



QAA

Integrated quality and enhancement review

Summative review

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Chichester College

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Preface

The mission of the Quality Assurance Agency for Higher Education (QAA) is to safeguard the public interest in sound standards of higher education qualifications and to inform and encourage continual improvement in the management of the quality of higher education.

As part of this mission, QAA undertakes reviews of higher education provision delivered in further education colleges. This process is known as Integrated quality and enhancement review (IQER).

Purpose of IQER

Higher education programmes delivered by further education colleges (colleges) lead to awards made by higher education institutions or Edexcel. The awarding bodies retain ultimate responsibility for maintaining the academic standards of their awards and assuring the quality of the students' learning opportunities. The purpose of IQER is, therefore, to safeguard the public interest in the academic standards and quality of higher education delivered in colleges. It achieves this by providing objective and independent information about the way in which colleges discharge their responsibilities within the context of their partnership agreements with awarding bodies. IQER focuses on three core themes: academic standards, quality of learning opportunities and public information.

The IQER process

IQER is a peer review process. It is divided into two complementary stages: Developmental engagement and Summative review. In accordance with the published method, colleges with less than 100 full-time equivalent students funded by the Higher Education Funding Council for England (HEFCE) may elect not to take part in Developmental engagements, but all HEFCE-funded colleges will take part in Summative review.

Developmental engagement

Developmental engagements explore in an open and collegial way the challenges colleges face in specific areas of higher education provision. Each college's first, and often their only, Developmental engagement focuses on student assessment.

The main elements of a Developmental engagement are:

- a self-evaluation by the college
- an optional written submission by the student body
- a preparatory meeting between the college and the IQER coordinator several weeks before the Developmental engagement visit
- the Developmental engagement visit, which normally lasts two days
- the evaluation of the extent to which the college manages effectively its responsibilities for the delivery of academic standards and the quality of its higher education provision, plus the arrangements for assuring the accuracy and completeness of public information it is responsible for publishing about its higher education
- the production of a written report of the team's findings.

To promote a collegial approach, Developmental engagement teams include up to two members of staff from the further education college under review. They are known as nominees for this process.

Summative review

Summative review addresses all aspects of a college's HEFCE-funded higher education provision and provides judgements on the management and delivery of this provision against core themes one and two, and a conclusion against core theme three.

Summative review shares the main elements of Developmental engagement described above. Summative review teams, however, are composed of the IQER coordinator and QAA reviewers. They do not include nominees.

Evidence

In order to obtain evidence for the review, IQER teams carry out a number of activities, including:

- reviewing the college's self-evaluation and its internal procedures and documents
- reviewing the optional written submission from students
- asking questions of relevant staff
- talking to students about their experiences.

IQER teams' expectations of colleges are guided by a nationally agreed set of reference points, known as the Academic Infrastructure. These are published by QAA and consist of:

- *The framework for higher education qualifications in England, Wales and Northern Ireland*, which includes descriptions of different higher education qualifications
- the *Code of practice for the assurance of academic quality and standards in higher education*
- subject benchmark statements, which describe the characteristics of degrees in different subjects
- *Guidelines for preparing programme specifications*, which are descriptions of what is on offer to students in individual programmes of study
- award benchmark statements, which describe the generic characteristics of an award, for example Foundation Degrees.

In addition, Developmental engagement teams gather evidence by focusing on particular aspects of the theme under review. These are known as 'lines of enquiry'.

Outcomes of IQER

Each Developmental engagement and Summative review results in a written report:

- Developmental engagement reports set out good practice and recommendations and implications for the college and its awarding bodies, but do not contain judgements. Recommendations will be at one of three levels - **essential**, **advisable** and **desirable**. To promote an open and collegial approach to Developmental engagements, the reports are not published.

- Summative review reports identify good practice and contain judgements about whether the college is discharging its responsibilities effectively against core themes one and two above. The judgements are **confidence**, **limited confidence** or **no confidence**. There is no judgement for the third core theme, instead the report will provide evaluation and a conclusion. Summative review reports are published. Differentiated judgements can be made where a team judges a college's management of the standards and/or quality of the awards made by one awarding body to be different from those made by another.

Colleges are required to develop an action plan to address any recommendations arising from IQER. Progress against these action plans is monitored by QAA in conjunction with HEFCE and/or the college's awarding body(ies) as appropriate. The college's action plan in response to the conclusions of the Summative review will be published as part of the report.

Executive summary

The Summative review of Chichester College carried out in January 2010

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreements, for the standards of the awards it offers on behalf of its awarding bodies. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreements, for the quality of learning opportunities it offers. The team considers that reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following good practice for dissemination:

- the College's commitment to developing specific higher education policies, procedures and structures
- the provision of learning opportunities in real work environments, which enhances significantly students' professional skills and employability
- the ease of access to, and approachability of, tutors and their role in providing effective support for students
- the practice of the early diagnosis of learning needs and development of academic skills in beauty therapy
- the ways in which students' views are captured and used to improve the quality of their learning experience
- the structure and content of the College's intranet, accessibility of documentation and the application of rigorous version control.

Recommendations

The team has also identified a number of recommendations for the enhancement of the higher education provision.

The team considers that it would be **advisable** for the College to:

- review its various higher education specific policies to ensure they are appropriate, clear and internally consistent
- clarify the procedures for the approval of changes to Edexcel courses and their associated programme specifications, to ensure that they are independent, robust and timely
- provide clear guidance to staff on College expectations of when students should expect to receive feedback and grades on their work.

The team considers that it would be **desirable** for the College to:

- ensure that issues identified through internal and external review processes are acted upon in a timely manner

- ensure that its own higher education specific policies and procedures are mapped against the relevant sections of the Academic Infrastructure and that this process is formally considered and recorded within College structures
- produce and formally consider a composite report on external examiners' comments for all higher education provision which supports the dissemination of effective practice and identifies issues for staff or policy development
- consider how attendance at staff development events can be systematically monitored, collated and taken into account during individual staff appraisal
- ensure that external examiner reports are shared with students in accordance with HEFCE guidance.

A Introduction and context

1 This report presents the findings of the Summative review of higher education funded by the Higher Education Funding Council for England (HEFCE) conducted at Chichester College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of the Universities of Chichester, Portsmouth and Sussex, Thames Valley University and Edexcel. The review was carried out by Dr Mark Atlay, Ms Ann Hill and Ms Patricia Millner (reviewers), and Dr Chris Amodio (coordinator).

