			
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Judgement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Centre development enhancing effectiveness of measures			
Essential Action			
Recommendation			
Comments:			
<p>WLCBMS has a team of internal verifiers led by a Lead Verifier who complement the assessment and verification process. Assessments are checked for validity, reliability and purpose. Reports are generated in order to deal with good and bad practice. Programme specifications are generated and reviewed each semester to be valid and reliable.</p> <p>4.1 A Programme Specification as defined by the QAA Quality Code is included in Student Course Handbooks. A Scheme of Work is provided on Moodle.</p> <p>4.2 Assessment roles and personnel are defined as referenced in section 1.3 above.</p> <p>4.3 The Centre's Assessment Procedures are given in the Assessment Policy and the Tutor Assessment Guide and are inculcated through the Staff Induction. Internal Verification records show a comprehensive and uniform recording system for assessment and validation records.</p> <p>4.4 Understanding of the assessment system is promoted through the Staff Induction, the Student Induction and the Student Handbooks.</p> <p>4.5 The assessment programme is continuously monitored and improved by the Quality Audit process and the workings of the Internal Verification procedures. The Reports of Standards Verifiers attest the integrity of the Centre's systems.</p> <p>4.6 The Centre's Admissions Policy, Equal Opportunities including Reasonable Adjustments</p>			

Policy and Student Welfare and Support Policies confirm this.

4.7 The Centre's IV process is robust as attested by confidence expressed in EE Reports, evidence of IV activities in the IV File and by the Centre's commitment to Quality Improvement in the College Governance Principles of embracing a Higher Education ethos, rigorous staff selection, student involvement and Quality Improvement.

4.8 The annual Quality Review mechanism addresses this issue comprehensively.

4.9 This is explicitly embraced by the Centre's Quality Improvement Plan.

## 5. Assessment tracking, recording and reporting

### Quality objective

5 You record assessment decisions in a way that:

- it is clearly measured against recognised, regulated standards.
- student progress can be accurately tracked.
- the assessment process can be reliably verified.
- there is clear evidence of the safety of certification.

### Quality measures

In order to achieve this, you will need to:

- 5.1 store all assessment records securely and safely relating to both internally and externally set assessments.
- 5.2 maintain records of student achievements that are up to date, regularly reviewed and tracked accurately against recognised, regulated standards.
- 5.3 retain both internal and external assessment records for centre and awarding organisation scrutiny for a minimum of three years following certification.
- 5.4 have all current student evidence available for centre and awarding organisation verification processes.
- 5.5 have all current student records of formative and summative feedback available for awarding organisation verification processes.

Centre has provided evidence confirming			
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Centre development enhancing effectiveness of measures			
Essential Action			
Recommendation			
Comments:	<p>The Director of Studies and Programmes Manager work together to maintain records of the students achievements, internal verification, progression (summative and formative feedback) and retention. These records form the basis of certification.</p> <p>5.1 - 5.5 The Centre's Academic Records Retention Policy covers these measures.</p> <p>5.3 This is explicitly included in the Centre's Tutor Assessment Guide</p> <p>5.4 - 5.5 EE Reports attest this delivery.</p>		



## 6. Student recruitment, support and review

### Quality Objective

6 You provide appropriate student monitoring and support processes to assure programme effectiveness and promote student achievement and progression.

### Quality Measures

In order to achieve this, you will need to:

- 6.1 ensure suitable processes are in place to assure the integrity of student recruitment onto the centre's L4 -7 provision.
- 6.2 publish information that is accurate and provides students with a basis for making an informed choice about enrolment decisions.
- 6.3 provide a recruitment process that enables the applicant to discuss learning needs, additional help that might be required on programme, and takes account of progression aspirations.
- 6.4 ensure senior management leads initiatives to urge and support a higher education ethos.
- 6.5 ensure students and staff are aware of teaching and learning strategies which encourage and bring about independent learning. Effective pastoral care to support learning should be given.
- 6.6 continuously improve and update student support material, including Programme Specifications and student handbooks.
- 6.7 have a process to record and report student progression to employment or further study.

