QAA

Integrated quality and enhancement review

Summative review

Eastleigh College

March 2012

SR 051/12

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* (FHEQ), which includes descriptions of different higher education qualifications
- the *Code of practice for the assurance of academic quality and standards in higher education* (*Code of practice*)
- 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 Eastleigh College carried out in March 2012

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 agreement 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.

Recommendations

The team has 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:

- include appropriate external reference points in programme and guidance documentation
- develop a more formal and systematic process for assuring the accuracy of published information, including that posted on the virtual learning environment.

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

- review the appropriateness of the template used for Higher National programme specifications
- consider the structure currently used to self-assess higher education, so as to ensure alignment with external higher education frameworks and reference points
- devise an effective internal mechanism for collating complete records of higher education staff development
- ensure that documentation specifying tutorial entitlement is clearly defined
- record scholarly activity separately and collate details centrally so as to evaluate its impact.

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 Eastleigh 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 Portsmouth, Southampton and Winchester, Edexcel, and the Scottish Qualifications Authority. The review was carried out by Ms Jane Durant, Mr Gary Hargreaves, Ms Daphne Rowlands (reviewers) and Mr Ian Fleming (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 body, meetings with staff, students and employers and reports of reviews by QAA. In particular, the team drew on the findings and recommendations of the Developmental engagements in assessment and in learning support. A summary of findings from these Developmental engagements 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,* subject and award benchmark statements*,* the FHEQ, and programme specifications.

3   In order to help 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   Eastleigh College is a medium-sized further education college operating from one main and two smaller sites in the town and with considerable outreach provision across the borough. The College supports a community of 21,650 students, of which fewer than 200 are enrolled on higher education programmes. A majority of higher education students are part-time, which reflects the strategy of the College to meet the needs of employed adults and to be responsive to local needs in niche areas.

5   The College vision is to become 'the first choice provider of outstanding support for skills and learning, recognised for its success in inspiring individuals and employers to achieve their potential'. The College has a four-part mission statement and published values statements, and has articulated its vision for higher education in a Higher Education Strategy document.

6   In 2009-10 there were 216 full-time equivalent HEFCE-funded students. This number declined slightly in 2010-11 to a total of 206 students and stands at 171.6 in 2011-12. The College also offers a portfolio of non-funded programmes at levels 5 and 7 which cater for 29 additional part-time learners. The College's higher education partners are the Universities of Portsmouth, Southampton and Winchester and the Scottish Qualifications Authority.

Partnership agreements with the awarding bodies

7   The HEFCE-funded higher education provision currently delivered by the College comprises the following programmes, with full-time equivalent numbers in brackets.

University of Portsmouth

- Certificate in Post Compulsory Education (9)
- Professional Graduate Certificate in Post Compulsory Education (10.5)

University of Southampton

- Science Foundation Year (32)

University of Winchester

- Diploma of Higher Education in Counselling (57)
- Foundation Degree in Stitched Textiles (20.1)
- BA (Hons) Counselling (5.5)

Edexcel

- HNC Construction (9)

Scottish Qualifications Authority

- HNC Contracting Management (2.5)

Recent developments in higher education at the College

8   The 15-year partnership with Southampton University will change from 2012. The Science Foundation year will move from Eastleigh College to the University but the biology and mathematics elements will continue to be delivered by Eastleigh College staff. A new HND in Computing will be launched in September 2012 to provide an alternative progression route for the College's level 3 learners. The College is currently exploring opportunities to develop level 4 apprenticeships, specifically in engineering. The College is planning to develop its suite of HNCs in 2013-14 to include travel and tourism management. The Diploma of Higher Education in Counselling is due for revalidation in 2012-13.

Students' contribution to the review, including the written submission

9   Students studying on higher education programmes at the College presented a written submission to the team, with some assistance from College staff. It provided useful evidence. In addition, the team met two groups of students 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?

10   Agreements between the College and the three awarding universities clearly state that the College has delegated responsibility for the maintenance of academic standards for

the validated programmes. Approval documents for programmes awarded by Edexcel and the Scottish Qualifications Authority confer responsibility to the College for maintaining standards. Copies of these are held by the Director of Teaching and Learning, and staff are aware of their responsibilities.