2 The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook), published by QAA. Evidence in support of the Summative review included documentation supplied by the College and awarding bodies, meetings with staff, students, employers and partner institutions, reports of reviews by QAA and from inspections by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)*, subject and award benchmark statements, *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and programme specifications.

3 In order to assist HEFCE to gain information to assist with the assessment of the impact of Foundation Degree awards, Section D of this report summarises details of the Foundation Degree programmes delivered at the College.

4 Chichester College is a large general further education college located in the south-west of West Sussex. It was inaugurated in 1964, merging with Brinsbury College, a specialist land-based institution, in 2002. It offers a wide-ranging provision designed to accommodate everyone from school-leavers to mature learners. The College currently operates on two campuses, the main one in the centre of Chichester and the Brinsbury campus in the heart of the South Downs near Pulborough. The College's vision is to offer the highest quality learning experience, taking a leading role in identifying and meeting the needs of the community and employers. It aims to do this by using a diversity of learning strategies, providing student support of the highest quality to offer progression routes for all learners. It intends to use its partnership with Sussex-based higher education institutions through the Sussex Learning Network to develop, promote and deliver unitised higher education provision to meet the needs of the local business communities and population. The College has a concordat with the University of Chichester, facilitating the joint development of new provision, and is in the process of establishing a joint Chichester Business School.

5 In the academic year 2009-10, there are 358 students, of which 147 are studying part-time, following higher education programmes funded by HEFCE across eight curriculum areas. This corresponds to just over 256 full-time equivalents. The mode of delivery varies between programmes. Some 10,300 students are currently enrolled within the College's further education provision.

Higher education provision at the College

6 The College offers the following programmes funded by HEFCE, in conjunction with Edexcel and four universities.

Validated by Edexcel

- HNC Business (9.0 full-time equivalents (FTE))
- HNC Hospitality Management (0.84 FTE)
- HNC Performing Arts (Dance) (9.0 FTE)
- HND Animal Management (12.0 FTE)
- HND Beauty Therapy Sciences (26.0 FTE)
- HND Business (27.0 FTE)
- HND Business (with Tourism) (4.0 FTE)
- HND Computing (Software Development) (33.0 FTE)
- HND Hospitality and Event Management (26.0 FTE)

Validated by Thames Valley University

- FdSc Computer Systems Management (1.4 FTE)

Validated by the University of Chichester

- FdA Hospitality and Events Management *

Validated by the University of Portsmouth

- FdA Business and Management (3.6 FTE)
- Extended Science Degrees Year 0 (43 FTE)
- Postgraduate Diploma Human Resources Management (8.4 FTE)
- Certificate in Education (Post Compulsory Education) (11.9 FTE)
- PGCE Post Compulsory Education - Postgraduate (8.1 FTE)
- PGCE Post Compulsory Education - Professional (4.1 FTE)

Validated by the University of Sussex

- Foundation Year in Biological Sciences (29 FTE).

* Validated 2009, but failed to recruit.

Partnership agreements with the awarding bodies

7 The College works with one awarding body and four partner higher education institutions, delivering most of its higher education through Edexcel. There is a strong sense of partnership between the College and its awarding universities. These institutions strongly support the effective management of their respective programmes, having ultimate responsibility for quality and academic standards of the relevant award. This is made evident in the respective memorandum of agreement, which also clearly indicates where specific responsibilities lie with the College or the University. All of these agreements are subject to regular review. Liaison with the awarding universities is facilitated by appointment of designated link tutors. These partner institutions provide a wealth of documentation to support the relationships, and arrange relevant staff training events.

8 The College is a recognised centre for the delivery of Edexcel programmes, all funded directly by HEFCE. A new working relationship has been established with Thames Valley University within a consortium for the delivery of a Foundation Degree in Computer Systems Management in conjunction with a global computing industrial concern.

Recent developments in higher education at the College

9 The College has strengthened its working relationship with the University of Chichester. Following two Foundation Degrees first offered by the University of Chichester in 2008 to which the College makes a teaching contribution, a Foundation Degree in Hospitality and Events Management, run by the College, was validated in July 2009, although insufficient recruitment delayed its introduction until 2010. The College's Higher Education Strategy is to offer a minimum of one level 5 qualification in every academic area where appropriate, but the current financial situation has limited this ambition.

Students' contribution to the review, including the written submission

10 Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. Representatives from each programme of study were invited to complete a questionnaire, after consultation with their peers and assisted by the College's Students' Union, concerning aspects of the provision. An overview report was compiled by the Head of Studies for Higher Education which, together with individual responses, was finally verified by the Students' Union President as being an accurate summary. In addition, the review coordinator explained the Summative review process with student representatives at the preparatory meeting, and the team had the opportunity to meet a representative group of 17 students and discuss the higher education provision with them during the review visit.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

How are responsibilities for managing and delivering higher education standards delegated within the management structure and what reporting arrangements are in place?

11 The quality of the higher education provision is managed as specified by the awarding institutions. Programmes validated by higher education institutions operate appropriately

under the academic regulations, policies and procedures of the respective university, while programmes validated by Edexcel follow the College's own quality assurance systems. The College's internal structures maintain an oversight of all provision. In its self-evaluation the College stated that responsibility for managing standards rests with the programme team working with the curriculum team manager, the Head of Studies for Higher Education, the director of the area and the Director of Quality and Strategy. The College's mission is to be world class and to ensure that the student experience is outstanding in every way. The Head of Studies for Higher Education, whose role also includes aspects of level 3 work in the College, has a responsibility to lead in the development of a high quality higher education provision, and its efficient delivery across all relevant curriculum areas. Operational matters are coordinated through the Higher Education Committee, and a Higher Education Quality and Standards Group has been established recently to provide strategic management and leadership for all higher education provision in the College.

12 The established Higher Education Committee meets monthly and will report to the Higher Education Quality and Standards Group through an annual report at the end of the academic year. Membership includes the leaders for each programme and its terms of reference include providing an operational review of all higher education provision, monitoring trends in performance, implementing policies and procedures, and advising on staff development. From its review of the documentation and discussions with staff, the team concluded that, although its records could be more formalised, the Committee was functioning effectively and that the Higher Education Quality and Standards Group would positively augment its role.