Centre has provided evidence confirming			
Review Area	All quality processes are in place and effective	All quality processes are in place but some/all are not effective	There is insufficient evidence that effective quality processes exist
Judgement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Centre development enhancing effectiveness of measures			
Essential Action			
Recommendation			
Comments:			
<p>WLCBMS has a structured student recruitment and support process. It starts from primary interest from the learner in the course all the way to Induction. Diagnostic tests are conducted in order to support the learner with potential difficulties they may face throughout the course. Tutorials and support classes are provided in order for learners to achieve their academic aspirations.</p> <p>6.1 The Admissions Procedure involves checking the Application Form for notification of special needs requirements, checking Certificates and documents and an Interview. All learners have an Initial Learning Plan drawn up and if necessary an IEP for learning difficulties and physical disabilities including a 20 page document to record interventions. There is also a diagnostic test for dyslexia and a Disability Advisor is on hand to assist.</p> <p>6.2 The Centre's Public Information Policy adequacy covers this measure.</p> <p>6.3 see 6.1 above. The Centre has a Progression Policy and monitors learner destinations. 90% of L7SML students go on to a Master's top-up and 70% of HND Business students go on to University degree programmes mainly through progression accords with 4 universities.</p> <p>6.4 The HE ethos is enshrined in the College's Principles, Strategic Plan and the fact that all the SMT members have Ph.Ds. The Strategic Plan 2012-2015 aspire to make the College a Higher Education Institute of choice.</p> <p>6.5 There is a Personal Tutorial System in place to give students both group and personal support, the former conducted by teachers, the latter by Personal Tutors.</p> <p>6.6 This review and update occurs every semester see above section 3.1.</p> <p>6.7 See above section 6.1. The Strategic Plan 2012 -2015 has a commitment to developing Employability for all learners, developing Skills for Life, promoting IT skills locally, and Widening Participation and Access.</p>			

## 7. Staff resources

### Quality objective

The delivery and assessment of your Level 4-7 qualifications is enhanced by an appropriate programme team that:

- is appropriately qualified in the skill of teaching and assessment.
- is vocationally competent to teach and assess the subject.
- has sufficient time to effectively fulfil all aspects of the role.
- views quality and improvement as an inherent part of their job role.
- is supported by a formal programme of continuous professional development.

### Quality measures

In order to achieve this, you will need to:

- 7.1** demonstrate that staffing on Level 4-7 programmes is continuously monitored in order to maintain adequate numbers of appropriately qualified and vocationally experienced personnel.
- 7.2** have an effective recruitment and selection process which ensures the maintenance of adequate and appropriate staffing.
- 7.3** give teaching and assessing staff sufficient time for programme planning, delivery, assessment, verification and evaluation activities.
- 7.4** ensure that external experts who deliver and assess on programmes are familiar with the specification and able to conduct appropriate and accurate assessment.
- 7.5** provide suitable programmes of induction and development for the centre's L4 -7 provision to assure that staff are in step with national standards, business trends and developments in teaching, assessment and learning.
- 7.6** provide an ongoing and formally recorded programme of continuous professional development for staff to ensure that knowledge, skills and qualifications are appropriate and up to date.

Centre has provided evidence confirming			
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Judgement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Centre development enhancing effectiveness of measures			
Essential Action			
Recommendation			
Comments:			
<p>WLCBMS has a rigorous staff selection and recruitment policy and procedure. CPD is encouraged which enables the staff to have the most up to date information in order for them to disseminate effective and contemporary knowledge to the learners. The Quality Manager sets in place a CPD calendar annually for the academic year in order to progress staff skills and knowledge.</p> <p>7.1 The annual Quality Review considers staffing issues. There is a Centre Lesson Observation Policy and a Peer Review Policy. In addition there is a set of Procedures for Selection, Appointment, Appraisal and Development of Staff. The College's Principles of Governance embrace a commitment to appropriate staff selection. Student semesterly feedback on Tutors, Subjects, Departments and the College is used by the Quality Review process to evaluate teacher performance.</p> <p>7.2 See above section 7.1 and the Centre's Recruitment Policy.</p> <p>7.3 Job roles responsibilities and specifications along with course timetables indicate that this measure is met. Full-time staff teach for 3 days and have 2 days for marking and preparation and meetings.</p> <p>7.4 No external experts are engaged with assessment of the programmes on offer at the Centre. Where external lecturers are engaged for delivery of specialised topics they are fully briefed with standards requirements and expectations and a Risk Assessment is conducted if located outside the Centre.</p> <p>7.5 The Centre's Academic Staff Induction Policy, Staff Development Scheme, Staff</p>			

mentoring programme and CPD programme attest to compliance with this measure.