11   The structure for the management of the quality of academic standards is clearly articulated. The Director of Teaching and Learning is responsible for the management of higher education and is a member of the senior management team, reporting directly to the Chief Executive Officer. In addition, the Director of Teaching and Learning has responsibility for the College's quality assurance arrangements and manages the three heads of faculty in which higher education provision resides, and the Centre Manager who is responsible for programmes in counselling and stitched textiles. Each head of faculty manages two deputy heads of faculty. The self-evaluation states that faculty heads 'support programme leaders with regard to planning, staffing and quality monitoring'. In addition they monitor student outcomes and external examiner reports. Programme leaders are assigned to all programmes with operational responsibility for the 'quality and standard of their programmes'. They are responsible for monitoring standards in assessment through verification. Performance in assessment and verification is monitored through programme leaders by the Director of Teaching and Learning.

12   The role of the Director of Teaching and Learning is pivotal to the successful management of higher education programmes within the College. The role is wide ranging, and involves setting strategy, policy and procedure, liaison with awarding bodies, reporting on academic standards, monitoring performance and practice on a wide range of aspects including staff development, scholarly activity, verification of assessment, and teaching and learning. Although working with five awarding bodies, the differing requirements are well known and implemented effectively by staff, who place significant reliance on the Director of Teaching and Learning.

13   The Higher Education Quality Board meets three times a year and comprises faculty managers and higher education programme leaders. Heads of faculty and the Student Support Services Manager attend by invitation. The purpose of the board is to raise the profile of higher education, raise academic standards, bring 'greater coherence' to operational functions, embed the Academic Infrastructure, and share good practice. Its reports on academic standards are submitted to the College Quality Board. In turn members of the Board of Governors scrutinise minutes of the Quality Board at the Standards Committee before considering summarised information at the full Board of Governors. In addition to the roles of the Higher Education Quality Board and the College Quality Board, the College governing body ensures engagement with higher education through the allocation of a governor to each faculty. The team considers that the Higher Education Quality Board is an effective forum for monitoring standards and driving improvements. As an example, monitoring of actions from the Developmental engagement has resulted in the production of a handbook for internal verification of higher education programmes, the development of a programme to support study skills, and the application of this across different faculties.

What account is taken of the Academic Infrastructure?

14   The College states that its quality assurance policies and procedures meet the expectations of the *Code of practice*, and that following the Developmental engagements, policy documents are mapped to sections of the *Code of practice* to ensure alignment. Policy guidance is brief and provides generic statements applicable to further and higher education programmes at the College. They do not contain explicit references to the *Code of practice*, for example the assessment and marking policy makes no reference to the *Code of practice, Section 6: Assessment of students*. In order to ensure staff and students are aware

that these guidance documents are linked to the Academic Infrastructure, the team considers it advisable for the College to include appropriate external reference points in programme and guidance documentation.

15   Elements of the Academic Infrastructure are embedded within the programmes delivered by the College through the definitive validation documents and the requirement to comply with awarding bodies' regulations. Programme specifications provided by the universities clearly articulate intended learning outcomes, levels of study aligned to the FHEQ, and appropriate subject and award benchmark statements. Programme leaders for higher national programmes write specifications to a common template which contain key reference points to the Academic Infrastructure. These do not currently include reference to subject benchmark statements and the team considers it is desirable for the College to review the appropriateness of the template for higher national programme specifications.

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?

16   Communication between the College and the Universities is good and supports academic standards. The Director of Teaching and Learning has decision making authority on issues relating to strategy, finance and standards. This level of authority is mirrored in the role of nominee with Edexcel and the Scottish Qualifications Authority, which the Director also undertakes. Staff from the College and from University partners are clear about the arrangements for communication at faculty level, which include designated link tutors or contacts and collaborative review meetings with the Universities.