13 The Higher Education Quality and Standards Group meets termly and has oversight responsibility for the higher education quality assurance systems. This includes the process of programme approval and review, ensuring that provision is aligned with the principles of the Academic Infrastructure. The Higher Education Quality and Standards Group will also plan and manage external reviews and inspections and provide a final appeal board for students in relation to extenuating circumstances, grading, plagiarism and related issues. Membership includes senior managers within the College and it reports to the Senior Management Team and the College's quality forum. The College has plans to extend the membership to include a representative of the Students' Union.

14 The team considered that the role of the Higher Education Quality and Standards Group might be further strengthened by an explicit reference to the coordination of the College's response to issues raised by higher education students through the various internal and external mechanisms in place. Because of its recent establishment, the team was not able to consider the effectiveness of the Higher Education Quality and Standards Group. It observed that its remit makes it appear more like a formal committee than a group while the operational focus of the Higher Education Committee makes it more like a group than a committee. Nonetheless, it concluded that the developing structures within the College provide a sound basis for effectively managing and delivering its higher education portfolio and for its commitment to developing appropriate structures to support its higher education provision.

15 The College is developing a Higher Education Quality Assurance Manual which will include policies and procedures specific to its higher education provision. It has already developed such policies on assessment, the composition and role of boards of examination, programme handbooks, and the review and approval of programme specifications. The College plans to develop additional higher education policies on careers advice; admissions; plagiarism; widening participation; internal verification; work experience and placement;

programme approval, monitoring and review; continuing professional development and scholarly activity; and ethics.

16 The team noted some inconsistencies in the developing policies. The policy on boards of examination sets out the process for appeals against board decisions, and the assessment policy sets out the process for appeals against initial assessment decisions and for extenuating circumstances. The composition of the appeals panel in each case is different and these policies make no reference to the role of the Higher Education Quality and Standards Group in providing a final appeal board in line with its terms of reference. The team considers it advisable that the College reviews its various policies on appeals to ensure they are appropriate, clear and internally consistent.

17 The assessment policy includes procedures for the submission and review of evidence of extenuating circumstances. This states that, where mitigation is accepted, assessments can be waived, although a subsequent statement says that provision should be made for the student to take the assessment at a later date. Discussion with College staff and the Edexcel representative confirmed that Edexcel would normally only allow the waiving of assessments in exceptional circumstances. The team concluded that there is potential ambiguity and that it is advisable that the wording of the assessment policy is reviewed to make it clear that this action referred to a deferral of submission rather than a waiving of the assessment.

18 College policies cover its responsibilities but do not override the awarding body responsibilities. For example, on Edexcel programmes the assessment policy allows appeals against grades for students in line with Edexcel policy but this is not permitted for students studying for awards of the partner universities. The team noted that the College is committed to the process of developing a range of appropriate structures, policies and procedures to support its higher education provision, constituting good practice, but considers it desirable for the College to complete this work in a timely manner.

What account is taken of the Academic Infrastructure?

19 The precepts of the Academic Infrastructure are well embedded at programme level as required and verified by the awarding bodies through their approval and review processes. These require evidence to show that the aims, intended learning outcomes, and teaching, learning and assessment strategies are set within the context of the *Code of practice*, subject benchmark statements and alignment with the FHEQ. Programme leaders and awarding body representatives were able to confirm that effective use was made of the Academic Infrastructure in this way.

20 Under new procedures, the programme specifications for Edexcel higher education programmes are revised by the programme team during the summer break, reviewed with students and then approved by the Higher Education Committee at its autumn meeting. The team welcomes the engagement of students in this process (see paragraph 55) but was concerned that, with no clear specification of the nature of amendments that might be approved, changes to teaching, learning and assessment practices might be approved for courses in operation and after teaching had commenced. The team was also concerned that changes to programme specifications were for approval by the operational Higher Education Committee rather than the Higher Education Quality and Standards Group which has a remit for quality assurance. The College is advised to clarify its procedures for the approval of changes to Edexcel programmes in operation and their associated programme specifications, to ensure that they are independent, robust and timely.

21 The College's higher education policy on assessment has been mapped against the requirements of the appropriate sections of the *Code of practice*, but this mapping has not been formally documented. Similarly, there was no formal record that the new policy on boards of examination has been mapped against the *Code of practice, Section 6: Assessment of students*. The team concluded that the College was taking appropriate steps through its own revised higher education policies and procedures to address the various elements of the Academic Infrastructure but that it is desirable to review how it assures itself of this alignment and formally records the process within College structures.

How does the College assure itself that it is fulfilling its obligations to ensure that the standards of higher education provision meet the requirements of validating partners and awarding bodies?

22 The College operates an annual programme planning cycle and uses common procedures for the internal approval and re-approval of all its provision. These are judged by the College to be currently insufficiently robust for higher education programmes. To address this, the Higher Education Quality and Standards Group will take on the role of approving the provision on behalf of the College, ensuring that it is appropriate to the College's mission and strategy, that funding streams are in place, internal and external requirements are met, and that appropriate staffing and resources are available. No review has yet been undertaken, and detailed procedures for this process are yet to be developed, but these will form a constituent part of the Higher Education Quality Manual. The team was unable to reach an informed view on the new process in operation but it welcomed the additional and specific attention and commitment being given to the higher education provision.

23 The College states that reports from external examiners are important in the process of monitoring and improving standards. External examiners are appointed to all higher education programmes as required by the awarding bodies and form an integral part of the programme review process for each area. Awarding bodies have different approaches to forwarding external examiners' reports so that they may be directed to different staff including the Principal, Director of Quality and Strategy or programme leaders. The Director of Quality and Strategy ensures that all external examiners' reports have been received and directs any issues to curriculum teams.

24 No synoptic report is produced on issues and good practice arising from a review of all the external examiners' reports for the higher education provision. The team considers it desirable that the Higher Education Quality and Standards Group, in fulfilling its remit to provide leadership and guidance to the development and maintenance of these programmes, produces and formally considers an annual composite report on external examiners' comments for all higher education provision which supports the dissemination of effective practice and identifies issues for staff or policy development.