7.6 The Centre has an impressive programme of staff development opportunities. 18 sessions have taken place between Septemeber 2013 and May 2014 covering topics such as teaching and assessing BTEC programmes, First Aid, and PTLLS Level 4.

## 8. Physical resources

### Quality Objective

8 There is adequate provision of physical resources that will:

- support general learning and assessment at Level 4-7.
- enhance subject specific and technical learning and assessment at Level 4-7.
- ensure student and staff safety.

### Quality measures

In order to achieve this, you will need to:

- 8.1** have specialist and general resources available that are sufficient for student volumes.
- 8.2** have the required facilities and resources required by Pearson for the conduct of external assessment, where this forms part of a BTEC programme.
- 8.3** monitor all resources regularly to ensure they are fit for purpose and safe to use.
- 8.4** consider the provision of general and subject specific resources when planning the introduction of new programmes.
- 8.5** ensure that, when used, external resources are contractually available, fit for purpose, appropriate and safe.
- 8.6** have appropriate and fair access arrangements for all students regardless of ability or disability.

Centre has provided evidence confirming			
Review Area	All quality processes are in place and effective	All quality processes are in place but some/all are not effective	There is insufficient evidence that effective quality processes exist
Judgement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Centre development enhancing effectiveness of measures			
Essential Action			
Recommendation			
Comments:			
<p>The Director of Studies, Programmes Manager, Course leaders and the librarians review all resources on a semesterly basis in order to make available current and most appropriate resources in order to aid the learners' successful progression. WLCBMS's e-learning platform, Moodle, has been developed and implemented for the learners use where many external points of reference are utilised.</p> <p>8.1 The Centre has 10 classrooms and 2 computer labs and a library which contains a good supply of books including the BTEC HND Core Units Coursebook for every learner, a range of periodicals, the entire BTEC Suggested Reading lists for all unit specifications and access to online libraries via Moodle such as Emerald. Brunel University library is nearby and learners are encouraged to use it. The Centre is located over 2 floors of a modern building and occupies 13000 square feet of floorspace.</p> <p>There are approximately 800 students studying at the Centre on BTEC L7SML, and HND in Business (8 groups), Health and Social Care (2 groups) and Computer Systems Development (1 group).</p> <p>8.2 The Centre has many years' experience in conducting examinations for other awarding bodies ( e.g. Silex). The Centre has tested Examination and Invigilation and Exam Paper Security procedures that meet BTEC requirements for external testing.</p> <p>8.3 Annual PAT testing is done for all electrical equipment and records kept on file. This is outsourced to a specialist contractor. The Centre has Procedures for Evaluating Premises, Equipment and Facilities and findings are gathered in the Quality Audit process. In addition there are Procedures for Evaluating Services Related to Academic Programmes of WLCBMS and Procedures for Evaluating Quality Audit Procedures which fall within the ambit of the Quality Audit and ensure that resources are adequate.</p> <p>8.4 The Centre's Quality Manual has Procedures for the Approval of New Programmes and, informed by the Quality Review, the management is aware of resource implications.</p> <p>8.5 Where necessary Risk Assessments are undertaken and held by the Student Welfare Officer.</p>			

8.6 There is wheelchair access available throughout the Centre and special wheelchairs are available for users.

### General Comments

The Centre is well set up to deliver HE programmes to BTEC requirements. It has excellent facilities, excellent Policies and Procedures and evidence of an effective Quality Assurance programme that is clearly managed and informs developments and improvements.

### Areas of Good Practice

1. Measures to combat plagiarism.
2. Excellent Staff Development programme ensuring Continued Professional Development of teaching and assessing staff.