17   The College has a discrete annual cycle of quality processes for higher education, the basis of which is student evaluation of modules, feeding into a programme board held in early summer. Outcomes of these boards together with other key indicators, including student survey responses, reports on standards in teaching and learning, external examiner reports, staff development, and student data are used to write detailed annual monitoring reports and position statements. These reports summarise enrolment, retention, success, teaching and learning, resources and marketing, recruitment, and employer links and identify improvement measures to be addressed in the following year. The Higher Education Quality Board and the Quality Board have oversight of these reports prior to submission to the Standards Committee of the Board. They are used to write the College's self-assessment report for higher education. Robustness is provided through a moderation of reports both within the College and by external reviewers. Reports are shared with partner universities. For 2010-11 the self-evaluation replaces the usual self-assessment report. The previous report is detailed, evidence-based, and identifies areas of strength and areas in need of further improvement. It is desirable for the College to consider the structure used to self-assess its higher education provision, to ensure alignment with external higher education reference points.

18   Monitoring of academic standards takes place through the review of external examiner reports, programme annual position statements, observations of teaching and learning, student feedback, and self-assessment. Each programme works to a success improvement plan which contributes to the overall College quality improvement plan. These plans are effective as a mechanism for planning and monitoring progress. For example, the plan for the Certificate in Education shows detail, and updating of progress against defined action points. The quality improvement plan 2010-12 indicates that improvements have been made in the use of the virtual learning environment on counselling and stitched textile programmes, and notes improved resources and accommodation. Students confirm these improvements. Monitoring of progress against plans is through the Higher Education Quality

Board and College committees and reported in self-assessments. Governors monitor progress against the College quality improvement plan. Review of self-assessment improvement plans is clearly integrated throughout the College from programme level to Board and committee structure.

19   Importance is placed by both the universities and the College on external examiners' reports as a key factor for assuring academic standards. Heads and deputy heads of faculties screen and identify actions requiring attention. External examiner reports contribute directly to self-assessment. Arrangements for the verification of assessment are effective, and articulated within a handbook for the verification of higher education assessment, produced in response to the Developmental engagement. In addition to awarding body requirements the College has its own quality assurance manual which staff use.

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

20   The College requires teachers to be appropriately qualified. Staff are encouraged to study for higher degrees and to undertake regular professional updating. The College provides financial support for staff undertaking study. Examples include the support provided for staff to undertake a qualification in information technology and the support offered to the Foundation Degree Stitched Textiles programme leader to gain a higher degree.

21   Staff are encouraged to access development and training programmes provided by the Universities of Portsmouth, Southampton and Winchester. Examples of engagement with partner awarding bodies include a lecturer from the University of Portsmouth delivering training on assessment and marking to higher education College staff and supporting staff in a better understanding of the FHEQ. Outcomes from training delivered by the University of Portsmouth have been disseminated by staff who attended.

22   Staff development opportunities are also provided by the College and include bespoke training delivered at events such as the higher education professional development day. The College has used this opportunity effectively to embed recommendations identified during the Developmental engagements. For example, a process for planning, identifying and logging scholarly activity was promoted, workshops were held on the development of study skills for higher education students, and staff skills in using the virtual learning environment have been developed.

23   Individual staff development needs are identified through the annual competency-based performance review. Staff are required to log records of continuing professional development and scholarly activity on an external professional portal. Although staff are obliged to share these records with the College, there is no clear mechanism to ensure compliance. The contents of performance reviews are collated by the Director of Teaching and Learning and members of the Higher Education Quality Board to inform the cross-college programme of development. The Director of Teaching and Learning and deputy heads of faculties monitor participation in staff development, and industrial placement activities. Planning for future staff development is continuous and includes some opportunities which may enhance provision significantly, for example a joint training day with other colleges, the use of Skype, and video conferencing. It is desirable that the College devises an effective internal mechanism for collating complete records of higher education staff development.

24   Responsibility for the induction of new staff rests with faculties. Staff new to the College confirm they are well supported within their faculties and enjoy access to a central

repository of higher education information through the virtual learning environment. Use of a standard College staff induction checklist helps to ensure that all newly appointed staff are made aware of general College systems and procedures.

> **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?

25   The arrangements described in paragraphs 10 to 13 are also relevant to the management of the quality of learning opportunities.

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

26   The College has an effective quality process which outlines procedures to ensure the appropriateness of the quality of learning opportunities. All programmes have a set of responsibilities which are kept by the programme manager and shared with the teaching teams. External examiner reports, sent to the relevant department and to the Director of Teaching and Learning, confirm that standards of assessment and learning outcomes are appropriate. Reports are discussed at the Higher Education Quality Board, any actions or recommendations are dealt with by the programme manager, and the action plan, compiled by the teaching team, is monitored by the Director of Teaching and Learning.