25 All programme teams are required to analyse student performance during the production of the annual course review and evaluation report. Curriculum team managers use these reports, together with annual standards and quality evaluation reviews required by the awarding bodies, to complete a self-assessment report. Completed self-assessment reports are moderated and validated internally before being reviewed by a panel consisting of the College's senior management team including the relevant area director, an external curriculum expert and a College governor. The College self-evaluation report is a compilation of all individual self-assessment reports from curriculum and service areas and is reviewed by the College Corporation Quality and Standards Sub-Committee.

26 Through its discussions and consideration of the evidence available, the team confirmed that the College has appropriate systems in place to identify and respond to issues raised through the external examining process, and that annual monitoring processes are effective. Scrutiny of the course review and evaluations and curriculum area self-assessment reports showed that matters concerning higher education are now more regularly addressed in these documents than at the time of the Developmental engagement. However, higher education matters are not currently mentioned specifically in the College's over-arching self-assessment report. The College has indicated its intention to produce an annual self-assessment report specifically for higher education, but considered that the self-evaluation documents produced for the Development engagement and Summative review served this purpose for 2008 and 2009. The team supported the College's intention to institute an annual higher education-specific self-assessment report.

What are the College's arrangements for staff development to support the achievement of appropriate academic standards?

27 The College has established a Higher Education Practitioners Group that includes all tutors delivering this provision, and a range of staff development opportunities are offered specifically for this group. Although the College could use the outcomes of its own scrutiny of key quality assurance processes more systematically to identify and set staff development priorities, the team concluded that the College is developing arrangements for staff development to support the achievement of appropriate academic standards. As this process develops, procedures for monitoring and evaluating its impact on standards could be established.

The team concludes that it has confidence in the College's management of its responsibilities as set out in its partnership agreements, for the management and delivery of the standards of the awards it offers on behalf of its awarding bodies.

Core theme 2: Quality of learning opportunities

How are responsibilities for managing the quality of learning opportunities for higher education programmes delegated within the management structure and what reporting arrangements are in place?

28 The arrangements outlined in paragraphs 11 to 18 are also relevant in supporting the College's management of the quality of learning opportunities. Programme teams are directly responsible for delivering and managing the quality of their programmes led by the Curriculum Team Manager. The Head of Studies for Higher Education takes an overview of all higher education provision and reports to the Director of Quality and Strategy who is managed by the Deputy Principal.

29 The programme teams for Edexcel qualifications are responsible for producing their annual course review and evaluation reports drawing on a range of sources of evidence such as, external examiners' reports, retention and achievement data, teaching observations, employers' and validating body information and student feedback to inform the programme team about the quality of the learning opportunities. Programmes validated by other awarding bodies are additionally required to produce annual standards and quality evaluative reviews, which feed into the relevant university's own review processes. Link tutors from the awarding bodies confirmed that the College provides appropriate learning opportunities as described in the collaborative agreements. The establishment of the Higher

Education Quality and Standards Group to take an overview of quality matters including student learning opportunities is a positive step and underlines the College's commitment to enhancing the student experience at this level.

How does the College assure itself that it is fulfilling its obligations to its awarding bodies to ensure that students receive appropriate learning opportunities?

30 The arrangements outlined in paragraphs 22 to 26 regarding the mechanisms by which the College assures itself about its obligations to its awarding bodies in respect of the standards of higher education apply also to the quality of learning opportunities. The partnership agreements clearly describe the delegated responsibilities of the College for the delivery and quality assurance of learning opportunities. The reporting mechanisms are straightforward and well understood by programme leaders. College staff and awarding bodies' representatives confirmed that strong collaborative relationships with the partner validating universities exist, such as the use of library facilities and borrowing rights. Each university provides a link member of staff who liaises closely with the curriculum team in the College and there are regular meetings and communications. The association with the University of Chichester, in particular, is continuing to grow in strength and there are a number of new initiatives in development including a scheme by which the two institutions share staff development events.

31 The College assures itself that students are receiving suitable opportunities to demonstrate achievement of the defined learning outcomes at the appropriate standard by consideration of a range of reviews, reports and surveys. The process is effective in addressing issues that are raised. For example, in the HND Animal Management, external examiner comments indicated improvements in students' rational critique and synthesis of information and success rates were improved.

What account is taken of the Academic Infrastructure?

32 Since the Developmental engagement, the College has put in place a number of actions to improve the understanding and usage of the Academic Infrastructure by staff who teach on higher education programmes. It is clear that the emerging quality policies and procedures, distinct for the higher education provision, are being guided by the Academic Infrastructure and much work has been done in the area of assessment.

33 However, the team became aware of a wide range of different practices in the area of work experience placements for students on Edexcel HNC/D programmes indicating that some students were having a reduced learning experience. For example, on one programme there has been infrequent contact between the College and the placement provider, and the placement supervisor had not been adequately briefed about the nature of the learning outcomes necessary for an effective higher education learning experience. In other areas, the team noted good practice in the provision of effective learning opportunities in a real work environment, which enhances the students' professionalism, skills and employability. It is desirable therefore for clearer guidelines aligned to the appropriate precepts of the *Code of practice, Section 9: Work-based and placement learning* to be developed to provide a more uniformly effective learning experience.

How does the College assure itself that the quality of teaching and learning is being maintained and enhanced?

34 The College has adopted the Chichester Learning Model, which it considers to be its guide to good constructivist teaching and learning. The College's lesson observation scheme is well embedded across all the provision. While there are no plans to create a specific process for higher education, staff who teach on these programmes have a formal, graded lesson observation each year which contributes to the yearly appraisal process. The annual increment is linked to appraisal and so the College can be sure that all teaching staff undergo lesson observation each year. Each curriculum area has an advanced practitioner whose role is to support the development of learning and teaching in their area and to provide mentorship to staff who obtain low observation grades to improve their practice. The annual course review and evaluation process takes into account the lesson observation data.

35 The College is encouraging more informal arrangements to develop such as peer observation within subject disciplines and 'drop ins' by curriculum managers so that they have a clearer understanding of the nature of the classroom teaching in their area. The Professional Development Manager collates the observation information to provide support mechanisms where needed and there have been a number of well-attended events to enhance learning and teaching and share good practice. For example, there are regular whole day events such as 'Stop the Track' and shorter 'Spotlight' meetings where staff can showcase their lessons, emphasising good practice, but this could be more focused on the needs of higher education practitioners.

