



Specific Course Designation: report of the monitoring visit of Christ the Redeemer College, November 2018

1 Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that Christ the Redeemer College (the College) is making progress with continuing to monitor, review and enhance its higher education provision since the November 2017 [monitoring visit](#), but further improvement is required.

2 Changes since the last QAA monitoring visit

2 The College commenced its current three-year undergraduate programme in 2017-18 with an initial first year cohort of 21 students. Students follow a common first year then one of three pathways for BA (Hons) Theology and Practical Ministry, BA (Hons) Theology and Media Culture, or BA (Hons) Theology and Youth Ministry. The degrees are all awarded by Roehampton University. Following an enrolment of 28 students in September 2018, there are currently 47 students studying at the College.

3 There are 11 members of staff, two full-time and nine part-time. The College also employs six part-time visiting lecturers.

4 No other external reviews have taken place since the last QAA visit.

3 Findings from the monitoring visit

5 The provider is making progress with continuing to monitor, review and enhance its higher education provision but further improvement is required. Since the Higher Education Review (Alternative Providers) (HER (AP)) of 2016 the College has maintained its good practice in relation to the dissertation guidance (paragraph 6) and work-based learning (paragraph 7), but as no further students have undertaken dissertations or placements since the last monitoring visit there has not been an opportunity to review them. The recommendation relating to the development of an overarching annual monitoring process is no longer required due to the change to a single awarding body (paragraph 9). For the recommendation relating to the operation of its committees (paragraph 8) acceptable progress has been made. However, progress with the recommendation relating to the accuracy of the College website (paragraphs 10 and 11) and the affirmation from the HER (AP) Re-review of 2016 on Enhancement (paragraphs 12 and 13) requires further improvement. The affirmation to ensure staff receive training in assessment practice has been fully addressed (paragraph 19).

6 Since the HER (AP) of 2016 no further cohorts have undertaken the dissertation, however, for the new programme the Research Methods module has been moved into year two and the first cohort of students will undertake the module this academic year. The College states that students will be supported in writing dissertations using the Dissertation Guidance Starter Pack, which will be distributed to students at the end of the Research Methods module in April 2019. Year two students the review team met, stated that they had just started their research methods module and are being given guidance on research.

7 The College states that placements will continue to be managed by placement supervisors and teaching staff using the existing placement guidelines but that placement guidelines will be modified if necessary in the 2018-19 academic year to ensure they are fit for purpose. The placement guidelines provide good guidance for staff, students and placement providers and specify that an agreement, which includes supervision and feedback arrangements, between the placement provider and the student must be made in advance. None of the students has been on placement, but they were aware that this would be part of their programme later in the year.

8 The three College committees (Quality, Enhancement and Curriculum Committee; Recruitment and Admissions Committee; and the Publications Committee) were restored in April 2016 with a mandate to meet each term or more frequently as required and to report to the Academic Board. Each set of minutes states that the remit of the committee has been considered. At the monitoring visit of 2017 the review team was satisfied that the committees were working appropriately and that students were fully engaged with them, students the review team met during this monitoring visit confirmed that student engagement with the committees is still strong.

9 The College now has all students on a programme with a single validating body so the need for an overarching annual monitoring process has gone. The final annual monitoring report for the previous validating university has been submitted and the first report for the new awarding body covering the first year of operation of the new programme in 2017-18 has been completed. The report noted that the number of assessments was causing difficulty for students and the College has reduced the number of assessments for the current year.

10 Minutes of the Publications Committee mention that the website continues to be developed and that recent changes have made it much easier to access information. During the 2017 monitoring visit staff stated that all staff were responsible for ensuring the currency of the website but that no individual has oversight. Students the review team met stated that they had mostly come to the College as a result of a personal recommendation by a friend and did not use the information on the website.

11 The College's updated action plan in response to the HER (AP) of 2016 states that an information technology specialist programmed a new website for the College in 2017-18. It also states that information for the new website is consistently under review by the Publications Committee. The monitoring visit in 2017 recognised that some work was still needed on the website to reflect the College's current offer. At the time of preparation for this visit (early October) none of the resource information on the website had been updated for 2018-19. During the visit the College calendar on the website was updated but a number of other items including the course list and fees were still out of date. There is insufficient information available to prospective applicants on the website, for example the admissions policy and how to appeal against admissions decisions are not available, there are several broken links and there are inconsistencies regarding tuition fees. These deficiencies, together with the out of date information, indicate that further work is necessary to address fully the recommendation to ensure the currency of all information on the College's website.