What account is taken of the Academic Infrastructure?

27   The arrangements described in paragraphs 14 to 15 are also relevant here. Staff are aware of the need to refer to the appropriate sections of the *Code of practice* and use them to inform assessment practices and work placements. There is no mapping process and the reference points are implicit rather than explicit.

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

28   The College has an effective teaching and learning strategy, which is posted on the intranet. All staff are made aware of it through mentoring and the staff induction process. Updates to the strategy are communicated by e-mail or via the *Eastleigh College Matters* in-house magazine. The faculties hold regular meetings and updates are disseminated to staff. The quality manual provides guidelines on the expected standard of lesson planning and schemes of work. Programme evaluations confirm that guidelines are being followed and that the quality of teaching and learning is being maintained.

29   The College operates an effective lesson observation procedure and guidelines are provided within the quality manual. All observations are internally verified and reports are modified where appropriate. Staff are observed annually by a trained team as part of the cross-college lesson observation process; each faculty is allocated a week of observations

which spans both further and higher education provision. Observation reports are sent to the Director of Teaching and Learning. A composite report analyses the findings by level and faculty; higher education teaching is reported separately within the annual lesson observation report. The report is sent to the heads of faculty and a summary is reported to the Standards Committee. Staff graded as less than 'good' are allocated an advanced practitioner and supported to improve their teaching and learning capabilities. A system of peer observation through 'teaching squares' exists to enhance teaching and provide a mechanism for sharing of good practice. Students confirm that the standard of teaching is of a high standard and that a range of teaching methods is used. A range of surveys provides the vehicle for collecting student opinion at different times of the year. The mechanisms for collecting student views include an effective method for improving practice, as well as an opportunity to share good practice.

30   The College strategic plan states there will be continuous assessment and improvement to the recruitment processes for students and staff to ensure that they are fair, without bias, and that they anticipate need. Staff are appropriately qualified and are required to hold a teaching qualification or to obtain one if they are teaching more than a defined number of hours per week. Staff who teach on higher education programmes are required to have a minimum of a first degree and are encouraged to work towards a higher qualification. Staff qualifications are scrutinised by the awarding body to ensure their suitability. All new staff have to deliver a sample lesson to a panel of students who give feedback on their performance before the formal interview takes place. There is effective monitoring of staff qualifications. The involvement of students helps to ensure that teaching is at an appropriate level and that staff are suitably qualified.

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

31   The admissions guidance states that potential students will receive advice and guidance in order to help them decide upon an appropriate programme of study. The College learner involvement strategy states that all full-time and most part-time students should have a tutor and designated tutorial time. In addition the tutorial planner states that all programmes over 210 guided learning hours should have weekly tutorials and a separate tutorial scheme of work. Students confirm that support is of a high standard while the type of support received varies from programme to programme. Counselling students have termly timetabled tutorials in addition to an open door policy for individual meetings with staff. Science students have timetabled progress meetings. Construction students have an informal approach, with no timetabled slots, although the faculty offers online support opportunities and tutorials. All students confirm that tutors are helpful and accessible and tutorials are available to those who request them. It is desirable for tutorial entitlement to be clear and defined accurately in documentation which is transparent to students.

32   The virtual learning environment contains some tutorial materials; it is well used and most students are able to access presentations and other materials. The equality and diversity policy affirms that students with additional needs will be supported and students confirm that they know how to access pastoral support.

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

33   The arrangements described in paragraphs 20 to 24 also apply to the quality of learning opportunities. Staff are expected to demonstrate that their development activities impact directly on student learning. An annual staff development report evaluates participation at events but there is no direct analysis of impact assessment. Following the Developmental engagements, staff have recorded their professional development in a log

and their training needs are identified through the appraisal process. Scholarly activity is implicit within the records but is not monitored separately or aggregately. It is desirable for the College to record scholarly activity separately and to evaluate its impact.

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?