36 Staff who teach on programmes validated by awarding bodies benefit from being able to access teaching and learning events at these universities. College staff appreciate the opportunities for interactions with other academics to allow the sharing of knowledge and experience of pedagogy as well as subject material.

37 Students use the College's virtual learning environment effectively. However, the College recognises that use of the virtual learning environment for innovative learning and teaching is inconsistent, although in some areas it is effectively populated, which students welcome. There are differing levels of staff engagement with the virtual learning environment and there is scope for regular training and updating, particularly for new members of staff.

How does the College assure itself that students are supported effectively?

38 External examiner reports frequently comment on the high level and quality of student support at programme level through structured tutorial support and informal mechanisms facilitated by the ease of access and the approachability of tutors. As well as providing support these activities provide students with information on their progress in general on the programme. Although arrangements for individual tutorial sessions are variable across the higher education programmes, there were no areas where this was raised as an issue. The team found that students were very positive and appreciative of the guidance and advice provided by the teaching staff and personal tutor on academic and pastoral matters.

39 At institutional level there is a comprehensive range of student services which provide effective support for higher education students including help for dyslexia, physical disability, English as a second language, finance, welfare and career advice. However, among the students met by the team there was mixed knowledge about the services available. The programme teams take responsibility for the development of study skills within their curriculum delivery. The practice of initial diagnosis of learning needs and early development of academic skills is variable, with the HND Beauty Therapy Sciences being cited as an area of excellent practice in this respect.

40 The feedback provided to students on their assessed work is generally appropriate. It is given in written form and often followed up with group and individual feedback sessions. Students reported that it was detailed and gave clear guidance on how to improve future submissions. The College does not have a policy on the timeframe within which assessed work should be returned and practice is variable across the provision. In most cases it is returned within two weeks and sometimes within one week as for the HND Hospitality and Events Management and Foundation Degree in Business and Management, but on occasion the time-lag was sufficient to cause concern. Although expected return dates are published on many assignment briefs, there is no formal requirement to do so. It is therefore advisable for the College to provide clear guidance to staff on its expectations of when students should expect to receive feedback and grades on their work.

41 The self-evaluation states that the College places great importance on the learner voice. Students' opinions are represented through course boards, student council meetings and two whole-college student surveys each year. For example, HNC/D Computing class representatives are able to raise issues during early morning 'quick bite' meetings while HNC/D Hospitality students had been involved in the course review and evaluation process, a particular example of good practice. The College takes students' views very seriously and there is evidence in external examiner reports and course reviews and evaluations of students' views being effective in causing changes to practice and making improvements to curricula and student support, thus enhancing the learning experience.

42 The College has also taken seriously the result of the National Student Survey 2008-09, which reported a percentage decrease in student satisfaction. The College recognises that it needs to respond appropriately. An action plan has been written recently but it does not articulate specific responsibilities, targets for action, review or evaluation. Outcomes from the action plan will be considered by the Higher Education Quality and Standards Group and followed up at an annual students' focus group. However, due to the time-lag, these can only be effective in 2010. It is desirable that the College ensures that actions are taken within a specified time-frame, and that there are clear lines of accountability.

What are the College's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?

43 The Professional Development Manager is responsible for collating, prioritising and managing the provision of professional development to address the training needs identified through appraisal and the strategic objectives of the College as a whole. There are no separate arrangements or funding for staff teaching on higher education programmes. All teaching staff are required to attend five study days per academic year provided by the College on topics relating to teaching and learning, such as learning styles, differentiation, action planning and the Chichester Learning Model. In addition there is an ongoing internal programme including areas such as training in the use of the virtual learning environment for teaching and learning. Staff also report that they are able to apply

to attend external events and conferences and in all cases requests have been able to be funded from the central staff development budget, including sponsorship to undertake a master's programme.

44 Since the Developmental engagement, there have been a number of developmental activities for staff who teach on higher education programmes. However, systematic and clear records of which staff are attending various events are not easily available and so the College cannot be assured that individual staff who teach on these programmes are taking up development for updating subject knowledge, pedagogy and scholarship.

The College acknowledges this and intends to develop a continuing professional development programme specifically related to its higher education provision. As it develops its policy on staff development and scholarship, the team considers it desirable that the College considers how attendance at staff development events can be monitored, collated and taken into account during individual staff appraisal.

How does the College ensure the sufficiency and accessibility of the learning resources the students need to achieve the intended learning outcomes for their programmes?

45 At programme approval the physical and staff resources needed and available to deliver the higher education programmes are assessed to ensure that they are high quality, accessible and sufficient to enable students to achieve their intended learning outcomes. It is expected that staff delivering higher education programmes will hold a qualification one level higher than that at which they teach and that they will hold a teaching qualification or be working towards it. University awarding bodies check the staff credentials and often Edexcel external examiners comment on staff curricula vitae and capability in their annual reports.

46 The team considers that staff are suitably qualified and, in particular, students benefit from the significant professional and practical experience in the vocational areas. For example, the HND Beauty Therapy Sciences course is enhanced by the links that staff have with commercial product companies that provide guest speakers, demonstrations of new products and equipment, and worthwhile placements.

47 The annual course review and evaluations are required to self-assess the quality of the learning environment, including accommodation, specialist facilities, the Learning Resource Centre, information technology resources, course materials and staff experience and qualifications. Judgements on the sufficiency and accessibility of learning resources are informed by external examiner reports, employer and student feedback and course team opinions. External examiners' reports for 2008-09 indicate that physical resources are generally very good and sometimes described as 'top end'. Staff also commented on the high quality of the facilities they have available and that requests for equipment have generally always been met.

48 In the recent National Student Survey 2009 and student written submission, students recorded that the provision of resources was satisfactory though some concerns were raised about the range of texts and learning media. This was echoed in the team's meeting with students who also commented that some books were out of date or not available. The College has a subject area link librarian system who works closely with curriculum teams and the review team were reassured that the issue was being addressed effectively.

The team concludes that it has confidence in the College's management of its responsibilities for the quality of the learning opportunities as required by the awarding bodies to enable students to achieve the intended learning outcomes.

Core theme 3: Public information

What information is the College responsible for publishing about its HEFCE-funded higher education?

49 It is evident that the College works closely with its awarding bodies in respect of public information, and institutional agreements and memoranda of understanding are sound. All agreements are subject to regular review and there are robust systems and processes in place to monitor these arrangements, such as collaborative partnerships and programme reviews, which are both comprehensive and supportive. There is clarity regarding responsibility for the publication of relevant documentation.