12 The College states that its committee structures and deliberative processes are the way in which it identifies enhancement themes. The terms of reference of the Quality, Curriculum and Enhancement Committee clearly give it the responsibility for the enhancement of the student learning experience. The College has also developed a Quality Assurance and Enhancement Policy which provides a good framework for enhancement activity.

13 With the exception of the Quality, Enhancement and Curriculum Committee none of the College's committees have action plans which derive from their meetings. None of the minutes of these committees supplied have clear actions or responsibilities identified within the meetings, nor have any issues been carried over from one meeting to the next. As a result of the lack of action planning it is unclear how the College tracks actions in order to enhance the provision, or regularly monitors and reviews actions for effective maintenance of enhancement, which taken together have the potential to put the quality of learning opportunities at risk. Further work is required to address fully the recommendation to ensure a deliberate, explicit and systematic approach to Enhancement.

14 The recruitment process is the responsibility of the Recruitment and Admissions Committee, which reports to the Academic Board. In February 2018 the admissions process was reviewed and revised. Minutes of the Recruitment and Admissions Committee show the review was considered and that it identified several areas for improvement. The College does not use recruitment agents. All applicants are required to have a qualification in English language, any who do not hold such a qualification are required to take the Cambridge Certificate in English language and achieve a level B2.

15 Certificates of prior qualifications are brought to the College by applicants and a copy is taken for the student's file. Previous academic qualifications are noted at interview. Mature students can be accepted on the basis of their life skills and work experience. Although not a specific requirement, many students are already involved in their local church and their references come from their church minister. All candidates must produce two references who will be contacted by the College. Applicants are required to write a 1,000 word personal statement that helps the College assess their intention to study and their capacity to undertake academic study at this level.

16 The College's interview questions continue to check the student's intention to study and the student's likelihood of successful completion. Recruitment, selection and admission procedures are, as a result, rigorous.

17 Students undertake a compulsory study skills module in which they are taught about referencing and plagiarism. They are also taught how to use plagiarism-detection software and how it gives an opportunity for students to check their plagiarism levels and then adjust their work where necessary and resubmit. Students submit a signed cover sheet with each assessment on which they declare their work to be original. Any significant plagiarism detected on submission is flagged at the Assessment Board, which would then take any necessary action. The College is required by its agreement with Roehampton University to manage academic misconduct using the University's procedures.

18 Assessment questions and student work at level 4 are moderated by the University Link Tutor. At levels 5 and 6, assessment questions are moderated by the external examiner and work is sent first to the Link Tutor and University staff and then to the external examiner. Although the University has oversight of the assessment process it would provide a more secure framework for assessment if the College developed its own assessment procedures for the information of staff and students.

19 Roehampton University arranged a staff training day in September 2018 for all College academic staff, which included marking assessments. Another training day has recently been held and staff the review team met confirmed they had attended the training days.

20 The College has only two cohorts of students on the programme. Twenty one students enrolled in September 2017 of whom 16 (76 per cent) are progressing normally. Two (10 per cent) students have withdrawn from the programme as a result of being ineligible for student finance, and three are repeating the first year. Twenty eight students

enrolled on year one of the programme in September 2018 and they are all still on this programme.

21 A recent meeting of the Recruitment and Admissions Committee considered this progression data, particularly for the three students having to repeat the year, and as a result further support for study skills development is being introduced.

4 Progress in working with the external reference points to meet UK expectations for higher education

22 The UK Quality Code for Higher Education (Quality Code) provides a key external reference point for the College's management of its higher education. The College undertook a mapping exercise for its provision against the Quality Code in 2013, which has recently been updated to align it with the new awarding body's policies and procedures.

23 The *Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ) and the Subject Benchmark Statement on Theology and Religious Studies have been referenced during programme design and development. Input from the awarding body and the external examiner support the College in maintaining assessment decisions at the appropriate level of the FHEQ. The College also confirms the relevance of its programme through feedback from the churches and ministries providing placements and employment for students. Staff at the College engage with the wider academic community in a variety of ways. Two members of staff are completing PhDs and the Rector is a member of the College of Bible College Principals. A number of staff teach in more than one college and are able to share good practice across institutions.

5 Background to the monitoring visit

24 The monitoring visit serves as a short check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

25 The monitoring visit was carried out by Mr Peter Hymans, Reviewer, and Ms Helen Uglow, QAA Officer, on 14 November 2018.

QAA2301 - R10318 - Jan 19

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