34   The higher education strategy specifies information technology and library resources available to students. Academic staff meet learning resource centre staff annually to review the book stock including e-books and catalogues. Book usage is monitored and reviewed to ensure sufficiency and currency. Students receive a learning resource centre induction at the beginning of their programme. They confirm that resources are adequate and are generally good, the exception being information technology resources at the Cranbury centre, although improvements have recently been made. There is an adequate supply of books and electronic resources and the intranet is well used, with most programmes having their handbooks and lesson notes uploaded.

35   The virtual learning environment is accessible remotely and students find this a useful resource. An e-learning facilitator is available to assist both students and staff. The College has produced a helpful series of study skills guides in both virtual and hard copy format. The Faculty of the Built Environment has purchased an international online database of technical regulations and legislation which is used by students and provides a comprehensive and easily accessible repository of information for assignments and research purposes.

36   Students have a separate room for quiet study at the main College campus and the students on counselling and stitched textiles programmes are accommodated within the smaller Cranbury centre. Accommodation has been improved following student requests. For example, soundproofed rooms have now been provided, in the Cranbury centre, for Diploma of Higher Education in Counselling. A capital bid process takes place annually to allow faculties to submit requests for equipment and students have input into these requests.

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?

37   The College is responsible for publishing a range of information that includes information, materials and advice for prospective students, current students, employers, and the wider public. Clear delineated responsibilities are laid down by the awarding bodies' memoranda. Programme and module handbooks are checked by the universities. The information the College provides about the Scottish Qualifications Authority and Edexcel programmes is monitored by external examiners.

38   A marketing strategy informs higher education public information as part of the College's strategic plan to include businesses, schools, adult and community learning, and adult vocational learners. The College uses a database to assist marketing of its higher

education provision, targeting businesses to promote student and employer responsiveness. The College admissions guidance requires that each programme has a clear statement on entrance requirements in the programme information sheets and on the College website. In September 2011 a successful review and rewrite of all programme information sheets took place in order to promote a more standardised approach.

39 The College is committed to equality and diversity. Published information is made accessible to the full range of prospective students in order to promote the College. The guidance aims to widen participation by targeting training to non-typical applicants, including those in areas identified as requiring action through equality and diversity impact measures. A number of students have progressed onto higher education from lower level programmes. The College equality scheme outlines protocols for publicity to be accessible electronically and in appropriate formats, for example in large print, Braille or audio-recorded on request. All publications are available in a variety of formats, including printed materials in different colours for dyslexic students.

40 Information and marketing materials are provided on the website and include the prospectus, event information and links with placement providers and with appropriate professional bodies. Prospective and newly enrolling students are provided with a useful external web link to study skills materials in preparation for their higher education studies. Published information and marketing is included in the annual position statement for each area of provision and is presented to the Higher Education Quality Board, by programme leaders, with improvement measures that are to be addressed in the following year identified clearly. The quality of published information is seen as key to recruiting suitably qualified staff.

41 Since the Developmental engagements, the College has published study skills materials, programme-specific information, and learning materials accessible through the virtual learning environment. Feedback from students indicates that information provided pre-enrolment, during induction and on programmes is useful and accurate. There is extensive use of the virtual learning environment and, as a result of student feedback, changes to the posted materials have been made. All staff have access across programme areas, facilitating the sharing of good practice. Additional information for staff, including policies, procedures and staff handbooks, is provided through the staff intranet.

42 The College publishes a dedicated higher education prospectus in a variety of formats. Additional published materials include brochures, student handbooks in collaboration with awarding bodies, and study skills materials. The layout and content of programme handbooks varies according to awarding bodies' requirements. The College also provides electronic copies of student handbooks produced by the Universities of Portsmouth and Southampton on the virtual learning environment.

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?

43 The College reviews published materials for impact and as part of the higher education strategy. Module handbooks are clear, although for the Foundation Degree in Stitched Textiles some missing information on tasks and marking processes prompted a review of handbooks following the external examiner's comments. Handbooks and module guides are generated and checked at programme level with oversight by the Director of Teaching and Learning. There are arrangements in place to ensure that information and marketing is checked, but there would be benefit in a more clearly defined procedure indicating minimum requirements of published information.

44   Improvements to the website have been trialled with students. Students confirm that published information is an accurate reflection of their programmes of study and are informed promptly of any significant changes. External examiner comments on a lack of proofreading on written materials on the BA (Hons) Counselling programme resulted in significant changes to their programme handbooks.