50 For Edexcel programmes, the College is responsible for all academic documents, policies, procedures and published information relating to publicity and promotional materials. There is a separate range of materials relating to central College services such as the Learning Resource Centre and student support services and these leaflets are up to date and relevant. The College provides a wide range of helpful student support materials, including information on plagiarism and referencing conventions. A variety of up-to-date support materials, including careers leaflets and financial information is available in the attractive and welcoming Student Centre.

51 The full and part-time College prospectuses are attractive, informative and well designed. There is no separate higher education prospectus and no distinct higher education brand, although work is in progress to produce a higher education prospectus on a CD-ROM. Leaflets for higher education programmes are only available in hard copy for College activities such as open days and higher education events. The College may wish to regularly and formally review them for accuracy and completeness in line with other College documentation.

52 The College website has been updated and provides increased functionality. There are dedicated pages for employers, and training and learning opportunities for business. Employers indicated that they use the website and find it helpful. The College utilises appropriate software to interrogate web visitor data to inform planning. There is no dedicated reference to higher education courses on the College's front page of the website. The College may wish to consider ways to make it easier for students to navigate to the pages and programmes which interest them. Students use the website well and confirm that it is their main source of information relating to the College.

53 All students on higher education programmes receive a course or programme handbook, and many are available within the virtual learning environment. The Developmental engagement recommended that a minimum level of content is established for every course handbook to ensure consistency. New guidance has been developed but it is too early to measure its impact, although it was noted that at least one, the HND Animal Management 2009-10 does not yet comply fully with this comprehensive guidance.

54 College policies and procedures, such as the Student Charter, are available on the College's intranet. Documents are easily accessible and the intranet is well structured and frequently used, with rigorous version control. The College's equality and diversity plan is comprehensive and clearly states responsibilities for action and review. The Student Charter is less comprehensive and does not indicate a timescale for the return of students' assessed work. Overall, students confirmed that they received sufficient published and accurate information about their programme of study and the College's support facilities. However, there are no formal mechanisms for students or their representative to see and comment upon external examiner reports, in accordance with HEFCE guidance.

55 All programme specifications are available for downloading from the College website. These are provided by the awarding body apart from programmes validated by Edexcel. Although the self-evaluation states that programme specifications are expected to provide a comprehensive description of the programme, there is some variation in their structure and content across higher education programmes, while the practice of including the programme specification in higher education programme handbooks for students in all cases has yet to be embedded. The HND Computing programme specification is comprehensive and informative, promoting the distinctive features of the course and providing details of progression routes to local universities. The College plans to seek students' views annually regarding their learning experience and it is the intention to review the content of programme specifications, thus informing any future developments.

What arrangements does the College have in place to assure the accuracy and completeness of information the College has responsibility for publishing? How does the College know that these arrangements are effective?

56 Since the Developmental engagement, the College has reviewed its arrangements for managing public information. However, the impact of these systems has yet to be fully evaluated, as new arrangements have only been introduced recently. The College is urged to complete the actions identified in the Developmental engagement.

57 Formal arrangements are in place to assure the accuracy of information. All College publications are quality assured by the programme teams, the marketing department and finally by the Head of Studies for Higher Education. Although the College states that the operation of all of the revised procedures for assuring the accuracy and completeness of public information is subject to review by the Higher Education Committee and the Higher Education Quality and Standards Group, this is not explicitly stated in the respective terms of reference. Awarding bodies review and check the accuracy and content of course level information through their internal monitoring processes, such as programme approval and annual review. Helpful guidelines for the use of logos are available and there are clear policies outlining procedures for dealing with the press and media.

The team considers that reliance can be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

C Summary of findings from the Developmental engagement in assessment

58 The Developmental engagement in assessment at the College took place in November 2008. The review team included one institutional nominee. The lines of enquiry agreed with the College were as follows:

- How effectively does the College assure itself that assessment strategy, design, verification and examination throughout the entire higher education provision reflect consistent and appropriate academic standards?
- How effective is the timeliness, nature and quality of feedback to both full and part-time students on assessment in enhancing their learning and enabling them to achieve high standards?
- How does the College assure itself that the nature, design and assessment of work-related activities are effectively linked to learning outcomes, and how does it ensure that the information about the role of work placements in assessment is clearly evident in published materials?

59 The scope of the Developmental engagement encompassed HNC/D programmes (Edexcel and one validated by the University of Portsmouth), two Extended Science Degree foundation year programmes (Universities of Sussex and Portsmouth), three Foundation Degrees (two with the University of Chichester, one with the University of Portsmouth), the PGCE Post Compulsory Education Postgraduate and Post Compulsory Education Professional and Postgraduate Diploma Human Resources management programmes (University of Portsmouth).

60 The Developmental engagement identified several elements of good practice. Challenging yet enjoyable assignments are designed, and effective simulated work-based learning and live projects are provided for students where formal work placement is not feasible. Students are well briefed and supported when undertaking work-based placements particularly within the HND Hospitality Management and Beauty Therapy Sciences programmes. The College pays particular attention to students' progress and personal development. In particular, individual needs for applicants to the HND Beauty Therapy Sciences are assessed, which, with induction, effectively prepares these students for study at higher education level.

61 The College was advised to develop systems more tailored to the specific requirements of higher education courses, and to articulate clearly the composition, function and terms of reference of course boards and boards of examiners. When not provided by the awarding body, the College was advised to ensure that there is a process for the formal approval and authorisation of programme specifications. The College was also advised to reconsider its current appeals process on assignment regrading. It would be desirable for the College to make more systematic use of employers in design and review of courses, and to develop, implement and disseminate a formal mechanism to plan and operate effective briefing and support mechanisms for students and employers in work-based and simulated work environments. Grade descriptors could be usefully clarified, and assignment feedback could be targeted to maximise future academic performance and personal development. Finally, identification of standard specifications indicating what is required as a minimum for inclusion in course handbooks would consistently improve their quality and nature.

D Foundation Degrees

62 In addition to two University of Chichester Foundation Degrees to which the College makes a substantial contribution, the College currently offers three Foundation Degree programmes, one validated by the University of Chichester, one by the University of Portsmouth, and one by Thames Valley University. The first Foundation Degree to be offered by the College, Business and Management, enrolled students in 2005, followed in 2008 by Computer Systems Management (Thames Valley University). Since the Developmental engagement, one further Foundation Degree programme (University of Chichester), Hospitality and Events Management, was validated in July 2009, but failed to recruit. The College intends to start it in September 2010. The College intends to offer at least one level 5 qualification in every academic area, where appropriate, when resources allow.

63 The Foundation Degree provision at the College is currently small and relatively new. Apart from the Foundation Degree in Business and Management, no students have yet graduated. There are no conclusions specific to Foundation Degrees that can be reported at this stage.

E Conclusions and summary of judgements

64 The Summative review team has identified a number of features of good practice in Chichester College's management of its responsibilities for academic standards and for the quality of learning opportunities of the awards the College offers on behalf of its awarding bodies. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding bodies, the Universities of Chichester, Portsmouth and Sussex, Thames Valley University and Edexcel.

65 In the course of the review, the team identified the following areas of **good practice**:

- the College's commitment to developing specific higher education policies, procedures and structures (paragraph 18)
- the provision of learning opportunities in real work environments, which enhances significantly students' professional skills and employability (paragraph 33)
- the ease of access to, and approachability of, tutors and their role in providing effective support for students (paragraph 38)
- the practice of the early diagnosis of learning needs and development of academic skills in beauty therapy (paragraphs 39, 60)
- the ways in which students' views are captured and used to improve the quality of their learning experience (paragraph 41)
- the structure and content of the College's intranet, accessibility of documentation and the application of rigorous version control (paragraph 54).

66 The team also makes some recommendations for consideration by the College and its awarding bodies.

The team agreed a number of areas where the College is **advised** to take action:

- to review its various higher education specific policies to ensure they are appropriate, clear and internally consistent (paragraphs 16, 17)
- to clarify the procedures for the approval of changes to Edexcel courses and their associated programme specifications, to ensure that they are independent, robust and timely (paragraph 20)
- to provide clear guidance to staff on College expectations of when students should expect to receive feedback and grades on their work (paragraph 40).

67 The team also agreed the following areas where it would be **desirable** for the College to take action:

- to ensure that issues identified through internal and external review processes are acted on in a timely manner (paragraphs 18, 42, 51)
- to ensure that its own higher education specific policies and procedures are mapped against the relevant sections of the Academic Infrastructure and that this process is formally considered and recorded within College structures (paragraphs 21, 33)
- to produce and formally consider a composite report on external examiners' comments for all higher education provision which supports the dissemination of effective practice

and identifies issues for staff or policy development (paragraph 24)

- to consider how attendance at staff development events can be systematically monitored, collated and taken into account during individual staff appraisal (paragraph 44)
- to ensure that external examiner reports are shared with students in accordance with HEFCE guidance (paragraph 54).

68 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes that it has **confidence** that, in the context of this Summative review, the College discharges its responsibilities effectively, as set out in the relevant partnership agreement for the management of the standards of the awards of its awarding bodies.

69 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes that it has **confidence** that, in the context of this Summative review, the College discharges its responsibilities effectively, as set out in the relevant partnership agreement for the management of the quality of learning opportunities to enable students to achieve the intended learning outcomes.

70 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes that, in the context of this Summative review, reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Chichester College action plan relating to the Summative review: January 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of good practice that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> the College's commitment to developing specific higher education policies, procedures and structures (paragraph 18) 	<ul style="list-style-type: none"> Review and evaluate the operation and decision making of the Quality and Standards (Q and S) Committee during its first year of operation Produce report on first year of operation and disseminate to all relevant managers and teams 	July 2010	Director of Quality and Strategy (Dir of Q and S); Head of Studies for Higher Education (HOS HE)	<ul style="list-style-type: none"> clarity of understanding by all HE curriculum managers and teams of the role of the Q and S Committee rigorous and effective implementation of the role and duties of the Committee 	Chichester College Senior Management Team	University of Chichester to be asked for their views on college HE policies, procedures and structures.

Chichester College action plan relating to the Summative review: January 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	<ul style="list-style-type: none"> Review and evaluate the operation of the committee structure to determine its fitness for purpose Make recommendations for any further changes to the committee structure 	<p>July 2010</p> <p>August 2010</p>	<p>Dir of Q and S; HOS HE</p> <p>Dir of Q and S; HOS HE</p>	<ul style="list-style-type: none"> enhanced rigour of arrangements for the management and oversight of HE provision 		
<ul style="list-style-type: none"> the provision of learning opportunities in real work environments, which enhances significantly students' professional skills and employability (paragraph 33) 	<p>HE Committee to investigate and revise policy and practice covering involvement of employers</p>	<p>July 2010</p>	<p>HOS HE</p>	<p>all courses actively involve employers and/or professional organisations in the review, design, delivery and assessment of provision</p>	<p>HE Quality and Standards Committee</p>	<p>Use employer contacts on all HE courses to review progress made.</p>

Chichester College action plan relating to the Summative review: January 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> the ease of access to, and approachability of, tutors and their role in providing effective support for students (paragraph 38) 	<ul style="list-style-type: none"> Review current arrangements for induction of staff new to teaching HE and identify areas for development Make recommendations for revised induction arrangements 	July 2010	Dir o Q and S; HOS HE	Enhanced preparation of staff new to teaching on HE courses.	HE Quality and Standards Committee	HE students to be asked to review progress during review board meetings.
<ul style="list-style-type: none"> the practice of the early diagnosis of learning needs and development of academic skills in beauty therapy (paragraphs 39, 60) 	HE Committee, with student representation, to agree a revised, interview admissions and induction process induction with improved resources.	June 2010	HOS HE	<ul style="list-style-type: none"> Student needs are identified before joining their course and appropriate support offered. Students are able to 	HE Quality and Standards Committee	<ul style="list-style-type: none"> Higher student satisfaction with the interview and induction process through surveys. More HE students

Chichester College action plan relating to the Summative review: January 2010							
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation	
<ul style="list-style-type: none"> the ways in which students' views are captured and used to improve the quality of their learning experience (paragraph 41) 	HE Committee, with student representation, to review current student feedback arrangements and make recommendations for development	July 2010	Dir of Q and S; HOS HE	Comprehensive, high value feedback data to inform self assessment and quality improvement	HE Quality and Standards Committee	<p>access support services.</p> <ul style="list-style-type: none"> Review progress on both measures, develop and implement a further action plan <p>HE student focus group autumn term: Do they feel the college has rigorous HE-specific student feedback mechanisms? Use results to develop next action plan.</p>	

Chichester College action plan relating to the Summative review: January 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> the structure and content of the College's intranet, accessibility of documentation and the application of rigorous version control (paragraph 54). 	HE Committee with student representation to review the structure and content of promotional and learning materials on the intranet.	July 2010	Dir of Q and S; HOS HE	College intranet continues to provide easily accessible documentation with rigorous version control.	HE Quality and Standards Committee	The college intranet to be reviewed by HE student focus group Spring term: does it provide clear and easily accessible promotional and learning materials?