45   The learning resources manager reviews the virtual learning environment to monitor access by students, together with usage and uploading of teaching and supporting materials by the programme teaching staff. Monitored content is given a bronze, silver or gold award for content and interactivity. There is extensive support for staff to promote the usage of the virtual learning environment, monitored by the E-Learning Facilitator, although there is no formal monitoring of virtual materials for accuracy and completeness. It is advisable that the College implements a more formal mechanism to monitor the accuracy of published information, including that posted on the virtual learning environment.

> **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 engagements

Developmental engagement in assessment

46   The Developmental engagement in assessment took place at the College in March 2010. The review team included two institutional nominees. The lines of enquiry agreed with the College were as follows.

Line of enquiry 1: How effectively do the College's quality assurance arrangements ensure consistency in assessment across programmes and appropriate differentiation between levels of academic achievement?

Line of enquiry 2: How does the College ensure that feedback on assessment and support for students is provided in an appropriate, timely and effective manner?

Line of enquiry 3: How does the College ensure that its published information relating to assessment is appropriate, clear and accessible, so as to meet the needs of students, awarding partners and course teams?

47   The Developmental engagement team identified six areas of good practice. The College has a clear mission for its higher education, carried through into a detailed strategy document. There is a comprehensive quality manual and annual quality improvement plan, together with a classroom observation process which provides support for teaching, learning and assessment. The student voice is canvassed in a variety of ways and students are able to comment upon their assessment. High quality feedback is provided to students, who enjoy ease of access to tutors for additional advice and guidance.

48   The Developmental engagement team considered that it would be advisable for the College to develop programme specifications for its Higher National programmes.

49   The Developmental engagement team considered that it would be desirable for the College to take action in six areas: promoting a higher education focus within the annual cycle of professional development; issuing a definition of scholarly activity for dissemination among staff; considering whether the existing 'teaching squares' process could be extended to provide a higher education focus; developing and disseminating cross-college guidance on internal verification, and promoting the development of a study skills module.

Developmental engagement in learning support

50   A second Developmental engagement in learning support took place at the College in March 2011. The review team included two institutional nominees. The lines of enquiry agreed with the College were as follows.

Line of enquiry 1: How do the College's quality assurance arrangements ensure that student induction is consistent and effective across all programmes?

Line of enquiry 2: How does the College ensure that its teaching and learning enhances progress, achievement and participation?

Line of enquiry 3: How does the College ensure that information about the development of study skills is appropriate, clear and accessible, so as to meet the needs of students, awarding partners and programme teams?

51   The Developmental engagement team identified eight areas of good practice. The use of collated student feedback responses focuses attention upon programme-related issues. Success improvement plans are effective in bringing about improvements and higher education programme teams collaborate to share good practice. The College virtual learning environment is used effectively and the College makes available a wide range of opportunities for students to develop and practise transferable skills. Tutorials are well structured and easily accessible and there is a variety of diverse and innovative methods of study skills support. Programme teams use the virtual learning environment in effective and innovative ways.

52   The Developmental engagement team considered it advisable for the College to address feedback delays with the BA (Hons) Counselling programme.

53   The Developmental engagement team considered it desirable for the College to improve the application of induction reporting procedures.

D   Foundation Degrees

54   The College offers one Foundation Degree in Stitched Textiles, validated by the University of Winchester. All conclusions and recommendations of the report apply to the Foundation Degree programme.

E   Conclusions and summary of judgements

55   The team has identified a number of recommendations relating to the 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 Portsmouth, Southampton and Winchester, Edexcel, and the Scottish Qualifications Authority.

56   The team considers that it is **advisable** for the College to:

- include appropriate external reference points in programme and guidance documentation (paragraph 14)
- develop a more formal and systematic process for assuring the accuracy of published information, including that posted on the virtual learning environment (paragraph 45).

57   The team considers that it is **desirable** for the College to:

- review the appropriateness of the template used for Higher National programme specifications (paragraph 15)
- consider the structure currently used to self-assess higher education, so as to ensure alignment with external higher education frameworks and reference points (paragraph 17)
- devise an effective internal mechanism for collating complete records of higher education staff development (paragraph 23)
- ensure that documentation specifying tutorial entitlement is clearly defined (paragraph 31)
- record scholarly activity separately and collate details centrally so as to evaluate its impact (paragraph 33).

58   Based upon its analysis of the College's self-evaluation, 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.

59   Based upon its analysis of the College's self-evaluation, 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.

60   Based upon its analysis of the College's self-evaluation, 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.

Eastleigh College action plan relating to the Summative review: March 2012						
Advisable	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The team considers that it is **advisable** for the College to:						
• include appropriate external reference points in programme and guidance documentation (paragraph 14)	Policy and procedure documentation to be referenced to code of practice (documents to be cited as evidence for the summative review)	March 2013	Director of Teaching & Learning	Additions made to policies/procedures and rolled out to higher education programme leaders and teams	Higher Education Quality and Quality Board	Higher Education Quality and Quality Board to evaluate the action and propose appropriate changes
• develop a more formal and systematic process for assuring the accuracy of published information, including that posted on the virtual learning environment (paragraph 45).	Establish formalised system for checking virtual materials for accuracy and completeness	Annual report June/July - starting June 2013	Programme leaders	Improved student satisfaction	Director of Teaching & Learning	Reporting to Higher Education Quality Board as standing agenda item
Desirable	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The team considers that it is **desirable** for the College to:						
• review the appropriateness of the template used for Higher National programme specifications (paragraph 15)	Form working group consisting of programme leaders Evaluate current programme	October 2012 - HNC Construction/ Contracting Management July 2013 - HND and any other	Programme leaders on Higher National programmes	Improved student satisfaction.	Director of Teaching & Learning	Review Higher Education Quality Board - Autumn 2012 and 2013 for new programmes

	specifications and compare to those for FdA Stitched Textiles, DipHE Counselling Develop common framework and rewrite programme specifications for Higher Nationals	new Higher National being developed				
• consider the structure currently used to self-assess higher education, so as to ensure alignment with external higher education frameworks and reference points (paragraph 17)	Review internal self assessment processes and align with external HE reference points Propose revised format for consideration by Quality Board	Quality Board meeting Autumn 2012 - new Self Assessment Report produced for November 2012	Director of Teaching & Learning	Self Assessment Report for higher education that is more 'fit for purpose' and provides a robust basis on which to identify good practice and areas for improvement	Quality Board and Self Assessment Report panel	Evaluate Higher Education Self Assessment Report as part of the Self Assessment Report review process (December 2012)
• devise an effective internal mechanism for collating complete records of higher education staff development (paragraph 23)	Higher education staff forward spreadsheets/ reflect print out to Director of Teaching & Learning for collation and analysis (June)	June 2012 collated report July 2012 and thereafter annually	Director of Teaching & Learning/ Programme leaders/ higher education teaching staff	More focused staff development for higher education staff Impact measures established for staff development Further	Quality Board/ line managers carrying out Performance Reviews	Evaluate through the annual staff development report and table at Higher Education Quality Board to formalise future planning

				development and identification of staff development needs for higher education staff		
• ensure that documentation specifying tutorial entitlement is clearly defined (paragraph 31)	Review tutorial documentation and amend to reflect tutorial entitlement for higher education students	July 2012	Head of Student Support Services	Students are fully aware of tutorial entitlements. Improved student satisfaction	Director of Teaching & Learning/ Senior Management Team	Reference within student support Self Assessment Report to be reviewed in Autumn Higher Education Quality Board
• record scholarly activity separately and collate details centrally so as to evaluate its impact (paragraph 33).	Spreadsheet developed for capture/record scholarly activity (nature, length of time and impact) To be discussed at Performance Reviews and collated by Director of Teaching & Learning (alternative reporting mechanisms are acceptable to avoid duplication i.e. Reflect logs	July 2012 Collated report - August 2012 and annually thereafter	Higher education teaching staff, programme leaders, managers undertaking Performance Reviews. Director of Teaching & Learning	Increase the impact of scholarly activity by making staff more accountable. Improve the quality of programmes and thereby success rates and student satisfaction	Higher Education Quality Board and Quality Board. Awarding bodies (universities and Edexcel)	Evaluate through the annual staff development report and table at Higher Education Quality Board to formalise future planning