Chichester College action plan relating to the Summative review: January 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<p>The team agreed a number of areas where the College should be advised to take action:</p> <ul style="list-style-type: none"> ● to review its various higher education specific policies to ensure they are appropriate, clear and internally consistent (paragraphs 16, 17) 	<p>Build upon recent developments to identify further areas in need of revision to QA processes to meet quality assurance and improvement needs of HE provision more effectively.</p> <p>Review all HE specific policies to ensure that they are appropriate, clear and internally consistent.</p>	<p>July 2010</p>	<p>Dir of Q and S, HOS HE</p>	<p>Enhanced quality assurance and improvement procedures which support enhanced student experience and outcomes</p>	<p>HE Quality and Standards Committee</p>	<p>Clear and consistent HE specific policies, reviewed on a bi-annual schedule for impact by HE Quality and Standards Committee.</p>

Chichester College action plan relating to the Summative review: January 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> to clarify the procedures for the approval of changes to Edexcel courses and their associated programme specifications, to ensure that they are independent, robust and timely (paragraph 20) 	<p>Review and develop validation process for Edexcel HE provision</p> <p>Establish procedures for periodic review of Edexcel HE provision, beyond the annual course reviews and evaluation</p>	<p>June 2010</p> <p>July 2010</p>	Dir of Q and S HOS HE	<ul style="list-style-type: none"> a transparent and effective procedure is in place for the validation of new directly funded courses offered by the college Greater external participation from employers and partner HEIs in validation process <p>Programmes which:</p> <ul style="list-style-type: none"> remain current and valid continue to enable intended learning outcomes to 	HE Quality and Standards Committee	Work with University of Chichester to review validation and re-validation processes

Chichester College action plan relating to the Summative review: January 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> to provide clear guidance to staff on College expectations of when students should expect to receive feedback and grades on their work (paragraph 40). 	<p>Develop a clear college policy on the timeframe for return of assessed work, which is clear, practical and consistent with Section 6 of the Academic Infrastructure</p>	<p>July 2010</p>	<p>HOS HE</p>	<p>be attained by students</p> <p>Clear and workable policy reflecting the demands of different assessment methodologies; meeting the needs for internal verification and providing students with timely feedback.</p>	<p>HE Quality and Standards Committee</p>	<p>HE student focus meeting Spring Term, to evaluate to impact.</p>

Chichester College action plan relating to the Summative review: January 2010							
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation	
The team agreed the following areas where it would be desired to take action:							
<ul style="list-style-type: none"> to ensure that issues identified through internal and external review processes are acted on in a timely manner (paragraphs 18, 42, 51) 	All reports on HE programmes are considered by the HE Committee and appropriate action plans are drawn up, implemented and monitored.	From March 2010	Dir of Q and S HOS HE	Progress on action plans reported to HE Quality and Standards Committee	HE Quality and Standards Committee	HE Quality and Standards Committee to view all reports and check that each generates a clear action plan with targets, owners and monitoring/review processes.	
<ul style="list-style-type: none"> to ensure that its own higher education specific policies and procedures are mapped against the relevant sections of the Academic Infrastructure and that this process is formally considered and recorded within College 	All HE specific policies and procedures to be mapped against the relevant sections of the Academic Infrastructure and reviewed	December 2010	HOS HE	Robust Quality Assurance policies and procedures are implemented in line with the precepts of the Academic Infrastructure.	HE Quality and Standards Committee	HE Quality and Standards Committee to review policies and procedures to ensure that they are implemented in line with the precepts of	

Chichester College action plan relating to the Summative review: January 2010							
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation	
structures (paragraphs 21, 33)	by the HE Quality and Standards Committee					the Academic Infrastructure enhance the quality of provision.	
<ul style="list-style-type: none"> to produce and formally consider a composite report on external examiners' comments for all higher education provision which supports the dissemination of effective practice and identifies issues for staff or policy development (paragraph 24) 	<p>Composite report on external examiners' comments for all HE provision to be created as part of the production of the annual SAR for HE provision.</p>	September 2010	HOS HE	<p>Comments from External Examiners circulated to course leaders and discussed in order to share good practice.</p>	HE Committee	<p>Annual review of the impact from the dissemination of good practice and identification of issues by the HE Committee.</p>	
<ul style="list-style-type: none"> to consider how attendance at staff development events can be systematically monitored, collated and taken into account during individual staff appraisal (paragraph 44) 	<ul style="list-style-type: none"> develop fully integrated staff development programme with University of Chichester 	July 2010	Dir of Q and S; Professional Development Manager	<p>Enhanced professional development for staff delivering HE programmes and for managers of the HE provision</p>	HE Quality and Standards Committee	<p>HE student focus meeting in summer term on quality of teaching and learning. Review of student experience</p>	

Chichester College action plan relating to the Summative review: January 2010						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	<ul style="list-style-type: none"> review current HE-related staff development opportunities and produce an HE-specific staff development programme for 2010/11 					<p>HE Quality and Standards Committee summer meeting</p> <p>What impact is staff development having on the student experience?</p>
<ul style="list-style-type: none"> to ensure that external examiner reports are shared with students in accordance with HEFCE guidance (paragraph 54). 	<p>Versions of External Examiner reports are created to remove references to individual student assessments (particularly on Edexcel courses). The edited versions are circulated to students for comment at the earliest opportunity.</p>	June 2010	HOS HE	Students are able to receive and comment on feedback from external examiners, good practice and areas for improvement	HE Committee	<p>HE student focus group autumn term. Do students feel they are fully informed of areas of good practice and development on the courses they are studying?</p>

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